

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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Castle Rushen High School

CONTENTS

Introduction.....	3
Aims	3
Standards of Behaviour	3
Students.....	4
COVID-19-related incidents.....	4
Toilets	5
School rules that apply at all times to all members of the school community.....	5
Drugs.....	5
Medication.....	5
Alcohol	5
Parents.....	6
The Role of the Staff	6
Bullying	7
Break and Lunch Times.....	7
The End of the School Day.....	8
Subject Teachers.....	8
Behaviour for Learning Code.....	8
Additional Provision (see appendix 2 for more detailed information)	9
Escalating and De-escalating actions for behaviour.....	10
Duty Teacher Protocol.....	10
The Reset Room.....	11
Attendance	11
Uniform and Appearance	11
Offsite Conduct.....	11
Appendix 1 - Behaviour for Learning Flowchart.....	12
Appendix 2 - Additional Provision Information	12
Appendix 3 - Use of support cards	13
Appendix 4 – CRHS Inward System to escalate and de-escalate actions to behaviour	13



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Castle Rushen High School

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 IOM Education Act 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 issues as part of their continual professional development and are well-informed on the extent of their disciplinary authority.

We work with parents to understand their children and 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 to parents regularly. We encourage parents to communicate with the school if they



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Castle Rushen High School

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.

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 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 staged and restorative approach to behaviour is displayed in the planner and throughout the school.

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 timetable changes and/or additional support.

Under no circumstances should illegal or inappropriate items be brought into school, and all students are expected to respect and look after the school premises and environment. The following behaviour is unacceptable and will, depending on circumstances, result in higher stage disciplinary actions and senior staff 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.



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Castle Rushen High 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 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. 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.

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

The following items are not allowed in school, and our expectations would also include journeys to and from school:

- Alcohol and other drugs
- Cigarettes, matches, lighters and vapes
- 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.



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Castle Rushen High 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 any information emailed out from school. We also ask parents to familiarise themselves with the school's policies and procedures, be open to constructive communication with school staff and support the school.

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 on positive student behaviour and poor student behaviour
- Keeping careful and accurate records of student's behaviour 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



Ard-scoil Chashtal Rushen

Castle Rushen High School

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
- 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 used as a basis for teaching students how to behave as a responsible member of society. 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 either individually or 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 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.



Ard-scoil Chashtal Rushen

Castle Rushen High School

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.

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 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. 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. Typically Stage 1 will be characterised by a brief verbal warning or correction, Stage 2 by a move of seat within the classroom or equivalent if in a different learning environment, Stage 3 will involve being asked to leave the room for a short period of time



Ard-scoil Chashtal Rushen

Castle Rushen High School

and a reiteration of expectations by the teacher and agreement from the student about future conduct before being let back in.

Stage 4 results from persistent in appropriate behaviour and results in both interruption to a student's own and other's learning. The issue(s) are then discussed in an after-school restorative conversation with their teacher, supported by either a pastoral, subject or senior colleague, with parents being contacted and informed. Students are collected from their next available period 6 lesson to attend any restorative conversation. If students are unable to attend a restorative conversation for any legitimate reason, it may be moved to a later date or resolved by a member of LT. A Stage 4 restorative conversation is classed in terms of the CRHS Articles of Government as an 'informal detention'.

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. Students are collected from their period 6 lesson to attend a (longer) restorative conversation with the teacher whose lesson they were removed from. If students are unable to attend a restorative conversation for any legitimate reason, it may be moved to a later date or resolved by a member of LT. A Stage 5 restorative conversation is also classed in terms of the CRHS Articles of Government as an 'informal detention'.

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 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 other suitable venue such a senior member of staff's office. 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.

Additional Provision (see appendix 2 for more detailed information)

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

Students may be put on a behaviour support card by their tutor or be offered intervention from Subject Team Leaders Students, Pastoral Team Leaders or the Leadership Team.

Students who refuse to attend or abscond from a member of staff escorting them to an after-school restorative conversation 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.

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.



Ard-scoil Chashtal Rushen

Castle Rushen High School

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.

Escalating and De-escalating actions for behaviour

The HOY 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 4).

The **tutor** will be kept informed and involved in any BFL actions taken.

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.

Duty Teacher Protocol

Purpose

To ensure that students remain focused 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



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Castle Rushen High School

- Complete a patrol of the school
- At the end of the lesson return the mobile phone and clipboard back to reception.

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.

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

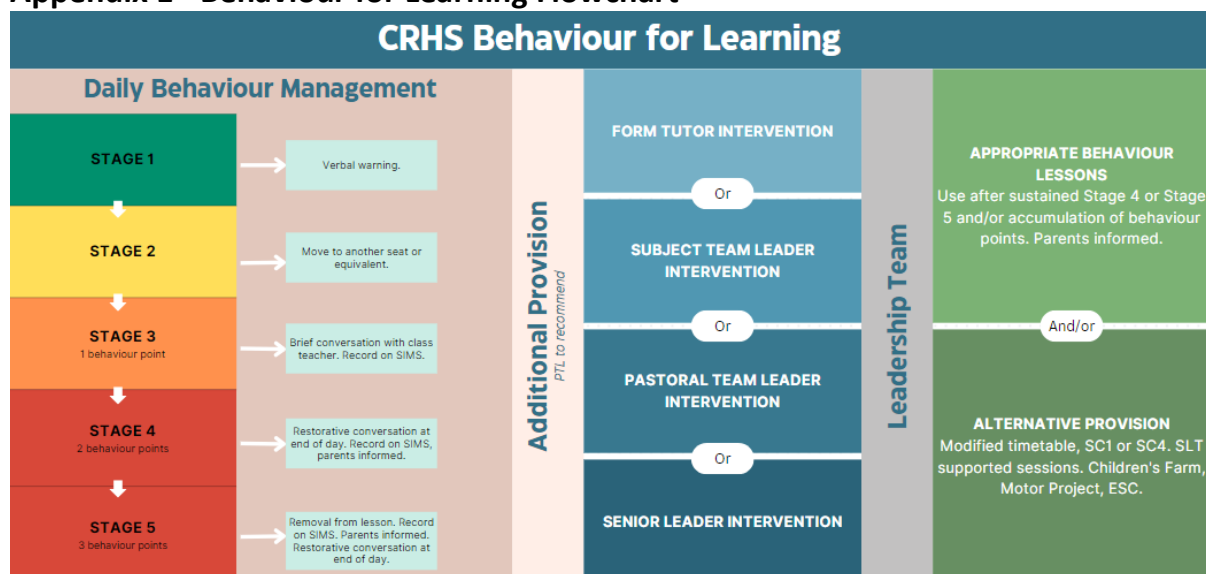
Our students are expected to behave in a manner which is always appropriate. This applies to students as they travel to and from school and also to those students undertaking any work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might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

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 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

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.

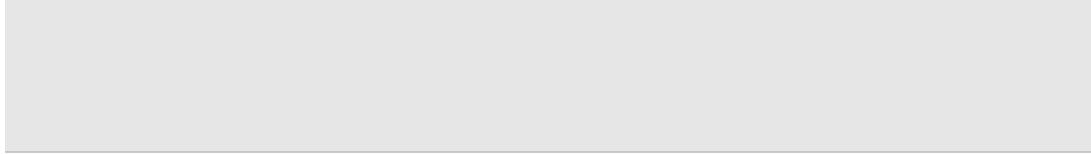
There is no specific formula to lead to a student going onto a support card, it is up to the judgement of the staff involved as each student's circumstances are different.

Appendix 4 – CRHS Inward System to escalate and de-escalate actions to behaviour



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Behaviour Monitoring

Stage	Action	Possible Intervention	Consult	Review	Inform
No Rating		Tutor encouraging and praising			
Radar	Phone call from Tutor and logged on SIMS	Potential Tutor Report card	HOY	1 week	Parents, Tutor
Concern	Meeting with HOY and Tutor	Tutor Report Card	SENCO, AHT	2 weeks	Parent, Tutor and HOY
Alert	Meeting with HOY and Tutor	Individual Behaviour Plan. Supportive Action with family SC4 HOY Report Card	SENCO, AHT	Half Term	Parent, Tutor and HOY. LT
Serious	Meeting with HOY and AHT	Written Warning SC4 Timetable modifications Leadership Report Card	SENCO, DHT/HT	Half Term	Parent, HOY and AHT. LT
Critical	Meeting with AHT/HT	Educated off site	SENCO, DHT/HT	2 Weeks	Parent, HOY and AHT

