

# Castle Manor Academy

## EXPECTATIONS FOR LEARNING POLICY

2019-2020



Date Approved	September 2019
Signed	(Chair of Local Governing Body)
Name	Justine Dawkins
Minuted	
Date of Next Review	September 2020

## **Vision**

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

## **Principles**

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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**

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- 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**

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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), The Equality Act (2010) and the Education Acts of 2002 and 2011.

## The Castle Manor Way

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The Castle Manor Way is a document that supports the expectations for learning policy. This document outlines what is expected in nearly each aspect of school life and students are tested on this on a weekly basis. (see appendix 1)

### Support for learning

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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 list will have specific student support depending on their individual needs from the Learning Support Team.

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

Students are also supported with their social, emotional, mental health and behaviour needs by the Learning Mentor Team, who are based in the Reflect & Resolve room (R and R). This is a designated space for meetings, support, appointments with other agencies and to manage the investigation and resolution of behaviour incidents and other issues. If a student wishes to speak to a Learning Mentor they may come to the R and R before school, at break time, at lunchtime or after school. A student may **not** go to the R and R during lesson time unless directed to by a member of staff.

### Graduated Behaviour and Attendance Plans

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Where student behaviour or attendance becomes a barrier to progress and learning, students will be supported according to the Behaviour and Attendance Plans, with the aim of eliminating barriers to learning and improving academic progress (see Appendix 2 and the Attendance Policy).

### The Wellbeing Room

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Where it is deemed appropriate by the Assistant Headteacher and the Deputy Headteacher a student may be referred to the Wellbeing Room. This is an area that can provide more bespoke support for students with issues that cannot be supported by the Learning Mentor team alone.

When a student is referred to the Wellbeing Room a bespoke plan is designed which reflects the student's needs, when they can access the room and the timeframe to review the support.

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

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- 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 through the Student Organiser and C3/C4 level by text message on the day the incident occurs.
- Through Behaviour and Attendance Plans and parent meetings with the Behaviour Support Team.
- Individual contact with the Learning Support Team (*see SEND Policy*).
- Contact with subject teachers and Achievement Leaders when needed.

### **Classroom Behaviour**

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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.

**Consequence 1** - verbal warning and name 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.

**Consequence 3** - The student is removed from the classroom by the "On Call" member of staff and is taken to the/a curriculum team leader. 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 teacher will also arrange a restorative meeting with the student and their parents/carers in order to facilitate a return to the next lesson.

**Removal and Exclusion** - If a possible serious breach of our expectations occurs, 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 and a readmission interview will be held with a member of the leadership team prior to a return to lessons.

## **PROUD in 10**

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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 and “SLANT”\*
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. STEP\* up and be respectful and polite in every aspect of Academy life
10. Keep your hands, feet and objects to yourself

\*SLANT stands for **S**it up straight, **L**isten, **A**nswer questions, **N**ever interrupt and **T**rack the teacher

\*STEP stands for **S**aying miss and sir, **T**hank you, **E**xcuse me and **P**lease

## **Rewards**

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At Castle Manor Academy we always look to reward behaviour that represents our PROUD values. This is done by all members of staff who reward behaviour by awarding PROUD points, sending postcards and phone calls home.

If a student gains a set number of PROUD points they will be rewarded in assembly

<b>Number of PROUD points</b>	<b>Reward</b>
25 PROUD points	Bronze certificate
50 PROUD points	Silver certificate
75 PROUD points	Gold certificate
100 PROUD points	Platinum certificate and qualification for the PROUD awards

PROUD badges will be awarded when a student completes each PROUD task for their year group in KS3.

PROUD badges will be awarded when students gain 200 points for each value in the PROUD Diploma for those in KS4.

The PROUD awards' evening will be awarded in a celebration event at the end of the year to students who:

KS3: have achieved all the PROUD tasks, have 100 PROUD points or more, have 0 unauthorised absences, no more than 3 x C3s, no more than 3 lates and less than 6 Amber Warnings.

KS4: The top 10 performers on the PROUD Diploma.

Student of the term assemblies will celebrate outstanding effort or achievement in subject areas each term. Certificates will be received for 100% attendance in a term.

### **Attendance and lateness to school**

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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 are given a red dot in their Student Organiser and are expected to attend a break time detention that day in S20 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 late further sanctions will apply.

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. Their lateness will also be recorded on SIMS. Students who are frequently late to lessons will face further sanctions.

### **Home/School Agreement**

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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.

### **Investigations regarding breaches of The Expectations for Learning Policy**

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**P**rofessional **R**esilient **O**ptimistic **U**nderstanding **D**riven

Before any decision on an internal or external exclusion is reached a thorough investigation takes 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 (or, if the incident occurs at the end of the school day by lunchtime of the following day). 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 internally exclude a student in the Grey Room, this exclusion will begin immediately.

The hours of the Grey Room are 8.45am until 3.10pm and students should expect to remain in school until 3.10pm on the first and subsequent days of internal exclusion. Parents will be notified of exclusion as soon as possible by the member of staff who took the decision.

## **Detentions**

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### **Afterschool**

Students are to enter the detention room in silence and each individual will serve the exact time of their detention. For the first 30 minutes of the detention students will complete their lines in silence and where no care is taken over presentation students will have to repeat the task. If a student disturbs the detention in any way additional time will be added. If a student is 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) They are placed into detention the next day for an additional 30 minutes
- 2) On a 2<sup>nd</sup> failure to attend a phone call home comes from the behaviour team and a further 30 minutes is added to the detention.
- 3) On a 3<sup>rd</sup> failure to attend the student is placed into the Grey Room the next day and the detention takes place at the end of the day.

### **Breaktime**

Students are to enter the detention room in silence and each individual will write out their lines in silence. If a student fails to do this or attend the detention they will be issued with an afterschool detention on the same day.

## **The Grey Room - Internal Exclusion**

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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. Students internally excluded in The Grey Room are supported by the Learning Mentor Team and, if appropriate, outside agencies in order 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 3). 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/carer, from the 6<sup>th</sup> 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 pupils or 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**

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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**

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Permanent Exclusions are conducted in accordance with this Policy and according to statutory guidelines. The Headteacher makes all final decisions concerning a permanent exclusion.

## **Bullying**

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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’ve been told it is unkind and the effect their actions can have.

## **Dealing with Bullying**

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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 4.

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 will be investigated where possible but the school is not always able to issue sanctions for incidents if they happen outside of school.

## **Racist and Prejudice Incidents**

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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.

Any incidents that are racist or prejudice are recorded on CPOMS.

### **Aggression, Intimidation and Violence**

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

Physical violence towards staff results in permanent exclusion.

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

### **Weapons and Dangerous items**

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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.

## **Powers of Search**

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Power to search is permitted under the law without consent for “prohibited items” including (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. pornographic 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; and

Searches are always carried out by a member of staff 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.

## **Use of Reasonable Force**

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Staff may use reasonable force in the following circumstances:

- a. To remove disruptive student(s) from a classroom where they have refused to follow an instruction to do so.
- b. To prevent a student behaving in a way that disrupts a school event, trip or visit.
- c. To prevent a student from leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- d. To prevent a student from attacking a member of staff or another student or to stop a fight on the Academy grounds.
- e. To restrain a student 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 (appendix five)

## **Theft**

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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.

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

#### **Tobacco**

- a) Castle Manor Academy is a “no smoking” site at all times.
- b) If a student is caught smoking, is associating with smokers or there is strong evidence to suggest they were smoking/associating with smokers 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.

## Setting off the fire alarm

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An unjustified setting off of the fire alarm or damaging fire protection 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.

## Uniform and appearance

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

Girls	Boys
<ul style="list-style-type: none"><li>• Black blazer with the Academy badge</li><li>• Plain white blouse with collar</li><li>• Plain black tailored skirt (knee length, not jersey/lycra) or plain black tailored trousers (no jeans)</li><li>• Academy tie</li><li>• Black tights or black socks</li><li>• Plain black shoes with a low heel (no trainers, sling backs, mules or pumps)</li><li>• Plain waterproof coat/jacket</li><li>• House badge</li></ul>	<ul style="list-style-type: none"><li>• Black blazer with the Academy badge</li><li>• Plain white shirt with collar</li><li>• Plain black tailored trousers (no jeans)</li><li>• Plain black tailored shorts</li><li>• Academy tie</li><li>• Black socks</li><li>• Plain black shoes (no trainers)</li><li>• Plain waterproof coat/jacket</li><li>• House badge</li></ul>

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 S20 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.

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 immediately confiscated. On a first offence the garment 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 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 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 they do so they will be asked to remove it, which they will be expected to do.

All students must wear the correct PE kit. If they fail to bring PE kit to their lesson, alternative clean PE kit will be provided which students are expected to wear. Failure to do so will result in removal from lessons and a parental meeting. If a student fails to bring in correct kit 3 times in a term they will be issued with a Friday afterschool detention. Correct PE kit is defined as:

<b>Girls</b>	<b>Boys</b>
<p><b>Essential:</b>            Castle Manor white polo shirt            Castle Manor navy blue shorts/skort            Navy blue outdoor socks            Trainers            Castle Manor tracksuit top or Fleece            Castle Manor tracksuit trousers</p> <p><b>Optional:</b>            White socks [indoor]            Football boots; Shin pads; gum shield            (when appropriate)</p>	<p><b>Essential:</b>            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</p> <p><b>Optional:</b>            White socks [indoor]            Football boots; Shin pads; gum shield            (when appropriate)</p>

### **Student Organiser and equipment**

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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:

<b>Essential</b>	<b>Recommended</b>
School Bag Student Organiser A minimum of 2 pens (blue or black) Pencil Highlighter Ruler Rubber Glue Stick Pencil Case Scientific Calculator <i>(recommended model Casio FX-83GT)</i> Reading Book (Years 7-9)	Pencil Sharpener Maths kit (protractor, compass) Reading Book (Years 10-11) Coloured Pens Colouring Pencils

These items are checked every day in registration (via equipment mats or verbal checks). 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 and will need to report to

break time detention in S20 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.

## **Swearing**

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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.
- 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.

## **Damage to the Academy fabric or furniture**

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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.

## **Use of mobile phones or other electronic devices**

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The use of mobile phones or other electronic 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 an electronic 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 electronic 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 repeat 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.

**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 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.

### **Chewing Gum**

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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.

### **Food and Drink on the Academy Site**

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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.

In lessons only plain water is to be consumed and hot food that is purchased in the canteen (including the snack bar) cannot be taken out of the respective area.

### **Truancy**

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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.

### **Defiance of staff**

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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 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.

**P**rofessional **R**esilient **O**ptimistic **U**nderstanding **D**riven

Defiance also includes a failure to follow instructions in a timely fashion both inside and outside of the classroom.

## **Exams**

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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 are in bags and switched off as per our Policy.
2. No verbal or non-verbal communication between students
3. 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.

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

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- 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 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 who misbehave on the school daily minibus will put their place on this provision at risk
- 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.

## **Serious Breaches of our Expectations for Learning**

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Where a student behaves in a way which is considered to be 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.

## **Suffolk Pupil Support Framework**

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Where a student's behaviour means that they are at risk of permanent exclusion, a Suffolk Pupil Support Framework (SPSF) will be used. This will usually follow three or more periods of fixed-term exclusion in one academic year. This plan will be drawn up and reviewed weekly in partnership with parents/carers. Meetings will be conducted by a member of the Core Leadership Team. We follow the guidelines of the Suffolk local authority in setting up and monitoring SPSFs (appendix six).

### **Record keeping and contact**

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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. are kept.

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 situation and ensure that the appropriate actions are taken in relation to the Progress and Behaviour Plan or SPSF.

### **Police involvement**



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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**

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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.

 **The Castle Manor Way - “We work hard, we are kind, we are PROUD”** 

<p><b>Registration</b></p> <ul style="list-style-type: none"> <li>We follow our routines</li> <li>We greet our tutor</li> <li>We use miss &amp; sir</li> <li>We always sit in our seating plan</li> <li>We have our equipment checked</li> <li>We have our uniform checked</li> <li>We arrive on time</li> <li>We accept our red dots and detentions for any infringements</li> </ul> <p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>We complete the Do Now in silence</li> <li>We get our pencil cases out</li> <li>We are tested on our KOs weekly</li> <li>We work our hardest on all tasks</li> <li>We attempt to answer questions, in detail, in class</li> <li>We stand behind our desks in silence at the end of the lesson</li> <li>We accept consequences and PROUD points when they are awarded</li> <li>We do not ask for PROUD points</li> <li>We are silent and track the teacher when they are talking</li> <li>We only go to the toilet if it is an emergency</li> </ul> <p><b>Transition between lessons</b></p> <ul style="list-style-type: none"> <li>We all walk on the left</li> <li>We do not use the toilets/hatch/cash machines/R and R between lessons</li> <li>We walk purposefully to the next lesson</li> </ul> <p><b>Break time</b></p> <ul style="list-style-type: none"> <li>We eat food bought in the canteen in the canteen</li> <li>We do not eat food in the corridors</li> <li>We move to our lessons when the bell sounds (not to the canteen, toilet, R and R)</li> </ul> <p><b>Lunch time</b></p> <ul style="list-style-type: none"> <li>We eat our food sat down in the canteen, hall or Drama Studio</li> <li>We do not take food out of the canteen</li> <li>We only take bottled water out of the canteen</li> <li>We ensure all litter is picked up</li> <li>We will help any member of staff with litter picking</li> <li>Once we have eaten we choose an area and stay there</li> <li>We move to lessons once the bell sounds</li> <li>Field/PLC/Tennis courts do not open</li> </ul>	<p style="text-align: center;">until 12.40/13.10</p> <p><b>Canteen</b></p> <ul style="list-style-type: none"> <li>We use the correct entrances and exits</li> <li>We form an orderly queue in the canteens</li> <li>We sit down and eat our food</li> <li>We tuck our chairs in and clear our litter away from our tables</li> </ul> <p><b>Tutor Time</b></p> <ul style="list-style-type: none"> <li>We behave as we would in a lesson</li> <li>We work hard on all tasks given to us</li> <li>We take part in all our interventions and work hard in them</li> </ul> <p><b>Walking home</b></p> <ul style="list-style-type: none"> <li>We maintain perfect uniform until we arrive home</li> <li>We walk on the pavement</li> <li>We keep our phones in our bags until we leave the school site</li> <li>We are kind to everyone on the way home</li> <li>We do not ride scooters or bicycles on the school site</li> </ul> <p><b>Cover/Supply</b></p> <ul style="list-style-type: none"> <li>We sit in our normal seats</li> <li>We work our hardest on all task</li> </ul> <p><b>Library</b></p> <ul style="list-style-type: none"> <li>The library is an area for silent work unless the teacher is directing an activity</li> </ul> <p><b>Seating Plan</b></p> <ul style="list-style-type: none"> <li>We sit where our teacher chooses</li> <li>We only request changes to seating plans for a major reason and this is done outside of lesson time</li> </ul> <p><b>Assemblies</b></p> <ul style="list-style-type: none"> <li>We enter the assembly in silence</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>We accept consequences when we are given them</li> <li>We can be given consequences for any behaviour that impinges on learning or breaks the policy. For example:             <ul style="list-style-type: none"> <li>➢ Not completing enough work</li> <li>➢ Talking during times of silence</li> <li>➢ Talking when others are talking</li> <li>➢ Not trying their hardest on a task</li> <li>➢ Swearing/chewing gum</li> <li>➢ Not sitting where asked</li> <li>➢ Distracting other students</li> <li>➢ Lateness to lessons</li> </ul> </li> <li>We will not question consequences given in lessons. If we wish to discuss a consequence this is done outside of</li> </ul>	<p><b>lesson time</b></p> <p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>We wear our correct uniform, including no nails, natural make up and minimal jewellery daily</li> <li>We present perfect uniform at all times:             <ul style="list-style-type: none"> <li>➢ Sleeves on blazer rolled down</li> <li>➢ Skirt is knee length</li> <li>➢ Shirt tucked in</li> <li>➢ Long sleeved shirts can be rolled up</li> <li>➢ Students must ask/be given permission to remove blazers in classrooms</li> <li>➢ Blazers on until Summer Uniform is announced</li> <li>➢ Non-school issue jumpers and any hoodies will be confiscated if worn</li> </ul> </li> <li>We correct our uniform at the first time of asking</li> </ul> <p><b>Phones</b></p> <ul style="list-style-type: none"> <li>We have our phones switched off and in our bags</li> </ul> <p><b>Breaktime Detention</b></p> <ul style="list-style-type: none"> <li>We turn up when expected</li> <li>We attend the detention before going to the canteen</li> <li>We enter in silence and take a seat</li> <li>We complete our lines in silence</li> </ul> <p><b>Afterschool Detention</b></p> <ul style="list-style-type: none"> <li>We turn up when expected</li> <li>We enter in silence and take a seat</li> <li>We complete or lines in silence for the first 30 minutes</li> <li>We complete home learning/KO/silent reading after the first 30 minutes</li> <li>We understand that failure to attend once will double the time</li> <li>We understand that if we fail to attend twice we will be in the Grey Room and then serve the detention</li> </ul> <p><b>NB – Energy drinks are confiscated and only returned to parents/carers</b></p>
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“What you permit you promote”



## **Appendix Two**

### **Stage One Behaviour and Attendance Plans**

Report Cards

Home Learning Club

Personalised Target card

Reasonable Classroom Adjustments

Parents Contact

Request for investigation into learning needs

Return to school interviews

Attendance concern letter

Phone call regarding attendance from the tutor

### **Stage Two Behaviour and Attendance Plans**

Report Cards

Home Learning Club

Personalised Target card

Reasonable Classroom Adjustments

Tutor/Learning Mentor mentoring

Adaptations to unstructured times

Change of class or classroom environment

Support and Success Plan

Fortnightly parental contact

School attendance meeting

Attendance warning letter

Personalised attendance target card

Weekly or Fortnightly parental contact from Achievement Leader

### **Stage Three Behaviour and Attendance Plans**

Report Cards

Home Learning Club

Personalised Target card

Reasonable Classroom Adjustments

Behaviour contract

Achievement Leader mentoring

Adaptations to unstructured times

Change of class/classroom environment

Support and success plans

Interventions for behaviour and social skills

Fortnightly/weekly parental contact

CAF/TAC

School nurse referral

CISS referral

Risk assessment

Staff around the child meeting

Attendance catch up plan

Home visit

Personalised TT

EWO involvement

Attendance contract

Daily contact

School attendance panel

### **Stage Four Behaviour and Attendance Plans**

Weekly CLT-parental contact

Governor hearing

Referral to CAMHS

Referral to Educational Psychologist

Personalised timetable

IYFAP referral

Governor hearing (attendance)

Lessons in the Hub

MARF and CP

## Appendix Three

### 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 and 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.

#### Start of the day

1. I have handed in my phone and any other electronic items
2. I have sat down in the booth I was asked to sit in

	I have worked consistently hard with no periods of idleness and completed all of my work	I have not disrupted the work of other students or staff	I have raised my hand and waited politely if I needed something
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: \_\_\_\_\_




## 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**

Appendix Five

Castle Manor Academy  
Use of Reasonable Force Record Form

This form should be used where any member of staff has used reasonable force on a pupil.

Member of Staff Completing Form: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Place of Incident: \_\_\_\_\_

Names of any witnesses (student or staff) \_\_\_\_\_

\_\_\_\_\_

Description of incident; (include details of what occurred before the reasonable force was used, what type of reasonable force was used and why reasonable force was used)

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\_\_\_\_\_ (continue on reverse if

needed and sign and date on reverse)

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Appendix Six

CONFIDENTIAL

SUFFOLK PUPIL SUPPORT FRAMEWORK

*This pro-forma has been developed for Castle Manor Academy based on the Suffolk recommended pro-forma*

Pupil:	Date of Birth:	
Date of Meeting:	Statement: Yes/No	
Year Group:	SPSF Stage:	

Parties Invited	Status(Parent/Teacher/EWO etc)	Attending (yes/no)

Summary of Barriers to Learning (review of last plan/programme)

Strengths/What is going well? (review of last plan/programme-success in meeting previous targets)

--

<b>What will help? (What has helped since last meeting-any new ideas?)</b>
<b>Pupil's views (to be gathered at appropriate time):</b>
<b>Parent's/carer's views: (include any changes in circumstances since last meeting)</b>
<b>School's views:</b>
<b>Other agencies' views:</b>

Pupil Targets - <i>(clear, positive statements)</i>	Agreed Rewards
<i>(Small steps - attend tutor time, be polite to teachers etc.)</i>	
Agreed support (Target Card, Seating Plan, Learning Mentor etc.)	Who will do this?
<b>General/Long Term Goals (e.g. Participate in .../Contribute to .../Achieve ...)</b>	


Action Points ( <i>e.g. Arrange mtg with Targeted IAG Advisors/E.P./YOT Referral etc</i> )	Who Responsible/By when?
Date of next meeting & Location:	Room Booking

Signed

**Pupil:**

**Parent:**

**School:**

Copies to:										
Parent/s	HoY/H	SENCo	EWO	SocW	YOT	Mentor	Tutor/teachers	File		

**SUFFOLK PUPIL SUPPORT FRAMEWORK**

**INTERIM REVIEW MEETING No: .....**

Pupil's Name:

Date of Birth:

Tutor Group:

Date of Final Review:

SPSF Co-ordinator:

School:

Present:

Date the PSP started:

**Progress Report:**

What are we worried about?	What's working well?	What needs to happen

**Have the targets been met:**

Yes

Partially

No

**Changed or New Targets:**



Changed or New Strategies:

**Next Review Meeting Date:**

**Time:**

Signed .....

Signed .....

(pupil)

(SPSF coordinator)

