

Castle Manor Academy

BEHAVIOUR POLICY

2021-2022

Date Approved	9 th December 2021
Signed	(Chair of Local Governing Body)
Name	Justine Dawkins
Minuted	9 th December 2021
Date of Next Review	July 2022

Contents

General Information	3
Vision	3
Principles	3
Purpose.....	3
Guidelines	3
Support for learning	3
Castle Manor aims to involve parents/carers in their child’s learning in the following ways:	4
Home/School Agreement	4
Uniform and appearance.....	5
Student Organiser and equipment	7
Attendance and lateness to school	7
Recognition and Rewards	8
Trauma-informed approach	9
The Wellbeing Room	9
The Castle Manor Way	9
PROUD in 10	10
Classroom Behaviour.....	10
Detentions	11
Investigations regarding breaches of The Expectations for Learning Policy	12
Serious or Persistent Breaches of our Expectations for Learning	12
Powers of Search	12

Use of Reasonable Force	13
The Grey Room – Internal Exclusion.....	14
Fixed Term Exclusions.....	14
Permanent Exclusions.....	15
Police involvement	15
Monitoring, Tracking and Intervention	15
Record keeping and contact	15
Castle Manor Behaviour Plan (CMBP)	15
Suffolk Pupil Support Framework.....	16
Breaches of the Expectations for Learning Policy	16
Aggression, Intimidation and Violence.....	16
Behaviour on Academy trips, on Home-School transport and after school.....	17
Bullying (Read in conjunction with the relationships policy)	17
Chewing Gum	17
Damage to the Academy fabric or furniture	17
Defiance of staff	18
Drugs, smoking/tobacco, alcohol, and other harmful and illegal substances.....	18
Exams (Read in conjunction with https://www.jcq.org.uk/exams-office/general-regulations/)	19
Food and Drink on the Academy Site	19
Racist and Prejudice Incidents.....	19
Setting off the fire alarm	20
Swearing	20
Theft	20
Truancy	20
Use of mobile phones or other electronic devices.....	21
Weapons and Dangerous item	22
APPENDIX ONE – CMA WAY (STUDENT VERSION)	23
APPENDIX TWO – CMA WAY (STAFF VERSION).....	24
APPENDIX THREE - CASTLE MANOR BEHAVIOUR PLAN	28
APPENDIX FOUR – PERFECT DAY	29
APPENDIX FIVE – BULLYING POLICY	30
APPENDIX SIX – USE OF REASONABLE FORCE	31
APPENDIX SEVEN – TRUANCY AND STUDENTS MISSING FROM LESSONS	33
APPENDIX EIGHT – READMISSION FORM.....	34

General Information

Vision

We work hard, we are kind, we are PROUD.

Principles

We believe that all students and staff at Castle Manor Academy have the right to be treated with respect and courtesy. They also have the right to work and study in an effective well-ordered learning environment, where standards of behaviour and discipline are high.

Purpose

- To ensure an ethos of high expectations.
- To ensure all students are engaging with their learning and making progress.
- To ensure that students achieve their target grades and beyond.
- To provide students and staff with a secure, safe and well-ordered environment.
- To ensure that clear boundaries support learning and progression.
- To ensure clear dialogue with students about potential barriers to learning.
- To secure the involvement of parents/carers in students' learning and personal development.
- To promote the development of a range of personal qualities and interpersonal skills such as courtesy, respect and sensitivity to the needs of others.
- To promote equal opportunities and value individuals regardless of gender, race, faith or disability.

Guidelines

These guidelines reflect the current legislation and guidance for schools: Independent review of behaviour in Schools (March 2017), Behaviour & Discipline in Schools (February 2014), Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2012), The Education and Inspections Act 2006, Use of Reasonable Force (advice for schools July 2013), Searching, Screening and confiscation (advice for schools February 2014), Children & Families Act 2014 Part 3 (SEND & Disabilities), The Equality Act (2010) and the Education Acts of 2002 and 2011.

Support for learning

It is the responsibility of **all staff** to support students' learning and progress. Each student has an academic tutor (who is the first point of contact), a learning mentor and an achievement leader. If there are individual concerns about a student's learning in a specific subject, then the subject teacher and/or the curriculum team leader is the first point of contact. Students who are supported by an Education, Health and Care plan or who are otherwise on the SEND register

or being monitored for SEND, will have specific student support depending on their individual needs from the Learning Support Team.

Where a student may be experiencing poor mental health beyond the scope of immediate school and family support then we will, Castle Manor Academy, ensure that appropriate screening or diagnosis takes place and that we work with external agencies as appropriate. Whilst working with external agencies and where a diagnosis is confirmed, reasonable adaptations will be considered.

Students are also supported with their social, emotional, mental health and behaviour needs by the Wellbeing team and Learning Mentor Team. If a student wishes to speak to a Wellbeing team member or a Learning Mentor, they may book an appointment via email or appointment slip, who will then arrange the appointment. Appointment letter boxes will be available at the main school office hatch, the PLC and the R&R. A student may **not** go to wellbeing or the R and R during lesson time unless directed to by a member of staff or, where their adjustments dictate this.

Castle Manor aims to involve parents/carers in their child's learning in the following ways:

- Through the Home & School Agreement which is set out in each students' Student Organiser and is signed by all parties.
- Regular contact with the student's academic tutor through each student's Student Organiser.
- Contact from teachers to discuss student progress.
- At yearly Parents' Evenings - all Year groups will have one Parents' Evening per year. Year 11 will have 2.
- Through the Assessment and Reporting Cycle.
- Through the Rewards System (*detailed later*).
- By communicating classroom behaviour at C2 and C3 level through the Student Organiser and by text message on the day the incident occurs.
- Through Behaviour and Attendance Plans and parent meetings with the Achievement Leads and Behaviour Support Team.
- Individual contact with the Learning Support Team (*see SEND Policy*).
- Contact with subject teachers and Achievement Leaders when matters of not meeting expectations academically or behaviourally arise.
 - All contact to be logged on CPOMS

Home/School Agreement

When students join the Academy, they are issued with a Student Organiser. It contains the Home/School Agreement which parents/carers must sign within 7 days of receipt. It contains information about our Expectations for Learning. These expectations are discussed and reinforced with the students during assemblies and tutor sessions and modelled during the day by staff and students.

Uniform and appearance

Uniform is checked each day in tutor time. Correct uniform is defined as:

<p>Uniform list</p> <ul style="list-style-type: none">• Black blazer with the Academy badge• Plain white shirt• Plain black tailored skirt (knee length, not jersey/lycra) Or plain black tailored trousers (no jeans)• Academy tie• Black tights or black socks• Plain black shoes that can be polished (no trainers, boots, sling backs, mules or pumps)• Waterproof coat/jacket• House badge
<p>Adjustments for very hot weather</p> <ul style="list-style-type: none">• No blazers will be required from after May half term until the end of the summer term• In circumstances of extreme heat, the school will send out information regarding changes to uniform which may include the removal of ties or the introduction of wearing PE kit for school.

If a student is required to make a uniform adjustment due to SEND or medical needs these will need to be agreed by the member of CLT responsible with parents and reviewed regularly. Details of any adjustments must be recorded on the adjustment list on the behaviour record sheet, CPOMS and the student organiser.

If a student arrives at school with the incorrect uniform or infringing the uniform policy, they are given an Amber Warning and a red dot in their Student Organiser. They will need to report to break time detention in either of the designated locations (Drama studio or main hall) before 10.45am. If they fail to attend, they are placed in a 30-minute detention on the same day.

If a student regularly infringes our uniform policy, then further sanctions will apply (For example, 3 amber warnings, for equipment or uniform, in a week will result in a 30-minute detention on a Friday evening after school).

If there is an unforeseen uniform issue (for example, broken shoes) then the parent must have communicated with the school and a reasonable timeframe will be set by the school; a note must be placed in the student organiser by the AL. If the parent does not communicate with the school, then the student will follow the amber warning process, the student will be required to attend detentions.

Where possible the school will lend uniform on a short-term basis. In some circumstances where the uniform infringement is extreme the student may need to remain in the Grey Room completing work for the whole day.

Students are not permitted to wear hoodies or non-school issue jumpers on the Academy site. If a student is found wearing these items they will be asked to remove and place in their school bag. If a repeat offence occurs then the garment will be confiscated, taken to the main office (where it will be stored in a locked container) and returned **only** to a parent or carer. Refusal to remove and hand over a hoodie or non-school issue jumper is classified as defiance and a serious breach of our Expectations for Learning.

Students are not permitted to wear jewellery to school apart from a maximum of one stud in either or each ear and one small ring. If a student has a nose piercing, it must have only a clear or flesh-coloured retainer, no stud. No other visible body piercing, such as a tongue piercing, is allowed. Students who contravene these rules are asked to remove the items and the item(s) are confiscated. On a first offence the jewellery will be confiscated, taken to the main office (where it will be stored in a locked container) and returned at the end of the day. If a repeat offence occurs then the jewellery will be confiscated, taken to the main office (where it will be stored in a locked container) and returned **only** to a parent or carer. Refusal to remove and hand over a piercing is considered a serious breach of our Expectations for Learning.

Hairstyles must not be extreme, e.g., with bright unnatural hair colours (pink or green for instance), with more than one colour, or shaved into patterns (including lines). Hair must not be shorter than a number 2 cut and must be kept clean. Should a student come to school with an extreme hairstyle, a member of the core leadership team will work with the parents and student to come to a decision about a reasonable timescale for alteration, normally less than one week. Should the student not be willing to cooperate with this timescale, they will not be allowed to attend lessons. For example, if a child has patterns shaved into their hair, they should seek to even out the hairstyle each day until the pattern has gone.

Students should not attend school wearing excessive makeup or coloured nail varnish. This also includes no nail extensions, acrylic, gel, long and/or pointed nails. If it is possible, they will be asked to remove it there and then, which they will be expected to do. If it is not possible, then the parent must have communicated with the school and a reasonable timeframe will be set by the school; a note must be placed in the student organiser by the AL. If the parent does not communicate with the school, then the student will follow the amber warning process, the student will be required to attend detentions.

Students should not have eyelash extensions or false lashes of any kind and no patterns should be cut into their eyebrows.

PE Kit detention information

PE Kit

- **Essential:**
 - Castle Manor white polo shirt
 - Castle Manor navy blue shorts
 - Navy blue outdoor socks

- Trainers
- Castle Manor tracksuit top or Fleece
- Castle Manor tracksuit trousers
- Castle Manor sports leggings

- **Optional:**
 - White socks [indoor]
 - Football boots; Shin pads; gum shield (when appropriate)

Student Organiser and equipment

It is essential that all students come to school fully equipped and prepared for learning. This means that each student, every day, needs bring the following equipment:

Essential	Recommended
<ul style="list-style-type: none"> ● School Bag ● Student Organiser ● A minimum of 2 pens (blue or black) ● Another coloured pen for fixing ● Pencil ● Highlighters ● Ruler ● Rubber ● Glue Stick ● Pencil Case ● Scientific Calculator ● <i>(recommended model Casio FX-83GT)</i> ● Reading Book (Years 7-9) 	<ul style="list-style-type: none"> ● Pencil Sharpener ● Maths kit (protractor, compass) ● Reading Book (Years 10-11) ● Coloured Pens ● Colouring Pencils

These items are checked every day in registration. If a student is missing an item or an item is not working, they are given an Amber Warning and a red dot in their Student Organiser. They will need to report to break time detention in either of the designated locations (Drama studio or main hall) before 10.45am. If they fail to attend, they are placed in a 30-minute detention on the same day.

If a student is consistently ill-equipped further sanctions will apply (For example, 3 amber warnings, for equipment or uniform, in a week will result in a 30-minute detention on a Friday evening after school).

Attendance and lateness to school

All students are expected and required to attend school punctually every day. It is the responsibility of the Academy and parents/carers working together to ensure that students attend school regularly (95% is considered a minimum for regular attendance). Guidance on attendance and procedures for dealing with attendance problems is given in our Attendance Policy.

Students who are late to school (after 8.45am) are given a red dot in their Student Organiser and are expected to attend a break time detention that day in either of the designated locations (Drama studio or main hall) If they fail to attend, they are placed in a 30-minute detention on the same day.

If a student is consistently late further sanctions will apply (For example, 3 late marks in a week will result in a 30-minute detention on a Friday evening after school).

Students who are late to lessons, where there is no reasonable explanation or note from a member of staff will be issued with a consequence 1. Their lateness will also be recorded on SIMS by their teacher with the amount of time they are late. Students who are frequently late to lessons will face further sanctions.

Recognition and Rewards

At Castle Manor Academy we encourage students to be both Motivated and Aspirational whilst living and demonstrating the values of the school. Rewarding students is important to us and all members of the Academy. We encourage positive, motivated and aspirational behaviour always, and we recognise and reward students daily that are living the CMA Way.

It is important that recognition and rewards should always outnumber sanctions and that recognition for good work or behaviour should be given as often as possible. Recognition should always be given in equal measure to all students, and we fully support the idea of 'intrinsic motivation' where students should be encouraged to succeed 'for their own sake' rather than necessarily for any tangible reward.

'PROUD Points' are awarded through Go4Schools and can be awarded for the following:

- ✓ Excellent attendance and punctuality
- ✓ Having a consistently good attitude to learning
- ✓ Excellent class work and homework
- ✓ Positive contribution in lessons
- ✓ Being a positive role model to other students
- ✓ Making progress in assessments and examinations
- ✓ Contributing to the Academy community through extra-curricular activities
- ✓ Demonstrating our PROUD Values

Students will be recognised and rewarded through various means, including but not limited to:

- Recognition Assemblies
- PROUD Points
- Phone calls home
- Emails to parents
- Letters to Parents
- Postcards
- Certificates
- Recognition Badges - Subject Ambassadors / House badges / Student parliament / House captains / Sports captains

- Work Hard / Be Kind award
- Headteacher commendations
- End of year prize giving

PROUD Award

Each academic year students will have the opportunity to achieve the PROUD Award. The PROUD Award is our highest recognition and therefore will be advertised throughout our community as such.

Each half term will focus on one element of PROUD. Students will be offered six tasks of which they will have to complete three. Students will put together evidence of their completion and will show their tutor for the recognition. Their tutor will then pass the information to their Achievement Leader where they will present them with their badge for that element in the recognition assembly that half term.

Students who achieve all of the elements of PROUD will be invited to the PROUD awards celebration event at the end of the academic year where they will be rewarded for their hard work and excellence throughout the school year.

Trauma-informed approach

At Castle Manor Academy we aim to place relationships at the heart of the work that we do with children and young people. We encourage nurture, warmth, and empathy when we are working with groups and individuals. Our policies and values promote a sense of belonging and, while we have clear expectations and boundaries, we consider individual circumstances when making disciplinary decisions. We recognise that behaviour is one way of communicating a need and aim to identify and meet each child's needs as far as we can. We place restorative conversations at the heart of our work with young people each day. This policy should be read in conjunction with the relationships policy.

The Wellbeing Room

Where a student has wellbeing needs which require more bespoke support than learning mentors can provide, they will be referred to the Assistant Headteacher responsible who will work with students and parents on a wellbeing plan and further referral. This may include the use of the wellbeing room, which is a quiet area where mental health support can be provided.

When a student is referred to the Wellbeing Room a bespoke plan is designed which reflects the student's needs. This plan is then communicated to all staff.

The Castle Manor Way

The Castle Manor Way is a document that supports the expectations for learning policy. It contains clear details of what to do and how to act in our Academy. It enables us to work hard, be kind and be PROUD. It ensures we have clear guidelines and routines that aid consistency in our academy and helps to raise expectations of students and staff alike. Students receive regular reminders of the CMA way during tutor time and are expected to be able to answer questions when quizzed about different elements. Staff are expected to give recognition when students are seen displaying the CMA way (see appendix 1 and 2).

PROUD in 10

To support students in understanding our classroom and Academy expectations we promote and work by our PROUD in 10 which encapsulates our expectations and values. These are shown below:

1. Be here every day, on time
2. Come fully equipped
3. Wear uniform professionally
4. Enter the room and complete the lesson as the teacher expects
5. Sit in assigned seats
6. Apply best effort to every task
7. Stand behind your chair silently before being dismissed
8. Speak in full sentences using standard English
9. Be respectful and polite in every aspect of Academy life
10. Keep your hands, feet, and objects to yourself

Classroom Behaviour

Disruption to learning and a failure to complete sufficient work to the required standard is not tolerated at Castle Manor Academy. Our consequence system allows the teacher to deal rapidly with low level disruption and to ensure each student is making the most of lessons. All consequences are clearly narrated to students so that they are aware of any breach of the CMA Way. All boards/notes of consequences must be removed at the end of the lesson, and any reasonable adjustments for key students to be considered.

Consequence 1 - verbal warning as to why the consequence was given and written on the board

Consequence 2 - The “On Call” member of staff is called to speak to the student outside of the classroom to remind them of our expectations. A note is made in their Student Organiser, a text is sent home and the student is placed in the afterschool detention that day for 30 minutes. If a student receives 2 x C2s in one day they are placed in the afterschool detention for 1 hour. If a student walks out of the lesson after receiving a C2 then the consequence will be escalated to a C3. If there is a support plan in place, then the escalation will be considered by the ON Call member of staff and will either be upheld or adjusted. The class teacher will record this and the reasons on Go4Schools; the On-call member of staff will inform the student and add a note in the student organiser.

Consequence 3 - The student is removed from the classroom by the “On Call” member of staff and is taken to the R&R due to Covid restrictions. A note is made in the Student Organiser, a text will be sent home and the student is placed in the afterschool detention that day for 1 hour. The class teacher will make a call home to the student’s parent to report the incident and a discussion between the curriculum leader and class teacher will occur to see if any further decisions need to be made. All to be recorded on CPOMS as parental contact.

Immediate 30-minute and 60-minute detentions (LT30/LT60) - If it is deemed necessary, Achievement Leaders and Core Leadership Team members will issue an

immediate 30-minute or 60-minute detention. This can be applied at any time of the day and in any arena.

Accumulation of Consequences - If a student accrues more than 60 minutes of consequences in one day, then they are to be placed in the grey room for the remainder of the day and then complete a 60-minute detention that evening.

Removal and Internal/External Exclusion - If a possible serious breach or persistent breaches of our expectations occur, the student is removed from the classroom to the Reflect and Resolve room where the incident is investigated and may result in internal or external exclusion. Contact is made with home as soon as possible by either the On Call member of staff or the LM supporting, and for external exclusions a readmission meeting will be held with a member of the leadership team prior to a return to lessons.

Consequence recording in student organiser - All C2, C3s and LT 30/60 to be recorded in the Student Organiser. Please see below for how to record:

Date	Consequence	Subject	Teacher	Reason
25/11	C2	Maths	THU	C1 - Talking C2 - Not enough work

Detentions

Afterschool

Afterschool detentions take place in Canteen 2 beginning at 3.10pm. Students are to wait in an orderly fashion outside the detention room. They are to enter in silence when instructed and everyone will serve the exact time of their detention. For the first 30 minutes of the detention students will complete the designated task in silence and where no care is taken over presentation students will have to repeat the task which could result in additional time being added to the detention. If a student disturbs the detention in any way additional time will be added. If a student is in detention for more than 30 minutes, they can then complete home learning tasks, Knowledge Organiser revision and/or silent reading.

If a student fails to attend their detention the following process takes place:

- 1) Failure to attend a 30-minute detention; students are placed into detention the next day for an additional 30 minutes (maximum total of 60 minutes)
- 2) Failure to attend a 60-minute detention; a phone call home comes from the behaviour team; the student is placed into the Grey Room the next day and the 60-minute detention takes place at the end of the day.

Breaktime

Breaktime detentions occur in the following areas:

- Drama studio
- Main hall

Students are expected to attend the closest venue following their period 2 lesson

Students are to wait in an orderly fashion outside the detention room. They are to enter in silence when instructed and everyone will write out their lines silence. If a student fails to do this or fails to attend the detention, they will be issued with an afterschool detention on the same day.

Investigations regarding breaches of The Expectations for Learning Policy

At any point, a breach of the Expectations for Learning occurs a thorough investigation will take place. Investigations will be conducted by the Learning Mentor Team based in the Reflect & Resolve room under the guidance of the Leadership Team Member “On Call.” All those involved in the incident are asked to write a statement using the Castle Manor Academy forms. Statements will also be gathered from witnesses where appropriate.

All statements and evidence regarding breaches of the Expectations for Learning Policy are collated by a member of the Learning Mentor Team, with recommended actions and background information, by the end of the day. If the incident occurs at the end of the school day a call by a LM will be made as a courtesy to parents to inform that an incident has happened and that it is being investigated. Documentation is then passed to a member of the Core Leadership Team for a decision to be made on the students’ sanction. If the decision is made to exclude a student, internally or externally, this exclusion will begin immediately. Parents will be notified of exclusion as soon as possible by the member of staff who took the decision.

Serious or Persistent Breaches of our Expectations for Learning

Where a student behaves in a way which is a serious breach of our Expectations for Learning, the incident will be thoroughly investigated according to this policy and internal exclusion will be used. Second/ subsequent offences will result in longer periods of exclusion.

Where a student’s conduct does not fit into any of the areas stated previously but disturbs the learning environment, puts student or staff at risk or affects the Castle Manor community in any detrimental way exclusion will be considered. Depending on the severity of the incident students could face external or even permanent exclusion.

Powers of Search

Power to search without consent for “prohibited items” is permitted under the law in line with Section 550ZB(5) of the Education Act 1996. This list includes (list not exhaustive):

- a. knives and weapons
- b. alcohol
- c. illegal drugs
- d. stolen items
- e. tobacco and cigarette papers

- f. e-cigarettes and vaporisers
- g. fireworks
- h. Inappropriate images
- i. mobile phones
- j. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Searches are always carried out by a member of the leadership team of the same sex and witnessed by a second member of staff of the same sex wherever possible when there are reasonable grounds to suspect that a student is in possession of a prohibited item. The only exception to this is if the member of staff concerned believes that there is serious and immediate risk of harm being caused if the search is not carried out immediately. All searches should be detailed and recorded on CPOMS.

Use of Reasonable Force

Reasonable force may be used when:

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The use of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop / break up a fight.
- Restrain a pupil at risk of harming themselves through physical outbursts.

When reasonable force has had to be used a log is taken with statements from those involved and parents/carer are informed; all information is then recorded on CPOMS.

There are circumstances where it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the

broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a student to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed.' The use of force may involve either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a student by the arm out of the classroom

The Grey Room – Internal Exclusion

The Grey Room hours are 8.45am until 3.10pm. The Grey Room is a resource base which is used to internally exclude students who have seriously breached the Expectations for Learning. The Grey Room is staffed by the Learning Mentor Team. In the Grey Room students are allocated a seat and are expected work in silence. Students are expected to complete numeracy and literacy work alongside completing work based on their knowledge organisers. Students are also expected to complete any work sent down by their subject teachers. Whilst in the Grey room students are expected to have a 'Perfect Day,' failure to do so results in the student spending extra sessions. Students internally excluded in The Grey Room are supported by the Learning Mentor Team, the Learning support team and, if appropriate, outside agencies to re-integrate them back into lessons.

The Learning Mentor Team will secure the involvement of parents/carers through the strategies outlined previously. During an internal exclusion parents/carers are notified by telephone and by an Internal Exclusion letter.

Whilst in The Grey Room, all students are expected to follow the Grey Room Expectations (Appendix Four). If a student's behaviour is deemed unacceptable whilst excluded in the Grey Room, students will remain in the Grey Room on subsequent days until a 'perfect day' can be demonstrated. Where behaviour is persistently disruptive, an external exclusion or, in extreme cases, a permanent exclusion will follow.

The Grey Room is also used to accommodate students who have been externally excluded for more than five days. Students are expected to arrive at the room, usually with a parent/carers, from the 6th day of exclusion. This facility is shared with partner schools following the agreement of the relevant Governing Bodies.

In cases where partner schools seek to use the Grey Room facility for students, the mutual decision is made by the core leadership team at both Castle Manor Academy and the partner school. This decision will involve a consideration of risk management given the needs of students who may already be placed in the facility and for what reason.

In the case of students from partner schools, the home school is contacted, advised of the situation, and asked to ensure that the student's parents/carers are informed, and that the student is collected immediately pending further action according to their Behaviour Policy.

Fixed Term Exclusions

Fixed Term Exclusions are conducted in accordance with this Policy and according to the statutory guidelines. Decisions regarding fixed term exclusions will be made by the Headteacher. Following a Fixed Term Exclusion, students must attend school with their parents/carers for a restorative readmission meeting. On the day following a Fixed Term Exclusion, the student will work independently in the Grey Room, returning to lessons on the subsequent day if they have demonstrated their ability to have a 'perfect day.'

Permanent Exclusions

Permanent Exclusions are conducted in accordance with this Policy and according to statutory guidelines. A decision to exclude a student permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy. Prior to a permanent exclusion a thorough investigation will precede the exclusion.

If a student is at risk of Permanent exclusion the child and their parent will be issued with a letter from the Headteacher.

Police involvement

We work closely with our colleagues from the Police. However, the decision to involve the Police in any incident will be taken in consultation with a member of the Core Leadership Team.

Monitoring, Tracking and Intervention

Specific behaviours outlined in this policy are regularly monitored by the Core Leadership Team, supported by the Learning Mentor Team. Learner group, Year Group and Curriculum Team analysis takes place each half term and this information is discussed by the Leadership Team and the Governors and Directors. Actions are identified and implemented and may result in policy changes.

Record keeping and contact

Detailed records of all formal contact with students and parents as well as with staff from outside agencies such as Education Welfare, Social Workers, CAMHS team etc. should be recorded on **CPOMS** (All records including behaviour and attendance plans).

The Learning Mentor Team, under the guidance of the leadership team member on call, should collate all the paperwork relating to breaches of this Policy. Curriculum Team Leaders/Core Leadership Team must ensure that all actions relating to the Expectations for Learning Policy are completed.

Where the student is on a Suffolk Pupil Support Framework (SPSF) or a Graduated Progress and Behaviour Plan, a member of the Core Leadership Team will oversee the behaviour plan and ensure that the appropriate actions are taken in relation to the Progress and Behaviour Plan or SPSF.

Castle Manor Behaviour Plan (CMBP)

Where student behaviour becomes a barrier to progress and learning, students will be supported according to the CMBP, with the aim of eliminating barriers to learning and improving academic and emotional progress (see Appendix three).

Suffolk Pupil Support Framework

Where a student's behaviour has escalated over a period of time and they have progressed through the CMBP and, they are at risk of permanent exclusion, a Suffolk Pupil Support Framework (SPSF) will be used. This plan will be drawn up and reviewed weekly in partnership with parents/carers. Meetings will be conducted according to the CMBP. We follow the guidelines of the Suffolk local authority in setting up and monitoring SPSFs. The link to supporting information, guidance and documentation for recording can be found at [Suffolk Pupil Support Framework \(SPSF\) | Suffolk Learning](#)

Breaches of the Expectations for Learning Policy

Aggression, Intimidation and Violence

Aggressive, intimidating and/or violent behaviour is unacceptable and will not be tolerated at Castle Manor Academy. Aggression, intimidation, and violence is considered a serious breach of our Expectations for Learning. An incident does not need to result in physical harm for it to instigate serious sanctions. Any incidents are investigated and where necessary the perpetrator(s) are punished and given appropriate support to ensure that the offence is not repeated.

Where violence is used, or where there is a physical attack by a student on another, sanctions will range from an Achievement Leader detention to exclusion.

The length of exclusion varies according to the severity of the incident: second and/or subsequent offences result in a longer period of exclusion. Persistent offenders face permanent exclusion. In extreme cases the student may face permanent exclusion for a first offence.

Verbal, physical threats, violence and/or intimidation towards staff are investigated and may result in exclusion. Depending on the severity of the situation verbal, physical threats, violence and/or intimidation towards staff may result in permanent exclusion.

The Academy retains the right to report incidents to the Police. This refers to actions by students and other stakeholders.

Behaviour on Academy trips, on Home-School transport and after school

- Students on school trips and visits, and on the daily home-school buses, are governed by the Academy's Expectations for Learning Policy.
- Similarly, when students are in school uniform they are governed by the Academy's Expectations for Learning.
- It is expected that students behave well on trips and visits and on the daily buses. Poor behaviour on buses and or other forms of transport can be extremely dangerous and is completely unacceptable. Likewise, rudeness to drivers and other adults will not be tolerated and may result in exclusion.
- Students could be sent home from a trip if their behaviour presents a danger to themselves or others.
- Students can also be sent home from a trip if they break our Expectations for Learning Policy. These decisions will be made in conjunction with the Headteacher.

Bullying (Read in conjunction with the relationships policy)

Bullying has many different forms and is unacceptable at Castle Manor Academy. The Academy's definition for bullying is when someone says or does something intentionally hurtful and they keep doing it even when they have been told it is unkind and the effect their actions can have.

Castle Manor Academy is a "telling school." We expect students to report any issues related to bullying. If issues are not reported, we are powerless as a school to act. The Academy's definitions of acts that are rude, mean and bullying are shown in our Student Organiser and appendix five.

All reports of bullying are investigated fully by the Learning Mentor Team and all reports are logged. After each investigation and where necessary a suitable punishment is given to the perpetrator(s). Depending on the nature of the incident, and its classification, the punishments can range from restorative justice to formal exclusion.

For serious, extreme and/or repeat offences permanent exclusion may follow.

The Academy retains the right to report incidents to the Police.

Note - bullying and other negative acts committed via social media in will be investigated where possible in line with the school's E-Safety and Relationships policies. The school is not always able to issue sanctions for incidents if they happen outside of school.

Chewing Gum

Chewing gum is not permitted at Castle Manor Academy. Students chewing gum will be told to put the gum in a bin and will be issued with a consequence.

Damage to the Academy fabric or furniture

If the damage is accidental, there is no charge for its repair or replacement. If the damage is the result of silly or dangerous behaviour parents/carers are informed and the cost of repair/replacement is shared between those involved.

Deliberate or malicious damage results in the full cost of replacement or repair and, depending upon the incident, further sanctions including exclusion may result. Serious offences may result in permanent exclusion.

Defiance of staff

Students at Castle Manor Academy are expected to do as they are asked, when they are asked, by a member of staff. Defiance of staff is therefore considered to be a serious breach of our Expectations for Learning. Incidents of defiance will result in removal from the classroom and all level of consequences will be considered depending on severity by the On Call member of staff. If the event is considered serious then the consequences may result in exclusion. Continued defiance may result in a longer period of exclusion. In extreme cases, such as defiance of the Headteacher, students could face permanent exclusion.

Drugs, smoking/tobacco, alcohol, and other harmful and illegal substances

Possession, supply or use of drugs, tobacco, alcohol, or other harmful/illegal substances is completely unacceptable at Castle Manor Academy and is a serious breach of our Expectations for Learning.

Drugs and other harmful and illegal substances (as defined in the Misuse of Drugs Act)

- a) If a student is deemed to be intoxicated medical help will be sought and this may also result in a permanent exclusion.
- b) The first instance of use, possession and/or supply results in a permanent exclusion.
- c) All incidents will be referred to the Police.

Tobacco

- a) Castle Manor Academy is a “no smoking” site at all times.
- b) If a student is caught smoking, is associating with smokers on site or there is strong evidence to suggest they were smoking/associating with smokers on site they will follow asset list of sanctions:
 - a. First offence: 1 day in the Grey Room.
 - b. Second offence: 2 days in the Grey Room and a meeting with parents.
 - c. A third offence will result in external exclusion.
 - d. Further offences will result in exclusion and could lead to permanent exclusion.

Note: All of the above actions are followed if it is an e-cigarette

Alcohol

- a) The first instant of use, possession and/or supply will result in an exclusion and potentially in extreme cases result in permanent exclusion
- b) Repeated incidents are likely to result in permanent exclusion.

In all instances the Academy reserves the right to inform the police.

If the school is aware of use of any of these substances outside of school then the school will offer support through outside agencies.

Exams (Read in conjunction with <https://www.jcq.org.uk/exams-office/general-regulations/>)

All students will complete exams during their time at Castle Manor Academy. It is vital that students adhere to the following expectations:

1. All phones and smart watches are in bags and switched off
2. All student bags to be stored outside of the exam hall
3. No verbal or non-verbal communication between students
4. All students must apply their very best effort to each exam

If these expectations are not met this will be seen as a serious breach of our Expectations for Learning policy and may result in exclusion, being reported to the exam board and possible removal from all public examinations.

Food and Drink on the Academy Site

At Castle Manor Academy we are committed to ensuring students are fit and healthy, as such food and drink that is not conducive to a healthy lifestyle should not be bought onto school site and may well be confiscated. For example, Energy drinks are banned from school site and will be confiscated and disposed of.

Hot food that is purchased in the canteen (including the snack bar) should be consumed in the designated area (Canteen or seated eating area). In lessons plain water can be consumed (except in Science Labs).

Racist and Prejudice Incidents

Racism and prejudice at Castle Manor Academy is completely unacceptable. Castle Manor Academy is a “telling school” and we expect students to report issues related to racism and prejudice straight away.

All reports are investigated fully by the Behaviour Team and are logged. After each investigation and where necessary a suitable punishment is given to the perpetrator. Depending on the nature of the incident, and its classification, the punishments can range from restorative justice to formal exclusion.

For serious, extreme and/or repeat offences permanent exclusion may follow.

The Academy retains the right to report incidents to the Police and logs all racist and prejudice incidents.

After a racist/prejudice incident the parents/carers of both the victim and the perpetrator are informed by the member of staff investigating.

Any incidents that are racist or prejudice are recorded on CPOMS and aftercare protocols are offered.

Setting off the fire alarm

An unjustified setting off of the fire alarm, or damaging fire protection and emergency evacuation equipment is a criminal offence that puts the health and safety of students and staff at risk. Any student who intentionally sets off the fire alarm will be excluded from the Academy for a minimum of one day. However, second and/or subsequent offences will attract a longer period of exclusion. In the case of persistent offenders' permanent exclusion will be considered.

Swearing

Swearing is regarded as verbal abuse and is unacceptable. The following sanctions apply:

- Swearing overheard in conversation with another student will result in a consequence 1.
- Using extremely offensive language in conversation may result in internal exclusion.
- Swearing or use of inappropriate/rude language directly at a member of staff will result in internal exclusion.
- Second and/or subsequent offences will result in exclusion. Persistent offenders will face permanent exclusion.
- Extreme verbal abuse, regardless of whether it is a repeat offence or not, directed at staff may result in more than an internal exclusion including permanent exclusion.

Theft

Theft results in an exclusion depending upon the severity of the offence. The length of the exclusion varies according to the severity of the incident: second and/or subsequent offences will attract a longer period of exclusion. Persistent offenders and very serious incidents face permanent exclusion. In addition, the cost of those items that have been stolen will be recovered from the student involved.

The Academy retains the right to report incidents to the Police.

Truancy

Students who are late to school are given a red dot in their Student Organiser and are expected to attend a break time detention that day in one of the two designated areas (The main hall / The drama studio). If they fail to attend, they are placed in a 30-minute detention on the same day.

If a student is late three or more times within a school week, then they will receive a 30-minute detention on the Friday at 3.10pm in Canteen 2.

Students who are late to lessons, where there is no reasonable explanation or note from a member of staff will be issued with a consequence 1. Their lateness will also be recorded on SIMS.

If lateness to school or lateness to lessons continues to be persistent then the student's parents/carer will be invited in for a meeting with the Achievement leader to discuss any potential issues (**Patterns, SEND needs**) and the student will be placed on a daily attendance report. Targets and consequences will be linked to the report. This will be recorded on the behaviour plan stage information spreadsheet and will be reviewed bi-weekly.

Students who truant lessons will be issued with a LT detention which will be served that evening. The recording process will be the same as for normal consequences.

Students who leave the Academy site during the day without permission will be regarded as truants. The following sanctions apply:

- Students will be expected to make up the time missed as arranged by the subject leader and/or Leadership Team.
- Persistent truancy: where a student is truanting regularly the situation would need to be investigated thoroughly by the Attendance Office and EWO under the supervision of the leadership team. In the case of persistent truancy, a case conference will be convened with all parties in attendance, and improvement strategies will be implemented.

Any student that is not in their designated lesson without an acceptable reason during the designated lesson time will be regarded as truant.

Students who truant lessons will be issued with an LT detention which will be served that evening. The length of the LT detention will be determined by the member of On Call dealing with the truancy and will reflect the length of lesson that has been missed to the nearest 30 minutes. The truancy will be recorded on the Daily behaviour spreadsheet and the member of staff issuing the LT detention will record the detention on Go4Schools.

If truancy from lessons continues to be persistent then the student's parents/carer will be invited in for a meeting with the Achievement leader to discuss any potential issues and the student will be placed on a daily attendance report. Targets and consequences will be linked to the report. This will be recorded on the behaviour plan stage information spreadsheet and will be reviewed bi-weekly.

Students must not leave the Academy site during the day, without permission.

If a student is missing from lessons the missing from lessons flow chart will be followed.
See Appendix 7

Use of mobile phones or other electronic devices

The use of mobile phones or other communication devices is not permitted on the Academy site. Whilst we appreciate that students may need a mobile phone on the way to and from school they are **not** to be seen or used on the Academy site. If a mobile phone or a communication device is brought into school, it is to be switched off and placed inside their school bag. Students are not permitted to keep mobile phones anywhere on their person.

If a mobile phone or other communication device is seen or used during the school day, it will be confiscated by the member of staff. On a first offence the device will be confiscated, taken to the main office (where it will be stored in a locked container) and returned at the end of the day. If a second offence occurs then the device will be confiscated, taken to the main office (where it will be stored in a locked container) and returned **only** to a parent or carer. If a third offence occurs, then the school reserves the right to retain the device for a longer period.

Note - On school trips students may be allowed to take their mobile phones or other electronic devices with them. This use is at the discretion of the trip organiser.

Note - Earphones, earbuds or other listening devices are also not to be seen or used on the Academy site and are governed by the same rules as mobile phones. The only exception may be if a teacher asks you to use them for a specific learning purpose or curriculum activity.

Weapons and Dangerous item

Students are not allowed to bring guns, knives, blades, laser pens, other weapons, dangerous items or items that could be used to commit a criminal offence or cause damage to the Academy. Students who do so will be excluded for a fixed period depending on the nature of the offence. Very serious offences will result in permanent exclusion.

The Academy retains the right to report incidents to the Police.

APPENDIX ONE – CMA WAY (STUDENT VERSION)

<p>Hygiene</p> <ul style="list-style-type: none"> We sanitise our hands on arrival to school, after break/lunch and at the end of each lesson At the end of each lesson we help to spray down and wipe the tables We all follow “catch it, bin it, kill” guidance We remain in our bubbles and we do not share equipment with those outside of our bubble <p>Registration / Morning Routine</p> <ul style="list-style-type: none"> We arrive via our designated gates We arrive between 8.30 and 8.40 and go straight to our muster points On the sound of the whistle we muster in alphabetical order in our tutor groups We have our uniform checked We use Miss & Sir We always sit in our seating plan We have our equipment checked We accept our red dots and detentions for any infringements At the end of registration, we follow our tutor outside via the nearest exit <p>Lessons</p> <ul style="list-style-type: none"> We get our pencil cases and organisers out on our desks We complete the Do Now in silence We sit up, facing the board with legs under our desks We work our hardest and show resilience on all tasks We attempt to answer questions, in detail, in class We accept consequences and PROUD points when they are awarded We do not ask for PROUD points We are silent and track the teacher when they are talking We only go to the toilet if it is an emergency 	<ul style="list-style-type: none"> At the end of each break and lunchtime we muster in our designated area in our tutor groups in alphabetical order We do not fill up our water/buy food/go to the R and R after the bell sounds <p>Canteen</p> <ul style="list-style-type: none"> We use the correct entrances/exits We form an orderly queue in the canteens We keep our masks on until we sat down All food is eaten sat down, with coats and bags taken off There is a maximum of 8 people per table We tuck our chairs in and clear our litter away <p>Tutor Time</p> <ul style="list-style-type: none"> We behave as we would in a lesson We work hard on all tasks given to us We understand the importance of and work hard in our interventions <p>Walking home</p> <ul style="list-style-type: none"> At the end of session 6, we follow our teacher outside via the nearest exit We leave via our designated gates We maintain perfect uniform until we arrive home We walk on the pavement We keep our phones in our bags until after 15.40/we have left school site We are kind to everyone on the way home We do not ride bicycles on the school site We do not bring scooters to school <p>Cover/Supply</p> <ul style="list-style-type: none"> We sit in our normal seats We work our hardest and show resilience on all tasks <p>PLC</p> <ul style="list-style-type: none"> The PLC is an area for silent work unless the teacher is directing an activity <p>Seating Plan</p> <ul style="list-style-type: none"> We sit where our teacher chooses 	<ul style="list-style-type: none"> We will not question consequences given in lessons. If we wish to discuss a consequence this is done outside of lesson time and in a professional manner <p>Uniform</p> <ul style="list-style-type: none"> We wear our correct uniform making sure we follow all rules in the Expectations for Learning policy We present perfect uniform at all times: <ul style="list-style-type: none"> ➤ Sleeves on blazer rolled down ➤ Skirt is knee length ➤ Shirt tucked in ➤ Long sleeved shirts can be rolled up ➤ Students must ask/be given permission to remove blazers in classrooms ➤ Blazers on until Summer Uniform is announced We correct our uniform at the first time of asking <p>Phones</p> <ul style="list-style-type: none"> We have our phones switched off and, in our bags <p>Breaktime Detention</p> <ul style="list-style-type: none"> We are punctual and professional We report to the designated area in our breaktime space We complete the task set in silence <p>Afterschool Detention</p> <ul style="list-style-type: none"> We are punctual and professional We enter in silence and take a seat in our designated zone We complete the designated activity We accept that failing to complete the designated activity satisfactorily or disrupting detention will result in extra time or further consequences We complete home learning, KOs and/or silent reading after the designated task We accept that failure to attend detention will result in added time or if
---	--	---

<ul style="list-style-type: none"> We stand behind our desks in silence at the end of the lesson <p>Transition between lessons</p> <ul style="list-style-type: none"> We all walk on the left We walk quickly and professionally We all follow the one-way system and ensure we are walking outside where possible We do not use the toilets/ hatch/cash machines/R and R between lessons We walk quietly, quickly and professionally to the next lesson <p>Break time / Lunch time</p> <ul style="list-style-type: none"> We eat our food in our designated area We stay in our designated areas We ensure all litter is picked up We will help any member of staff with litter picking 	<ul style="list-style-type: none"> We only request changes to seating plans for a major reason and this is done outside of lesson time <p>Assemblies</p> <ul style="list-style-type: none"> We enter the assembly in silence We track the speaker at all times <p>Consequences</p> <ul style="list-style-type: none"> We accept consequences when we are given them We can be given consequences for any behaviour that impinges on learning or breaks the Expectations for Learning policy. We understand and accept AL's and CLT may issue an immediate 30min or 60min detention any time during the school day if it is deemed necessary 	<p>missed twice, internal exclusion and the detention will still be sat.</p> <p>Home Learning</p> <ul style="list-style-type: none"> We record home learning in our student organisers We check Go4Schools daily We complete all our home learning by the deadline set When we are absent, we catch up on the home learning set <p>Toilets</p> <ul style="list-style-type: none"> We follow and respect social distancing whilst using and queuing for the toilets After using the toilet, we wash our hands thoroughly for 20 seconds <p>NB – Energy drinks are confiscated and only returned to parents/carers</p>
--	---	---

APPENDIX TWO – CMA WAY (STAFF VERSION)

<p>Hygiene</p> <ul style="list-style-type: none"> Students are to sanitise their hands-on arrival to school, after break/lunch and at the end of each lesson At the end of each lesson students are to spray down and wipe their tables as directed by the teacher All students are to follow “catch it, bin it, kill” guidance regarding coughing and sneezing Students are to remain in their bubbles and not share equipment outside of their bubble <p>Registration</p> <ul style="list-style-type: none"> Students arrive via their designated gate Students arrive at school site between 8.30 and 8.40 and go straight to their muster points On the whistle students all line up in our tutor groups in alphabetical order We meet and greet and collect Register: students use Miss & Sir We always use a seating plan We check <u>equipment</u> every day We check <u>uniform</u> every day We address punctuality issues All Amber Warnings/late marks are followed up with a red dot and are entered on Sims We hand out key notices Students are dismissed at 9am and are escorted outside via the nearest exit <p>Lessons</p> <ul style="list-style-type: none"> We plan all lessons to ensure all students progress We welcome students at the beginning of the lesson We have a “Do Now” every lesson that is clear and done in silence We complete the register in silence and record any lates on SIMS whilst issuing a C1 for lateness without a note We ensure students have their equipment and organiser on their desk We ensure students are seated with legs under the desk, sat up straight, facing the board We aim to ask all students challenging questions We use consequences and PROUD points consistently and appropriately, in a timely way, with a clear reason given We use silent working where appropriate At the end of the lesson we lead students out of the classroom and by the nearest exit We allow students to go to the toilet, if they have a toilet pass or if it is an emergency. We must sign their planner. 	<p>Transition between lessons</p> <ul style="list-style-type: none"> We all walk on the left We all follow the one-way system and ensure we are walking outside where possible There is no use of toilets/ hatch/cash machines/R and R We walk purposefully and professionally to the next lesson We positively reinforce our expectations at all times We dismiss students 1-2 minutes before the next lesson begins We are mindful of students’ next lessons and our neighbouring classrooms We all challenge poor behaviour using our PROUD values We all report defiance to On Call <p>Break time</p> <ul style="list-style-type: none"> We ensure all food is eaten in the designated area We ensure no food is eaten in corridors, including before school Students all remain in their designated area <p>Lunch time</p> <ul style="list-style-type: none"> We ensure all food is eaten in the designated area Students all remain in their designated areas All food is eaten sat down, with coats and bags taken off We ensure all litter is picked up We can ask any student to help with litter We ensure no students move towards their lessons until the bell sounds We make sure there is no filling water/buying food/going to the R and R after the bell sounds <p>Canteen</p> <ul style="list-style-type: none"> Students use designated doors – where fault is found students are sent to the correct door Students form an orderly queue – poorly behaved students moved to the back of the queue We ensure all students sit and eat with coats and bags off We ensure all chairs tucked in and litter put away- all students to do this and help when asked <p>Tutor Time</p> <ul style="list-style-type: none"> We have the same expectations as a lesson We all follow the programme on the correct days KS3 tutor time ends at 13.28 	<ul style="list-style-type: none"> KS4 tutor time ends at 13.00 We all send the identified students to their interventions <p>Toilets</p> <ul style="list-style-type: none"> We follow and respect social distancing whilst using and queuing for the toilets After using the toilet, we wash our hands thoroughly for 20 seconds <p>Walking home</p> <ul style="list-style-type: none"> At the end of the day we escort our classes outside and direct them to leave via their designated gate Students are to leave site respecting social distancing, their bubbles and the community We insist on perfect uniform until the students are home We expect all students to walk on the pavement If a student is using a phone on school site between 15.10 and 15.40 we stop them and notify them that this counts as a confiscation and that they need to put it away – if it is a repeat offence the behaviour team will be notified All students to be kind on the walk home We ensure bicycles are not ridden on the school site We do not bring scooters to school <p>Duties</p> <ul style="list-style-type: none"> We all get in position in a timely fashion with a radio that is switched on (channel 9) We are active/patrol our areas We interact positively with all students whilst maintaining our distance We challenge all behaviour that is not in keeping with our values We narrate good behaviour in every interaction We get cover when we are going to be absent <p>Cover/Supply</p> <ul style="list-style-type: none"> We complete the cover proforma for absences and provide a printed, up to date copy of the seating plan We set clear activities for students to complete – these activities can be completed on their own, in silence and delivered by a non-specialist except for in the case of PE. <p>PLC</p> <ul style="list-style-type: none"> We always accompany students to the PLC during lesson time The PLC an area for silent work unless the teacher is directing an activity
--	--	--

<p>Seating Plans</p> <ul style="list-style-type: none"> • CAAG's must be updated immediately on return. • If you teach in multiple rooms with the same group there must be a seating plan for each room. • If you have the same group for 2 subjects in the same room you must have a seating plan for each subject. • We base our plans on attainment and behaviour NOT friendship • We save our seating plans on Go4Schools • Where possible all students should be facing the front • We ensure all students can see the board • easily We use the PPPs and S&S plans to inform our seating plan • We use the PPPs and S&S plans to inform our seating plan • Students may request a seating plan change outside of lesson time <p>Consequences</p> <ul style="list-style-type: none"> • Consequences are used by all, there are no warnings given before a consequence • We narrate all consequences • We remember our 'Relationships Led' training when awarding consequences • We ensure students go through the consequence system in order (no straight C2s) • Where a student behaviour continues to be disruptive or escalates before the On-Call member of staff arrives, and de-escalation has been unsuccessful, a C3 can be issued • Students remain in the classroom on receipt of their consequences until the On-Call member of staff arrives • Any student walking out after receiving a C2 will have their consequence escalated to a C3 • We give consequences for any behaviour that impinges on learning or breaks our Expectations for Learning policy. • If a student queries a consequence we deescalate and explain that they are welcome to have a professional conversation at the end of the lesson • If a student has been physical with another student, has been abusive to a member of staff or their presence could lead to harm a removal can be called • All C2s/C3s are recorded on Go4Schools within 24 hours • AL's and CLT may issue an immediate 30 or 60min detention any time during the school day if it is deemed necessary 	<p>Uniform</p> <ul style="list-style-type: none"> • We sanction uniform infringements during registration • We expect perfect uniform at all times: • Sleeves on blazer rolled down • Skirt is knee length • Shirt tucked in (long sleeved shirts can be rolled up) • Plain, black tailored trousers • Blazers on until Summer Uniform is announced • Non-school issue jumpers and hoodies are confiscated if worn • Jewellery is removed on request and confiscated • We all stop and challenge uniform infringements around school site – use "Professional" and this can include checking student organisers for Amber Warning • If a student has not received an Amber Warning contact the Achievement Leader and form tutor • Only notes from Achievement Leaders or CLT are accepted for uniform infringements <p>Phones</p> <ul style="list-style-type: none"> • Student phones are in their bags and switched off • Students may use phones after 15.40 to contact home • Staff phones are out of sight except in the case of an emergency <p>Home Learning</p> <ul style="list-style-type: none"> • We record all home learning on Go4Schools (alongside the student organiser) • We only set knowledge based learning or deliberate practice <p>Emails</p> <ul style="list-style-type: none"> • We only send emails to those concerned • Whole staff emails are sent by Gill Mitchell, Jackie Taylor or the Leadership Team • We only use reply all when it is necessary • We all acknowledge emails that require actions within 48 hours* <p>CPOMS</p> <ul style="list-style-type: none"> • We only include people that must know the information being recorded • We must make sure the correct category is selected • All safeguarding concerns must be recorded and will be treated as urgent • All wellbeing, attendance, SEND, medical and parental contacts should be recorded • Behaviour reporting must be radioed to on call or emailed to CMA-B4L@ and not through CPOMS 	<p>Parental Contact</p> <ul style="list-style-type: none"> • We contact parents for positive and negative reasons • We log parental contact on CPOMS when information needs to be shared • We respond to parents in 48 hours* (even if this is initially a holding email/call) <p>Intervention</p> <ul style="list-style-type: none"> • We speak to all students and parents before intervention starts • Our interventions are NOT catch up sessions or enhancements • Our interventions are SMART Our interventions are in small groups and focussed on DTT • Our afterschool interventions do NOT run in the first term <p>Breaktime Detention</p> <ul style="list-style-type: none"> • All students reported to their designated area immediately in their breaktime • Students complete the designated activity in silence <p>Afterschool Detention</p> <ul style="list-style-type: none"> • All students report to their designated zone in the main hall • We record time of arrival and students serve exact minutes • Students complete the designated activity in silence • Where no care is taken over presentation students will have to repeat the activity • Once the activity is completed – students will complete home learning/KO/silent reading <p>Language</p> <ul style="list-style-type: none"> • We verbalise our school vision • We look to use positive language • We follow language guidance re: mapping, mastering and moving forward <p>Assemblies</p> <ul style="list-style-type: none"> • Music of the week is playing as students enter • We ensure students enter the assembly in silence • Students enter and sit in alphabetical order unless agreed with the AL • We give out all notices at the start of assembly • We ask students to stand for the main part of the Key Stage assembly <p style="text-align: right;">*excluding non-working days NB – Energy drinks are confiscated</p>
--	--	---



APPENDIX THREE - CASTLE MANOR BEHAVIOUR PLAN

2020-21

	STAGE 1 BEHAVIOUR PLAN	STAGE 2 BEHAVIOUR PLAN	STAGE 3 BEHAVIOUR PLAN	SPSF
MONITORED BY	Tutor	Achievement leader	CLT	CLT/AL/ SENDCO/ Designated teacher for LAC as appropriate <i>The weekly meetings might be with AL and the reviews with CLT, for example</i>
DURATION	2-4 weeks	2-4 weeks	2-4 weeks	Up to 16 weeks with 8-week interim review
PARENTAL INVOLVEMENT	Weekly phone call	Meeting/ phone call/ meeting	Weekly face to face meeting	Weekly face to face meeting
RECORDING METHOD	Weekly paper report card 3 Targets AL Driven	Microsoft Forms 3 Targets AL Driven	Microsoft Forms 3 Targets CLT Driven	SPSF standard paperwork and contract
POSSIBLE STRATEGIES	Seating plans reviewed Adaptions to break and lunch Change of class Daily contact with member of staff Hotspot observations Agreed personalised rewards and sanctions		As at stage 1 and 2 plus: Personalised timetable Increased adult support Team around the child meeting Psychology consultation Before or after school interventions	High tariff needs assessment Governor hearing
FURTHER SUPPORT	Review baseline data and progress Adapt quality first teaching Consider learner group over time	Consider wider context (wellbeing, SEND, safeguarding) Put in wellbeing support where needed	SEND testing Early help / multi agency referrals CISS referral Risk assessment	Work in combination with S&S plans, PEPs etc Alert and involve family services when a child is placed on an SPSF or when a five-day exclusion happens

Professional Resilient Optimistic Understanding Driven

APPENDIX FOUR – PERFECT DAY

Castle Manor Academy

Our Perfect Day

At Castle Manor Academy there are two occasions on which we must demonstrate a perfect day in the Grey Room: if we are internally excluded or on the day we return from fixed-term exclusion. We use our perfect day to show that we understand and can follow the Expectations of the Academy.

Name: _____

Tutor: _____

Sessions: _____

Start of the day

1. I have handed in my phone and any other electronic items

2. I have sat down in the seat I was asked to sit in

	I have worked consistently hard	I have not disrupted the work of other students or staff	I have been polite at all times
Before session 1			
Session 1			
Session 2 & Break			
Session 3			
Session 4 & lunch			
Session 5			
Session 6			

End of the day

1. I have left my booth tidy with no damage or mess of any kind

Signed: _____

Date: _____

APPENDIX FIVE – BULLYING POLICY

Our bullying policy



RUDE

Behaviour is unintentionally hurtful.

WHAT DOES IT LOOK LIKE?

"bad" looks, answering back, leaving people out accidentally

WHAT SHOULD I DO/SAY?

Stop, thank you.
You are being rude
That is not kind, it has hurt my feelings
Speak to your tutor

MEAN

Behaviour is intentionally hurtful but only happens once.

WHAT DOES IT LOOK LIKE?

name calling, teasing, pushing, hitting, kicking, threatening, spreading rumours, starting an argument, leaving people out on purpose

WHAT SHOULD I DO/SAY?

Tell an adult
Speak to your tutor
Speak to a Learning Mentor

BULLYING

Is when someone says or does something intentionally hurtful and they keep doing it even when they've been told it is unkind.

WHAT DOES IT LOOK LIKE?

name calling, teasing, pushing, hitting, kicking, threatening, spreading rumours, starting an argument, leaving people out on purpose

WHAT SHOULD I DO/SAY?

YOU MUST TELL SOMEONE
Tell an adult
Speak to your tutor
Speak to a Learning Mentor

Our bullying policy



You must not struggle on your own



We are a **TELLING** School



*You must **speak out**. Tell someone:*
Teacher
Tutor
Learning Mentor

Professional **R**esilient **O**ptimistic **U**nderstanding **D**riven

APPENDIX SEVEN – TRUANCY AND STUDENTS MISSING FROM LESSONS

If a student truants the school site parents/carer will be invited in for a meeting with the Achievement leader to discuss any potential issues (**Patterns, SEND need**) and the student will be placed on a daily attendance report. Targets and consequences will be linked to the report. This will be recorded on the behaviour plan stage information spreadsheet and will be reviewed bi-weekly.

Persistent truancy: where a student is truanting regularly the situation would need to be investigated thoroughly by the Attendance Office and EWO under the supervision of the leadership team. In the case of persistent truancy, a case conference will be convened with all parties in attendance, including relevant professionals (e.g. SENDco) and improvement strategies will be implemented.

Students missing from lessons flow chart

1. Student identified by either attendance or on call as marked absent from a lesson after the first 10 minutes of the lesson
2. Together students are looked for- checking for appointments in wellbeing, R+R, first aid. Contextual information should be considered and extra support gained if necessary.

Where student is located

- A. Inform attendance that the student has been located and they are with you
- B. On call/ R+R team/ Attendance team to engage with student and if deemed ready to learn accompany them positively to their lessons. If this is within the first 10 minutes of the lesson this will be marked as late and given a C1. If this is more than 10 minutes into lesson time this will be marked as truancy and issued a LT30 detention written into the planner.
- C. If the student needs support, ask them to go to the R&R or if arranged their 'safe space'
- D. If the student goes to the R&R or their 'safe space' discuss why the student is not in the lesson and possible support for the issues
- E. Explain to the student that they will have an LT detention (30 or 60 depending on length of truancy)
- F. Inform parents by telephone and gain their support where needed to return the student to lessons.
- G. Escort the student back to their lesson - if the student refuses, then explain that this is now defiance and they will be internally excluded. At all points, a time and trauma-informed approach should be applied. If the situation is escalated and it is appropriate notify staff by email.
- H. If they refuse to go to internal exclusion then prepare paperwork for exclusion, consulting with Headteacher/ Deputy Headteacher. At all points uptake time and a trauma informed approach should be applied.

- I. If students are to be excluded it must be made clear that they will be expected to complete a perfect day the following day and the original detention.
- J. Member of On Call to log all information
 - i. Complete incident sheet and attach statements where appropriate
 - ii. Call parents and inform of Truancy decision (Internal or External exclusion)
 - iii. Log onto CPOMS and Go for Schools.
 - iv. If a student is externally excluded leadership team to carry out readmission and introduce attendance monitoring report with parental engagement.

If whereabouts of student is unknown or if they have been confirmed as left site

- A. If a student has been seen leaving site or cannot be found on site following reasonable attempts to locate them, their parents/carers will be alerted.
- B. The on-call member of staff should request that the attendance team make a phone call home.
- C. The attendance team should tell the parent/carer
 - i. the approximate time the student was last seen
 - ii. why they might have left site (if known)
 - iii. that they should call the police if they are unable to locate their child and are worried
 - iv. that they should contact us back as soon as they have contacted them (providing DSL contact details for out of hours e.g., email address)
 - v. that they are expected to return their child to school if possible
 - vi. they should record that the phone call has been made on CPOMS.
- D. If the parent cannot be contacted, then text contact should be made followed by contact of other adult contacts listed.
- E. If within a reasonable time frame, no contacts have been successful the police should be alerted on 101 that a child is missing without contact.
- F. If the child is known by the school to be particularly vulnerable, and the parent cannot be contacted or is vulnerable themselves, we will phone 999 to report them missing.

APPENDIX EIGHT – READMISSION FORM

Castle Manor Academy

FTE Readmission Proforma

Date:	Parent/Carer:
Student:	Length of exclusion:
Staff:	

Details of exclusion

--

Conversation with parent	Conversation with parent and student
--------------------------	--------------------------------------

Behaviour concerns <i>(School or parent)</i>	Other concerns <i>(School or parent)</i>
---	---

Agreed actions <i>(Examples: Seek help appropriately / 5 minute timeout out of class / Attend wellbeing or R&R)</i>
--

<p>Agreed Targets <i>(To be added to behaviour stage report – T / AL / CLT)</i></p> <p>Standard</p> <ol style="list-style-type: none"> 1. Follow the Castle Manor Way 2. Demonstrate excellent attendance 3. Demonstrate excellent effort in all lessons 	<p>Specific</p> <ol style="list-style-type: none"> 1. 2. 3.
--	---

Review date:

Signed:

Student:	Parent/Carer:	School:
----------	---------------	---------

Additional notes