



King Richard School

**Behaviour for Learning Policy
2018 - 19**

CASTLE VIEW ACADEMY BEHAVIOUR FOR LEARNING POLICY

KEY PRINCIPLES

Castle View Academy is committed to traditional high standards of respect and behaviour. We celebrate and develop the unique talents of the whole learning community. We aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place.

Castle View Academy believe we all have rights.

These can be summarised as:

- The right to learn
- The right to teach
- The right to feel safe (physically and emotionally)
- The right to respect and dignity

'Excellence in all we do' embodies our belief that perseverance, self-discipline and determination will enable our students to succeed at the academy and beyond.

KEY REQUIREMENTS/LEGAL DUTIES

This policy sets out the expectations of behaviour at Castle View Academy to ensure that all students and staff are safe and able to thrive in a positive learning environment in keeping with our core aims and values to bring out the 'best in everyone'.

The policy also enables teachers to comply with teaching and learning standards set out by the DFE which states that all staff have a responsibility to; promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments.

This policy has been developed in keeping with the following legislation and guidance for schools in relation to behaviour, safety and welfare;

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- <https://www.gov.uk/government/publications/school-uniform>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

This policy also acknowledges the Academies' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

AIMS

The key aims of this guidance are:

- To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential.
- To create an atmosphere where achievement is respected and valued by all.
- To establish good working relationships and encourage mutual respect amongst all members of the academy.
- To work with parents and students to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.
- To identify levels of behaviour and to ensure rewards and sanctions are fairly apportioned according to the behaviours demonstrated.

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- To secure an environment where effective teaching and learning is able to take place.

TO ACHIEVE THESE AIMS WE WILL:

- Ensure that all stakeholders and members of the community are consulted on the development, review, evaluation and impact of relevant behaviour improvement plans, procedures and policies
- Provide analysis in order to ensure all students (including micro-populations) are being well supported in displaying behaviours in keeping with the Academies' ethos and expectations
- Ensure that the wider academy curriculum makes explicit and implicit provision to promote and celebrate positive behaviour and reward
- Employ systems to maintain a high standard of behaviour and respect for others throughout the Academies
- Ensure that any incidents of discrimination/ unacceptable behaviour are recorded, monitored and addressed appropriately – information will be reported to other stakeholders where appropriate
- Engage parents at every opportunity by phone, interview, email etc. so that both staff and parents/carers can work together to support students in behaving appropriately and in a way that does not impact on achievement or safety
- Encourage a positive relationship with parents/carers; ensuring that all are aware of expectations which will be shared in the Home/Academy agreement and signed by both parties

This policy document identifies the qualities and actions that enable us to realise our collective aspirations. It identifies:

- how our community will feel
- what our community will look like
- expectations in terms of behaviour which promotes learning and the characteristics of the same
- how good behaviour and individual and collective endeavour may be recognised, fostered, nurtured and cherished
- examples of unacceptable behaviours and how these will be addressed
- the nature of student support systems
- liaison with parents and others agencies
- expectations relating to each of the stakeholders involved in the educating process

How does our community feel?

- The prevailing ethos is a welcoming one, where care and consideration inform and reflect our commitment, our collective attitudes, sense of purpose and aspirations
- Everyone, staff and students alike, feel safe and happy
- Relationships based upon mutual respect and concern for each other reflect a recognition of the fact that the 'way we are with each other' will influence to a significant degree, just what we are able to achieve both as individuals and as a community
- A sense of openness prevails and we all demonstrate a sense of pride and confidence in our Academies; a sense of personal and collective growth and achievement; a desire to share with others our work, our successes and our sense of community

What do our Academies look like?

- The appearance of each individual reflects our clear uniform policy and the importance we attach to and the pride we take in personal appearance. The expectation of the Academy is that every student will conform to the standards set out in Academy policies
- The site is always clean, there is an absence of litter in corridors, classrooms and around the external areas of the site
- Corridors and classrooms are bright and well maintained
- Displays on notice boards are attractively presented and regularly updated as appropriate
- When moving to assemblies or waiting to attend any other activity, there will be silence and the normal courtesies are observed
- Everyone moves around the corridors and the site in an orderly manner and keeps to the left on the corridors

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- There is no shouting or anti-social behaviour in classrooms or when moving around the site either on the way to or from lessons or to or from lunch
- There is an atmosphere of care and consideration for others
- Staff greet/ acknowledge each other and students around the site
- Behaviour in classrooms allows the teacher to teach and everyone to enjoy and benefit from their learning opportunities. Enjoyment, participation, endeavour and success are features of all classrooms
- Listening and learning skills are well developed
- Students pay attention to what others have to say, are respectful of the views and opinions of others and understand how acting in this way is an important part of the learning process
- Name calling, 'put downs' and incidences of bullying are rare and are dealt with or referred immediately to ensure incidents are dealt with quickly and effectively. Staff will endeavour to resolve the situation swiftly or refer on to key staff to reach a satisfactory conclusion

POSITIVE REINFORCEMENT AND REWARDS

We recognise the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both an impact on teaching and has a motivational role in helping students to realise that good behaviour is valued.

As appropriate to student age these include:

- | | |
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| • Verbal praise | • Attendance awards |
| • Written comment on work | • Certificates |
| • EPraise reward points | • Wall of Excellence |
| • Telephone call to parents | • Special awards at Achievement evenings / Assemblies |
| • Positive letter home | • Motivational rewards / prizes |
| • Praise Postcards | |

ACTIVE INVOLVEMENT OF PARENTS

The academy believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The academy will therefore seek to involve parents/carers actively on behaviour for learning issues. Approaches will include:

- Telephone calls
- Meetings
- Letters
- Supporting students on reports
- Partnership Agreement
- Request to attend re-integration meetings
- Student Planners which allow for two way communication
- Invitations to agency meetings
- Follow up & routine communication

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All parents / students sign our Partnership Agreement, each year, to ensure there is clarity between both parties. Partnership agreements not returned are considered signed as proxy. **(Appendix 1)**

BEHAVIOUR _ WHAT DO WE EXPECT?

Outstanding behaviour, effective discipline and a safe and orderly environment are key if our young people are to feel safe, happy, motivated and able to learn.

Where teachers, parents/carers and students all understand and support the Academy behaviour policy and uphold their respective responsibilities in lending their support to it, our students are able to thrive and be successful.

IN LESSONS

All students display behaviours that show a respect for their own learning and the learning of others. Slowing learning of others is not tolerated. Arriving for lessons on time and being equipped for learning is expected. (School bag, pencil, pen, ruler, rubber and books). In all classes, students should demonstrate positive learning attitudes and allow others to learn free from disruption.

Students who slow the learning of others or infringe on the teachers ability to teach are isolated from their peers in line with the academy's sanction guidance. If a student uses racial or other inappropriate language, such as swearing, in the classroom then they are reprimanded and sent directly to isolation.

AROUND THE BUILDING AND OUT OF LESSONS

Whilst moving around the building and at social time students behave in a manner that respects the environment, themselves and others. Students are considerate of their language, the way they speak to each other, adults and the impression they leave on visitors to the Academy. Students must also walk at all times in the academy.

SMOKING

The Academy is a non-smoking site. Students are not permitted to smoke whilst wearing the Academy uniform whilst representing the academy in any form. Students over the age of 16 are not permitted to smoke under any circumstances. Students caught smoking, carrying smoking paraphernalia or associating with students who are smoking will receive an ALT detention. This includes students caught smoking both on and off-site. In all circumstances smoking materials will be confiscated and destroyed. This includes e-cigarettes and anything associated with them.

OUTSIDE THE ACADEMY

Students who breach the academy's Behaviour for Learning Guidance whilst on academy business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the academy.

For incidents that take place outside the academy and not on academy business, this guidance will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the academy or on a journey to and from the academy. Other relevant

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factors include whether the student is wearing academy uniform or is in some other way identifiable as a student at the academy and whether the behaviours could adversely affect the reputation of the academy.

For acts of aggression or which threaten the health and safety of others, the academy reserves the right to involve the police. Equally, if the academy considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

DETENTIONS

Parents and carers are advised that in line with changes resulting from the Education Act 2011, the Academy is no longer required to give 24 hours' notice of longer length detentions. In exercising its right to take same day action as required, the academy will make every reasonable attempt to inform parents by a variety of means including email, text or phone call (including voice mail) of detentions longer than 15 minutes. Ultimately, however, it is the student's responsibility not to misbehave, not the academy's responsibility to make contact.

Detention will be given for failure to complete homework, failure to complete homework to the required standard and for lateness to the Academy. Detentions are set by curriculum areas and are 30 or 60 minutes in length. Where possible homework detentions are logged in the student planner. Phone calls are made to inform parents of the detention.

THE ISOLATION ROOM

This is the most commonly used sanction and the isolation room is used for:

- Defiance - is defined as "repeated failure to follow simple, reasonable instructions"
- Disruption to learning - defined as "behaviour that interrupts learning or prevents a teacher from carrying out their duties"
- Uniform Infringement – defined as an avoidable, unauthorised or deliberate breach of the Academy Uniform Policy
- Failure to attend the ALT (Academy Leadership Team) detention
- Reintegration following a fixed-term exclusion
- Truancy
- Bullying - exclusions may be sanctioned following investigations made by staff

The Academy does not tolerate disruption to learning or defiance because these behaviours can compromise the learning of other students or compromise the safety of students and staff. Students therefore have a responsibility to ensure that they conduct themselves in a safe and compliant manner that allows themselves and other students to be both safe and able to learn.

Procedure for isolation referrals:

1. 1st Warning: The teacher will caution the student verbally, place the student's name on the board and ensure the student is reminded of expectations
2. Isolation Referral: If a student disrupts learning a second time the teacher will send the student to the isolation room. The student will then spend a full working day in isolation and remain in isolation that day to complete learning activities until 3:45pm, during which time a restorative meeting will be held between the student and the referring staff member after completing their end of day duty

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3. The Entitlement staff will call the parent/carer to inform them of the isolation referral and the follow up phone call that will be made by the referring member of staff later that day to clarify the reasons for the isolation referral.
4. However, if a member of staff sends a student to isolation for a 3rd tick on their CV Card, the parent/carer will not be contacted and students will be released from the isolation room between 3:10 & 3.15pm
5. The Entitlement staff will call the parent/ carer to inform them of the isolation referral and the follow up phone call that will be made by the referring member of staff later that day to clarify reasons for the isolation referral
6. Work will be given to the student that is relevant to their ability
7. The referring staff member will meet the student in isolation at the end of the day to hold a restorative conversation which includes discussion of the reasons for the referral and the positive actions that can be made next time to avoid a future referral
8. The referring staff member will call the parent/carer to discuss the events and the outcome of the restorative conversation at the end of that day

Whilst in isolation students are expected to work hard and in silence. If a student fails to successfully complete a day of isolation due to further disruption or defiance in the isolation room, a fixed-term exclusion will be issued followed by a further period of isolation to ensure the student has proven the effort required to return to mainstream lessons.

CASTLE VIEW - #CV Proud card

A high standard of uniform and personal responsibility for your actions are expected at all times. This is enforced through the '**#CV Proud card**' card. Student Entitlement team members and tutors check uniform and equipment every morning however it remains the students and all staff responsibility to maintain the high standard throughout the day.

- If challenged staff will sign and date the '**#CV Proud card**', highlighting the breach of expectations.
- Repeated failure to take opportunities to rectify and adjust expectations will result in 3 signatures on the card and a subsequent internal exclusion session being sanctioned
- If lost, damaged or forgotten, a new card will be issued to students and two signatures added
- Each week students who have zero signatures are rewarded with 20 Epraise points and entered into a weekly prize draw for their year group.

UNIFORM BREACH

The #CV Proud card is used to maintain the highest standards of uniform. Students arriving at the academy with incorrect uniform will be initially isolated whilst staff try to rectify the situation. This ensures the academy uniform expectations are maintained. In resolving a uniform breach students may be given loan equipment, may be asked to remove items or parents bringing into the Academy any required item. Students who do not comply with the uniform policy will be removed from mainstream lessons in all cases.

EXCLUSION

While the academy will take all reasonable steps to meet individual need and help individuals to improve, the academy will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

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In line with the academy's exclusion guidance, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct:

- Swearing directly at a member of staff
- Serious violence which creates fear and anxiety among staff or students
- Possession of an offensive weapon on the academy site, this includes any form of knife, for example, pen knife, decorative knives.
- Being in possession of drugs or drug paraphernalia
- Dealing drugs on the academy site
- Persistent defiance of academy authority or disruption of teaching and learning
- Refusal of isolation after all resources and interventions have been exhausted
- Persistent bullying, harassment or abuse
- Serious breaches of the academy's Behaviour for Learning Guidance
- Any circumstance where allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the academy.

The academy will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the academy, thus placing the student at high risk of permanent exclusion.

MONITORING, SUPPORT AND INTERVENTION

Through the Student Entitlement team the academy has staff whose role it is to support student welfare and well-being. This includes helping to make explicit the academy's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The academy accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the academy will draw on a range of interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a personal support programme and use of external expertise. Identification of need and progress will be monitored with the active involvement of parents.

FREEDOM FROM BULLYING AND INTIMIDATION

The academy recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. The academy also acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, the Equality Act, 2010 and the Children Act, 1989. These place a duty on all academies to have measures in place to encourage good behaviour and prevent all forms of bullying amongst students.

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In respect of anti-bullying the academy will seek to:

- Actively involve and inform parents;
- Take any concerns seriously and resolve the issue in a way that protects the student;
- Respond in line with a range of strategies including restorative justice while taking appropriate disciplinary sanctions;
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders;
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes in and out of academy concerns including cyber bullying;
- Update guidance and practice including new technologies, for instance updating 'acceptable use' policies for computers;
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through pastoral programmes and tutor time;
- Work with the wider community such as the police and Children's Services where bullying is particularly serious or persistent and where a criminal offence may have been committed;

SCREENING AND SEARCHING STUDENTS

The academy acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work, 1974, in respect of screening and searching students.

If it is believed a student is in possession of a banned item or it is believed that an item in their possession poses a risk to themselves or others, a search can be requested. Searches can only be carried out by a member of ALT who will ask a second member of staff to be present. One member of staff must be the same sex as the student. All searches must be recorded on a student search record.

THE USE OF REASONABLE FORCE

The academy acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, in which all academy staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.

MALICIOUS ACCUSATIONS AGAINST ACADEMY STAFF

The academy recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the academy will give due regard to the most appropriate disciplinary sanction, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

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The academy will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

MOBILE TELEPHONES/ELECTRONIC EQUIPMENT

The academy recommends that students do not bring mobile telephones or electronic equipment to the academy. If such items are brought to the academy, students do this at their own risk. The Academy will not waste valuable time and resources investigating lost or stolen equipment. Mobile telephones or other electronic devices, including headphones and speakers should not be used or seen on the academy site.

Mobile Phone Sanction

“See it, use it, lose it”

- Mobile phone confiscated, locked in school safe and returned to the parent at the end of the day
- **Repeat offenders** – Mobile phone handed to reception on arrival and collected at the end of the day.

PARENTAL EXPECTATIONS

In the event of emergency parents must telephone the academy reception. Parents should not text or call students during the Academy day. Appropriate special arrangements are in place for Young Carers.

MONITORING, EVALUATION AND REVIEW

Relevant staff will monitor the implementation and effectiveness of this guidance; review it annually and submit a report to the Academy Council. The guidance will be promoted and implemented throughout the academy.

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Appendix 1: Partnership agreement to go here

Home / Academy Agreement: Academy Intake 2018/2019

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