



Castleford Academy



Behaviour Policy

Version No:	Date Ratified:	Review Date:
5.0	01.08.2018	01.08.2021



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Statement of Intent

Castleford Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of academy life.

We are committed to:

- Promoting outstanding behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all. Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers/guardians.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the Academy's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

For the purpose of this document, behaviour refers to pupil conduct in the academy and outside the academy gates as set out in the Department for Education (DFE) guidance February 2014.

The latest DFE guidance can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463452/Behaviour_and_discipline_in_schools_guidance_for_headteachers_and_staff.pdf

A handwritten signature in black ink, appearing to be 'O. S. L.', written in a cursive style.

Signed by:

Headteacher

Date: 01.08.2018

A handwritten signature in black ink, appearing to be 'W. Cliff', written in a cursive style.

Chair of Governors

Date: 01.08.2018



1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of this Behaviour Policy and the procedures of Castleford Academy.
- 1.2. The governing body has overall responsibility for ensuring that this Behaviour Policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the Academy's Complaints Policy.
- 1.4. The headteacher will be responsible for the day-to-day implementation and management of this Behaviour Policy and the procedures of Castleford Academy.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so as well. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy.
- 1.7. Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside of the academy.
- 1.8. Parents and carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside the academy and out in the wider community.
- 1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to their Year Leader or a member of SLT.

2. Definitions

- 2.1. Castleford Academy defines "unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the academy within the wider community, and/or any illegal behaviour, or behaviour which may disrupt the education of the perpetrator and/or other pupils, including but not limited to:
 - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.



- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Arriving at the academy under the influence of drugs or alcohol.
- Possession of banned items.
- Truancy.
- Smoking.
- Refusing to comply with Academy rules/procedures and disciplinary sanctions.
- Failure to follow the instructions of a member of staff.
- Theft.
- Swearing.
- Fighting.
- Any other illegal behaviour.
- Lateness.
- Low level disruption and talking in class.
- Failure to complete classwork.
- Rudeness.
- Lack of correct equipment.
- Refusing to complete homework, incomplete homework, or arriving at the academy without homework.
- Refusing to adhere to Academy uniform policy □ Disruption on public transport.
- Use of mobile phones/electronic devices without permission.
- Graffiti.

This is not an exhaustive list.

3. Training of staff

- 3.1. At Castleford Academy, we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying potentially at-risk pupils.
- 3.2. Teachers and support staff will receive training on this Behaviour Policy as part of their new starter induction.



- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development.

4. Pupil expectations

- 4.1. Pupils will be expected to follow the academy universal rules of Ready/Respect/Safe, which require pupils to:
 - Wear the academy uniform correctly.
 - Conduct themselves around the academy premises in a safe, sensible and respectful manner.
 - Arrive to lessons on time and fully prepared.
 - Follow instructions given by staff.
 - Behave in a reasonable and polite manner towards all staff and pupils.
 - Show respect for the opinions and beliefs of others.
 - Complete classwork as requested.
 - Hand in homework at the time requested.
 - Report unacceptable behaviour.
 - Show respect for the academy environment.

5. Smoking and drug policy

- 5.1. In accordance with Part 1 of the Health Act 2006, Castleford Academy is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 5.2. Parents/carers/guardians, visitors and staff must not smoke on the academy grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 5.3. Pupils, including sixth form students over the age of 18, are not permitted to bring smoking materials or nicotine products to the academy. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 5.4. Pupils smoking cigarettes or e-cigarettes on the academy premises will be internally excluded and spend time in Connect.
- 5.5. In the interest of health and hygiene, we request that people refrain from smoking outside the academy gates and in the vicinity of the academy gates and grounds. Pupils smoking outside the academy gates or in the vicinity of the academy grounds will be placed in Connect.

6. Rewarding good behaviour

- 6.1. At Castleford Academy we believe that good behaviour is best promoted and developed by drawing attention to and rewarding well behaved pupils.



- 6.2. At Castleford Academy the rewards system is based around the awarding of epraise points which in turn lead to certificates and other rewards.

7. Unacceptable behaviour

- 7.1. Unacceptable behaviour will not be tolerated at Castleford Academy.
- 7.2. The academy operates a no physical contact rule; it is made clear to all pupils that physical contact of any nature will not be tolerated. Castleford Academy will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour. Staff will not use physical restraint unless a pupil is at immediate risk – see Appendix 10 Restraint Policy
- 7.3. Breaking any of the academy rules will lead to sanctions and disciplinary action.

8. Sanctions

- 8.1. There is no corporal punishment at Castleford Academy.
- 8.2. Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, Castleford Academy will not hesitate to contact the police.
- 8.3. At Castleford Academy, a range of sanctions exist and care is taken to apply the sanction most appropriate to the pupil concerned and the seriousness of the misdemeanour. These include sanctions such as:
 - Verbal warning
 - Moving a pupil's position in class
 - Moving a pupil to a different group or half year group
 - Extra work or repeating unsatisfactory work
 - Detention
 - Removal from class
 - Loss of break/lunchtime
 - Withdrawal of other privileges
 - Being placed on report
 - Scheduled behaviour/uniform checks
 - Connect (isolation)
 - Referral to the Behaviour Support Service
 - Internal exclusion
 - Part timetable
 - Step out to alternative provision
 - Managed move to another school/academy
 - Fixed term exclusion
 - Permanent exclusion



8.4. At Castleford Academy, we do not take serious unacceptable behaviour breaches lightly. We will not hesitate to act in the best interest of the pupils within the academy.

8.4.1. Usually following an allegation of serious unacceptable behaviour, the pupil will be placed in Connect (Isolation) whilst an investigation takes place, or if the pupil is injured or at risk we will contact parents and ask them to collect their child from the Academy.

8.4.2. If, following an investigation, the allegation is found to be true; the senior leadership team has a number of disciplinary consequences that they may use which can be found in the appendices. Ultimately persistent instances of unacceptable behaviour may lead to permanent exclusion.

9. **Items banned from the academy premises – these items can be confiscated and parents will be contacted regarding their return.**

9.1. Fire lighting equipment:

- Matches, lighters, etc.

9.2. Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Any equipment related to taking or smoking of drugs
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

9.3. Weapons and other dangerous implements or substances such as:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals



9.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Lollypops
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Mobile phones/electronic devices may be brought to the academy but must be switched off and in a bag during the academy day.
- Any other item/items which may be used to offend, harm or hurt individuals or groups.

Please see appendix 6 regarding mobile phones and electronic devices.

We reserve the right to ban/confiscate other items that impact on academy behaviour or health and safety.

10. Searching

- 10.1. Staff members may use common law to search pupils, with their consent, for any item.
- 10.2. Staff members may ask any pupil to turn out their pockets.
- 10.3. Staff members may search any pupil's backpack or locker.
- 10.4. Under Part 2, Section 2 of the Education Act 2011 & DfE document January 2018 Searching, screening and confiscation, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, electronic cigarettes (e-cigs), illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item. This includes prohibited items listed in section 9.
- 10.5. Searches will be conducted by a same-sex member of staff where possible, with another same-sex staff member as a witness – where possible, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 10.6. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 10.7. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.



- 10.8. Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

11. Screening

- 11.1. Searches may be carried out both on and offsite. Offsite includes a school trip or other activity away from school where staff have lawful control of pupils.
- 11.2. Screening may also be used. Onsite screening will involve the use of a wand. This can be carried out without the pupil's consent, even if the Academy does not suspect them of carrying a weapon or any other banned item. Pupils in Internal Exclusion will be screened daily.
- 11.3. If a pupil refuses to be screened, the Academy may refuse to have them on the premises.

12. Confiscation

- 12.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item. This includes legal highs and other potentially harmful materials which cannot immediately be identified. They can also seize any item however found, which they consider harmful or detrimental to academy discipline.
- 12.2. If necessary, the police will be called for the removal of the item/items.

13. Outside the academy and the wider community

- 13.1. Pupils at Castleford Academy must agree to represent the academy in a positive manner.
- 13.2. The guidance laid out in the Behaviour Policy applies both inside the academy and out in the wider community, particularly if dressed in academy uniform.
- 13.3. Pupils are discouraged from smoking on their journey to and from the academy. If they are found smoking on or near academy premises behaviour policy sanctions will be applied.
- 13.4. Complaints from members of the public about bad behaviour, by pupils at Castleford Academy are taken very seriously and will be fully investigated. Sanctions may be applied in line with academy policy.

14. Controlled substances

- 14.1. Castleford Academy has a zero tolerance policy on illegal drugs and legal highs.



- 14.2. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- 14.3. The incident will be reported to the police immediately. The police will then collect it and deal with it in line with their agreed protocols.
- 14.4. Castleford Academy will not hesitate to name the pupil from whom the drugs were taken to the police.
- 14.5. A full incident report will be completed.
- 14.6. Any further measures will be undertaken in line with the academy Safeguarding Policy.
- 14.7. Where controlled substances are found on academy trips away from the academy premises, the parents/carers/guardians of the pupil, as well as local police, will be notified.



Appendix 1 – Assertive Discipline Policy

Procedure for Years 7-11

Three ‘Universal Rules’

- Ready
- Respect
- Safe

Procedures – Classroom Discipline

1	Name on board	Warning
2	5 minute detention	If a student gets more than two 5 minute detentions in same subject then class teacher should record this on SIMS as a behaviour log.
4	30 minute detention/ consultation	Record as a behaviour log and complete a detention/consultation pro-forma in main office.
5	Remove to Department ‘Cool Spot’ Remove to Connect	Remove Red Card - Subject teacher completes the pupil’s name and tells them where they should go. Subject teacher must complete behaviour log and send to the appropriate Year Leader as soon as possible. Detention/ Consultation with Subject Teacher Post Remove:
		Options: Connect } dependant Internal exclusion } on nature of Planned removal } the incident Fixed term Exclusion }



On the way to and from school this includes:

Ready

- Being Ready to Learn by:
- Attending regularly.
- Arriving on time.
- Wearing the correct uniform.
- Bringing all the equipment and work that you need for that day.

Respect

- Showing respect to the local community by being polite and well mannered.
- Taking care of the local community e.g. putting litter in the bin

Safe

- Wait on-site for friends.
- Taking the most direct route home
- Take care crossing roads and when riding bicycles.

In School this includes:

Ready

- Arriving to lessons on time.
- Wearing uniform correctly

Respect

- Showing respect to others in the community.
- Respecting the academy environment.
- Avoiding anti-social behaviour and behaviour that is hurtful or disrespectful to others.

Safe

- Always walking sensibly on the corridor.
- Lining up in a sensible manner outside of classrooms.
- Conducting yourself in a safe manner around the building and at social times
- Being in the correct area at social time.

In lessons this means:

Ready

- Be prepared for the lesson, including equipment, resources, planners and homework.

Respect

- Following instructions first time.
- Speaking in an appropriate manner and listening carefully to the views of others.
- Respect the classroom environment by keeping it tidy and avoiding damage to property.

Safe

- Not leaving lessons unless you are asked to do so.



Procedures for Assertive Discipline

1. In the first instance the pupil must go to the department 'Cool Spot' if no department 'Cool Spot' is available the pupil must go to Connect.
2. If the pupil fails to get to Cool Spot/Connect then the pupil will be placed in Connect for 1 day. The subject teacher must tell the pupil the sanction before they leave the room.
3. If the pupil is on Year Leader or SLT report and gets removed the Year Leader/SLT will decide the sanction.
4. If the pupil gets a cross on the report then the sanction will be at the discretion of the Year Leader or SLT.
5. It is VITAL that if the pupil is removed the behaviour log gets to the Year Leader as soon as possible in order for action to be taken. This must happen on the day of the incident.
6. The subject teacher must still follow through with the sanction i.e. the **30 minute consultation**.
7. If a pupil is internally excluded as a result of a Remove the subject teacher must carry out a Consultation with the pupil at an agreed time. This is not classed as a detention. Length of Consultation will be determined by the teacher.

Use of short circuit to CONNECT.

If a pupil has done any of the following:

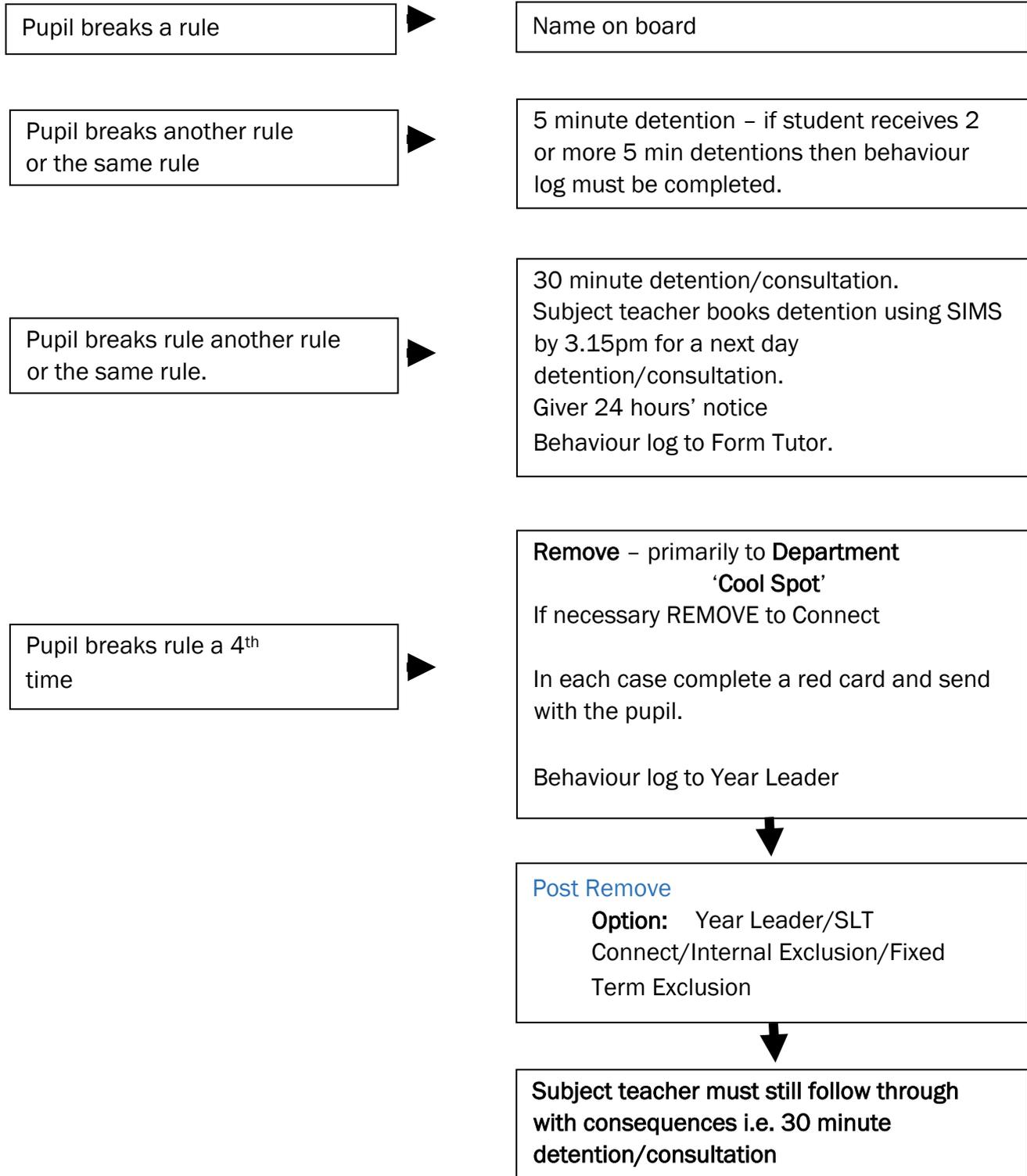
- **Swearing**
- **Fighting**
- **Overtly refuses to go to 'cool spot'**



Flow Chart

Behaviour

Consequence





Appendix 2 The Behaviour Management System

Each child must be treated as an individual and each incident judged on all the circumstances pertaining to it. To that end the system provides a structure and framework but must be fluid and flexible. In some circumstances stages may be bypassed.

Stage One

1. Student is placed on Form Tutor Report for 10 days if five or more behaviour logs received from 3 different subject areas. Parents informed.
2. If successful after 10 days pupil removed from report. Parents informed.

Stage Two

If unsuccessful after 10 days, monitoring of student continues on report to the Year Leader on a daily basis.

- Year Leaders to set up Pastoral Support Plan (PSP) (where appropriate).
- Student discussed at Joint Consultation meeting (JCM) (where appropriate). This may result in Common Assessment Framework (CAF) referral etc. (if appropriate).

If successful after further five days of monitoring, may be removed from report.

Parents informed.

If unsuccessful, a further five days will be added.

If successful, the student will be removed from report.

If this further five days is unsuccessful, a student will be placed in IE for five days and then moved onto stage 3. Parents will be invited into schools.

Stage Three

- Student placed on report to Senior Staff – five days initially.
- Targets and strategies reviewed.
- Strategies and sanctions discussed with parents.

If successful student removed from monitoring.

If unsuccessful student will be placed in IE for five days and parents will be invited back into school.



- Student placed on report for a further period of five days.
- Behaviour contract issued.
- Strategies and sanctions discussed with parents.

If successful after this period remove from report.

If unsuccessful, after five further days of monitoring, parents will be invited back into school to discuss stage 4 actions:

Stage Four

Options are:

- Extended placement in IE.
- Alternative provision.
- Part timetable, reviewed after six weeks.
- Referral to external services if appropriate.
- Referral to 'Step-Out' provision.

Serious behaviour incidents may result in pupils moving directly to stage 4.

A number of stage 4 options may be deployed as an alternative to permanent exclusion. However, if there is no positive response by pupils at any stage in the behaviour management system, then this could ultimately lead to a permanent exclusion.

If at any point, a student, goes through the system for a second time, sanctions will be applied more rapidly.



Appendix 3 – Sanctions

The following may be applied as part of the behaviour management system:

- Subject teacher/Year Leader/ Department leader detention for 30 mins or one hour afterschool.
- SLT lunchtime detentions.
- Connect.
- Internal Exclusion.

Connect

Where a pupil's behaviour falls below our expectations then Connect may be used as a sanction. The length of time will be deemed by the year leader or member of SLT. Pupils will work in Connect until 3.50. Pupils are expected to place their belongings, including mobile phones, in a locker. Lunch will be ordered from the school dining hall and pupils will eat in Connect. Pupils will be isolated from their peers for break and lunches.

Internal exclusion

Where incidents are deemed more serious, Internal Exclusion (IE) will be used as the sanction. This sanction is below a fixed term exclusion. Internal exclusion is used to prevent students from engaging with the school community but without this impacting on their academic learning. The length of time in Internal Exclusion will be determined by the year leader or SLT. Pupils will work in IE until 3.50. Pupils are expected to place their belongings, including mobile phones, in a locker. In internal exclusion, pupils will be checked to ensure they do not have their mobile phone. Lunch will be ordered from the school dining hall and pupils will eat in Internal Exclusion.

Governors Behaviour and discipline meeting

Where pupils are persistently placed in IE or externally excluded (15 days) it may be necessary to hold a behaviour and discipline meeting with members of the governing body. Parents will also be expected to attend this meeting. In this meeting, clear expectations will be set for behaviour that pupils are expected to follow. Where pupils do not meet the expectations, further sanctions will be put into place.



Appendix 4 - Taking into account individual student needs

Castleford Academy understands the need to take in to account and be sensitive to individual pupil needs when applying the behaviour policy and making reasonable adjustment where necessary. Pupils such as:

- Those with special educational needs
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language
- Children in public care
- Sick children
- Young carers

For example:

- A child in care is removed from class after an emotional outburst. The pupil had been told the night before by the social workers that her foster family could no longer keep her and she would shortly be moving to another family and school.

A more appropriate response would be to allow the pupil to go to Step Up to calm down and if necessary talk with her mentor.

- A student on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The student has no sense that such comments can be hurtful and should be avoided.

A more appropriate response would be for the adult to tell the pupil that the comment was hurtful and inappropriate, to inform the SENCO, but not apply a sanction.

- A refugee pupil dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other pupils laugh. The teacher thinks he is playing the clown and puts his name on the board as a warning.

A more appropriate response would be to let the class know there are special circumstances and offer the pupil reassurance and support.

- A pupil is reprimanded for failure to follow a long and complicated instruction given by an adult, but the pupil has speech and language difficulties and cannot process complex language.

A more appropriate response would be to make instructions short and clarify understanding by asking the child to repeat them.



Appendix 5 - Supporting pupils whose behaviour needs to improve

At Castleford Academy we believe the most effective way of managing behaviour is to praise and reward good behaviour.

Where pupils are having difficulty conforming to the expected standards of behaviour in the academy various strategies may be employed to help them improve.

The use of 'on report' although listed as a sanction serves the dual purpose of enabling the monitoring form tutor and year leader to set targets and keep a check on behaviour and of giving the pupil instant feedback on satisfactory aspects of behaviour. This is particularly effective as parents are kept informed daily of progress made.

One to one sessions with a mentor are also used to help pupils develop strategies to improve their behaviour.

Where appropriate a 'time out card' will be issued to allow pupils to withdraw themselves from a situation they feel that they may not be able to manage appropriately and take themselves to an agreed teacher or mentor.

Where drugs, solvents, alcohol or smoking are the issue there will be a referral to appropriate agencies to provide counselling.

For pupils whose behaviour is deteriorating rapidly a Pastoral Support Plan (PSP) will be undertaken (if there is not already a Common Assessment Framework (CAF) in place). This will identify precise and realistic behavioural outcomes for pupils to achieve. It will be agreed with parents as a result of a meeting with them. In drawing up the plan the academy will:

- Consider offering one to one support
- Review any learning difficulties and put in place a remedial programme where necessary
- Consider change of sets or class
- Consider a move to alternative provision
- Consider referral to external agencies

The plan will have regular review meetings. Rewards for meeting targets and sanctions for noncompliance should be made clear at the outset. At the end of the agreed period the intervention package may, according to the level of its impact on improving the situation:

- be reduced or removed
- be continued for a further period of time with or without amendments or where there has been no improvement at all there may be a permanent exclusion



Appendix 6 - Fixed Term (External) Exclusion

The headteacher may take the decision to give a pupil a fixed term (external) exclusion for a number of reasons such as:

- Unacceptable behaviour in Internal Exclusion
- Foul and Abusive Language
- Repeatedly failing to follow instructions
- Repeatedly failing to follow the academy rules (including uniform rules)
- Continuous disruptive behaviour
- Fighting or physical assault (including retaliation)
- Racial or homophobic abuse
- Sexual misconduct
- Continuous bullying
- Dangerous behaviour
- Violent and/or aggressive behaviour
- Being in possession of alcoholic or illegal substances
- Serious damage to academy property
- Malicious use of electronic devices or telecommunications
- Being in possession of a banned item
- Any other behaviour deemed as unacceptable by the Headteacher

Pupils attending alternative provision may be excluded from this as part of external exclusion from the academy and may also be externally excluded for misbehaving when attending alternative provision.



Appendix 7 - Permanent Exclusion

Permanent exclusion is an extremely serious sanction, and a step taken by the academy only as an absolute last resort. The headteacher may take the decision to permanently exclude a pupil for a number of reasons such as:

When, over a prolonged period of time, despite numerous strategies employed to reengage, **a pupil refuses to work with the academy or persistently fails to follow the academy's behaviour policy.**

Where allowing the pupil to remain in the academy would **seriously harm the education, welfare or safety** of the pupil or others in the academy.

Examples of **serious harm** may include:

- **Dangerous behaviour** which poses a risk to the education and health and safety of others within the academy or themselves such as:
 - **lighting fires**
 - **carrying an offensive weapon**
 - **harming or threatening** a pupil or member of staff with an offensive weapon
 - **serious, actual or threatened violence** against another pupil
 - **serious, actual or threatened violence** against a member of staff
 - a pupil who harms another pupil causing injury **requiring medical attention**

- **Criminal behaviour** e.g. supplying illegal substances to others or being in possession of illegal substances, this could include an incident which takes place on the journey to or from the academy e.g. alcohol or illegal drugs.

- **Sexual misconduct threatening the well-being of a pupil or a member of staff.**

- **Serious malicious or inappropriate use of electronic devices or telecommunications.**

- **Malicious accusations about a pupil or a member of staff.**

- **Assault, injury or harm to a member of staff.**

- **Behaviour or an act that causes serious disruption to the Academy e.g. deliberate setting off of the fire alarm.**

Or any other behaviour deemed unacceptable by the Headteacher.



Appendix 8 - Electronic Devices (Mobile phones, MP3 players, iPods, iPads, tablets etc.)

At Castleford Academy we recognise that there is an increasing dependence by all on new technologies, however we also recognise that the possession and use of some mobile technologies can be highly disruptive to learning.

We appreciate that many young people carry mobile phones so that they can contact parents on the way to or from the academy, should an emergency arise. If an emergency should happen during the course of the academy day then pupils/parents may be contacted via the academy office. It is not appropriate for pupils to contact parents during the academy day by phone call, email or text, nor is it appropriate for parents to contact their children in the same way. If an incident occurs during the day we need to make sure that the academy is in full possession of the facts before parents are contacted.

We have extremely restricted access to the internet on the academy ICT system. Pupils are not allowed to access social networking sites or gaming sites. Nor are they allowed access to sites that are deemed to have inappropriate sexual content or those that contain references to drugs and alcohol. We are aware that, until the law may change, many pupils can access such sites via their mobile phone.

To this end the following will apply:

- Pupils may bring electronic devices to academy for use on the way to or from academy only.
- Electronic devices may not be used at any time on the academy site during the academy day, including before and up to the end of academy, break time, lunch time and between lessons. This includes smart watches which have the functionality be used for communication. The only exception to this is that they may occasionally be used in lesson time with the agreement of the teacher and for the explicit purpose of supporting learning. If a pupil wants to contact a parent during the academy day they should go to Student Support.
- Electronic devices must be switched off and kept out of sight at all times during the academy day, including before and up to the end of the academy day, break time, lunch time and between lessons. They should be kept in pupils' bags. Electronic devices kept in blazer or shirt pockets will be deemed as being visible.
- Electronic devices must not be taken in to any examination room.



- The security of any device will remain the pupil's responsibility, the academy will not be held responsible for any damage to a pupil's electronic device nor is it responsible for any costs incurred by pupils when using a device.
- Any electronic device (whether it is being used or not) seen by a member of staff during the academy day will be confiscated. Parents/carers will be contacted by the academy if a device is confiscated. The first time a confiscation occurs in a half term the pupil will be able to collect the device from Student Support at the end of the academy day. Any subsequent confiscations will require the device to be collected by a parent.
- Any student refusing to hand over an electronic device to a member of staff will automatically be sent to Connect.
- Smart watches must not be used to communicate during the academy day. Any pupil suspected of communicating via a smart watch will have it confiscated as if it were a mobile phone.
- If asked to do so, content on a pupil's device (e.g. messages, emails, pictures, videos, sound files) will be shown to a teacher. The police will be informed if there is a serious misuse of the electronic device where criminal activity is suspected.



Appendix 9 - Incorrect uniform procedure

Full details of the academy uniform requirements can be found on the website or by requesting a booklet from the academy main office.

Pupils will not be allowed in lessons with incorrect uniform.

If a pupil arrives with incorrect uniform they should be sent to Step Up where staff will

1. Contact parents to arrange to remedy the situation.
2. Lend uniform to a pupil **once** per half term.
 - Pupils will be required to sign for borrowed items and return them at the end of the day.
 - If a pupil has come to the academy in an incorrect item, Step Up will keep that item securely until the end of the day.
3. Give out wipes to remove make up.
4. Tie up or comb hair that does not meet the academy requirements.

Pupils are allowed to borrow uniform **once** per half term. If they ask to borrow again they will go to Connect.

If a pupil fails to return a borrowed item at the end of the day or the next morning they will go in Connect.

All records are kept on a secure spreadsheet.

Incorrect wearing of uniform:

Pupils will be put in the uniform book for

- Too much make up
- Wearing jewellery not allowed according to the uniform rules.
- Not having their shirt tucked in.
- Having blazer or shirt sleeves rolled up.
- Not wearing their blazer (Y7-9)

If a pupil's name is in the uniform book three times (cumulative over the year) they will have a 30 minute detention.

Persistent breaking of the uniform rules will result in time in Connect and parents invited in.



In summer during hot weather the Headteacher may allow pupils to remove their ties and/or blazers in the academy. Pupils will be required to have their tie/blazer with them in the academy **at all times** and normal sanctions will apply.

Jewellery

Members of Senior Leadership Team will confiscate items of jewellery which are not allowed.

These items will be kept securely until the end of the half term when they will be returned to the owner.

If a parent requires the jewellery to be returned sooner they should contact the academy to make an appointment with Mrs Wells (Assistant Headteacher) who will return it.

All other staff will ask a pupil to remove the jewellery and put the pupil's name in the uniform book.

Pupils refusing to remove jewellery will be referred to Senior Staff who will confiscate it.



Appendix 10 – Physical Restraint and Reasonable Force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded in the bound and numbered book kept in Mrs Wells' office and monitored. Reasonable force will be used in accordance with government guidance. Parents will always be contacted in the event restraint or reasonable force has had to be used.