



## **CAST Angling Project – Behaviour and Reward Policy**

Reviewed on 20<sup>th</sup> August 2025

To be reviewed on 19<sup>th</sup> August 2026

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### **Policy Statement**

CAST is an alternative provision with mixed learners of ages 11-18. For some, transitional opportunities exist for Post 16 learners.

CAST is predominantly an outdoor learning alternative provision and is set within an environment which prides its ethos in Land Based Studies and social development.

CAST is a work-related and community driven project that offers learners the opportunity to develop knowledge and skills within this. Learners support those with local practical community projects.

The educational day at CAST supports all educational, social, emotional, and mental health needs for those who have specific difficulties. Some learners will have diagnoses.

Learners are referred by schools local authorities, and social services to engage and experience life with CAST, providing them an opportunity to both feel safe and enjoy their learning experience.



## **Aims of the Policy**

This Policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the CAST community with regards to behaviour management.
- Outline our system of rewards and sanctions.

Legislations linked to the Behaviour and Reward Policy (this is based on advice from the Department of Education (DfE)):

- Behaviour and Discipline in Schools, September 2015.
- Education Act 2010/2011.
- Education and Inspections Act 2006.
- The Equality Act (updated 2018) – January 2020 (Disability Guidance).
- SEND 0-25 years Code of Practise 2015.
- Mental Health and Behaviour in Schools 2018.
- Supporting Pupils with Mental Conditions at School 2017.
- GDPR 2018 Policies and Regulations.
- Data Retention 2018.
- Children Missing in Education 2016.
- Health and Safety Act 1974.
- COVID-19, June 2020.

In addition, this policy is based on:

- Section 175 of the Education Act 2010 (Updated 2011), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- The Education Act 2011, which helps teachers raise standards in education. It includes new legal powers to assist teachers with rooting out poor behaviour, tackling underperformance, and improving the ways in which schools are held accountable.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils behaviour and publish a behaviour policy with written statements of behaviour principles. This also gives schools the authority to confiscate pupils property.
- Mental Health and Behaviour in Schools 2018, as set out in Chapter 6 of the statutory SEND 0-25 Years Code of Practise 2015, schools need to be alert to how mental health problems can underpin behaviour issues in order to support pupils effectively, working with external support where needed. They also need to be aware of their duties under the Equality Act 2010, recognising that some mental health issues will meet the definition of disability.



## **Definitions of Behaviours**

Misbehaviour is defined as:

- Disruption in sessions, during unstructured time and any off-site activities.
- Non-completion of session work.
- Poor attitude.
- Continued refusal to follow instructions.
- Inappropriate language.

Serious misbehaviour is defined as:

- Repeated breaches of the CAST expectations.
- Any form of bullying.
- Sexual assault – any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation.
- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Racist, sexist, homophobic, or discriminatory behaviour.

Possession of any prohibited items, these include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco or cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that a staff member reasonably suspects has been, or is likely to be, used to commit a criminal offence, or to cause personal injury or damage to an individual's property.
- Data Protection Breaches (GDPR) – passing or filming events, or cyberbullying.

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

Bullying is therefore:

- Deliberately hurtful.
- Repeated, often over a long period.
- Difficult to defend against.



## **Bullying Varieties and Definitions**

<b>Type of Bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting, etc.
Physical	Hitting, kicking, pushing, taking another's personal belongings, etc. (any use of violence).
Racial	Racial taunts, graffiti, gestures, etc.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching, etc.
Direct or indirect verbal abuse	Name-calling, sarcasm, spreading rumours, teasing, etc.
Cyberbullying	Online bullying, often through social networking sites, messaging apps, or gaming sites.

Details of the CAST approaches to prevent and address bullying are set out in the anti-bullying strategy and Policy.

## **Roles and Responsibilities**

Directors (Senior Leadership Team) – Mick Leivers/Dean Gladwin/Ash Day:

- The Directors are responsible for reviewing this behaviour policy in conjunction with External Partners and those who require seeing it.
- The Directors will ensure that CAST's learning environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will monitor how staff implement this Policy to ensure rewards and sanctions are consistently applied.

Staff (tutors and support staff):

- Implementing the Behaviour Policy consistently to improve positive behaviour for learning.
- Modelling positive behaviour – SMSC/PHSE/RSE topics.
- Providing a personalised approach to the specific behavioural needs of learners.
- Recording behaviour incidents to relevant partners and through the communication channel used with schools.
- Attending training events that reflect behaviours and behaviour management, alongside completing online Edu-care training.



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- The senior leadership team will support staff in responding to behaviour incidents.
- Reviewing school learners risk assessment/behaviour plans – CAST are to create their own risk assessments in line with the provision and the activities/tasks.

**Parents/carers:**

- Support their child in adhering to the CAST code of conduct.
- Support CAST if their child is sent home due to unsafe or disruptive behaviours that are not meeting the Code of Conduct (that the student signed on arrival to CAST).
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with their child's allocated tutor promptly.

**CAST code of conduct – pupils are expected to:**

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- Read the Code of Conduct and complete their induction.
- Read the CAST Anti-Bullying Policy (Student Copy).
- In sessions, make it possible for all pupils to learn.
- Move quietly and show respect within the community village.
- Treat CAST buildings and CAST property with respect.
- Wear the correct clothes for the task/activity.
- Accept sanctions when given.
- Refrain from behaving in a way that brings CAST into disrepute, including when outside school.
- Hand in all belongings on arrival.

**Rewards and Sanctions**

**Positive Behaviour**

**Positive behaviour will be rewarded with:**

- Praise.
- Achievement points – gained over the day (session and practical work), Scored 1-4 Monitoring (Behaviour/Attitude/Effort/Engagement) – sent to schools weekly/daily.
- Monitoring Scores – Reward Celebration every half or full term.



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- BEST ANGLER (Dean Gladwin responsible for this weekly), HARDEST WORKER (Charlie Reynolds responsible for this week) these will be displayed on the classroom walls.
- Alongside this, some students will get their recognition from a celebration postcard/certificates home so they can show their progress for that week. Example attached to Policy in the main file.
- Reward trips – All students will access a form of reward for their input and progress at CAST over a term/half term, however those who excel their potential will be able to attend a special trip out they have chosen. (Reward Trip) – Kayaking, Trampoline Park, Go or other optional chosen activities through CAST Students.
- At CAST, everyone will be recognised for their input/progress and achievement and to the programme
- Letters or phone calls home to parents/carers/schools

### Sanctions/Consequences

CAST focuses on the positive behaviour our learners have, with a focus on respect and responsibilities. We want our learners to take more ownership in changing behaviours that are unacceptable.

Learners are encouraged to adhere to the system where possible and to consistently think of making their own choices to improve learning and behaviour. A student copy is shown and maintained within each learner folder.

### Off-Site Behaviour

Off-site behaviour (community work and trips):

- Sanctions may be applied where a learner has misbehaved off-site when representing CAST such as on a trip/community work or on the bus to or from places.
- Tutors will manage their group effectively using behaviour interventions and strategies.
- Activities are engaging for all learners.
- Praise given when noted in a learner.
- If behaviour is a concern to safety in the workplace and others, phone call made to the Main Office, SLT are then notified and direct call made to them.
- Contingency plan, to bring back to base and schools/parents contacted to be sent home if behaviour is serious.



- Directors manage and liaise with parents/carers and school contact.
- Safeguarding officer to be notified if deemed fit.

### Malicious Allegations

- Where a learner makes an accusation against a member of staff and that accusation is shown to have been malicious, Directors will manage the learner in accordance with this policy.
- Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.
- The Director will also consider the pastoral needs of staff accused of misconduct.

### Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the learner code of conduct and their own classroom rules where applicable.
- Develop a positive relationship with students, which may include greeting students in the morning/at the start of sessions.
- Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement and working with the Respect Model of Education to Learning.
- Using Marking and Feedback within work – this may focus on some behaviours for learning.

### Confiscation

- Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.





- Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.
- These will be logged in our recording systems and referred to the relevant bodies.

### Learner Support

- CAST recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The school's senior leaders will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs – often referred within school's requests, referral forms.
- Meetings with learners at home and follow up work is done by Directors as part of an intervention regarding behaviour or attendance.

### **Training**

Our staff are provided with training on managing behaviour as part of their ongoing professional development.

### **Monitoring Arrangements**

This Policy will be reviewed by the Directors annually.

### **Relevant Policies**

- Mental Health and Wellbeing Policy.
- Children Missing in Education Policy.
- Attendance Policy.
- Marking and Feedback Policy.
- Acceptable Use of Technology and E-Safety.
- Anti-Bullying Policy.
- Lone Working Policy.
- Equal Opportunities and Diversity Policy.
- Drugs and Smoking Policy.
- Health and Safety Policy.
- Making Allegations in Education Policy.
- Risk and Needs Policy.





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- Violence at Work Policy.
  - Mini-bus Policy.



## **Appendix A – Respect System**



### **HOW CAN WE AT CAST SUPPORT YOU?**

We value our ethos here at cast and that is to follow code of conduct.

**THAT IS RESPECT!**

We want you to succeed and do well, especially with your portfolio work.

We are now going to look at how we can keep you on track and feeling positive about your learning.

### **HERE IS OUR NEW RESPECT SYSTEM!**

#### **RESPECT WORKS BOTH WAYS!**

**RESPECT 1 (R1)** – If you have a situation in sessions that affects your progress, take ownership to your own behaviour for learning in class and get it done by the end.

**RESPECT 2 (R2)** – You have failed to complete a session, the staff member will take your portfolio and allow you time to complete within your community or angling session. You can take ownership to your own behaviour for learning.

**RESPECT 3 (R3)** – You have not managed to take responsibility to do this on your own time, you now need to see ASH OR DEAN at the end of the day and plans for your next session will be made and you will complete your work then, if you again refuse, this will result in further actions.

Your current lesson – you will have a time to succeed in class and get it done by the end of the day.

Your next lesson – you will be asked to complete this week's work and the last weeks work you missed.

**IF NOT: YOU WILL BE SENT HOME FOR BEING DISRUPTIVE AND NOT FOLLOWING THE CODE OF CONDUCT YOU SIGNED WITH CAST.**

**REMEMBER YOU ONLY HAVE 45-60 MINS OF SESSION WORK, WE ASK RESPECT OFF YOU TO WANT TO LEARN AND IMPROVE YOUR KNOWLEDGE AND UNDERSTANDING.**

**IT'S UP TO YOU TO MAKE THIS HAPPEN!**