



Behaviour for Learning Policy

Approved by:	Resources Committee
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1. Purpose of policy and guiding principles

- 1.1. The Governors and staff of Castle Hall Academy are committed to providing a learning environment which will support the children and young people in our care.
- 1.2. Castle Hall Academy has very high standards and expectations of our students. The academy believes that all students have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the academy that is conducive to learning, so that all students of all abilities, backgrounds and needs can achieve academic potential and prepare for life.
- 1.3. The academy's behaviour expectations are guided by our core values of; Ambition, Equality, Creativity, Sense of Belonging, Honesty, and Self Respect. Staff are expected to model these core values and use them in discussions and interactions with students.
- 1.4. Castle Hall Academy believes that students should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- 1.5. This Behaviour for Learning Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards. The academy's rewards system is based on Achievement Points which are promoted throughout academy life.
- 1.6. This policy specifically outlines our behaviour for learning expectations, consequences for poor behaviour, and describes the steps involved in managing student behaviour.
- 1.7. For some students with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.

2. Links with other policies or legislation

- 2.1. This policy has a significant impact on the 'daily life' of the academy, and as such is linked to several policies. Throughout this 'Behaviour for Learning Policy' there are references to the following DfE documents, which should be read in conjunction with this policy:
 - Exclusion from maintained schools, academies and pupil referral units in England 2012.
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
 - 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.
 - Screening, Searching and Confiscation.
 - Ensuring Good Behaviour in Schools.
 - DfE Dealing with allegations of abuse against teachers and other staff.
- 2.2. In addition there are a number of policies linked to this policy, including:
 - Teaching and Learning Agreement
 - SEN Policy
 - Safeguarding and Child Protection Policies
 - Student Attendance and Punctuality Policy
 - The Misuse of Illegal Substances Policy
- 2.3. This policy links with the Equality Act 2010, specifically the academy's responsibility to make reasonable adjustments for students who are considered to have a disability, as defined by the act.
- 2.4. This policy links to the Department of Education's statutory guidance and related legislation including; Education and Inspections Act 2006.

2.5. The academy reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

3. Pastoral staff

3.1. The academy has a Year Group tutor system, which is arranged into form groups, throughout this policy there are references to key staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems. These staff are:

- Headteacher
- Assistant Headteacher
- Progress Leader KS3/KS4
- Head of Year
- Form Tutor

3.2. Heads of Year operate the day to day implementation of this policy and are able to make decisions to ensure a strong learning environment is embedded in the academy.

4. Provisions

4.1. Castle Hall Absolutes

All students at Castle Hall Academy are asked to meet the following expectations or 'Absolutes':

- **Have a perfect uniform at all times.** The uniform policy provides a detailed description of what constitutes perfect uniform. Any student who does not meet these expectations will be made to wear academy stock and may be required to undertake an after academy detention.
- **Have their planner out on desks in all lessons.** This enables staff to easily communicate rewards or concerns with parents.
- **Have all homework recorded in planners and ensure it is completed on time.** Students who do not complete homework on time or do not complete it to the required standard will be required to undertake an after academy detention. See Academy Teaching & Learning Agreement for further detail.
- **Be punctual to the academy and all lessons.** Any student who arrives late to the academy or their lessons may be required to undertake an after academy detention.
- **Have a full set of equipment at all times.** Planner, pen, pencil, ruler, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the academy day.
- **Walk calmly around the building.** Students are expected to have regard for the safety of themselves and others whilst moving around the academy building, throughout the day, including break and lunch times. Students who fail to do so and disrupt the good order of the academy will receive a sanction (for example an after academy detention, inclusion etc.) depending on the nature of the incident.
- **Respect the building – never drop or leave litter.** Students are expected to treat the academy building and its contents with respect.

4.2. Behaviour for Learning System

The Behaviour for Learning System is at the core of the academy's behaviour management policy and procedures. The system is detailed in [Appendix 1](#).

4.3. Exclusions and alternatives to exclusions

Refers to the academy's policy and practices in agreeing exclusions.

4.4. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and governing bodies.' In addition to the practice identified in the DfE guidance, Castle Hall Academy also bans any item brought into the academy with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion, will cause disruption to the academy or be detrimental to academy practice. As a result the academy is able to search students for these items. Appendix 6 refers to the academy's policy on confiscating items.

4.5. CCTV

Castle Hall Academy reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Data Protection Policy and related legislation.

4.6. Use of reasonable force

Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteachers, staff and governing bodies.' All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It can also apply to people whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers, cover staff or parents/carers accompanying students on an academy organised visit.

4.7. Discipline beyond the academy site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the academy premises which pose a threat to a member of the public or a student to the police as soon as possible. If a member of the public, academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to an academy member of staff the Headteacher or Vice Headteacher (Pastoral) must be informed. In addition if the Headteacher/Vice Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the academy's safeguarding policy will be followed.

- For health and safety reasons, very high standards of behaviour are expected on academy residential and day trips. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the academy site. Appendix 3 shows the academy's Behaviour Matrix.
- Where poor behaviour occurs when a student is travelling to and from the academy, the academy reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.
- Students are expected to wear full academy uniform correctly when travelling to and from the academy and must not be involved in behaviour that could adversely affect the reputation of the academy. For example:
 - Uniform – students will be issued a detention if they remove their tie at the academy gate.
 - Students should not smoke on their journey to and from the academy. If they are found smoking whilst wearing academy uniform, the consequences system will be used.
 - Misbehaviour on public transport will result in the academy behaviour policy sanctions being applied (e.g. detention, inclusion, fixed exclusion, permanent exclusion). Parents/carers will always be informed when such incidents are reported.

4.8. Police

Castle Hall Academy will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Castle Hall Academy will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

4.9. Reasonable adjustments

4.9.1 The academy will ensure that students are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the students in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

4.9.2 The reasonable adjustments could include adjustments to the Classroom Consequence System, amending behaviour 'triggers' or extending the timeline before exclusion is considered. All students and staff will be supported to understand reasonable adjustments.

5. **Governing Body Behaviour Committee**

5.1. Under DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England', a meeting of the Behaviour Committee of the Governing Body must be convened by the Headteacher's PA (acting as the Clerk to the panel) when:

- A student has received over 15 days' exclusion in one term.
 - Recommendation of permanent exclusion is made by the Headteacher for a one-off incident.
 - Through the consequences system.
- 5.2. The Behaviour Committee will comprise of three members of the Governing Body who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.
 - 5.3. The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.
 - 5.4. The meeting must be convened between the 6th and 15th academy day after the date of the receipt of notice to consider the exclusion.
 - 5.5. The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least five days in advance of the meeting.
 - 5.6. The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.
 - 5.7. The Headteacher and Vice-Headteacher or Assistant Headteacher will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.
 - 5.8. Within one academy day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/carer has 15 academy days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

6. Independent Appeal Panel

- 6.1. Castle Hall Academy has in place an Independent Appeal Panel that can be convened by the Local Authority and a parents/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Behaviour Committee. Castle Hall Academy will, at their own expense, arrange for this independent review panel hearing to review the decision of the Governing Body not to reinstate a permanently excluded student.
- 6.2. Parents will be informed of their right to request a Special Educational Needs expert at the appeal hearing.
- 6.3. The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.
- 6.4. Where the Governing Body decides to uphold an exclusion they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First-Tier Tribunal who deal claims of discrimination.

7. Roles and responsibilities

- 7.1. The Role of the Headteacher
 - The role of Headteacher is to ensure that this policy is applied fairly and consistently across the academy.
 - The Headteacher will be responsible for reporting to Governors on its performance.
 - The Headteacher, will delegate to the Vice Headteacher pastoral responsibility for behaviour management practices and procedures.
- 7.2. The Role of the Governing Body
 - Governors will be responsible for monitoring the behaviour of students through Governors' committee meetings.
 - The Governors will form a behaviour committee.
- 7.3. The Role of Parents and Carers
 - Reference to this policy will be included in the Academy Prospectus, Academy Policy handbook, Home/Academy Agreement, on the Academy VLE and in the students' planners.
 - The policy is available in full via the academy's website.

8. Monitoring and Evaluation

8.1. The Governing Body will evaluate the impact of this policy by receiving written data from the Headteacher in his written report each term:

- The number and range of rewards for good behaviour each term.
- The number of fixed-term and permanent exclusions.
- The number of internal exclusions and off-site inclusions at other schools.
- The number of BAC moves.
- Instances of bullying and the action taken.
- Support provided for the victim(s).

8.2. As part of the review of this policy, Governors will seek feedback from the student voice, staff and parents on the effectiveness of this policy. Governors nominated to monitor this policy will visit the school at different times of the day and report on their findings to the relevant

Governors Committee.

8.3. The Governing Body will approve this policy.

Behaviour for Learning System

1) Classroom Consequence System

The Classroom Consequence System is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' are not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The Classroom Consequences System is progressive. For example, if a student disrupts their own learning or the learning of others they will receive a C1 – Verbal Warning. If the student continues to disrupt their own or others learning they will receive a C2 – X2 behaviour points recorded and note placed into the student planner. If the student fails to address their behaviour and continues to disrupt learning they will be given a C3 (X3 behaviour points will be issued and, where practicable, moved to continue their learning in another supervised room within the departmental area). A 30 minute detention will be given and a note put in the student planner. Please see section 2, below 'Detentions'. Should the student continue to disrupt the lesson they will be given a C4 (X4 behaviour points) and will be placed into the timetabled C4 room. A 60 minute after academy detention will be issued and this will be served on the same day or the following day. (See Appendix 2 regarding inclusion).

Consequences given to students during lessons will be recorded on the whiteboards that are available in all classrooms. This is to remind students of where they are within the classroom consequence system.

Please note all consequences from 'C2' onwards are recorded by the academy as Behaviour Points using the following scale; C2 = 2 BP, C3 = 3 BPs, C4= 4 BPs. Students behaviour records are analysed weekly by the HOY Team and where there are concerns these are communicated to parents/carers and interventions are put in place. Please see below (section 3) 'Reports'.

Note: Staff have the right to issue a student with an immediate C4 at any point during any lesson if they believe the student's behaviour is highly inappropriate and may have an adverse effect on the learning and/or safety of others or themselves.

The Behaviour Matrix (Appendix 3) outlines the sanctions and support that students may receive as a consequence of their behaviour. Please refer to this in conjunction with this Behaviour for Learning Policy in its entirety as it is referred to throughout.

2) Detention

The academy will issue a 15 minute (break-time detention), 30 minute 'after academy' detention or a one hour 'after academy' detention for breach of the academy rules. Where possible, parents/carers will be

notified in advance through the planner, phone call or email. Fifteen minute detentions (usually for lateness or equipment) start at 10.50am and finish at 11.05 am. Thirty minute detentions start at 3pm and end at 3.30pm One hour detentions start at 3pm and finish at 4pm. A detention will be issued for the following reasons:

- Being late to the academy (usually 15 minute breaktime detention)
- Being late to lessons three times within one week (30 minute after academy detention)
- C3 during a lesson. (30 minute after academy detention)
- C4 during a lesson (60 minute after academy detention)
- Inappropriate behaviour during non-structured times.
- Inappropriate behaviour during travel to and from the academy.
- In addition, each department will run its own detention for inappropriate or non-completion of homework. Where there is a conflict, the BFL detention system will always be prioritised.

Note: the academy will determine what is deemed to be ‘inappropriate and unacceptable’ at all times. The academy will issue a two hour ‘Headteacher’s’ detention where a student fails to attend a previous one hour detention, or fails to complete a previous one hour detention to the expected standard of behaviour. The two hour detention will take place on the Friday of each week and will be staffed by SLT for the second of the two hours. Where possible, parents/carers will be notified in advance through the planner, phone call or email. Two hour detentions start at 3pm and finish at 5pm. If a student fails to attend a two hour detention they will complete a day in inclusion on the next available day and they will complete the ‘Headteacher’s’ detention on the following Friday evening.

Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carers in order for a student to complete a detention. (Please refer to the DfE’s Behaviour and discipline in schools guidance).

3) Reports

Behaviour Points accrued by students are monitored and analysed by the HOY team and progress leaders on a weekly basis. To support students and address any behavioural concerns the academy uses an electronic report card system. There are three levels of report – Form Tutor report; HOY report; SLT report.

Students are to have their report signed every lesson and it will be checked at the end of the day/beginning of the next day by the relevant member of staff. If a student receives a C1 – C4 during their lesson the member of staff must record this on the report and record the incident in SIMS.

Sanctions will be issued to students who fail to meet their targets. The sanctions depend on the type of report and the extent to which the targets have not been met. The table below outlines the sanctions for each level of report:

REPORT	SANCTION
FT Report	15, 30, 60 Min Detentions at the discretion of the Form Tutor.
HOY Report	30 minute detention the same day if any targets are missed from any lesson One hour detention the same day if a student is issued with a C3 in any lesson. One day in inclusion until 3pm plus a 60 minute detention until 4pm if a student is issued with two or more C3s in a day Two days in inclusion until 3pm plus a 60 minute detention on each day if a student is issued with a C4 in any lesson.
SLT Report	30 minute detention same day if any target is missed during any lesson One hour detention the same day if a student is issued with a C3 in any lesson. One day in inclusion until 3pm plus a 60 minute detention until 4pm if a student is issued with two or more C3s in a day. Two days in inclusion until 3pm a 60 minute detention until 4pm on each day if a student is issued with a C4 in any lesson. Additional 2 hour Headteacher’s detention where multiple targets are missed or multiple C4s are issued within any day

At the end of each term all students will be removed from report. Students will be taken off report during a term if their behaviour improves and they are issued with ten or fewer behaviour points over a three week period.

Inclusion

Castle Hall Academy will use inclusion when student behaviour negatively impacts on the learning and/or safety of students. Inclusion will also be used when it is appropriate if the good order of the academy is threatened and/or student behaviour could potentially damage the reputation of the academy.

Students may be placed in inclusion for the following reasons:

- Multiple C4's from lessons (please see section 2.1 - Classroom Consequence System).
- A serious incident(s) of misbehaviour (violence, threatening, abusive behaviour)
- Truancy.
- Bullying.

Note: Students may be placed into inclusion for any serious breach of academy rules. Please see Appendix 4.

Whilst in inclusion students must meet the academy's expectations:

<p>DO hand over all electrical items DO place bags and coats at the front of room DO reflect on the reason you are in inclusion DO put your hand up if you have a question DO complete all work to the best of your ability</p> <p>DO NOT talk or communicate with others DO NOT speak unless spoken to DO NOT graffiti DO NOT put your head on the desk</p>
<p>PLEASE NOTE: Students who repeatedly fail to meet these expectations will be excluded and made to repeat their time in Inclusion on their return</p>

Students who fail to meet these expectations will be made to repeat their day in inclusion on the next day. Should a student continue to display unacceptable behaviour whilst in inclusion then a Fixed Term Exclusion will be given. The length of the exclusion will always be for one day in the first instance. Please see the Academy's Exclusion Procedure.

Students who are excluded for failing to meet the inclusion expectations will be required to successfully complete a full day in inclusion until 3pm, plus a 60 minute detention until 4pm upon their return.

Inclusion data is monitored and analysed by the Vice Headteacher, Progress Leader and Head of Year and the academy inclusion 'Trigger Points' are followed:

1	2	3	4	5
HOY Contact home	HOY Contact home	Parental meeting with HOY (HOY report)	Parental meeting with HOY & SLT (SLT report)	1 day fixed term exclusion
Inclusion until 3pm plus 60 minute detention until 4pm	Subsequent fixed term exclusions (following BfL policy) for each subsequent time in inclusion			

Behaviour Matrix

Castle Hall academy has very high standards and expectations and believes that all students have the capacity to achieve their full potential. Disruption to learning is defined as any act that has a negative impact on the progress of an individual or groups of students. In order to support students with specific behavioural issues, referral to the academy's Learning Support Unit will be considered and reviewed by the pastoral team on a regular basis.

Description of behaviour	By whom?	Parental support
Green No behavioural concerns	All staff	Praise and reward
White C1- Disrupting own learning	All staff Verbal warning and name recorded on consequence board.	No action required
Yellow C2-Disrupting own and others learning-2 behaviour points issued		
Defiance	All staff	Discussion with student
Eating in class		
Talking		
Shouting out		
Inadequate work		Purchase /provide equipment and discuss with student
Verbal abuse to other students		
Foul language (in/out of lesson time)		
Persistent failure to bring equipment		Discuss with student and re-enforce uniform rules
Persistent failure to wear uniform		Collect device and discuss correct useage with student.
Confiscation of electronic devices		
Unauthorised absence from class	HOY	Discuss with HOY and student
Amber C3-Further disruption to own and others learning-3 behaviour points issued (30 minute detention)- Possible movement of student to another supervised classroom within the faculty/ departmental area.		
Continued disruption after previously being issued with a C2	All staff	
Disruptive behaviour on the corridor (Shouting, pushing, throwing water, running etc)	Discuss student's behaviour with them and re-enforce academy rules	
Red C4-Serious behaviour issue- 'on-call' removal from class- 4 behaviour points issued-(60 minute detention)		
Continued disruption after previously being issued with a C3	All staff in conjunction with HOY/on-call.	Discussion with HOY and student regarding action, expectations and consequences
Refusal to take part in lesson		
Behaviour that might endanger the safety of others in the class		Meeting with HOY and student to discuss action, expectations and consequences.
Severe		
Violence or assault (1-5)	Severe level sanctions can only be determined by a member of SLT in conjunction with HOY. The range of sanctions considered are shown in brackets against the	
Drug/alcohol abuse (4-5)		
Offensive weapons (4-5)		

Abusive/threatening behaviour (1-5)	behavioural concern Parents and carers will be informed in all cases. <ol style="list-style-type: none"> 1. Inclusion room +HOY/SLT meeting with parents/carers 2. Inclusion room + 2 hour detention HOY/SLT meeting with parents/carers 3. External inclusion offsite + SLT/HOY meeting with parents/carers to discuss behavioural improvements/consequences. 4. Fixed term exclusion + SLT/HOY meeting with parents to discuss behavioural issues and consequences 5. Permanent exclusion and or managed move to another school-alternative provision.
Bullying: emotional, physical racial, sexual, homophobic, verbal and cyber. (1-5)	
Damage to property or theft (1-5)	
Drug dealing (5)	
Inappropriate sexualised conduct (1-5)	
Failure to attend a 2 hour 'Headteacher's' detention (1-3)	
Persistent C4's	
Smoking (1-4)	

Serious Breach of Academy Rules

All decisions to exclude are serious and only taken as a last resort or where the breach of the academy rules is serious.

The following are given as examples:

- Failure to comply with a reasonable request from a senior member of staff. Failure to wear
- Academy uniform which has been provided (where possible) for a student who is wearing
- Incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the academy.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of academy rules

Exclusions and alternatives to exclusions

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.'

(DfE Exclusion from maintained schools, academies and pupil referral units in England 2012)

1) Fixed Term Exclusions

Castle Hall Academy will use Fixed Term Exclusions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Fixed Term Exclusions will also be used when the good order of the academy is threatened and/or student behaviour could potentially damage the reputation of the academy.

The Headteacher (and the Vice-Headteacher/Assistant Headteacher at the discretion of the Headteacher) may exclude for the following reasons:

- Serious breaches of the academy rules (for example – see Appendix 4).
- Repeated breaches of the academy rules.
- Refusal to engage with inclusion.

- Repeated disruption whilst in inclusion.
- Five occasions in inclusion.

When Fixed Term Exclusions are issued by the academy the following scale and process will be used.

Fixed Term Exclusion Number of Days Exclusion	Fixed Term Exclusion Number of Days Exclusion
First	1
Second	2
Third	3
Fourth	4
Fifth	5
Sixth	5
Seventh	5
Eight	5
Ninth	5
Tenth	5
Eleventh	5
Total Days in One Academic Year	45

Note: A student who receives a Fixed Term Exclusion after the morning registration but before the PM registration will be excluded for the afternoon (PM) and the following morning (AM) – the two half days totalling one full day exclusion. This will be recorded as a one day exclusion.

Example Exclusion process:

First Exclusion - Student A is excluded for refusing to engage with Inclusion.

Second Exclusion – Student A repeatedly disrupts Inclusion. Student A is excluded for two days.

Third Exclusion – Student A is caught smoking in the toilets, a serious breach of academy rules. Student A is excluded for three days.

Fourth Exclusion – Student A refuses to engage with the inclusion process by refusing to enter the inclusion room. Student A is excluded for four days.

At the end of the fourth exclusion (i.e after ten days Fixed Term Exclusion) the student and their parents/carers will be invited to attend a Governors behaviour panel, this is described in Section 5 below.

Following the fourth exclusion and the meeting with the Governors Behaviour Panel, all subsequent Fixed Term Exclusions for the reasons listed above will be for five days.

Fixed Term Exclusion data is closely monitored by the Vice Headteacher (Pastoral) in conjunction with the Progress Leader and the Head of Year team. It is the responsibility of the Vice Headteacher (Pastoral) to report to the Senior Leadership Team on exclusions and ensure that the process has the desired positive impact on both standards in the academy and on the majority of students involved in the process.

Castle Hall Academy is keen to ensure a balance is met, between the use of Fixed Term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. For this reason, it has been decided to use a maximum Fixed Term Exclusion period of five days for any single incident in the process.

The above table is to be used as GUIDANCE only. It presents a model that increases the length of exclusions in order to reflect the continuing failure of a student to adhere to the academy's rules and engage with the interventions and support put in place.

The Headteacher retains full authority to vary the length of any exclusion at any time however no student will receive greater than 45 days' exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that the Headteacher also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days. In addition, the Headteacher retains the right, to permanently exclude those students who persistently cause disruption to the learning of others.

2) Permanent Exclusion

'A decision to exclude a pupil permanently should only be taken:

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

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2012)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a) Serious actual or threatened physical assault against another student or a member of staff.
- b) Sexual abuse or assault.
- c) Supplying an illegal drug.
- d) Possession of an illegal drug with intent to supply.
- e) Carrying an offensive weapon (see definition below).
- f) Making a malicious serious false allegation against a member of staff.
- g) Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community.

The Headteacher may also permanently exclude a student for:

- One of the above offences.
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- Repeated possession and/or use of an illegal drug or drug paraphernalia on academy premises.
- Any serious incident which the academy deems to be of an extremist nature.
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.

In addition, Castle Hall Academy also considers the following to be serious incidents which are likely to result in the permanent exclusion of a student:

- h) Deliberate activation of the fire alarm without good intent.
- i) Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network.
- j) Repeated verbal abuse towards staff.
- k) Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.

3) Offensive Weapons - Definition

The academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the academy.

In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe,

bats, other blunt instruments, or items judged by the Headteacher, senior leaders or the governing body to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

4) Partial Timetable

As an alternative to exclusion a Headteacher may, in limited circumstances, make use of a partial timetable to support a student. The partial timetable will be for an agreed, fixed period of time, for example one term. In the last week of the fixed period it will be reviewed by Castle Hall Academy and parents. An example of a Partial Timetable Agreement between the academy, student and parent/carer is shown on the following page.

5) Student Support Panel

If a student is at risk of permanent exclusion, a Student Support Panel meeting may be convened. The panel may consist of Governing Body behaviour Committee members and/or members of staff.

Partial timetable agreement

PARTIAL TIMETABLE AGREEMENT BETWEEN Castle Hall Academy, Student & Parent/Carer

Student Name:..... DoB.....

Academy: **Castle Hall Academy**

Clear objectives of Partial timetable:

- Start Date of Partial timetable
- End Date of Partial timetable
- Review Date of Partial timetable

LEGAL GUIDANCE REGARDING THE USE OF A PARTIAL TIMETABLE

“Other than when a child is suffering from a medical condition such that he/she cannot cope with a full day, partial timetables should be implemented only in very limited circumstances - for example where there are behavioural difficulties and the Academy is trying a partial timetable as an `alternative measure' prior to an exclusion in the context of a pastoral support plan (PSP) or as part of a planned re-integration package. In such cases, Academies should be advised that they need to take care that the restricted attendance is not deemed to be an exclusion. To that end a partial timetable should:

- have clearly defined objectives
- be for a specified and limited period of time;
- not, other than in very exceptional cases, be implemented without written parental agreement.

Once tried as an `alternative measure' it will only rarely be appropriate to have a further period of part-time schooling since, if it becomes necessary again, then the `alternative measure' would appear not to be working and a different strategy ought to be tried. Where a child has a statement of special educational needs then any proposal to implement a partial timetable would ordinarily need the agreement of the LA (Special Educational Needs Group) as well as the parents/carers. Academies need to be mindful that decisions to place students on partial timetables without justification could be ultimately challenged by the parent/carers as restricting their children's right to receive efficient full-time education.

All parties to sign below to evidence they are aware of the legal guidance and responsibilities where a student is on a partial timetable. This document and a copy of the timetable should be retained by the Academy and a copy of both issued to the parent/carers.

Student nameDate.....

Student signature

Parent/carers name Date.....

Parent/carers signature

Staff nameDate.....

Staff signature

Staff title

Confiscation

Castle Hall Academy staff 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 academy discipline.

- Staff should hand the confiscated item to the relevant member of support staff (HOY, Main Reception etc) as soon as possible and complete the necessary information to; identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs, must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the academy can be collected by parents/carers except where the academy has chosen to dispose of the confiscated items, eg cigarettes, alcohol, lighters.
- The academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The Headteacher will use his/her discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the academy for a period of one year. If, at the end of the year, the item has not been reclaimed then the academy reserves the right to destroy the item.
- Where alcohol has been confiscated the academy will retain or dispose of it. This means that the academy can dispose of alcohol as they think appropriate (or return it to a parent/carer but under no circumstances should this be returned to the student).
- Where the academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.
- Where the academy finds other substances which 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, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where staff find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the academy can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they 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.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- 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.

NB: Mobile phone use and confiscation

Our approach to electronic devices including mobile phones, smart phones, MP3 devices and other similar devices is simple – they are not to be seen, heard or used at any point during the academy day (including lunch and break).

Students will be fully focused on their learning, and enjoying the varied experiences the academy offers. We recognise the use of these devices when a student is travelling to and from the academy, but if a student chooses to bring a device into the academy it is their responsibility and at their own risk. Parents/carers and students should be aware of the following:

- If a student is seen using any device during the academy day it will be confiscated immediately.
- Parents will be required to pick up the device from HOY via Reception at their convenience. Reception is staffed from 7.30am until 4.30pm.

Our KS3 and KS4 pastoral offices provide a way for students to contact home in an urgent situation, where necessary.

Anti-Bullying Guidance

We believe that an ethos of good behaviour where students treat one another and the academy staff with respect instils the right values for a friendly, caring and safe environment for all our students.

Any persistent behaviour by an individual or group, which intimidates, threatens or has an upsetting or harmful impact on another child or group, will not be tolerated.

Academy staff will proactively gather intelligence about issues between students which might provoke conflict. We will ensure that measures are in place to encourage good behaviour and prevent all forms of bullying amongst students. Guidance is available for staff, parents and students on the academy website policies section.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical pushing, kicking, hitting, punching or any use of violence;
- Racist racial taunts, graffiti, gestures;
- Sexual unwanted physical contact or sexually abusive comments;
- Homophobic because of, or focusing on the issue of sexual orientation;
- Verbal name-calling, sarcasm, spreading rumours, teasing;
- Cyber All areas of internet, such as email & internet chat room misuse;
Mobile threats by text messaging & calls;
Misuse of associated technology, i.e. camera & video facilities;

Listening to students forms a whole academy approach to tackling bullying that includes taking action at various levels, including the development of a positive academy ethos, regularly reviewing anti-bullying strategies, Alternative Curriculum Days (ACD), focusing on environment design, feedback from student voice, teachers and parents. We also actively encourage our students to take ownership and participate in our anti-bullying focus by joining the Anti-Bullying Ambassador programme. This is a national charity run by The Diana Award.

CHA anti-bullying guidance objectives

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying involves;

- All governors and teaching and non-teaching staff should know what the academy guidance is on bullying, and follow it when bullying is reported;
- All students and parents should know what the academy guidance is on bullying, and what they should do if bullying arises;
- As an Academy we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported and we will draw on a range of external services to support the student experiencing bullying;
- Bullying will not be tolerated;
- Bullying outside the academy will be investigated by staff. If this behaviour is deemed criminal or poses a serious threat, the police will be informed.

Guidance on the signs and symptoms of bullying

A child may indicate by signs, behaviour or through direct communication, via email and the purple box that he or she is being bullied.

All CHA staff must be receptive to a child's advance, be aware of possible signs of bullying and investigate or initiate an investigation by staff if a child:-

- Reluctance to go on the school / public bus;
- is unwilling/scared of walking to or from school;
- insists on being driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic) or asks to change school;
- begins to truant, internally or externally;
- becomes withdrawn anxious, or lacking in confidence;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money,
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating or loses weight;
- is scared to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous & jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Listening and responding to students' and parents' concerns quickly and effectively is crucial.

Procedures to follow

If bullying is reported, the incident should be dealt with immediately by the member of staff who has been approached. All staff should respond quickly and effectively to incidents of bullying and log a bullying incident.

A clear account of the incident should be recorded and given to the Form Tutor or Head of Year.

The member of staff dealing with the incident must:

- Interview all concerned.
- Record the incident on SIMS system.
- Reassure the victim.
- Offer the victim immediate opportunity to discuss the experience with the Form Tutor or member of the Pastoral Team or staff of their choice.
- Offer continuous support aimed at restoring self-esteem and confidence.
- Make very clear to the bully that his/her actions are not acceptable at Castle Hall Academy.
- Find out why the bully became involved and discuss the need to change.
- Implement restorative strategies e.g. informal meetings, formal conferences.
- Inform parents(s), carer(s) of both the victim and the bully.
- Follow-up with victim's parent(s)/carer(s) to check all is well.

Documentation

- Behaviour to be logged on CPOMs
- Incidents of bullying will be analysed on a half-term, term and annual basis
- All parent(s)/carer(s) will be made fully aware of the school's anti-bullying guidance on the school website. This will be reinforced at the Induction Evening for new parents and at Parents' Consultation Evenings.
- Students are made aware of their rights/responsibilities via assemblies, Alternative Curriculum Days, Form Time, Anti-Bullying week and other cross-curricular opportunities.
- Regular reminders of anti-bullying strategy for staff and students will take place throughout the school year.

Students are advised to:

- Tell their Form Tutor, HOY, a friend, parent or other adult that they trust;
- Use VLE FROG to report bullying;
- Report incidents of bullying immediately.

Heads of Year

Mrs B Adams Year 7
Mrs L Bonham Year 8
Mr C Jackson Year 9
Mrs Z Murphy Year 10
Miss R Haigh Year 11

Headteacher Mr P Brook

Any incidents of bullying concerning children with SEN or disability should be highlighted to Mrs S Bardell, SENCO and Mrs K Bell Assistant Headteacher for monitoring purposes.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place to effect a resolution;
- 2) In serious cases, isolation or even exclusion will be considered;
- 3) If possible, the students will be reconciled and restorative practice carried out;

4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place;

5) Racist, homophobic and all bullying incidents will be recorded using that title on SIMS

- An appropriate sanction (as identified by Head of Year) will be applied in line with the school's behaviour policy. Repeated incidents will be dealt with as repeated defiance and the sanctions will be progressive in line with the school behaviour policy.
- Any disciplinary action must ensure that the bully knows what he/she has done is unacceptable, deter him/her from repeating the action and signal to other students the behaviour is unacceptable.
- The law empowers Head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyber-bullying) and empowers members of school staff to impose disciplinary penalties for inappropriate behaviour.

SEN/Disability Bullying

Research conducted by Stella Chatzitheochari (University of Warwick) in collaboration with Sam Parsons (University College London) and Lucinda Platt (London School of Economics and Political Science) suggests that children and young people with disabilities are more likely to be bullied at school compared to those students with no known disabilities. Some concerning statistics are:

- 83% (or roughly eight out of ten) of young people with learning difficulties reported experiencing bullying (Luciano and Savage 2007, and Mencap 2007),
- 2% of young people who are disfluent (those with a stammer), 59% of them at least once a week, and 91% by name-calling have experienced bullying (Mooney and Smith 1995),
- 70% of children with autistic spectrum disorders combined with other characteristics (for example, obsessive-compulsive disorder (OCD) have experienced bullying (Bejerot and Mortberg 2009),
- Young people with speech difficulties are three times more likely to be bullied than their peers (Savage 2005),
- There is a growing evidence base linking bullying to mental health problems which has changed both government and societal attitudes to bullying. Findings showed that 61.5 per cent of participants reported being bullied, with 62.5 per cent of bullied participants reporting that being bullied was an important reason for their attendance at the CAMH service. (Dyer, K. and Teggart, T. 2007 Bullying experiences of child and adolescent mental health service-users: a pilot survey. *Child Care in Practice*, vol.13, no.4 Oct. pp351-365).

With these facts in mind Castle Hall Academy takes an active approach to intervening in bullying and monitoring its impact upon vulnerable groups, especially those students with special educational needs.

Bullying has a negative effect on:

- Self esteem;
- Mental health;
- Social skills;
- Academic progress.

Children who are bullied miss out on opportunities to:

- Learn;
- Make friends;
- Socialise;
- Play.

Children with SEN/disabilities are particularly vulnerable to being bullied because of:

- Negative attitudes to bullying;
- Negative perceptions of difference;
- Greater difficulty in resisting bullies because of SEN/disability;
- Difficulty in understanding what constitutes being bullied;
- Increased isolation because of SEN/disability;
- Problems reporting that they are being bullied (perhaps as a result of weak literacy skills or poor speech and language skills);
- Poor memory of incident at a later date.

Bullying can take the form of:

- Name calling, taunting, mocking and making rude comments;
- Kicking, hitting and pushing;
- Taking belongings;
- Sending rude or threatening texts or emails;
- Sending offensive or degrading images by phone or internet;
- Gossiping, excluding people from groups;
- Spreading untruthful or hurtful rumours;
- Producing offensive graffiti;
- Persuading people to do something they don't want to do;

We have a legal as well as moral obligation to protect students with SEN/disabilities (Section 49a Disability Discrimination Act 1995 (amended) as well as the Equality Act 2010. These acts require schools to take a more proactive approach to promoting disability and equality as well as eliminating discrimination. We promote this through teaching sessions and assemblies during our half termly ACDs.

It is recognised that children with SEN/disabilities (especially those with social/emotional/behavioural difficulties) may also be bullies.

The responsibility for ensuring all children are safe in the Academy lies with:-

- The Governors;
- The Headteacher;
- Subject teachers;
- SENCO;
- Support staff;
- Parents;
- The student.

Action by SENCO

- Staff awareness that children with SEN/disabilities are likely to be bullied;
- SENCO to survey the views of parents/students with SEN/disabilities their review process;
- SENCO to be informed of all incidents & outcomes of SEN bullying through Inclusion Meetings or links with the Head of Year;
- Liaise with the Assistant Headteacher to develop a system of recording incidents of bullying in children with SEN/disabilities and to ensure these are included in B4L reports/feed-back to all staff/stakeholders;
- Staff and student awareness of what constitutes bullying;
- Consistent whole academy approach to bullying in line with the school's BfL policy;
- To promote a positive attitude towards disability;

Vulnerable Groups

At Castle Hall Academy we acknowledge that some students may be vulnerable in terms of failing to reach their potential and being liable to having reduced future life chances. Additional support and careful monitoring of these students is essential. The following groups of students may be seen as vulnerable:-

- SEN
- Disabled
- Looked after children
- Children and young people in need of protection
- Children and young people from an Ethnic minority group
- Gypsy/Roma/Traveller
- Young carers
- Children and young people at risk of exclusion
- Lesbian, gay, bisexual, transgender (LGBT)
- Pregnant school girls/young parents
- Children missing in education/PA students
- Gender
- Children and young people at risk of offending
- Children and young people at risk of radicalisation.

Monitoring, Evaluation and Review

The school will review this guidance annually and discuss its implementation and effectiveness at Pastoral meetings and with the Student Council.

Success

- Anti-bullying awareness is raised in school.
- Students feel safe.
- Students feel supported.
- Parents/carers are aware of anti-bullying guidance and strategies.
- Parents are satisfied incidents are dealt with appropriately.