



**Castle View Academy**  
The best in everyone™

# **Behaviour for Learning Policy**

Responsibility: Assistant Principal - Behaviour

Review Schedule: Annual

Reviewed: September 2025

Next Review: September 2026

## **Introduction**

Castle View Academy is committed to traditional high standards of respect and behaviour. We celebrate and develop the unique talents of the whole learning community. We aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment, where all members of the community feel valued and respected and where effective teaching and learning is able to take place.

Castle View Academy believe we all have rights. These can be summarised as:

- The right to learn;
- The right to teach;
- The right to feel safe, physically and emotionally;
- The right to respect and dignity.

‘Excellence in all we do’ embodies our belief that perseverance, self-discipline and determination will enable our students to succeed at the academy and beyond.

## **Scope**

This policy sets out the expectations of behaviour at Castle View Academy to ensure that all students and staff are safe and able to thrive in a positive learning environment in keeping with our core aims and values to bring out the ‘best in everyone’.

The policy also enables teachers to comply with teaching and learning standards set out by the Department for Education, which states that all staff have a responsibility to; promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments.

This policy has been developed in keeping with the following legislation and guidance for schools in relation to behaviour, safety and welfare;

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- <https://www.gov.uk/government/publications/school-uniform>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

This policy also acknowledges the academy’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

## **Aims**

The key aims of this guidance are:

- to have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential;
- to create an atmosphere where achievement is respected and valued by all;
- to establish good working relationships and encourage mutual respect amongst all

members of the academy;

- to work with parents, carers and students to encourage good behaviour and to establish good patterns of behaviour where there are difficulties;
- to identify levels of behaviour and to ensure rewards and sanctions are fairly apportioned according to the behaviours demonstrated;
- to secure an environment where effective teaching and learning is able to take place.

### **Implementation**

To achieve these aims we will:

- ensure that all stakeholders and members of the community are consulted on the development, review, evaluation and impact of relevant behaviour improvement plans, procedures and policies;
- provide analysis to ensure all students, including micro-populations, are being well supported to displaying behaviours in keeping with the academy's ethos and expectations;
- ensure that the wider academy curriculum makes explicit and implicit provision to promote and celebrate positive behaviour and reward;
- employ systems to maintain a high standard of behaviour and respect for others throughout the academy;
- ensure that any incidents of discrimination or unacceptable behaviour are recorded, monitored and addressed appropriately. This information will be reported to other stakeholders, where appropriate;
- engage parents and carers at every opportunity by phone, interview and email so that both staff and parents or carers can work together to support students in behaving appropriately and in a way that does not impact on achievement or safety;
- encourage a positive relationship with parents and carers; ensuring that all are aware of expectations, which will be shared in the home - academy agreement and signed by both parties.

This policy document identifies the qualities and actions that enable us to realise our collective aspirations. It identifies:

- how our community will feel;
- what our community will look like;
- expectations in terms of behaviour, which promotes learning and the characteristics of learning;
- how good behaviour and individual and collective endeavour may be recognised, fostered, nurtured and cherished;
- examples of unacceptable behaviours and how these will be addressed;
- the nature of student support systems;
- liaison with parents, carers and others agencies;
- expectations relating to each of the stakeholders involved in the educating process.

### **How does our community feel?**

- The prevailing ethos is a welcoming one, where care and consideration inform and reflect our commitment, our collective attitudes, sense of purpose and aspirations.
- Everyone, staff and students alike, feel safe and happy.

- Relationships based upon mutual respect and concern for each other reflect a recognition of the fact that the 'way we are with each other' will influence to a significant degree, just what we are able to achieve both as individuals and as a community.
- A sense of openness prevails and we all demonstrate a sense of pride and confidence in our academy; a sense of personal and collective growth and achievement; a desire to share with others our work, our successes and our sense of community.

### **What does our academy look like?**

- The appearance of everyone reflects our clear uniform policy and the importance we attach to and the pride we take in personal appearance. The expectation of the academy is that every student will conform to the standards set out in academy policies.
- The site is always clean, there is an absence of litter in corridors, classrooms and around the external areas of the site.
- Corridors and classrooms are bright and well-maintained.
- Displays on notice boards are attractively presented and regularly updated, as appropriate.
- When moving to lessons, assemblies or waiting to attend any other activity, we are calm and polite.
- Everyone moves around the corridors and the site in an orderly manner and keeps to the left on the corridors.
- There is no shouting or anti-social behaviour in classrooms or when moving around the site.
- There is an atmosphere of care and consideration for others.
- Staff greet and acknowledge each other and students around the site.
- Behaviour in classrooms allows the teacher to teach and everyone to enjoy and benefit from their learning opportunities. Enjoyment, participation, endeavour and success are features of all classrooms.
- Listening and learning skills are well developed.
- Students pay attention to what others have to say, are respectful of the views and opinions of others and understand how acting in this way is an important part of the learning process.
- Fallings out and friendship breakdowns are resolved positively so that all concerned can move forward with confidence.
- Name calling, 'put downs' and incidences of bullying are rare and are dealt with or referred immediately to ensure incidents are dealt with quickly and effectively. Staff will endeavour to resolve the situation swiftly or refer on to key staff to reach a satisfactory conclusion.

### **Positive Reinforcement and Rewards**

We recognise the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both an impact on teaching and has a motivational role in helping students to realise that good behaviour is valued.

As appropriate to student age these include:

- Verbal praise
- Written comment on work
- Telephone call to parents or carers
- Positive letter home
- Praise postcards
- Attendance awards
- Certificates
- Special awards at achievement evenings and assemblies
- Motivational rewards and prizes

### **Active Involvement of Parents and Carers**

The academy believes strongly in the power of working in close co-operation with parents and carers and of the rights and desirability of parents and carers being actively involved in the education of their child. The academy will therefore seek to involve parents and carers actively on behaviour for learning issues. Approaches will include:

- Telephone calls
- E-mails
- Meetings
- Letters
- Supporting students on reports
- Partnership agreement
- Request to attend re-integration meetings
- Invitations to agency meetings
- Follow up & routine communication

All parents, careers and students sign our home - academy agreement, each year, to ensure there is clarity between both parties. Home - academy agreements not returned are considered signed as proxy. See Appendix 1.

### **Behaviour Expectations**

Outstanding behaviour, effective discipline and a safe and orderly environment are key if our young people are to feel safe, happy, motivated and able to learn. Where teachers, parents, carers and students all understand and support the academy behaviour policy and uphold their respective responsibilities in lending their support to it, our students are able to thrive and be successful.

### **In Lessons**

All students display behaviours that show a respect for their own learning and the learning of others. Slowing learning of others is not tolerated. Arriving for lessons on time and being equipped for learning is expected. This includes school bag, pencil, pen, ruler, rubber and books. This equipment is checked regularly at tutor time to ensure it is sufficient for the day.

In all classes, students should demonstrate positive learning attitudes and allow others to learn free from disruption.

Students who slow the learning of others or infringe on the teachers ability to teach are isolated from their peers in line with the academy's sanction guidance. This would normally be in the academy reflect and rebuild room. If a student uses racial or other inappropriate language, such as swearing, in the classroom then they are reprimanded and sent directly to the reflect and rebuild room.

We clearly and frequently communicate this message to students using explicit examples so that they can understand. Assemblies and tutor times set out these expectations at the start of each half term.

### **Around the Building and Out of Lessons**

Whilst moving around the building and at social time, students behave in a manner that respects the environment, themselves and others. Students are considerate of their language, the way they speak to each other, adults and the impression they leave on visitors to the academy. Students must also walk at all times in the academy.

### **Smoking or Vaping**

The academy is a non-smoking site. Students are not permitted to smoke or vape whilst wearing the academy uniform or whilst representing the academy in any form. Students caught smoking, vaping, carrying smoking or vaping paraphernalia or associating with students who are smoking or receiving will receive a sanction. In all circumstances, smoking or vaping materials will be confiscated and destroyed. This includes vapes and anything associated with them.

### **Outside the Academy**

Students who breach the academy's Behaviour for Learning Policy whilst on academy activities such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the academy.

For incidents that take place outside the academy and not on academy activities, this guidance will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the academy or on a journey to and from the academy. Other relevant factors include whether the student is wearing academy uniform or is in some other way identifiable as a student at the academy and whether the behaviours could adversely affect the reputation of the academy.

For acts of aggression or which threaten the health and safety of others, the academy reserves the right to involve the police. Equally, if the academy considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

## **Detentions**

Parents and carers are advised that in line with changes resulting from the Education Act 2011, the academy is no longer required to give 24 hours' notice of longer length detentions. In exercising its right to take same day action as required, the academy will make every reasonable attempt to inform parents and carers by a variety of means including email, text or phone call, including voice mail, of detentions longer than 15 minutes. Ultimately, however, it is the student's responsibility not to misbehave, not the academy's responsibility to make contact.

Detention will be given for failure to complete homework, failure to complete homework to the required standard and for lateness to the academy as well as part of wider sanctions for unacceptable conduct. Phone calls, texts message or emails will be sent to inform parents or carers of the detention.

## **Reflect and Rebuild Room (R&R)**

This is the most commonly used sanction and Reflect and Rebuild is used for:

- defiance - is defined as "repeated failure to follow simple, reasonable instructions";
- disruption to learning - defined as "behaviour that interrupts learning or prevents a teacher from carrying out their duties";
- uniform infringement – defined as an avoidable, unauthorised or deliberate breach or the academy Uniform Policy;
- failure to attend detention;
- truancy;
- bullying - suspensions may be sanctioned following investigations made by staff.

The academy does not tolerate disruption to learning or defiance because these behaviours can compromise the learning of other students or compromise the safety of students and staff. Students therefore have a responsibility to ensure that they conduct themselves in a safe and compliant manner that allows themselves and other students to be both safe and able to learn.

Procedure for Reflect and Rebuild Room referrals:

- Warning - the teacher will caution the student verbally and write the student's name on the board and remind the student of expectations;
- Withdrawal Referral - if the student disrupts learning a second time, the teacher will send the student to the reflect and rebuild room. The student will then spend the remainder of the lesson and then the following lesson and social time in there that day to complete learning activities;
- The teacher will inform On Call that the student has been sent to the reflect and rebuild room;
- Work will be given to the student that is relevant to their ability;
- Staff member who sent the student to the reflect and rebuild room will call the parent or carer to discuss the events and the outcome of the restorative conversation at the end of that day.

Whilst in the reflect and rebuild room, students are expected to work hard and in silence. If a student fails to successfully complete their time in the reflect and rebuild room, due to further disruption or defiance, the time may be extended or a fixed-term suspension may be issued.

### **Uniform Breach**

Students arriving at the academy with incorrect uniform will be initially moved to row zero during roll call. They will be escorted to the uniform room by their Head of Year. This ensures the academy uniform expectations are maintained. In resolving a uniform breach, students may be given loan equipment, may be asked to remove items, or parents or carers asked to bring alternative uniform into the academy. Students who do not comply with the uniform policy will be removed from mainstream lessons in all cases.

### **Suspension**

While the academy will take all reasonable steps to meet individual need and help individuals to improve, the academy will not tolerate behaviours which do not show due regard for the wellbeing or learning of others, or where, despite support and intervention, there is minimal or no improvement.

In line with the academy's Suspension Policy, suspensions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct:

- swearing directly at a member of staff;
- serious violence, which creates fear or anxiety among staff or students;
- possession of an offensive weapon on the academy site, this includes any form of knife, for example, pen knife, decorative knives;
- being in possession of drugs or drug paraphernalia;
- dealing drugs on the academy site;
- persistent defiance of academy authority;
- persistent disruption of teaching and learning;
- refusal to attend the reflect and rebuild room after all resources and interventions have been exhausted;
- persistent bullying, harassment or abuse;
- serious breaches of the academy's Behaviour for Learning Policy;
- any circumstance where allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the academy.

The academy will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the academy, thus placing the student at high risk of permanent exclusion.

### **Monitoring, Support and Intervention**

Through the pastoral team, the academy has staff whose role it is to support student welfare and wellbeing. This includes helping to make explicit the academy's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The academy accepts that, for a wide variety of reasons, some students require additional support in order to learn and display positive learning behaviours. For these students the academy will draw on a range of interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of special educational need, additional internal provision, placement on a personal support programme and use of external expertise. Identification of need and progress will be monitored with the active involvement of parents or carers.

### **Freedom from Bullying and Intimidation**

The academy recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. The academy also acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, the Equality Act, 2010 and the Children Act, 1989. These place a duty on all academies to have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. More information can be found in the academy's Anti-Bullying Policy.

### **Screening and Searching Students**

The academy acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work, 1974, in respect of screening and searching students.

If it is believed a student is in possession of a banned item or it is believed that an item in their possession poses a risk to themselves or others, a search can be requested. Searches can only be carried out by a member of the senior leadership team, who will ask a second member of staff to be present. One member of staff must be the same sex as the student. All searches must be recorded on CPOMS.

### **The Use of Reasonable Force**

The academy acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, in which all academy staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.

### **Malicious Accusations against Staff**

The academy recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the academy will give due regard to the most appropriate disciplinary sanction, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The academy will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

### **Mobile Telephones and Electronic Equipment**

The academy recommends that students do not bring mobile telephones, smart watches or electronic equipment to the academy. If such items are brought to the academy, students do this at their own risk. The academy will not waste valuable time and resources investigating lost or stolen equipment. Mobile telephones or other electronic devices, including headphones and speakers should not be used or seen on the academy site.

“See it, use it, lose it”

- Mobile phone confiscated, locked in school safe and returned to the parent or carer at the end of the day.
- Repeat offenders – mobile phone handed to reception on arrival and collected by parent or carer at the end of the day.

In the event of emergency, parents and carers must telephone the academy reception. Parents and carers should not text or call students during the academy day. Appropriate special arrangements are in place for young carers.

### **Monitoring and Review**

This policy will be reviewed annually, and its implementation and effectiveness will be assessed. The policy will be promoted and implemented throughout Castle View Academy.

### **Additional Information**

Additional information can be found on the following websites:

<https://www.gov.uk/school-behaviour-exclusions>

<https://www.gov.uk/government/publications/school-uniform>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## Appendix 1: Home- Academy Partnership Agreement

Academy Educational Responsibilities	Parent/Carer Responsibilities	Student Responsibilities
<p>We acknowledge our responsibility to support parents in their task of nurturing their children within a caring community, enabling them to fully realise their full potential when they leave us.</p> <p><b>Therefore, the academy will:</b></p> <ul style="list-style-type: none"> <li>▪ Provide a friendly welcome to your child and a secure, stimulating, moral environment in which to learn.</li> <li>▪ Ensure that your child is valued for who he/she is and helped to make good progress in their spiritual, moral, emotional and academic development.</li> <li>▪ Treat your child with the dignity and respect they require.</li> <li>▪ Do our utmost to provide the best possible education we can for your child, through enthusiastic teaching, which is rooted in our values and our skills.</li> <li>▪ Ensure that the education provided for your child is tailored as best as possible by using good assessment recording and tracking strategies.</li> <li>▪ Provide you with information about your child's progress and provide you with opportunities to talk to teachers.</li> <li>▪ Keep you well informed about academy policies and activities through regular letters and newsletters.</li> <li>▪ Set, mark and monitor homework suitable to your child's needs.</li> <li>▪ Contact you if there is a problem with your child's attendance or punctuality.</li> <li>▪ Inform you of any concerns regarding your child's behaviour, work or health.</li> <li>▪ Challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.</li> <li>▪ Ensure that every child is able to learn in a consistently disruption-free environment.</li> </ul>	<p>As parents/carers, we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at Castle View Academy.</p> <p><b>Therefore, I/we will:</b></p> <ul style="list-style-type: none"> <li>▪ Ensure that my child attends every day, on time, in correct academy uniform, shoes, PE kit and suitably equipped.</li> <li>▪ Ensure that family holidays are taken outside of term time.</li> <li>▪ Ensure that the academy has up to date contact details at all times.</li> <li>▪ Inform the academy of any concerns regarding my child's learning or welfare.</li> <li>▪ Give my child opportunities for home learning and support my child in the completion of homework.</li> <li>▪ Ensure that my child attends extension classes as timetabled and support my child's attendance at catch up detentions or programmes, should my child miss a class.</li> <li>▪ Support all academy initiatives which enable my child to reach their full potential, including revision classes and extra-curricular classes and ensure that my child is available for revision and catch up sessions.</li> <li>▪ Support the academy's policies and guidelines for behaviour including withdrawal, roll-call, and after academy detentions.</li> <li>▪ Give consent on the Data Collection Form, to the use of photographic images on the academy's electronic systems, in classroom displays and from time to time for photos and film being to be taken as part of a lesson or project. I will notify the academy if I wish to withdraw my consent at any time.</li> <li>▪ Ensure that my child follows the ICT Acceptable Use policy and follow E-Safety guidelines.</li> <li>▪ Ensure that my child complies with the academy policy on Mobile Phones, including retaining the phone at home if this becomes a barrier to learning.</li> <li>▪ Respond to phone-calls and correspondence from academy staff in a timely manner.</li> <li>▪ Attend meetings required by the academy to support my child.</li> <li>▪ Ensure that if my child comes to the academy on a bicycle that they have helmet and lock. E scooters are not allowed and should not be sent in.</li> </ul>	<p>I acknowledge the different and unique talents which I have been given and my responsibility to use them wisely.</p> <p><b>Therefore, I will:</b></p> <ul style="list-style-type: none"> <li>▪ Ensure that I attend every day, on time, in correct academy uniform and suitably equipped.</li> <li>▪ Be equipped for learning – pencil case, pen, pencil, ruler, calculator and academy bag.</li> <li>▪ Make sure I bring the correct PE kit for PE lessons.</li> <li>▪ Help keep our academy free from litter and respect the academy environment and property.</li> <li>▪ Ensure that my mobile phone is switched off, in my bag and not used throughout the day.</li> <li>▪ Share my feelings honestly and politely and show consideration for others in the academy.</li> <li>▪ Behave sensibly so that we can be happy and safe as we learn because every student has the right to attend disruption-free lessons.</li> <li>▪ Attend R and R, detentions and other sanctions as deemed fit.</li> <li>▪ Think for myself and take responsibility for my actions.</li> <li>▪ Attend all extension classes, revision classes and extra-curricular classes as timetabled or deemed necessary.</li> <li>▪ Do all my class work and homework to the best of my ability.</li> <li>▪ Observe all academy rules and treat everyone (staff and students) with respect.</li> <li>▪ Avoid all physical contact with other students.</li> <li>▪ Not use my mobile phone whilst at the academy.</li> <li>▪ Not access social media sites in the academy.</li> <li>▪ Always represent the academy to the best of my ability.</li> <li>▪ Accept punishment for actions that fall below the accepted standard outside of academy hours and away from the site.</li> <li>▪ Wear a cycle helmet and bring a lock if I come to the academy by bicycle. Not bring an e-scooter to the academy.</li> </ul>
<p>Name:</p> <p>Signed (Principal):</p> <p>Date:</p>	<p>Name (please print):</p> <p>Signed (Parent/Carer):</p> <p>Date:</p>	<p>Name (please print):</p> <p>Signed (Student):</p> <p>Date: _____</p>