



Castle View Enterprise Academy

STUDENTS BEHAVIOUR POLICY

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SIGNATURES:

Principal	Mrs J. S. Bridges
Chair of Governors	Mrs H. Mottram

Rationale and Aims:

The key aim of this policy is to promote the high standards of behaviour needed to create an orderly community in which effective learning can take place. We expect high standards of behaviour from all our stakeholders including students, staff, parents, governors and members of all agencies involved in the work of the Academy. ***The policy is based on the key rationale that:***

We all value education.

We are an inclusive Academy and recognise that all students have the right to be educated in a mainstream school.

Everyone at Castle View Enterprise Academy has both rights and responsibilities in supporting the development of a learning community, in which everyone can achieve their personal best, help others reach theirs, and feel valued, secure and confident.

The policy is based on the principles outlined in relevant legislation, most specifically the School Standards and Framework Act 1998 and the Education Act 2002.

Principles:

Good behaviour will be promoted by creating and maintaining:

- A welcoming and caring ethos, characterised by positive relationships and mutual respect.
- An Academy climate focussed on learning and the celebration of excellence in effort, attitude and achievement.
- Inspiring and motivating teaching which enables students to thrive and complete all assigned work.
- An appropriate and relevant curriculum which includes all.
- Fair and consistent expectations which are shared and insisted upon by all.
- Frequent positive reinforcement and structured rewards.
- An emphasis on participation and working in partnership with all stakeholders (including students, staff, their families, governors and external agencies).
- An emphasis on the development of self-discipline and opportunities to reflect and learn from mistakes.
- The fair and consistent use of rewards and sanctions.
- An effective pastoral system which actively promotes student welfare and prevents bullying.
- Effective supervision before and after the Academy day, during breaks, lesson changeovers and lunchtimes.
- Effective procedures for reporting, recording and evaluating information.
- Effective procedures for the early identification and support of students who need special help to improve their behaviour.
- An effective programme to help students develop personal and social skills, particularly in lifelong learning and citizenship.
- Effective staff training.

Expectations of Students:

The Academy's Code of Conduct outlines the simple rules students are expected to follow. This is drawn up in consultation with staff, students and governors and is reviewed annually. The Code of Conduct is issued to all parents. In lessons, students are expected to follow a basic set of rules which are outlined below. There is a clear and consistent staged procedure, outlined below, which staff refer to during lessons. The Academy's uniform and attendance policies are also issued to parents before the students start the Academy. The Academy operates various forms of inclusion to help support our more vulnerable students. The Academy may discipline students for misbehaviour when, taking part in any Academy-organised or Academy-related activity; travelling to or from the academy; wearing Academy uniform or when they are in some other way identifiable as a student in the Academy. Also, discipline may be applied

where a student's actions could have repercussions; for the orderly running of the Academy; pose a threat to another student or member of the public; adversely affect the reputation of the Academy.

Classroom Rules

- Be punctual to lessons.
- Do not talk during whole class explanations.
- Do not speak out of turn or cause low-level disruption.
- Have full equipment ready.
- Observe uniform rules at all times.
- Be at your own desk and face forward.
- Attempt all the work set.
- Do not use mobile phones.
- Do not chew or drink.

Lesson Staged Procedure

X - verbal warning; **XX** - second verbal warning; **XXX** – 15-minute break detention; **XXXX** – one-hour detention

Rewards: The rationale is to raise the profile of rewards in the Academy and be brought tightly in line with basic expectations relating to achievement, uniform, equipment, attendance, punctuality and behaviour. The rewards system is reviewed on a termly basis by taking into account the views of parents, students and staff.

Celebration of Rewards:

Class Charts Positives

All staff are expected to record achievement merits on our behaviour monitoring system, *Class Charts*, using the following criteria. Class Charts Positives must be awarded for each lesson according to criteria outlined by the teacher and / or Head of Department. There will occasionally be an Academy-wide criterion for awarding merits which could run for a specified period of time. Staff will be made aware of this via the Tutor Desktop. Form tutors can access an Academy-wide achievement merits table, which is updated daily, in the Rewards folder in the staff shared area on the Academy's computer network. This must be displayed at least weekly in registration. Merit Credit Cards are handed out half-termly when students reach the following levels.

Level	Positives
Platinum	300
Gold	200
Silver	100
Bronze	50

CV² Club:

Students remain part of the CV² club if they meet the following criterion for a half term.

- 100% Attendance

Form tutors must monitor the students in their form class. Students who do not achieve the above requirements are removed from the CV² Club. CV² Club can be updated by accessing the Tutor Spreadsheet in the Rewards section of the staff shared area and changing the colour of the student's name to red. Those students' names which remain in green qualify for a CV² Credit Card each half term.

Form tutors monitor students in each form class. Students who do not achieve the above requirements are removed from the CV² Club. The CV² Club is updated by form tutors at least weekly.

**All Credit Cards gained count towards qualification and discounts for the reward trips, fast queue passes for lunch and breaks, and any other rewards at the discretion of the Senior Leadership Team.*

Roles and Responsibilities:

Behaviour is an Academy-wide issue, which begins with effective management of the students' transition from primary schools managed by a Head of Year and a designated member of the Senior Leadership Team. We believe that all stakeholders share responsibility for the development of an effective learning community. Within this general responsibility members of the Pastoral Team have specific responsibilities.

Heads of Year manage the discipline, welfare and progress of their year group, under the overall direction of the designated member(s) of the Senior Leadership Team.

- Teaching staff and Directors of Subject have a responsibility for managing the discipline, welfare and progress of students within their curriculum area.
- The Pastoral Team works closely with departments, SEN Staff, support staff, learning mentors and other agencies to ensure a consistent and coherent approach is adopted by all.
- Guidelines on staff roles and responsibilities, and procedures of reporting, recording and sharing information are agreed and publicised, and are subject to regular review. Details of these are given in the Behaviour Management Flow Diagram.
- Students are encouraged to accept responsibility for both their own behaviour, and for contributing to the life of the Academy and wider community. Issues of rights, responsibilities, rules and routines are explicitly addressed as part of the tutor programme. They are regularly explored in assemblies, tutor periods and across the curriculum. At the start of each half term, students are reminded of behaviour expectations via a formal presentation delivered by their form tutor.
- Students are given the opportunity to participate in decision making processes through the Student Council.
- Students are also given the opportunity to accept responsibility and help others (e.g. as mentors, Lead Students, anti-bullying mentors, as well as many other informal opportunities).

Contact with Parents:

We try to inform parents at the earliest possible stage of any concerns, and to involve them in strategies to improve their child's behaviour. Our aim is always to work *with* parents to improve behaviour. This includes frequent informal contact by telephone, in addition to the more formal contact via letter, and at interviews and review meetings. Reports to monitor behaviour are reviewed by parents on a daily basis, while termly reports for all students include a measure of effort and progress. The Heads of Year will be available to meet with parents in order to discuss any issues or concerns during the Academy day. Directors of Subject may also meet with parents outside of school hours in order to ensure that the students are working to their potential whilst in the Academy; discussing academic, behaviour, social or other issues that may arise from time to time. For students with emotional and behavioural difficulties, the SEND team meets parents and other agencies regularly, according to the SEND calendar. For students who have been excluded on a number of occasions within a term (or Academy year) the Governing Body may decide to offer the parent a contract that will be signed by all parties to provide support to both the parent and the student to improve the student's behaviour. In cases of extreme behaviour an ABA may be offered to parents, or a meeting with the Community Police Officers linked with the Academy.

Pastoral System:

We believe in a caring ethos, based upon positive relationships and a high quality system of care (which is essential to the promotion of good behaviour). All students therefore have a form tutor, who usually stays with them throughout their Academy career, after year 7. The form tutor has daily contact with their tutor group, which helps to build their personal knowledge of, and relationships with, their students. Form tutors use form periods to focus on attendance, behaviour and achievement, through the promotion of the merits system, the CV² Club and the Attendance Football League. Weekly year group assemblies also provide an opportunity to consider the Core Values, as well as giving a focus for reinforcing expectations, celebrating achievement and building relationships within the year group. We also encourage students to feel that they can approach any member of staff for help with problems or difficulties they encounter either in the Academy, or in the wider context of their day to day lives.

Monitoring and Evaluation:

Feedback on the effectiveness of behaviour management strategies is received from a variety of sources including staff, students, governors, inspectors and visiting staff. The use of *Class Charts* (a behaviour management resource), provides a detailed database on behaviour issues and rewards and how they are managed in the Academy. This facilitates comprehensive analysis of behaviour systems and the effectiveness of behaviour management and reward strategies. This will lead to a more effective targeting of resources within the Academy and the use of targeted intervention and provision outside of the Academy. This information will also be summarised on a termly basis, and reviewed by the Pastoral Team in order that targeted support can be made available and the Staged Procedure updated following these reviews. The monitoring of staff effectiveness is part of the whole Academy programme for performance monitoring and Academy self-evaluation. Information from *Class Charts* can be used to monitor behaviour across the curriculum and across teaching staff, and this can be used to target resources and training opportunities (in order to support staff in a positive way).

Barriers to Learning:

Students are expected to respond to disciplinary procedures through advice from staff members who will follow the procedures outlined in the Behaviour Management Diagram. Classroom teachers will take responsibility for their own disciplinary procedures, supported in the first instance by their Director of Subject, and then by the Head of Year. Examples of sanctions are outlined on the Behaviour Management Diagram. Should the student choose to act upon the advice of the classroom teacher and respond to any sanctions given, the incident will be recorded by the classroom teacher with no further action taken. Should the student fail to respond to the request of the classroom teacher and the sanction imposed, the Director of Subject will speak with the student involved and issue an appropriate sanction. Similarly, should the student fail to respond to this, the Head of Year will take responsibility for disciplinary procedures. In instances where Health and Safety is deemed to be at risk, or the student is alleged to be responsible for serious misconduct (whether inside or outside of the Academy), where the Academy may be brought into disrepute, staff will request the assistance of a senior leader. Such instances may, at the discretion of the senior leader and ultimately the Principal, lead to one of the following sanctions: internal exclusion; fixed-term exclusion; permanent exclusion; night school; interview with Community Police.

The decision to exclude a student permanently would be taken in response to serious breaches of the Academy's behaviour policy, or if allowing the student to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy. In the case of the Governing Body upholding a permanent exclusion, this can be challenged by an independent review panel. The review panel will not be able to direct the Academy to reinstate a student, but may advise that this should be the case. The decision to exclude a student for a fixed period should be taken on the balance of probabilities, only in response to the Academy's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion, and lesser sanctions such as detention are considered inappropriate.

Serious Misconduct includes, but is not limited to;

- Physical violence or assault against a fellow student or staff member.
- Threats of violence or assault against a fellow student or staff member.
- Foul or abusive language towards a member of staff.
- Bullying or cyber bullying against a fellow student.
- Theft on Academy premises.
- Use or possession of drugs or drug-related paraphernalia, alcohol or cigarettes, or illegal substances.
- Serious damage to school property.
- Refusing Academy discipline.
- Deliberately presenting a health and safety risk to themselves or others.
- Invasion of another person's personal space.
- Name calling.
- Sexual touching.
- Any anti-social behaviour within the Academy or when travelling to and from the Academy.
- Malicious allegations against the Academy, the staff or the students.

If a student's behaviour poses a serious risk to health and safety, a risk assessment is completed with the parents and relevant agencies e.g. Safeguarding.

The decision to sanction a student will be made by a paid member of Academy staff or a member of Academy staff authorised by the Principal. The decision to punish a student and the sanction itself must be made on the Academy premises or while the student is under the charge of the member of staff. The punishment will not breach any other legislation and it will be reasonable and proportionate.

NOTE: Behaviour issues relating to the mis-use of ICT equipment and the internet stand alone from this policy and are dealt with separately.

Crisis Management:

Students with a risk assessment may also require a care plan in order to manage effectively specific crisis situations. Care plans will only be drawn up in a multi-agency forum with the agreement of the family / carers and only for those students who have required handling on more than one occasion. The Policy for the Use of Physical Restraint will be adhered to in conjunction with the care plan. A register of students with care plans will be provided to all staff. In times of specific crisis when there is a threat to health and safety, for example, fighting or incidents around balcony areas, failure to respond to supervision, the use of "reasonable, proportionate and absolutely necessary" positive handling may be required, this being the legal terminology. The Positive Handling Policy will also be adhered to at such times.

Screening, Searching and Confiscation:

The Academy can require students to undergo screening as part of an agreed risk assessment. This will be carried out by a senior member of staff with another member of staff present. Academy staff can search for and confiscate the following banned items: knives; weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article likely to be used to commit an offence or cause injury; any item banned by Academy rules. This can only be carried out by a senior member of staff of the same sex as the student, with another staff member present. Searches can only be carried out if there are reasonable grounds for suspecting they are in possession of a prohibited item. This search can only be a personal search and not an intimate search. In line with Section 91 of the Education and Inspections Act 2006, staff can confiscate, retain or dispose of a student's property as a disciplinary penalty where reasonable to do so. Any issues relating to drugs or drug-related paraphernalia, stolen items and weapons will be passed to the police. Where searching and confiscation has taken place, parents will be informed.

Home-Academy Agreement

Students must:

- Attend regularly and arrive at registration on time.
- Wear the correct uniform and bring the correct equipment each day.
- Work hard to achieve targets set by teachers.
- Help other students by allowing every teacher to teach and every learner to learn.
- Behave well on the journey to and from the Academy.
- Behave well in and out of class, follow the Code of Conduct and meet the Academy's expectations.
- Respect and care for others and their property (including Academy property).
- Care for their personal file and record all homework details.
- Give their best effort on all tasks.
- Meet all deadlines for handing in homework.
- Find out what opportunities are available to me and participate where possible.
- Pass all letters, notes and reports to parents on the day they are issued.
- Talk with parents and teachers about any concerns in the Academy.
- Not use mobile phones within the Academy or within the Academy grounds.
- Adhere to the Academy Parental Agreement.

Parents / carers must:

- Take an active interest in all aspects of their child's life in the Academy.
- See that their child attends the Academy regularly, on time and properly equipped.
- Communicate to the Academy all relevant information which may affect their child's work or behaviour.
- Notify the Academy if, for any reason, their child cannot attend.
- Encourage their child to follow the Academy's behaviour policy and support associated action taken.
- Support the Academy's policy on homework.
- Do their best to attend parents' evenings and other meetings where required.
- Adhere to the Academy Parental Agreement.

The Academy will:

- Provide a safe and stimulating environment for your child.
- Ensure that your child fulfils their potential as a learner and member of the Academy community.
- Offer a broad and balanced curriculum to students of all abilities.
- Encourage all students to take responsibility for their own actions and feel proud of their achievements.
- Keep you informed about your child's progress and general Academy matters.
- Insist that all students observe the Academy's behaviour and anti-bullying policies.
- Set and mark regular homework and provide suitable facilities for homework to be completed in the Academy.

Code of Conduct

In the lesson the teacher should:

- Prepare appropriate work for all students in the group.
- Actively involve all students in their learning.
- Recognise and reward achievement and success. Assess students' work regularly.
- Maintain an orderly atmosphere in the classroom.

In the lesson students should:

- Get on with their work to the best of their ability.
- Be prepared to work with everyone else in the group.
- Ask for help when necessary.
- Be prepared to wait their turn.
- Accept advice and guidance from the teacher.
- Carry out reasonable requests from the teacher.

In the school buildings we should:

- Observe safety procedures; walk in single file on the left.
- Not run; and take care, on the staircases.
- Adhere to the one-way system.
- Act in a sensible manner.
- Make sure our actions do not endanger others.
- Be on time for lessons and wait quietly.
- Respect other people's right to work and learn.
- Make sure we are where we should be during wet breaks and lunchtime.
- Show respect for the buildings and facilities.
- Treat everyone with courtesy and respect (including staff, other students and visitors).

In the school grounds we should:

- Observe safety measures and make sure that we do not endanger others.
- Be aware of any traffic, keep clear of no-go areas and not throw things.
- Show respect for the environment (taking care not to damage plants and trees), use litter bins and help to make the school grounds pleasant for all.
- Show respect for others, and not behave in a way which may damage the school's reputation in the community we work and live in.
- Make sure we arrive on time, and when the bell rings enter school by the entrance which will take us directly to our destination.

Rewards

- Class Charts Positives.
- Achievement Merits Credit Cards.
- CV² Club Credit Cards.

Consequences

- Warnings.
- Detentions.
- Reports.
- Withdrawal of Privileges.
- Isolation.
- Night School.
- Cool Down Provision (off site).

Note; parental consent is not required for detentions.

STUDENT NAME:

TUTOR GROUP:

STAGE		INCIDENT	POSSIBLE SANCTION	DATE / SIGN	
1	A	Off-task behaviour. Talking over others. Lack of effort. Chewing. Name-calling. Lack of equipment.	Verbal Warning / detention		
	B		SWO Counselling		
	C		Tutor Report 1		
	D		Tutor Report 2		
	E		Tutor Report 3		
2	A	Swearing. Talking over others. Defiance. Invasion of personal space.	Head of Year – Parent Contact		
	B		Head of Year - Detention		
	C		Head of Year Report 1		
	D		Head of Year Report 2		
	E		Head of Year Report 3		
3	A	Swearing at staff. Internal truancy. Defiance and refusal. Fighting. Sexualised behaviour.	Internal Exclusion Unit		
	B		Individual Behaviour Plan 1 (4 weeks)		
	C		Individual Behaviour Plan 2 (4 weeks)		
A SEND REFERRAL CONSIDERED					
4	A	Failure to meet requirements of Individual Behaviour Plan.	SLT Review Meeting and Report		
	B		Pastoral Support Plan 1 (4 weeks)		
	C		Pastoral Support Plan 2 (4 weeks)		
	D		Daily Management Plan		
BEHAVIOUR SUPPORT ACCESSED					
5	A	Failure to meet requirements of Pastoral Support Plan.	Fixed-term Exclusion / Cool Down		
	B		Police Meeting		
	C		Governors' Review Panel		
6	A	Failure to meet requirements of Governors' Review Panel.	Night School		
	B		Positive Handling Plan		
	C		Alternative Timetable / Provision		
7	A	Failure to meet requirements of all previous interventions.	YMCA / Beacon of Light		
	B		Link School		
	C		Permanent Exclusion		

DIRECTOR OF LEARNING:

DATE:

Behaviour Management

