Isca Academy

Behaviour for Learning Policy

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Contents

- Ready to learn

- Principles and Aims

- Purpose

- Consistent Expectations

- Maintaining a Positive Learning Environment and Rewards

- Sanctions

- Monitoring Systems and Interventions

- Appendices   **Ready to learn**

Aims

- To **eliminate disruptive behaviour**

- To ensure **staff and students** are 100% clear on what is acceptable behaviour at Isca Academy

- To encourage students to **take responsibility** for their own actions

- To enable teachers to **deliver engaging and creative lessons** all of the time

Practice

If a student does not adhere to the Ready To Learn expectations, a teacher will tell them that they have a "reminder" and their name will be written on the board in the Ready To Learn section. If a student does this for a second time, they will be sent to the Reset Room for one learning cycle and an hour detention from 3.15pm until 4.15pm that same day.

Expectations

- Arrive on time, within 3 minutes of the bell, or before the second bell after lunch
- Sit where you are asked
- Show you are ready to learn
- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Work in silence when an adult asks you to
- Allow others to learn
- Stay in your seat

- Don't eat or drink (only water is allowed in lessons)

- Treat others with respect, including when speaking with them

- Phones and Headphones should be placed in your bag and silent throughout the day unless given permission by staff to use them

Appeal and Restoration

If students feel they have been unfairly or incorrectly placed in the Reset 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. Any staff member who sends a student to the Reset Room must visit the student and complete a restorative conversation.

Red card

The 'Red Card' detention is a 20 minute detention for anti-social behaviour in and around Isca Academy. At Isca Academy, we expect everyone to behave and treat each other with respect at all times. 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 typical reasons for a red card detention:

☐ Running indoors	☐ Eating and drinking in banned areas
☐ Shouting indoors	☐ Not clearing away your tray in the canteen or dining hall
☐ Pushing/shoving	☐ Being out of bounds
☐ Inappropriate language or attitude	☐ Hitting or kicking lockers or any other school property
☐ Dropping litter/throwing food	☐ Incorrect uniform with no pass, including not wearing a jumper/jacket

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

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-time detention at the start of the next break (either that day or the next day). A daily list to remind students is printed on the wall outside Student Services.

Principles for Achieving an Outstanding Learning Culture

Consistent Expectations

Consistency is hard to achieve in any organisation but here at Isca Academy 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 fairly constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next;

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. At Isca Academy 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 for example. When staff do feel the need to resort to formal reminders and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

Rewards

Non-verbal and verbal recognition are essential in promoting outstanding learning through good behaviour. Ideally positive interactions between staff and Students in a lesson should far outweigh any negative interactions in the form of formal reminders and staged sanctions. (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. Any direct instruction to the whole class should be quickly followed by this type of praise to an individual or group of students following the direct instruction.
- More formal staged rewards (HOUSE POINTS) are available, ON CLASSCHARTS. These are incremental, KS3 students are also rewarded with PINS.

The Isca Academy Rewards system aims to provide:

- A motivational and aspirational incremental rewards system which recognises effort and achievement in and out of the classroom.
- A clear and robust rewards system that is easy for staff to use and easy for all students and students to comprehend.
- Opportunities for all students in the Academy to gain rewards.

- Opportunities for students to work both individually and as team or House to gain rewards.
- Both short and long-term competitions for which students can achieve success and receive rewards.
- House identity through the use of competitions and rewards.

Principles of the Isca Academy Reward System

Isca Academy is passionate about supporting all students to reach their full potential. An intrinsic part of this is the way that students learn to equate hard work and effort is with rewards that they value and which motivate them. The Academy believes all students should have the opportunity to experience success, regardless of their starting point, background or level of attainment. Praise and positive interactions in the classroom are essential, but it is also important to recognise and encourage positive contributions to all areas of the Isca Academy community. Success breeds success.

To complement the Academy's robust Ready To Learn system Isca Academy's rewards policy should be consistent and all-encompassing. Positive interactions between staff and students should far outweigh any negative interactions, and formal recognition of achievement should be more commonplace than logged reminders and visits to the Reset Room. The rewards system ultimately aims to promote outstanding learning behaviours which allow students to achieve successful participation in the Isca Academy community. It is important that our rewards system teaches students to equate hard work and participation with success and reward.

Tangible rewards take the form of letters and postcards home, as well as certificates and PIN badges. House competitions are rewarded with experiences and activities and aim to promote the established House identity at the Academy as well as successful teamwork. The intention is to provide students with worthwhile rewards that provide lasting recognition of their success, rather than disposable items or prizes. Good attendance is also rewarded termly.

To ensure that success is accessible to all, the member of staff responsible for rewards will regularly monitor the equality of rewards given, to ensure that all students, including the disadvantaged and students with Additional Needs, are rewarded for their progress, efforts and achievements.

Safer Working Practices

All staff should give careful consideration of the system outlined below for giving rewards to students, in order to follow the guidance outlined in Section 9 of the Safer Working Practices guidelines:

The Rewards System

Any member of staff can reward students. Staff should consult this guidance:

Action	Rewards
Outstanding effort on one occasion	Verbal praise

Consistently outstanding effort over time	Between 1-5 house points.
Excellent work on one occasion	
Excellent work over time	For students or classes who *consistently* work well/represent what we consider to be
Displaying desirable behaviour (kindness to or support of another student or member of staff *without being asked*)	
Displaying independence (getting started without being asked, moving on to extension tasks, taking extra notes, doing extra work/homework etc)	excellent, up to 5 house points can be awarded at any one time.
Participation in lessons on one occasion	
Consistent participation in lessons over time	
A good piece of homework handed in on time	
Significant improvement	
An outstanding piece of work or homework where it is clear a student had gone above and beyond what they've been asked to do	Postcard/phone call home/standard Team Leader or termly Headteacher award nomination
Outstanding contribution to the Isca community	
Outstanding representation of Isca Academy	
Individual competition	Reward TBC each time
Team competition	Reward TBC each time
Inter-house competition participation	House points awarded to whole house based on placing
Sports Day participation	House points awarded to whole house based on placing.
Outstanding attendance	Trips/Visits/Experiences
House with highest number of accumulated house points throughout year	House points cup awarded in end of year assembly

Incremental house point awards are tracked half-termly:

25 points	certificate and house colour badge to wear on jumper/blazer
50 points	certificate and bronze badge to wear on jumper/blazer
75 points	certificate and silver badge to wear on jumper/blazer
100 points	certificate and gold badge to wear on jumper/blazer
150 points	certificate and hologram badge to wear on jumper/blazer
200 points	letter of acknowledgement from Headteacher
250 points	letter of acknowledgement from Governors

Roles and Responsibilities in Administering the Rewards System

Students	Teachers/TAs/Tutors	Team Leaders/Heads of Year
Participate by: • Following RTL system • Participating fully in lessons • Participating in extracurricular activities • Supporting each other • Being helpful and kind • Participating in House events	Reward students: • Demonstrating that they are consistently Ready to Learn • Improving the standard of their work • Producing work of a consistently high standard • Demonstrating positive engagement and participation in their lessons	Activate: • Team Leader reward letters • Departmental competitions • Student of the Week reward • Nominations for the termly Head Teacher Award
☐ Collecting House Points	☐ Participating more widely in the life of the Academy through extra-curricular activities ☐ Supporting other students by being kind ☐ Being helpful to members of staff ☐ Working well as part of a team in lessons and in extracurricular activities ☐ Log House Points on ClassCharts.	

Systems

Teachers record House Points on ClassCharts, which links with Sims

Activation of letters are produced

Monitoring by Marie Knights and Helen Goode

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 personally), calmly, fairly, consistently and professionally.

The most obvious sanctions/systems to be used within a lesson are reminders and the Reset room. See appendix 2 for a staged sanctions diagram.

The aim should be to keep all students accessing their learning within the lesson for the duration, however 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 can be sent to the Reset room in order for the learning of the rest of the their group to continue. We also employ the On Call system so that a student can be collected (if deemed a serious incident) and taken from the classroom to the Reset room.

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 and that calling support through 'On Call' is something the teacher would have preferred to avoid and is having to resort to reluctantly. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student sent to the Reset room will be met by the member of staff who sent then at the end of the **day.**
Students complete a form in the Reset room detailing the incident and the reminders received. Should a student feel they have been sent unfairly they can ask the on-call member of staff to investigate. Should the on-call member of staff agree, having investigated it with the teacher concerned and the student, that the referral to the Reset Room contravenes the policy, thus rendering it unfair to the student, they can overturn it. **The on-call member of staff will inform the teacher of their decision.**

Uniform expectations are detailed in the student handbook. Uniform is checked regularly by tutors and senior staff. Students who are not in correct uniform (unless carrying a signed permission slip) and refuse or are unable to correct it will dealt with on an individual basis but the sanction is a red card detention.

Monitoring Systems and Interventions

Additional support

If a student is at risk of permanent exclusion they will be discussed at the **fortnightly Bridge meetings.** Students at this stage of the sanctions policy will receive individualised support and gain access to a range of additional interventions and services through the local partnership agreement.

Appendix List

1. *Sanctions flow Chart*
2. *RTL staff booklet*

READY TO LEARN
STAFF BOOKLET 2019-20

Contents

1. Summary

2. Expectations in the classroom

3. Expectations around the school

4. Expectations relating to serious incidents

5. Guidance for giving reminders in lessons

Annex A: Expectations in the Reset Room   Annex B: Managing fixed term exclusions   Annex C: The Ready to Learn team   Annex D: The Consequence flowchart

1. Summary

Ready to Learn is a whole school behaviour and learning policy which covers all aspects of school life. All sanctions are given through a central school system and are carefully monitored by the InclusionTeam and by the Academy Leadership Team.

The aims of Ready to Learn are:

1. To **eliminate disruptive 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 and students** 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

Ready to Learn is a whole school system which relies on all staff using it in a fair and consistent way. No other sanctions for behaviour can be used.

Members of staff may still set study support sessions for non-completion of homework/homelearning issues but whole school sanctions always take priority. Examples of detentions that teachers may set include:

- failure to complete homework,
- failure to complete classwork,
- failure to complete homework or classwork to the required standard.

Expectations

Expectations are broken down into 3 areas:

- In the classroom
- Around school
- Serious incidents

Expectations in the classroom

Always in lessons:

- Arrive on time, within 3 minutes of the bell, or before the second bell after lunch
- Sit where you are asked
- Show you are ready to learn
- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Work in silence when an adult asks you to
- Allow others to learn
- Stay in your seat
- Don't eat or drink (only water is allowed in lessons)
- Treat others with respect, including when speaking with them
- Phones and Headphones should be placed in your bag and silent throughout the day unless given permission by staff to use them

If you do not adhere to these expectations, an adult will tell you that you have a "reminder" and your name will be written on the board in the Ready To Learn section. If you do this for a second time, you 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

Expectations around school

At Isca Academy, we expect each other to be respectful at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other.

Defiance

If a member of staff asks you to do something, you must do it. If you do not immediately do what has been asked, the member of staff may say to you 'This is a reasonable request. Are you choosing not to follow it?'

If you refuse, or if you walk away, a member of the ALT will be called, via the on-call system.

Anti-social behaviour- Red Card

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

☐ Running indoors	☐ Eating and drinking in banned areas
☐ Shouting indoors	☐ Not clearing away your tray in the canteen or dining hall
☐ Pushing/shoving	☐ Being out of bounds
☐ Inappropriate language or attitude	☐ Hitting or kicking lockers or any other school property
☐ Dropping litter/throwing food	☐ Incorrect uniform with no pass from Head of Year, including not wearing a jumper/jacket

If you behave in any of the ways listed above, an adult will tell you that you have a "Red card", and that you must serve a 20 minute social time detention at the start of the next break (either that day or the next day). If you are not sure whether you have a red card detention, you may check the "Red Card Detention" list.

If you fail to serve this detention, you 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

Mobile phones and inappropriate jewellery

You must hand over to a member of staff any phone that is seen or heard during the day without permission, any nose rings, large earrings or other jewellery that is not permitted. This will be confiscated until the end of the school day and you may collect it from Reception at the end of the day. If confiscated more than once during a term, an adult will be required to collect it for you. If you refuse to hand it over, you 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

Uniform

All students must be in the correct uniform, unless carrying a pass issued by Reception; passes are only issued for medical reasons or if you have lost or broken the article in the previous 24 hours. Where possible the school will lend uniform to students. If students refuse to wear the correct uniform they will be placed in the Reset Room until their uniform is correct.

If you are out of uniform and do not have a pass you will be given a Red Card detention.

Expectations relating to serious incidents

These are incidents which warrant a parental meeting, time in the Reset Room, alternative Reset Room (in another Exeter school) warning of fixed-term exclusion, fixed term exclusion, a Headteacher warning, or permanent exclusion. Students may also face further sanctions depending on the severity and frequency of their actions.

1.	Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)	Students should be asked explicitly, "I have asked you to … this is a reasonable request. Are you refusing to do as I have asked?" There must be no negotiation. If a student does not immediately comply with your request, a member of the ALT will be called, via the on-call system.

2. Verbal or Physical abuse of staff.	This may include: • Pushing past/physical contact with staff • Swearing at staff • Rudeness and name calling
3. Exam misconduct	Any student communicating with another candidate in an exam or disrupting an exam. See JCQ exam regulations for further guidance.
4. Truancy	Students may only be out of lessons with a pass from a member of staff.
5. Violent or dangerous behaviour	This may include: • Fighting • Threatening behaviour
6. Possession or use of alcohol or drugs	This is against the law, and may result in permanent exclusion, if it is deemed that the safety or wellbeing of students or staff will be affected. Students may also be subject to random bag searches. Students cannot refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
7. Possession or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
8. Malicious setting off of the fire alarm	This is against the law, causes significant disruption to the whole school, and will result in a serious sanction (and possible financial penalty).
9. Deliberate damage to or theft of property	This may include: • Deliberate vandalism of lockers, display boards, doors and windows. • Deliberate vandalism to the school toilets
10. Smoking (including all types of e-cigarette)	Smoking is not permitted anywhere on the school site. If a student is seen smoking or is suspected of smoking on the school site, in the vicinity of the school, or in school uniform, this will result in a 5 lesson cycle in the Reset Room and an hour detention and instant permanent removal of any lunch pass privilege. Students may also be subject to random bag searches.
11. Bullying or prejudicial language directed at another person	This may include: • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites. If bullying is persistent and it is deemed that the safety or wellbeing of students or staff is adversely affected, a permanent exclusion may be considered.

Guidelines for giving reminders in lessons

1. A common language

It is essential that warnings are given in a consistent way across the school, by all teachers and support staff, including cover supervisors, cover teachers and guest teachers. Staff should always try to use language to de-escalate situations: **'Language to engage not to enrage'.**

It is also important that all staff use a common language when giving reminders. For example:

> *"John, I'm giving you a reminder as you are talking and not RTL. You need to be RTL for the rest of the lesson"*

> *"John, you are talking over me. You are not RTL; that's a reminder."*

> *"John, you are having an off-task conversation. You are not RTL; that's a reminder."*

> *"John, you need to go to the Reset Room. You had a reminder and now you are talking over me. Please make your way to the Reset Room.'*

2.	**Making expectations clear**

Starting lessons

It is normal that students may walk in to a lesson and still be finishing a conversation that they started on the way there. It is essential, therefore, that all students know that the adult taking the lesson is ready to start and that the students must therefore be ready to learn.

To make this crystal clear for students, staff may wish to indicate this starting point by saying:

> *"I'm expecting you now to be RTL in 5… 4… 3… 2… 1."* Thank you.

Establishing silent work

If you want students to work in silence, this should be communicated very clearly to students. For example:

> *"We'll now be working in silence for 20 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a reminder".*

Countdowns

Countdowns are a very good way of indicating to students that you want them to be silent and to listen, and it is recommended that all staff use them. As soon as staff get to '1', *reminders* must immediately be given to any student still talking.

Forewarning

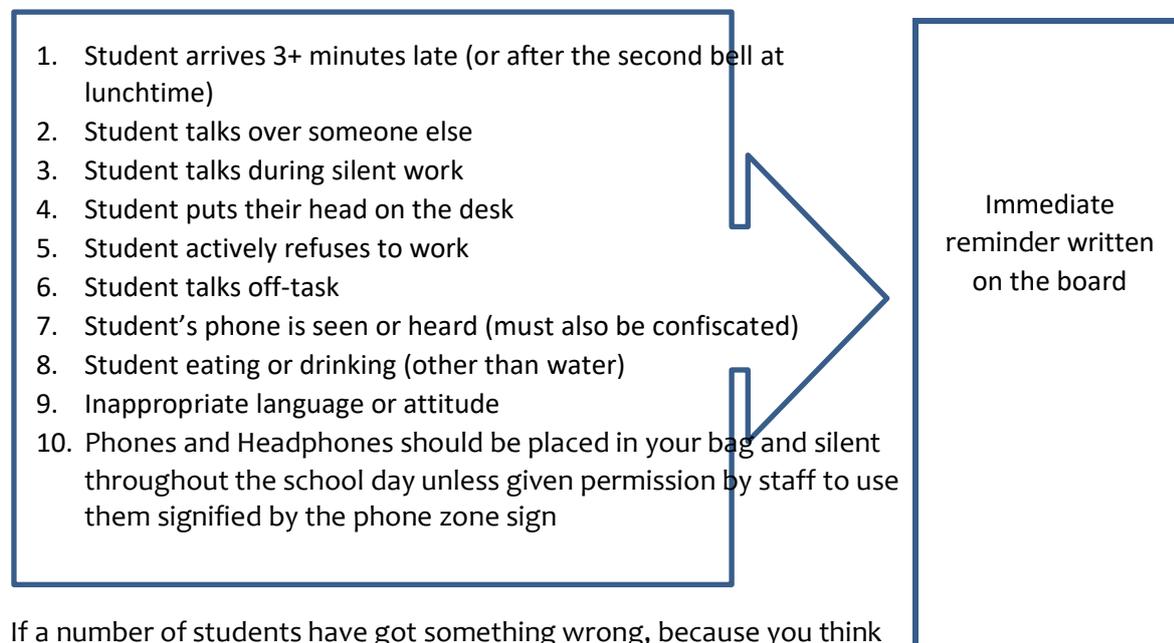If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should **forewarn** students that they need to get ready for that. For example:

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

3.	**Immediate warnings**

Once expectations are clear, if students show that they are not ready to learn, they should be given an immediate reminder. For example, if you are talking, and a student talks over you, they must immediately be given a reminder, with their name written on the board. It will lead to significant inconsistency if some staff choose to 'remind' students that, for example, 'next time you will get a reminder'.

Examples

1. Student arrives 3+ minutes late (or after the second bell at lunchtime)
2. Student talks over someone else
3. Student talks during silent work
4. Student puts their head on the desk
5. Student actively refuses to work
6. Student talks off-task
7. Student's phone is seen or heard (must also be confiscated)
8. Student eating or drinking (other than water)
9. Inappropriate language or attitude
10. Phones and Headphones should be placed in your bag and silent throughout the school day unless given permission by staff to use them signified by the phone zone sign

Immediate reminder written on the board

If a number of students have got something wrong, because you think you didn't make your initial expectations clear enough, then you should issue a whole-class **collective reminder**.

4.   Collective reminders

Sometimes, an adult may wish to draw attention to the "Ready to learn" Expectations, without giving a reminder to a particular student. In such situations, a collective reminder to the whole class would be more appropriate.

For example, if the class is working in groups and you notice that one group's conversation appears to be straying away from the set task, you may 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 reminder about this."

5.   No 'machine-gunning'

Once you have given a reminder, you should not give a second reminder **within 2 minutes of the first**. For example, if a student disagrees with you or argues with you about the warning, then you tell the student that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to send them to the Isolation Room. For example:

"It wasn't me, it was him. It's not fair…"

> "Sam, I will discuss this with you at the end of the lesson. If you continue to argue I will have no choice but to send you to the Reset Room."

This approach turns it back on the student to make the choice. It would also help if you then turn your attention back to the lesson to give the student time to consider their response. Silence usually means agreement.

6.   Calling out

If a student calls out (and is genuinely engaging with learning) they <u>should not</u> be given a reminder. However, if a student *repeatedly* calls out in a way that is unhelpful for learning, you should say to them:

> *"I know you're only trying to answer the question, but you have called out too many times, which is unhelpful for other students. If you call out again, I will have to give you a reminder."*

7.   Immediate removals

More serious misbehaviours warrant immediate removal from the lesson, to the Reset Room for one learning cycle of 5 lessons, including a one hour (same day) detention from 3.15pm until 4.15pm.

These include:

- Swearing at or about a member of staff
- Violence, aggressive or intimidating behaviour
- Unsafe or dangerous behaviour
- Hitting furniture, walls, or climbing on furniture
- Deliberate damage to displays or equipment

8.   Q&A

Q: I have sent a student to the Reset Room and emailed the Behaviour Management Team, but the student has refused to leave. What should I do?
A: If the student refuses to leave your room (and go to the Reset Room of their own accord) then contact on-call, they will pick up the student.
On-call should only be used for students who refuse to leave or indicate they will refuse to go to the Reset room.

Q: I have sent a student to the Reset Room. Do I have to ring home?
A: No. However, you may want to ring home to explain the situation. In some cases, parents or students might query why they were sent to the Reset Room, and the Behaviour Management Team might ask you to phone home to explain.

Q: I have sent a student to the Reset Room. Do I have to meet the student later in the Reset Room?

A: Yes, this is a pre-requisite. The student will complete a restorative form and process and this will need to be signed by yourself and the student.

Q: A student is drinking / eating in my lesson (other than water). Should they get a reminder? A: Yes, they should get a reminder and their food or drink should be taken away from them. If they refuse to hand over the food, give them 30 seconds take up time. If they still refuse, they must be sent to the Reset Room. (Energy drinks and bottles/cans of fizzy drink are banned in school and should be confiscated and handed to Reception).

Q: I am a PE teacher. How will I notify the Behaviour Management Team if I am sending someone to the Reset Room?
A: You will need to contact on-call. The relevant staff member will then meet the student at the entrance to the changing rooms.

Q: I am a supply teacher and don't have a laptop. How will I notify the Behaviour Management Team if I am sending someone to the Reset Room?
A: You can use a school phone (located in most classrooms) and will need to ring on-call.
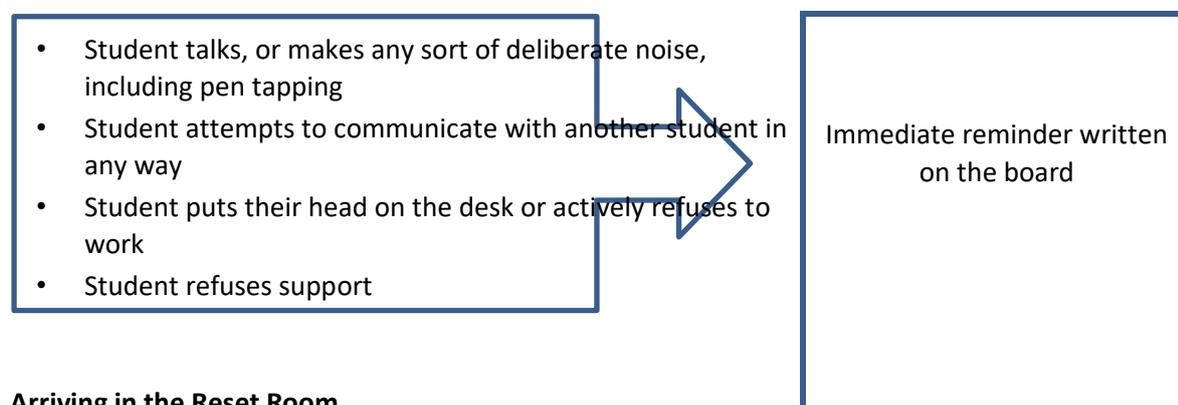
Annex A: Expectations in the Reset Room

Students must work in silence at all times. If a student shows they are not 'Ready to Learn' in the Reset Room, then they must immediately receive a reminder. If they show this again, after more than 2 minutes, they must receive a second reminder. At this point, the Behaviour Management Team, if appropriate, will allow the student up to 15 minutes in the Wellbeing Room in order refocus and successfully complete their period in the Reset Room. If the student is not then 'Ready to Learn', they will receive their last reminder and will receive a fixed term exclusion if they disrupt again. If they are repeatedly failing to be 'Ready to Learn' in Isca Academy's Reset room, they can be sent to another schools' Reset room or excluded from school.

The Reset Room will have the same expectations as an examination, with two important exceptions:

1. Students are allowed to ask for help
2. Students must continue working

Examples

- Student talks, or makes any sort of deliberate noise, including pen tapping
- Student attempts to communicate with another student in any way
- Student puts their head on the desk or actively refuses to work
- Student refuses support

→ Immediate reminder written on the board

Arriving in the Reset Room

Students must arrive in the Reset Room within 5 minutes of being sent. If they do not, they will receive a fixed term exclusion and serve the following day in the Reset Room. If the refusal is repeated, another schools' Reset room maybe considered as an appropriate sanction.

Break and lunch times in the Reset Room

At these times, all the Expectations still apply, except that:

1. Students may drink water at their desks
2. Students may read a book or magazine, or do other silent personal activities, such as a sudoku
    3. Students may choose not to work, and will not get a reminder for putting their head on the desk.

While collecting food at break or lunch time (which will happen before the rest of the school goes to break and lunch) students will obviously be able to talk with each other, albeit quietly and sensibly.

Exceptions to staying in the Reset Room

A student must never be allowed out of the Reset Room to attend a normal lesson, including a lesson to complete coursework. A student may only leave the Reset Room if they have:

1. A public examination
2. A literacy, numeracy or behaviour intervention
3. A pre-arranged appointment in/out of school

Annex B: Managing fixed term exclusions

All return from exclusion meetings will take place at 8.30am on the day the student returns to school. The Behaviour Management Team will make the phone call to arrange this meeting. The Behaviour Management Team will conduct all meetings resulting from Reset Room incidents.

The Head of Year or a member of the Senior Leadership Team will conduct meetings for incidents, other than Reset Room behaviour.

The student and parent carer will be expected to attend the meeting and an agreement will be sought as to how the student and parent can prevent future exclusions and how the school can support them in doing so.

In exceptional circumstances, and with the agreement of the Deputy Head/Head of Behaviour, a discussion may take place by phone with the parent or care

Annex C: The Ready to Learn team

The Ready to Learn team are:

Ben Heywood
Paul Herbert
Louise Burridge

They have the following responsibilities:

- Supervision of the Reset room on a rotational basis, including social times and until 4.15pm
- Picking up non-arrivals
- Initiating and maintaining good communication with parents/ carers, heads of year and support services within the school
- Providing re-integration support for students, as required
- Managing meetings with parents relating to Reset Room incidents and exclusions
- Keeping accurate records of all incidents and referrals
- Ensuring appropriate work is provided for all students, by maintaining stocks of work for KS3 students, and liaising with the teachers of KS4 students
- Organising lunchtime detentions
- Analysing the data around behaviour incidents, and passing on issues arising
- Staffing and supporting students within the Wellbeing Room
- Running appropriate interventions for students with multiple reset visits to reduce the number of visits and support the child.

The team works in close collaboration with:

Heads of Year	Safeguarding Team
SENCO	Attendance Team
Deputy Head	Early Help Coordinator

Annex D: RTL flowchart of interventions

1st Reset	No further action
2nd Reset	Discussion with tutor – Behaviour checklist sheet completed (similar in type to the attendance checklist).
3rd Reset	Meeting with student, parents and HoY. Positive praise book. A mentor is assigned to the student.
4th Reset	Wave 1 intervention – 2 lessons off-timetable. Looking at the reasons causing the referral to Reset. Time with on-call. Green risk of Exclusion.
5th Reset	Meeting with BHE/TAC meeting held, Early Help offered.

6th Reset	Meeting with Deputy Headteacher for Inclusion. 'Amber' risk of Exclusion.
7th Reset	Meeting with AMi - Preventing Exclusion meeting.
8th Reset	Wave 2 intervention – referral to 'The Bridge based at West Exe/Cranbrook. 'Red' risk of Exclusion.

Persistent poor behaviour would also trigger a referral to the Inclusion Team and discussion at weekly inclusion team meetings with the SENCO, Deputy Head (inclusion) and Behaviour Support Team regarding appropriate support to address the behaviour and any unmet additional need (see SEND policy-SEN Support: Assess, Plan, Do and Review approach)

Sanction Flow Chart

```
┌─────────────────┐     ┌──────────┐  ┌──────────┐  ┌──────────┐  ┌──────────┐
│    Red Card     │     │ Defiance-│  │ Serious  │  │Low-level │  │Inadequa  │
└─────────────────┘     │   1x     │  │disruption│  │disruption│  │te work - │
        │               │ reminder │  │  to      │  │in class- │  │   1x     │
    *Automatic*         │          │  │learning- │  │   1x     │  │ reminder │
        ↓               │          │  │   1x     │  │ reminder │  │          │
┌─────────────────┐     │          │  │ reminder │  │          │  │          │
│ Social Time     │     └──────────┘  └──────────┘  └──────────┘  └──────────┘
│ detention       │
│ 20 mins         │      *Student sent to the Reset Room*
└─────────────────┘
        │                   ↓       ↓          ↓           ↓
   *Failure/refusal*
        ↓
┌──────────────────────────────────────────────────────────────────┐
│ 5 lesson cycle in the Reset Room, including 1 hour same day        │
│ detention after school                                             │
└──────────────────────────────────────────────────────────────────┘
        │
   *Failure/refusal*
        ↓
```
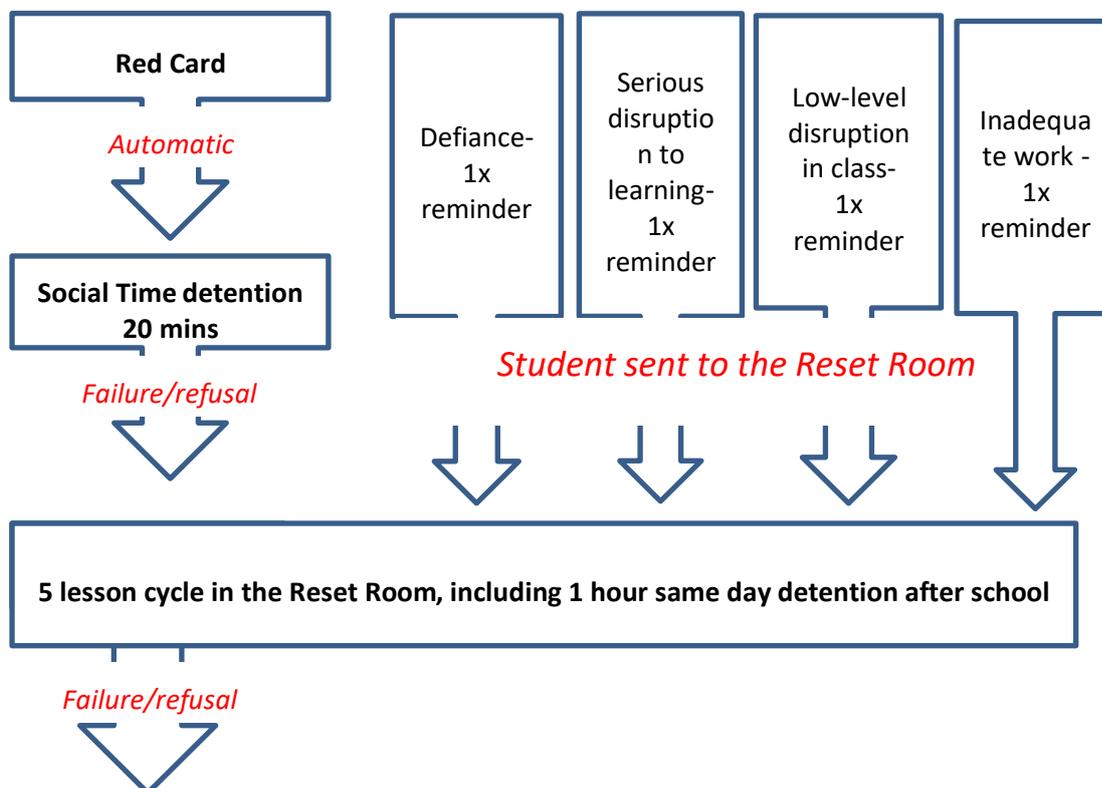
Fixed term exclusion

0.5 FTE (minimum)