

Rewards and Behaviour Policy

Date adopted: July 2022 (for September 2022)

Overseen by: Jamie Engineer, Senior DHT Inclusion, Behaviour & Attendance

Ratified by: Governing body

Review date: October 2022 (Isca) July 2023 (TWT)

Other relevant School policies include:

- Uniform policy
- Anti-bullying & discrimination policy

Changes:

- Title of the policy
- wording in 1.0, 2.0, 3.0 adding 'positive choices'
- Hot water bottle- added to 24.0
- Internal exclusion changed to lesson removal in 13.0 and 14.0
- Violent assault- including filming, sharing and distribution- added to 16.0
- Filming students/staff without consent and posting inappropriate content/filmed incidents online/sharing- added to 10.0
- Definition of sexual violence added to 10.1
- Metal detection device added to 24.0
- Remove serious one-off protocol

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.*

Contents

1.0 Isca Academy School Behaviour Policy.....	3
2.0 Rewards	3
3.0 Rewards, Reflection and Reset	5
4.0 Appeal and Restoration	6
5.0 Red Card.....	6
6.0 Home School Partnership agreement	7
7.0 Focus Week.....	7
8.0 Punctuality and lateness.....	7
9.0 Sanctions.....	7
10.0 Bullying and Discrimination	8
11.0 Homework	12
12.0 Support	13
13.0 Lesson removal.....	13
14.0 Lesson removal at a host school.....	13
15.0 Suspension.....	13
16.0 Permanent Exclusion (PEX).....	14
17.0 Consistent Expectations	15
18.0 Maintaining a Positive Learning Environment	15
19.0 Restorative Justice.....	15
20.0 Drugs.....	16
21.0 Alcohol.....	16
22.0 Medication.....	16
23.0 Smoking- including all forms of e-cigarette/vaping devices	16
24.0 Confiscation	16
25.0 Use of reasonable force.....	18
26.0 Regulating student conduct and misbehaviour outside the school premises	19
27.0 Wilful and Accidental Damage.....	21
28.0 Behaviour of parents/carers.....	21
29.0 Allegations against staff.....	22
30.0 Complaints.....	22
Appendices	22

1.0 Isca Academy School Behaviour Policy

Isca Academy encourages good behaviour through high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices.

Isca Academy has in place a comprehensive package of rewards to reinforce and praise good behaviour with clear sanctions for those who do not make positive choices and therefore fail to 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 ensure Isca Academy is a safe place for all.

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

Rewards and positive praise should be the main focus of behaviour management in the classroom. Merits should outweigh reminders. Teachers and other staff should seek and plan opportunities for students to be successful within their lessons and beyond.

2.1 Merits - The Merit system is the core method of rewarding students throughout years 7-11.

Merits are used by all staff to reward positive learning behaviours and demonstration of Academy Values. For example but not exclusively:

- Showing 'SPARK' learning behaviours in and out of lessons
- Submitting homework on time
- Demonstrating excellent effort
- Demonstrating excellent progress
- Contributions to extra-curricular activities
- Having the right equipment and being ready to learn

Teachers should plan and aim to give *at least* 5 Merits per lesson for each year group. These should be awarded on ClassCharts.

2.2- Merit Milestones - Merit Milestones signify continued commitment to learning and the Academy's values, throughout our students' 5-year journey. They are awarded at least once a term by Heads of Year:

500 Merits = House colour badge and certificate

1000 Merits = Bronze badge and certificate + reward

1500 Merits = Silver badge and certificate + reward

2000 Merits = Gold badge and certificate + reward

3000 Merits = Learning Ambassador Award

Milestones will be adjusted accordingly for current year groups.

2.3 Other rewards – In addition to the main Merits system, occasional rewards can be given to motivate and praise:

- Isca postcards
- ‘Thank you’ cards
- Individual subject rewards (at the discretion of the HOD)
- Afternoon tea

2.4 Headteacher Awards

Twice a year, the prestigious Headteacher Awards are given to students who have shown exceptional achievement or progress, either in school or as part of an extra-curricular activity. A letter is also sent home to inform parents about the Award. Staff are asked for nominations through their departments.

2.5 Attendance Awards

Certificates for Outstanding Attendance are awarded for students with 98%+ attendance each year. There are also end-of-half term and end-of year prizes.

2.6 Recognition

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

2.7 Termly Celebration Assemblies

Individual students are recognised in Year Group termly assemblies for exceptional achievement and, in some Year Groups, certificates are handed out by the Year Leader.

2.8 Awards Evenings

Annual awards evenings are held for each Key Stage, with Year 11 students having a Graduation Evening in the November after leaving School. Awards are given in the following categories:

- Outstanding Attainment, Effort or Subject Award in a particular subject (nominated by their teacher);
- Tutor Awards;
- TWMAT awards; and
- Student of the Year Award.

2.9 Tutor/House System

Competitions are held between tutor groups/Houses for particular activities and occasional prizes given. Inter-House sports competitions are held between Tutor Groups during the year.

The Inclusion Team, at their discretion, may use short-term rewards to motivate and promote positive change for individual students.

3.0 Rewards, Reflection and Reset

We are committed to transforming lives and communities through disruption free learning

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 **make positive choices** and **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 (same day) detention for up to 1 hour.

3.3 High Expectations

All TWT schools have personalised versions of lesson expectations based on their individual character and circumstances- all are based on the following 5 principles:

- PUNCTUAL AND ORGANISED- Be on time with all of your equipment and uniform.
- KIND and INCLUSIVE- Be kind, in everything you do, to everyone in the school and wider community.
- PRIDE- In learning, effort and appearance/community.
- POSITIVE CHOICES- Following all reasonable requests.
- ENGAGEMENT- As an active learner always trying your best.

Isca Academy School Expectations:

S – Safe

P – Prepared

A – Actively Engaged

R – Respectful

K - Kind

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 an after-school detention (of up to 1 hour), to be successfully completed.

Circumstances that could result in a student removed from the lesson 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 they have the right to appeal. All students will complete a reflection sheet upon entry to the 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 removes a student 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. There are no warnings for these behaviours.

The 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	Not clearing away your tray in the canteen or dining hall
Shouting indoors	Being out of bounds
Pushing/shoving	Hitting or kicking lockers or damaging any other school property
Inappropriate language or attitude	Dropping litter/throwing food

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 detention of 20 minutes during break 1. Failure to attend this detention will result in a 1 hour (same day) after school detention.

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 students 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 without sufficient cause will be issued with a same day late detention (of up to 30 minutes) at break 1. Failure to attend this detention will result in a 1 hour (same day) after school detention.

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 removed from the lesson 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. Any exceptions made to uniform should be agreed in advance with the school, supported by medical evidence.

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

10.0 Bullying and Discrimination

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;
- Filming students/staff without consent;
- Posting inappropriate content/filmed incidents online/sharing;
- Threatening behaviour;
- Name calling;
- Sexting;
- Cyber bullying; and
- Sexual exploitation.

Bullying can impact on a student's 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 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 our community.

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, sexual violence and online sexual abuse extremely seriously and aims to create an 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.

School aims to prepare students for issues related to sexual harassment and online abuse through the 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 into 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 student's 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.

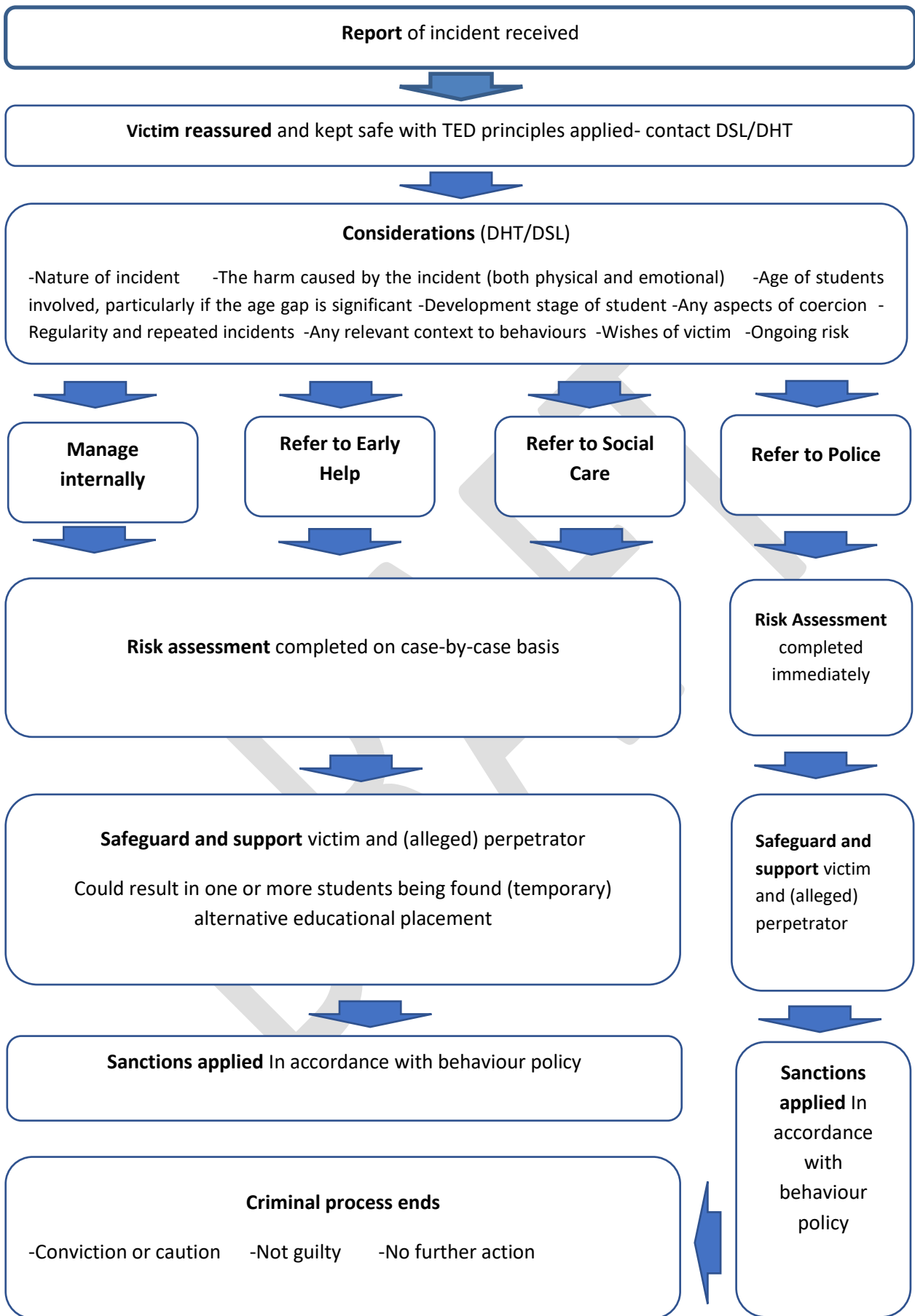
Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- Rape;
- Assault by Penetration;
- Sexual Assault; and
- Causing someone to engage in sexual activity without consent.

Isca Academy will follow the following process when incidents are reported.

DRAFT



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; and
- 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;
- Behaviour contract;
- Reset;
- Host school Reset;
- Fixed term exclusion;
- Managed move;
- Permanent exclusion; and
- 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 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

Students receive a minimum of 1 hour of homework each day which will be set on Class Charts and follows the set homework timetable. Knowledge Organiser booklets are used for homework and students are expected to use a range of advised strategies in their homework book.

All homework is checked in lessons by classroom teachers; a merit is given for completed work. For students, a one-hour same day detention is issued for incomplete homework. Parents will be notified by text message. Failure to attend this detention will result in Reset the following day.

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 Lesson removal

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 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 Lesson removal at a host school

In certain incidents of very poor behaviour but where the school wishes to avoid suspension, or this sanction is deemed inappropriate, the school may place the student in lesson removal at another school. This allows the student to continue to learn. If a student refuses to attend then suspension could 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 Suspension

We will endeavour to avoid suspension wherever possible. A decision to suspend 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, lesson removal, or lesson removal (Host School) to be appropriate. All suspensions 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 suspension but if further investigation reveals more serious circumstances then a permanent exclusion may be issued.

All excluded students will be expected to log into their Google Classroom to continue learning from home and will also be expected to write a restorative letter apologising for their actions leading to the exclusion. The completed letter will form part of the reintegration meeting. All excluded students will spend at least one day in the I.E. Internal Exclusion room as part of their reintegration.

A re-integration 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 lesson removal until the reintegration meeting can be held.

16.0 Permanent Exclusion (PEX)

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- including filming, sharing and distribution;
- 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.

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 sanction 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 will 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 e.g. 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;
- hot water bottles;
- 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 a 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. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, can be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. 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 an Isca Academy student (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](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, lesson removal, 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 program, 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.**

Appendices

- 1. Home-School Partnership Agreement***
- 2. A Staged- Sanctions Diagram***

ISCA ACADEMY

Home School Agreement for (student name)

Student: I will

- Be polite and show respect for each other, staff, students and visitors
- Attend Isca Academy and be on time for the start of the day and all of my lessons
- Meet all basic lesson and SPARK expectations
- Wear Academy uniform correctly and with pride and remove any non-uniform items when in the building
- Work hard to reach the learning objectives set for me
- Try to improve my skills and knowledge as a learner
- Keep the Academy free from litter and graffiti
- Bring the correct equipment for lessons daily
- Talk to someone if I have a problem
- Keep my mobile phone switched off and out of sight at all times.
- Be a caring and supportive member of the Academy community by looking out for each other and reporting any incidents of poor behaviour
- Work to the best of my ability at all times

Signed (Student)

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 in full Academy uniform
- Contact the Academy to notify us of any absence
- Limit phone calls or texts to my child to outside of the school day
- Support Academy policies (available online <http://www.iscaexeter.co.uk/about-us/policies>)
- Contact the Academy about concerns or problems affecting the learning and behaviour of my child
- Do my best to encourage my child to improve their learning skills and knowledge
- Support my child with home learning
- Be considerate in all communication with Isca Academy staff
- Keep the Academy updated with any changes to contact details

Signed (Parent/Carer)

Isca Academy: We will

- Ensure your child's safety, happiness and well-being
- Provide high quality teaching in a stimulating learning environment
- Set challenging objectives that ensure your child's potential is fully realised
- Keep you regularly informed of your child's progress
- Provide a broad and balanced curriculum
- Meet the individual needs of your child
- Record and reward your child's successes
- Be open and welcoming
- Set, mark and feedback regularly on relevant Academy and home learning tasks
- Set standards for an orderly and calm Academy environment
- Treat all students at the Academy fairly

Signed (Isca Academy)

Date

