

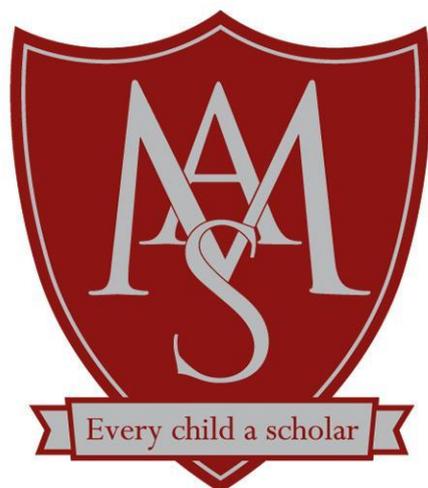


Arts & Media School  
ISLINGTON

# Achievement & Behaviour Policy

Date: 01 September 2021 Review: 01 September 2023

Lead: D.McLoughlin



# Arts & Media School

## ISLINGTON

### **Achievement and Behaviour policy**

Policy date	September 2021
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Approved by	Governing Body
Date	July 2021

# **Arts and Media School Islington Achievement and Behaviour Policy**

Date: 01 September 2021 Review: 01 September 2023 Lead: D.McLoughlin

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Arts and Media School Islington is a place where everyone has the right to learn, knowing that this is a place where they are safe and happy. We all work together to maintain a calm and purposeful learning environment.

We are committed to building a strong and cooperative school culture. Positive relationships between staff, students and families are the foundation of our school. Respect between all members of our community is essential to our well-being and growth.

Our students are encouraged to develop a sense of responsibility to themselves and to others; to foster genuine self-discipline and respect for others. We encourage this through the promotion of our Cornerstones - Confidence, Aspiration, Reflection and Respect. We believe in noticing, praising and recognising positive behaviours, and that school staff should model the behaviours and attitudes they expect to see from students.

We believe that to feel safe and 'ready to learn', students need predictable routines, expectations and responses to behaviour.

We are an inclusive school and recognise that our students have differing needs around their learning, behaviour and their physical, mental and emotional health, which may require differentiated support.

We recognise that all behaviour is communication, and that challenging or 'difficult' behaviour is often a communication of an unmet need, or a lack of skills. Students showing repeated difficulties with their behaviour are regarded as vulnerable, and require an assessment /collaborative problem-solving to establish the underlying drivers/lagging skills.

We believe that it is not always appropriate to respond to negative behaviour in the same way for every child, but it is essential to have a guiding framework of responses to positive and negative behaviour.

As a Trauma-informed school, we recognise that difficult life experiences can impact on relationships and learning, and we are committed to using trauma-informed thinking and approaches to proactively support students, families and staff.

## 1. Aims

- We will provide an optimal learning environment, enabling teachers to teach and students to learn and achieve or exceed targets.
- We will provide a rewards system to provide positive encouragement, praise and recognition of excellent work and behaviour.
- We will provide chances for students to reflect on negative behaviours through supportive relationships with staff, restorative practices and mentoring.
- We will support students with learning and/or behavioural needs.
- We will provide and consistently apply firm but fair sanctions that underpin good quality teaching and learning.
- We will aim to provide a welcoming and inclusive environment, in which the views of all stakeholders are considered.

## 2. Rights and Responsibilities

**At Arts and Media School Islington, we believe that:**

- Everybody has the right to be safe and healthy.
- Everybody has the right to dignity and respect.
- All teachers have the right to teach.
- All students have the right to learn.
- It is the responsibility of everybody to make sure we can all enjoy these rights.

**Everyone who comes to learn and work at Arts and Media School Islington will:**

- Treat all members of the school and local community (including visitors) with care, courtesy, consideration and respect.
- Behave safely in the building and surrounding environment.
- Be punctual.
- Be honest and truthful.
- Have pride in our school and celebrate achievements.
- Have the confidence to speak up if something is wrong.

### **3. General Advice for Staff**

AMSI recognises that staff wellbeing is crucial in creating a strong, caring and cooperative culture and supporting positive relationships between students, families and staff. The quality of the relational environment is everyone's responsibility, but the adults (staff and parents/carers) ultimately set the school climate through the behaviours they model.

Senior Staff recognise their responsibility to support staff by offering backup, advice and consultation around workload and behaviour management. School staff are encouraged to look after themselves and each other, to practice self care and self awareness, and to reach out to colleagues, line managers, and specialist support where needed.

#### **Staff at AMSI should;**

- Have high expectations of behaviour for and engagement in learning.
- Be consistent, fair and persistent - remember young people make mistakes and will learn from them.
- PIP RIP - Praise in public, reprimand in private - reduce the audience effect.
- Keep any assurance you make to students and remain open and honest with them.
- See behaviour as a communication of the student's needs, and work to meet those needs.
- Notice your own state of mind and how regulated you are.
- Act proactively rather than reactively.
- If a student becomes dysregulated, use de-escalation strategies, name and validate emotions, and support them to become more regulated before problem-solving or applying sanctions.
- Use the language of choice to support students to make the right decision.
- Apply appropriate, fair and effective sanctions relevant to the misdemeanour.
- Use sanctions as a last resort when other behaviour management techniques have not worked.
- Communicate your intentions clearly and effectively to students.
- Seek advice and support from colleagues.
- Consistently follow school procedures.

#### **SEND - Reasonable Adjustments**

Arts and Media School Islington takes its responsibility under the Equalities Act 2010 seriously. Therefore, reasonable adjustments will be made to our expectations when an individual either has a confirmed or undiagnosed Special Educational Need. This does not mean that these students can act with impunity, but there is an acknowledgement that by tweaking our expectations, students can be better supported and thrive.

## Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment.
- Be recorded and reported to parents.

## 4. Celebrating Achievement

The school rewards students when they demonstrate the attributes of the 4 Cornerstones. Our values are promoted through these 4 important features of an AMSI Scholar - Confidence, Aspiration, Reflection and Respect. Each one of these Cornerstones is promoted in the following way:

**Confidence** - We are a community of innovative scholars. Staff guide and support every learner to think creatively, enquire relentlessly and contribute confidently to their world.

**Aspiration** - All within the community are challenged to surpass their internal expectations and aspirations.

**Reflection** - All within the community understand where we are, where we are going and how we will get there.

**Respect** - We care for each other and our learning environment. That care and respect is extended to people in our surrounding community.

### Cornerstones (CS Points)

The actions and events indicated below and any others beyond are awarded with CS points in a single category - these can be awarded in multiples of 1, 2 or 3. The aim is to build up CS points in all 4 categories to gain rewards and develop skills in all areas, displaying the qualities of an all round AMSI Scholar. These are called a **Scholar Sweep**.

Cornerstone	Examples of attributes to be rewarded
Confidence	<ul style="list-style-type: none"><li>● Showing creativity in a piece of work.</li><li>● Thinking outside the box and taking risks when developing ideas.</li><li>● Showing innovation/originality in any activity.</li><li>● Taking an active role in assemblies/schoolproductions/public speaking.</li><li>● Confidently reading aloud or presenting to an audience.</li><li>● Playing a key role in a sporting activity.</li><li>● Following your own judgement.</li><li>● Contributing to the wider community.</li><li>● Active participation in the School Council.</li></ul>
Aspiration	<ul style="list-style-type: none"><li>● Successful completion of report.</li><li>● Being proactive in improving work.</li></ul>

	<ul style="list-style-type: none"> <li>● Producing high quality scholastic work during tutor time.</li> <li>● Completing homework that goes beyond expectations.</li> <li>● Participation in good work outside of school.</li> <li>● Seeking more challenging tasks.</li> <li>● Showing great self-management skills.</li> <li>● Using your planner effectively.</li> <li>● Being a positive role model for others.</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>● Being resilient and responding positively to feedback.</li> <li>● For helping others and showing them how to improve.</li> <li>● Taking a lead role in working with others.</li> <li>● Self-regulation when under pressure.</li> <li>● Attending and participating in parents evenings.</li> <li>● De-escalating a situation of conflict.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>● Prompt arrival.</li> <li>● Ready to learn.</li> <li>● Full REP.</li> <li>● Considering the safety of others.</li> <li>● Making a positive impact within the school community.</li> <li>● Making a considered and valuable contribution to discussions/group work/team work.</li> <li>● Taking actions which impact positively on the reputation of the school.</li> </ul>

### How are students rewarded?

- Main CS points pyramid as shown below.
- Subject Wall of Fame.
- Whole School 'Scholars' Wall of Fame.
- End of Term Rewards Assemblies by SLT, including;
  - Scholar (Pastoral) Awards
  - Subject Awards.
- Praise Postcards issued by teachers for exceptional behaviour
- Attendance Rewards.
- CS Points Awards.

**Gold Scholar AWARD**

Rewards Trip and Certificate.

**Silver Scholar AWARD**

SLT Award Event, Voucher and Certificate.

**Bronze Scholar AWARD**

Award in Assembly, Voucher and Certificate.

**Form Tutor Scholar Award**

Postcard home and 1-week fast track lunch queue.

**Scholar of the Week AWARD**

Assembly Shout Out.

## 5. Behaviour Expectations

### Students In General

#### THE BIG TEN

1. **PFI.** Politely Follow Instructions given to you by all and any member(s) of staff.
2. **In School, On Time.** You need to arrive at school in the correct Key Stage window (KS3 8.15-8.30, KS4 9.10-9.25) and be in your form room before the bell goes.
3. **Equipped.** You must be fully equipped – make sure you have all books for the day's lessons and your full REP (Reading Book, Equipment and Planner).
4. **Perfect Uniform.** We have high standards of uniform, look smart, be smart. No inappropriate footwear, no tracksuit tops, no hoodies, no sweatshirts.
5. **No Mobile Phones or Electronic Equipment during the school day. See *it, Hear it, Lose it*.** Confiscated phones will be kept securely for collection by parents or guardians. The School will not be responsible for investigating the theft of mobile phones, or any other valuable items.
6. **Be Healthy.** Fizzy drinks, sugary fruit juice and unhealthy food must not be brought to school. Chewing gum is not allowed.
7. **Beginning of Lessons.** Lessons should begin with you arriving before the second bell, getting your equipment out and standing behind your desk.
8. **Be Sensible and Kind.** Keep your hands, feet and inappropriate comments to yourself. Students must, at all times, behave sensibly, courteously and with consideration for others, both in and out of School.
9. **Respect Our School Environment.** Do not drop litter, eat food in classrooms, or deface School property.
10. **Straight Home.** Go straight home at the end of the day (unless in detention or a supervised activity). Students must not remain on the School site or in the local community.

## Learning Routines

### Uniform

- Students are expected to attend school in full school uniform. Details on school uniform can be found on the school website or by following this link: <https://www.artsandmedia.islington.sch.uk/about/uniform/>
- If a student arrives at school with missing uniform items (ties, shoes, etc.) the school may loan student items of uniform in exchange for a personal item e.g. an Oyster card. If the uniform cannot be rectified or the student refuses to wear the correct uniform that student will either be sent home to rectify or spend the day in the Inclusion Room, and parents will be informed.
- Students will only be permitted to wear non-uniform items for medical reasons and a medical note from a medical professional will be needed as evidence of a medical condition preventing a student wearing full school uniform.
- Additional, banned items (jewellery, trainers, earphone wires, hoodies, etc.): will be confiscated on sight (see confiscations below).
- If students choose to wear makeup, it must be subtle and discrete. Hair styles may only include natural hair colours (i.e. rainbow colours are not permitted), and students may not wear acrylic or false nails. Students who are in violation of these expectations will be required to remove the prohibited items or spend the day in the school's internal exclusion unit.
- Students are not allowed to wear coats in lessons or form time.

### Equipment

- Every student is expected to carry basic school equipment or REP - Reading book, Equipment (fully stocked pencil case) and Planner.
- Equipment is checked by form tutors every morning registration. Year teams are responsible for tracking how well equipped their tutees are every week.
- To improve pupil organisation, parents and carers will be contacted by their son's/daughter's form tutor if their son/daughter repeatedly attends school without being fully equipped.

### Confiscations

- Arts and Media School Islington uses a 'See it, hear it, lose it' policy regarding electrical equipment, banned items and non-uniform items that are worn on the school premises.
- Items confiscated for the 1st time are taken to reception where students will be able to collect them at the end of the school day.
- Items confiscated for the 2nd time are taken to reception and given back the next day upon receipt of a note from home.
- If the same item is confiscated for the 3rd time the item taken to reception and given back to the parent/carers in person.
- It is an expectation that staff will challenge students with banned items - should students refuse to hand over items, a D3 detention can be issued, and a referral to a member of the pastoral team.

## Punctuality

- A student is late to school if they are not on the school site by 8.30am (KS3) or 9.25am (KS4). Students who arrive late to registration must be marked in as late on the register by the form tutor or covering teacher.
- When a student arrives at school after registration the Attendance Manager will record the lateness.
- If a student arrives late to school without a good reason, they will complete a 30 minute late detention at the end of the school day in A106, where they will fill in their punctuality reflection form. This detention is supervised by the Attendance Manager and a BFL Mentor every day.
- The Attendance Manager must ensure that the late detention list is emailed to the Inclusion Manager by KS3 Lunch time.
- Students are responsible for ensuring that they attend the late detention. However to facilitate the process P5 teachers should remind any students that were late in the morning that they have a late detention at the end of the day.
- Students that do not attend the late detention will be issued with a D3L sanction and these students will be added to the D3 list the next day.
- Students that are late to form or lessons (but not late at the gate) should be issued a D1 Sanction.

## Lesson Changeovers / Social Time

- In order to 'own' our spaces, ensure punctuality and welcome students to lessons, teachers should be outside their classrooms and offices before/between lessons (unless in transit to another room). Meetings during lesson time should start 5 minutes after changeover time to allow staff to be in corridors.
- The warning pips are sounded 3 minutes before the start of each lesson and again to signal the start of the lesson. Students are expected to be on their way to lessons on the first set of pips and lessons are expected to be underway by the second set of pips. Students who are not in lessons by the second set of pips are late and should be marked in the register as such and issued with a warning when they arrive at the lesson.
- **If not teaching or on duty, all staff are expected to be on the corridor during lesson changeover. Staff should position themselves close to the area they will be based in the coming lesson.**
- The school Attendance Manager will email year teams the list of students that have been late to lessons every week. It is the responsibility of the year teams to support and check in with any student that is persistently late to lessons.

## Students out of lessons

- Students should only be out of lessons with an out of lessons card for appointment or a session with another member of staff. Students out of lessons without the card will be sent back to the lesson and where possible verification/clarification will be sought from the teacher.
- Students should not be let out of a lesson to go to the toilet (unless they have a toilet pass generated as a result of a confirmed medical condition) or to see a first aider.
- If a student has a mentoring session, counselling or an instrumental lesson, the timetable (rotating so the same lessons are not repeatedly missed) of these sessions/lessons will have been published to staff in advance. The only time a student will be called out of a lesson without notice will be for urgent counselling.
- If a student leaves a lesson without permission, the On Call System must be used and a D3 sanction logged.
- If a student needs urgent medical attention, contact reception who will send a first-aider. A student (who is not in need of treatment) may be sent to reception with a pass and a note to request a first aider.
- Some students may need to leave the lesson to manage dysregulation. In these circumstances an out of lessons should be issued to the student by a member of the pastoral team,

## Out of Lessons Rooms

The Inclusion Room is for students who have an internal exclusion, and the Referral Room is for students that have received a D3 sanction, and have been removed from the lesson.

## Students In The Classroom

Students will be :

- **Confident** - Participate in class actively - it is okay to make mistakes, this is how you learn.
- **Aspirational** - Show you are ready to learn - be punctual, equipped, focussed with excellent uniform.
- **Respectful** - show it through your words, actions, tone of voice and facial expressions. Listen to others quietly.
- **Reflective** - Notice how your learning is going, what's going well and what is harder, and ask for help with what you need to improve.

## Staff In General

- Be conscious that, at all times, we must be the model of behaviour that we would wish our students to aspire to. In particular, we should treat all students as we would wish to be treated ourselves.
- Support each other by recognising that whenever we are in the presence of students we are effectively 'on duty' and 'in loco parentis'. This means that we are responsible for monitoring the behaviour of students at all times in and around the building.
- Be prepared to both consistently challenge inappropriate behaviour and recognise good behaviour.
- Remember that every lesson and or interaction with a student is a fresh start.

## Staff In The Classroom

- Plan engaging, creative and challenging lessons that all students can access.
- Have high expectations for work and behaviour.
- Differentiate for students with additional needs and those affected by trauma.
- Use positive behaviour management strategies (See Appendix 1)
- Recognise that sanctions should be used sparingly and appropriately and should always be logged on SIMs - overuse makes them less effective.
- Where necessary, seek the support of their line manager or other specialist staff in managing the behaviour of more challenging students or groups.
- Use the language of choice to support students to make the right decision (See Appendix 2).
- Recognise that some students may need additional support in making appropriate choices with their behaviour and, if necessary, seek the support of pastoral staff in making this available.
- Do not leave classes unattended in order to undertake other tasks.

## **Start of lesson;**

- Where possible, be on time to lessons and greet students at the door. **Do not line students up outside the classroom.**
- Have a seating plan on Class Charts to support students' learning and behaviour.
- Expect that students have all their equipment on the desk, their bags and coats are off the desk and they are standing behind their chairs to start the lesson.
- Record attendance and punctuality using SIMs.

**During lesson:**

Do not send students out of lessons unless they have an out of lesson pass. You can ask them to wait outside if they are on second warning, but this should only be for a short period before you speak to them.

Wherever possible use praise and reward appropriate student behaviour.

Ensure that there is no eating or drinking in the class (except water with the permission of the teacher).

**End of lesson:**

Ask students to stand behind their chairs at the end of the lesson and dismiss them in an orderly manner – preferably while standing at the door. Make sure that the room is left in an orderly state.

## 6. The Sanctions Ladder

### Rationale:

1. To ensure greater levels of good Behaviour for Learning (BfL) among students.
2. Sanctions are linked to behaviour which contradicts our Respect Cornerstone (D = Disrespect).

### Warning 1



**Warning 2:** warning with some form of adult intervention - move seats, or sent outside for a short period.



**D2 Sanction:** Lunch time detention the next day.



**D3 Sanction:** Removal from lesson, 75 minute same day after school detention. Students must know why they've been given a sanction.. There must not be whole class sanctions.

### Support strategies to be used at the point of Warnings and D2 Sanction:

- Check in with student in case they are trying to express an unmet need
- Use the language of choice to support students to make a positive decision.
- Give the student take up time to give them a chance to make a positive decision.
- Move seats.
- Alter/differentiate tasks.
- Speak to students briefly outside the classroom (students must not be left outside classrooms).
- Distract by redirecting their behaviour.
- Praise.
- Tactical ignoring.
- Defer a consequence and respond to an incident later.
- Use when-then direction (e.g. when you have completed the task, then you can...)

### D2

1. D2 detentions are whole school detentions and take place every lunchtime.
2. Detentions will be for D2 sanctions at any point during the previous school day.
3. Students must be told by the teacher issuing the sanction that they have been given a D2 detention and the reason why. The issuing teacher must log the D2 detention on SIMs by 3.45pm and inform the parents of the relevant student on the day of the offence.
4. A text will be sent to inform parents/carers that their child is in detention that lunchtime on the day of the detention. This will be administered by the Inclusion Manager.

5. All staff will be sent the list of students due in detention by 8.30am. The Inclusion Manager will inform the kitchen of numbers by 10.00am.
6. Students will be reminded during registration / assembly on the day of the detention as well as have their name included on the detention list on the notice board on their corridor. It is the expectation that the student makes their own way to detention.
7. The detentions will be administered by a Head of Year and a member of the SLT according to the lunch duty timetable.
8. Students will sit in silence. They may write apology letters or revise if it is exam season. They may read a book. With permission, they can complete homework.
9. Takeaway lunches for students will be brought to the detention room, and the cost deducted from their account after the event. It is important that the administering staff record who takes lunches to facilitate this.
10. The member of staff supervising the D2 detention will inform the Inclusion Manager of any students that did not attend their detention by the start of the respective P5. Non attenders/refusers will receive a D3 and a phone-call home from the Inclusion Manager (This should be coded as D3E).
11. Students who receive more than three D2 detentions in a week should go on report to their tutor initially.
12. Students receiving two D2 sanctions in one day will be placed into D3 sanction (Coded as D3E).

### **D3**

1. This is a very serious sanction to be used in the event of a single extreme incident or as a result of students not amending their behaviour after the earlier stages of the D system and support strategies.
2. Teachers should email Reception to request a D3 and must provide work for the student to complete in Referral.
3. The staff member On Call as per the rota will respond to the request for the student to be taken to Referral and collect the work that the student is expected to complete in that time.
4. The student will remain in Referral for the remainder of the lesson and return to their next lesson if suitable.
5. D3 detentions will last for 75 minutes after school the same day the D3 is awarded. They will be administered by a member of the SLT and failure to attend will result in an Internal Exclusion.
6. When students are collected from the lesson on a D3 and taken to the Referral Room, the member of staff supervising the room will remind them of the detention after school that day.
7. The member of staff issuing the D3 sanction will phone home and log the D3 sanction on SIMS.
8. Students will be collected for D3 detentions by the Pastoral Team towards the end of P5.
9. On the day of the detention, the teacher issuing the D3 must attend a resolve meeting with the relevant student to resolve the issue.
10. Non-attenders/refusers will have an internal exclusion (D4E).

## **Examples of behaviours requiring stepped sanctions:**

These are dependent on professional judgement and are guidelines only. Consequences should only be issued after warnings and support strategies, using the language of choice to enable students to make the right decision. Consequences requiring reflection/restorative approaches should only be applied once the student has had the opportunity to self-regulate.

- Warning 1 or 2 – off task, late to lesson, minor rudeness, unkindness to another student, talking over teacher, disruption, chewing, eating, refusal to follow instructions, etc.
- D2 Sanction – escalation of warning 1/2, single instance of severe disruption/rudeness/ unkindness to another student, threats to students etc. These sanctions can be given outside of the classroom for instances of rudeness to staff, unsafe behaviour etc.
- D3 Sanction – escalation of D2, violence, swearing to staff, threats to staff, walking out of lesson without permission, truancy, failure to hand over a banned item etc. These sanctions can be given outside of the classroom, for reasons stated above.

## **Resolve**

Students must see the teacher that issued them with a D2 sanction before the next lesson with them. To facilitate this process teachers who have issued students a D3 sanction must attend a Resolve meeting with the student during their D3 detention. If needed, the RJ meeting can be facilitated by a member of the Pastoral team if requested in advance.

## **Community Service**

On occasion, senior leaders will request that students complete a period of school-based community service as a sanction. During community service students may be instructed to complete tasks such as picking up litter, removing graffiti, cleaning a classroom or helping clear the dining hall at lunch time.

## **D1 Sanctions - Behaviour Points (See Appendix 4 and 5)**

D1 Sanctions are behaviour points and are used at Arts and Media School to track lower level instances of poor behaviour -

There are several levels at which behaviour points can be issued;

- D1 - lateness to lessons, forgotten equipment, incomplete homework etc.
- D2 - issued automatically with D2 detentions.
- D3 - issued automatically with D3 detentions
- D4 - issued automatically with Internal Exclusion.
- D5 - issued automatically with FTE.

Form Tutors and Heads of Year are expected to monitor their student behaviour points and discuss them weekly. They can use professional discretion to place students onto report in response to an escalation in points.

### **Homework**

1. Any student who does not hand in homework is given a no homework point on SIMS and must attend 'Homework Support' the following day.
2. Homework must be logged on to classcharts, and students must be given at least one clear day to complete it.
3. Staff must inform students of the Homework Support.
4. A report will be run each day to identify students who have received a no HW point on SIMS.
5. These students must attend Homework Support for at least 30 minutes.
6. The list of students who must attend Homework Support will be printed and placed in corridors.
7. A different HOD will be responsible for the collection of students for Homework Support, and may start the process towards the end of period 5.
8. Homework Support will take place in a separate room to the homework club/prep.
9. In Homework Support, students are helped with the homework not done/to complete any homework/extra work.
10. If students do not attend Homework Support, this will be escalated to a D2 the following day.
11. If two or more homeworks are missed in any given subject, it is the responsibility of the class teacher to contact home.

**NOTE - where students receive more than 1 after school sanction on the same day, they will serve the higher level one. If completed successfully, the other sanctions should be considered completed.**

## 7. Sanctions Beyond the Classroom

### Restorative Approaches

We aim to deal with negative behaviour and resolve conflicts/difficulties using restorative approaches where possible and appropriate. Restorative approaches require those who have done wrong to own up to their actions and then reflect upon the effect it has had on others. All parties concerned are then able to meet and have the opportunity to express their opinions and views. In conjunction with trained members of staff, students who have hurt or upset others can work with those they have affected around what needs to happen to 'put things right'. If a student's behaviour falls outside the effective use of classroom sanctions, more serious consequences will be applied in consultation with the Headteacher.

As a matter of course, a resolve should take place during behaviour detentions with the sanction issuing teacher. Examples of behaviours that go beyond the regular classroom sanctions include:

- Behaving in a way that does not follow the school protocols on school trips or when dual registered at alternative provision will result in school sanctions being used, including exclusion / permanent exclusion.
- If a student is in uniform (even outside of school hours) they will be considered to be representing the school. If poor behaviour is displayed which brings the school into disrepute then serious consequences will result.
- Any form of bullying (including cyber bullying) will be dealt with through the sanction system. Please refer to the anti-bullying policy for further details. If such bullying is conducted outside of school and out of hours, it still falls within the remit of the school and addressed through the sanctions systems deployed by the school.

### Students On Report

- Students may be put on a monitoring report to assess whether student behaviour, engagement in learning or punctuality is improving after the student has been raised as a cause for concern.
- There are 4 types of reports;
  - Punctuality Report - used to monitor students' punctuality to lessons - they should be shown to the students Form Tutor or Head of Year at the end of the day.
  - Form Tutor Report - are used for students who have poor engagement in learning across multiple subjects e.g. non-completion of homework, disorganised, rarely complete work. Students report their form tutor at the end of the day each day the student is on report.
  - Head of Year Report - for students who have demonstrated consistently challenging behaviour. Students will report to their Head of Year or to the Head of Subject if the challenging behaviour only

applies to a single subject, at the end of the day each day the student is on report.

- SLT Reports - used for students who exhibit the most challenging behaviour and are likely to be on their last chance to show improvement in their conduct around the school. Students on Red report must report to a member of the Senior Leadership Team at the end of the school day each day that they are on report.
- When it has been decided that a student will be put on report, targets should be set with student and parents/carers and year leaders informed that the report has been placed along with the reasons and the targets to address the reasons. Parents/carers also are informed that they will have to sign the report every day.
- Failure to meet the targets on any day of the report period may result in further sanctions.
- At the end of the report period the targets should be reviewed and a decision made to whether the student passed the report period, whether the report period should be extended or whether further actions are needed.
- If a student loses their report they could be issued with a sanction.
- All completed reports should be passed to admin staff to scan and keep on file.

## **Inclusion Room**

The student will be removed from lessons and all social times and be placed in the Internal Exclusion room. This would tend to be for more serious incidents, or escalations of lower level sanctions i.e. non-attendance or disruptive behaviour (D4E).

Parents will be contacted in advance and students will remain in school until 4.30pm, regardless of Key Stage. Students will complete a reflection sheet (Appendix 3) - if they engage with this process (with support) and reflect upon the reasons for the sanction, they can be released at 4.00pm. This decision rests with the Inclusion Room Manager and/or Lead BFL Mentor. If students are allowed to leave early, parents will be contacted.

Work will be provided for students to complete by their subject teachers, or students will work through work booklets.

Internal Exclusions can only be authorised by a member of the Senior Leadership Team.

An Internal Exclusion Form must be completed before the end of the day of the incident, although a verbal request for an Internal Inclusions can be made without it. Parents must also be informed, preferably via phone call, the reason for and length of sanction.

The Head of Year is responsible for completing the relevant paperwork, and making calls to parents.

In some circumstances, students may be placed into the Inclusion Room while an incident is investigated. This must be approved by a member of the Senior Leadership Team and be used sparingly.

### **Alternative Provision (AP) and Part-Time Timetables (PT TT)**

Students will be referred to AP or given PT TT if they are at risk of permanent exclusion. Students will also be referred to provide respite for the student and the school, to give an opportunity to assess and clarify difficulties and to plan for appropriate interventions.

Students may be referred to AP on a part-time or full-time basis and referrals will ideally be made with the permission and confidence of the parents/carers. Failing this, students will be directed to attend an AP by the school. Student attendance at AP will be monitored by the AP and the school's Attendance Manager and targets for improvement will be set if necessary.

Pastoral SLT will arrange for AP placements after discussion with the relevant pastoral staff and permission from the Headteacher. The Head of Welfare must be informed of any arrangements made to ensure that the necessary safeguards are put in place for the student. These arrangements are temporary by nature and should be regularly reviewed.

### **External fixed-term exclusions from school of 5 days or less**

AMSI wants all our students to be in school learning, wherever possible. We take exclusion very seriously and acknowledge the possible academic and psychological impacts on the student and their family. We will take all steps possible to keep students in school and in school, before considering exclusion.

Only the Headteacher has the authority to externally exclude a student. Work will be set by subject teachers for students to complete while excluded from school, or a work pack will be sent home.

Parents will be informed of the decision to exclude, the reason for the exclusion and length of the exclusion by telephone, confirmed by a letter.

An Exclusion Form must be completed for each exclusion before the end of the day of the incident, although a verbal request for an exclusion can be made without it.

There will be a reintegration meeting with a member of pastoral staff after the exclusion which parents must attend before the student can return to lessons, at which minutes will be taken.

During the exclusion, it is the parents' duty to ensure their child is not present in a public place during normal school hours, regardless of whether they are in the company of a parent. Failure to comply with this requirement is an offence.

### **External fixed term exclusion from school of 6 days or more**

Only the Headteacher has the authority to externally exclude a student. Work will be set by subject teachers for students to complete for the first 5 days of the exclusion, or a work pack will be sent home.

Parents will be informed of the decision to exclude, the reason for the exclusion and length of the exclusion by telephone, confirmed by a letter.

An Exclusion Form must be completed for each exclusion before the end of the day of the incident, although a verbal request for an exclusion can be made without it.

There will be a reintegration meeting with a member of pastoral staff after the exclusion which parents must attend before the student can return to lessons, at which minutes will be taken.

During the first 5 days of the exclusion, it is the parents' duty to ensure their child is not present in a public place during normal school hours, regardless of whether they are in the company of a parent. Failure to comply with this requirement is an offence. The Headteacher can exclude a student for a maximum of 45 school days in an academic year; over 45 days is then a permanent exclusion.

For an exclusion of more than 5 days, the school must make appropriate full-time educational provision for the student from and including the sixth day of the exclusion.

### **Permanent Exclusion**

Only the Headteacher has the authority to permanently exclude a student. Action will depend on the particular circumstances and will take into account the needs and previous record of the student whilst protecting the interests of the school.

Permanent exclusion will only be used as a sanction in cases where a wide range of intervention strategies have been unsuccessful, and where there is a history of unacceptable or negative behaviour over time. Permanent exclusion will also be used for serious, one-off incidents which threaten the health and safety of others in the school or local community, such as:

- Supplying or carrying with intent to supply an illegal drug
- Carrying a blade or offensive weapon of any kind which could cause injury to other people when used in a threatening way
- Sexual abuse or assault
- Serious actual or threatened violence against a student or member of staff.
- The use or possession of fireworks or other explosive material

Parents will be informed of a permanent exclusion in person and in writing; all permanent exclusions are subject to ratification by governors and parents may appeal the decision. Appeals should be made to the Chairperson of the Exclusion Panel via the Clerk to the Governors within 10 days of notification of the exclusion.

## **Record keeping of External Sanctions**

- The Heads of Year and AHT Pastoral are responsible for ensuring that records of external sanctions are recorded and all the paperwork is filed and accessible to all relevant stakeholders.
- Any external sanctions should be logged on SIMS and all accompanying paperwork uploaded.

## Appendix 1

### **Positive Behaviour Management - advice for staff**

Calm and positive misdemeanor from staff precludes calm and positive behaviour from students.

#### **Do:**

- **Consistently** follow school procedures.
- Have high expectations of behaviour for and engagement in learning.
- Be consistent, fair and persistent - remember young people make mistakes and will learn from them.
- PIP RIP - Praise in public, reprimand in private.
- Keep any assurance you make to students and remain open and honest with them.
- Act proactively rather than reactively.
- Use the **language of choice** to support students to make the right decision.
- Impose appropriate, fair and effective sanctions relevant to the misdemeanour.
- See behaviour as a communication of the student's needs, and work to meet those needs.
- Apply sanctions as a last resort when other behaviour management techniques have not worked.
- Communicate your intentions clearly and effectively to students.
- Seek advice and support from colleagues.

#### **Don't:**

- Lose your temper and shout aggressively.
- Try to block or pull students (See restraint/use of force policy for exceptions).
- Square up to students.
- Belittle or humiliate students.
- Use the word "Please" when giving an instruction.
- Reiterate your point repeatedly as it can lose impact.

#### **Remember:**

- You can always deal with a student later, privately.
- You can involve a supportive colleague.
- You do have agency, you can through your efforts improve a young person's behaviour.

## **Appendix 2**

### **Language of Choice**

Language of choice is about giving the child some control over the outcomes, but as an adult, being in charge of the process and the structure within which you work. The adult also sets the choices and the boundaries.

It is far more successful for a student to have made their own decisions, arrived at their own conclusion and be faced with a known outcome, rather than simply telling them what to do.

It is essential within this process to limit emotional involvement and avoid secondary behaviours from the child as this can very quickly become a smokescreen process which can deflect from the issue at hand.

An essential part of this support based programme is manoeuvring discussions so that children take some responsibility for their actions and are actively involved in the repair and recovery of the situation.

#### **An example of this can be shown in the following:**

Johnny refuses to take his cap off as he comes into the classroom. You ask him politely :

“Johnny I’d appreciate it if you’d take off your cap and put it in your bag, thank you,” and then turn away and let him make the right decision on his own.

#### **Note: Not Please, but Thank you at the end of an instruction.**

Johnny can respond in a number of ways:

1. he ignores you completely.
2. he defies you completely with an inappropriate verbal response.
3. he attempts to deflect you by mentioning some other issues.

If he ignores you completely, do not get stressed, simply repeat the request and make some effort to see that he has actually heard what you have said.

If he defies you completely with a verbal response which is less than positive, you could respond:

“I have asked you to take your cap off, could you do it now and put it in your bag, thank you,” and again turn away. This is not the time for a face off.

If he attempts to deflect you, he may tell you that another student wore his cap on Thursday, and you didn’t say anything to him. Simply ignore this comment and go back to your original request - do not validate or get involved with his discussion about another student - this is simply a deflection activity.

**As to outcomes, this is where you begin your language of choice.**

“You need to take your cap off now and put it in your bag. If you’re choosing not to then I may need to speak to you at break time, put it away now, thank you.”

This process could be scripted forever but the principle is quite simple - let the students choose the pathway they want to take, **but clearly let them know what a poor choice may lead to.**

It may be useful to let the student know it is not a big issue but that taking his chosen pathway is escalating unnecessarily, and that you would prefer that not to happen - expressing sadness at this choice sometimes helps the student see that you have some empathy for their position.

It is important to remain calm and have a confident air of expectation that your request will be carried out.

Do remember to allow take-up time.

Making a positive statement about the student and their role in your class can sometimes also have the desired effect.

It is essential to follow up and do what you said you would do and apply a Resolve to discuss the situation, preferably away from the view and earshot of others. When the student tells you they won’t stay or meet with you, do not get involved with any negotiations, these are designed to deflect you.

If they then continue to defy and choose not to follow your reasonable instruction, it is important to let the student know that this will possibly lead to a more serious outcome because of their choice.

**It is important to acknowledge that not all behaviours are a matter of ‘choice’ at the moment and not all factors linked to the behaviour of students are within their control, for example students affected by trauma, or with SEN. Therefore the language of choice (e.g. ‘good choice/bad choice’) should be applied only where appropriate.**

### Appendix 3

#### **Inclusion Reflection Form**



**Arts & Media School**  
ISLINGTON

#### **Inclusion Room Review**

Name	Form	Date

At AMSI, we expect time spent in the Inclusion Room to be purposeful. This includes the following;

- To be on time (in the Inclusion Room by 9.00am).
- Hand in your mobile phone when you arrive.
- To wear a full school uniform.
- To complete all work set - this may be from your work booklet, or something that your teacher sends for you to complete.
- To politely follow instructions.
- To reflect on the reasons why you are in the Inclusion Room.

At the end of the day in Inclusion, your time will be reviewed by the Inclusion Room Manager. If you have used your time wisely, you will be allowed to leave at 4pm, instead of 4.30pm.

#### **TO BE COMPLETED BY THE STUDENT**

Please Rate the following out of 5 (5 being the best, 1 being the worst)

Time Keeping	Work Completed	Politeness	Reflectivess	Total (out of 20)

What are your thoughts on the day? Do you think you have worked hard and been reflective enough to be released early?

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TO BE COMPLETED BY THE INCLUSION ROOM MANAGER

Please Rate the following out of 5 (5 being the best, 1 being the worst)

Time Keeping	Work Completed	Politeness	Reflectivess	Total (out of 20)

What are your thoughts on the students day in the Inclusion Room?

--

Student to be released at 4.00pm	Student to be released at 4.30pm

Signed ..... (Inclusion Room Manager)

Signed ..... (Student)

## Appendix 4

### **Disrespect Points and Sanctions with SIMS dropdown:**

- D1 : 1 pt - minor disrespect
- Sanction is the behaviour point only
- SIMS dropdown menu:
  - Not ready to learn
  - No HW
  - Disrespect towards school environment
  - Act of unkindness
  
- D2 : 2 pts - intermediate disrespect
- Sanction is whole lunchtime detention following day + 2 pts
- SIMS dropdown menu:
  - Mid-range one-off incident
  - 3 warnings unheeded given
  - Act of unkindness
  - Protected characteristics.
  
- D3 : 3 pts - serious disrespect
- Sanction is 75 minute after-school detention same day + 3 points
- SIMS dropdown menu:
  - Failure to attend D2 detention/2 + D2 in one day (D3E)
  - Failure to attend late detention (D3L)
  - Removal from lesson following 4 unheeded warnings
  - Removal from lesson after serious one-off incident
  - Serious one-off incident
  - Truancy
  - Failure to relinquish prohibited item
  - Protected characteristic
  
- D4 : Inclusion : 4 pts
- Sanction and SIMS entry to be decided by senior pastoral staff
- SIMS dropdown menu:
  - Failure to attend D3 detention/2 - D3 in one day (D4E)
  - One-off incident
  - Persistent defiance
  - Bullying-protected characteristic
  
- D5 : FTE : 5 pts

**NOTE - Where there are escalated sanctions, an extra Disrespect Point is added to the original sanction, meaning the points equate to the level the sanction was served.**

## **'CS' points SIMS dropdown**

**Confidence: 1 pt**

**Confidence: 2 pts**

**Confidence: 3 pts**

**Aspiration: 1 pt**

**Aspiration: 2 pts**

**Aspiration: 3 pts**

**Reflection: 1pt**

**Reflection: 2pts**

**Reflection: 3pts**

**Respect: 1pt**

**Respect: 2 pts**

**Respect: 3 pts**