



Castle Rushen Hígh School

Behaviour Policy

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Introduction

Castle Rushen High School is a very distinctive community with a positive and progressive ethos. The agreed approach is to value individuals equally and to help them secure a pathway to success during all stages of their time at the school. Good behaviour and self-discipline have strong links to effective learning, and are essential skills both during school years and for the future.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with advice from: [*Behaviour and Discipline in Schools: A Guide for Headteachers and School Staff*](#) (DfE, 1997 and 2007 Education Acts and Isle of Man Government Essentials for Learning Policy 2012. 2014).

Policy Aims

The aim of the policy is to provide clarity for students, staff and parents about the school's expectations for their behaviour, promoting high standards of behaviour and relationships that will create a positive environment for teaching and learning.

Scope

This policy applies to behaviour on school premises, during the school day, on the journey to and from school and on all school-organised events.

Standards of behaviour

At CRHS we expect all members of the school community to behave in ways that show respect for others. All members of the community will:

- Attend school regularly, punctually, appropriately dressed (the standard uniform list can be found in the student planner) and equipped for the school day
- Be polite, respectful and helpful to others
- Participate fully in lessons to the best of their ability
- Schoolwork/homework should be well presented, completed to a high standard and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions (see Appendix 1)
- Obey school rules
- Listen and follow instructions of all school staff and senior students with politeness at all times
- Respect the environment and school property, keeping the school clean, tidy and free from litter
- Keep hands, feet and all other objects to themselves
- Act responsibly and report those who are not

Promoting good behaviour

Whenever possible students should be praised and/or rewarded for appropriate and positive behaviour- which in turn encourages others to act similarly. This may be in the form of simple positive verbal feedback, acknowledgements of effort or successes, or through written feedback. We operate reward schemes at Key Stage's 3 and 4. These schemes are regularly renewed and updated (Please see Appendix 2 for our current reward schemes). Classrooms where relationships are good and learning is enjoyable are characterised by the generous use of praise, reward and positive feedback.

Unacceptable behaviour

All students are encouraged to behave appropriately, with the help of consistent and clear expectations and routines in class and in school. Occasional, minor misbehaviour should be attended to routinely and effectively through the restorative behaviour system (Appendix 3).

Some students need more active intervention to help them manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally (Appendix 4).

If a student shows particularly challenging behaviour, they may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a greater level of intervention (Appendix 5).

The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and Leadership Team involvement

- verbal abuse to staff and/or students
- physical abuse to/attack on staff and/or students
- indecent behaviour
- damage to property
- misuse of illegal drugs or other substances (see Drugs and alcohol policy)
- supplying an illegal drug (see Drugs and alcohol policy)
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- carrying an offensive weapon
- arson
- bullying (see anti bullying policy)
- misuse of mobile phones or other electronic devices
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- Other behaviour which falls outside of these categories but is deemed unacceptable by the school's Leadership Team

Careful, accurate records of incidents of unacceptable behaviour will be recorded on School Management System by staff and parents/carers will be notified if appropriate. Incidents may be dealt with by subject staff, form tutor, a member of the Pastoral team or a member of Leadership team dependant on the severity of the incident. Form tutors and Pastoral teams will review the weekly behaviour profiles to highlight any students requiring interventions.

We encourage parents/carers to communicate with the school (form tutor as the first port of call) if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it.

Suspension from school

A Headteacher's decision to formally suspend a student for a fixed period of time is only taken in response to the most serious cases of misbehaviour or if allowing the student to stay in school would seriously harm the education or welfare of the student or of others in school. It will usually be the final step in a process for dealing with disciplinary offences following the imposition of other

sanctions listed within this policy. However, there will occasionally be exceptional circumstances where the Headteacher judges that the misbehaviour is so severe as to warrant a suspension. If a student is suspended parents/carers will be notified in writing. On return to school, parents/carers and the student will be invited to attend a readmission meeting with a member of staff named on the letter. The period of suspension is conditional upon a number of requirements outlined in the letter.

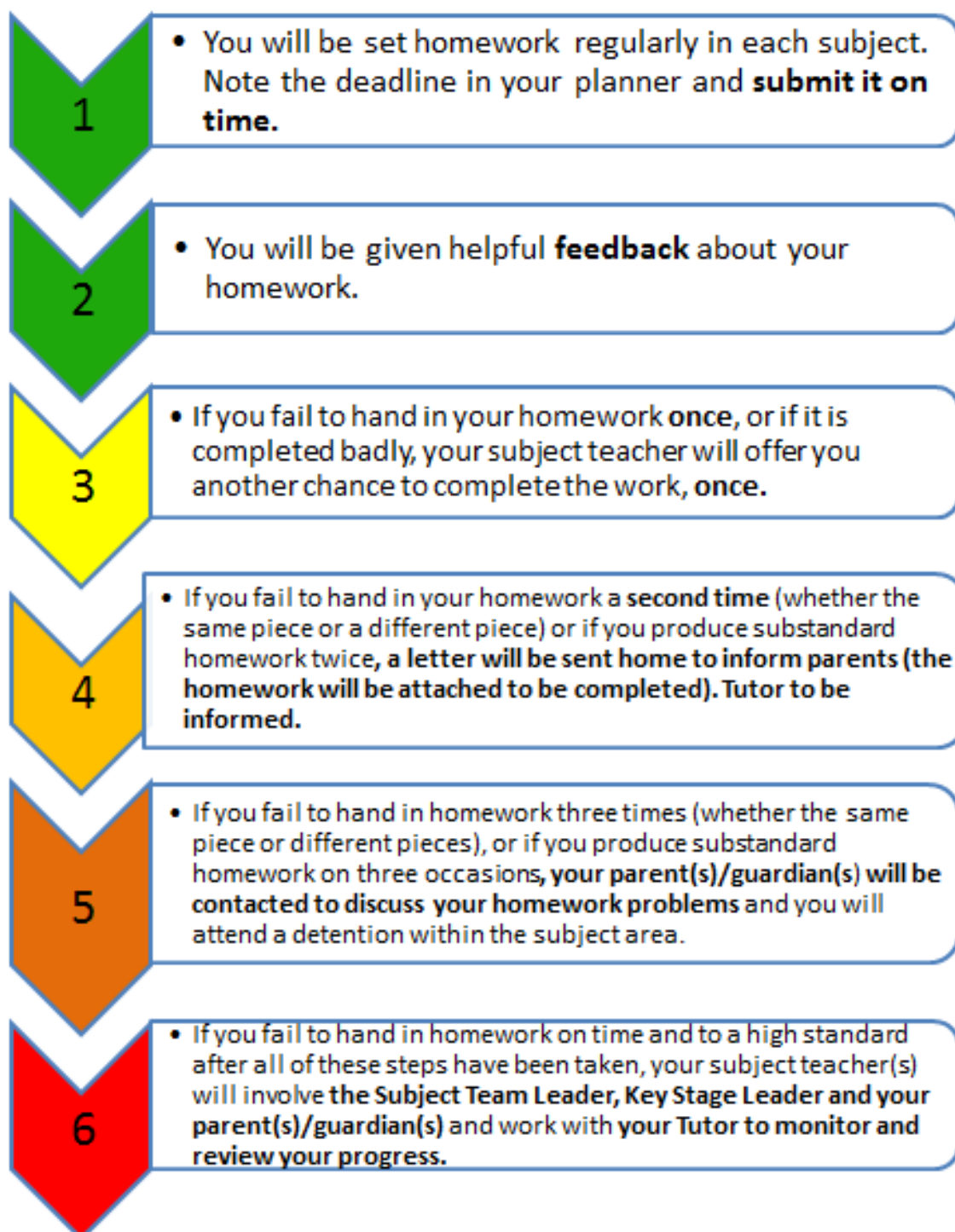
If a student has been suspended for more than one day, where possible the student will be provided with work to complete at home.

Parents/carers have the right to appeal against formal suspensions. The appeal must be in writing and submitted within seven days of receipt of notification of the suspension.

For further information please see Department of Education and Children, Suspension of Pupils; Policy and Procedures.

Although this policy sets out the school's regular responses to incidents of misbehaviour, it should not be regarded as exhaustive. There are always instances where circumstances mean that teachers, particularly senior staff, have to use their professional judgement. The Education Act 2007, clearly states that the Headteacher has the authority to 'determine the standard of behaviour which is to be regarded as acceptable at the school' and can 'specify the penalties (which shall not include corporal punishment) which may be imposed on a pupil for any misbehaviour'. We will not deviate from our agreed behaviour policy often; however on occasions a more flexible response may be adopted, especially where external factors play a significant part, or where staff are trying to balance a number of responsibilities. In all cases the school's response will be proportionate, fair and consistent.

CRHS Homework Policy



Homework is an essential method of consolidating and extending your knowledge and skills in all subjects.

APPENDIX 2

Reward Schemes 2016-2017

Merits

Students are awarded merits by staff, which are recorded in the student planner. Students can use the merits for:

- Certificates
- Prizes from the Awards stall
- Participate in the Bingo game for bigger rewards
- 'Jump the queue pass'

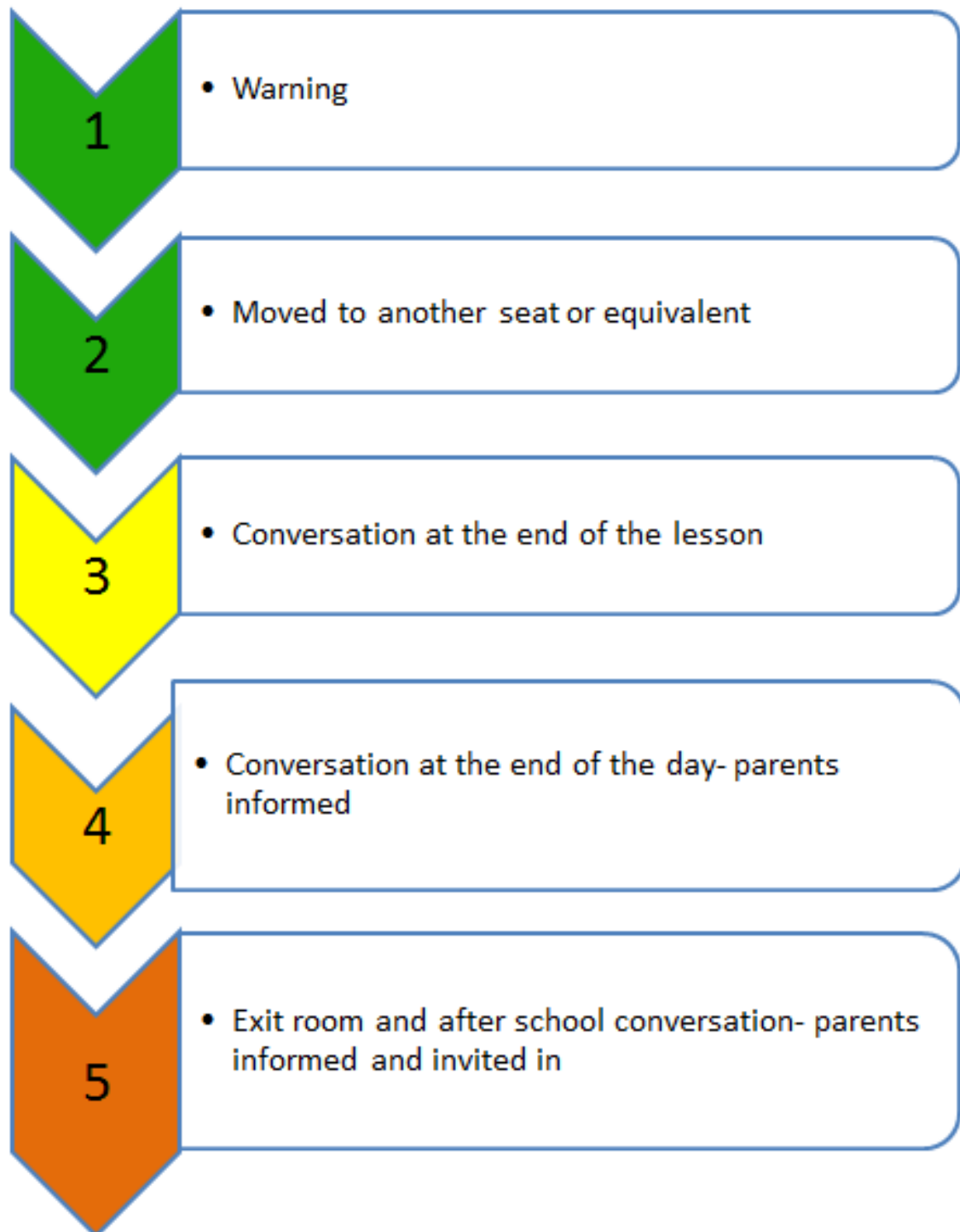
Praise postcards and letters

Rewards draw (Year 11) chance to win leavers' hoodie, prom ticket, yearbook

Headteacher's Award

APPENDIX 3

Classroom - Behaviour for Learning



APPENDIX 4

Students requiring additional support

Through the weekly review of the behaviour profiles students will be identified if they 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 'built up' by students and that issues are dealt with at the earliest opportunity. A graduated system of monitoring behaviour and setting targets will be used. A student may be placed on:

- **Tutor report card**-student will be set targets that they are to achieve each lesson. Student is to report to their tutor daily to review the comments. Parents/carers will be informed by letter. Parents will be informed of the outcome.
- **Pastoral Leader report card** - student will be set targets that they are to achieve each lesson. Student is to report to their Head of Year daily to review the comments. Parents/carers will be informed by letter and invited in for a meeting to discuss the students' difficulties.

Tutors may place a student on tutor report at any time. Pastoral Leaders should be informed of the decision and this should be recorded on the School Information Management System.

Students may also be identified as needing active interventions. Active interventions that we are currently able to offer students to help them manage their behaviour include:

- 'Understanding Feelings and Emotions' package
- Resilience building
- Friendship skills
- Social skills
- Anger management
- Links with Ardwhallan
- Links with the Community farm
- Breakfast club
- Exit cards

APPENDIX 5

Specialised support

Pastoral Support Programme

The pastoral support programme is an alternative intervention that will be implemented when a student is not responding to initial BFL protocols. A student may:

- Engage with Skills Centre 4
- Follow an amended timetable
- Be referred to the Educational Support Centre
- Engage in the involvement of outside agencies

It is to be used in cases where pupils are at risk of continuing internal isolation or suspension as a result of ongoing behaviours in or about the school.

They do not preclude reactive exclusions or suspensions for specific behaviours or offences.

The Pastoral Support Programme will be put in place by a student's Pastoral Team Leader in conjunction with the SENCO and Leadership Team. All previous measures to date should be recorded and available on the School Information Management System. In rare cases, a student who shows a rapid deterioration in behaviour can be fast tracked to higher levels of intervention.