Students Behaviour Policy

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SIGNATURES:

Principal	Mrs J. Owens
Chair of Governors	Mrs H. Mottram

Aims and Purpose

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

The policy is based on the principles outlined in relevant legislation and guidance, as follows.

- The School Standards and Framework Act 1998
- The Education Act 2011.
- DfE guidance: Keeping Children Safe in Education (KCSIE) 2023.
- DfE guidance: Behaviour in Schools Advice for headteachers and school staff (July 2023).

The policy covers the three strands of culture, climate and processes.

Culture

In Castle View Enterprise Academy, we have an ethos of understanding and care, which is based on positive relationships at all levels. This is at the heart of everything we do.

We have a consistent approach to behaviour and rewards, which is clearly understood by students, staff, parents and stakeholders, whilst acknowledging that some students may struggle with a universal approach. As such, we strive to meet the needs of every individual, where necessary through the use of individualised plans. Our twin-tracking system of the use of deterrent and behaviour interventions ensures that every student is given the support necessary to become a successful member of our Academy. This approach also lends itself to our students becoming adults who can contribute positively to society.

In order to promote our inclusive culture based on positive relationships and mutual respect, we aim to achieve the following.

- A welcoming and caring ethos, characterised by positive relationships and mutual respect.
- A 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 to the best of their ability.
- An appropriate, relevant and inclusive curriculum.
- 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 deterrents.
- An effective pastoral system which actively promotes student welfare and prevents a range of issues occurring such as bullying, distress, anxiety, child on child abuse and missed learning.
- 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 additional help to improve their behaviour, or have additional needs such as a disability which requires adjustments.
- An effective programme to help students develop personal and social skills, particularly in lifelong learning and citizenship.
- Effective staff training.

Where students do misbehave, staff respond promptly, appropriately and calmly to maintain a calm and safe learning environment, and then consider the reasons for such behaviours and how they can be prevented from recurring.

Climate

To create a positive learning environment, it is essential that the expectations of the Academy are understood by students, staff, parents and stakeholders. These expectations are drawn up in consultation with staff, students and governors. They are shared, and reviewed at least annually. Our expectations refer to lessons, less structured environments such as break and lunch times, travel to and from the Academy, behaviour in and around the local community, and trips and visits.

Castle View Enterprise Academy prides itself on treating every student as an individual. Whilst it is important to have over-arching rules and standards, it is always necessary to look at every situation on its individual merits and act in the best interests of the child, whilst also considering the needs of other students who may be impacted by others' behaviours.

Where a student displays challenging behaviours, the initial approach is to diagnose why such behaviours are evident and to deal with the root cause of the issue. We work extensively with a number of students through our SNAPB programme, mentoring and counselling, carried out by specialist fully-trained staff. This facilitates behaviour change which deterrent alone rarely achieves. Our Night school system also supports students, as they can work one-to-one with pastoral staff, away from potential distractions. Such support negates the need for extensive use of suspensions, whereby the student would be out of school and not necessarily accessing learning. It also gives an opportunity for students to reflect upon the incident and their behaviours, and discuss them with a member of the pastoral team.

We acknowledge the need to treat each other with kindness and respect by having the following expectations in and around the Academy.

Lessons

- Respect each other.
- Accept differences in others including point of views, experiences and opinions.
- Try your best at all times.
- Take pride in the presentation of our work.
- Show kindness, understanding and empathy towards other people including the language we use.
- Enjoy each other's success.
- Not be afraid to get something wrong.
- Be resilient.

Lunch, Break and Moving Around the Academy

- Use the one-way system to ensure a safe and calm environment for all.
- Respect each other's personal space.
- Remain in the areas identified for your year group.

Offsite and Around our Local Community

- Conduct yourself in a manner in accordance with the Academy's expectations.
- Wear your uniform with pride.
- Represent Castle View Enterprise Academy in a positive manner.

In accordance with our ethos of promoting a caring and positive culture, rewards are an important aspect of Academy life. They are applied fairly and consistently to reinforce routines, expectations and norms of the Academy. The rewards are outlined below.

Arbor Positives

All staff are expected to record positives on our behaviour monitoring system. There will occasionally be an Academy-wide criterion for awarding positives 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 positives table, which is updated weekly. This must be displayed at least weekly in registration. Positives Credit Cards are handed out half-termly when students reach the following levels. These cards form part of each student's Rewards Wallet, and can be used to access the front of the lunch queue.

Level	Positives
Platinum	300
Gold	200
Silver	100
Bronze	50

Students are awarded with a CV^2 card for each half term during which they attain 100% attendance. This can be used as a fast queue pass for lunch during the subsequent half-term. Positives cards of a prescribed value may also be used as a fast queue past for lunch throughout the year.

Nomination for Recognition Cards

Each member of staff is given two cards to complete each half term. There are no fixed criteria for the awarding of the card. Students who receive a Nomination for Recognition Card are invited to a celebration assembly and presented with the card and a small token reward.

Processes

Behaviour is an Academy-wide responsibility, 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 pastoral progress of their year group, under the overall direction of the Key Stage Pastoral Manager and, ultimately, members 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 Life Skills lessons. 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 the Castle View Enterprise Academy Expectations and Standards presentation, delivered by their form tutor or via a year group assembly.

- Students are given the opportunity to participate in decision making processes through the Student Council and student voice.

- Students are also given the opportunity to accept responsibility and help others (e.g. as mentors, Lead Students, anti-bullying mentors, as well as in leadership roles and 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 collaboratively *with* parents to ensure the behaviour of their child reflects the expectations of the Academy and, where necessary, to improve their child's behaviour. This includes frequent informal contact by telephone and email, in addition to the more formal contact via letter, parent meetings and at interviews and review meetings. Behaviour points (both positive and negative) can be monitored by parents through the Arbor parent app, whilst termly reports for all students include a measure of effort and progress. The

Heads of Year will be available at an arranged time 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 registered emotional and behavioural difficulties, the SEND team meets parents and other agencies regularly, according to the SEND calendar. For students who have been suspended or experienced repeated consequences such as Night school or Cool downon 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. This would take place in one of the half-termly Governor Review Panels. 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 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 positives system. 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 Arbor 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. Whenever a member of staff takes a behaviour-related action, this is recorded on Arbor. 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 half-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 Arbor 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).

Targeted Approaches

Students are expected to respond to disciplinary procedures through advice from staff members who will follow the procedures outlined in the Single Incident 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 deterrents are outlined on the

Single Incident Behaviour Management Diagram. Should the student choose to act upon the advice of the classroom teacher and respond to any deterrents 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 deterrent imposed, the Director of Subject will speak with the student involved and issue an appropriate consequence. 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 of individuals or groups are 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 consequences: reflective supervision; night school; cool down; interview with Community Police; suspension; permanent exclusion.

The decision to exclude a student permanently would be taken in response to serious or persistent 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 student 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 suspend 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 consequences 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 student or a member of staff.
- Recording inappropriate images on a mobile device.
- Bullying or cyber bullying against a fellow student or member of staff.
- Theft on Academy premises.
- Use of or possession of drugs or drug-related paraphernalia, alcohol or cigarettes, weapons, or illegal substances.
- Serious damage to school property.
- Refusal to follow instructions.
- Refusing Academy discipline.
- Deliberately presenting a health and safety risk to themselves or others.
- Invasion of another person's personal space.
- Name calling. Repetitive use of derogatory language and/or misogynistic language.
- Sexual touching or the exhibiting of harmful sexual behaviours.
- 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.

For further information regarding the above, reference should be made to the following policies: Child Protection; Anti-bullying; Child-on-child Abuse; Drugs; Weapons; Sexual Harassment; Positive Handling and Search and Confiscate.

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 give a deterrent to a student will be made by a paid member of Academy staff or a member of Academy staff authorised by the Principal. Such a decision must be made on the Academy premises or while the student is under the charge of the member of staff. The deterrent 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, in line with the Remote and Home Learning Policy, the Anti-Bullying Policy, the Child Protection Policy and the Child on Child Abuse Policy.

High Tariff Students

Behaviour Support Plans are used in order to manage effectively, specific situations where students are deemed to require additional support to regulate their behaviours. The Positive Handling Policy will be adhered to in conjunction with the Behaviour Support Plan. Details of students with Behaviour Support 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 (DfE Advice for schools July 2022)

The Academy can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they are not suspected of having a weapon, and without the consent of the students. Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening. Any member of staff can screen students. If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation require a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence will be treated as unauthorised. The student should comply with the rules and attend. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

The Principal, and staff authorised by the Principal, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

The list of prohibited items identified by the DfE and upheld by the Academy is:

- Knives and weapons.
- Alcohol.
- Illegal drugs and paraphernalia.
- Stolen items.

- Any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student).
- An article specified in regulations - tobacco, cigarette papers, fireworks and pornographic images.

In addition to these prohibited items, the Academy also bans the following:

- Cigarettes, lighters, vapes, vape liquid and e-cigarettes.
- Toy weapons and explosive materials.
- Pornographic images and videos, including on mobile phones.

The Principal, and staff authorised by the Principal, can carry out a search for any item other than those on the prohibited list if the student has agreed to it.

The law states the member of staff who conducts the search should must have a witness (another staff member) present and, if possible, they should be the same sex as the student being searched. There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

- Where there is reasonable belief that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

A member of staff may search a student's outer clothing, pockets and possessions. "Possessions" means any goods over which the student has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff conducting the search will not require the student to remove any clothing other than outer clothing. "Outer clothing" means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

The Academy staff do not have the power or the authority to conduct a strip search.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. The DSL will be informed and the student consequenceed in line with the Academy's behaviour policy.

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, and the details will be recorded.

All searches carried out for prohibited and banned items will be recorded on CPOMS and parents informed. Any resulting action or deterrents will be shared with both the student and their parents.

Staff may use a hand-held metal detector (wand) to screen any student for weapons before they enter the Academy. The student and parents will be informed in advance to explain what the screening will involve and why it will be carried out. If a student refuses to be screened, it will be considered why the student has not co-operated and an assessment of whether it is necessary to carry out a search made.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out their pockets or bag and if the student refuses, the teacher can apply an appropriate deterrent as set out in the Academy's behaviour policy.

To ensure that we create and maintain high standards of behaviour, the following expectations and deterrents are in place.

Students are expected to:

- 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.
- Observe safety procedures; not run; and take care, on the staircases.
- Adhere to the one-way system.
- Act in a sensible manner.
- Make sure their actions do not endanger others.
- Be on time for lessons and wait quietly.
- Respect other people's right to work and learn.
- Make sure they are where they should be during break and lunchtime.
- Show respect for the buildings and facilities.
- Treat everyone with courtesy and respect (including staff, other students and visitors).
- Observe safety measures and make sure that they 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 Academy's reputation in the community we work and live in.
- Make sure they arrive on time, and enter the Academy by the correct year group entrance.

Mobile Phones

Castle View Enterprise Academy is a 'device free' school. Students are not required to bring a phone to school. Where students choose to do this, they must ensure mobile phones and electronic smart devices, such as smart watches and ear phones, are switched off and placed into a lockable mobile phone pouch which will remain sealed all day. This must happen as soon as a student enters the school

site. Students are responsible for their own mobile phone and/or smart device remaining in their pouch. If a student opens their pouch without permission to access their mobile phone or smart device it will be confiscated and can only be collected by parents or carers. Students will be able to open their pouches at the end of the school day using the magnetic devices situated at the front of the Academy. When a student forgets their pouch, they will be required to hand in their mobile phone and any other electronic smart devices to staff and the incident will be recorded on Class Charts. If a student forgets their pouch, then a same-day consequence will be given. These devices will be securely stored until the end of the Academy day.

Students may be searched if they are suspected of:

- Having an additional mobile phone or smart device.
- Not placing their mobile phone or smart device in a pouch or handing them in to staff.
- Using a mobile phone or smart device without permission throughout the Academy day. If a student is found with their mobile device or other electronic smart devices during the school day, these devices will be confiscated. They will not be returned to students and must be collected by parents/ carers.
- Where a student repeatedly does not secure their phone and smart devices in a pouch, they will be required to hand in their phone at the start of the Academy day.

Any students who lose or deliberately vandalise their pouch will be required to purchase a new pouch at a cost of £25. Please note that the school does not accept liability for loss or damage to student property at any time.

The school has legal protection from liability for confiscated items.

Any student who requires a mobile device for medical purposes, e.g. to monitor blood sugars, will be issued with a Velcro-fastening pouch. This would be following a meeting with a member of the SLT, and with medical evidence provided. If a student with this type of pouch uses their phone or any other purposes throughout the school day, then a consequence will be issued.

Where students are unable to meet the stated expectations, the following deterrents are in place:

- Detention.
- Restorative work.
- Reflective supervision.
- SLT detention.
- Night school.
- Cool down.
- Suspension.
- Permanent exclusion.

Parent consent is not required for detentions.

Following reflective supervision: a restorative meeting between the teacher and the Head of Year will take place prior to re-integration to lessons.

Following night school: a review of the student's behaviour will take place with a Head of Year.

Following suspension and cool down: a parent meeting will take place to agree conditions pertaining to the student's return to the Academy.

Students must complete night school or cool down deterrents before they are permitted to return to their normal timetabled school day.

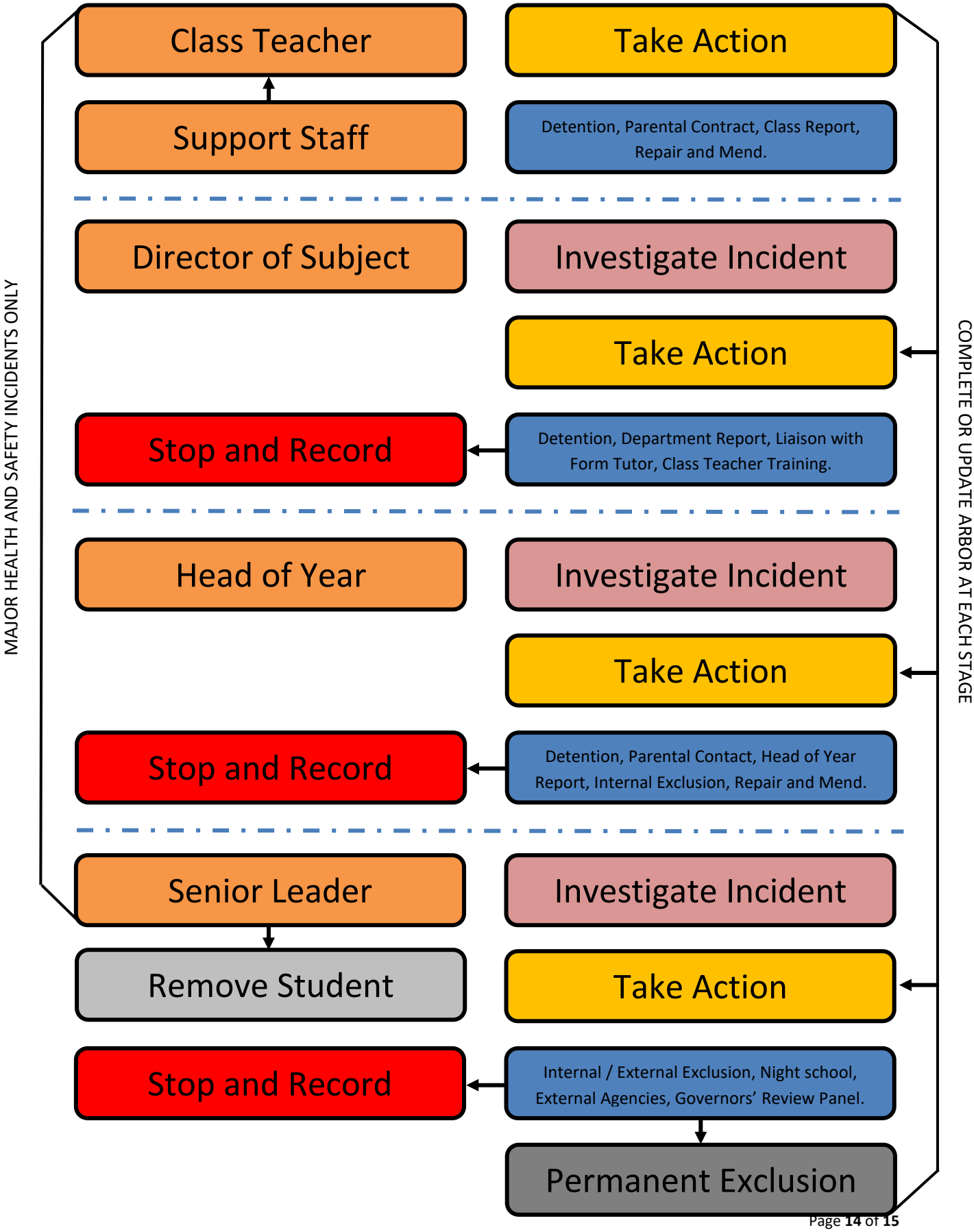
To ensure consistency across the Academy, the following deterrents will always be applied in the circumstances outlined.

Behaviour	Deterrent
4+ negatives on Arbor over a five-day reporting period.	SLT detention (two hours).
Dropping an item over a balcony.	Night school.
Incident requiring a physical intervention.	Night school.

In order to address behaviour concerns, a twin tracking system is in place, whereby deterrents are supported by the following behaviour improvement interventions:

- Repair and mend.
- Mobile phone plan.
- Individual Behaviour Plan.
- Pastoral Support Plan.
- Mentoring.
- Counselling.
- SNAPB.
- Governor Review Panel.

Single Incident Behaviour Management



Overall Behaviour Management

Stage	Behaviour Type	Potential Deterrent	Intervention
1	Low level disruption. Lack of effort and commitment.	Verbal warning. Repair and mend. Detention.	Tutor Report. Head of Year counselling.
2	Personal space issues. Defiance. Swearing.	Verbal warning. Restorative work. Detention.	Head of Year report. Head of Year counselling.
3	Persistent defiance and refusal to meet expectations outlined in the Behaviour Policy.	Reflective supervision. Night school. Cool down.	Individual Behaviour Plan. SNAPB or mentoring. Counselling.
4	Failure to respond to specific requirements of the Individual Behaviour Plan.	Reflective supervision. Night school. Cool down.	Pastoral Support Plan. Governor review panel.
5	Failure to respond to specific requirements of the Pastoral Support Plan.	Suspension. Night school. Cool down.	Pastoral Support Plan. Modified timetable. Meeting with SLT.
6	Failure to respond to specific requirements of meeting with SLT.	Suspension. Night school. Cool down.	Alternative provision.
7	Failure to respond to specific to all previous interventions and support.	Permanent exclusion.	Support in accessing new provision.