Castle View School

Pursue Excellence | Be The Best

Behaviour and Exclusions Policy

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This policy will be reviewed by:	Full Governing Body

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1. Aims & Purpose

This policy aims to:

This policy sets out the school's systems, rules and routines that help create a calm, safe and inclusive environment in which all pupils can learn, thrive and reach their full potential.

This policy aims to:

- promote high standards of behaviour and conduct across the school community;
- provide a consistent and fair approach to behaviour management;
- outline the rewards, consequences, sanctions and interventions used by the school to recognise positive behaviour and support pupils to improve where behaviour does not meet expectations;
- define the standards of behaviour expected of all pupils;
- identify what the school considers to be unacceptable behaviour, including bullying (see the Anti-Bullying Policy);
- support pupils to develop self-regulation, responsibility and positive relationships;
- summarise the roles and responsibilities of pupils, parents/carers, staff, leaders and governors in promoting positive behaviour; and
- help ensure that all members of the school community feel safe, respected and able to learn.

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2. Legislation, statutory requirements and statutory guidance

This policy has been developed with reference to the following legislation and statutory guidance:

- the Education Act 2002, as amended by the Education Act 2011;
- Children and Families Act 2014;
- Equality Act 2010;

- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996;
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
- Education (Educational Provision for Improving Behaviour) Regulations 2010 – **Off-Site Direction;**
- Human Rights Act 1998;
- Children Act 1989;
- Children Act 2004**.**

This policy is based on legislation and advice from the Department for Education (DfE) on:

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff
- Alternative provision - GOV.UK
- Working together to improve school attendance - GOV.UK
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

Non statutory advice:

- Searching, screening and confiscation
- Preventing and Tackling Bullying
- Restrictive interventions, including use of reasonable force in schools
- Behaviour in schools guidance – advice for headteachers and school staff
- Mental health and behaviour in schools (publishing.service.gov.uk)
- Understanding and Supporting Behaviour - good practice for schools (ECC – secure area)
- Positive environments where children can flourish - GOV.UK
- When to call the police - NPCC

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

In line with DfE guidance we will always ensure our Behaviour Policy is updated yearly, published to all stakeholders and available on our school website.

3. Definitions

At Castle View school we promote excellence in all we do and our staff, students and other stakeholders share in a community that strives to celebrate success. We work together to enable self-assured, confident and successful learners who are proud of their achievements and their school. However, on occasion our high expectations may not always be met.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons – this may include items such as scissors, screwdrivers or hammers or anything else that could be used as a weapon
    - Alcohol
    - Illegal drugs or any substance or item that could be used to intoxicate, eg: laughing gas, nitrous oxide canisters, ballooning paraphernalia,
    - Stolen items
    - Any item a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury or damage to any person, including the pupil.
    - Tobacco, cigarette papers, cigarettes, lighters

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Also reserve the right to search for;

- Mobiles Phones if concerns of usage
- Vapes/e-cigarettes

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/bi-phobic • Transphobic • Disability-based • Protected characteristics	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our School recognises that child on child abuse will inevitably occur and, in line with our Child Safeguarding Policy and KCSIE 2026, we follow statutory guidance to keep all our students safe from harm

Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenseless. Bullying will not be tolerated Castle View School, but incidents must be reported in order for the school to take action.

Our curriculum and assembly programme are designed to help our students understand the different forms abuse can take and what they can do to prevent it. With bullying of protected characteristics we ensure we adhere to Essex CC and DfE guidance. Any incidents of a sexual nature will be dealt with in line with our Child Safeguarding Policy and involve our Principal Designated Child Safeguarding Lead and may lead to a referral to Essex Social Care and / or Essex police.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bully strategy Anti_Bullying_Policy.pdf (castleview.essex.sch.uk)

5. Roles and responsibilities

5.1 The Governing Board

The Governing Board is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Approving this policy
- Ensuring that the school environment encourages positive behaviour and celebrates success
- Ensuring that all staff take responsibility for dealing effectively with misbehaviour Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them consistently
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside all other policies *(Safeguarding, SEND, Anti-Bullying, Exclusions, Searching,)* to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils where excellence can thrive through a positive approach of praise and celebration
- Establishing and maintaining clear boundaries of acceptable pupil behaviour in their classroom and around the wider school community, (the big classroom)
- Implementing the behaviour policy consistently in all that they do
- Communicating the school's expectations, routines, values and standards through modelling good behaviour and in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering how their own behaviour upholds the school expectation building an ethos of positivity
- Recording behaviour incidents promptly using BROMCOM
- Challenging pupils positively and with equity to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents. There are clear processes for all staff at all levels to support in managing incidents of poor behaviour.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy and upholding our high expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour. This should be done via the relevant SSO.
- Discuss any behavioural concerns with the class teacher promptly
- Actively engage in any pastoral support strategies following misbehaviour, (for example: attending reviews of specific behaviour interventions or follow up meetings as required)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

- The pastoral support that is available to them to help them meet the behavioural standards including the support of the Safeguarding team

Pupils will be supported to meet the behaviour standards and will be provided with reminder sessions via tutor time and / or assemblies as and when required

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to routinely feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy via the school evaluation processes throughout the year

Extra support and induction will be provided for pupils who are mid-phase arrivals via the Pastoral Support Team.

6. School behaviour curriculum

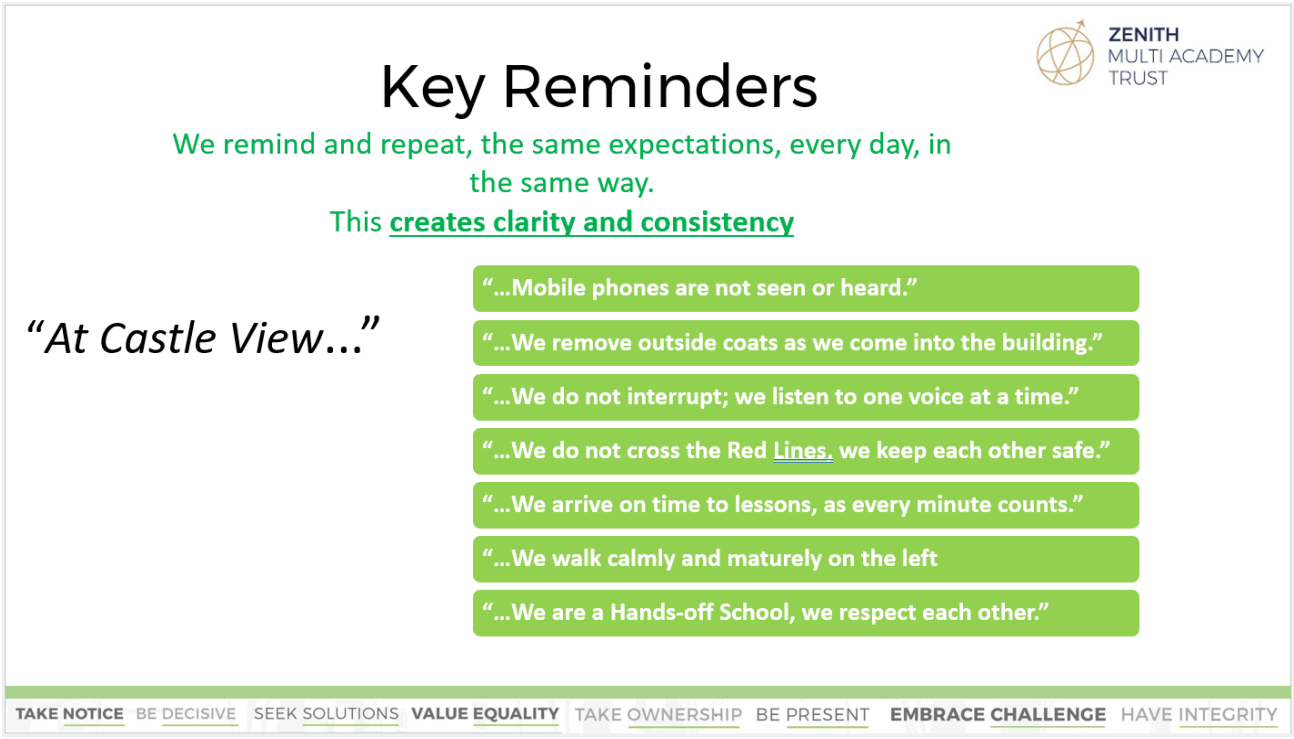
We encourage all our pupils to become responsible citizens through mirroring the expectations we experience in wider society. This is underpinned with our values which are referenced in all aspects of the curriculum. We place great emphasis on establishing consistent routines so that we can do the ordinary things extraordinarily well every day.

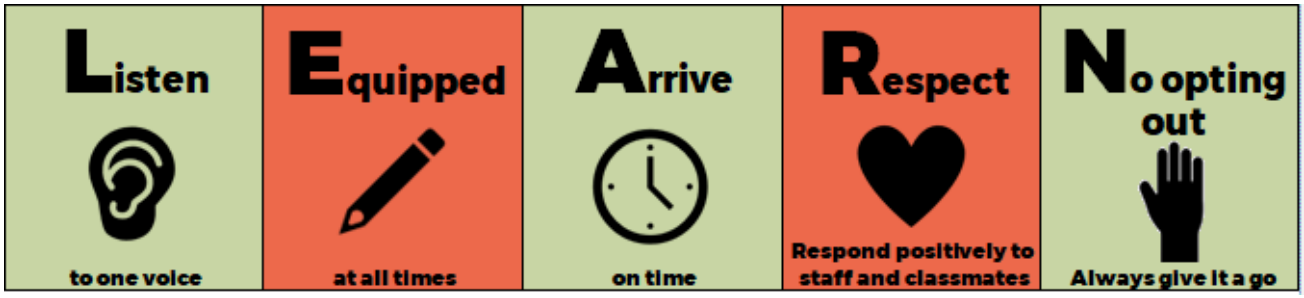
Pupils are expected to:

- ✓ Behave in a mature, orderly and self-controlled way
- ✓ Be respectful to members of staff, each other and members of the wider community both in and out of school
- ✓ Ensure they contribute to a quiet, purposeful learning environment in every lesson
- ✓ Move quietly and sensibly around the school, always walking on the left
- ✓ Treat the school buildings and school property with respect at all times
- ✓ Wear the correct uniform at all times
- ✓ Accept sanctions when given and take on board the feedback to improve their behaviour
- ✓ Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Our expectations are very clear and referred to using micro-scripts by all staff:





6.1 Mobile phones

We understand that for safeguarding reasons most parents prefer their child to have a mobile phone on them when they attend school in case of incidents to and from school. However, we are also aware that mobile phones can create an unnecessary distraction to learning and act as a catalyst for incidents including those that infringe our Child Safeguarding and Anti-Bullying policies. The DfE guidance is very clear regarding the use of mobile phones in school and recommend that mobile phone usage is restricted in the same way it is in the workplace.

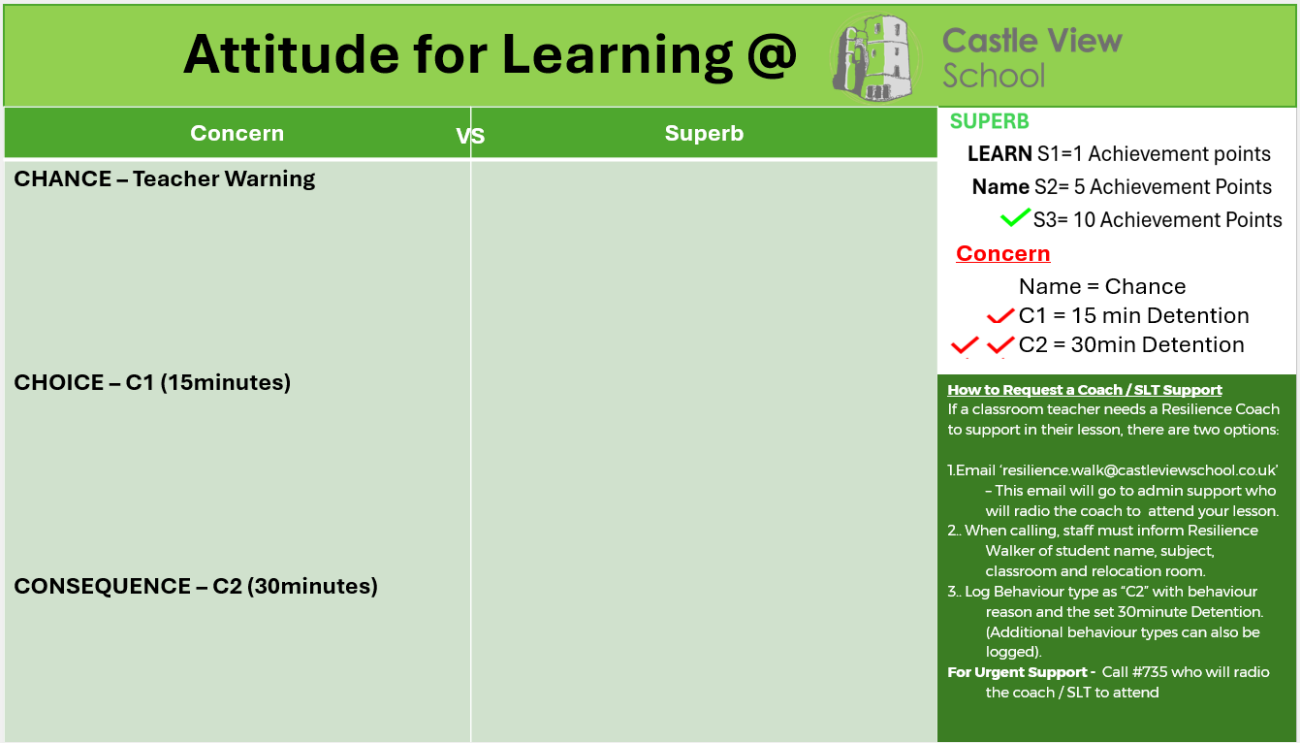
- Pupils are allowed to have mobile phones with them on-site BUT are NOT permitted to take them out of their bag or blazer
- If a pupil is seen using a mobile phone during the school day this will be immediately confiscated and moved to the school safe which is located in main reception. If a pupil's mobile phone is confiscated multiple times then a parent/carer of the pupil will have to collect
- There will be exceptions to the rules for medical or personal reasons – any student with an exception with have a note from their Student Support Officer
- If pupils choose to bring a mobile phone or any other electronic devices onto school site the school cannot be held liable for any loss or damage to the items
- A search could be conducted if there are concerns

The policy has been updated and further information is on Appendix 1 of this policy.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Routines and consistency in the application of the School Behaviour Policy are key. Staff should refer to the Behaviour procedures for further clarification this can be found in our Core principles booklet.



All staff will follow the Stage approach to Behaviour Management as outlined in the document. Staff will:

- Create and maintain a stimulating environment that encourages pupils to participate fully in their learning
- Apply a consistent and fair approach to managing behaviour that does not reach high expectations

- Develop a positive, professional relationship with pupils, which will include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines including a Smart Start and Smart Depart approach
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

R.I.S.E – Restorative Conversations

We use the R.I.S.E. script during behaviour conversations to provide a consistent, supportive approach to behaviour reflection. It helps staff guide students through restorative conversations using the principles of TTP (Trauma Perceptive Practice) – focusing on empathy, understanding, and positive relationships.

By modelling calm, reflective dialogue, the R.I.S.E. script supports students in taking responsibility, understanding the impact of their behaviour, and making positive choices moving forward.

7.2 Safeguarding & Remote Education

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Where students are working remotely, or access live/recorded, lesson normal expectations for behaviour apply, and sanctions can and will be applied as necessary should conduct fall below what is expected of out students. Students will receive reminders around the conduct that is expected of them in these circumstances

7.3 Responding to good behaviour - Rewards

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos of pursuing excellence and celebrating success.

Positive reinforcements and rewards will be applied routinely, clearly and fairly to reinforce the routines, expectations and norms of the school's ethos and culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to students & parents via distribution of 'I Noticed' cards
- Communicating praise to parents via a phone call or 'I Noticed' cards
- Half -termly Celebration Assemblies
- Positions of responsibility, such as prefect status, Student Leadership team, Anti-Bullying Ambassadors or being entrusted with a particular decision or project
- Whole class or year group rewards, such as a popular activity

Staff will give achievement points to students via BromCom and this will send a direct email to parents informing them. Achievement points earned are linked to Castle View Schools core values; Take Notice, Be Decisive, Seek Solutions, Valve Equality, Take Ownership, Be Present, Embrace Challenge, Have Integrity.

Students will be rewarded for achieving milestones, these are Bronze; Silver; Gold. Once a student has received a milestone within a Year, they will be celebrated by a certificate, coloured badge and will be able to choose a variety of prizes.

Students are rewarded for demonstrating the LEARN expectations in lessons. At the end of every lesson, teachers award achievement points to students who consistently meet these expectations, reinforcing positive behaviour and recognising their efforts – "I am an Achiever!'

The achievement point tariff is below:

Achievement type	Points	Examples of achievements given
LEARN achievement	1	Good effort in lesson, following LEARN expectations
S2 – Above and beyond contribution	5	Brilliant contribution to class discussions. Participation to afterschool activities
S3 – Exceptional achievement	10	Fantastic attitude to learning throughout whole term in specific subject. Fantastic attendance

S4 – Nomination for excellence	15	Nomination of excellence showing amazing display of progress across multiple subjects, Service to the community, shows positive contribution to school ethos
S5 – Platinum award for Excellence	25	Awarded Excellence in the subject, making over and above progress. Representing the school

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

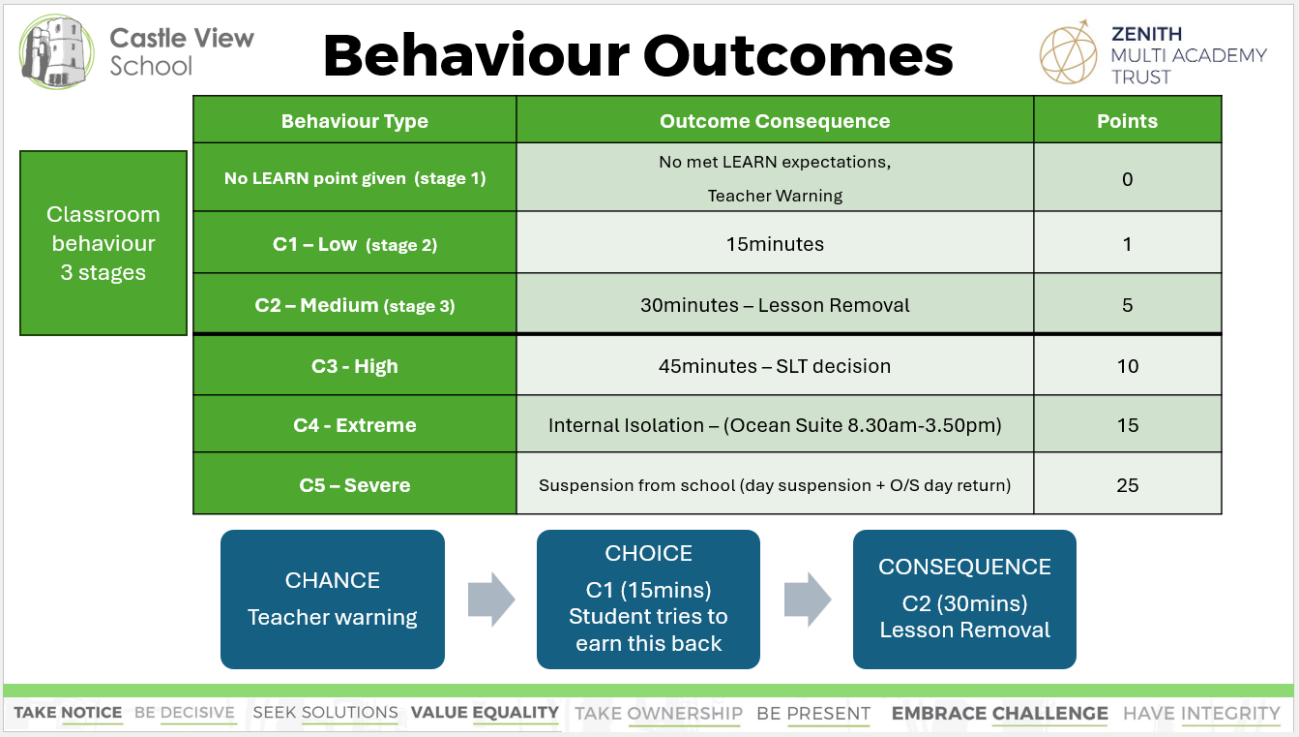
When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Being sent out to another classroom for time out using the department on-call rota
- Setting of written tasks such as an account of their behaviour or letter of apology
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to the Year Team Leadership such as SSO, HoY and / or SLT Link
- Letter or phone call home to parents
- Meetings with parents / carers to agree targets
- Agreeing a behaviour contract
- Putting a pupil on report to Form Tutor, SSO, DoL, HoY or SLT Link
- Referral to Ocean Suite (internal Isolation)
- Fixed Term suspensions in rare circumstances
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Below is how behaviour will be defined and monitored.



7.5 Reasonable force

At Castle View "reasonable force" will never be used to force compliance and will only be used as a last resort and when all other strategies have been tried or considered.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- The use of force can only be regarded as *reasonable* if the circumstances of an incident warrant it; i.e. it is absolutely *necessary*.
- The degree of force must be in *proportion* to the circumstances of the incident, age and understanding of the child and the seriousness of the consequences or harm it is intended to prevent
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

We also take the view that staff should not be expected to put themselves in danger and that removing other children and themselves from risky situations may be the right thing to do.

All staff have Continual Professional Development in the area of de-escalation and managing challenging situations. However, we consider that some members of staff require additional training in this area to enable them to carry out their responsibilities and better meet the needs of the pupils in doing so.

Training on the use of restrictive interventions equips staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed. It helps staff understand how to assess whether their response is reasonable under pressure. For any restrictive intervention, staff have been trained to consider in the moment:

- *Is it necessary?*
- *Is it proportionate?*
- *Has consideration been given to the pupil's welfare?*

Training in the first instance also focuses on the need to de-escalate.

Parents will be informed in writing of all significant incidents.

We train all staff on the need to minimise the need to use restrictive interventions, such as through prevention and de-escalation. Whole-school measures include ensuring staff are trauma-informed. Some students may also need bespoke plans and risk assessments in line with their needs.

In line with statutory guidance, we record all significant incidents and analyse data on the use of restrictive interventions.

All complaints or disputes which arise about the use of force by a member of staff will be dealt with according to our Child_Protection_and_Safeguarding_Policy_Sept_2026.pdf and complaints policy.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searching and screening students is conducted in line with the DFE's latest guidance on searching, screening and confiscation. Staff are aware of their responsibilities in line with PACE code C. The school will always have a focus on the wellbeing of the students during and after any search, whether an item is found or not.

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. Staff conducting a search will log all information within Castle Views Search Log Record.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf.”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact another member of SLT to support in determining why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Electronic Devices

Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so. Staff will consider the guidance as to whether there is good reason to examine and/or erase any content found on an electronic device and will consider the guiding principles in the Child Protection and Safeguarding Policy should there be reason to suspect there are indecent images on the device.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person.

This includes, but is not limited to:

- Indecent images of children
- Pornography
- Abusive messages, images or videos
- Evidence relating to suspected criminal behaviour

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Lockers
- Bags
- Uniform / clothing

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's monitoring logs.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the principal designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Screening

On occasion, Castle View School work alongside Essex Police who provide a screening service for all students and staff upon entry onto the school site. This is usually in the form of a knife arch but may be an alternative form of screening dependent upon the needs of the community.

7.7 Off-site misbehaviour

It is a parent's responsibility to manage the behaviour of their child outside of school and to keep them safe. Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. For non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, sanctions can be imposed.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

The following are some examples of times when the school may intervene to manage behaviour that has occurred outside of school (including online) where the student is in anyway identifiable as a member of the school community; this list is not designed to be exhaustive:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

A students' behaviour outside school can be considered grounds for a suspension or permanent exclusion.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the SSO with support from the Lead SSO and Pastoral AHT / DHT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy as well as our child-on-child separate policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in

accordance with this policy. At Castle View School we take malicious allegations against staff, other students and members of our wider community very seriously.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant,) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

- Complaints and concerns about the conduct of school staff

Should school staff be accused of misusing their powers in regards to any of the procedures in this policy, the headteacher will draw on advice in 'Dealing with Allegations of Abuse'.

Also please refer to our child protection and safeguarding policy and either our disciplinary policy or grievance policy dependent upon the nature of the allegation, for more information on responding to allegations of abuse against staff or other pupils.

8. Sanctions, Suspensions and Exclusions

Our behaviour system**:**

We use a simple stepped approach to help students make better choices:

- **Chance** – a warning is given
- **Choice** – a 15-minute detention, with a chance to improve
- **Consequence** – removal from the lesson and a 30-minute detention

Our aim is not just to issue sanctions, but to:

- Help students make positive choices
- Develop strong habits for success
- Make sure all students can learn without disruption

8.1 Detentions

All staff at the school have permission to set detentions as a proportionate sanction for failure to complete learning tasks or failure to meet our high expectations of conduct.

Centralised Detentions

- All student behaviour incidents and consequences will be recorded on BromCom. Behaviour points and detentions issued up to 1.30pm will result in the student attending a same-day after-school detention. This ensures that consequences are timely, consistent and closely linked to the behaviour that led to the sanction.
- Detentions will operate every school day and will begin at 3.15pm. This allows students a short period of time at the end of the school day to use toilet facilities, and have a brief opportunity to reset before the detention begins. All detentions will be supervised by the designated Detention Duty Team, who are responsible for maintaining a calm, purposeful and supportive environment.

- Where a student receives multiple behaviour consequences during the day, detention minutes will be accumulated and combined into a single detention session. The maximum detention length that can be served on any one day is 90 minutes. Should the total accrued detention time exceed 90 minutes, any remaining time will automatically be carried forward and completed on the next available school day.
- Students on an Attitude to Learning (ATL) Report will be subject to the same detention procedures and consequences as all other students.
- Failure to attend a detention without an agreed and authorised reason will result in an additional C2 consequence, adding a further 30 minutes to the student's detention time on the following school day. Where a student fails to attend detention on three separate occasions, they will be required to attend the Ocean Suite on the following school day and complete a 90-minute detention. This escalation reflects the school's commitment to ensuring that consequences are completed and that students are supported in meeting the school's expectations for behaviour, responsibility and accountability.

Communication with Parents and Students

- The school places a high value on clear and timely communication with parents regarding behaviour incidents and sanctions. Parents will receive a message or email on the day of any behaviour incident outlining the reason for the consequence and any detention that has been issued. This ensures that parents are informed promptly and can support their child in reflecting on their behaviour and meeting school expectations.
- Parents can also monitor their child's behaviour record, rewards, sanctions and detention information through the MyChildAtSchool (MCAS) application linked to BromCom. This provides parents with real-time access to information and strengthens the partnership between home and school.
- To ensure students are aware of their responsibility to attend, students will be reminded of any detention before the end of the school day. These reminders support students in organising their departure arrangements and help to minimise missed detentions. Clear communication with both students and parents helps to ensure that consequences are understood, completed and used as an opportunity for reflection and positive behavioural change.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time via the Resilience Staff. In rare circumstances and as a consequence of extreme behaviour, some pupils may be removed to our internal isolation room called the Ocean Suite.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the named member of staff as outlined in on Resilience and will be removed for a maximum of one lesson. If students are removed to the Ocean Suite this may be for 2 hours or longer depending upon the nature of the incident and the needs of the school. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Pastoral Senior Leadership.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- ✓ Meetings with members of the Pastoral Team
- ✓ DoL / HoY / SLT detentions
- ✓ Use of teaching assistants
- ✓ Attitude to Learning reports
- ✓ Long term behaviour plans
- ✓ Multi-agency assessment

Staff will record all incidents of removal from the classroom (C3) along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Internal Isolation

In line with Department for Education (DfE) guidance. Internal isolation may be used as a sanction for serious or persistent breaches of the school's behaviour policy.

Internal isolation (also known as *internal exclusion*) is a behaviour management strategy used to remove a student from the mainstream classroom temporarily, while allowing them to continue their education in a supervised, controlled environment.

Decisions regarding the placement of students in internal isolation are made by the Pastoral Leadership Team in consultation with the Ocean Suite Manager. All decisions will be based on the context, severity, and frequency of the behaviour. Parents and carers will be informed when appropriate, and relevant staff will be notified to ensure consistency of support and supervision.

Reasoning for Use

- To minimise disruption to learning for other pupils.
- As a short-term consequence for serious or repeated behaviour issues.
- To provide a structured space for reflection and targeted intervention.
- As an alternative to suspension, where appropriate.
- To allow time for reintegration planning following suspension or serious incidents.

1. Purpose and Scope

Internal isolation is used as a sanction for serious or persistent breaches of the school's behaviour policy. It aims to support the pupil in reflecting on their behaviour, re-engaging with learning, and preparing for a successful reintegration into the classroom.

2. Location and Supervision

Pupils placed in internal isolation will work in the designated area (e.g. the Ocean Suite) under supervision. The environment is structured and quiet, with access to curriculum work.

3. Duration and Timings

Ocean Suite typically runs from 8:45am to 3:50pm.

Students may spend one or more days in isolation, depending on the severity or frequency of incidents.

Breaks and lunch are taken separately from peers.

4. Expectations

Students are expected to complete set work, follow staff instructions, and adhere to conduct expectations while in isolation. Disruptive behaviour may result in escalation, including possible suspension.

5. Reflection and Support

Students will be given the opportunity to reflect on their behaviour, discuss next steps, and, where appropriate, complete a restorative conversation with staff involved.

6. Parental Communication

Parents/carers will be notified if a student is placed in internal isolation and may be invited to attend a reintegration or review meeting.

7. Support for Vulnerable Students

The use of internal isolation will take into account individual needs, especially for Students with SEND, SEMH needs, or safeguarding concerns. Reasonable adjustments will be made where necessary.

8. Recording and Monitoring

All use of internal isolation will be recorded and monitored regularly by senior leaders to ensure fair and consistent application.

8.4 Serious Sanctions

Fixed Term (suspension) and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or permanent exclude will be made by the Headteacher and only as a last resort.

> We follow the DfE guidance Suspension and Permanent Exclusion from Maintained schools, academies and pupil referral units in England, including pupil movement Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. Upon students return of a suspension, a reintegration meeting will be arranged this is to devise a reintegration strategy that offers the pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the Castle Views culture; and builds engagement with learning.

A suspension is only used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and to show a student that their current behaviour is putting them at risk of permanent exclusion. When suspensions are becoming a regular occurrence for a student, Castle View will consider whether suspension alone is an effective sanction for the student and

whether additional strategies need to be put in place to address behaviour. One of these strategies may be Off-site Direction.

Off-site Direction will direct a student to attend another education setting to improve their behaviour. This is where interventions or targeted support have not been successful in improving a pupil's behaviour. Off-site direction will be used on a time limited placement at an alternative provision or another mainstream school. During the off-site direction placement, the student will be dual registered. Review meetings will be in place for schools to monitor closely student's behaviour and conduct.

- Fixed term suspensions or permanent exclusion, will only be imposed by the Headteacher.
- The headteacher retains the authority to suspend a pupil in accordance with statutory guidance and school policy. However, in the headteacher's absence, this authority will be delegated to a named senior member of staff. Such delegation will be made in writing and reviewed annually. The following staff members are authorised to act on behalf of the headteacher in matters of suspension:
    - Sally Godfrey – Deputy Headteacher
    - Rachel Hurrell – Deputy Headteacher
    - Noel Evans – Assistant Headteacher
- The headteacher can cancel an exclusion that has not been reviewed by the governing board, notifying all relevant parties.
- Cancelled suspensions and/or exclusions will be reported to Governors on a termly basis.
- When a pupil is suspended or excluded, parents will be notified without delay. This also extends to social workers and/or virtual school heads as applicable for looked-after children and children with a social worker. The Designated Teacher for LACs will notify the LA as soon as possible if the child is likely to be permanent excluded.
- When a pupil is suspended or excluded, the Local Authority will be notified regardless of the length of suspension. For a permanent exclusion, if the pupil lives outside the Local Authority the Headteacher will also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it without delay.
- In the case of suspension, whether internal or external, parents will also be informed by letter. A member of the Pastoral Leadership Team will meet with and interview the parents and students before the student returns to the main school and conditions may be set for future behaviour.
- Upon return from a suspension, the student will be reintegrated into school through a period of internal exclusion, which will take place in the Ocean Suite. This reintegration period will run from 8:45am to 3:50pm each day. - The purpose of this internal exclusion is to support the student's transition back into the school environment, reinforce expectations, and address the behaviours that led to the suspension.
- Students returning from exclusion may be placed on ATL report where targets and conditions may be set for future behaviour.
- Where permanent exclusion is being considered, the student may be suspended for a short period before the final decision is made.
- In all cases of suspension / exclusion, a letter of explanation will be sent home detailing the nature of the offence and the rights of parents including the right to appeal.

- Permanent exclusion may be used for a first offence *(e.g. serious assault, possession of a dangerous weapon, substance misuse or sharing etc. Anyone who introduces the drugs culture into the school, or to its students, including possession of and dealing in illegal drugs or items used for intoxication, may be excluded permanently from the school.)*
- A student or students who has been suspended externally may not enter the school premises except with the express permission of the Headteacher or appointed deputy Headteacher.
- The Headteacher (or appointed Deputy) is required to report any suspended / exclusion, including an indication of the reason, to the Board of Governors on a termly basis.
- When a student has been suspended more than once, any subsequent offence which might lead to suspension will have the previous occasions taken into account and may result in permanent exclusion.

If there is an ongoing safeguarding investigation, (whether that includes a criminal investigation or not,) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. These decisions will be made alongside the duty to safeguard and support children and our duty to provide an education. Decisions will be made on a case-by-case basis.

- It should be recognised that in certain incidents the school may involve the Police. However, investigations or proceedings by the police will not prevent action by the school The Headteacher will take a decision based on the evidence available at the time.
- The Headteacher will consider all avenues as alternatives to permanent exclusion.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Persistent disruptive behaviour

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. Castle View provide information via the school census on pupils' subject to any type of suspension or permanent exclusion in the previous two terms. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable.)

Appeals against suspension / exclusion

- Parents may appeal to the Discipline Committee of the Governors against fixed term suspension and permanent exclusion.
- In the case of permanent exclusion parents also have the right to appeal to an independent review panel.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

A planned, sequenced approach will be implemented with the SENCO and Pastoral Leaders for any SEND child for whom behaviours are a concern. This may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (PLZ, Sensory Room, Ocean Suite,) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, teachers and School Leaders will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction to ensure we fulfil the statutory obligations as set out in the 2014 SEND Code of Practice.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Teachers speaking to the student about behaviour concerns and helping them to set targets to improve their behaviour
- Reintegration meetings with the student, parents, teachers and school leaders
- Daily contact with the pastoral lead
- ATL report card with personalised behaviour goals
- A conversation with their form tutor
- Intervention meeting with their Head of Year
- Parental meeting with a member of the Senior Leadership Team

- A member of staff allocated as a mentor for support
- Involvement in a personal development groups focusing on positive behaviours and developing self-esteem
- Involvement from the SEND department where speculative screeners and assessments are completed to identify underlying academic or social needs
- Consideration as to whether the student's needs meet Essex's SEND criteria and whether inclusion on the school's SEND register is appropriate
- Consideration as to whether an adverse childhood experience requires parents to seek wider external medical or counselling support if none is accessible to the school
- Completing work around understanding and overcoming prejudicial behaviours
- Providing a time out card and safe place location to attend (usually the PLZ) to provide a safe space for students needing support with emotional regulation
- Individual behaviour plan
- A period of time attending school via Pearl Suite or Ocean Suite, to support students in regulating their behaviour for learning while still accessing the curriculum.
- Where possible, support from an external agency, such as a family support worker or external mentoring.
- Offsite direction to an appropriate location for a specific time period with a clear rationale
- Offsite direction to an offsite location with a view to a managed move to enable a student to be well supported in a fresh start
- A Pastoral Support Programme
- Where a student has SEND, seek additional support from the Local Authority

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. The induction process includes parent and child meetings as part of the wider Year 6 transition process or SSO/HoY meetings with parents for mid-year admissions

11.2 Pupil Behaviour Training and Updates

Assemblies, Personal Development and Form Time activities will enable all staff to revisit pupil expectations of behaviour and conduct throughout the year. This will help ensure that all pupils understand the expectations, sanctions and rewards.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on all aspects of effective Behaviour Management:

- The needs of the pupils at the school

- How SEND and mental health needs impact behaviour
- Promoting a positive culture of rewarding and celebrating success

Behaviour management will also form part of continuing professional development for all staff. This is recorded in our CPD logs.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, AEP, Off-site Direction and Manage Moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by Pastoral Leaders, the Headteacher and members of the Governing Body

The data will be analysed from a variety of perspectives including:

- At school level
- By key group (SEND, PPG, gender, age)
- At the level of individual members of staff and department
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governing Body Personnel at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher and Governing Body

14. Links with other policies

This behaviour policy is linked to the following policies:

- RSHE policy.
- Mental health and wellbeing policy
- Exclusion policy – if the school has a separate one
- Anti-bullying policy
- School Uniform Policy

- Staff Code of Conduct
- SEND Policy
- Trust Alternative Provision policy
- Trust Child Protection and Safeguarding Policy
- Trust Online Safety Policy
- Curriculum policy, to include behaviour curriculum/PSHE

15. Complaints and concerns about the conduct of school staff

Any concerns or complaints regarding the conduct of school staff in relation to the implementation of this policy should be raised in accordance with the school's complaints procedure. Allegations that a member of staff has used unreasonable force or otherwise acted inappropriately will be managed in line with the school's safeguarding procedures and the statutory guidance *Keeping Children Safe in Education*. The Headteacher will seek appropriate advice and support in accordance with local procedures for managing allegations against staff.

The school recognises that members of staff involved in behaviour incidents may require support and appropriate pastoral care during any subsequent investigation or complaint process.

Appendix 1- Castle View School Mobile Phones/ Device Policy as an Appendix to the Behaviour Policy and Statement of Behaviour Principles: Student Mobile Phone and Smart Device Policy

Purpose and Principles

- This policy supports the school in establishing and maintaining a calm, safe and supportive environment that is conducive to teaching and learning, and in keeping children safe in education.
- In line with guidance from the Department for Education (DfE). all schools should be mobile phone-free environments by default. Anything other than this should be by exception only. At this school, any exception to this policy will apply only in a very small number of cases for verified medical reasons and can only be authorised by the Headteacher (H T).

Policy Statement

The school prohibits the use of mobile phones and other smart technology with similar functionality throughout the school day. This includes any device capable of:

- Sending and/or receiving notifications or messages via mobile phone networks or internet access
- Recording audio and/or video Taking photographs
- Accessing social media or online content Making calls
- The prohibition ap p lies: During lessons
- During the time between lessons at breaktimes
- At lunchtime
- During breakfast/morning clubs During after-school sessions
- At any other time while on school grounds Any events
- The school is therefore a mobile phone-free environment.

Enforcement

- This policy is fully enforced for all students. What does "mobile phone-free " mean? It means:
- Phones and smart devices must not be seen or heard at any time on school grounds. Devices must not be visible on a student's person (including blazer or trouser pockets). This applies during lessons, breaktimes, lunchtime, between lessons, breakfast club and after-school sessions.

A breach includes, but is not limited to: A mobile phone being used

- A mobile phone being heard ringing or vibrating
- A device being visibly out
- A device being visible on the student's person
- Consequences for inappropriate use of a mobile phone will fall in-line with the school's behaviour policy, confiscation will be the main means of consequence with increased severity for repeated issues.

Confiscation

Headteachers are backed by the Department for Education to confiscate mobile phones and similar devices, where considered proportionate, for whatever length of time they deem appropriate.

The law protects staff from liability in proceedings brought against them for any loss or damage to items confiscated as a sanction, provided they have acted lawfully.

When determining proportionality, the school will consider:

- The intended disciplinary outcome
- Whether alternative sanctions would achieve the same outcome The pupil's individual circumstances (including age and SEND)

Confiscation may serve as:

- A specific deterrent for an individual pupil
- A general deterrent for the wider school community

Minimum Sanction

The school will confiscate devices for a minimum sanction of parental collection at a time convenient to the parent/carer.

Repeated breaches will result in:

- Increasing lengths of confiscation
- Escalating behaviour sanctions in line with the Behaviour Policy

Persistent refusal to comply may result in further disciplinary measures, in line with the school's behaviour policy.

Safeguarding and Wellbeing

This policy supports:

- Reduction in distraction during lessons
- Prevention of cyberbullying and peer-on-peer abuse
- Reduced access to harmful online content during the school day Improved face-to-face social interaction