



The Castle Partnership Trust
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Behaviour for Learning Policy

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This policy should be operated in conjunction with the Restrictive Physical Intervention Policy.

Key Principles

At The Castle Partnership Trust we are committed to ensuring that all our students achieve at their very best; setting high expectations of progress. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We place a heavy emphasis on respectful behaviour, based on positive relationships between staff and students. We expect all students to participate in a range of additional activities to enrich their overall school experience and enhance their development as young people. Students must feel safe in school in order to take the calculated risks associated with challenge and success. Every student should have a positive experience at The Castle Partnership Trust in which they will thrive. In order to ensure this, behaviours which may interfere with these aims are not tolerated.

This policy aims to:

- create an environment which supports learning and achievement for all
- to support a sense of belonging and pride in the school and personal achievement
- promote consistently good behaviour and discipline
- develop self-esteem, self-discipline and positive relationships based on mutual respect and unconditional regard
- improve teaching and learning by reducing low level disruption and therefore maximising learning
- ensure fairness and consistency in response to both positive and negative behaviours
- work effectively with parents/carers and other agencies in ensuring good behaviour and discipline
- ensure there are consistently high expectations of all students and staff

Expectations of behaviour for learning in classrooms:

- students are engaged in the work set and are motivated to do well
- students are independent learners
- students are supporting each other in their learning
- students take responsibility for their behaviour
- students ensure they have the appropriate equipment with them

Expectations of Behaviour for learning in the wider environment:

- students have regard for their own safety and that of others
- students are courteous and respectful to all
- students are aware of their behaviour and how it reflects on the school
- students show responsibility towards their environment
- students follow school routines and rules
- students participate in enrichment activities

There is an appropriate system of rules in each of the Partnership schools, most of which are based on Health and Safety needs or ease of running the school.

Responsibilities

Board of Governors	<p>To provide accountability for all school leaders in a way that challenges and supports.</p> <p>To review the policy annually.</p> <p>To provide a panel of Governors to hear disciplinary issues when required.</p>
Executive Headteacher/ Headteacher	<p>To ensure the policy is adhered to and to ensure strategies are effective.</p>
SLT	<p>To ensure the policy is adhered to and ensure strategies are effective.</p> <p>To provide support and direction to staff and students as appropriate.</p> <p>To ensure that student behaviour positively contributes to learning.</p> <p>To liaise with parents/carers and other external agencies and groups to secure positive student behaviour.</p>
Pastoral Staff/Heads of House	<p>To promote positive ethos among students through participation, role modelling and support.</p> <p>To reward and celebrate success in a way that encompasses as many students as possible.</p> <p>To monitor behaviour through liaison with tutors, support staff, line management and teaching staff. Where issues concerning a student arise across several subjects, to co-ordinate appropriate interventions to remove barriers to learning.</p> <p>To support tutors to implement the Behaviour for Learning (BfL) policy.</p>
Tutors	<p>To be consistent in the use of the BfL policy.</p> <p>To mentor students in acknowledging achievements, celebrating success and challenging concerns.</p> <p>To liaise with Heads of House and parents.</p>
Curriculum Staff/Heads of Department and Faculty	<p>To ensure class teachers are aware of the BfL policy and use appropriate rewards and sanctions.</p> <p>To encourage the use of rewards</p> <p>To support class teachers with day to day routines.</p>

Class Teachers	<p>To be responsible for celebrating student successes within their classrooms.</p> <p>To ensure all children behave in a way that supports the learning of all.</p> <p>To be consistent in their use of the BfL policy.</p>
Support Staff	<p>To follow the BfL policy and seek clarification if unsure.</p>
Parents/carers	<p>To ensure their children adhere to the school rules, code of conduct and Home-School agreement.</p> <p>To liaise with the school when appropriate, ie to keep pastoral staff informed of situations out of school which may impact on behaviour in order that staff may support appropriately.</p> <p>To liaise with the school to celebrate achievements of students outside the school.</p>

APPENDIX 1

Rewards

Positive attitudes to learning are a vital element of student achievement. Rewards are a crucial part of motivating students, encouraging achievement, a sense of belonging and a reason for participation. Central to the ethos of The Castle Partnership Trust is the acknowledgement of achievement, across all areas of school life.

Examples of rewards at The Castle School include: Phone call home, Subject Commendation, Certificate, Colours and trophies. All rewards carry points which go towards the annual House Trophy.

At Court Fields School, the rewards are subject badges, Epraise badges and certificates for points gained ranging from bronze to platinum. Epraise points add to the house cup, reward trips at Christmas and Easter.

Positive behaviour at The Castle School is rewarded for the following actions based on six levels.

<h2 style="text-align: center;">The Castle School - Exemplary Behaviour – House Points</h2>		
Level	Action	Reward
<p>Level 6 HT/Governors</p>	<ul style="list-style-type: none"> • A specific achievement e.g. representing your country • Exceptional performance in a subject <p>Accumulation of The Castle School House points in the school year:</p> <ul style="list-style-type: none"> • 300 House points – Gold • 250 House points – Silver • 200 House points – Bronze <p>Accumulation of The Castle Headteacher Awards year on year</p>	<ul style="list-style-type: none"> • Letter from the Chair of Governors <p>The Castle School Headteacher Awards to be collected from Headteacher:</p> <ul style="list-style-type: none"> • 300 House points – Gold • 250 House points – Silver • 200 House points – Bronze • Additional 20 House points for reaching the milestone <p>Senior Student badges</p> <p>Year on year accumulation - Badges</p> <p>The Castle School House points - An additional +20 for this category</p>

	Senior Student	
Level 5 HOH/HOF/SLT	<ul style="list-style-type: none"> • Continued commitment to enrichment activities • Senior Student • Hustings for Senior Student <p>Reaching the milestone of:</p> <ul style="list-style-type: none"> • 175 House points – Gold • 150 House points – Silver • 125 House points – Bronze • Year 11 Prom points – The Magic 100. There after students entered into the draw for Prom tickets/hoodies/Year books • Year Group House Point Auction Assemblies celebrating the accumulation of House points – 1 every half term for each year group • Progress and Achievement subject awards • Winner of awards at the Awards Evening • IAs/Reports average ATL and Attainment points score 	<ul style="list-style-type: none"> • House Trophy and reward for the House with the highest number of House points • Full Colours – PE/the Arts (Year 10) – Weeks/Ruff/Dominic Smythe Awards • Letter of recognition • Badges • Photos up in school/Celebrated in school • Awards Evening <p>The Castle School SLT Awards from Assistant Head (Year 7 - 9)/Deputy Head (Year 10-11):</p> <ul style="list-style-type: none"> • 175 House points – Gold • 150 House points – Silver • 125 House points – Bronze <p>Students to collect certificates from SLT - additional 15 House points for reaching the milestone</p> <ul style="list-style-type: none"> • Year 11 Prom Point Assemblies/Auctions – Recognition throughout the build up to exams • House Point Auctions for each year group – Prizes available – e.g. skip the lunch queue, TCS pen • NB Points used to calculate form average that are then award to each House: <ul style="list-style-type: none"> ○ Every ATL of A received 5 points ○ Every ATL of B received 4 points ○ Every Attainment grade above Milestone received 3 points ○ Every Attainment grade equalling Milestone received 2 points

		The Castle School House points - An additional +15 for this category
<p>Level 4 HOH/HOF</p>	<ul style="list-style-type: none"> Exemplary attendance Courtesy/Respect to others <p>The Castle School House points:</p> <ul style="list-style-type: none"> Reaching the milestone of 100 House points – Gold 75 House points – Silver 	<ul style="list-style-type: none"> 97%+ - Bronze/Silver/Gold Certificate 100% Attendance – 100% (200%, 300%, 400%, 500% badges for subsequent years) Half colours (Year 9) Awards Evening nomination certificates in a subject Recognition in Achievement Assemblies by the Head Teacher House Commendation/Postcard home <p>The Castle School HOH Award</p> <p>The Castle School House points:</p> <ul style="list-style-type: none"> 100 House points – Gold 75 House points – Silver <p>The Castle School House points - An additional +10 for this category</p>
<p>Level 3 HOH/HOF</p>	<ul style="list-style-type: none"> Going above and beyond for a department, faculty or House e.g. helping at Open Evening/Options Evening/Parents' Evenings All As or majority As and Bs for Attitude to Learning from IA/Report Service in position of responsibility Attend revision sessions <p>The Castle School House points:</p> <ul style="list-style-type: none"> Reaching the milestone of 50 Bronze 	<ul style="list-style-type: none"> Department certificates/awards Badges – House/Sports Captains/Senior Students Praise Postcards home ATLs – 5 points for the individual student NB Points used to calculate form average that are then awarded to each House: <ul style="list-style-type: none"> Every ATL of A received 5 points Every ATL of B received 4 points Every Attainment grade above Milestone received 3 points Every Attainment grade equalling Milestone received 2 points <p>The Castle School HOH Award:</p>

		<p>The Castle School House points:</p> <ul style="list-style-type: none"> • 50 Bronze –Additional 5 House points for reaching the milestone <p>The Castle School House points - An additional +5 for this category</p>
<p>Level 2 Teacher/Tutor (Repeated)</p>	<ul style="list-style-type: none"> • Repeated Level 1 consistently • Independent learning • Use of PALM+ in lessons • Leadership • Work used as exemplar • Supporting others • Significant progress • Commitment to the House/Participation • Given a 'Reward' on the IA or report 	<ul style="list-style-type: none"> • Phone call home • Letter sent home <p>The Castle School House points:</p> <ul style="list-style-type: none"> • Values +2 – Beyond normal expectations <p>The Castle School House point categories:</p> <ul style="list-style-type: none"> • Achievement and Progress • Belonging (general behaviour) • Participation <p>Attitude to learning (Homework/Organisation)</p>
<p>Level 1 Teacher/Tutor</p>	<ul style="list-style-type: none"> • Good attitudes to learning • Good question and answer • Helping others to learn • Completing extension tasks • Homework above expectation • Respect and courtesy • Very good response to feedback/green penning • Playing in a House match 	<ul style="list-style-type: none"> • Verbal praise • Written praise – including stamps, stickers <p>The Castle School House points:</p> <ul style="list-style-type: none"> • Values +1 – Beyond normal expectations <p>The Castle School House point categories:</p> <ul style="list-style-type: none"> • Achievement and Progress • Belonging (general behaviour) • Participation • Attitude to learning (Homework/Organisation)

APPENDIX 2

Sanctions for Unacceptable Behaviour

Guidance on Levels and Actions

Level	Student Inappropriate Behaviour	Action
1	<p>Preventing the learning of others</p> <ul style="list-style-type: none"> ➤ Lack of proper equipment ➤ Incorrect uniform ➤ Incomplete homework ➤ Failure to complete Tasks ➤ Misuse of electronic devices ➤ Lateness ➤ Unintentional inappropriate behaviour to others 	<p>Teacher/Tutor Sanction eg reprimand, lunchtime detention, after school detention</p>
2	<p>Repeated level 1 behaviour or serious disruption</p> <ul style="list-style-type: none"> ➤ Lack of proper equipment ➤ Incorrect uniform ➤ Incomplete homework ➤ Failure to complete Tasks ➤ Misuse of electronic devices ➤ Lateness 	<p>Teacher/Tutor/ Department Sanction eg detention – all level 2 sanctions trigger a letter home</p>
3	<p>Failure to cooperate with the school's code of conduct</p> <ul style="list-style-type: none"> ➤ Repeated or serious level 2 behaviours ➤ Antisocial Behaviour ➤ Intentional inappropriate behaviour to others ➤ Dangerous Behaviour ➤ Offensive language 	<p>1 hour department or Head of House detention Plus letter home</p>
4	<p>Abuse of property and people</p> <ul style="list-style-type: none"> ➤ Repeated or serious level 2/3 incidents ➤ continued inappropriate behaviour to others ➤ Truancy ➤ Theft ➤ Refusal to follow instructions/ failure to cooperate (eg lying) 	<p>Internal Exclusion or External Isolation Plus telephone contact with parents</p>

5	<p>Serious abuse of people or property (including to and from school site)</p> <ul style="list-style-type: none"> ➤ Repeated or serious level 4 behaviour ➤ Physical violence (usually 2 days) ➤ Threatening behaviour towards another student ➤ Racist abuse/homophobic language ➤ Serious breaches of health & safety ➤ Swearing at a member of staff ➤ Use/possession of substances (including tobacco, alcohol, legal highs and illegal drugs) or drugs paraphernalia ➤ Malicious use of electronic devices (including where the incident is out of school but the consequences manifest in school) 	<p>External Isolation or Fixed Term Exclusion</p> <p>Plus re-admission meeting with member of SLT, HoH, parents and student</p>
6	<p>Serious abuse of people or property</p> <ul style="list-style-type: none"> ➤ Repeated incidents at Level 5 ➤ Possession of a weapon ➤ Repeated use/possession of illegal drugs or drugs paraphernalia ➤ Supply of illegal drugs ➤ Violence towards a member of staff ➤ Physical violence resulting in serious injury 	<p>Permanent Exclusion</p>

This is not an exhaustive list and sanctions for other types of inappropriate behaviour will be set after making comparison with the actions outlined above. The above list is provided for guidance and is intended to be used with a plus or minus 1 approach.

APPENDIX 3

The Use of Reasonable Force and the Right to Search

The law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention to prevent a student from doing or continuing to do any of the following:-

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

“Restrictive Physical Intervention” is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use “reasonable force” to control or restrain students. There is no legal definition of “reasonable force”, however, the term covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

(Use of reasonable force: Advice for Headteachers, staff and governing bodies; DfE July 2013).

The definition of physical force also includes the use of mechanical devices, forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain students may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and students are important considerations. Under certain conditions this duty must be an over-riding factor.

Examples of such situations include:

- preventing a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restraining a student at risk of harming themselves through physical outbursts

APPENDIX 4

The Right to Search Students without Consent

In addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for other items banned under the school rules, eg chewing gum

APPENDIX 5

Confiscation of Items

Headteachers and authorised 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 school discipline.

Following the finding of items:

- **alcohol, tobacco or cigarette papers** may be retained or disposed of them as the school thinks appropriate but this does not include returning them to the student.
- **controlled drugs** must be delivered to the police as soon as possible.
- **other substances** which are not believed to be controlled drugs for example, so called 'legal highs', can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- **stolen items** 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 there is a good reason to do so.
- **Fireworks** may be retained or disposed of but should not be returned to the student.
- **pornographic images** may be disposed of the 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.
- 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.
- **an item which is banned under the school rules:** staff 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 an offence** must be passed to the police as soon as possible.
- **electronic devices:** data or files on the device may be examined if staff think there is a good reason to do so. Following an examination, if the member of staff has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. For good reason to exist, the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Further information can be obtained from the DfE Guidance, Screening, Searching and Confiscation, February 2014