



Arts & Media School  
ISLINGTON

# Achievement & Behaviour Policy

Date: September 2023

Review: September 2025

Lead: D.McLoughlin



# Arts & Media School

## ISLINGTON

### **Achievement and Behaviour policy**

Policy date	September 2023
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Approved by	
Date	

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

Date: 01 September 2023 Review: 01 September 2025 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 support, advice and consultation around workload and behaviour management. School staff are encouraged to look after themselves and each other, to practise self care and self awareness, and to reach out to colleagues, line managers, and specialist support where needed.

#### **Staff at AMSI:**

- 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.
- Remind and train students on the behaviour expectations at regular intervals.

#### **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.

**For further information, please see the schools Search and use of reasonable force policy.**

## 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.

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/school productions/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. **First time, Every time.** Follow any instruction first time, everytime - without questioning or argument.
2. **In School, On Time.** You need to arrive at school at 8.40am and be in your form room before the bell goes at 8.45am.
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 begin working on the 'Do Now' activity. .
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.

## Expected Traits of an AMSI Student

### 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. 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 chromebook) 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/carer in person.

- It is an expectation that staff will challenge students with banned items - should students refuse to hand over items, a D3 Reflection sanction 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 8.40am. Students who arrive to registration after 8.45 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 D2 detention (30 minutes) at the end of the school day in the theatre.
- If a student arrives after 9.10am without a reasonable excuse, they will be given a 'U' Code (meaning they are marked as an unexplained absence for the morning session) and a late detention.
- The Attendance Manager must ensure that the late detention list is emailed to the Behaviour Manager by 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 D2 sanction at the end of the day.
- Students that do not attend the late detention will be placed into the D3 Reflection centre the following day.
- We operate an '**On The Way, Underway**' system, with bells to end and begin lessons - there is 5 minutes transition time. If students are not in the room by the second bell, they will receive a D2 detention.

## **Lesson Changeovers / Social Time**

### **Students**

- Students should '**Keep Left, Keep Moving**' when on corridors and staircases.
- We operate an '**On The Way, Underway**' system, with bells to end and begin lessons - there is 5 minutes transition time. If students are not in the room by the second bell, they will be given a D2 sanction.
- During social time, students are expected to behave in a calm and polite manner. This means we do not tolerate:
  - Physical Contact (beyond that of playing sports) - play fighting, grabbing etc. will be treated as if it is a real fight.
  - Rude or discriminatory behaviour or language towards any members of our school community.
  - Failure to follow the instructions of staff - '**First Time, Every Time**'.
  - Behaviour that incites or encourages others into poor behaviour.
- When queuing for the canteen at lunch, wait quietly and calmly, standing in single file. Do not push or shout.

**Behaviour which falls below the accepted standard during social time will be treated the same as if it occurred in a lesson.**

## **Staff**

- 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.
- 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.
- **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.**

## **Assemblies**

### **Students**

- Line up outside the theatre in the courtyard in your designated area. Make sure you are wearing your blazer.
- Wait quietly for your form tutor or head of year.
- If the teacher wants your attention and you to be quiet, they will put their right hand in the air - at this point you must give them your attention.
- Go into the theatre in silence when you have been invited. Remove outdoor clothing.
- Know that unless invited to by the presenter, assemblies are not a time to ask questions.
- Follow instructions 'first time, every time'.

### **Staff**

- Arrive in good time to welcome your students.
- Check the students uniform and insist they remove outdoor garments before they enter the theatre.
- Sit so you can see all your students and ensure that they are engaged.
- Complete the paper register and give it to the Head of Year.

- Give the speaker your full attention.
- Leave in good time to get to your lesson.

## **Fire Alarm**

### **Students**

- When the fire alarm sounds, make your way quickly and quietly out of the classroom and leave the building by the nearest exit.
- Keep left as you walk through corridors and stairwells - do not run.
- Go to the assembly point for your form group and stand in a single file, quietly and in alphabetical order.
- Follow instructions 'first time, every time'.
- Remain quiet until you have been dismissed by your Head of Year.

### **Staff**

- Dismiss the students quietly and leave the room.
- If you are a form tutor, put your students into alphabetical order and actively manage their behaviour, insisting on quiet.
- If you are not attached to a form group or a year group, do not talk amongst yourselves - it sets a bad example to the students.

### **Students out of lessons**

- Students should not be out of lessons unless accompanied by a member of staff.
- The designated member of staff for Welfare Walk will visit every lesson across the school in the given lesson - here they will be able to take students that require the toilet, or to radio for Medical On Call.
- 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 Reflection sanction logged.
- If a student needs urgent medical attention, contact reception for Medical On Call who will send a first-aider to triage.
- Some students may need to leave the lesson to manage dysregulation. In these circumstances, they should be given a Regulation Card (See appendix 3) to assist them.

## **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 will:**

- 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.
- Not leave classes unattended in order to undertake other tasks.
- Have an up to date seating plan on Class Charts to support students' learning and behaviour.

## **AMSI Learning Routines**

**Start of lesson:**

- Be on time to lessons, greet students and check their uniform at the door.
- Expect that students have all their equipment on the desk, their bags and coats are off the desk and they are working on a 'Do Now' activity.
- Students must sit according to the published seating plan as per Classcharts.
- Record attendance and punctuality using SIMs.

**During lessons/form time:**

- Insist on silence before you address the class.



- When asking for quiet, you should **narrate a countdown** and place your right hand in the air (see appendix 1). The students will show they are giving full attention by placing their right hand in the air.
- Do not allow students out of lessons unless:
  - They have a timeout card.
  - They have been issued a Regulation Card.
  - They are accompanied by another member of staff.
- 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).
- No calling out - teachers should use a variety of questioning strategies rather than relying on 'Hands Up' such as:
  - Cold calling
  - Wait time
  - Say it again, better
  - Probing questions
  - Think-pair-share
  - Pose, Pause, Pounce, Bounce
  - Whole class response
  - Pepper - quick fire retrieval questions at pupils. If a student gets it right, move on with a new question, if not pose the same question to another pupil.
- Encourage the use of full sentences for answers where appropriate.
- Circulate the room to check for 'Busy Tricking'
- Teach inclusively to get the best out of all students.
- Normalise mistakes - create an atmosphere where students are able to share ideas without fear of being mocked for an incorrect answer.
- Reduce cognitive overload through careful design of lesson slides/worksheets.
- Circulate the room to check students' presentation aligns with the AMSI book pledge.
- Maximise opportunities to live mark in lessons for more effective feedback.
- Set meaningful homework that allows students to practise the necessary skills.
- Embed Rosenshine Principles into the lessons.

### **End of lesson:**

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

Use the end of the lesson to create opportunities for:

- Reflecting on the objectives and asking some quick fire questions.
- Assessing prior knowledge in advance of the next lesson.
- Q & A about the lesson.
- Celebrating achievements or acknowledge excellent learning behaviours.

- AFL activities such as: Sticky Notes Parking Lot, 321 Feedback, Exit Tickets etc

Clean the board to ensure it is ready for the next teacher.

## **Students**

### **Lesson starts**

- Arrive for your lesson before the second bell.
- Go straight to your assigned seat in the classroom.
- Take off your coat, scarves and hats and place them onto the back of your chair, and put all bags on the floor.
- Make sure your REP is on the desk.
- Begin with the 'Do Now' activity or task set by the teacher. In the absence of a task, you should read your book.
- For PE/Dance ensure you get changed quickly.

### **During the lesson**

- Follow instructions 'FIRST TIME, EVERY TIME'.
- If the teacher wants your attention and for you to be quiet, they will put their right hand in the air - at this point you must be quiet, put your pens down and give the teacher your full attention.
- Do not call out - your teacher will ask you questions directly. Put your hand up if you wish to ask a question and wait for the teacher to acknowledge you.
- If you are given a 'Regulation Break', do not argue - take the opportunity to get back in to the mindset of a good learner.
- Know that you will NOT be allowed to leave the classroom to go to the toilet, go to welfare or find something you have lost without being accompanied by the staff member on the Welfare Walk.
- Do not eat, drink (other than water) or chew gum.
- When you are permitted to talk in class your volume of speaking should be at either: partner level, table level, class level.

### **End of lesson**

- Wait for your teacher to invite you to stand behind your desks and pack away your things.
- Engage with the end of lesson routines around your learning.
- When your teacher asks you to, leave in a quiet and orderly manner.
- For PE/Dance make sure you get changed as quickly as possible to ensure prompt arrival to next lesson.

## 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).

### D1 Sanction: Homework Support

**D2 Sanction:** 30 minutes after school detention.

**D3 Reflection Sanction:** Removal from lesson - students will be taken to the Reflection room where they will stay for the remainder of the day (finishing at 4pm).

### Support strategies that staff could use:

- Use the zones of regulation to check in with how students are feeling ('name it to tame it').
- 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...)

**Only the issuing staff member or a member of SLT can remove a sanction. The Behaviour Manager has the authority to defer sanctions in exceptional circumstances.**

## D1 Homework

1. Any student who does not hand in homework is given a no homework point on SIMS and must attend 'D1 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 D1 Homework Support.
4. A report will be run each day to identify students who have received a no HW point on SIMS.  
Students with a D1 must attend Homework Support for at least 30 minutes.
5. In Homework Support, students are helped with the homework not done/to complete any homework/extra work.
6. If students do not attend Homework Support, this will be escalated to a D2 the following day.

## D2

1. D2 detentions are whole school detentions and take place after school until 3.30pm.
2. Detentions will be for D2 sanctions accrued on the present school day. 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 2.10pm. Any logged after this point will be rolled to the following day.
3. A text will be sent to inform parents/carers that their child is in detention that afternoon by 2.30pm. All staff will be sent the list of students due in detention by 2.30pm. **It should be noted that the school does not have a legal responsibility to either notify nor seek permission from parents to keep a child after school for a sanction - we do so as a courtesy.**
4. Students who have D2 sanction will be reminded of this by the Welfare walk and/or their Head of Year. Students are expected to make their own way to the sanction.
5. The detentions will be administered by the Heads of Year.
6. 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.
7. The member of staff supervising the D2 detention will inform the Inclusion Manager of any students that did not attend their detention by 3.45pm. Non attenders/refusers will receive a D3 Reflection sanction the following day, and their parents will be informed by the Child's Head of Year or the Behaviour Manager.
8. Students who receive more than 5 sanctions in a week should go on report to their tutor initially.
9. Students receiving 3 D2 sanctions in one day will be placed into the D3 Reflection Room.

## Examples of behaviours that require sanctions (these lists are not exhaustive).

### D2

- Lateness to school or arrival to lessons after the second bell.
- Incomplete REP.
- Poor uniform.
- Failure to attend homework support.
- Unsafe behaviour.
- Using Chromebooks to play games or watch videos during lessons.

### D3 Reflection

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 being given the chance to regulate their behaviour.
2. Teachers should email Reception to request a D3. The staff member Welfare walk as per the rota will respond to the request for the student to be taken to the Reflection Room.
3. The student will remain in the Reflection Room for the remainder of the day, and serve a 60 minute detention at the end of the school day. They will be administered by a member of the SLT and the Behaviour Manager. **If students fail to complete the sanction, the student will serve a minimum of a day fixed term exclusion, according to the tariff of high level sanctions.**
4. The member of staff issuing the D3 Reflection sanction will phone home and log the D3 sanction on SIMS. A text will go out to parents informing them that their child has been issued a D3 Reflection and will stay there until 4pm. **It should be noted that the school does not have a legal responsibility to either notify nor seek permission from parents to keep a child after school for a sanction - we do so as a courtesy.**
5. The Behaviour Manager will send an updated list of the students in the Reflection Room each period. Staff are expected to check and provide work for any students they teach that may be in there.
6. Students in the room will be provided with a lunch, but will be kept separate from the wider school community for the day.
7. On the day of the detention, the teacher issuing the D3 must attend a resolve meeting with the relevant student to resolve the issue.

**Examples of behaviours that require sanctions (these lists are not exhaustive).**

- Removal from lesson for continued poor behaviour after a Regulated Break.
- Truancy.
- Failure to hand over a banned item.
- Violent behaviour.
- Swearing at staff or making threats.
- Using language which attacks protected characteristics.
- Bullying - physical, verbal or cyber.

It should be noted that in many cases, this is the minimum sanction that applied in the first instance. Further and more severe sanction may follow after investigation.

**Should a student not complete the D3 Reflection sanction, they will be given a Fixed Term Exclusion, in line with the Tariff of high level sanctions (see below).**

### **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.

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 on to report in response to an escalation in points.

## **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.

### **Searching and Confiscation**

If a student is believed to be in possession of any banned items, or such that may be of danger to others in the school community then the student will be asked for permission to search them. This will be conducted by a member of the Senior Leadership or 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.

**For further information, please see the schools Search and use of reasonable force policy.**

## **Reflection Room (Internal Exclusions)**

The student will be removed from lessons and all social times and be placed in the Internal Exclusion room. This would be for removal from lessons (for the remainder of the given day) or for more serious incidents. .

Parents will be contacted when the student is removed to the Reflection Room via text message or email.

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

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 Exclusions 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 Reflection Room while an incident is investigated. This must be approved by a member of the Senior Leadership Team and be used sparingly.

## **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 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.

## **Tariff of High Level Sanctions**

Internal exclusion and fixed term exclusions (FTE's) are serious sanctions which are used by AMSI to discourage poor behaviour and serious incidents. One of the cornerstones of the school is reflection, and we would expect students that receive serious sanctions to be able to learn from their mistakes and not repeat them. Recidivism is to be avoided, and as such we operate a minimum tariff for FTE's:

- **First instance in a school year - A minimum of one day in the Reflection Room (Internal Exclusion).**
- **Second instance in a school year - A minimum of one day FTE.**
- **Third instance in a school year - A minimum of 3 days FTE.**
- **Fourth instance in a school year - A minimum of 5 day FTE, and consideration of the students future at the school.**
- **Fifth instance in a school year - A minimum of 10 day FTE, pending a decision for a permanent 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.

## 8. Behaviour Interventions

Where there is concern about a student's behaviour, attendance or progress, we will always inform parents or carers in the first instance, and agree an intervention to support the student to improve in the area of concern.

**Reports** - these can be to Form Tutor, HOY or SLT, and are to be used for a minimum period of 1 week and a maximum of 3. Students are expected to get their reports signed every lesson, and check in with the staff member that they are reporting to at the end of the day. Failure to do so will result in a sanction.

**Individual Support Plans (ISP)** - Where a child has been on report and not been successful, or at the point of a second fixed term exclusion (FTE) in an academic year, they are to be moved on to an ISP. These are run in conjunction with the outreach service from New River College, and look to provide greater support to help the student make progress. These are used for students who have repeated issues with behaviour and the school is worried this could lead them to further high level sanction.

**Pastoral Support Plans (PSPs)** - Where a child has been on ISP and not made sufficient progress, or at the point of a third FTE in an academic year, they are to be moved on to a PSP. These are run in conjunction with the outreach service from New River College (and possibly other external agencies) to help the student improve their behaviour and make progress. These are used for students whose behaviour continues to be of a concern and the school is worried that they are in danger of permanent Exclusion.

**Managed Move** - Where a child has been on ISP or PSP and there has still been no suitable change in their behaviour, or following a serious one off incident, the school may approach another school to arrange a managed move. This is in essence a trial period at another school where a child remains on role at both schools. Should the trial be successful, the student will be taken on roll fulltime at the new school.

**SSEB (Fair Access Panel)** - Where the school has exhausted all avenues of support to a student, or at the point of a fourth FTE, a referral to the Islington (or relevant Local Authority's) Fair Access Panel will be made. This could be a request for a respite or permanent placement.

### **Alternative Provision (AP)**

Students will be referred to AP or given 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. AP can also be used as an alternative to onsite education, for those with emotionally based school avoidance.

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 Welfare team 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.

Regular welfare checks should be carried out for students on alternative provision. This will involve at least a weekly point of contact through phone or virtual meet, and a fortnightly home/centre visit.

### **Adapted Timetables**

Adapted timetables should only be used on a temporary basis, and should not be done so as a sanction or response to poor behaviour. Where they are used, it should be agreed with the Parent/Carer and/or external agencies working with the child. Although every case will be different, part-time timetables should be for reasons such as those listed below:

- To aide transition to a new setting.
- As a response to a safeguarding need.
- To assist students settling back into school after EBSA.
- Where there is SEND.
- As a response to trauma.

Adapted timetables should only be instituted where it is safe for the student to be on one. They must be reviewed on a weekly basis, and work must be set for students to complete remotely.

## Appendix 1

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

Calm and positive misdemeanour 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.

#### **Narrating a countdown**

- This should be used whenever addressing students as a group - in class, for assembly, on fire drills etc.
- Staff should use a slow countdown from 5, narrating the positive students who have already cottoned on. Negative behaviour can also be called out but try to mention any names, use generalised terms:
  - **5, 4... 'I can see John, Ahmed, Talia looking this way, excellent'.**
  - **3 - Finish your conversation/the sentence your writing/the problem you're on - the task at hand**
  - **2 - Equipment/pens/pencils etc down.... 'I'm still waiting for some people to pay attention'.**
  - **1 - Eyes this way, listening and thank you.**

#### **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



### Regulation Break

You have **not yet been sanctioned**, but this is a warning.

**Do not argue back.**

Please take a moment to regulate yourself and I will come to speak to you after - this way you can avoid going to the D3 Reflection Room.

Turn over the card to identify your **Zone of Regulation** and complete the **5,4,3,2,1 activity**.

### Regulation Break

Zones of Regulation - Where Are You?

<b>Ready to learn</b> Calm and focussed	<b>Low energy</b> Tired and bored Switched off
<b>Lost control</b> Cannot think at all	<b>Unsettled</b> Distracted Less control

5, 4, 3, 2, 1 Grounding Activity

Think of:

5 things that you can see.

4 things that you can touch.

3 things that you can hear.

2 things that you can smell.

1 thing that you can taste.

