



Behaviour Policy

Castlewood School

Approved by:

Head Teacher: Mr T Scott

Date: 18/02/2022

Last reviewed on: February 2022

Next review due by: February 2023



Introduction

This policy is not a stand-alone document and forms part of the overall School Policies and should be read and used in conjunction with other policies, including the Safeguarding Policy, Health and Safety Policy (Trust Wide) and the School's Complaints Procedure. This whole school policy has been written in consultation with staff and is in accordance with:

The Education and Inspections Act 2006

Children Act 1989/2004

Human Rights Act 1998

UN Convention on Children's Rights

Common Law

Dept of Health Guidance on Permissible Forms of Control (1993) Health and Safety at Work Act 1974

It also reflects current guidance including:

The DFES/DOH Joint Guidance for Restrictive Physical Interventions July

2002-including a commitment from the school to fully adopt the BILD (British Institute Learning Disabilities) Code of Practice for the use of restrictive physical interventions

BILD Code of Practice 2010

Physical Interventions: A Policy Framework

Team Teach training and principles

Sir Herbert Laming Interpretation of the Children Act

DFE – Use of Force revised 2013

DFE – Behaviour and discipline in School - January 2016

Ofsted – Positive environments where children can flourish – March 2018

DFE - Searching, screening and confiscation – January 2018

Castlewood School is committed to promoting a safe, secure and orderly environment for learning. Effective learning, development and support can only take place in an atmosphere that is purposeful and calm. It is a central aim to promote positive behaviour from everyone who works, lives and shares in the school community, thus encouraging everyone to interact with each other in a consistent and appropriate manner built on mutual respect, tolerance and understanding.

Castlewood School is committed to inclusion. All strategic planning for improvement is focused on developing culture, policies and practices which include all learners. We aim to develop a sense of community and belonging whilst offering a breadth of opportunity to learners who may have previously experienced difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about creating equal opportunities for all learners, whatever their age, gender, ethnicity, impairment or background.



This policy is intended to guide the whole school community in respect of organisational practice when responding to all levels of behaviour; to be supportive, informative and bringing to the school a uniformity and consistency of action and response in relation to the behaviour of children and teaching staff. It is intended to contribute to the development of a safe and welcoming educational environment, based on tolerance and respect, in which children progress and achieve their best, academically, socially and emotionally, to ensure they are confident and equipped for the next stage of their lives.

Our Guiding Principles:

- All members of the school community have a responsibility to behave in a manner that keeps themselves and others safe, and to follow the school rules, policy expectations and Codes of Conduct, to maintain a safe, tolerant and orderly environment conducive to academic learning and social and emotional progress.
- Adults and children who feel valued and have their successes recognised tend to behave more appropriately.
- Adults and children when agitated and in crisis require a calm, patient, respectful and clear response that maintains their dignity and promotes their best interests.
- Adults and children who feel undervalued and unable to achieve success are more likely to express their feelings through inappropriate behaviour.
- The behaviour of some pupils may not necessarily respond to interventions although varied strategies will continue to be used.
- All staff aim to defuse rather than escalate. They aim for a positive outcome – a win/win situation.
- Restrictive physical intervention is used in response to a dynamic risk assessment, in accordance with the Positive Handling Policy, and in the best interest of the child.
- Recording and reporting incidents informs our thinking, planning and future practice.

Promoting care, calm and safe behaviour.

Daily routines and a carefully structured timetable promote a calm orderly environment for the whole school community. Staff try to anticipate any changes in routine and help young people be prepared for any change. Consistency in the application of rules is also expected. We aim to reduce the requirement for use of physical management by creating a calm, orderly and supportive environment. Castlewood School staff, at all times, maintain a duty of care and make decisions based on the best interests of our pupils. Duty of care, along with the rights to use reasonable force comes automatically with being given control or charge of pupils. At Castlewood School this duty of care starts when the child is greeted by us on arrival in the morning.

We know our pupils very well. They feel safe, secure and able to learn when working in a quiet, calm and happy school. We believe this can be best achieved by creating and maintaining an environment which is consistent, fair and predictable and where positive relationships develop and thrive, and by clearly communicating our expectations of our pupils and staff in a dedicated Code of Conduct.



Code of Conduct for School Staff:

All staff sign a MHAT Code of Conduct for Employees Policy annually. This incorporates how they are expected to respond to pupil behaviour, how they are expected to behave themselves and how they should contribute to the positive culture of the school. Staff also sign the MHAT Code of Conduct Gifts & Hospitality document. Both are available to staff on the school system 'Parago' or on request from the school office.

Home School Agreement:

Pupils and their parents/carers are asked to read, understand and sign their Home School Agreement when they join Castlewood School and annually thereafter. *The Home School Agreement is attached at Appendix 1.*

Modelling and shaping appropriate behaviour

The school staff focus on the positive and to take the opportunity to use praise as opposed to criticism. We are more likely to be successful in our interactions in supporting those in our school by adopting such an approach. Staff need to be consistent in:

- Greeting pupils
- Modelling appropriate behaviour
- Clarifying what is acceptable/unacceptable behaviour
- Rewarding effort and good behaviour
- Using praise, motivation and reinforcement
- Respecting the rights of pupils to express emotion and frustration in a suitable way
- Encouraging pupils to understand their feelings and be taught to manage their own behaviour
- Promoting independence, choice and creating opportunities to take responsibility
- Showing a caring attitude towards children, their parents and all members of the school community
- Involving parents, professionals and others in ensuring consistent approaches to managing challenging behaviour
- Respecting the privacy of individuals
- Maintaining clear and secure boundaries
- Working towards meeting individual needs by responding in differentiated ways
- Valuing each pupil as an individual whilst being aware of group dynamics
- Starting each day afresh, where possible, or having an alternative plan in place so that this is possible
- Having high expectations for behaviour, social and emotional progress and academic success
- Having clear class routines and procedures so as to create a calm environment
- Providing positive reflection and thinking time – independently and with support
- Providing certificates as recognition and making good use of the reward system

Screening, searching, confiscating information can be found in Appendix 2.

Behaviour Beyond the School Gate information can be found in Appendix 3.

Anti-Bullying Policy can be found in Appendix 4.



Rewards and Sanctions:

Rewards

- Verbal praise is used regularly to reward good behaviour, efforts in learning and attempts to manage or rectify poor behaviour
- Up to 4 Sleuth points are awarded every session, whether a lesson or other part of the school day, eg: lunch.
Pupils earn them for:
 - Be There
 - Work Hard
 - Be Nice
 - Success Programme Individual Target
- Sleuth points are accumulated over a week and lead to a Bronze, Silver or Gold category.
- Silver and Gold category pupils are rewarded on a Friday afternoon with on-site and off-site activities.
- Bronze category pupils have a period of reflection with Senior Leadership Team before joining the on-site activities.
- Academic effort is rewarded with subject certificates for pupils and recognition in school assemblies.

Sanctions

- Verbal reminders are used to encourage good behaviour
- The completion of unsatisfactory or incomplete work will be undertaken at break time, lunchtime or after school – detentions may be imposed without the permission of the child's parent and although not legally required, it is good practice to inform parents prior to the execution of the detention.
- School based community service may be required following damage or disruption – such as 'righting a classroom', removing graffiti or picking up rubbish
- Regular reporting – being placed 'on report' may be used for pupils who have a pattern of disruption, limited work, non-attendance or poor punctuality
- Time away from peers may be used when a member of the Senior Leadership Team feels that removal of the pupil from the class would be more conducive to learning for the individual or their peers
- Fixed Term Exclusion is used for unsafe behaviour, unprovoked or severe assault on another pupil, bullying and assault against a member of staff.
- When pupils are involved in a verbal or physical altercation, or bullying, a Restorative Justice conversations may be used instead of, or in addition to, a Fixed Term Exclusion
- Permanent Exclusion is used for unsafe behaviour, unprovoked or severe assault on another pupil and assault against a member of staff, and may be used for persistent disruptive behaviour that contravenes this behaviour policy and is not conducive to the efficient and effective education of the other pupils at the school.
- Pupils will not normally be restricted from attending trips, vocational or alternative provision or therapies and intervention as a sanction, unless the safety of the individual or others as a result of their behaviour is considered to be paramount.



Involving the Police:

- Advice may be sought from the Police and other agencies at any time.
- The Police will be involved in most cases that result in injury to staff or pupils; the use or supply of illegal substances (including alcohol); the possession and/or distribution of pornographic images; or damage that is caused by wilful intent, and this may result in prosecution.
- The Police may also be called to attend Castlewood School – Solihull, or any location in which a staff member takes responsibility for pupils (such as a trip or visit); if the violence or aggression of a pupil, or the nature of their behaviour is considered unsafe for staff to address.

Support for staff:

This policy aims to be clear and explicit in order to give staff the confidence to do the right thing.

- All members of the school community have the right to feel safe and not be injured or abused by pupils or their families – all policies and practices will support this premise.
- Every member of the team will be actively involved in supporting their colleagues through team meetings and discussions. Debriefing and solution focused meetings provide support and consider the next steps for dealing with an individual child, focusing on the behaviour causing concern. Debriefing meetings happen daily and solution focused meetings for specific pupils are provided upon request or following significant incidents.
- The school recognises that the behaviour of some pupils has a detrimental effect on staff's level of stress. School leaders recognise their duty of care and will make a conscious effort to share the skills and expertise they have to overcome this difficulty and provide effective supervision and debriefing.
- The school provides support for staff and pupils using Individual Behaviour Plans which are based on tutor risk assessments, SENCO and Team Teach tutor advice.
- Training in the management and support of challenging behaviour: including the use of verbal and non-verbal de-escalation and communication approaches, conflict resolution strategies, self-protection strategies and restrictive physical interventions for the purpose of escorting and holding children (Team Teach training) is provided to all staff.
- The skills and expertise of our 'in house' TEAM TEACH tutors is used to constantly support, guide and enhance our practice.
- Positive class or curriculum changes are instigated for particularly challenging pupils.
- Behaviour management is revisited regularly in staff meetings, this may include advice from visiting professionals.

Responsibility and involvement of Parents/Carers:

We aim to work closely with parents/carers of our pupils by:

- Inviting parents to attend reviews: i.e. admission and placement reviews; and the Annual EHCP Review.
- Supporting referrals to external agencies.
- Expecting and encouraging parents to attend open days.
- Informing parents by telephone on the day, if restrictive physical intervention has been required, if their child's behaviour has been challenging or if they have achieved well.
- Parents/carers will be involved in all aspects of their children's behaviour and have a responsibility to support their education and work to remove any barriers to their education.
- Parents/carers will be encouraged to work in partnership with the school to encourage and promote positive behaviour and will be expected to attend extra-ordinary meetings following a serious incident or exclusion, to discuss how we can work together to best support their child.

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- Exclusion is only used when a pupil's behaviour is unsafe or they have been involved in an assault. Following an exclusion parents/carers are required to attend a reintegration meeting at school immediately after the end of the exclusion, to discuss the unsafe behaviour or assault, and work with the school to prevent their child's behaviour from impacting negatively on the safe environment of the school and their child's education. Castlewood School believes that working together in this way, is imperative to the well-being and future success of the pupil.
- Where necessary and appropriate, Individual Behaviour Plans will be reviewed and agreed.
- Being available to share ideas, discuss difficulties and concerns in relation to behaviour on an informal basis
- Inviting parents to celebrate their child's achievements at, performances and concerts.

Supporting our pupils who are persistent with their challenging and disruptive behaviour and/or whose needs are complex:

Our aim is to:

- Maintain a positive attitude to all children.
- Try to listen to what the child is communicating through their behaviour.
- Be optimistic regarding children's ability to recover normal development.
- Be sympathetic to pupils' difficulties but retain high expectations for their future.
- Aim to keep all pupils on task and in class and where this is not possible, design a bespoke curriculum that contributes to the pupils' future social, emotional or academic success.
- Approach pupils pleasantly and respectfully, speaking calmly and quietly.
- Defuse rather than escalate, aiming for a positive outcome.
- Utilise Pastoral support to keep pupils safe from themselves and others; and/or prevent further disruption to learning.
- Use Individual Behaviour Plans (IBP) for pupils who require particular techniques to support their needs or require planned response when physical intervention is required.
- Listen to 'voice of the child' through the repair and rebuilding stage following restrictive physical intervention (appropriate to the child's age and stage).
- Maintain close observation of pupils who are considered at risk of absconding or at risk of self-harm; and inform a member of senior staff if a child appears to be in any danger.
- Ensure that behaviour support strategies are a frequent focus of staff meetings, weekly training sessions, daily debriefs and solution focused meetings.
- Record all incidents and analyse the data produced, acting upon this data analysis to produce appropriate provision e.g. by providing extra interventions such as therapy sessions for pupils with most complex needs and referrals to external agencies such as SOLAR, Occupational Therapy and Speech and Language Therapy.

Reflection and Thinking Time and use of 'Safe Spaces'

As a supportive measure, when necessary, we may ask pupils to work in isolation. This will happen if:

- The pupil's behaviour becomes too dangerous to remain in the classroom
- There is a need to manage specific individual behaviours
- The child's behaviour is preventing the rest of the class from learning
- Or as a positive strategy to re-engage the child in learning

In these instances, pupils remain under supervision at all times.

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Safe Space Practice

Use of a Safe Space is a positive intervention for a pupil who is finding it difficult to cope within the general school environment. It provides an opportunity for the child to calm down in a physical space that is safe, non-threatening and non-demanding. Pupils are encouraged to identify and use a Safe Space as an opportunity for them to regain their own composure and calmness. Children, where possible, need to feel enabled to actively choose using a Safe Space as a positive option, instead of resorting to aggressive behaviours toward themselves or others.

The use of a Safe Space is an opportunity for the child to collect their thoughts, away from the class, under the supervision of an adult. Pupils will be expected to be calm before they can safely reintegrate into the learning environment. If the child is unable to judge for themselves when they are safe, the member of staff supervising the pupil should assess the situation, and if needed, support the child to be safe.

Some pupils may require physical intervention in order to be escorted and guided into a Safe Space. Our Safe Space is fit for purpose, with non-stimulating colours and minimal furniture. The pupil must be visible and monitored by a member of staff at all times.

There are other spaces around the school, such as classrooms and offices, outdoor seating areas and pre-designated spaces where pupils may choose to take themselves.

Safe Space Procedure

Pupils should know the availability of a Safe Space and be empowered to request a Safe Space as a positive intervention. Pupils should also be encouraged and prompted to take themselves there, if they do not immediately recognise the need. Staff should only physically prompt a child to a Safe Space when there has been a dynamic risk assessment and it is in the best interest of the child.

- a) Where possible, two members of staff will be involved in accompanying the child to a Safe Space. All staff understand the importance of monitoring the child and the use of a 'change of face' as a de-escalation technique.
- b) Staff are trained how to safely escort pupils to and release them in a Safe Space, using Team Teach approved techniques.
- c) No lock can be placed on a Safe Space door to prevent the child from leaving. Only if the child presents a significant potential risk to themselves and others can they be prevented from leaving the room by trained staff. The procedure should be clearly explained to the child and later documented. All incidents requiring Restrictive Physical Intervention must be reported verbally to parents and carers, and recorded in a written report on Sleuth.
- d) As far as possible staff should use a positive approach in a Safe Space, encouraging pupils to become calm before leaving the room. Staff must always bear in mind the therapeutic potential gained from children learning to contain their own emotions, but must remain mindful of the potential trauma for some pupils of seeing themselves as 'trapped' or claustrophobic. These aspects need to be verbally fed back to the child and praise should be given for attempts to de-escalate themselves.

Safe Space Versus Opting Out

There are pupils who may use a Safe Space as an 'opt out' from work. For these individuals there will be a clear time limit and investigation into how the pupil can be encouraged to join the group. Staff should help pupils motivate and contain themselves in the classroom environments where ever possible.



Use of Time Away from Peers

Staff will provide a supervised space for pupils to engage in learning in school, but away from their peers. Pupils will be expected to complete the work set by their teachers, supported by appropriate staff.

Time away from peers is used:

- a) When a pupil's behaviour or attitude to learning has disrupted the learning of others
- b) When a pupil's behaviour has been unsafe and/or resulted in an assault on a pupil or member of staff
- c) To enable a pupil to catch up with any learning missed as a result of their behaviour and to ensure that the pupil is socially and emotionally ready to return to class.

Pupils may be away from their peers for up to a school day, or a part thereof. If pupils remain away from their peers for break time or lunch time appropriate food/drink is brought them. Pupils are not permitted to return to general circulation without permission.

The reason and period of time away from their peers is determined on an individual basis, such that returning the pupil to general circulation will be detrimental to the safety and/or good order of the school, or be detrimental to the learning of the pupil or others.

Use of this sanction reviewed daily by a member of the Senior Leadership Team in the debriefing meeting at the end of each day.

Restrictive Physical Intervention (RPI) – Positive Handling Policy

There is recognition that there will be situations when staff deem it necessary to exercise reasonable force to prevent harm. Everybody in school is responsible for the safety of our children and there may be occasions when it is necessary for staff to use restrictive physical intervention (RPI) to safeguard the welfare of a child and reduce the risk of harm. There is a three-word check list that is used for all RPI incidents:

Is Restrictive Physical Intervention...

- 1) legal
- 2) necessary
- 3) reasonable

Positive Handling Plan (PHP) are written for pupils whose behaviour is a foreseeable risk and who require any form of contact, physical reassurance or restrictive physical intervention, and/or are written after the first episode of physical management. These plans are formally reviewed termly and informally amended if necessary after every significant incident. Individual risk assessments are in place for whose behaviour presents a risk of harm to self or others.



Castlewood School has adopted the TEAM TEACH approach and model of training. A significant part of the training centres on minimising the requirement for use of physical management, and it also includes a range of personal safety strategies and methods for holding children safely. Team Teach training has achieved the ICM Quality Training Centre Award in accordance with DCSF and Department of Health Guidance. Positive handling training is always provided by qualified instructors within rigorous guidelines.

The vast majority of incidents are managed using de-escalation. RPI is only used when absolutely necessary. The circumstances for using RPI are predicated on whether there is a foreseeable risk that the child will:

- Harm themselves
- Harm others
- Damage property
- Act in a way that is prejudicial to the maintenance of the order and discipline of the school or among any of its pupils and is likely to lead to unsafe behaviour
- Commit a criminal act

The nature of the physical intervention will be:

- with reasonable use of force,
- proportionate to the risk posed by a child's behaviour,
- considered absolutely necessary by the dynamic risk assessment, and
- in the best interest of the child.

The physical intervention applied will be for the shortest amount of time as possible, and with the best interest of the child as paramount concern. The physical intervention, whenever possible, will be away from other pupils and with a second adult present. We will aim to use the physical intervention techniques and principles adopted as part of our TEAM TEACH training and work within the law regarding our duty of care.

We have adopted the training and principles of TEAM TEACH whose techniques are designed using biomechanics not pain. We acknowledge there are risks involved whenever people make physical contact and use force to protect, release or restrain. We use dynamic and planned risk assessments to reduce these risks and keep best interest of the child as our paramount concern. The use of a de-escalation techniques including the use of a Safe Space, 'change of face' or 'critical friends' continue to be offered to the pupil throughout the physical intervention.



Appendix 1

The Home School Agreement

HOME SCHOOL AGREEMENT

The Parents/Carers of _____

I/We will:

- Ensure that my child attends the school regularly, dressed in the correct uniform, on time and properly equipped
- Let the school know about any concerns or problems that might affect my child's work or behaviour
- Support the school's policies and guidelines for behaviour and learning
- Attend annual reviews and other school events to discuss my child's progress
- Get to know about my child's life at the school.

Castlewood School (Solihull) will:

- Provide your child with a high standard of education, equal to or surpassing rigorous national guidelines, within a balanced curriculum
- Ensure that our learning environment is stimulating and challenging
- Keep your child safe, which may include the use of Physical Interventions
- Teach your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need
- Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them
- Contact Parents/Carers if there is a problem with attendance, punctuality, equipment or uniform
- Let Parents/Carers know about any concerns or problems that affect their child's work or behaviour
- Contact home with regular assessments and an Annual Report
- Set, mark and monitor homework and, when required, provide facilities for children to do homework
- Arrange Progress Reviews during which progress will be discussed
- Keep Parents/Carers informed about school activities through regular newsletters, notices about special events, and updates on the school website

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I, _____, pupil at Castlewood School (Solihull) will

- Act safely and sensibly at all times
- Respect other pupils' culture, race, feelings, beliefs and values
- Complete all school work and homework to the best of my ability
- Ask for help if I need it and try my best in all that I do
- Be kind and speak politely to everyone in school.
- Take good care of the building, equipment and school grounds.
- Tell a member of staff if I am worried or unhappy
- Hand in on arrival at school;
 - my mobile phone
 - any electronic device
 - any non-uniform clothing

I understand that I will be able to collect my items on the way home after school.

I, _____, will also **not** bring to school

- tobacco or tobacco products, lighters, matches and all smoking-related products, including electronic cigarettes
- drugs, other than prescribed medicine that I will hand in on arrival
- alcohol
- any item that can be used as a weapon

I understand that if I do bring any prohibited items, these will be confiscated and returned, if appropriate, to my parents or carers, not to me.

I, _____, also agree to arrive at school

- punctually every day
- wearing the correct uniform
- equipped with what I need for school
- and to be searched if staff feel there is a need

Signed:

_____ (Pupil)

_____ (Parent / Carer)

_____ (School)

Date: _____



Appendix 2

Screening, Searching and Confiscation

School staff can search pupils, with their consent, for any item which is banned by the school rules to ensure the safety of all in the school. Schools are not required to have written consent. If a pupil refuses to co-operate with a request to search, the school can apply an appropriate disciplinary penalty.

The Headteacher and staff authorised by the Headteacher, have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs, 'legal highs' and legal medication
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for – eg. mobile phones and other mobile devices or bags

Confiscation:

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. Should a child be suspected of having something inappropriate in their possession at school, the teacher is entitled to remove this from the child's possession and may dispose of the item, may hand it back to the pupil at the end of the day, may require the parent/carer to collect the item, or if appropriate to do so, may report the item or deliver it directly to the police. Where an electronic device that is prohibited by the school rules or is likely to be used to commit an offence or cause personal injury or damage to property is found during the search, the member of school staff conducting the search may examine or delete data and files. Parental consent is not required for them to do this. School staff may also decide to retain the device in school as a breach of school discipline and do not require parental permission to do so.

Searching contd:

In all circumstances permission from the pupil to conduct a search will be sought first. It is only in exceptional circumstances where a search will be conducted without the pupil's consent. The member of staff will, if conducting a search for a suspected item, enlist the support and presence of a colleague, and wherever possible, the staff will be of the same sex as the pupil. A search may be conducted by a person of the opposite sex and/or on their own, only if there is a serious risk of harm if the search is not conducted immediately. If a search has been conducted without consent, then parents/carers will be informed. The school is not required to inform parents before a search takes place or seek their consent to search their child. Searches without consent can only take place on the school premises or in a location in which the member of staff has lawful charge of the pupil – eg. on a school trip.

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Note: Complaints about screening or searching will be dealt with through the normal complaints procedure.

Screening:

The school occasionally requires pupils to undergo screening via a hand-held metal detector – ‘wand’ and does not require the consent of pupils and staff do not have to have suspicion of concealment. Any member of school staff can ‘screen’ pupils. If a pupil refuses to be screened, the school will refuse entry to the school premises, as Health and Safety legislation requires that the school is managed in a way that does not expose pupils or staff to risks to their health and safety, including making reasonable rules as a condition of admittance. If a pupil does not comply and is refused entry, the school has not excluded the pupil and the pupil’s absence must be treated as unauthorised absence, as the pupil should comply with the school rules and attend.



Appendix 3

Behaviour Beyond the School Gate

The power to discipline beyond the school gate:

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate. Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Our policy covers any inappropriate behaviour when pupils are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform or in some way identifiable as a pupil at our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school or have repercussions to the orderly running of the school

In the instances above, the Headteacher or member of staff designated by the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a member of the public, the police will always be informed.



Appendix 4

Our 'ANTI-BULLYING POLICY'

At Castlewood School, it is recognised that bullying is an unpleasant and unacceptable feature of school life. The whole school staff, in conjunction with parents/guardians and the wider community are committed to reducing the number of incidents of bullying in school and associated problems out-with the immediate school environment. All staff meet regularly to discuss strategies for dealing with bullying.

What is bullying?

Bullying takes a variety of forms. It can be defined as repeated and systematic harassment or attack on others. It may be by individuals or groups. It can include many different behaviours such as:-

- Physical violence or attacks.
- Verbal taunts, name-calling, put-downs, ridicule.
- Threats and intimidation.
- Extortion or sealing of money / possessions.
- Damage to personal property.
- Exclusion from a particular group.

All of these may be minimised by the bullies, but cause real distress or upset for the victims. This can affect their learning and general well-being. Posters of bullying are displayed in the school and in the community.

What is the school doing to help?

In School

- All pupils are expected to adhere to the Pupil Code of Conduct which reinforces our 'zero-tolerance' approach to bullying.
- All members of staff adhere to a Code of Conduct which ensures consistency of approach towards pupil behaviour across subject departments.
- School rules regarding acceptable pupil behaviour are re-enforced in PSHE and Tutor Time.
- There are 'Anti-Bullying' inserts in all the PSHE programmes and E-Safety training.
- Vulnerable pupils are identified and participate in group work, focusing on self-awareness.
- Individual work and group work takes place for pupils who have been bullies themselves, to look at their behaviour and its effects on others.
- School staff work closely with other agencies to tackle the problem of bullying.

Outside the School

- Training for staff and outside agencies to further explore anti-bullying strategies is ongoing.

What happens in school if an incident of bullying occurs?

- It is vitally important that all pupils understand that they must report incidents of bullying to someone, so that the incident can be dealt with. This should apply not only if they themselves are the victims, but also if someone else is being affected. Bullying is not to be tolerated!
- In the case of assault, the Police will be involved and this may result in the pupil deemed to be the 'bully' receiving a police warning or even being charged.