



Castle Rushen High School

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
- ❖ DESC response to substance incidences
- ❖ SEN Policy

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Introduction

Castle Rushen High School is dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Our ethos is built around our 3 core values of Care, Opportunity and Quality and we have a consistent behaviour message of 'Willing to learn, ready to work and respect for each other'. We work collectively to provide a safe school where students feel included in their educational journey and clear on expectations and consequences.

This policy outlines what we expect from all our students in terms of their behaviour. It extends to all members of our school community. It is written in line with the Education Acts and the school's Articles of Government.

Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years. The policy aims are to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils
- reward and praise commitment

Aims

Castle Rushen High School believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life. We further wish to foster a restorative ethos to discipline which is achieved in an atmosphere of mutual respect, calm, good order and safety. All staff recognise that working with children positively, to raise their self-esteem and motivation will lead to greater positive behaviour and success.

Standards of Behaviour

At CRHS the staff work together to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour and outcomes are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support our students and their parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school expectations are displayed on walls in classrooms and situated around the school.



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Staff, as part of their duties, supervise all aspects of the school including break times and lunch times. The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying (see CRHS Anti Bullying Guidelines).

Students

The school expects all of its students to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. The school's restorative style of behaviour expectations is displayed in the Planner and throughout the school and in all classrooms.

Pupils are ambassadors to our school even when off school premises and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as support

Under no circumstances should illegal or inappropriate items be brought into school, and all students will respect and look after the school premises and environment. The following behaviour is unacceptable and will result in disciplinary actions and Leadership Team involvement:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- indecent behaviour
- damage to property
- use of illegal drugs
- use of other substances such as alcohol, cigarettes or vapes
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug (See Drugs and alcohol policy)
- carrying an offensive weapon
- arson
- 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 could result in a specific Risk Assessment being developed for the student concerned

COVID-19-related incidents

The school will be able to sanction, up to and including suspension, any pupils who wilfully refuse to adhere to school rules, including arrangements of social distancing, and/or deliberately cough or spit at pupils or staff, putting them at risk.

During the heightened risks of a COVID-19 pandemic, the school reserves the right to relax the Uniform and/or the Mobile Phone Policy.

Toilets

Students in Year 7 are able to use the Pod toilets with their dinner card opening the door. Students in all other years 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



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during a lesson, permission is at the discretion of the teacher. All teachers are issued with toilet 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.

School rules that apply at all times to all members of the school community

The following items are not allowed in school under any circumstances:

- Alcohol and drugs
- Cigarettes, matches, lighters and vapes
- Chewing gum
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Mobile phones should not be used by pupils in years 7-11, as outlined in the 'Phone Free' protocol. KS5 students can use mobile phones in the classroom, although they should be aware that they remain banned in any exam setting. Inappropriate use of mobile phones can lead to disciplinary action with parents being informed and the phone being held in reception until the end of the working school day (see CRHS Mobile Phone Policy)
- Gambling is not allowed on school property

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.

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.

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.

All of these rules also apply when travelling to and from school.

Parents

Parents and carers can play a big part in ensuring their children meet our behaviour expectations in school and encouraging their child to learn from any instances when this isn't the case. We ask that parents read the relevant pages in the Student Planner and sign the Home/School Agreement and familiarise themselves with the school's policies and procedures, be open to constructive communication with school staff and support the school.

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We ask parents to work with the school to help their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with various members of staff including Form Tutors, Heads of Year, Subject Teachers, members of the Leadership Team etc. to discuss their child's behaviour and to contribute to outcomes of these meetings.

In the case of suspensions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

The Role of the Staff

The school community includes all students, teachers, support and ancillary staff. To encourage and maintain the highest standards of behaviour from all students at our school, the following practices will be consistently observed:

- promotion of a positive ethos to ensure that the rights of each member of the school community are consistently observed
- A focus on working effectively to support and promote the vision of Castle Rushen High School
- Being aware and sensitive to issues of gender, race, religion, social background and disability
- Being alert to signs of bullying and harassment and act swiftly and firmly in accordance with the school's policy
- Giving students the opportunity to show responsibility and have a sense of belonging
- Making full use of the rewards systems to support students of all abilities in every area of success
- A positive reinforcement of good behaviour and a refusal to accept poor behaviour
- Communication with parents/guardians, both positive student achievements and poor student behaviour
- Keeping careful and accurate records of student's achievements as well as other aspects of their school lives using SIMS and the Student Planner
- Being committed to maintaining the highest standards of behaviour and, where possible, help students improve those standards
- Being proactive in stopping poor behaviour in all areas and at all times in school and ensuring that any incidents are investigated in a thorough manner
- Using the School's restorative Behaviour for Learning approach to tackle bad behaviour and separating it from the person
- Being 'on duty' at all times. Poor behaviour on the corridors or around the building should be challenged whenever possible
- Arriving on time for lessons and any duties, carrying out any tasks as instructed on the duty guidelines

All members of staff will be expected to model the general behaviour expected of students. In particular, members of staff should avoid personal contact with students unless acting to prevent injury to any persons present or unless specifically trained to do so.

In addition, all staff will ensure that all students:

- understand that they are to arrive at school in good time with everything required for the day



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- are smart with school uniform that is correct, tidy and clean; appearance must be appropriate for the school environment and jewellery must be within the agreed limits. See CRHS Uniform Policy and in the Student Planner
- move sensibly and quietly around school keeping generally to the left, staying within the permitted communal areas and respecting the needs and safety of others
- follow the instructions of all school staff and senior students with politeness at breaks and lunchtimes
- keep the school clean, tidy and free from litter
- intervene and report any incidents of bullying

Bullying

We want to make sure that all students feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our Behaviour for Learning Policy and will not be tolerated; whether it is a one-off incident or an ongoing campaign. Bully also includes cyber-bullying.

Bullying can be verbal or physical, and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in possible disciplinary procedures in accordance with the anti-bullying policy.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident and use the Anti-Bullying Guidelines to determine any BFL consequences
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and will be in accordance with the School's anti bullying policy

Break and Lunch Times

Students should only be in any classroom when supervised. Students 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 be cleared away and trays stacked carefully. Tables and chairs have been provided so that students can sit when eating. Respectful behaviour towards others is expected at all times.

The End of the School Day

Students must be correctly dressed and in full school uniform or PE kit if they have had PE that afternoon.



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Subject Teachers

Subject teachers should emphasise their recognition of students' good behaviour and achievement as well as addressing poor behaviour.

Each teacher is expected to deal with the majority of unacceptable behaviours within their classrooms *using the school's BFL approach (see appendix 1)*.

All teachers should be expected to establish and develop routines and practices that will ensure orderly entrance and exit from classrooms or work areas.

During the lesson students should:

- Be in the right place at the right time;
- Follow adults' directions without question including movement around the classroom;
- Keep hands, feet and all other objects to themselves;
- Use appropriate language

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

Behaviour for Learning Code

All behaviour incidents from Stage 3 upwards should be recorded on SIMS. The weekly BFL reports documents weekly and accumulative behaviour incidents.

The majority of a student's time in school is spent in the classroom; it follows that the majority of inappropriate behaviour will also occur there. Consequently, the most important person in enforcing high standards of behaviour in the classroom is the class teacher. These sanctions will normally be in accordance with the BFL code and involve sanctions at stages 1 to 5.

BFL within the classroom is based upon a restorative process with stages 1-5. The BFL procedure is designed to put matters right and encourage better behaviour in the future (reformative). Students who do not comply with the expectations of the teacher, or who refuse to follow reasonable requests, will be subject to sanctions of our BFL system.

Stages 1-3 are dealt with within the classroom.

Stage 4 results in an after school restorative conversation, with parents being contacted and informed. Students are collected from their period 6 lesson to attend their restorative conversation.

Stage 5 means that a pupil is removed from the lesson by the Duty Teacher and taken to the Reset Room. Parents are contacted and informed. The student also receives a sanction from a member of LT.

Stages 3,4 and 5 are logged on SIMS by the member of staff dealing with the incidents. Stage 3 results in 1 behaviour point, Stage 4 results in 2 behaviour points and Stage 5 results in 3 behaviour points. The Stages are reviewed by the admin team, who compile a list of students requiring an after school restorative conversation and also compile a weekly behaviour report which includes weekly and termly behaviour point accumulation, which is sent out to all staff.

Stage 5 is a short term reset for incidents where students display extreme behaviour or make the class unteachable. It should be used as a last resort by staff. Staff can contact the Duty Teacher

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either by email, sending another pupil to reception, calling the Duty Teacher mobile phone, emailing reception, or calling reception. Students put on to a Stage 5 may spend the rest of the lesson in the Reset Room, or the Duty Teacher may decide that they are in the right mindset to be able to return to their lesson. Members of staff should **not** use Stage 5 for students not being equipped, being late or for not doing homework. (See CRHS Homework Policy)

Additional Provision (see appendix 2 for more detailed information)

Pastoral Team Leaders will recommend additional provision to those students receiving a large number of behaviour points. Students may be put on a Support Card by their tutor or be offered intervention from Subject Team Leaders, Pastoral Team Leaders or the Leadership Team.

Students who receive a large number of behaviour points will be put into the Appropriate Behaviour pathway. Initially parents are sent a warning letter and failure to improve behaviour will lead to the students being given 'Appropriate Behaviour Lessons' from a member of the Leadership Team. These sessions run after school for 50 minutes and allow students to reflect on their behaviour and how to make positive steps forward to improve their school experience.

Students may also be offered alternative provision to help support them with their learning within school using our SC1, SC2 and SC4 centres. Students may be offered alternative provision outside of the school site. This may involve the Education Support Centre, the Children's Farm, the Children's Centre, the Motor Project or another accredited provider.

Severe infringements of the school's policy may result in a suspension. This process can only be instigated by the Head or Deputy Headteacher. For more information about suspension, please see the DESC's policy on suspension.

Use of Support Cards

The form tutor will analyse the weekly behavioural report sent to all staff and will, in the first instance, deal with unacceptable pastoral behaviour in accordance with the school BFL code. The **tutor** will be kept informed and involved in any BFL actions taken.

Graduated protocols exist for the use of support cards with those pupils who are not responding fully to the BFL restorative process (See appendix 3). 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.

- If a form tutor believes that a tutee's behaviour is becoming a concern (possibly after reaching 10 behaviour points in a short period of time), they should discuss with the HoY whether to put the tutee on a tutor-support card. A letter, or email should be sent home, or a phone call can be made, informing the parents that their child is going onto a tutor support card. A tutor support card can be a daily or weekly report, depending on circumstance. Clear targets should be set and shared with the parents and tutee.
- If a form tutor support card does not have the desired outcome, a student can be placed on a support card to the Head of Year or in serious cases of sustained poor behaviour, to a member of the SLT. A letter or email should be sent home, or a phone call can be made, informing the parents which outlines clear targets that should be met by the student. A HOY or SLT report card can be daily or weekly, depending on circumstances. It may be appropriate to request a meeting with parents to discuss the students' progress on these support cards.



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Duty Teacher Protocol

Purpose

To ensure that students remain focussed and working on task throughout the school with minimum disruption to the learning environment.

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.

Attendance

Regular attendance at school is required by law, and Castle Rushen High school takes attendance very seriously. Registers must be taken at the **start of all lessons**. Disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. Monthly attendance figures highlighting areas of concern are published and forwarded to Heads of Year, who refer directly to Education Attendance Officer. Letter templates informing parents of any concerns about attendance are available from Pastoral Team Leaders.

Uniform and Appearance

Our school mantra: "We are willing to learn, ready for work and we respect each other" starts with a smart and tidy appearance which helps to instil discipline and pride in students, and reduces the risk of distraction in lessons. The standard uniform can be found in the student planner and on the school website.

Offsite Conduct

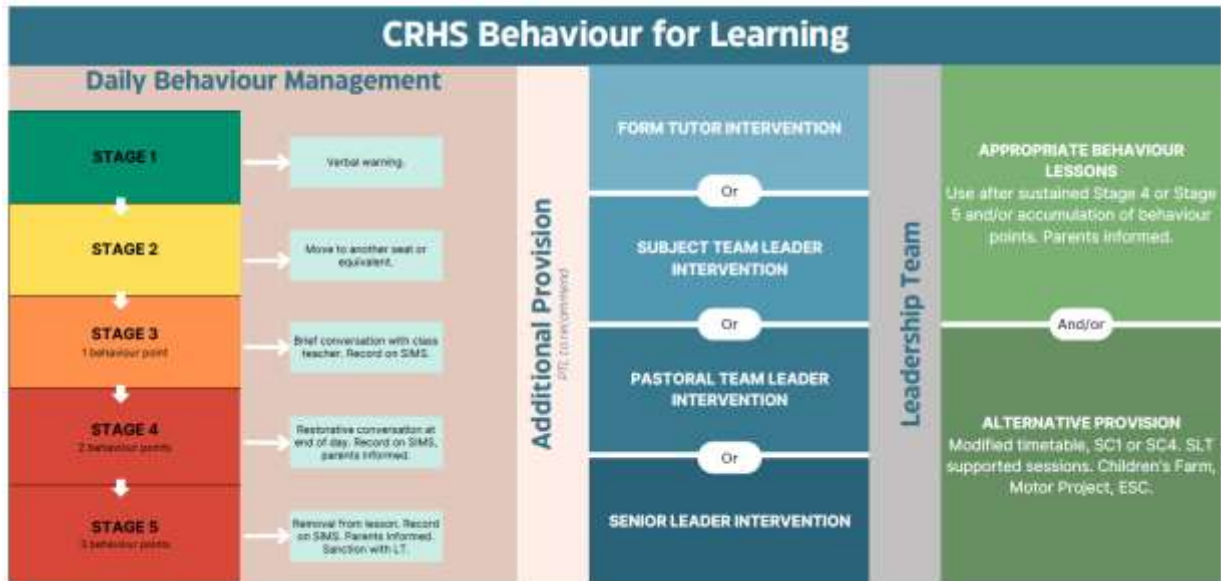
Our students are expected to behave in a manner which is always appropriate. This applies to students as they travel to and from school and also to those students undertaking any work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might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



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Appendix 1 - Behaviour for Learning Flowchart



Appendix 2 - Additional Provision Information

A student may require additional provision as decided by the Pastoral Team Leader.

Form tutor intervention may include:

- Use of a student support card focusing on behaviour or attendance
- A meeting with a student and a particular teacher
- A meeting with parents

Subject team leader intervention may include:

- Use of 'hot spot' areas to support students within a subject area
- Additional support work provided via MS Teams
- A subject support card
- A meeting with a student and a particular teacher
- A meeting with parents
- A referral to SC1, SC2 or SC4

Pastoral Team Leader intervention may include:

- Use of a student support card focusing on behaviour or attendance
- A meeting with a student and a particular teacher
- A meeting with parents
- A referral to SC1, SC2 or SC4
- A risk assessment
- A modified version of the student's timetable
- A referral to an outside agency such as ESC or the Children's Farm

Senior Leader intervention may include:

- A series of appropriate behaviour lessons
- Internal isolation
- A 'cooling off' day
- Suspension (Headteacher or Deputy Headteacher only – see the DESC's Suspension Policy for more information)
- Use of a student support card focusing on behaviour or attendance

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- A meeting with a student and a particular teacher
- A meeting with parents
- A referral to SC1, SC2 or SC4
- A risk assessment
- A modified version of the student's timetable
- A referral to an outside agency such as ESC or the Children's Farm

Appendix 3 - Use of support cards

The system is colour coded:

- Form Tutor support cards – green
- Head of Year support cards – orange
- SLT support cards - red
- 'Catch me being good' - pink

The following cards are available:

- Weekly attendance checker
- Daily support card
- Weekly support card
- Daily 'catch me being good'

There are copies of all green tutor cards in the staff room by the pigeon holes. Heads of Year and Leadership Team members have copies of the orange and red support cards. Parents and Heads of Year need to be made aware if any students are put on any support card.

There is no specific formula to lead to a student going onto a support card, it is up to the judgement of the staff involved as each student's circumstances are different.

Appendix 4 - Senior Leader Sanctions

If a student receives a Stage 5, that student will be subject to a LT sanction. This would normally involve a 20-minute lunchtime detention held in the Reset or CPD Room but this may not always be possible. Sanctions could also involve students remaining in a particular area of the Dining Room for 20 minutes during the lunchtime, or spending 20 minutes in the office of a member of LT.