

# CASTLE SCHOOL

## BEHAVIOUR POLICY

### The Principles

Castle School believes that in order to enable effective teaching and learning, desired behaviour in all aspects of school life is necessary. The school seeks to create an inclusive, caring, learning environment by following these principles of expected behaviour:

### Learning Behaviour

- To attend in lessons and show an interest in self study.
- To become a well organised student.
- To become an effective communicator.
- To become a team player.
- To seek help where necessary.

### Conduct Behaviour

- To behave respectfully towards staff.
- To show respect to other students.
- To only interrupt and seek attention appropriately.
- To take responsibility for own actions and behaviour.
- To respect property and environment.

### Emotional Behaviour

- To know the effect behaviour has upon others.
- To learn how to act appropriately in different situations.
- To develop a positive attitude.
- To become a confident learner.
- To develop self control and keep self and others safe.

(QCA 2001 Publication 'Emotional and Behavioural Development')

### Roles and Responsibilities

- Castle School will establish a policy for the promotion of desired behaviour and keep it under review.
- The SMT will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. The Staff have a key role in advising the SMT on the

effectiveness of the policy and procedures. They also have responsibility, with the support of the SMT, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

- Castle School will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

## Examples of Unacceptable Behaviour

### *Low Level*

Lateness  
Low Level Disruption  
Failure to complete work  
Failure to follow instructions  
Low Level Rudeness  
Lack of Equipment  
No Homework  
Talking  
Uniform Issues  
Eating in class

### *Mid Level*

Ongoing interruption  
Ongoing prevention of teaching from occurring  
Refusal to cooperate  
Disruption from outside classroom  
Only minimum effort made  
Making fun of others  
Interfering with other pupils' possessions  
Throwing objects likely to harm others  
Preventing others from working

### *High Level*

Offensive language to staff  
Discriminatory language  
Fighting/Play fighting  
Refusal to leave classroom  
Any physical abuse  
Offensive language  
Vandalism  
Bullying  
Smoking/drug related issues

### School Response to Unacceptable Behaviour

Failure to adhere to accepted standards of behaviour will result in one or more of the following responses. Different levels of unacceptable behaviour will be dealt with in an appropriate and measured way. According to the discretion of the member of staff involved, the following responses could be used:

- A series of verbal warnings from subject teacher.
- An interview with a member of the SMT.
- Pupils kept in during breaks to repeat work.
- Pupils kept in during breaks if they have purposefully wasted time during lessons.
- Pupils kept in from break if they are demonstrating unacceptable behaviour.
- Pupils withdrawn from all lessons for all or part of a day.
- Contact made with parents by phone.
- An interview with pupil and parents.
- Further action (including suspension and exclusion) discussed and carried out according to the severity of the incident.

### Recording Unacceptable Behaviour/Sanctions

Where appropriate, evidence of unacceptable behaviour and causes of detention are recorded.

### Action Taken to Promote Desired Behaviour

#### *Subject Teacher*

- Tactical ignoring.
- Verbal encouragement to assist in return to task.
- Positive modeling.
- Redirection.
- Verbal warnings, move student in class, time out.

### *Headteacher/Principal*

- Gather information from member of staff.
- Gather information from student.
- Liaise with other staff about “what works”.

### Rewards

Good behaviour, helpfulness, achievement and positive role modelling will be rewarded by:

- Comment and congratulations from subject teacher.
- Comment and congratulations from SMT
- Appropriate public acknowledgement - Commendation during School Assembly and House Pointe.
- Contact with parents (phone or letter).

### Promoting Achievement

#### *Creating a Climate for Teaching & Learning (Advice for Teachers)*

If guidance, structure and behaviour are consistent in lessons students will know their boundaries and so will the teacher.

#### *Classroom Expectations*

Ensure that the classroom is prepared.

Students arriving at different times will enter into a calm, inviting working environment.

Students will prepare themselves to learn by sitting down and taking out the correct equipment.

Every opportunity to recognise where an individual may need extra support should be taken.

It should be ensured that all students are catered for through differentiated tasks and that they understand these tasks clearly.

Encouragement, praise and empowerment of the student should be used whenever possible.

Appropriate assessment and reward will be used, making sure that all targets set are encouraging.

When homework is set, all students should be supported by making sure that they record it clearly in their diaries and that they understand the task.

Pupils are introduced to the Classroom Rules and the Discipline Guidelines.

#### *Using the Minimum Effective Response*

Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management.

Students displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate.

To counter this staff will be encouraged to:

- Do the unexpected – stay calm and tactically ignore their behaviour. When the student is calm discuss and resolve the situation.
- Always give them the opportunity to correct their behaviour.
- Offer positive alternatives to misbehaviour.

## Smoking or Drug Abuse

### *Statement of Policy*

Castle School condemns outright the use of drugs, tobacco and alcohol by members of the school and the supply of these substances.

### *Policy Aims*

We believe and support the following educational aims in respect of substance abuse and misuse:

1. to provide accurate information about substances.
2. to increase understanding about the implications and possible consequences of use and misuse.
3. to widen understanding about related health and social issues.

These aims will be adhered to throughout the school and through co-operation with other agencies such as police and drug agencies and local authority to deliver our commitment to drugs education and to deal with any incident of substance use and misuse. In instances involving substance misuse or supply the school will follow the procedure outlined below.

### *Procedures*

The SMT will be informed immediately and will inform the parents at the earliest opportunity. The pupil/pupils involved will be moved to a safe and supervised area.

### *Smoking and Alcohol*

Any incident of smoking or drinking alcohol on the school grounds or during school visits or trips will be dealt with immediately, parents informed as soon as possible and appropriate action taken. In most cases, pupils will be excluded from school for an appropriate period of time or, in some cases permanently.

## *Drugs*

The school will not allow its premises to be used for the production, supply or taking of any controlled drug, including cannabis, and although there is no legal obligation to inform the Police such action will be taken. A pupil involved in drug misuse must expect to leave the school; those who have acted as a source of supply will be expelled automatically. In all cases the school reserves the right, in its absolute discretion, to suspend or expel any pupil immediately.

Staff will be made aware of the warning signs of drug misuse and will be expected to report any observations or concerns:

### *Warning Signs of Drug Misuse*

#### Physical warning signs of drug abuse

- Bloodshot eyes or pupils that are larger or smaller than usual.
- Changes in appetite or sleep patterns. Sudden weight loss or weight gain.
- Deterioration of physical appearance and personal grooming habits.
- Unusual smells on breath, body, or clothing.
- Tremors, slurred speech, or impaired coordination.

#### Behavioral signs of drug abuse

- Drop in attendance and performance at work or school.
- Unexplained need for money or financial problems. May borrow or steal to get it.
- Engaging in secretive or suspicious behaviours.
- Sudden change in friends, favorite hangouts, and hobbies.
- Frequently getting into trouble (fights, accidents, illegal activities).

#### Psychological warning signs of drug abuse

- Unexplained change in personality or attitude.
- Sudden mood swings, irritability, or angry outbursts.
- Periods of unusual hyperactivity, agitation, or giddiness.
- Lack of motivation; appears lethargic or “spaced out.”
- Appears fearful, anxious, or paranoid, with no reason.

### *The Classification of Drugs and the Law*

Staff will be made aware of the following information about drug classification and drug misuse penalties. This information will be made available to pupils in an appropriate PSHE context and to parents through access to the school policy:

#### *Class A, B and C drugs*

The different kinds of illegal drugs are divided into three different categories, or classes. These classes (A, B and C) carry different levels of penalty for possession and dealing.

The Misuse of Drugs Act is the main piece of legislation covering drugs and their categorisation.

## Penalties for possession and dealing

		Possession:	Dealing:
Class A	Ecstasy, LSD, heroin, cocaine, crack, magic mushrooms, amphetamines (if prepared for injection).	Up to seven years in prison or an unlimited fine or both.	Up to life in prison or an unlimited fine or both.
Class B	Amphetamines, Cannabis, Methylphenidate (Ritalin), Pholcodine.	Up to five years in prison or an unlimited fine or both.	Up to 14 years in prison or an unlimited fine or both.
Class C	Tranquilisers, some painkillers, Gamma hydroxybutyrate (GHB), Ketamine.	Up to two years in prison or an unlimited fine or both.	Up to 14 years in prison or an unlimited fine or both.

## Restrictive Physical Intervention

In the event that pupil's behaviour may cause harm to themselves or others around them, the following Risk Assessment must be made:

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It should only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate. Before deciding to intervene staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any intervention will be carried out with the child's best interest at heart. Physical contact must not be used to punish a student or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances they should take steps to minimise risks, for example, by calling for assistance and removing other students.

## Level of Intervention

When a physical intervention is justified, staff will use "reasonable force". This is the degree of force "warranted by the situation". It will "be proportional to the circumstances of the incident and the consequences it is intended to prevent". Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.