Isca Academy

Behaviour policy- Rewards, Reflection and Reset

Date of publication: June 2021 (for September 2021) Date of next Review: June 2022

Other relevant School policies include:

- Homework
- Anti-bullying
- SEND
- Equalities statement

Note: *This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.*

1.0 Isca Academy Behaviour Policy

Isca Academy encourages good behaviour through a mixture of high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning.

Isca Academy has in place a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the School's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and regulate the conduct of students.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. Isca Academy reserves the right to apply this policy to all students and any time a student is recognisable as an Isca Academy student regardless of whether this is before/during/after school hours and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the student is wearing school uniform.

2.0 Rewards

There are many ways in which students' hard work and participation can be rewarded. Rewards should be as present in everyday school life. Rewards are an incredibly important factor in improving a students' behaviour, increasing effort, and improving attendance and self-esteem.

2.1 Values Points

The main way students will be rewarded this year is through Values Points. If a student displays one of the I REACH Values, they can be awarded a Values Point on ClassCharts. You can do this by clicking the student in your class and then selecting the Value they have demonstrated. Equally, you may start a lesson by telling the class you will be rewarding a particular Value and will be looking for evidence of this throughout the lesson. Any member of staff can give Values Points, not just teachers!

From September 2021, Values Points will be cumulative, so totals will carry over from one year to the next. This is so that students can aim for the milestones below throughout their entire time at our school.

100 Points	House Colour Values Award
200 Points	Bronze Values Award
300 Points	Silver Values Award
400 Points	Gold Values Award
500 Points	Outstanding Student Award

2.2 Postcards

Sometimes, it can be really effective to reward a student with something tangible, that they can take home and be proud of. Postcards are a really good way of saying a quick 'well done' or 'I've recognised that…' and can also be shown to parents/carers. This could be particularly effective for students who prefer short-term rewards. Postcards are available from the library.

2.3 Student of the Week

Any member of staff can nominate a student for this. Email kindness@iscaexeter.co.uk if you feel a student deserves particular recognition. Their name and reason for being nominated will be displayed on the

Rewards Wall of Fame in the English corridor, and they will receive a prize. Students can also nominate each other for this via the post box in the library. All students who have been nominated will be invited for afternoon tea on Friday, lesson 5.

2.4 Headteacher Awards

These are given three times a year. On one occasion, students are nominated by their subject teachers for the academic excellence award and receive their award at a prestigious awards evening. The two other occasions are at the end of the Autumn and Summer Terms where Heads of Year nominate a student for the award where they have demonstrated consistent application of our school values and stand out above all other students in the year group. These are presented in the end of school whole school assemblies.

2.5 Sports Person of the Year

Every year, in each year group, a student is named Sports Person of the year. This is decided by the PE team and the award is presented in the end of year assembly.

2.6 The House Cup

At the end of each year, Sports Day results, House Competitions, and Values Points are added together. The winning House wins the House Cup, which is presented in the final end of year assembly.

2.7 Verbal and non-verbal praise

Whilst it is always nice to give rewards, we should not underestimate the value of verbal and non-verbal recognition in lessons and in and around the school. They are essential in promoting outstanding learning through good behaviour. Wherever possible, positive interactions between staff and students in a lesson should far outweigh any negative interactions. (We should be aiming for 4:1 positive: negative feedback to students as a minimum). Positive feedback includes:

- Non-verbal, e.g. eye contact, smiles, friendly expressions, encouraging gestures such as 'thumbs up', standing close and looking appreciatively at student's work.
- Single word/short phrase comments e.g. 'spot on', 'good', 'excellent', 'well done' etc.
- Personalised (using student's name) positive comments, particularly those that praise learning and/or reinforce positive behaviours you wish to see repeated by others e.g. "thank you Julie and Simon, you are listening really well", "well done John and Susan, you have your equipment out, your uniform is perfect, you seem ready to learn, you may sit down first" etc.

2.8 Attendance

Bronze, Silver & Gold Certificates are presented on an annual basis to students for 98, 99 and 100% attendance respectively over the year. A separate award is given to students who have had 100% attendance over a 4 year period.

2.9 Recognition

The School Newsletter, Twitter & Facebook are used to highlight students' achievements

3.0 Rewards, Reflection and Reset

We are committed to disruption free learning in all classrooms and throughout the school environment at all times.

3.1 Aims

1. To **support students taking pride in their behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. To provide **clarity for staff, students and the community** about acceptable behaviour and the consequences of misbehaviour
3. To encourage students to **take responsibility** for their own actions
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural interruptions as barriers

3.2 Practice

If a student does not adhere to 'Classroom Expectations', a teacher will tell them that they have a 'reminder' and their name will be written on the board in the Expectations section. If a student does this for a second time, they will be sent to the Reset room for one learning cycle of 5 lessons, including a one hour (same day) detention from 3.15pm until 4.15pm.

3.3 Expectations

1- Arrive on time, within 3 minutes of the bell, or before the second bell after break/lunch.

2- Sit down calmly where you are asked showing you are ready to learn – equipment out and sit up straight in your chair.

3- Listen respectfully (in silence) when others are talking and work in silence when an adult asks you to.

4- Show pride in your learning by always working to the best of your ability and promptly attempting all work set.

5- Show pride in your behaviour by following all reasonable requests and not distracting others.

3.4 Repeated or more Serious Incidents

We are committed to inclusion for all and to preventing exclusion. However, where a student is involved in repeated or more serious incidents, the student will be sent to the Reset Room for a learning cycle of 5 lessons including a 1 hour after school detention, to be successfully completed.

Circumstances that could result in a student spending time in Reset include, but are not limited to, the following breaches of the behaviour policy:

- incorrect uniform;
- jewellery; and
- unkindness.

More serious incidents:

- truanting;
- refusal to follow instructions;
- refusal to go to Reset;
- refusal to attend detention;

- bullying;
- swearing;
- aggression;
- rudeness; and
- dangerous behaviour.

4.0 Appeal and Restoration

If students feel they have been unfairly or incorrectly treated room they have the right to appeal. All students will complete a reflection sheet upon entry to the Reset room and may use this to indicate if they feel they have been sent on an unfair basis. The appeal will be considered by a member of staff and the student informed of the outcome. Any staff member who sends a student to the reset room will visit the student and complete a restorative conversation.

5.0 Red card

The 'Red Card' detention is a 20-minute detention for anti-social behaviour in and around School. We expect all students to always behave and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. Our red card detentions enable us to address any behaviour that does not meet our high expectations.

The following are possible (but not limited to) reasons for a red card detention:

- Running indoors
- Shouting indoors
- Being out of bounds
- Dropping litter/throwing food
- Inappropriate language or attitude
- Eating and drinking in banned areas
- Not clearing away your tray in the canteen or dining hall
- Hitting or kicking school property

There are no warnings for these behaviours. Students will receive a social time detention for any of the following:

If a student does one of the things above, an adult will tell them that they have a "Red card", and that they must serve a 20-minute break/lunch-time detention at the next available session.

6.0 Home School Partnership agreement

In order to ensure good communication and understanding of expectations, all parents are asked to read and sign the Home School Partnership agreement (see appendix). Application of this policy is not dependent upon the agreement being signed.

7.0 Focus Week

At periodic times throughout the school year there will be a 'Focus Week'. These weeks will vary depending on the needs of the school and current emerging issues. An example week might focus on uniform or student equipment.

The focus will be communicated in advance to parents and students. The week will focus positively on students' engagement and additional rewards will be available for students who consistently meet our expectations. Students will receive additional support to ensure they are not only aware but also prepared for the focus. All staff will support students and all staff will be responsible for the issuing of merits/sanctions at this time. Wherever possible tutors will support and prepare student in advance and daily (during the week) to enable students to meet expectations.

Any student who does not meet expectations during this week will instantly incur a 1 hour after school same day detention instead of the usual sanction laid out in this policy. Students who consistently fail to meet expectations over this week may also be placed in Reset to support them to make the right choices.

8.0 Punctuality and lateness

Students who arrive in school after their allotted start time will be issued with a 30-minute same day late detention after school and parents/carers notified by text message. Failure to attend this detention will result in a visit to the Reset room.

9.0 Sanctions

As stated previously sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The **only** sanctions/systems to be used **within** a lesson are reminders and Reset. See appendix for a staged sanctions diagram.

The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal reminder by correcting their behaviour can be sent to the Reset room in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom.

When issuing a verbal reminder to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student removed will be met by the member of staff responsible.

Uniform expectations are detailed on the school website. Uniform is checked regularly by tutors and senior staff. Students who are not in correct uniform (unless carrying signed permission slip) and refuse or are unable to correct it will be supported to make a positive choice through resetting behaviour (Reset room), reflection and restoration.

10.0 Bullying and Discrimination

At Isca Academy our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of students. We aim to have a culture of courage,

compassion and citizenship and respect where difference is valued. The School aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community.

To establish an ethos where students set a good example to others. To encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it. We have a system of support for students who have been bullied and a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- Emotional harm;
- Physical harm;
- Social bullying;
- Social media;
- Threatening behaviour;
- Name calling;
- Sexting;
- Cyber bullying; and
- Sexual exploitation

Bullying can impact on a students' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations at Isca Academy and work with our community to ensure that our students have a sense of pride and feel happy and safe to be a part of Isca Academy.

All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful the school may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to: red card, Reset, fixed term exclusion and for repeated breaches, permanent exclusion.

10.1 Sexual harassment and online sexual abuse

Isca Academy takes all reports of Sexual harassment and online sexual abuse extremely seriously and aims to create on open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

Isca Academy aims to prepare and equip our students for issues and situations related to sexual harassment and online abuse through our curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

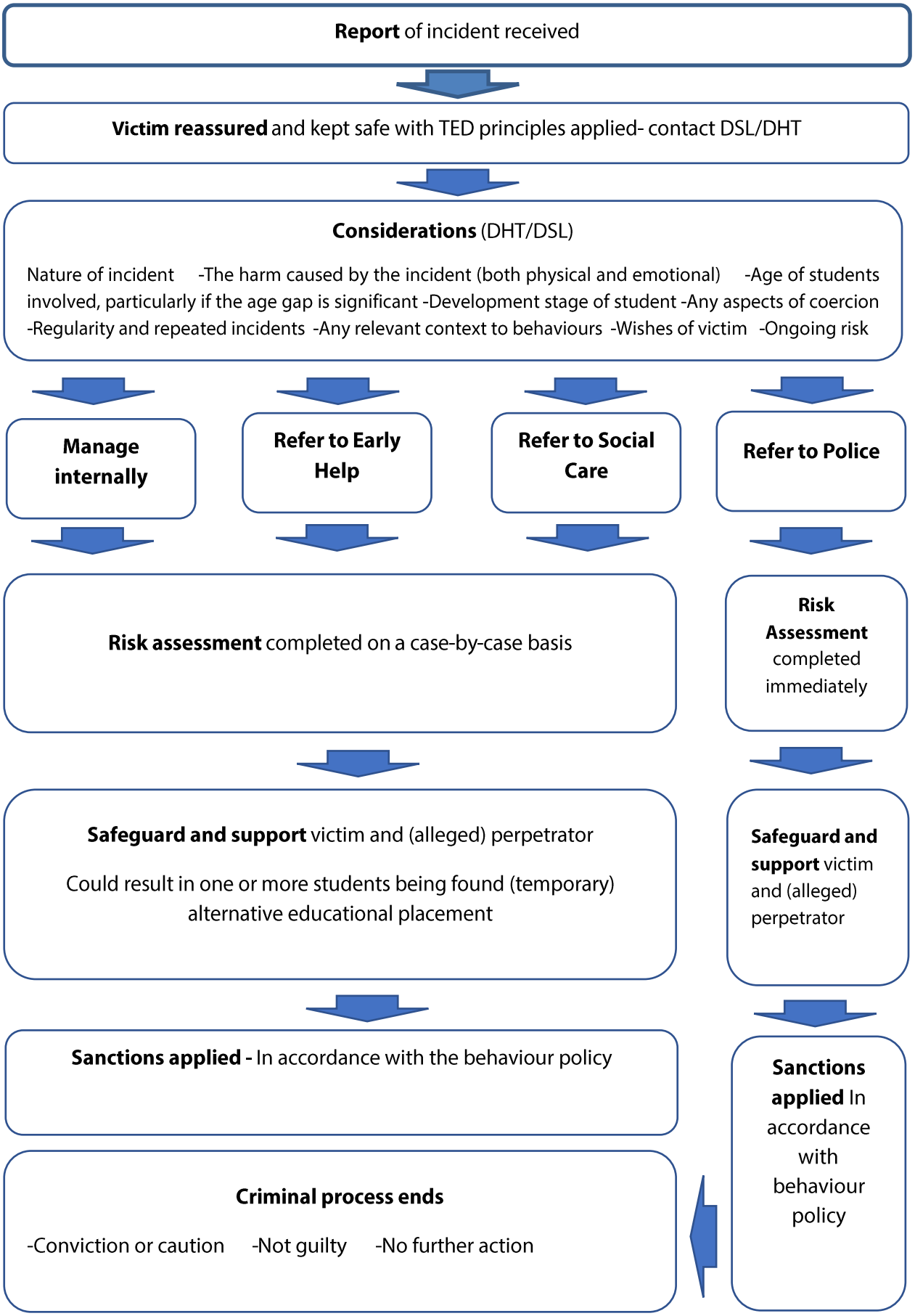
We recognise the complexity of this issue and will always aim to safeguard all students involved, taking in to account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a students' dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include, but is not limited to:

- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats.

Isca Academy will follow the following process when incidents of sexual harassment or sexual abuse are reported.


Report of incident received
Victim reassured and kept safe with TED principles applied- contact DSL/DHT
Considerations (DHT/DSL)
Nature of incident -The harm caused by the incident (both physical and emotional) -Age of students involved, particularly if the age gap is significant -Development stage of student -Any aspects of coercion -Regularity and repeated incidents -Any relevant context to behaviours -Wishes of victim -Ongoing risk
Manage internally
Refer to Early Help
Refer to Social Care
Refer to Police
Risk assessment completed on a case-by-case basis
Risk Assessment completed immediately
Safeguard and support victim and (alleged) perpetrator
Could result in one or more students being found (temporary) alternative educational placement
Safeguard and support victim and (alleged) perpetrator
Sanctions applied - In accordance with the behaviour policy
Sanctions applied In accordance with behaviour policy
Criminal process ends
-Conviction or caution -Not guilty -No further action

Isca Academy recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim;
- Ongoing risk.

Isca Academy will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Isca Academy will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include, but are not limited to:

- Restorative meeting (if appropriate);
- Behaviour contract;
- Reset (Internal exclusion);
- Host school Reset;
- Fixed term exclusion;
- Managed move;
- Permanent exclusion;
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Isca Academy will work in-line with the safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Isca Academy will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

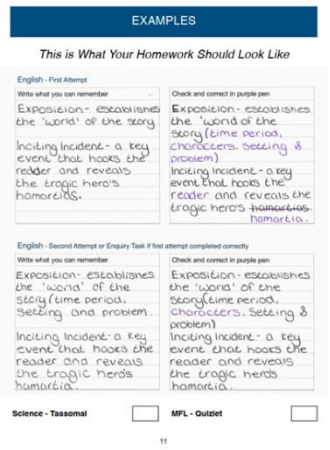
11.0 Homework

We use homework to support pupils in mastering both declarative and procedural knowledge through spaced, interleaved practice.

Across years 7-11, homework is completed through knowledge organisers. These support the mastery of domain specific substantive knowledge as well as the required subject vocabulary that is pivotal to students' success across a cycle of learning. Students follow the homework schedule as laid out in their knowledge Organiser.

11.1 Student Homework Book

From September, students will have their own homework booklet. The purpose behind this is to better structure how they 'self-quiz'. We will be teaching them how to do this but here is an example from their booklet about how their homework should be presented.



Tutors will continue to check and log homework every day. Please see the Tutor Time section of the handbook for details of how to do this.

12.0 Support

We aim to support all our students to ensure that every child succeeds during their time at School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet special educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate.

Every child is different, and all support is tailored to meet the needs of each individual, in recognition of that, what works for one child may not for another. Any student designated at risk of exclusions will have a Pupil Inclusion Map (PIM) which is a tiered response to supporting all students make positive behaviour choices.

13.0 Internal Exclusion (IE) Reset

We are committed to inclusion and to preventing exclusion. However, where a student (for example) repeatedly fails to wear the correct uniform, or attend detentions, receives several Reset room detentions, or is involved in an incident too serious for a detention, the student will be sent to the Reset room for a learning cycle of 5 lessons, to be successfully completed. This means they are supervised in a room, given work to do, and given the chance to reflect on their behaviour. When this happens students also receive shorter breaks and lunches than the rest of the school and at slightly different times.

14.0 IE and Reset at a host school

In certain incidents of very poor behaviour but where the school wishes to avoid fixed term exclusion, or this sanction is deemed inappropriate, the school may place the student in Internal Exclusion at another school. This allows the student to continue to learn. If a student refuses to attend IE at another school, then FTE is likely to be issued.

Circumstances that could result in a student spending time at a Host School include, but are not limited to, the following breaches of the behaviour policy:

- failure of Reset ;
- refusal to follow instructions;
- bullying;
- swearing;
- aggression;
- rudeness;
- dangerous behaviour;

- inappropriate use of computers, the internet, images or social media; and
- fighting.

15.0 Fixed Term Exclusion (FTE)

We will endeavour to avoid exclusion wherever possible. A decision to exclude a student for a fixed period is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, IE (Reset), or IE (Host School) to be appropriate. All exclusions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a FTE but if further investigation reveals more serious circumstances then a permanent exclusion may be issued to begin directly after the end of the FTE.

All excluded students will be given some work to complete. All excluded students will spend at least one day in the Reset room as part of their reintegration.

A reintegration meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend will result in the student remaining in Reset until the reintegration meeting can be held.

16.0 Permanent Exclusion (PEX)

See appendix- partnership process for serious incidents. This process may be instigated, if deemed appropriate, with the consent of the school and parent/carer.

A decision to exclude a student permanently should be taken only:

a. in response to a serious breach or persistent breaches of the school's behaviour policy; and
b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The act of setting off the fire alarm without good cause may lead to Permanent Exclusion, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a Permanent Exclusion.* The list below indicates the circumstances where a Permanent Exclusion may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff;
- violent assault;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour; and
- setting off the school fire alarm.

*In order to avoid a Permanent Exclusion for a one-off serious breach of the school's behaviour policy, the school may work with The Bridge to instigate their process for serious incidents if there is consent from the parent/carer. Please see Appendix, Partnership Process for Serious Incidents

The school follows the latest DfE guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent DFE guidance.

Statutory Guidance: Exclusion from maintained schools, academies and student referral units in England https://www.gov.uk/government/publications/school-exclusion.

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

17.0 Consistent Expectations

Consistency is hard to achieve in any organisation, we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

This consistency will be applied to all issues relating to uniform. Students will be expected to follow the uniform policies at all times. If a student is unable to meet uniform expectations an alternative will be offered (if possible), refusal to accept the alternative will be viewed as defiance and the student may be placed in Reset until the issue is rectified.

18.0 Maintaining a Positive Learning Environment

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

19.0 Restorative Justice

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to stop this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having to others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Justice has been shown to work extremely well if there has been a repeated problem between a student and member of staff because it gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Conferences are ideally held in a neutral place and occasionally with a mediator who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

20.0 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school will discipline any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. Where controlled drugs are found, these must be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

21.0 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

22.0 Medication

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

23.0 Smoking- including all forms of e-cigarette/vaping devices

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

24.0 Confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' January 2018.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue eg. Hair dye or false nails they will spend time in the Reset room until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all eg. mobile phone and bag searches used to support this. For repeated offences of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a School Student on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion. The following are some examples, but not limited to:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, filters and cigarette papers;

- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/fluid;
- fizzy drinks;
- energy drinks;
- pictures of staff or students taken without appropriate consent; and
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by agreed staff members.

Search protocol - key points:

a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to the Reset room/safe place and inform SLT.
c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
d. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, can be confiscated.
e. Parents should be informed of anything found which is inappropriate.
f. All searches should be logged.

25.0 Use of reasonable force

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DFE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Some points to note in this guidance:

25.1 What is reasonable force?

a. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
b. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
c. 'Reasonable in the circumstances' means using no more force than is needed.

d. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
e. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
f. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

25.2 Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

25.3 When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

25.4 Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

26.0 Regulating student conduct and misbehaviour outside the school premises

We aim to prepare students for a life beyond education. The School therefore reserves the right to apply all aspects of this policy to students recognisable as Isca Academy students (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online

activity. What the law allows is laid out in the latest DFE Guidance 'Behaviour and discipline in schools. Advice for Headteachers and school staff' January 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The School may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and
- in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public; or
- could adversely affect the reputation of the school.

The School is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

26.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, Reset room, fixed term exclusion or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the School;

- the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

27.0 Wilful and Accidental Damage

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Reset. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage likely be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

28.0 Behaviour of parents/carers

We are passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our School community will do everything they can to support all students, parents and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to present their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

29.0 Allegations against staff

The School has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

The School should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the School's Complaints Policy and all complaints have the potential for consequences for the staff concerned. For this reason, where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned, and other factors for example the length of time for which the allegation was sustained. The sanctions are likely to include restorative justice but may include fixed term or permanent exclusion from the school.

30.0 Complaints

The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **School Complaints Policy.** For information on complaints relating to exclusions, see the **School Exclusions Policy. Both of these policies are available to download from our website.**

Appendix List

1. ***Staff guidance Booklet- including flow chart***
2. ***Home/School agreement***
3. ***The Bridge Partnership Process for Serious Incidents***
4. ***Pupil Inclusion Map- exemplar***

Rewards, Reflection and Reset: Staff Guidance

Rewards, Reflection and Reset is a whole school policy which clearly sets out our expectations for culture and behaviour across the school. All sanctions are given through a central school system and are monitored by the Inclusion Team and Leadership Team. The *Teacher Standards* make explicit reference to the management of behaviour in the classroom as an area of professional practice that we must all make a commitment to develop:

S1: Set high expectations:

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

S7: Manage behaviour effectively:

- have high expectations for behaviour
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

The aims of Rewards, Reflection and Reset are:

5. To **support students taking pride in their behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
6. To provide **clarity for staff, students and the community** about acceptable behaviour and the consequences of misbehaviour
7. To encourage students to **take responsibility** for their own actions
8. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural interruptions as barriers

Lesson expectations

1- Arrive on time, within 3 minutes of the bell, or before the second bell after break/lunch.

2- Sit down calmly where you are asked showing you are ready to learn – equipment out and sit up straight in your chair.

3- Listen respectfully (in silence) when others are talking and work in silence when an adult asks you to.

4- Show pride in your learning by always working to the best of your ability and promptly attempting all work set.

5- Show pride in your behaviour by following all reasonable requests and not distracting others.

Using the Rewards, Reflection and Reset Policy

1. If a student does not meet lesson expectations, state clearly that you are giving them a formal warning with the reason (you must clearly refer to the expectations list) and that their name will be written on the board in the 'Expectations' section with the number of the expectation.

2. If the student repeats any poor behaviour by not meeting any of the lesson expectations they must be sent to the Reset room immediately. The teacher should clearly state the reason to the student. The sanction is for one full learning cycle of 5 lessons and a one hour (same day) detention.

3. The class teacher must **immediately** contact the behaviour team and inform them that the student has been sent.

4. Write the student name and list the numbers of the expectations. The behaviour team will expect the student within 3 minutes of the email being sent, and will contact staff 'On call' if the student fails to arrive.

5. Class teachers should only contact 'On call' if a student refuses to leave the classroom and attend the Reset room, or for 'Immediate removal' reasons – see section 9.

6. The behaviour team will contact the parent/carer informing them that their child has been sent to the Reset room, and that they will need to make arrangements for their son/daughter leaving school at 4.05pm.

7. The class teacher will attend the Reset room within the 5 lesson learning cycle/detention period, preferably at the end of the school day - to discuss the reflection sheet with the student.

8. This must be a restorative conversation- see attached guidance.

9. Staff must be aware that a tariff system operates for students with identified Special Educational Needs. This enables reasonable adjustments to be made which are required by law. Some students will receive a different sanction from the 5 lesson cycle in the Reset room. Please note- differentiation in this system is applied at the point of sanction, we should not lower/amend expectations for students.

1. A common approach to language - language to engage not to enrage

In all your communication, think carefully about your language. Keep it positive - avoid negative phrasing. Most things can be converted to positive language. For example you see a child running in a corridor you can say *"Walk Please"* as opposed to *"Don't Run"*. Instead of *"Will you stop talking"*, say *"I'd like you to be listening please"*; instead of *"Stop turning around"*, say *"I'd like you to face this way please"*.

Use choice direction such as "either/or" – *"You can either work quietly by yourself in that seat or you can come and sit here"* – or "when/then" – *"When you have finished completing the written task, then you can move and work on a group task."*

Use language that assumes and encourages a positive response

> *"When I come to see you at the end of the school day we can resolve this"*

As opposed to

> *"I will see you at the end of school and sort this".*

Staff must use language to de-escalate situations: language to engage not to enrage. Staff must model the language, behaviours and demeanours, including body language we wish our students to emulate – courteous, polite, de-escalating and non-confrontational.

2. Starting lessons - give a countdown to prepare class

Delivering the countdown

It is essential that all students know that the lesson is ready to start and that they must therefore be ready to learn and meet all the expectations.

To make this crystal clear for students, all staff must give a clear countdown when they are ready to start the lesson. The countdowns will indicate to all students that they must be silent and ready to listen. Use language that assumes and encourages a positive response.

> *"I'm expecting **maximum attention** and when you are in silence I will explain the task. Ready to learn in 5… 4… 3… 2… 1. Thank you."*

As opposed to giving a stark instruction without any explanation or positive reinforcement

> *"I want you to be silent now 5,4,3,2,1"*

As soon as staff get to '1', warnings must immediately be given to any student not meeting the lesson expectations.

3. Managing transitions - making whole class expectations clear

1. Establishing silent work

If you want students to work in silence, this should be communicated clearly.

> *"We'll now be practising in silence for 20 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a warning for not meeting the expectation of working in silence. When you are working in silence I will be able to circulate and help you individually."*

2. Forewarning

If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should **forewarn** students that they need to get ready for that.

> *"[Over student discussion] 30 seconds left… 20 seconds… 10 seconds…5…4…3…2…1"*

3. Communicating expectations and objectives before each episode of teaching or transition to another task

It is vital that the teacher is explicit about expectations and objectives for each phase of the lesson and that students' comprehension of them is checked and frequently reiterated. Do not simply ask "Does everyone understand?" Ask questions to check students know what the expectation is. Keep this brief, but you must ensure all students, including identified groups, understand how the task is going to operate.

Examples:

> *"I am now going to explain the theory of relativity to you, my expectations for the next 10 minutes are that you put your pens down and look at me, you may ask questions but only by putting your hand up. I expect everyone to listen in silence. Alice – can you echo the expectations for everyone please?"*

> *"We are now going to discuss the meaning of life in pairs, my expectations are that you only talk about this topic and you use the key vocabulary on the board in your discussion. John, what vocabulary are we going to use and where are you going to find it?"*

> *"We are now going to discuss this as a class. I am going to cold call students to share their answers with the class. My expectations is that you give each other the maximum attention and give the most academic answer you can. If you have a point to make you may raise your hand"*

> *"For the next 10 minutes we are going to practise in silence. My expectation is that you do not talk – if you get stuck, challenge yourself to think through the problem. If you are really stuck put your hand up and I will come to you."*

> *"For the next 10 minutes we are going to answer the questions from the information in the text book and you may turn and talk with the person next to you. My expectations are that you only discuss the method of simultaneous equations. This is challenging work, if you don't understand after trying together for 5 minutes, please raise your hand. Mary, can you echo those instructions please?"*

4. Collective reminders

Having made whole class expectations clear, teachers should always aim to use the lesson expectations to address individual students first and foremost. However, if a number of students are not meeting the expectations then the teacher may wish to draw attention again to the lesson expectations, without giving a warning to a particular student. In such situations, a collective reminder to the whole class is appropriate.

For example, if the class is working in groups and you notice that the groups' conversation may be straying away from the set task, you should say:

> *"I'd like to remind everyone that off-task conversations are for social times. I don't wish to have to give anyone a warning about this."*

5. Calling out

If a student who is genuinely engaging with learning calls out they should not be given a warning. However, if a student ***repeatedly*** calls out you should say to them:

> *"I know you are only trying to answer the question, but you have called out too many times, which is unhelpful for other students. I am giving you a warning for not allowing others to learn."*

6. Immediate warnings - a common approach and language

Once expectations are clear, if a student does not meet any of the lesson expectations, they must be given an immediate warning. It will lead to inconsistency and unfairness for staff and students if some staff choose to 'remind' students that 'next time you will get a warning'. Therefore if a student does not meet any of the lesson expectations then the teacher must issue an immediate warning to the student – direct this to the individual and make it as private as possible.

Lesson expectation warnings must be given as a simple, clear and non-negotiable warning. Make it clear that the student is not meeting one of the lesson expectations. In practice it is easy to get caught up in a lengthy argument or confrontation. Do not do this. Focus on delivering your warning and then moving on quickly. The longer the interaction the more chance of negative 'secondary behaviours' so deliver the warning, calmly, politely and quietly and get out quickly, efficiently and without lingering.

It is important that all staff use a common language when giving warnings.

"Mollie you are not meeting the lesson expectations because you are not following reasonable requests, your name is being put on the board – I need you to concentrate on completing the simultaneous equation you are working on"

"John, I'm giving you a warning because you are talking and not showing pride in your behaviour. You need to be ready to learn for the rest of the lesson."

"Peter, you are having an off-task conversation. You are not showing pride in your learning; that's a warning. I need you to be talking about the topic and concentrating on using the key terms on the board"

Warnings should be given individually and privately if possible. However, if the warning needs to be issued during your whole class interaction then a public warning is appropriate.

Having delivered the warning choose a positive phrase that you will end the interaction on.

"I need to see you working as well as you were in yesterday's written task, thank you for listening"
Or

"I will come back and give you feedback on your work in five minutes"

Think carefully about your body language when issuing the warning, if giving a private warning try to crouch down to eye level and talk to the student, or give plenty of personal space if standing up.

7. Managing secondary behaviours and de-escalation

Once you have given a warning, you should not give a second warning **within 2 minutes of the first**. This is to avoid secondary behaviours escalation.

Secondary behaviours are those that occur during your intervention or as you leave after you have given a warning to a student. They are 'chase me' behaviours by the student designed to generate a negative response from you. When you have issued a warning, the student may display negative secondary behaviours – such as pushing their chair noisily back, claim their innocence, or giving you a sarcastic smile. Students may do this because they want to divert the conversation away from the original behaviour and they want to encourage a confrontation with you. If you respond immediately to their negative secondary behaviour you have allowed the student to take control of the situation.

For example, if a student disagrees with you or argues with you about the warning, then you can tell the student that you will discuss the issue at the end of the lesson if they would like, but if they continue to argue you will send them to the Reset room. For example:

> *"Sam, I will discuss this with you at the end of the lesson. You can either discuss it then or if you continue to argue I will send you to the Reset room."*

Give time for the student to make the right decision. For example:

> Teacher: *"Sam, you are having an off-task conversation. You are not showing pride in your behaviour; that's a warning. I need you to be talking about the work using the key vocabulary"*
>
> Student: *"It wasn't just me, it was him as well. It's not fair…You are so unfair (this sort of language continues)"*
>
> Teacher*: "Sam, I'm going to leave you now for a while, use that time to think about things and to make the right decision"*

This approach turns it back on the student to make the choice. You must now turn your attention back to the lesson and the other students. No further discussion from the teacher is required.

If the student then stops the negative 'secondary behaviour' the teacher must take that to mean the student's acceptance of the warning. There is no need for the teacher to go back to challenge the student again – instead leave the student and find a suitable time to have a positive interaction later in the lesson. If you offered a conversation at the end of the lesson you must be ready to have it if the student asks.

8. Continued negative secondary behaviour or the second time the student does not meet lesson expectations – in both cases send immediately to the Reset room

If the student does not respond to your first warning, and you have given them the two minutes to respond positively, you must send them immediately to the Reset room.

"Sam, you did not listen in silence. I have given you a warning and you have continued to argue about it, I am sending you to the Reset room, please go there now"

Or, after two minutes of continued behaviour that does not meet the expectations:

"Sam, you are having an off-task conversation. You are not showing pride in your behaviour. I have given you a warning and you are still having an off-task conversation, I am sending you to the Reset room, please go there now"

Or if the student responds positively to your first warning but then later in the same lesson does not meet the same, or another lesson expectation then you must send them immediately to the Reset room. Even if they have worked well in the intervening period and the two incidents are unrelated.

"Jane, you need you to go to the Reset room. You had a warning for not showing pride in your behaviour and now you are not listening carefully. Please make your way to the Reset room now."

9. Immediate removal

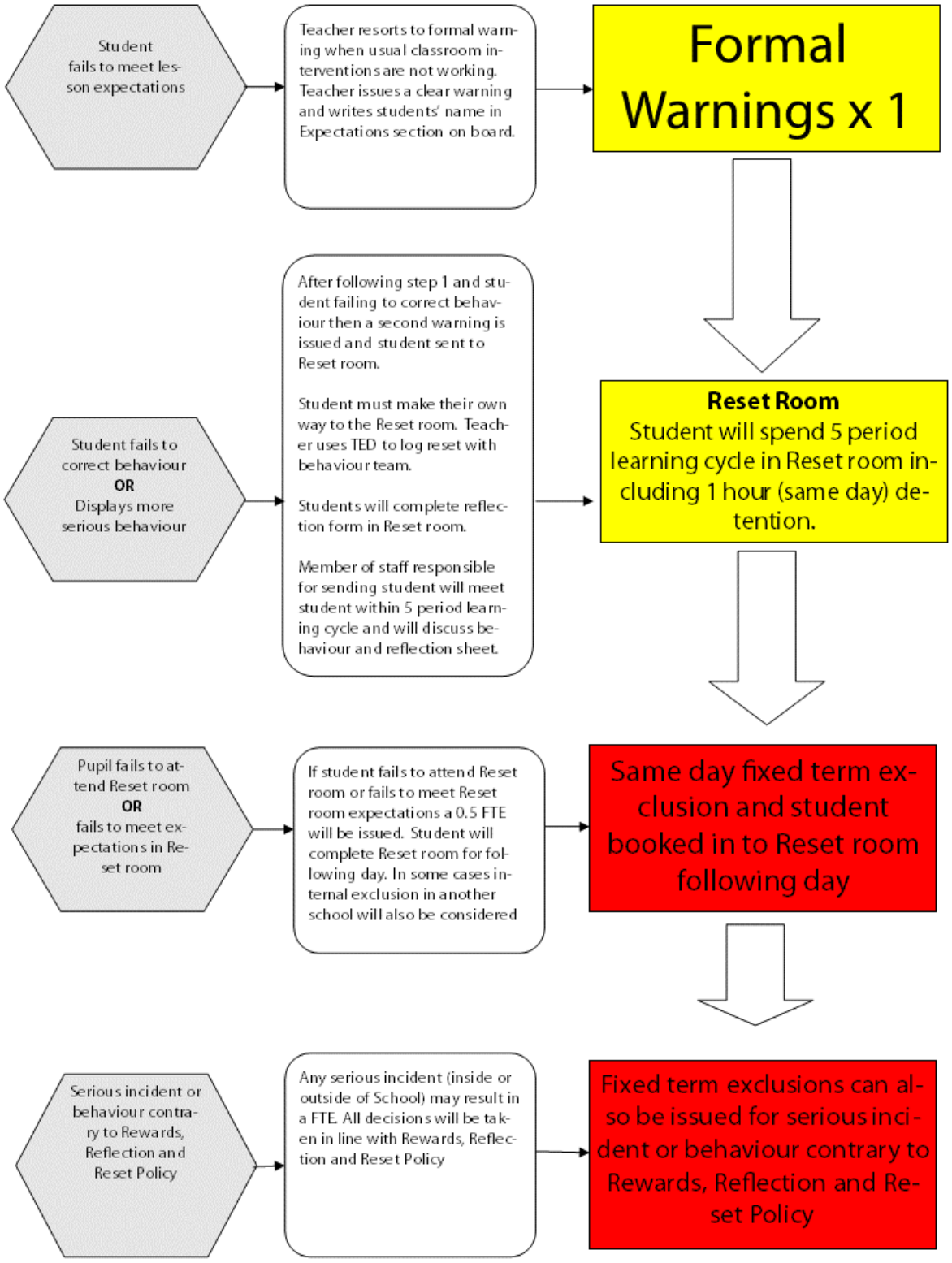
More serious misbehaviours (including serious secondary behaviours that fall into the categories below) warrant immediate removal from the lesson to the Reset room for 24 hours. These include:

- Swearing at or about a member of staff
- Abusive hand signals to a member of staff
- Violence, aggressive or intimidating behaviour towards staff or another student/s
- Unsafe or dangerous behaviour

Use On-Call in such situations and a member of staff will come to your lesson as quickly as possible.

10. Mobile phones and other personal devices

If a student gets their phone/personal device out, unless directly instructed by the teacher, then the student should be issued with a warning. Any repeat use of the phone/device should be treated as a second warning and student sent to the Reset room.


Student fails to meet lesson expectations
Teacher resorts to formal warning when usual classroom interventions are not working. Teacher issues a clear warning and writes students' name in Expectations section on board.
Formal Warnings x 1
Student fails to correct behaviour OR Displays more serious behaviour
After following step 1 and student failing to correct behaviour then a second warning is issued and student sent to Reset room.
Student must make their own way to the Reset room. Teacher uses TED to log reset with behaviour team.
Students will complete reflection form in Reset room.
Member of staff responsible for sending student will meet student within 5 period learning cycle and will discuss behaviour and reflection sheet.
Reset Room
Student will spend 5 period learning cycle in Reset room including 1 hour (same day) detention.
Pupil fails to attend Reset room OR fails to meet expectations in Reset room
If student fails to attend Reset room or fails to meet Reset room expectations a 0.5 FTE will be issued. Student will complete Reset room for following day. In some cases internal exclusion in another school will also be considered
Same day fixed term exclusion and student booked in to Reset room following day
Serious incident or behaviour contrary to Rewards, Reflection and Reset Policy
Any serious incident (inside or outside of School) may result in a FTE. All decisions will be taken in line with Rewards, Reflection and Reset Policy
Fixed term exclusions can also be issued for serious incident or behaviour contrary to Rewards, Reflection and Reset Policy

Guidance for restorative conversations

The restorative conversation is an opportunity to rebuild the relationship with the student that has been sent to the Reset room. The conversation is not to be used as a telling off or further administration of punishment – that has already been done by sending the student to the Reset room. A restorative conversation is not demanding an apology from the student.

The conversation should:

- Help the student reflect on their behaviour
- Move the student on from that behaviour so that they are ready to learn when they return to class
- Use the reflection sheet as a starting point – please complete it and hand it to the Behaviour team
- Emphasise it is the behaviour that you have challenged, not the student. It is the behaviour you don't like – not the student

The following suggestions are to help you have a constructive meeting with the student and a positive conversation with the parent/carer. They are for guidance, but when you conduct the discussions they should reflect the aims above, help the student to feel valued and positive about being in your lessons and enable you to work effectively with that student in future lessons.

Reflecting on what has been done

- *What do you think you were doing that made me feel I should send you to the Reset room?*
- *Why were you behaving in that way?* (See difficulties below)
- *How can we/you make things better when you are back in lesson?*
- *How can I support you when you are back in class?*

Moving on from the behaviour incident

- Reinforce your expectations for behaviour in the lesson
- *Tell me what good learning I will see from you in the future?*
- Reinforce their target and how it can be achieved (talk about the learning)
- Give examples of things you have been pleased with and why they were good
- Agree on a strategy to improve the student's behaviour in your lesson over the long term
- Agree on a change that may benefit the student (level of difficulty of work, place in the seating plan etc)

Difficulties you may face

- Prepare to consider the student's viewpoint and in certain circumstances it may be helpful to apologise. You may have missed something or sent the wrong student out. An apology can be a vital tool for building a strong relationship in the classroom
- Prepare for a difficult or challenging answer. A safeguarding issue may be a mitigating factor in the behaviour and you will need to raise this with the Senior Designated Safeguarding Officer

General guidance for telephone calls to parents and carers (non-mandatory)
We need to work closely with parents; parental engagement is a powerful lever for raising attainment and improving behaviour. If we work together, the gains can be significant. Parents need to be made aware that their child has behaved inappropriately in your lesson to be able to support you as the teacher and to influence them to behave positively.

General guidelines

- Try to make the first contact home for all students a positive one by using the praise system
- Be clear with the parent that it is the behaviour not their child that is the problem, discuss the times when their child was able to behave appropriately and ask parents to consider whether there are any reasons for the negative behaviour
- Be specific about the types of behaviour that caused the sending to the Reset room and give specific details, not general "he just was not behaving well" comments
- Have the data available and let parents know the targets that you need their child to work towards
- Agree on how you will be monitoring progress and feeding this back to them
- Set a date when you will telephone them to review progress and if improvements are noticeable early, share the positive progress

Engaging with parents script

Hello Mr/Mrs/Miss …. I am Mr/Mrs/Miss/Ms … (staff name and role)

I teach (child's name) (subject) and am calling to explain that I had to send him/her out of class to the Reset room today.

After a clear warning for (explain) ***X*** *was still not ready to learn and interrupted the learning of other students.*

I have spoken to ***X*** *and we have agreed that next lesson* ***Y*** *will happen. I hope that we have your support in this matter.*

I'm sure you'll share my concerns about…

Thank you for your continued support with ***X's*** *behaviour and progress.*

It is really important to us that we are able to support each other to help ***X*** *make progress in this aspect of his/her learning/behaviour.*

Is there anything that you think I should be aware of that would help me to support ***X*** *in class?*

If the parent/carer challenges the decision to send their child to the Reset room:

This is in accordance with our behaviour policy; students understand that if they do not meet our lesson expectations they are given a clear warning and a chance to remain in the class.

If they choose to ignore that and need to be spoken to again they are sent to the Reset room for a full working day.

Our students have told us that they do not want their learning disrupted by the behaviour of other students and this is this action we are taking to address that.

If the parent/carer presents a mitigating reason for the behaviour:

If you are satisfied with the reason refer it to the Inclusion team. Don't promise to rescind the decision, only to pass on the information to the Inclusion team. If you are not satisfied with the reason, restate the school lesson expectations as detailed earlier in this guidance.

If the parent/carer becomes angry or aggressive:

I am going to end the call. If you wish to contact me regarding the matter, you can do so by writing to me at school.

If you have further concerns about an angry or aggressive response, please refer to HOY/SLT.

Home-School Partnership Agreement

Isca Academy encourages every student to strive to achieve their best, both academically and socially through high expectations, clear policies which are available on the school website and an ethos which ensures students show pride in their conduct and learning. We believe that a student's success at this school is supported by the commitment and partnership of staff, students and parent/Carers which is vital to develop a positive whole school ethos.

1. Student

I will…

- Be polite and show respect for staff, students, and visitors
- Proudly attend Isca Academy be on time for the start of the day and all my timetabled lessons including my chosen wider curricular activities
- Meet all the Rewards, Reflection and Reset expectations
- Complete all homework every night from my homework timetable in my Homework Book
- Proudly wear the correct school uniform when I am in school, and on my way to and from school.
- Work hard to reach the learning targets set for me
- Try to improve my learning habits to support me in developing skills of remembering, questioning, practising and reflecting to make a better learner
- Proudly keep school free from litter and graffiti
- Bring the correct equipment for lessons
- Talk to someone if I have a problem
- Use mobile phones or music players only when asked to do so by a member of staff in lessons, otherwise keep them switched off and out of sight
- Work to the best of my ability and take pride in my learning

2. Parent/Carer

I/we will…

- Support my child to meet all the student expectations in this agreement
- See that my child attends Isca Academy every day and on time, except in the case of genuine illness or another legitimate reason.
- Contact the school on a daily basis to notify of my child's absence
- See that my child attends Isca Academy every day in the correct school uniform that adheres to the schools uniform policy and expectations relating to shoes, jewellery, piercings, make up, nails and hair colour and with the correct equipment needed for their learning
- Limit phone calls or texts to my child to outside lesson times
- Support school policies (available on the school website)

- Contact the school about concerns or problems affecting learning and behaviour
- Do my best to encourage my child to improve their learning habits
- Support my child with their attendance to the wider curriculum offers
- Support my child with homework and monitor this using Class Charts
- Be considerate in all communication with Isca Academy

School

We will…

- Care about your child's happiness, wellbeing and emotional health; ensuring their safety at all times
- Provide high quality teaching in a stimulating learning environment
- Provide a knowledge rich and varied curriculum which is cohesive, cumulative and sequenced
- Set high expectations both in terms of academic rigour and behaviour that ensures your child's potential is fully realised
- Keep you regularly informed of your child's progress
- Provide a wider curriculum offer beyond the classroom that develops students cultural capital and social, emotional and physical wellbeing
- Meet the individual needs of your child
- Record and reward your child's commitment and successes
- Be open and welcoming
- Set, mark and feedback in-line with schools learning cycles on relevant school and homework tasks
- Set high standards for an orderly and calm school environment
- Treat all students at the school fairly

Signed Agreement:

Headteacher_____Signature_____

Parent/Carer:_____Signature:_____