



**BrightTribe**  
learn grow prosper

# **ALAT and Bright Tribe Trust Managing and Improving Behaviour Policy**

September 2018





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## 1. Mission Statement

Adventure Learning Academy Trust (ALAT) and Bright Tribe Trust (Bright Tribe) bring a new energy and approach to providing the best education for our students. Through proven practices, ALAT / Bright Tribe will transform the learning of students, raise standards and provide the highest quality learning environments, enabling students and teaching staff to thrive and be the best. ALAT / Bright Tribe's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT / Bright Tribe's values:

### Learn

Provide the best education for every student.

Ensure the highest quality teaching and learning.

Work with the family, parent or carer.

### Grow

Grow our students' futures.

Develop the best teaching staff.

Provide the best learning environment and supporting technology.

### Prosper

Lead the way in education.

Realise the opportunities.

Be connected to the community.

## 2. This policy

### Policy Rationale

The Trust's Managing and Improving Behaviour Policy aims to promote an environment in all of our Academies where everyone in our community feels happy, secure and safe to learn within an ethos of mutual respect. This policy is designed to promote and **explicitly teach good behaviour**, rather than merely deter anti-social behaviour.

Within the Trust, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and improving behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents are an integral part of our Academy communities and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents to support acceptable behaviour both in school and at home.

The management of distressed or challenging behaviour and the support offered to the child is the responsibility of every member of our Academy communities. A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community.

This behaviour policy links to other academy policies and documents including:

- Special Educational Needs
- The Home-School Agreement

- Allegations of abuse against staff
- Educational Visits Policy
- Pupil Equality Policy
- Relationships Policy
- Safe Touch Policy

It also makes reference to DfE statutory guidance and documents that should be read alongside this policy. These include:

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies
- DfE and ACPO Drug Advice for Schools
- Use of Reasonable Force
- Behaviour and Discipline in Schools
- DfE Screening, Searching and Confiscation
- Ensuring Good Behaviour in Schools
- Exclusion from maintained schools, Academies and pupil referral units in England 2012
- DfE Dealing with allegations of abuse against teachers and other staff.

Where the terms 'school' and 'headteacher' are used these interchangeable with those of 'academy' and 'principal'.

This behaviour policy is published on the Academy's website and copies are also available on request. These can be obtained from the Academy's main reception.

### 3. Core behaviour principles

The core principles in this policy are set by ALAT/Bright Tribe Trust to ensure that all - pupils, parents and staff have a shared understanding of the standards of behaviour that the Trust expects from its academies to promote learning – both academic and social and emotional. The policy's aim is to promote an environment that uses the principals of social engagement and creates an optimal learning environment for all.

We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within Castle Hill School. All adults within our Academy should be familiar with this policy and know that they have a responsibility to model high standards of behaviour, both during interaction with the children and with each other. We acknowledge that our example has an important influence on the children.

#### **A Trauma- Informed Approach**

Our whole Academy ethos to relationships is underpinned by a trauma-informed approach where the significance of an emotionally available adult is understood as a protective factor, children's learning is understood developmentally to support their emotional and social wellbeing. It reinforces our understanding that learning happens across the whole day, especially in break and lunchtimes where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

### Key Relational Skills

There are some key ways to be in connection with a child/young person that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as key Relational Skills. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (What Every Parent Needs to Know, Sunderland, Margot: 2007; The Interpersonal World of the Infant, Stern, Daniel 1998).

These skills, when provided within a significant connection with an adult, will provide a relational basis for a child/young person's emotional, social and neurological development.

- **Affect Attunement:** The adult will attune to the pupil's emotional state, demonstrating an understanding of the intensity and pitch of the child's emotional state.
- **Empathic Validation:** The adult will validate the pupil's experience, demonstrating an understanding of their perspective and feeling, wrapping language around both the physical and psychological experience, helping the child to make sense of what has happened
- **Containment:** The adult will contain the pupil both emotionally and psychologically ensuring they feel safe, and providing a steady, calm presence to support the child/young person.
- **Regulation:** The adult will support the child to regulate themselves, demonstrating this where required, using voice, touch, breathing and other methods which the child may have identified as helpful.

The Academy's Principal is responsible for developing and implementing the behaviour policy as those core principles apply to Castle Hill School. This includes certain legal responsibilities with the aim of:

- Supporting and developing appropriate behaviour and mutual respect
- Preventing bullying
- Ensuring that pupils have the skills necessary to comply with staff requests with regards to conduct
- Regulating and supporting the conduct of all pupils.

The Principal of Castle Hill School decides:

- The precise standard of behaviour expected of pupils at the academy
- How that standard will be achieved
- The Academy Rules
- The recognition and reward of appropriate behaviours
- Sanctions and Consequences including developmentally appropriate ones as a response to breaking rules that support the learning of the child/young person to behave better in the future.

We recognise that the relationship between the teacher and the pupil, strategies for encouraging appropriate behaviour, arrangements of furniture, access to resources and display will all have a bearing on how pupils behave.

Codes of Conduct for expected behaviour in the academy environment and in different learning spaces and settings will be clearly displayed for all members of the academy community. These should be accessible to all pupils and staff and explained in terms they understand.

The Principal decides the Academy's Codes of Conduct for classrooms and other learning spaces. Core principles are set out below:

- Treat others and their work with respect

- Everyone should work in a way that allows learning to take place
- Always arrive to learn well-prepared and on time
- All work and task deadlines will be clearly stated, kept to by staff and completed on time by pupils
- Take care of all learning spaces, the general environment and the surrounding local community.

**Specifically, this means:**

- It is inappropriate to eat or chew in learning spaces
- Pupils should listen to each other and take turns to talk
- Pupils should work where directed by the appropriate adult
- Pupils should remove outdoor clothing in indoor learning spaces
- Pupils should wear any protective clothing provided
- Pupils in work experience placements will still act within the Code of Conduct.

In addition to the specific Code of Conduct for Learning Spaces (above) there are general rules for the whole academy buildings and site.

- Everyone who is part of the learning community should give and receive respect
- Pupils must have permission to be out of learning sessions
- It is strictly forbidden to smoke on academy premises
- Everyone must respect the safety and well-being of other people.
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## 4. Our behaviour values

### High expectations

At Castle Hill School, we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work as a school. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

**The development of positive social, emotional and learning behaviours is at the heart of our approach.**

*Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ*

(Duckworth and Seligman, 2005)

There will be a rigorous approach to identifying behaviour concerns and blocks to social and emotional development. Expected standards for pupil behaviour are clearly articulated in our Home School Agreement. Young persons wishing to attend the academy will need to agree and sign this. Parents will also be expected to sign and commit to support the Academy in maintaining these standards.

### Leading by example

Every effort will be made to support pupils to behave appropriately. At Castle Hill School behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. Staff will

work to identify the need and provide developmentally appropriate support to remove this barrier to successful engagement in school life. Staff will be expected to lead by example and to model courteous and considerate behaviour. Pupils will be treated with respect and good manners. In return staff and visitors will expect to be treated politely and respectfully by pupils.

### **Supporting pupils to improve their behaviour**

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy. We understand some pupils will be working to improve their behaviour and we will support them to achieve this. We will use a stepped, developmentally appropriate approach to behaviour improvement with short term goals negotiated and agreed. There will be clear explanation of expectations in reducing instances of inappropriate behaviour and a program of personal development that supports the pupil to recognise and manage emotions, regulate themselves and refocus, maintaining socially acceptable behaviours. Parents will be an integral part of this process and we will work in partnership to inform and consult with parents to support acceptable behaviour both at home and in school. Each pupil working towards set behaviour targets will have an individual behaviour plan. All staff will be made aware of the targets on the behaviour plan and will use those strategies outlined as being most successful for supporting the pupil.

### **Promoting positive behaviour**

Castle Hill School seeks to create an environment which encourages, explicitly teaches, reinforces and supports positive behaviour. School based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as become good citizens of the future. Pupils at the Academy will be expected to promote and display positive, appropriate behaviour and become role models for their peers.

### **Fairness**

Castle Hill School will outline clearly what are acceptable standards of behaviour and ensure a consistent adult response to positive and negative behaviours that reflects the pupils' additional and developmental needs. A 'one size fits all' approach is not conducive to supporting the child to behave better in the future nor is a 'zero tolerance approach' acceptable.

We will ensure that the academy's expectations of behaviour are clear and understood by all staff, pupils and parents/carers and that there is an understanding by all in our school community of how we support those children who are still working towards these expectations. Rules, routines, boundaries and structures will be regularly, explicitly taught, practiced and discussed

The academy will encourage a whole academy and home involvement in the implementation of this policy and ensure that there is fair treatment for all regardless of age, gender, race, ability, experience and disability.

## **5. The role of parents**

All parents are asked to sign a Home School Agreement that outlines their responsibilities and those of Castle Hill School; including those around behaviour and attendance.

### **Attendance**

Parents have a legal duty to ensure their child (aged 5 – 16) receives suitable full-time education either at a school or by making other suitable arrangements. Where the child is a registered pupil at the Academy parents must ensure their child attends punctually and regularly. We commit to supporting parents to achieve this and will identify external support, Early Help and community services if required. Our aim is to avoid a situation where statutory powers allocated to both the Academy and the Local Authority need to be employed, namely parenting contracts, penalty fines or the application of an education supervision order.

In the event of their child being excluded from the Academy, parents must also ensure that their child attends the suitable full-time education provided by the local authority from the sixth day of the exclusion.

## Behaviour

Parents have a clear role in supporting their child to behave well at Castle Hill School. We commit to working together with parents when a problem is identified. Parents will be informed and included in planning, reviewing and supporting both their child and the Academy in implementing identified programs of support. In extreme cases where, despite support and guidance, there is little parental engagement and pupil behaviour does not improve, the Academy or local authority may ask parents to sign a parenting contract or may apply for a court-imposed parenting order.

### Behaviour for learning

We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe in the school and environment and develop positive, trusting relationships with all members of the school community. Rather than focusing on unwanted behaviours, at Castle Hill School we believe in creating a positive 'can do' environment to help pupils understand the behaviour skills they need for learning. Clear, timely, constructive feedback is essential for pupils to develop these. We aim to ensure that discipline teaches, supports and reinforces the skills and behaviours a pupil needs to succeed in learning.

How our teachers establish a positive climate for learning is crucial to this. It begins with recognition that this is a core element and one that is directly under their influence. The teachers at Castle Hill School will use approaches that aim to promote learning behaviour – those that develop positive relationships and an appropriate emotional climate in the classroom. These approaches will:

- Be positive – emphasising expectations, not negative behaviour
- Be centred on effective relationships between pupils, and between pupil and teacher
- Value and reward behaviour that maximises pupil learning
- Set attainable targets for behaviour, based on individual pupils' circumstances and developmental stage
- Be relevant, consistently and respectfully applied to pupils having regard and account of their development and understanding
- Be gentle on the child but firm on behaviour
- In responding to distressed or challenging behaviour in a child, adults should use the key relational skills until the child is calm and regulated. Once the child is engaged the following steps should be followed to support refocusing the child to improve their response next time
  - Make the child aware of the physiological clues of what happened – say what you observed, imagine how that might feel
  - Identify what was not ok in the behaviour displayed by the child, whilst acknowledging their strong feelings
  - Refocus the behaviour. What can **we** do next time to support you to behave differently? This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

## 6. Choices and consequences

At Castle Hill School rewards will be used to encourage and reward appropriate behaviour. Sanctions are applied in cases of unacceptable or inappropriate behaviour and will be developmentally appropriate.

At Castle Hill School we believe the majority of our pupils have responsibility for their own actions.

Supporting our pupils to make choices and to understand that they must take responsibility for their own actions is an important part of their learning. It supports the Academy's aim that our pupils leave the Academy respectful of, and as positive contributors to, their communities and their peers.

At Castle Hill School pupils are responsible for ensuring that they understand the Academy's rules, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take. Academy Rules and Codes of Conduct are clearly communicated and displayed, and all pupils are asked to sign the Academy's Home School Agreement alongside their parents.

Where there are instances of inappropriate behaviour, pupils will always be supported to be aware of the consequences of their choice – whether to continue in the behaviour or to take an alternative course of action (where required this will be clearly explained). This allows pupils to make an informed choice and to take responsibility for their actions where they are able.

Pupils will be allowed to make choices, so they can take responsibility for their own behaviour (see below).

#### Developmentally Appropriate Sanctions

For a small minority of children, identified through screening, the expectations of our 'Managing and Improving Behaviour' Policy are aspirational. Applying punitive sanctions to children who have not yet developed consistent inhibitory executive functions who are not able to self-regulate and who lack the capacity to reflect or show empathy for another is not helpful. Moving up and down a visual classroom behaviour chart may feel punitive and shaming and may increase the very behaviour we are trying to manage.

Children with early developmental interruptions need an approach that focuses on positive affirmation, reward and recognition. These children should be identified by whole group screening and will need an individual behaviour recognition chart that focuses on recognising and reinforcing positive, pro-social behaviours and which cannot be removed once awarded. This should be linked to personalised rewards that take into account the capacity of the child to defer gratification. Agreed rewards may be given at the end of a lesson, a half day, a full day or whenever the expected level is achieved.

On occasion, reinforcing positive behaviours may not be effective in preventing the child demonstrating distressed or agitated behaviour which is detrimental to their own safety and the safety of others, or disrupts their own learning and the learning of others. It is important that children are supported to learn from experiencing the outcomes of their behaviour. For some, the only way this can be manageable is by the adult taking control.

For example, with distressed behaviour that impacts on the safety of others, the only appropriate consequence is for the adult to remove the child from the situation – 'I can see you are not managing this, it is too difficult, we are going to take some time together'. During this 'time in', the child will need to be supported to calm and then engage, before being supported to reflect on what went wrong and how this could be put right.

Natural consequences, providing the child is aware of the likely consequences of the behaviour and has the ability to make a choice, lead directly from the child's behaviour – for instance a child not completing a task during lesson may miss part of breaktime in order to finish. This assumes the child has been made aware of the choice in a matter of fact way. This is not a punishment but is a natural consequence of his or her behaviour.

Other examples of the adult taking control may include a child who has demonstrated poor impulse control, agitation and an inability to listen to adult directions may have the adult decide that outdoor break is not appropriate and an indoor activity, supported by an adult offered instead.

Developmentally appropriate sanctions may include

- Not earning recognition points
- Adult taking control
- Removing from a situation

- Time in
- Limited choices
- Natural, logical consequences

Castle Hill School aims to use the above in an open and fair manner and there will be a high level of individual support, coaching and mentoring so all pupils are encouraged to achieve.

Castle Hill School believes all teachers have the right to teach, all pupils have the right to learn and everyone has the right to be treated with respect and dignity. In ensuring this, on occasion it may be necessary to use the full range of sanctions available, this includes, as a last resort and in the most serious of behaviour incidents, the use of fixed term exclusions and the involvement of the Police and permanent exclusion.

The Senior Leadership Team at Castle Hill School will ensure that there is a consistent approach to the management and organisation of learning and teaching and the awarding of rewards and sanctions.

There will be an ongoing programme of staff development and support in place to ensure everyone is clear about the strategies and methods staff must use to ensure a consistent approach to behaviour management. This includes regular training with regards to behaviour monitoring, management and the promotion / development of appropriate behaviour in individual pupils and groups of pupils.

## 7. Rewarding positive behaviour

The Principal is responsible for deciding and implementing the reward systems used in the Academy, the circumstances of behaviour in which rewards may be made to pupils and the process by which reward recommendations are made by academy staff. The academy will use a variety of rewards to support this behaviour policy.

The reward system and the procedures for making rewards will be clearly communicated to all pupils and staff.

Praising and rewarding pupils for positive learning behaviour and for upholding the principles of honesty, respect, consideration and responsibility for self and others will be a strong feature of the Academy's approach.

## 8. Addressing poor behaviour

The key principle underlining any form of discipline should be what are we aiming to teach the child about their behaviour and their conduct in the future. Discipline is derived from the Latin word, disciplina, which means instruction, and derives from the root 'discere' which means to learn. Any response to a child's behaviour should be informed by the principle, 'what is the child learning from my response and how does this support them to behave well in the future?' Clear, timely and constructive feedback is essential for pupils to develop appropriate behaviours and our approach aims to deliver this calmly and consistently at a time when the child is most receptive to this.

It is the responsibility of every member of Academy staff to apply this policy in recognising and responding to both poor and good behaviour.

## 9. Sanctions

The Academy will also use sanctions in cases of unacceptable behaviour, where developmentally appropriate. In the use of sanctions, the following will be used:

- The child will be clear about the reasons why a sanction has been applied.
- Staff will support and encourage the pupil to reflect and identify the changes needed in their behaviour
- Where necessary, staff may support behaviour through containment and this may involve removal from the classroom environment
- Staff will support and encourage the pupil to identify ways that they can take responsibility for their behaviour and repair relationships after an incident
- If deemed appropriate parents/carers will be invited to attend discussions relating to the pupil's behaviour
- A note of any discussion with parents/carers about their child's unacceptable behaviour (whether by telephone or in a meeting) will be recorded
- Serious misdemeanours/cause for concern, significant changes or developing patterns of behaviours should be recorded along with any subsequent interventions
- In exceptional circumstances the academy may wish to involve and use specialist external support and the use of specialist teachers.

### **Unfounded malicious allegations against a member of staff**

Where a pupil makes an unfounded malicious allegation against a member of staff, the pupil will be either internally or externally excluded. The terms of the exclusion will depend on the nature and seriousness of the allegation. Some pupils may also need to be referred to an Educational Psychologist for assessment.

This does not affect the Academy's responsibilities in relation to safeguarding. Allegations of abuse must be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

### **Disciplinary measures**

The range of disciplinary measures the Academy uses will be clearly communicated to academy staff, pupils and parents. These can include:

- A verbal reminder
- Extra work or repeating unsatisfactory work until it meets the required standard
- Loss of privileges – for instance the loss of a prized responsibility e.g. football team captain
- Missing break time
- Confiscation, retention or disposal of inappropriate property
- Detention including during lunch-time, or after school
- Academy- based community service
- Regular check in with a member of staff each day to reflect, use of positive report cards behaviour contract agreement
- In more extreme cases, Principals may use temporary or permanent exclusion.

## Detention – What the Law allows

The Academy has the legal power to put pupils under the age of 18 in detention. The Principal decides which members of staff can impose detentions in the Academy. This may include all staff, including support staff.

Parental consent is not required for detentions.

Detentions can be imposed outside normal hours on a school day, on an inset or non-teaching day and at weekends (except the weekend preceding or following the half term break). Where a detention is outside of school hours, the Academy will give parents 24 hours' notice, in writing.

The Academy will take any safeguarding factors into account when imposing a detention – for example ensuring suitable travel arrangements can be made for the pupil.

With lunchtime detentions, the Academy will allow reasonable time for the pupil to eat, drink and use the toilet.

The purpose of a detention should not be seen as a punishment or a punitive sanction, but an opportunity to support the child to reflect on events and identify solutions or skills needed to avoid the situation happening again and identify any reparative actions needed.

## 10. Exclusion

Please refer to 'Exclusion from maintained schools, Academies and pupil referral units in England 2017'.

The Government supports headteachers in using exclusion as a sanction where it is warranted. At Castle Hill School exclusion will be avoided wherever possible with early intervention made to identify and address underlying causes of disruptive behaviour as soon as possible.

The Principal decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community.

Wherever practical, the Principal will give pupils an opportunity to present their case before taking the decision to exclude.

While exclusion may still be the appropriate sanction, the Principal will take account of any contributing factors identified after an incident of poor behaviour has occurred. For example, if a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

### Fixed period exclusion

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). This can include exclusion from the academy's premises for lunchtime periods (counted as a half-day exclusion). The behaviour of pupils outside school can also be considered as grounds for exclusion.

A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion where this is justified.

### Permanent exclusion

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the academy's behaviour policy; **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the academy.

### Parents' right to appeal

Depending on the type of exclusion, in most cases parents will have the right to make representations to the ARC group. In all cases of permanent exclusion, parents will have the additional right to appeal to an independent appeal panel.

### Pupils' education while excluded from school

Castle Hill School has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. The Local Authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents must take responsibility for their child if they are excluded from school and must ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or Local Authority may issue a £50 penalty.

## 11. Confiscation of inappropriate items

Please refer to DfE guidance 'Screening, Searching and Confiscation - Advice for head teachers, staff and governing bodies' and to 'Section 91 of the Education and Inspections Act 2006'.

The law enables academy staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The law also protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Any item which staff consider to be dangerous or criminal must be brought to the attention of a senior member of staff immediately.

The Principal decides whether an item is to be confiscated and retained or disposed of.

### **Confiscated items**

At Castle Hill School staff confiscating items should hand these into a relevant member of the support staff as designated by the Principal as soon as possible. They must also complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. The confiscated item must not be given to another pupil to hand in or be left in an unsecure area at any time.

### **Return of confiscated items**

Except where the Academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters etc., items confiscated by the Academy can be collected by parent/carers that evening or a subsequent day.

### **Confiscation of drugs and alcohol**

Where the Academy staff find controlled drugs or substances that are suspected of being controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there a good reason is to do so.

Where the Academy finds other substances that are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include so called 'legal highs'.

Where alcohol is found this may be retained or disposed of. Where it is retained it may returned to a parent/carer but not to the pupil.

### **Stolen items**

Where stolen items are found these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner or retained or disposed of where returning them to their owner is not practicable if the Principal thinks that there is a good reason to do so.

### **Smoking materials**

Tobacco or cigarette papers may be retained or disposed of as academy staff think appropriate.

### **Fireworks**

Were fireworks are found these may be retained or disposed of but may not be returned to the pupil.

### **Pornography Update with current guidance on sexting/receiving images**

Academy staff finding a pornographic image may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation.

Extreme or child pornography must always be handed over to the police.

### **Articles that have been or could be used to commit an offence, cause personal injury or damage to property**

Where found these should found they may be delivered to the police or returned to the owner. They may also be retained or disposed of.

Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation.

### **Any item banned under the Academy's rules**

Academy staff should take into account all relevant circumstances and use their professional judgement to decide whether to return the item to its owner, retain it or dispose of it.

## **12. Power to use reasonable force**

Please refer to Section 93 and 95 of the 'Education and Inspections Act 2006' and DfE guidance 'Use of reasonable force - Advice for headteachers, staff and governing bodies'.

All Academy staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This includes people who the Principal has temporarily put in charge such as unpaid volunteers or parents/carers accompanying pupils on an Academy organised visit.

The Principal and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The Academy Principal may also identify additional items in the Academy Rules which may be searched for without consent. Force cannot be used to search for these items.

Any child who displays behaviour which may require physical intervention should have a risk assessment conducted and a behaviour management plan in place, shared with both the child and their parents/carers.

It is imperative that staff working with these individuals are appropriately trained by a recognised training provider and that this training is regularly updated.

### **Types of force deemed to be reasonable:**

- Passive physical contact resulting from standing between two pupils or blocking a pupil's path
- Active physical contact such as leading a pupil by the hand or arm; ushering a pupil away by placing a hand in the centre of his back; or, in more extreme circumstances, using appropriate restrictive holds.

### **When reasonable force can be used**

Decisions on whether circumstances justify the use of reasonable force will depend on:

- The seriousness of the incident
- The chances of achieving the desired result by other means

- The relative risks associated with physical intervention compared to using other strategies.

Where possible a clear oral warning to the pupil that force may have to be used should be given.

Examples of situations that particularly call for judgements of this kind are:

- A pupil attacking another pupil or member of staff
- Pupils fighting and hence causing risk of injury to themselves or others
- A pupil committing, or on the verge of committing, deliberate damage to property
- A pupil is causing, or at risk of causing, injury or damage by accident, rough play, or by the misuse of dangerous objects or materials
- A pupil persistently refuses to follow an instruction to leave the classroom
- A pupil is behaving in a way that seriously disrupts a lesson; or
- A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

#### **Recording use of force incidents**

All incidents where force has been used must be recorded, signed and dated using a pro forma which is available from the Principal and which should follow a standard format. The record will need to give the details of anyone who witnessed the incident.

### **13. Student behaviour off the academy site**

Please refer to Section 89(5) of the 'Education and Inspections Act 2006'.

The Academy has the power to discipline pupils for misbehaving outside of the school premises.

Castle Hill School sets high expectations for positive, appropriate behaviour, as is reasonable, when pupils are off the academy site. This includes behaviour on activities arranged by the Academy such as:

- Educational visits and sporting events
- Behaviour on the way to and from the Academy
- Behaviour when accessing other learning settings
- Work experience placements

The Academy will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account:

- The severity of the inappropriate behaviour
- The extent to which the reputation of the Academy has been affected
- Whether the behaviour in question was on the way to or from the Academy, outside the entrance, or otherwise in close proximity to Academy.

The Academy will also consider any repercussions for the orderly running of the academy and/or whether the behaviour might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Account will also be taken as to whether the pupil was on work experience, taking part in a themed enterprise or community project, or participating in a sports event with another academy i.e. when the pupil might reasonably be expected to act as an ambassador for the Academy and which might affect the chance of opportunities being offered to other pupils in the future.

Many learning activities will take place away from the academy premises. Behaviour during such activities will be dealt with in the same way as for any other on-site activity.

Behaviour during off-site extended activities which are not supervised by academy staff will be dealt with in the same in the same way as described above. The term 'staff' refers to anyone employed by the academy to deliver a learning experience or activity.

## 14. Communicating the rules for behaviour out of the academy

Castle Hill School will work with any transport providers to agree how behaviour on public or contract transport should be addressed. We will make clear statements about rewards and consequences (including loss of access to transport) to improve behaviour. Expectations will be made clear through a 'safe travel' lesson as part of the PSHE curriculum.

The Academy may discuss policies relating to offsite behaviour with local groups such as Neighbourhood Watch, retail staff, street wardens and police to establish clear communication routes and operational strategies. This is often an effective way to manage complaints by individuals in the community.

The academy will, through standard communication routes, set out how parents can;

- Report inappropriate offsite behaviour of specific pupils
- Be assured that close liaison as necessary with neighbourhood police teams or other agencies, such as transport providers, can deal with the issues.

A standard procedure for applications for educational visits will include clear statements to parents and pupils about behaviour standards and processes. (See Education Visits Policy)

Information for staff will include clarity around expectations and procedures related to transport, educational visits, and work experience and college placements. It will also make clear to staff the procedures related to inappropriate conduct by pupils when off-site.

## 15. Monitor and review of this behaviour policy

The review of this policy is the responsibility of and is monitored by the Trust. This includes;

- An annual review of behaviour rewards and sanctions
- Liaison with staff to gather their views and inform them of any changes
- Carrying out a regular audit of behaviour incidents to ensure the Academy is delivering an effective programme that meets the needs of all of our pupils.

Parents and pupils will also be encouraged to give their views.

This policy is monitored on a day-to-day basis by the Principal. The Principal reports to the ARC group about its effectiveness.

This policy will be reviewed formally every two years and more often if there are changes to relevant legislation.

## Appendices

### Appendix 1 – Castle Hill School’s Behaviour Management System

Our mission at Castle Hill School, is for our learners to have integrity, respect and to be safe. We want our learners to be independent and motivated by their natural curiosity. Therefore, we have key rules which underpin not only our philosophies, but also our principles and our day to day practise.

**We are Ready.**

**We are Respectful.**

**We are Safe.**

#### **Our Expectations**

We understand that our principles require the presence of positive relationships.

Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil’s relationships with peers must be built upon respect, trust, friendship and tolerance for each other’s wishes. At Castle Hill School, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including nonteaching staff and visitors to the school.

All adults in the school share these 5 Pillars of Practise;

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow up.

We praise in public, we reprimand in private.

#### **Our Approach to Positive Behaviour**

Our 3 houses; Framlingham, Eye and Orford ensure that all children and staff belong to a team. We use our team approach so our children and staff know that their positive attitude and behaviour is more than simply individual recognition as it is for the good of all. Therefore children can be awarded House Points for demonstrating being Ready, Respectful and Safe.

All classrooms at Castle Hill have a recognition board. This is updated weekly and will demonstrate a key learning behaviour which is the focus for that class that week. All children should receive recognition during the week for showing that learning behaviour consistently.

As well as this, we anchor good behaviour through a range of reinforcements such as;

- sincere, precise and timely verbal and written praise,
- positive recognition through class and school achievement awards,
- VIP (very important pupil) events such as lunches and Hot Choc Friday,

- positive notes home,
- positive phone calls home.

Our first attention is for best conduct.

### **Delivering Sanctions with Dignity**

Behaviour management begins at classroom level with a positive and proactive approach.

This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a gentle reminder of the expectations, or nudge in the right direction is all that is needed. However, pupils who continue to behave badly must know that they are responsible for their choices. Staff will make it clear to the child in what way they have not behaved showing Castle Hill expectations and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are expected to deescalate skilfully.

### **Our behaviour steps**

Step One: The warning.

- A clear verbal warning directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their good previous good conduct to prove that they can make good choices.

Step Two: The Caution.

- A clear verbal caution directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their good previous good conduct to prove that they can make good choices.

Step Three: The time out.

- The child is directed to take a 3 minute egg timer (KS1), a 5 minute egg timer (Lower KS2) or a 10 minute egg timer (Upper KS2), leave the classroom and go to an appropriate location depending on the time of day and staff in class. In the case of early years, the child will go to a thinking chair within the setting.
- The child should not be escorted to the time out classroom by a member of staff. However, staff should use their professional judgement and if it is felt necessary for child may be escorted to the time out classroom.
- Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident.
- At the end of the time out the child returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards.
- If the child is not ready to return to class, the class teacher can arrange for the child to work in a parallel class for the remainder of the session.

All steps are recorded by an adult in the classroom on the class tracking sheet which is ONLY completed at the end of each session so as not to negatively impact on learning and teaching in the classroom. They should not be displayed anywhere within the classroom.

Each new session during the day presents an opportunity for children to have a 'fresh start'.

- If the step above is unsuccessful, or if a child refuses to go to time out, then, the behaviour support worker or learning mentor will escort the child, with work, to an agreed location, for the remainder of the session. If the child still refuses to go to time out then the member of SLT on duty will be called to support.

As part of our restorative approach to behaviour management, the adult sending the child to time out will meet with the child as soon as practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring.

Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the child to readjust his/her behaviour.

#### 5. Pupil Voice

All children across the school have access in their classrooms to a document called, "When things go wrong..."

This document is designed so that all children can write or draw any incidences that have occurred – these may be behavioural or otherwise. Drawing or writing down gives the child chance to reflect upon any incidences they wish to resolve whilst also giving time to the adults in the classroom to settle other children.

The adults, where possible, should act upon the information in these documents the same day and ensure the children involved (and parents where appropriate) know of the resolution and consequences.

#### 6. Working with Parents/Care Givers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Children who struggle with their personal discipline benefit from a consistent approach at school and in the home.

Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact.

Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate.

Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour.

#### **Working in partnership**

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational psychologists
- Primary pupil referral units
- CAMHS
- Behaviour Support Service (BSS)
- Young Carers group

### **Our Pastoral Support Team**

We understand that for a small percentage of our children, additional support may be needed for the teaching of positive behaviours. Our Pastoral Support Team, including our Learning Mentors, provide support for this small percentage. This might be through Pastoral Support Plans (PSPs) and support given to those children within classroom settings and during break and lunchtime. Additionally, they provide a “Nuture Club” at lunchtimes which provides a quiet space for those who need it.

Class Teachers, Parents and the Pastoral Team work together to produce Pastoral Support Plans, alongside any outside agencies and, for those children, it is important that these teams have regular meetings (which may be weekly or fortnightly) to ensure good communication and continued consistency.

### **Serious Incidences:**

It is recognised that for some children further sanctions may need to be used.

The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- stealing from another person or school
- leaving school grounds without permission
- deliberately spitting at another person
- bullying in any format
- throwing objects with the intention to harm or hurt someone
- the use of homophobic or racist language.

Any of the Incidents above will, in the first instance, result in an immediate internal exclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

Each incident will be treated on individual merit with the final decision being made by the Principal, and in his/her absence, the Vice-Principals.

Any exclusions would be used as a last-resort.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention. No teacher or adult working with children ever wants to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques.



**BrightTribe**

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