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**Rewards and Behaviour Policy**

Excellence through habit

*We* ***inspire*** *our scholars,*

*Celebrate their* ***success****,*

*Care for our* ***community****,*

*And have* ***ambition*** *for every child*

**Date adopted: July 2023 (for September 2023)**

**Prepared by: Jamie Engineer**

**Ratified by: Governing body**

**Review date: July 2024**

Other relevant School policies include:

* Written statement of behaviour principles policy
* Equality Policy
* SEND Policy
* Anti-Bullying Statement
* Uniform Policy
* Ted Wragg Multi Academy Trust Exclusion Policy
* Ted Wragg Multi Academy Trust Attendance Policy
* Ted Wragg Multi Academy Trust Supporting pupils with medical conditions Policy
* Ted Wragg Multi Academy Trust Computer/Mobile device and online use policy – pupils

Statutory guidance:

* [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf)
* [Behaviour in Schools](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Searching, Screening and Confiscation (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf)
* [DfE advice template (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Changes:

* Significant update for 2023/4 policy with multiple adjustments to Behaviour Policy introducing proportionality.

Date of publication: September 2017 Review date: 2018

***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.*

*This behaviour policy is reviewed annually and is done so in consultation with scholars, parents/carers and staff. In addition to an annual scholar, parent/carer and staff survey there are multiple opportunities through scholar council, parental listening sessions and engagement activities to provide feedback.*

**Aims of policy**

**1.0 Introduction**

Isca Academy encourages good behaviour through high expectations, clear policy and an ethos which ensures scholars show pride in their conduct and learning by making positive behaviour choices. All scholars will be supported to reflect our core values of Inspiration, Success, Community, and Ambition in all their behaviours.

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 scholars complete assigned work; and ensure Isca Academy is a safe place for all.

The commitment of staff, scholars and parents is vital to develop a positive whole school ethos. Isca Academy reserves the right to apply this policy to **all** scholars and **any time** a scholar is recognisable as an Isca Academy scholar, 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 scholar is wearing school uniform.

The Academy has sought to produce this policy in conjunction with parental feedback and engagement and through consultation with the staff and scholars of Isca. Extensive feedback was gathered and used to support the production of the policy. Throughout the 2023-24 academic year, more opportunity will be provided for feedback through regular parent tours, scholar surveys, and questions of the week for staff. This feedback will be used to refine the policy and make appropriate improvements.

**2.0 Rewards**

Isca Academy instils ‘Excellence through habit’ in every scholar by having high expectations, clear policy and an ethos which ensures scholars show pride in their conduct and learning by making positive behaviour choices.

The Isca Academy Scholar Standard underpins this:

*At Isca Academy we show our values and love by:*

*1. Taking pride in our work and giving 100%*

*2. Working in silent focus to maximise our learning when asked*

*3. Following instructions with respect and gratitude*

*4. Raising our hands to speak so all scholars have a chance to answer*

*5. Remaining in our seats to focus on learning*

*We do this to build excellent habits and to reflect our core values*

*INSPIRATION, SUCCESS, COMMUNITY, AMBITION*

At Isca Academy positive praise and rewards are the main incentives for all scholars and we regularly celebrate their successes through a variety of ways.

**2.1 Merits**

Merits are used by all staff to reward scholars showing our values of Inspiration, Success, Community & Ambition as well as any other positive learning behaviours, for example (but not exclusively):

• Exceeding the Scholar Standard

• Submitting homework on time

• Demonstrating excellent effort

• Demonstrating excellent progress

• Contributions to extra-curricular activities

• Having perfect uniform and the right equipment and being focused and ready to learn each morning

Merits far outweigh reminders with teachers and other staff celebration and rewarding scholars for exceeding the Scholar Standard.

**2.2 The Isca Award**

The Isca Award is our universal scholar development and rewards programme that centres around Inspiring, celebrating Successes, promoting Community and raising Ambitions for every single child. The Isca Award allows every scholar to have every opportunity to build their character, self-esteem and ambition on their Isca journey so they can achieve beyond their wildest imagination.

The Isca Award is achieved by scholars completing ‘achievement points’ throughout each academic year (7-11). There are an array of achievement points for scholars to complete which all link to our core values of Inspiration, Success, Community & Ambition. These also include key ‘merit milestones’, as well as attendance, careers, leadership, ambassador and local community engagement opportunities. The more achievement points completed by scholars the greater the level of achievement and of course reward.

The Isca Award has 4 levels – Bronze, Silver, Gold & Platinum depending on the number of achievement points completed.

Scholars are recognised and rewarded during half-termly year group celebration assemblies and scholars reaching the Platinum level of the Isca Award will have a special Isca Awards evening at the end of each academic year.

**2.3 Weekly rewards**

**Scholar of the week:**

Each week one scholar per year group is nominated by staff for going above and beyond in relation to our core values. Every Friday scholars of the week meet with the Headteacher (or other member of the Senior Leadership Team) to recognise their successes before being presented with their certificate and having their photo taken for the weekly blog celebrating their achievements.

**Hot Chocolate Fridays:**

Each Friday scholars who have shown commitment to their community or wider enrichment opportunities (e.g. outdoor education) meet with Mr Bass to catch up on their successes while having some light celebratory refreshments before having their photo taken for the weekly blog.

**Attendance superstars**

Each week the best attending tutor groups are rewarded, as well as best attending scholars (100%) and scholars with most improved attendance.

Every scholar that achieves 100% attendance for the week receives a ‘golden ticket’ and they are entered into a prize draw for a gift voucher.

**2.4 Half-termly rewards**

Each half-term every year group has a celebration assembly in which scholars are recognised and celebrated through an array of awards. These range from tutor and head of year awards to attendance, subject specific and wider community awards linked to the Isca award. Every nominated scholar is presented with a certificate by their Head of Year.

**2.5 Annual Awards Evenings**

At the end of each academic year annual awards evenings are held for each year group with parents invited to come and celebrate their child’s achievements.

There are a variety of awards given including:

- Inspiration - Scholar of the year award

- Success - Scholar of the year award

- Community - Scholar of the year award

- Ambition - Scholar of the year award

- Isca Award - Scholars of the year award

- Subject specific awards (nominated by subject teachers)

**2.6 Recognition**

Scholars are regularly recognised and celebrated for their achievements through the weekly Headteacher’s blog as well as Isca Academy’s social media channels (Facebook & Instagram) on a daily basis.

**3.0 Expectations**

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

**Aims**

1. To **support scholars 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, scholars and the community** about acceptable behaviour and the consequences of misbehaviour
3. To encourage scholars 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 scholar does not adhere to ‘The Scholar Standard’, a teacher will tell them that they have a ‘reminder’ and their name will be written on the board in the Reminders section. If a scholar does this for a second time, they will be sent to the Reflection room. Scholars can also be referred to Reflection for defiance or inappropriate behaviour outside of the classroom such as refusal to follow instructions or stop for a member of staff when asked. The behaviour team/SLT will decide whether the in-class behaviour qualifies as serious behaviour.

If the behaviour is not serious, the scholar will spend the remainder of that lesson, the next lesson, and the next break time in Reflection. Behaviours that are not serious include reminders for low-level disruption and failure to follow instructions, leading to removal, as well defiance outside of the classroom. Serious behaviours are listed under 3.4. The scholar will then be escorted back to their lesson providing they have received no reminders in Reflection. If the scholar has received a reminder in Reflection, they will need to remain for the following hour and ensure they receive no further reminders to leave for the next lesson for a maximum of 5 possible lessons total. In all circumstances, the scholar will return to the Reflection room at 15:15 for an hour-long detention.

If scholars feel they have been unfairly or incorrectly treated they have the right to review. All scholars 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 review will be considered by a member of staff and the scholar informed of the outcome. Any staff member who removes a scholar will visit the scholar and complete a restorative conversation. This will accompany a phone call to the parent to outline the reasons for that lesson removal within 24 hours.

**3.3 High Expectations**

All Ted Wragg Trust 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.

The Scholar Standard:

At Isca Academy we show our values and love by:

1. Taking pride in our work and giving 100%

2. Working in silent focus to maximise our learning when asked

3. Following instructions with respect and gratitude

4. Raising our hands to speak so all scholars have a chance to answer

5. Remaining in our seats to focus on learning

We do this to build excellent habits and to reflect our core values

INSPIRATION, SUCCESS, COMMUNITY, AMBITION

**3.4 Repeated or more Serious Incidents**

We are committed to inclusion for all and to preventing suspension However, where a scholar is involved in repeated or more serious incidents, the scholar will be sent to the Reflection Room for a learning cycle of 5 lessons including an after-school detention (of up to 1 hour), to be successfully completed.

It will be determined by the behaviour team if a referral is a serious incident and therefore warrants a full learning cycle in Reflection.

* Serious behaviours that will result in a full day in reflection include but are not limited to:
* Physical assault
* Substance abuse
* Racist incident
* Homophobic incident
* Smoking and vaping
* Verbal abuse
* Bullying / Cyberbullying
* Inappropriate use of internet or technology
* Truancy
* Failure to attend after-school detention
* Multiple lesson removals
  1. **Sanctions and Red Cards**

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 scholars. 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 scholar’s personality), calmly, fairly, consistently and professionally.

The **only** sanctions/systems to be used **within** a lesson are reminders and Reflection.

The aim should be to keep all scholars 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 scholars 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 scholar can be collected (if deemed a serious incident) and removed from the classroom.

When issuing a verbal reminder to a scholar it is important that this is done calmly and professionally throughout. The aim is to show scholars that they have ‘chosen’ their behaviour. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any scholar removed will be met by the member of staff responsible with a phone call followed up to the parent, outlining the reasons for lesson removal within 24 hours.

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, Heads of Year and SLT. Scholars who are not in correct uniform (unless outlined on their ‘This Is Me’ pass) and refuse or are unable to correct it will be supported to make a positive choice through reflecting on behaviour, reflection and restoration. Scholars will be given opportunity to correct and placed in Reflection until uniform infringements have been corrected.

**4.1 Red Cards**

The ‘Red Card’ detention is a 20-minute detention for anti-social behaviour in and around school. We expect all scholars 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:

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| 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 |
| Missing equipment | Uniform infringements such as untucked shirts |

If a scholar 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 their next break. Failure to attend this detention will result in a 1 hour (same day) after school detention. Failure to attend this detention will result in a full day in reflection the following day.

Circumstances that will also result in a ‘Red Card’ detention are as follows:

* Late to lessons
* Not having your timetable on your person
* Incorrect uniform
* Incomplete Homework
* Being out of bounds

**5.0 Restorative approach – trauma informed work, staff training, etc.**

All staff are trained in a warm/strict, relational approach to behaviour management and will always be clear and supportive in issuing behavioural instructions. The Reflection room provides support for reflection and facilitated commitment to improving behaviour.

All teachers will use restorative conversations to ensure behaviours do not repeat in class.

Multiple members of staff are trained in a trauma-informed approach and support the broader staff in being mindful of trauma and other factors in children’s behaviours.

**5.1 Avoiding repeat/multiple referrals**

Repeat referrals are avoided and cycles of referrals are prevented in the following ways:

* A tiered approach to sanctions distinguishing between serious and non-serious behaviours
* A reward-based approach to Reflection in which scholars must complete work and reflection purposefully to reduce time spent in Reflection
* Wave interventions in which the behavior team support scholars with activity breaks and reflection tasks to facilitate improvement in behavior
* Referrals are tracked weekly to allow pastoral staff to diagnose any causes of repeat referrals and ensure they do not continue.
* Reasonable adjustments will be used such as keyworker or wellbeing check-ins to support scholars in Reflection
* Break the cycle meetings will be used with parents to establish action plans to improve behaviour when faced with cycles of referral to Reflection

Where appropriate a scholar will be referred to the SEND department or to Devon Inclusion or other external agencies for further intervention in order to try and prevent repeated behaviour in contravention of this policy.

**6.0 Repeated or more Serious Incidents**

We are committed to inclusion and to preventing exclusion. However, where a scholar (for example) repeatedly fails to wear the correct uniform, fails to attend detentions, receives multiple lesson removals , or is involved in an incident too serious for a detention, the scholar will be referred to Reflection. Scholars will spend a full day in Reflection including an after-school detention of 1 hour.

More serious incidents could include but are not limited to:

* Truanting (scholar deliberately missing from lesson without permission);
* vaping/smoking;
* vandalism/deliberate damage;
* refusal to follow instructions;
* bullying;
* swearing;
* aggression;
* rudeness; and
* dangerous behaviour.

**7.0 Lesson removal at a host school**

Host-school refers to when the academy refers a scholar to spend a day or multiple in another trust school’s lesson removal room. If a host-school is issued, the parents of the scholar will be informed by text and telephone call the day prior. The parent will be responsible for ensuring the scholar attends the host-school on time and as expected. Host-schools may be issued for a number of days and used to follow a suspension if necessary. Host-schools may otherwise be issued for failure within Reflection or repeated defiance, and walking out of Reflection or detention.

If a scholar does not attend a host-school they will spend a full day in reflection upon return.

**8.0 Other times detentions might be used**

**Homework**

Scholars receive a minimum of 1 hour of homework each day and follows the set homework timetable. Knowledge Organiser booklets are used for homework and scholars are expected to use a range of advised strategies in their homework book.

All homework is checked the following day by the Tutor; a merit is given for completed work, a Red Card same day detention is issued for incomplete homework. Parents will be notified by text message. Failure to attend this detention will result in Reflection the following day for a full day.

For other subject homework, support sessions will be put on regularly and after-school support sessions will be mandatory for scholars who do not complete all homework. Scholars will attend until the homework is complete for a maximum of one hour.

**Punctuality**

Scholars who arrive in school after their allotted start time without sufficient cause will be issued with a same day late detention after school for 1 hour. Failure to attend this detention will result a learning cycle of 5 lessons including an after-school detention (of up to 1 hour), to be successfully completed.

**9.0 Bullying and Discrimination**

Please see link to separate anti-bullying policy: [Anti-Bullying-Policy-Jan-2023.pdf (iscaexeter.co.uk)](https://iscaexeter.co.uk/wp-content/uploads/2023/01/Anti-Bullying-Policy-Jan-2023.pdf)

Our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of scholars. 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 scholars 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 scholars 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 scholars/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 scholar’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 scholars 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 scholars 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, Reflection, fixed term exclusion and for repeated breaches, permanent exclusion.

**10.0 Sexual harassment and online sexual abuse**

School takes all reports of sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create on open culture where scholars 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 scholars 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 scholars 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 scholars’ 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.

School will follow the following process when incidents 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 scholars involved, particularly if the age gap is significant -Development stage of scholar -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 immediately

**Safeguard and support** victim and (alleged) perpetrator

**Sanctions applied** In accordance with behaviour policy

**Risk assessment** completed on case-by-case basis

**Safeguard and support** victim and (alleged) perpetrator

Could result in one or more scholars being found (temporary) alternative educational placement

**Sanctions applied** In accordance with behaviour policy

**Criminal process ends**

-Conviction or caution -Not guilty -No further action

School 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 scholars involved, particularly if the age gap is significant;
* Development stage of scholar;
* Any aspects of coercion;
* Regularity and repeated incidents;
* Any relevant context to behaviours;
* Wishes of victim; and
* Ongoing risk.

School 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.

School will apply the full range of sanctions available to any scholar 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;
* Lesson removal;
* Host school Lesson removal;
* suspension;
* 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 school will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect scholars. Ultimately, school will balance the victim’s wishes with our duty to protect the victim and other scholars within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

**11.0 Suspension**

Application of suspension is completed in conjunction with [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf).

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 at 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 suspended students will be given some work to complete and will 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 suspended students will spend at least one day in lesson removal 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.

**12.0 Permanent Exclusion** **(PEX)**

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

1. in response to a serious breach or persistent breaches of the school's behaviour policy; **and**
2. 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 PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school’s policy may result in a PEX. The list below indicates the circumstances where a PEX 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 any form of 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.

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

**13.0 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 scholar found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents or other substances that can be harmful. Scholars 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.

**14.0 Alcohol**

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

**15.0 Medication**

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some scholars 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 scholar 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.

**16.0 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 scholar 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.

**17.0 Search and Confiscation**

The school follows government advice when confiscating items from scholars which is outlined in the document ‘Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.’ July 2022.

[Searching, Screening and Confiscation (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.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.

Scholars 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 scholar is unable to immediately rectify a uniform issue eg. Hair dye or false nails they will spend time in the lesson removal 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 scholars repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Scholars 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.

Scholars 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. Scholars will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a School Scholar on their way to and from school.

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

Scholars 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 scholars with or without consent. There may also be severe penalties for scholars 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 scholar). This would include: matches, lighters, ‘legal highs’, and laser pens;
* E-cigarettes/fluid;
* fizzy drinks;
* energy drinks;
* hot water bottles;
* pictures of staff or scholars 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 authorised staff members.

Search protocol - key points:

1. Searches should only be carried out by a member of staff of the same gender as the scholar being searched. There MUST always be a witness – wherever possible a member of the same gender as the scholar.
2. Always seek to gain consent of scholars 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.
3. Please ask scholars to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
4. A metal detection device (non-contact) may be used if deemed appropriate.
5. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
6. Parents should be informed of anything found which is inappropriate.
7. All searches should be logged.

**18.0 Use of reasonable force**

The school is strongly against the use of force against scholars 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

[DfE advice template (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

**19.0 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 scholar behaving in a way that disrupts a school event or a school trip or visit;
* prevent a scholar leaving the classroom where allowing the scholar to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
* prevent a scholar from attacking a member of staff or another scholar, or to stop a fight in the playground; and
* restrain a scholar 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.

**20.0 Scholar conduct outside the school premises**

We aim to prepare scholars for a life beyond education. The School therefore reserves the right to apply all aspects of this policy to scholars recognisable as a School scholar (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 in Schools](https://www.gov.uk/government/publications/behaviour-in-schools--2).

Teachers have a statutory power to discipline scholars 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 scholars’ behaviour in these circumstances "to such extent as is reasonable."

The School may apply sanctions to a scholar 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 scholar 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 scholar or member of the public; or
* could adversely affect the reputation of the school.

The school is committed to ensuring our scholars 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 scholars, staff or members of the public;
* reassurance to members of the public about school care and control over scholars in order to protect the reputation of the school; and
* protection for individual staff and scholars from harmful conduct by scholars when not on the school site including online/social media.

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

**21.0 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, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

* the severity of the incident;
* the extent to which the reputation of the school has been affected;
* whether scholars 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 scholar or member of staff (e.g. bullying another scholar 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 scholars 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 scholar is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other scholars in the future.

**22.0 Wilful and Accidental Damage**

Our approach is as follows:

* If damage is accidental, providing this is the first incident involving a particular scholar, there will be no charge levied on the scholar.
* 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.
* Scholars 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 Lesson removal. 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. Scholars 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.

Scholars 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.

**23.0 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 scholars, 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 share 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.

**24.0 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 relevant policy and all complaints have the potential for consequences for the staff concerned.

**25. Malicious/false allegations**

Where it is concluded that a scholar 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. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases it will be appropriate to use restorative justice as a tool for supporting scholars to understand the consequences of their behaviour. The sanctions for malicious allegations could include lesson removal, internal exclusion, suspension and permanent exclusion.

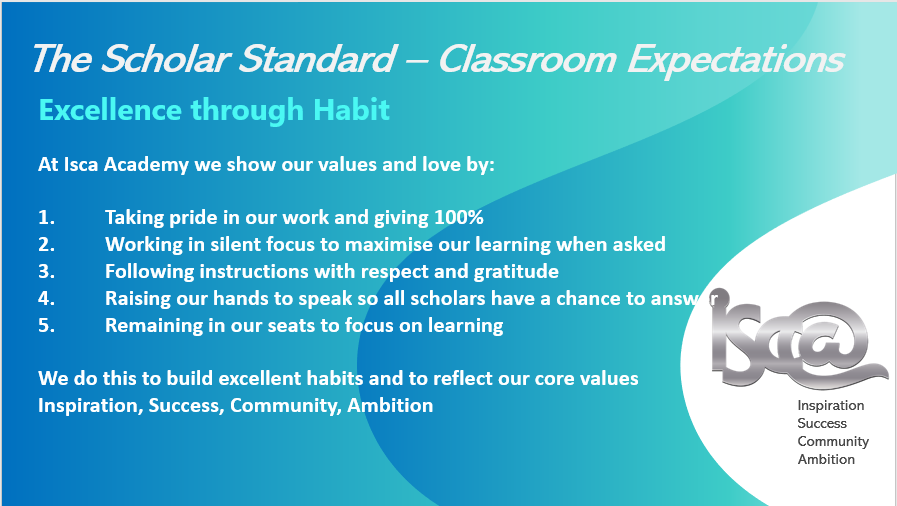
**26.0 Complaints**

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. ***Expectations poster***

**EXPECTATIONS POSTER**



**Home-School Partnership Agreement**

Isca Academy encourages every scholar to demonstrate our core values of Inspiration, Success, Community, and Ambition. We support and expect commitment to these values from all scholars. We believe that a scholar's success at this school is supported by the commitment and partnership of staff, scholars and parent/Carers which is vital to develop a positive whole school ethos.

When you enrol your child at Isca Academy you agree to the home-school agreement articulated below.

1. **Scholar**

I will…

* Be polite and show respect for staff, scholars, and visitors
* Proudly attend Isca Academy and 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 Lesson removal expectations
* Complete all homework every night from my homework timetable in my Knowledge Organiser
* 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
* Ensure any mobile devices are turned off and in my bag at all times
* Work to the best of my ability and take pride in my learning
* Accept and complete any sanctions allocated to me in line with this behavior policy

1. **Parent/Carer**

I/we will…

* Support my child to meet all the scholar 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 everyday in the correct school uniform that adheres to the school’s uniform policy and expectations relating to shoes, jewellery, piercings, make up, nails and hair colour and with the correct equipment needed for their learning
* Not encourage or facilitate the use of my child’s mobile device and ensure that any messages that need to be conveyed during the school dfay are done so via the school reception.
* 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
* Support sanctions issued by the school and reinforce my child’s commitment to these sanctions.

1. **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 scholars 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 scholars at the school fairly