



Arts & Media School
ISLINGTON

BEHAVIOUR POLICY

Last Review Date	December 2016
Next Review Date	December 2018

At Arts and Media School Islington we believe in rewarding those who work hard and behave respectfully as well as having consequences for those who choose to break the rules. We have a commitment to developing and building an inclusive School and to ensuring that the values of the School are based on equal opportunities for all. We have fair rules and we think that every body has a part to play in making sure that they are kept to.

This is a working document which lays out the different parts of the policy. We are aware that its success depends on pupils, parents, and staff working together to achieve the behaviour we all want from all our children.

Aim of the policy:

- To foster mutual respect between all members of our learning community.
- To create a safe and supportive environment for teaching and learning.
- To establish and underline effective behaviour for students.
- To determine rewards for meeting / maintaining such behaviour.
- To detail guide lines for action when expectations are not met.

We believe that:

- Every pupil can achieve success in different areas of study and by using different pathways
- Praise and rewards are needed in order to change behaviour as well as sanctions
- We should set high standards for staff and pupils.
- We celebrate success wherever it is achieved in the school
- Pupil should be encouraged and supported to stay in education or training until they are eighteen using all the different pathways available
- Education should be an enriching experience for all as well as a gateway to future successes

As a School we value:

- Working hard and self discipline
- Wanting to achieve
- Learning of all kinds
- Co-operation
- Telling the truth and learning how to face up to the consequences of our actions
- Respecting the rights and property of others
- Courtesy and helpfulness
- Punctuality and reliability

Our Expectations

At Arts and Media school Islington we value the input of all members of our learning community. A working party of staff and students have produced our learning expectations that summarise our expectations of each other.



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LEARNING EXPECTATIONS



Staff

- Meet and greet students at the door at the start of a lesson
- Plan lessons to address the needs of all learners – extend and support
- Mark students’ books and homework giving written and oral feedback on how to improve
- To make lessons interesting and engaging
- Acknowledge and model good learning behaviours in and out of lessons
- Have high expectations of all learners



Students

- Arrive on time to lessons showing readiness to learn
- Always contribute actively to learning in lessons; ask questions when unsure
- Always seek ways to improve work and understanding
- Complete all homework and classwork to your best standard
- Demonstrate the cornerstones at all times both in and out of lessons
- To strive to have the highest expectation of myself in all that I do

Students

We understand that our pupils will experience the usual difficulties and problems associated with adolescence. However, by the time our pupils leave School, we expect that they will demonstrate mature social and self awareness and be considerate of others

We expect our pupils to be seen both in School and in community as responsible young people aware of both their responsibilities

The Classroom

In the classroom we expect that pupil will:

- Arrive on time properly equipped
- Not to eat or drink in class
- Make it easy for everyone to learn
- Listen and consider the views of others
- Work cooperatively with teachers and the other pupils
- Work to their best ability
- Take responsibility for their own work and behaviour

- Follow reasonable instructions

Following the school code of conduct, all students are expected to:

Respect themselves and each other.

Work in a positive way in lessons

Be organised and work either silently or actively for the benefit of ourselves and others

Behave in a safe and sensible manner

Be on time for school and for lessons

Respect and care for the property of others and for the school environment.

Wear school uniform correctly.

Start of lessons

Arrive at lessons on time

Be in full school uniform and have relevant equipment /kit

Begin the lesson in an orderly manner

During Lessons

Follow teacher instructions

Complete activities that are set

Behave positively towards others

End of Lessons

Ensure the classroom is tidy -no litter or clutter.

Leave the lesson in an orderly manner.

Staff

We expect that staff will:

- Create a secure learning environment where pupil can learn free from emotional or physical threat.
- Set clear and reasonable limits
- Encourage pupils to trust staff by treating pupils fairly and with respect
- Have high expectation and give informal feedback about effort, progress, achievement and behaviour
- Set work appropriate to the pupils' current attainment
- Discuss behaviour with pupils.
- When incidents occur in the classroom encourage pupils to be honest and find ways of 'putting it right'
- Encourage pupils to discuss their concerns with staff

Start of lessons

- Ensure students are in full uniform before they enter the lessons

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- Ensure an orderly start to the lesson
- Ensure learning objectives are on the board before students arrive
- Greet students appropriately at the door and oversee the corridor directly near to your door.
- Expect students either to line up sensibly or to enter immediately and go straight to their workplace as stated on the seating plan.
- Aim to have the class at work within a few minutes

During Lessons

- Ensure that lessons are differentiated and delivered in an appropriate way
- Reinforce positive behaviour management strategies (explained below)
- Follow up any challenging behaviour according to the policy
- Actively reinforce the rewards policy
- Give verbal praise and encouragement as often as possible – try to say something positive to everyone.
- Be mobile around the classroom, position yourself so that you can see everyone.
- End the lesson in an orderly manner

End of Lessons

- Ensure clearing up is achieved by all – expect no litter or clutter.
- Dismiss students in an orderly fashion
- Oversee the corridor directly near to your door.

Our Expectations: Outside of the Classroom

It is the responsibility of all staff to deal with such incidents of behaviour that does not conform to the code of conduct wherever they occur around the school.

Students who behave inappropriately should be made aware of the fact that the member of staff is dissatisfied with them. The member of staff should encourage the student to correct his/her behaviour. Sanctions for students not willing to accept responsibility could be any of the following:

1. Question – ‘Are you refusing to follow my instructions?’
2. Question – ‘Are you aware that you are not following the school’s code of conduct?’
3. A private word with the student
4. Message in planner
5. Complete incident referral form.
6. Seek support from Senior Teachers

Corridor Rules

In order to enable safe movement and good behaviour in the corridor it is stressed that all staff have a responsibility to remind students of appropriate behaviour in corridors.

This means:

- All staff to challenge calmly and assertively students who are breaking the rules,
- Referring directly to the rules.
- In confronting poor behaviour, aim to avoid conflict with students and if necessary call for your head of department or on call to assist.
- All staff who note poor corridor behaviour should complete an Out of Class Incident Report on SIMS.
- All staff should be at the door of their classroom on time at the start of the lesson to supervise entry and exit to and from the corridor.

Other Areas in School

All staff to challenge calmly and assertively students who are breaking the rules, referring directly to the rules. All staff who note poor behaviour outside of lessons and the corridors should log the issue on SIMS and inform a member of the pastoral team.

Areas outside of school

Student behaviour outside school on school business (e.g. school trips, away school sports fixtures, or work experience placements) is subject to the school’s Behaviour for Learning policy and Code of Conduct.

Poor behaviour in these circumstances should be dealt with as if it had taken place in school.

Searching and Confiscation

If a student is believed to be in possession of any illegal item or any item that maybe of danger to others in the school community then the student will be asked for permission to search them. This will be conducted by the head teacher or senior pastoral staff. These searches will always be conducted with a witness and involve looking at the contents of bags, outer clothing and pockets. Where a search is refused or a further body search is thought to be required, the safer schools police service will be requested and parents called.

Staff will confiscate any items that are designated as inappropriate by the school rules. Expensive items such as mobile phones, MP3 players and clothing will be held in a locked room or safe and returned to the student when appropriate and dependant on the number of previous confiscations. Items of inappropriate food such as chewing gum, junk food and all drinks except water will be disposed of.

Positive Behaviour Management Strategies

All members of staff should employ strategies to avoid / defuse confrontation so that an exacerbation of the situation may be avoided. The manner in which staff speak can determine the response they receive.

If confrontation develops between a member of staff and a student then the following strategies could be employed in an attempt to defuse the situation:

Keep voice calm and lower the volume to lower normal level

Speak to the student without an audience

Keep calm and avoid shouting

Do not invade student's "personal space"

Avoid touching the student – never try to remove a student physically from a room or attempt to block a student's exit, unless there is a significant risk to staff/student safety

Never insult, abuse or humiliate a student verbally

Be prepared to postpone the dialogue until the student has calmed down

We must aim to develop positive working relationships with our students and every member of staff must balance any disciplinary sanctions with positive reinforcement, rewards and recognition of student efforts and successes.

As a starting point, when a student is challenged in a calm assertive manner every member of staff is expected to cover some of the points below:

Check that the student understands what he/she is in trouble for by discussing what has happened to them

- Establish that she/he knows the behaviour was unacceptable
- Explore the effect that the behaviour has on others
- Discuss with the student the nature of the behaviour they are exhibiting
- Exercise strategies for avoiding the same situation in the future
- Encourage student to think of or offer some alternative strategies in order to avoid a repetition of the unacceptable behaviour.

All staff should be consistent in following up and recording incidents of unacceptable behaviour.

Reflection Cards

All staff are issued with a reflection card, which can be used when asking a student to leave the classroom for a short period of time. The card contains simple questions for the student to consider while waiting to re-enter the classroom in the appropriate manner.

Consequences

When a student breaks the rules teachers are working on a 3 warning system

Warning 1—“(Name), please do not do that (be explicit) talking when I am talking again”

Refer to classroom signs

Warning 2 –“(Name) I spoke to you about (be explicit) talking when I was talking and now I am giving you a formal warning because you are shouting out in class and disrupting the lesson”

Refer to classroom signs

At this point the pupil’s name is written on the board-“(Name) if there is a further instance of lesson disruption in this lesson you will be sent to the referral room.”

Refer to classroom signs

Final warning -“(Name) I have given you previous warnings and your behaviour continues to disrupt and break the School code of conduct.

Class teacher may choose to call a senior member of staff or send the student to the referral room.

Only 2 pupils may be sent to Referral Room in any one lesson. If disruption continues after this then a senior member of staff should be called for.

Classroom discipline is the class teacher’s responsibility in conjunction with the school Behaviour Code of Conduct.

The Headteacher monitors all Referrals and in conjunction with SLT / Head of school and Pastoral Managers and will contact parents re repeated disruption and recommend exclusion to the Lower/ Upper School Hub or offsite provision.

SIMS Behaviour Management System

The school uses SIMS to record incidents of unacceptable behaviour and as a method to reward positive behaviour through a points system. All students in the school are set a minimum target ratio of 10:1 (Achievement Points: Behaviour Points)

Achievement Points

Achievement points are awarded to students for positive behaviour, effort and achievement both inside and outside the classroom.

Whole School Achievement Point Descriptors:

BRONZE (1 Point)	Community	For making a positive impact within the school community
	Pastoral	For making a considerate contribution to discussions, group work and teamwork
	Academic	For being resilient, responding to feedback by solving problems and quickly improving your work
	Homework	For completing a level of homework, without help, that goes beyond expectations
SILVER (3 Points)	Community	For recognition and participation in good work outside of the school
	Pastoral	For helping to solve a problem and showing others how to improve
	Academic	For being pro-active in improving work and seeking the next step without teacher prompts
	Homework	For finding new resources and using them to make progress with your work
GOLD (5 Points)	Community	For taking actions that impact positively on the reputation of the school
	Pastoral	For taking a lead role in mentoring and/or teaching other members of the school community
	Academic	For seeking more challenging tasks and problems, devising solutions and refiguring your work
	Homework	For working beyond expectation, using extra resources creatively that deepen your understanding of a subject

Students are rewarded in recognition of their achievements when they reach certain thresholds:

Certificate	Awarded By	Total Points	Reward
Governors	Chair of Governors	1000+	Certificate/ Badge/ Governors Prize
Gold	Head Teacher	750	Certificate/Badge/External Prize
Silver	Deputy Head Teacher	500	Certificate/Badge/School prize
Bronze	Head of School	250	Certificate/Badge

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NB – Students will only receive award if the target ratio of 10:1 is also achieved.

Behaviour Points

Behaviour points are issued to students when their behaviour, effort or achievement fall below the expectations of the school community both inside and outside the classroom.

Behaviour Point Tariff	Examples of Behaviour	Possible Sanctions
1 Point	Late to school/ class Incorrect Uniform/ No Equipment No Homework Disruption of class	Warnings, removal from class, detention, parents contacted.
2 Points	Refusal to follow instructions Truancy of a class/ detention Graffiti/ Damage to school property	Warnings, removal from class, detention, parents contacted, community service.
3 Points	Sent to the Referral Room Refusal to leave the room Swearing at staff or students Fighting (Including play fighting)	Removal from class, detention, parents contacted, resolve meeting, internal exclusion, behaviour report.
4 Points	Smoking in school or in school uniform Conduct that is dangerous or out of control	Removal from class, detention, parents contacted, resolve meeting, internal exclusion, behaviour report or possible alternative provision.
5 Points	Threatening behaviour towards staff or students Assault on staff or students Possession of a weapon Any matter relating to drugs Possession of fireworks	This school community has zero tolerance with regard to weapons, drugs, violent conduct and fireworks in school. All of these carry the severest of sanctions and are likely to lead to lengthy exclusion or possible permanent exclusion .

Bullying

At Arts and Media School Islington, all forms of bullying are taken extremely seriously.

“Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.”

Any type of bullying behaviour, whether verbal, social or physical will be investigated, logged and addressed with appropriate sanctions applied. (See the AMSI Anti-bullying policy for more detail).

Detentions

Where appropriate detentions are used to reinforce the expected levels of behaviour and conduct at Arts and Media school Islington. The following detentions are used:

Detention	Detail	Duration
Resolve	This is issued by the pastoral team. Students, who have been sent to the referral room during the school day, must collect their reflection questionnaires and resolve with the relevant staff member.	15 mins – 1 hour
Homework/ Late	This is a whole school detention issued on the same day to any student who is late to school or receives a no homework point during the day.	1 hour
Teacher	This can be issued for any minor infraction of the school rules and can be issued at break time, lunch time or after school.	5 mins – 1 hour
Head of Faculty/ Head of School	This can be issued for any repeated minor infractions of the school rules where the teacher detention has been unsuccessful. Including failure to attend teacher detentions.	1 hour
Head Teacher	This can be issued for any repeated minor infractions of the school rules where the head of faculty/ school detention has been unsuccessful. Including failure to attend the previous detentions.	1 hour

Referral Room

The referral room is a pastoral base within the school. Its function is to act as a temporary holding place for a student who has continued to misbehave during a lesson, once all the classroom management protocol has been followed.

The Referral Room is located on the top floor of A block.

The Referral Room is staffed for the entire school day until 4.30pm.

Students who are sent to the referral room will be required to immediately complete a reflective questionnaire about their behaviour. After this, work will be set by the teacher in the referral room. When students are in the referral room they are to work silently and not talk to other students.

Students who have been sent out of class to the referral room will then have to attend their resolve detention at the end of the school day. They will retrieve their reflective questionnaire and use it to support their resolve meeting with the member of staff.

Staff are required to log the incident on SIMS when they refer a student to the Referral Room. Parents will be informed of the referral.

Staff who refer students to the Hub are expected to attend a resolve meeting with the student to discuss the incident. When the matter is resolved to the teachers satisfaction the student will be allowed to leave. Pastoral staff, Heads of School and Heads of Faculty are expected to support these resolutions where required.

Students who cannot control their behaviour in the Referral Room will be referred to SLT who will then arrange for parents to come into school. This could result in the pupil being placed in isolation or in serious cases face exclusion from school

Isolation Room - Internal Exclusion

Students can also be referred to the Isolation Room for a day(s) of isolation if it is felt the seriousness of their behaviour warrants this. They will have all of their lesson work delivered to the Isolation Room or work on EdLounge. They will receive break at alternative times to the main school body.

The Isolation Room is located on the bottom floor of A Block opposite the Deputy Head Teachers office.

The students' parents will be informed, in most cases, prior to the Isolation and in cases of emergency during the first day of the isolation.

The Isolation Room may also be used as a temporary holding room for students when an investigation is being conducted into a serious behaviour incident.

BEHAVIOUR STRATEGY (LOWER SCHOOL)

LEVEL 1

- Initial Behaviour Contract signed.
- Behaviour Point Accrual (8 in two weeks) and/or possible referrals out of lessons.
- Tutor Phone call Home – monitored and if further points.
- On Report to Tutor for **2 weeks**. Letter home stating pupil on report.
- 5 or more Behaviour Points during fortnight period moves pupil to next level.
- Serious incident *

LEVEL 2

- On Report to Head of Lower School – **2 weeks**
- **1st Meeting with parent/guardian** : Individual Behaviour Plan (IBP) or PSP
- Possible period of time in Hub (Internal Exclusion)
- 5 or more Behaviour Points during this period moves pupil to next level.
- Serious incident*

LEVEL 3

- On Report to Deputy Head : **2rd Meeting with parent/guardian**. IBP reviewed.
Possible options if no significant improvement over 2 weeks on report to Deputy Head. Letter sent home:
 - Reduced Timetable
 - Alternative Provision
 - Fixed- Term Exclusion
 - Permanent Exclusion

* a serious incident will automatically take a pupil to Level 3.

Upper School Accelerated Behaviour Support Plan

KS4 is a very short period of time. Students should by this time matured into responsible independent learners. In short, negative behaviour should no longer be part of their school day.

If we see a spike in negative behaviour or a regression to previous patterns of poor behaviour the student will be placed on the Accelerated Behaviour Support Programme. This runs as follows-

1. Parents/carers meet with the Pastoral Manager. Issues are discussed and a behaviour contract is agreed. Student goes on report for two weeks.
2. After two weeks parents/carers meet with Deputy Head of Upper School to review progress.
3. After four weeks parents/carers meet with Head of Upper School to review progress.
4. After six weeks parents/carers meet with the Deputy Head Teacher to review progress or issues arising and to decide upon the next steps for the student.

This programme is designed to support the student's education and facilitate both the student in taking responsibility for their education and engaging parental support.

Individual Behaviour Plans

When students repeatedly fail to behave in an appropriate way, or if they return to school from fixed term exclusion an Individual Behaviour Plan will be drawn up in a meeting with parents to agree a strategy for improving the students' behaviour. It includes clear boundaries and guidelines for behaviour and strategies to support the student. A sensible timeframe will be established at this meeting for a date to review the students' progress.

Home School Agreement/ Individual Behaviour Contract

All students and parents at Arts and Media School Islington are expected to sign the home school agreement. This document sets out the clear expectations of students, parents and the school. It is kept on the students school file as a declaration of the commitment to working together in partnership.

Students who have breached this agreement either through repeated minor behaviour infringements or isolated serious breaking of the school rules, will be asked to sign individual behaviour contracts. These contain specific expectations that relate directly to any previous behaviour issues.

PASTORAL SUPPORT PLAN (PSP)

What is a Pastoral Support Plan?

A Pastoral Support Plan (PSP) is a school based and co-ordinated intervention to help individual pupils to improve their social, emotional and behavioural skills. As a result of a PSP pupils should be able to better manage their behaviour and /or improve their attendance.

A PSP will be needed in particular for those children and young people whose behaviour is deteriorating rapidly. The PSP should identify precise and realistic outcomes for the child or young person to work towards. The PSP will act as a preventative measure for those children and young people at risk of exclusion. A nominated staff member should coordinate and oversee the PSP planning and process. It should be focused on meeting the needs of the child or young person, be practical and manageable. Any PSP should be developed in conjunction with other existing plans and should not be regarded in isolation. If the child or young person has another plan then ideally the PSP should be integrated.

A PSP should not be used to replace the special educational needs process. Rather than set up a separate PSP for pupils with an Individual Education Plan (IEP), schools should ensure that IEPs for pupils at serious risk of exclusion reflect appropriate approaches, strategies and support to meet their additional needs. It may be that professionals consider undertaking a Common Assessment in order to establish how best to support the child or young person. See Common Assessment Framework guidance eg www.everychildmatters.gov.uk/deliveringservices/caf/

A PSP should be set up for a child or young person:

- who has several fixed period exclusions that may be leading to a permanent exclusion
- who is identified as being at risk of failure at school through disaffection
- where the situation is complex and a range of agencies are required to support children and young people.

Setting up a PSP

A PSP needs to be set up in consultation with parents or carers. It is important that we work in partnership with parents and carers and that each understand their roles and responsibilities in relation to the PSP. To set up a PSP, the school should invite the parents or carers, a local authority (LA) representative and other relevant agencies to discuss the areas of concern and what is required to get back on track, both academically and socially. These children will be identified by the Heads of School at Action and Concern meeting.

The PSP should also specify agreed support the child or young person and/or the parent/carer, needs in order to achieve this. The LA should agree with the school precisely what input, support or monitoring it will offer. The LA may, alternatively, offer advice, support and guidance to a different school in order that the new school can include and educate the child (see below re managed moves).

Other agencies will be involved in providing input to the PSP, as appropriate and necessary.

The PSP should: use information gathered from a range of sources including, the child or young person, parents and carers, school and other relevant professionals; set out specific and realistic targets, and how they will be measured, agreed by all involved, including the child or young person.

A PSP should:

Identify the input and support from the school and parents/carers that the child or young person will receive to help him/her reach the agreed targets;

Identify the input and support from all other relevant professionals and agencies that the child or young person will receive to help him/her reach the agreed targets;

Identify the recognition and rewards that the child or young person will receive when they demonstrate efforts to meet the agreed targets;

Identify the consequences that will result if the child or young person does not demonstrate efforts to meet the agreed targets including any sanctions that may be applied;

Identify the time limit for the duration of the PSP including review dates. Any PSP should be given appropriate time to ensure the pupil has opportunity to demonstrate efforts to improve. A PSP should have a time limit, for example, 16 working weeks. During this time progress should be regularly monitored and adjustments made to the PSP as necessary.

FIXED TERM and PERMANENT EXCLUSIONS

Formal exclusions are the most severe punishment available to the school. Their Procedures are strict and governed by law. All formal exclusions involve the Headteacher, Governors and LEA. Only the head teacher (or, in the absence of the Headteacher the teacher in charge) can exclude a student.

A decision to exclude a student should be taken only:

In response to serious breaches of the school's behaviour policy; and
If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

There will, however, be exceptional circumstances where, in the head teacher's judgment, it is appropriate to exclude permanently a student for a first or "one off" offence. For example:

- Serious actual or threatened violence against another student or member of staff.
- Sexual abuse or assault.
- Possession of and/or supplying an illegal drug
- Carrying an offensive weapon
- Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).

Exclusions are a last resort and are never considered until all other options have been exhausted.

- Recommendations for formal exclusion come via the Deputy Head (Pastoral) through SLT.
- Requests for exclusions will not be considered without full details of the incident(s) written up on Incident Reports Forms accompanied by relevant Student Statement sheets.

Prior to the decision being made, investigation of the incident needs to take place, this should be by the SLT or the Head School.

The relevant Incident Reports and student file are passed on to SLT. SLT pass on information to the Gatekeeper who ensures the Head Teacher's decision is appropriately documented and followed through.

If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done, the Head Teacher may exclude the pupil.

Arts and Media School Islington WILL also consider whether or not to inform the police, where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Team, Social Workers, etc.

When a student is excluded from school, work is set for the period of time the student is out of school. This is collated by the HOS. It is imperative that all the teachers of the excluded student set work. (It needs to be pointed out that some schools have lost exclusion appeals where the schools cannot provide evidence that appropriate work has been set).

Each student who has been excluded will return to school closely monitored by the HOS / SLT. Each student returning from exclusion will be monitored by behaviour report for a period of time.

Available sanctions

Teacher Detention

HOF / HOS Detention

Head teachers Detention

Behaviour Report System

Internal Exclusion 1-5 days

Fixed Term Exclusion

Aspire Course 8 weeks

Alternative Provision

Managed Transfer

Permanent Exclusion

Not a sliding scale

