Behaviour Policy

This policy has links to the following CRHS policies and should be read in conjunction with:

- ❖ Anti-bullying policy
- ❖ Safeguarding policy
- ❖ Drugs and Alcohol policy
- ❖ Mobile Phone policy
- ❖ Uniform Policy
- ❖ DESC response to substance incidences
- ❖ SEN Policy

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Date:				

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1. Introduction

Castle Rushen High School is committed to creating a safe, inclusive environment that supports learning and wellbeing through strong community values. Our ethos is built on Care, Quality, and Opportunity, with a clear behaviour message:

We aim to ensure all students understand expectations and consequences and feel supported in their educational journey. This policy outlines behaviour expectations for all students and aligns with the IOM Education Act and the school's Articles of Government.

2. Aims

- Promote clear behaviour standards and positive relationships built on trust and understanding.
- Support students in developing social awareness and key life skills.
- Foster a restorative, respectful, and safe school culture.
- Encourage positive behaviour through praise, support systems, and consistent expectations.
- Empower staff to raise student self-esteem and motivation, leading to improved behaviour and success.

3. Standards of Behaviour

At CRHS, staff work together to ensure consistent, fair, and inclusive discipline across the school. Behaviour expectations and sanctions are applied proportionately, with consideration for students with SEND, disabilities, or additional vulnerabilities. Staff receive ongoing training and understand the scope of their authority.

We work closely with parents to support positive behaviour, combining clear boundaries with praise, rewards, and strong support systems. Behaviour is reported regularly, and we encourage open communication with families to address concerns and provide support when needed.

Positive behaviour is promoted through the curriculum and reinforced by visible reminders around the school. Staff supervise all areas of the school, including break and lunch times, and take all

reasonable steps to ensure the safety and wellbeing of students and staff, including protection from bullying (see CRHS Anti-Bullying Guidelines).

4. **Rewards and Recognition**

At our school, we are committed to fostering a positive learning environment by recognising and rewarding students for their efforts, achievements, and positive behaviour.

Tutor Time Rewards

During tutor time, students can earn merits for meeting key expectations, such as:

- Bringing the correct equipment (e.g., planner, pens, pencils, ruler, calculator etc)
- Wearing the correct school uniform in line with the school's uniform policy

These merits are not only a form of recognition but also have practical value. Students can exchange their merits for:

- Essential school equipment such as pens, pencils, and rubbers
- Small items available from the Merit Stall, which is run weekly and offers a variety of rewards

This system encourages responsibility and consistency while providing tangible incentives for positive behaviour.

Timetabled Lesson Rewards

During lessons, students can earn achievement points for a wide range of positive behaviours, including:

- Demonstrating excellent effort and engagement
- Showing resilience and a positive attitude
- Producing high-quality work
- Supporting peers and contributing to a positive classroom environment

Achievement points are recorded electronically and contribute to individual and group recognition. Students may receive further rewards such as certificates, praise postcards, phone calls home, or invitations to special reward events.

5. **Behaviour Curriculum**

Our Behaviour Curriculum for Years 7 to 9 is carefully structured across the academic year to explicitly teach and reinforce the school's core values of Care, Quality, and Opportunity. Each half term focuses on key themes—such as empathy, resilience, pride, respect, and responsibility—that build students' character and guide their behaviour. These values are not only discussed but actively practised and reflected upon, ensuring that students grow into thoughtful, motivated, and community-minded individuals. Each year group is given a particular focus: Year 7 on Care, Year 8 on Quality, and Year 9 on Opportunity, creating a progressive journey of personal development.

6. Roles and Responsibilities:

Student Expectations
- Show respect to all members of the school community, including peers, staff, and visitors.
- Bullying, discrimination, or intentional harm to others will not be tolerated.
- Follow the school's staged and restorative behaviour approach, visible throughout the school.
- Represent the school positively at all times, including when off-site.
- Follow school rules, listen to staff, and accept consequences or support plans (e.g. timetable changes).
- Do not bring illegal or inappropriate items into school.
- Respect and care for the school environment and property.

Unacceptable Behaviour Includes:
- Verbal or physical abuse towards staff or students
- Indecent or inappropriate behaviour
- Damage to school property
- Use or possession of illegal drugs, alcohol, cigarettes, or vapes
- Theft or arson
- Carrying offensive weapons
- Sexual abuse or assault
- Supplying illegal substances
- Repeated unacceptable behaviour despite previous interventions

Serious incidents may result in higher-level sanctions and involvement from senior staff. A risk assessment may be created if behaviour does not improve.

Considerations for Parents and Carers in Supporting Behaviour in School
- Encourage your child to meet the school's behaviour expectations and learn from any mistakes.
- Read all communications from school and stay informed about policies and procedures.
- Inform the school of any special educational needs or personal circumstances that may affect your child's behaviour.
- Attend meetings with staff (e.g. Form Tutors, Heads of Year, Subject Teachers, Leadership Team) when requested to discuss your child's behaviour.
- Work in partnership with the school to support your child's learning and development.
- In the event of a suspension:
    - Provide appropriate supervision for your child during the exclusion period.
    - Attend a reintegration meeting at school with your child if invited.

Your involvement plays a vital role in helping your child succeed both academically and socially.

Staff Expectations – Promoting Positive Behaviour

General Responsibilities
- Promote a positive ethos that respects the rights of all in the school community.
- Support and model the vision and values of Castle Rushen High School.
- Be sensitive to issues of gender, race, religion, social background, and disability.
- Be alert to signs of bullying or harassment and act swiftly in line with school policy.
- Use the rewards system consistently to recognise effort and success.
- Reinforce good behaviour and challenge poor behaviour consistently.

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- Communicate with parents/carers about both positive and concerning behaviour.
- Keep accurate records of behaviour and other relevant student information using Arbor.
- Apply the school's restorative Behaviour for Learning approach, separating behaviour from the individual.
- Challenge inappropriate behaviour in corridors and around the school at all times.
- Be punctual for lessons and duties, and follow duty guidelines.

Ensuring Student Standards

Staff should ensure that all students:

- Arrive on time and are prepared for the school day.
- Wear correct, clean, and appropriate uniform (see Uniform Policy).
- Move calmly and quietly around the school and respecting others.
- Follow instructions from all staff and senior students respectfully.
- Keep the school environment clean and litter-free.
- Intervene in and report any incidents of bullying.

Students who display poor behaviour will be subject to Castle Rushen Behaviour for Learning Policy *(see appendix 1).*

7. Conduct around school

Toilets

One aspect of school that can be linked to instances of poor behaviour are the toilets. Students in Years 7, 8 and 12&13 can use year-specific toilets with their dinner card opening the door (Year 7 – Pod, Year 8 – Drama, Year 12&13 – KS5 area). Students in Years 9, 10 and 11 are able to use toilets in other parts of the school. Students are encouraged to use the toilets at break and lunch times rather than during a lesson. If a student asks to use the toilet during a lesson, permission is at the discretion of the teacher. All teachers are issued with corridor passes; these should be given to students if they are permitted by the teacher to go to the toilet during a lesson. Some students have a permanent toilet pass for medical reasons; they can go to the toilet when needed if they show the teacher their pass.

Students found to be misbehaving in toilets, particularly those involved with instances of vandalism can expect to be subject to the higher stages of our behaviour policy.

Corridors

Students are expected to follow their timetable and move promptly to their designated classrooms. If a student needs to leave the classroom for any reason, such as using the toilet or visiting reception then the staff member must give the student a corridor pass.

Any student found wandering the corridors without a valid reason or corridor pass will be subject to our Behaviour System. Persistent failure to follow this rule will result in a letter home to parents or guardians. If a student continues to ignore staff instructions and disrupts the school environment,

further sanctions may be applied, including being sent home. Respectful and responsible conduct in the corridors is essential to maintaining a safe and productive learning environment for all.

Break and Lunch Times
Students should only be in any classroom when supervised by a member of staff. Students using the canteen should queue for break and lunch in an orderly fashion as directed by the supervising staff. Everyone eating food in the Dining Areas should ensure all waste and rubbish is cleared away and trays stacked carefully. Tables and chairs have been provided so that students can sit when eating. Students who are persistently unable to meet our minimum behaviour expectations at breaks and/or lunchtimes may be under the supervision of senior staff or in the case of lunchtimes told to leave site and be under their parent/carer supervision.

Older students are permitted into Castletown at lunchtimes, expectations are made clear to them that they are ambassadors for the school in our local community.
Respectful behaviour towards others is always expected.

The End of the School Day
Students leaving site must be correctly dressed and in full school uniform or PE kit if they have had PE that afternoon.

Offsite Conduct
Our students are expected to behave in a manner which is always appropriate. This applies to students as they travel to and from school and also to those students undertaking any work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

8. Expectations around Drugs, Alcohol and prescribed medication

Drugs
The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs. All drug related concerns will be dealt with in accordance with the DEC flowchart for 'Response to Substance Incidences' and reference made to CRHS Drugs and Alcohol Policy 2015.

Alcohol
Consuming, carrying or supplying alcohol is strictly prohibited. Any alcohol related concerns will be dealt with DESC flowchart for 'Response to Substance Incidences' and reference made to CRHS Drugs and Alcohol Policy 2015.

Medication
We are aware that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication. Medicines that need to be accessible during school hours are held securely in the main office or the Headteacher's PA's office and are normally administered by Administration staff, SEN staff or the Headteacher's PA. Students must not carry medication on their person while in school.

9. **Bullying**

At CRHS, we are committed to ensuring all students feel safe, respected, and included. Bullying of any kind—including cyberbullying—is a serious breach of our Behaviour for Learning Policy and will not be tolerated.

Bullying may be verbal or physical and can target both students and staff. We take a proactive, preventative approach, embedding anti-bullying education into the curriculum and promoting respectful behaviour throughout the school.

If bullying is reported, the school will:

- Take all reports seriously and act swiftly to establish the facts.
- Record and respond to incidents using the Anti-Bullying Guidelines.
- Support the victim and address the behaviour of the perpetrator(s).
- Ensure those responsible understand the impact of their actions.
- Apply sanctions proportionate to the seriousness of the incident.

All students are expected to treat others with respect. Any breach of this expectation will result in appropriate disciplinary action.

10. Behaviour for Learning System

The majority of a student's time in school is spent in classrooms; it follows that most inappropriate behaviour will also occur there. Consequently, the most important person in enforcing high standards of behaviour in the classroom is the class teacher.

When expectations are communicated consistently and reinforced fairly, students gain a clear understanding of what is required of them. This clarity fosters a sense of security, mutual respect, and accountability. It also reduces confusion, promotes fairness, and encourages students to make positive choices.

Final Warning

At this stage, the student has shown persistent poor behaviour.

The teacher clearly informs the student that they are on their final warning.

The teacher will redirect the student back to learning using strategies such as a quiet word, offering help, or moving their seat.

The student is reminded that if their behaviour does not improve, it will lead to a Sanction.

The teacher will record 1 behaviour point on Arbor.

Sanction

If the behaviour continues after a final warning, the teacher clearly informs the student that they have received a Sanction.

This results in a 15-minute after-school restorative conversation.

The teacher reminds the student that any further poor choices will lead to Removal from the classroom.

The teacher will record 2 behaviour point on Arbor.

Removal

If the student's behaviour still does not improve, they are removed from the classroom.

The student is asked to wait outside until a Duty Teacher escorts them to the Reset Room.

This results in a 30-minute after-school detention.

The teacher records 3 behaviour points on Arbor.

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Students who refuse to attend or abscond from a member of staff escorting them to an after-school restorative conversation or detention will face a suspension of one day. Upon return from suspension, the student and parent must participate in a reintegration meeting to ensure that expectations are clearly understood, and support is provided to prevent future occurrences. This process helps maintain a positive and respectful learning environment for all students.

11. Duty Teacher Protocol

Actions

To provide intervention and support to staff and pupils as required, including but not limited to:

- Students who have been removed from their lesson
- First aiders dealing with an incident (duty teacher to cover their lesson if required)
- Unexpected critical incidents
- Students who are out of lessons without permission
- Monitoring potential behaviour 'hot spots' such as checking on cover lessons and visiting specific students of concern.

Procedure

- Collect the 'Duty Teacher' mobile phone and clipboard from reception
- Communicate with previous Duty Teacher to hand over any continuing incidents and complete the duty log sheets
- Check cover list and visit cover staff lessons
- Check on at risk students as detailed on duty log sheet
- Complete a patrol of the school
- At the end of the lesson return the mobile phone and clipboard back to reception.

12. The Reset Room

The Reset Room is designated for students who have been removed from their classroom due to serious behavioural infractions. It is crucial to note that the Reset Room is intended as a space for resetting behaviour and is not an "exit" room where students are excluded from learning.

When a student exhibits severe misbehaviour, they will be escorted to the Reset Room by the Duty Teacher. The primary function of this room is to provide the student with an opportunity to calm down, reflect on their actions, and prepare themselves to return to their lessons with a renewed focus. If a student cannot conduct themselves in the Reset Room in an appropriate manner and/or refuses to follow reasonable instructions given by members of staff in the Reset Room, it may be that the student is sent to a member of the Leadership Team. Failure to follow reasonable requests or behave in an appropriate manner with the member of the Leadership Team, may then result in the student being either sent home to 'cool off' or suspended.

13. Monitoring Behaviour

- Staff record all behaviour incidents using the Arbor platform.
- A weekly report is generated showing a running total of behaviour points for each student, along with detailed incident logs.
- A behaviour dashboard is produced annually, providing a comprehensive analysis of behaviour trends across the school.
- Weekly Reset Room data analysis is conducted to identify trends by Individual students, Year groups, Subjects, Staff etc

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- This multi-layered monitoring approach supports consistent tracking, timely interventions, and data-informed decision-making.

14. Escalating and De-escalating actions for behaviour

HOYs, tutor teams and AHT with line management responsibility for that given year group will analyse the weekly behaviour report, along with the Behaviour Dashboard, to deal with unacceptable behaviour in accordance with the school BFL code. They will use the CRHS Inward System to ensure consistency in escalating, and de-escalating actions for behaviour (see appendix 2).

All staff will be kept informed and involved in any BFL actions taken via the Behaviour Monitoring on Teams.

The inward system details the graduated protocols for those pupils who are not responding fully to the BFL restorative process. Communication with parents, via letters or phone calls, should go out at the earliest opportunity so that points are not 'racked up' by students and that issues are dealt with at the earliest opportunity.

15. Additional Provision

Both the SENCo, Assistant Headteachers with pastoral line management responsibilities, Heads of Year (HOY) and Subject Team Leaders (STLs) will recommend interventions or alternative provision for those students receiving a large number of behaviour points.

Interventions may include:

Form tutor
- A meeting with a student and a particular teacher
- A meeting with parents

Class teacher
- A meeting with a student and their parent
- Targeted use of support staff
- Additional support work provided via MS Teams

Subject team leader intervention may include:
- Use of 'hot spot' or 'buddy' areas to support students within a subject area
- Additional support work provided via MS Teams
- A meeting with a student and a particular teacher
- A meeting with parents
- A referral to SC1 or SC4

Pastoral Team Leader intervention may include:
- A meeting with a student and a particular teacher
- A meeting with parents
- A referral to SC1 or SC4
- An Individual Behaviour Plan
- A risk assessment
- An amended or modified version of the student's timetable
- A referral to an outside agency such as the Children's Farm, the Children's Centre etc

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- A Tier 2 Alternative Provision referral

Senior Leader intervention may include:
- Internal isolation
- A 'cooling off' day
- Suspension (Headteacher or Deputy Headteacher only – see the DESC's Suspension Policy for more information)
- A meeting with a student and a particular teacher
- A meeting with parents
- A referral to SC1 or SC4
- A risk assessment
- An amended or modified version of the student's timetable
- A referral to an outside agency such as ESC or the Children's Farm
- A Tier 2 Alternative Provision referral

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Appendix 1 - Behaviour for Learning Flowchart

CRHS Behaviour System

ACHIEVEMENT 3
3 points logged on Arbor for outstanding academic performance or long-term excellence.

ACHIEVEMENT 2
2 points logged on Arbor for meeting targets, showing leadership or significant progress.

ACHIEVEMENT 1
1 point logged on Arbor for consistent good behaviour.

EXPECTED

FINAL WARNING
1 behaviour point logged on Arbor for consistent poor behaviour. Student is told that they are on their final warning for persistent poor behaviour. Staff member redirects student back to task: help given, quiet word, move seats, etc. Student warned that continued poor choices will lead to sanction.

SANCTION
2 behaviour points logged on Arbor. Behaviour has not improved since the final warning. Behaviour will result in an after-school restorative conversation for 15 minutes. Staff member to remind student that further poor choices will lead to their removal from the classroom.

REMOVAL
3 behaviour points logged on Arbor. Behaviour has not improved since the sanction was given. Teacher asks student to leave the classroom and wait outside for the duty teacher. Staff member to escort to the Reset Room. This behaviour results in a 30 minute after-school detention.

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Appendix 2 – CRHS Inward System to escalate and de-escalate actions to behaviour

Behaviour Monitoring

Stage	Action	Possible Intervention	Consult	Review	Inform
No Rating		Tutor encouraging and praising			Parent
Radar	Phone call from Tutor and logged on Arbor	Tutor to monitor - daily check ins	HOY	1 week	Parent, Tutor
Concern	Meeting with HOY and Tutor	Tutor and HOY to monitor through check ins	SENCO, AHT	2 weeks	Parent, Tutor and HOY
Alert	Meeting with HOY and Tutor	Individual Behaviour Plan. Supportive Action with family SC4 referral (6-week placement) SC1 Intervention (Living Well Pathway)	SENCO, AHT	Half Term	Parent, Tutor and HOY. LT
Serious	Meeting with HOY and AHT	Written Warning SC4 referral Timetable modifications	SENCO, DHT/HT	Half Term	Parent, HOY and AHT. LT
Critical	Meeting with AHT/DHT/HT	Meeting with AHT CYC referral Educated off site	SENCO, DHT/HT	4-6 Weeks	Parent, HOY and AHT

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