



The  
**Castle**  
School

## BEHAVIOUR FOR LEARNING POLICY

<b>DATE OF LGC APPROVAL</b>	May 2017
<b>REVIEW FREQUENCY</b>	Every 2 Years
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<b>AUTHOR</b>	LHo / CCo
<b>FUTURE REVIEWERS</b>	SLT / LGC
<b>STATUTORY REQUIREMENT</b>	YES

<b>AMENDMENTS</b>	<b>SUMMARY OF AMENDMENT</b>	<b>DATE</b>
1 <sup>st</sup> amendment approved by the LGC		
2 <sup>nd</sup> amendment approved by the LGC		

## **Purpose**

The behaviour policy at The Castle School has been written in line with the advice for headteachers and school staff on behaviour and discipline, published by the Department for Education in January 2016.

In line with this guidance, the behaviour policy sets out to:

1. Promote positive behaviour, responsibility and respect
2. Prevent bullying
3. Ensure that students complete assigned work
4. Explain the disciplinary sanctions used and teachers' powers

### **1. Promoting positive behaviour, responsibility and respect**

The Castle School fosters an ethos of positive reinforcement and recognition for exemplary behaviour and excellent work. This is underpinned by the expectation that all members of The Castle School community demonstrate our values of respect, responsibility, commitment, effort and involvement.

In order to ensure these values permeate the life of the school and the curriculum, the school operates a behaviour for learning system called 'Ready to Learn' (RTL) which aims to:

- Eliminate disruptive behaviour, to enable a culture of achievement and ensure learning time is maximised
- Ensure students show **respect** to each other, for themselves, for the environment and for learning
- Encourage students to take **responsibility** for their own actions and act responsibly at all times
- Provide clarity for all members of the school community regarding the consequences of inappropriate behaviour
- Empower teachers to deliver engaging and creative lessons, experiment and take risks without concern for behavioural consequences.

The expectations of RTL are shared with all students and parents and carers. Visible displays outlining our expectations are referenced around the school and are clearly linked to our values. Staff receive regular training in engaging students in their learning and in ensuring that rules are applied fairly and consistently.

Our school values form the basis for the Home-School Agreement, which is signed by students and their parents when they join the school. These principles are also re-visited following a fixed term exclusion from school, during the post-exclusion meeting.

#### **1.1. Recognition, reward and celebration**

Our Achievement Point system enables students to be rewarded for showing high levels of effort, involvement, respect, responsibility and commitment during their lessons, tutor times and extra-curricular activities. Students record their successes in their School Planner and receive a certificate home when they reach their Bronze, Silver and Gold awards. Each term

a year group Achievement Assembly take place to ensure student successes and positive behaviour are celebrated.

The Castle School also recognises the importance of creating opportunities for students to earn positions of responsibility. A wide range of leadership opportunities are available to students which include School Council, Senior Students and Sport Leaders.

## **2. Preventing bullying**

The Castle School strives to ensure that all people (students and adults) in the school community are able to work in a safe and secure environment, free from humiliation, harassment, oppression and abuse (see anti-bullying policy).

Central to this is a Restorative Justice approach whereby students are encouraged and supported to take responsibility for their actions and to consider how these have affected others. They are then supported by members of staff to take steps to repair the harm that has been done. The school may impose a sanction, such as a detention, isolation or exclusion alongside this restorative approach.

The Castle School actively encourages students to feel confident about reporting instances of bullying and students have a variety of channels (school staff, peer mentors, online reporting system) for reporting bullying. Students are regularly consulted about bullying to ensure that school systems for eliminating bullying are kept constantly under review.

All staff receive regular training on spotting the signs of bullying and on how to intervene to support a student who has been bullied.

Strong partnerships with parents and carers underpin the success of the Restorative Justice approach and the school strives to maintain regular contact with home so that all reported bullying is resolved.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. Racist, sexist and homophobic incidents and other incidents of harassment or bullying are considered as serious incidents within the RTL framework and perpetrators will be sent to the RTL Isolation Room or excluded from school. External agencies, including the police, may be asked to intervene in the most serious incidents.

The Castle School's comprehensive Life Skills curriculum promotes and develops student understanding of mutual respect and tolerance. In addition, a personalised educative intervention session may be put in place when required.

## **3. Ensuring that students complete assigned work**

There is an expectation at The Castle School that students will complete their work and homework to the best of their ability. During transition periods (before students join The Castle School and when they leave us) we will co-ordinate with parents, carers, partner schools and colleges to ensure that any students additional needs are shared and intervention is planned when necessary, to enable them to achieve success.

Students who fail to complete work in class or disrupt the learning of others will be given a clear warning about their behaviour. Further misconduct will result in the student being sent to the RTL Isolation Room for 5 lessons and an hour after school; parents or carers will be contacted (see appendix 1). Work will be provided for any student in the RTL Isolation Room and the student will have their break and lunch supervised in this room.

The Castle School expects students to take responsibility for their learning and behaviour and use this opportunity to reflect on their actions. Students who choose not to go to the RTL Isolation Room or who fail to complete the required work in the RTL Isolation Room will be excluded from school. Details of the behaviour expected within the RTL Isolation Room are outlined in appendix 2.

#### **4. Disciplinary sanctions used**

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 states that penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them. The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is appropriate.

##### **4.1 Students' conduct outside of lessons**

Students are expected to move around the building in a calm and orderly manner. Students will be referred for a lunchtime detention for behaviours such as running in corridors, dropping litter, eating or drinking in banned areas, damaging property or being out of bounds. Students who fail to meet expectations with respect to these rules may also be required to undertake community service such as litter-picking or cleaning duties and their parents or carers may be liable to pay a fine to cover the cost of repair. For more serious incidents, a student may be sent to the RTL Isolation Room or face a fixed-term exclusion.

All Staff are responsible for maintaining a calm, safe environment by performing duties before and after school and at break times. The Duty Team provides further support by patrolling key areas of the school during every break and lunchtime.

##### **4.2 Students' conduct outside of the school premises**

When in public places, students are expected to act as ambassadors for The Castle School and ensure that, through their conduct, The Castle School's reputation is enhanced. The Castle School can put appropriate sanctions in place for misbehaviour when students are:

- Taking part in any school organised trip or activity
- Travelling to and from school (for example when using school transport)
- Wearing school uniform

An appropriate sanction can also be put in place by the school, whether or not the conditions above apply, if the misbehaviour could pose a threat to the safety and wellbeing of another student or could adversely affect the reputation of the school.

### **4.3 Student support**

Students who may need extra support in making appropriate choices with regard to their behaviour have access to a wide range of support services including tutors, Leaders of Student Progress, Assistant Leaders of Student Progress, Peer Mentors, Senior Students and Learning Support Assistants. There is also a dedicated Student Support Team which oversees the daily management of behaviour in the school, including the supervision of a RTL Isolation Room for students who have disrupted learning.

A range of intervention strategies including Pastoral Support Plans and Behaviour Passports are used to help support students in changing their behaviour and meeting The Castle School expectations. The school will engage the services of external agencies such as social care and medical practitioners when needed.

Students with diagnosed additional learning needs may follow a modified sanction system that is appropriate for their cognitive ability or their disability, in consultation with the Special Needs Co-ordinator (SENCO) or Senior Leadership Team.

### **4.4 Detentions**

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break The Castle School rules or who fail to comply with reasonable instructions. Parental consent is not required for detentions, although it is The Castle School practice to inform parents and carers wherever possible, via text message. Working in partnership is our preference at all times and we will discuss any issues regarding the setting of detentions or higher level sanctions where there is disagreement.

Students will be referred for a lunchtime detention if they arrive late to school or without the correct equipment for learning. A list of students required to attend the lunchtime school detention will be displayed in a central location in the school every morning. Failure to attend a lunchtime detention will result in an after school detention being issued. Students who choose not to attend this after school detention will be sent to the RTL Isolation Room the following school day.

### **4.5 Fixed term exclusions**

If a student refuses or fails to attend the RTL Isolation Room or if their behaviour in isolation does not meet our expectations they will receive a fixed term exclusion. There are a number of serious incidents that may also lead to a student receiving a fixed term exclusion, these are outlined in appendix 3.

When a student is formally excluded from school, his/her parent or carer will be required to meet with a member of staff before he/she returns to lessons. The student will also be required to complete a period of time in the RTL Isolation Room before returning to their lessons. During the period following the meeting, if the student's behaviour continues to fall below the expectations of the school, as agreed in the post-exclusion meeting, the student

will return to the RTL Isolation Room and the parent/carer will be required to meet again with a senior member of staff.

The Student Support Team, Leaders of Students Progress and Senior Leaders will collate and analyse behaviour data at student-level and for cohorts of students to ensure that no group of children is disadvantaged by the behaviour system. Individual students who continue to disrupt learning or behave in an anti-social manner will be referred to the RTL Isolation Room for longer intervention periods and may be required to meet with a Staff or Governors' disciplinary panel. A risk assessment may be undertaken and shared with all staff, in consultation with parents, carers or outside agencies, if a student's behaviour may cause harm to him/herself or to others.

#### **4.6 Managed Moves**

The school works in close partnership with other secondary schools and alternative curriculum providers in the area and students who fail to change their behaviour, in spite of planned interventions, may be offered a transfer to a partner school under a Managed Move agreement.

#### **4.7 Permanent exclusions**

In very rare cases, the Headteacher may take the decision to exclude a pupil permanently:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Additional details regarding our permanent exclusion procedures can be viewed in Appendix 4.

### **5. Teachers' powers**

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for students, such as teaching assistants. Teachers have a power to impose detention outside school hours.

#### **5.1 Confiscation**

Teachers can confiscate students' property where it is used to cause a nuisance, or where it breaches the school rules (eg, non-uniform items of jewellery; phones or electronic devices which are visible within a lesson). The school reserves the right to return confiscated items directly to parents or carers. A refusal to cooperate will result in a higher level sanction. The criteria for confiscation may include:

- a) An item that poses a threat to others, e.g. a laser pen.
- b) An item that poses a threat to good order for learning, e.g. use of a personal music player.

- c) An item that is against our school uniform rules, e.g. student refuses to take off his/her hat on entry to the school.
- d) An item that poses a health or safety threat, e.g. students wearing large earrings in PE.
- e) An item which is counter to the ethos of the school, e.g. racist or pornographic material.

## **5.2 Powers to search**

Teachers have the legal power to search without consent for weapons, knives, alcohol, illegal drugs, tobacco and stolen items. Students found in possession of such items may be excluded from school. Any illegal items including weapons and knives may be handed over to the police.

## **5.3 The use of reasonable force**

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others.

The Castle School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student when for example, that member of staff has acted in a way to separate a fight between students. We do not require parental permission to use force on a student and where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence in any criminal prosecution or other civil or public law action.

## **6. Malicious allegations**

Allegations against staff will always be investigated thoroughly by the Headteacher. Any allegation against the Headteacher will be investigated by the Chair of Governors. Any investigation that finds that the allegation is unfounded and that it was made maliciously by a student will be treated very seriously and the student will be sanctioned in an appropriate way which may include a fixed-term exclusion or permanent exclusion.

## **7. Responsibilities**

All members of **staff** have responsibility for ensuring that the behaviour policy is adhered to in a fair and consistent manner. The Castle School will provide regular training sessions to support staff in doing this. Regular communication with parents and carers will be maintained when a student's behaviour gives cause for concern.

**Parents and carers** are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. This includes parents and carers being

required to attend meetings in school, signing the home school agreement and discussing and enforcing the school rules with their child.

All **students** will be expected to take responsibility for their own behaviour and understand the school rules both within and outside the classroom.

The **Senior Leadership Team** monitors the implementation of the policy in the school through daily classroom visits, analysis of behaviour data, analysis of student, staff and parent/carer consultations.

The **governors** will review the implementation of the policy through the data presented for analysis at Governors' meeting and during their monitoring visits to the school.

## **8. Other related policies**

This policy should be read in conjunction with the following policies:

- Anti-bullying
- E-safety
- Special Education Needs and Disabilities
- Equal Opportunities
- Drugs Use and Misuse Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection policy

## **APPENDIX 1 – THE CASTLE SCHOOL EXPECTATIONS**

Students at The Castle School are expected to show **respect** for each other, for themselves, for the environment and for learning. They are also expected to act **responsibly** at all times both within school and within the wider community. These values have led to students and staff creating the following expectations for behaviour.

### **Conduct in the classroom**

To show you are **Ready to Learn** you always:

- Use appropriate language
- Follow instructions first time
- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Arrive on time
- Sit where you are told
- Allow others to learn

If you break one of these rules, an adult will tell you that you have a “warning” and your name will be written on the board. If you break a rule for a second time, you will be sent to the RTL Isolation Room for 6 hours (5 lessons plus 1 hour after school), including an hour’s detention after school that day, and your parents or carers will be contacted.

### **Conduct in PE lessons**

As well as following the expectations above, always:

- Bring your PE kit

If you break this rule, you will be given a warning. You will be given a PE kit to wear for the lesson.

If you refuse to wear this kit, you may be sent to the RTL Isolation Room for 6 hours (5 lessons plus 1 hour after school).

## Conduct around school

At The Castle School, we expect each other to behave with respect at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other.

### Defiance

If a member of staff asks you to do something, you must do it. If you do not immediately do what has been asked, the member of staff may say to you 'This is a reasonable request. Are you choosing not to follow it?'

**If you refuse, or if you walk away, you will be sent straight to the RTL Isolation Room for 6 hours (5 lessons plus 1 hour after school).**

### Red Cards

There are no warnings for these misbehaviours. You will receive a 'Red Card' for any of the following:

- Running indoors
- Shouting indoors
- Pushing/shoving
- Inappropriate language or attitude
- Dropping litter/throwing food
- Eating and drinking in banned areas
- Being out of bounds

If you break one of these rules, a member of staff will tell you that you have a "Red card", and that you must serve a 20 minute lunchtime detention. You must check the 'Red card detention' list, which is on the wall outside the student centre to see when this will be. The list will be updated by break time each day.

If you fail to serve this detention, you will be sent to the RTL Isolation Room for 6 hours (5 lessons plus 1 hour after school) and your parents or carers will be contacted.

### Mobile phones and inappropriate jewellery

You must hand over to a member of staff any phone that is seen or heard in a lesson and permission has not been given by the teacher for it to be used. This will be confiscated until the end of the school day and you may collect it from the Student Centre at the end of the day. If confiscated more than once during a term, an adult will be required to collect it for you. If you refuse to hand it over, you will be sent to the RTL Isolation Room for 6 hours (5 lessons plus 1 hour after school). If you haven't handed over the item by the end of the 6 hours (5 lessons plus 1 hour after school), you will remain in isolation until the item is handed over.

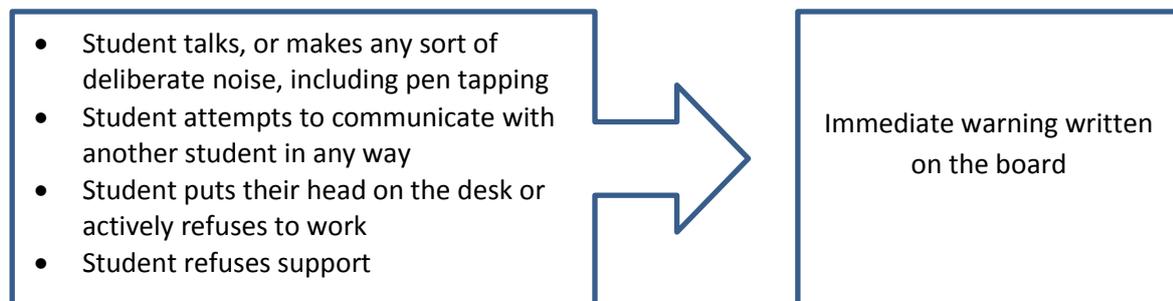
## **APPENDIX 2 – RULES IN THE READY TO LEARN ISOLATION ROOM**

Students must work in silence at all times, in 'exam conditions'. If a student shows they are not 'Ready to Learn' in the RTL Isolation Room then they must immediately receive a warning. If inappropriate behaviour persists, they will receive a second warning. At this point, a member of staff will phone home to alert the parent or carer that their child is on their last warning and they will be sent home if they disrupt again. If further inappropriate behaviour persists, the student will be sent home and excluded from school the following day.

As such, the RTL Isolation Room will have the same rules as an examination, with two important exceptions:

1. Students are allowed to ask for help
2. Students must continue working

Examples



### **Arriving in the RTL Isolation Room**

Students must arrive in the RTL Isolation Room promptly following the instruction from the class teacher. If they do not, they will be sent home for that day and continue to serve a fixed term exclusion the following day.

### **Break and lunch times in the RTL Isolation Room**

At these times, all the rules still apply, except that:

1. Students may eat and drink at their desks
2. Students may read a book or magazine, or do other silent personal activities, such as a sudoku
3. Students may choose not to work, and will not get a warning for putting their head on the desk.

While collecting food at break or lunch time (which will happen before the rest of the school goes to break and lunch) students will obviously be able to talk with each other, albeit quietly and sensibly.

### **Exceptions to staying in the RTL Isolation Room**

A student must never be allowed out of the RTL Isolation Room to attend a normal lesson, including a lesson to complete coursework. A student may only leave the RTL Isolation Room if they have:

1. A public examination
2. A literacy, numeracy or behaviour intervention
3. A pre-arranged appointment out of school

## APPENDIX 3 – RULES RELATING TO SERIOUS INCIDENTS

These are incidents which warrant a parental meeting, isolation, warning of Fixed-Term Exclusion, fixed term exclusion, a governors' warning, or Permanent Exclusion. Students may also face a fine/community service detention.

1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)	Students should be asked explicitly, "I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?" There must be no negotiation. If a student does not immediately comply with your request, he or she should be sent straight to isolation. You must complete the "Defiance" form on the desktop and send it to the Student Support Team.
2. Verbal or Physical abuse of staff.	This may include: <ul style="list-style-type: none"> <li>• Pushing past staff</li> <li>• Swearing at staff</li> <li>• Rudeness and name calling</li> </ul>
3. Exam misconduct	Students will be sent to RTL Isolation Room 6 hours (5 lessons plus 1 hour after school).
4. Truancy (internal or external) for 10 minutes or more during a lesson.	Students may only be out of lessons with the written permission of a member of staff. If a student breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result in a referral to the RTL Isolation Room for 6 hours (5 lessons plus 1 hour after school).
5. Violent or dangerous behaviour	This may include: <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Threatening behaviour</li> </ul>
6. Possession or use of alcohol or drugs	This is against the law, and may result in permanent exclusion.  Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
7. Possession or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
8. Malicious setting off of the fire alarm	This is against the law, causes significant disruption to the whole school, and will result in a fixed term exclusion.
9. Deliberate damage to or theft of property	This may include: <ul style="list-style-type: none"> <li>• Vandalism of lockers, display boards, doors and windows.</li> <li>• Vandalism of the school toilets</li> </ul>
10. Smoking	Smoking or vaping is not permitted anywhere on the school site. If a student is seen smoking or has the clear intent to smoke on the school site, this will result in a fixed term exclusion.
11. Bullying or prejudicial language directed at another person	This may include: <ul style="list-style-type: none"> <li>• Physical or verbal abuse of others</li> <li>• Offensive text messages or misuse of social networking or other internet sites.</li> </ul>

## APPENDIX 4 – THE CONSEQUENCE MAP

