



# Whole School Behaviour Policy

Document Information			
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## Rationale

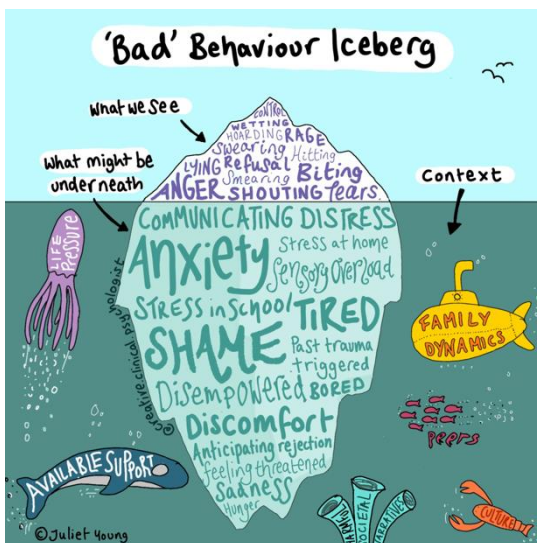
At the International School of Creative Science, we want students to be **Ready, to be Respectful and to be Safe**. ISCS bases its philosophy on developing the “holistic” child which respects children’s individual interests, preference and choice. We at ISCS are fully committed therefore to understanding every child’s learning patterns, behaviour challenges, response and causes of those challenges. It is thus our fundamental responsibility to ensure that every child is respected and recognised as a valuable member of the ISCS community ultimately nurturing leaders who are resilient and emotionally balanced to address and resolve problems independently.

Importantly, our approach to behaviour management is inherently linked to our understanding of faith values and virtues. Individual behaviours should always be linked the virtuous character, reminding students about school values, and concepts such as truth, integrity and courage. Please see the school’s Virtues guide for more information.

The following behavioral guidelines are prepared in order to promote good behavior, create an appropriate learning environment, and take self and public responsibility among students within the school community.



## Recognising the causes of misbehaviour



Students’ behaviour should be recognised as a window into complex emotions and feelings. Whilst individual behaviours need to be addressed, behaviour should be seen as part of a continuum of needs which relate to well-being, inclusion and safeguarding. Escalating concerns/repetitive behaviours should be referred to the department’s social worker team who will agree with the Head of School as to whether the student is included on the Team Around the Child forum.

## Roles & Responsibilities

**At ISCS we expect a consistent approach to behaviour management from all staff. Staff are responsible for promoting and upholding Visible Consistencies.**

Promoting good habits of behaviour around the School is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behaviour around the school and should lead by example.

### Form Tutors

Tutors play a pivotal role in the life of the students at the School. The tutor is the person who should know their students the best. Tutors should: -

- Establish positive relationships with their tutees
- Recognise and reward success
- Support and encourage efforts made
- Monitor standards of tutees work across the School
- Monitor standards of tutees behaviour across the School
- Intervene when students need extra attention

### Teachers

By using all the strategies for rewards, support and sanctions, all classroom teachers will establish an atmosphere where learning is the most important part of the school day. Classroom teachers should: -

- Manage behaviour effectively to ensure a good and safe learning environment
- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected from students
- Consistently use the clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour both in the classroom and around school in accordance with this policy
- Teachers must have high expectations of behaviour and should utilise a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to a students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary
- Encourage students to take a responsible and conscientious attitude to their own work and studies
- Promote a love of learning and a students' intellectual curiosity

## **Non-teaching Staff**

The role of non-teaching staff is central to the life and work of students in the school.

All non-teaching staff should expect and insist on high standards of behaviour and respect from students, inside and outside of classrooms. Non-teaching staff should also model high expectations of behaviour.

## **Leaders**

Leaders are responsible for establishing a calm, purposeful and orderly environment, where a high standard of student behaviour is the expected norm. Leaders should have a high profile around the school always.

All Leaders in the School have a responsibility for maintaining expectations which inspire, motivate and challenge students. Leaders do this by embedding Visible Consistencies across the school.

## **Avoiding Common Mistakes in Managing Behaviour**

We avoid the following approaches to Behaviour management, recognising the negative impact that they have on improving behaviour and students' well-being.

- Whole class punishments
- Rewarding with use of iPad/sweets/stickers\*
- Shouting
- Not following through
- Deferring to another adult
- Attributing bad behaviour to the child and not the behaviour
- Discussing a child to another adult in front of the child

## **Principle for Behaviour Management**

1. Positive Relationships
2. Signal, Pause, Insist
3. Rehearse Routines
4. Establish Your Expectations
5. Positive Framing
6. Choices & Consequences

## Rewards

ISCS recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement.

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards agreed through phase team meetings.
- Each week two children from each class are nominated to receive a certificate in the Awards assembly, to celebrate good behaviour, attitudes and achievement.
- Postcards are sent home to parents/carers to celebrate positive behaviour and achievements.
- Merits are awarded on iCampus. These are accumulated over the term in return for certificates and prizes.
- The Headteacher of each school actively encourage staff members to send children to them for good behaviour, improved attitudes to learning, and outstanding achievement.
- ISCS expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.
- If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- Teachers are encouraged to have Time Out spaces in every classroom where a child can be placed in order to reflect on his/her behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Middle or Senior Leaders.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Middle Leaders or Senior Leaders. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- Racist incidents will not be tolerated in any form.

## Visible Consistencies

# WHEN THE ADULTS CHANGE EVERYTHING CHANGES

PAUL DIX  
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

Visible Consistencies are behaviours and expectations that **all** staff promote and expect of **all** students, **all** of the time. These expectations are the same across **all** classrooms.

*“The answer lies in the ability of adults to deliver behaviour policy and practice that is simple, highly effective and utterly consistent. The consistency that is required to create rapid seismic improvements in behaviour is one that is worth fighting for.”( Paul Dix)*

In order to support students with being **Ready**, being **Respectful and to be Safe**, all Lessons should follow a common set of Visible Consistencies which include the following **4** key points:

<b>1. Controlled Entry &amp; Exit</b>	<ul style="list-style-type: none"> <li>• Teachers meet and greet students at the door.</li> <li>• Students line up outside the classroom until invited into the room</li> <li>• Students enter the classroom focussed and ready to learn.</li> <li>• Students have equipment READY at the start of the lesson( including iPads)</li> <li>• Students wear full and correct uniform on entry to the classroom</li> <li>• Bags are placed under desks and outdoor coats on the back of chairs or in the designated area of the classroom.</li> <li>• During lesson transitions, teachers move students along corridors creating a sense of urgency between lessons</li> <li>• Students move between classrooms promptly. If a student is late the teacher will ask why the student was late and will mark as (L) on registers providing an explanation (where possible). Students who are late without a valid reason will be given a reminder</li> </ul>
<b>2. Starter/ entry activity</b>	<ul style="list-style-type: none"> <li>• Every lesson starts with a short starter/entry activity</li> <li>• Students commence the starter / entry activity immediately eg. photo stimulus activity or thought provoking question.</li> </ul>
<b>3. Clear Behaviour for Learning Routines</b>	<ul style="list-style-type: none"> <li>• Every class teacher has a clear routine in their classroom which is clearly established with students.</li> <li>• All classes have a seating plan</li> <li>• iCampus is used routinely by all staff to reward and sanction students in accordance with the behaviour policy</li> <li>• iPads need to be flat on students desk and should only be used as directed by the teacher</li> <li>• Students pay attention at all times during lessons closely observing the expectations of the teacher.</li> <li>• Teachers expect students to listen to what they are being told. If a teacher is talking students should be paying attention and listening and not talking over the teacher.</li> <li>• Classrooms operate effectively where mutual respect is promoted at all times. Disrespectful behaviour must not be tolerated and will be challenged in line with the school behaviour pathway.</li> </ul>

<p><b>4. STARRS</b></p>	<p>Teachers will consistently practice and re-enforce <b>STARRS</b> within lessons.</p> <ul style="list-style-type: none"> <li>• <b>Sit Up.</b> Students should pay attention at all times during lessons closely observing the expectations of the teacher.</li> <li>• <b>Track.</b> Teachers expect students to listen to what they are being told. If a teacher is talking students should be paying attention and listening and not talking over the teacher.</li> <li>• <b>Ask.</b> Students show engagement throughout the lesson by asking and answering questioning. If a student does not understand or requires clarification they should attempt to find the answer themselves (Book), ask a peer (Buddy) or finally put their hand up and ask the teacher (Boss). Teachers may on occasion, choose to operate a 'no hand up' strategy in order to promote and encourage problem solving skills.</li> <li>• <b>Respect.</b> Classrooms operate effectively where mutual respect is promoted at all times. Disrespectful behaviour will not be tolerated and will be challenged in line with the school behaviour policy.</li> <li>• <b>Ready.</b> Students should have their equipment ready to learn</li> <li>• <b>Safe.</b> Classrooms should be a safe environment for all students.</li> </ul>
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## Age Appropriate Sanctions

ISCS recognises that unacceptable behaviour must be addressed and that teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. All classrooms in the school have a behaviour log that is kept on iCampus. When poor behaviour is identified, sanctions are implemented consistently and fairly in line with our ethos and this guidance in an age appropriate manner. Disciplinary measures can include:

### Foundation Stage

- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour,



using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.

- During carpet time sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are asked to separate with a Teaching Assistant to work on their behaviour.
- During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are put on time out.
- Any aggressive or violent behaviour results in a child being removed from their fellow students. If poor behaviour continues after the time out session they will be sent to see the Headteacher or Deputy Headteacher or spend time out in another classroom.
- Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENDCO, or escalated to the Team Around the Child forum.

### Key Stage 1

- Teachers warn children verbally if their behaviour is inappropriate.
- Second warning and the child's name is moved to the 'cloud'
- If behaviour does not improve they are sent to time out for 4 minutes. If calm and returned to expected behaviour name is removed. The time out table is where a pupil can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
- If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the same Key Stage or Assistant Headteacher.
- If there are persistent behaviour issues or incidents with a child the class teacher will speak or send a letter to the parents/carers with the Headteacher to talk through ideas for a solution.

### Lower Key Stage 2 (Year 3&4)

- Try to diffuse the situation
- Teachers warn children verbally if their behaviour is inappropriate.
- If their behaviour continues the child receives a second warning and the child is placed on the time out table where they can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
- If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the same Key Stage, Head of Year or Assistant Head. Phase Supervisors can facilitate students' safe movement.
- If a child is sent out of the class twice in one week a phone call is made to the parent then a letter is always sent home to invite parents and carers in to talk through how we can work together to change the behaviour.
- The teacher might also decide to make the child stay in at playtime or give them lunch time detention as punishment. Lunchtime detentions are recorded on iCampus.
- If a child continues to not follow the behaviour policy an internal exclusion may be organised. A meeting will take place with the parent/carer to explain this decision. All information will be logged on iCampus.
- In extreme cases each teacher should escalate concerns to senior member of staff to when they need immediate assistance. This can be done via mobile phone, or via the Phase team.
- Children that are identified, because they regularly display negative behaviour, may be referred to the Team Around the Child team, if interventions from the social worker are unsuccessful.

## KS2 Detention

- Child must be told and explanation given by class teacher
- Parents should be informed if detention is after school.
- Detention is on the following day
- If a child hasn't finished work / homework or low level behaviour issues they should / could stay in with the class teacher at morning or lunchtime break
- Detention should finish at 3pm at the latest, teacher should have arranged pick up arrangements with the parents prior to finalising the detention.

## Further Sanctions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

*Categories of Behaviour & Sanctions*

**Behaviour in the Classroom**

In the classroom, positive student behaviour is recognized in the following manner:

	<b>Incident</b>	<b>Teacher Action</b>	<b>Phase Supervisor Action</b>	<b>Head of Year Action</b>
<b>Merit</b>	Student displays positive behaviour	Teacher immediately gives verbal praise.  Teacher issues appropriate merits on iCampus.	At the end of the day, the Phase Supervisor asks Reception to send a message home to the top 10 students with the most merits on that day.	In every assembly, the Head of Year presents the 'Student of the Week' award where the student with the highest number of merits in every class is presented with a certificate.

1) In the classroom, low-level, negative student behaviour is challenged in the following manner:

	<b>Incident</b>	<b>Teacher Action</b>	<b>Phase Supervisor Action</b>	<b>Head of Year Action</b>
<b>Reminder</b>	Student displays low-level, negative behaviour	Teacher serves a reminder <i>'Hamdan, this is a reminder for you not to shout out during lesson'</i>  Teacher writes the name on the board		
<b>Warning</b>	Student persists in displaying low-level, negative behaviour	Teacher issues a formal warning and the student's name is written on the board again		
<b>Level 1 Behaviour</b>	Student continues with low-level, negative behaviour	Teacher issues a Level 1 behaviour.  Teacher logs the incident on iCampus and demerits are added to the student's profile automatically.  Teacher informs student of the break time detention they must attend on the same day (or next day if the lesson is after Break 1).	At the end of the day, Phase Supervisor runs a report and asks Reception to send a message home to inform parents that their child received a break-time detention.  Phase supervisor also informs Form Tutor and asks them to speak to the students in their form who received a break-time detention.	Head of Year runs a report during the detention to ensure students who have been given a break-time detention have arrived.  Any student who has not arrived are issued an after-school detention. Phase Supervisor informs parents.  Students will be given academic work to complete during the detention.
<b>Level 2 Behaviour</b>	Student does not stop low-level, negative behaviour despite being issued a break time detention.	Teacher issues a Level 2 behaviour.  Teacher logs the incident on iCampus and demerits are added to the student's account automatically.	Phase Supervisor runs a report before Break 2 and at the end of school.	Head of Year checks that students who are on the register have attended the detention.  An immediate phone call will be made to

		<p>Teacher informs student of an after-school detention and will call home to inform parents of the after-school detention.</p> <p>Teacher to e-mail Head of Year to inform the date and student name.</p> <p>Teacher will attend after-school detention for a short restorative session and set work for the student.</p>		<p>students who have not arrived, and parents will be called into school. The absent student will need to attend after school detentions for 3 days.</p> <p>Students will be given academic work to complete during the detention.</p>
<b>Level 3 Behaviour</b>	<p>Student does not stop low-level, negative behaviour despite being issued a Level 2 behaviour.</p>	<p>The class teacher will message for the Phase Supervisor/Head of Year/Head of School to remove the child from the class.</p> <p>The assistance will be provided by the phase supervisor or the assigned member on duty if phase supervisor not available.</p>	<p>Phase Supervisor/Head of Year/Head of School will check that the behaviour policy has been implemented then remove the child from the class and immediately call home to inform parents.</p> <p>Parents will be asked to come into school for a meeting with the teacher and Head of Year.</p> <p>After-school detentions for 3 days will be issued. Phase Supervisor will communicate this to student and parent.</p> <p>Phase supervisor also informs Head of School and asks them to speak to the children.</p>	<p>Head of Year checks that students who are on the register have attended the detention.</p> <p>An immediate phone call will be made to students who have not arrived, and parents will be called into school. The absent student will be issued with an internal exclusion.</p> <p>Student to sit after-school detentions for 3 days.</p> <p>Students will be given academic work to complete during the detention.</p>

**Merits & De-merits**

Type of Achievement	Action	Number of Merits
Level 1	Helping others Completed work to an outstanding standard Fantastic contributions in class Great feedback to peers Helping to keep the classroom/school tidy Model walking in hallway Keeping focused Appreciating others Demonstrating innovation Excellent work Showing high levels of resilience	1
Level 2	Being a role model for others Guiding others to what is right Showing leadership qualities Solving a problem between peers Standing up for what is right even when it is difficult Being a leader Demonstrating all 5 Rs of learning within a lesson Making others believe in themselves Promoting tolerance Showing high levels of empathy Asking thoughtful/insightful questions Demonstrating respect for peers Encouraging collaboration among peers Helping a peer Helping a teacher Showing enthusiasm towards subject Taking an active role in class discussion	3
Level 3	Demonstrating honesty Contributing significantly to charity Good contributions made to discussions High rate of reading through online resources Nominated for Star of the Week Perfect attendance for the month Persevering when work is challenging Actively reflecting on feedback given by teacher Taking part in community service (internal or external) Promoting healthy lifestyle within school Taking part in a school competition Attending an online event/workshop Participating in an ECA	5

Type of Behaviour	Action	Number of De-merits
Level 1 (Break detention)	Constant disruption in class Climbing on furniture Continuously walking around room Persistent teasing Bad language- one off (excluding swearing) Teasing and name-calling Distracting others Improper use of school equipment Inappropriate interruptions Misuse of device Poor Effort	1

	<p>Continues to be off task despite several reminders</p> <p>Continuously has forgotten to bring required materials to class</p> <p>Missed deadlines</p> <p>Not following instructions</p> <p>Incorrect uniform</p> <p>Reluctant to complete work even when offered help</p> <p>Shouting out</p> <p>Constantly late to lesson</p> <p>Dropping litter</p> <p>Missing equipment</p>	
<p>Level 2 (After school detention)</p>	<p>Failure to desist low-level behaviour despite a Level 1 sanction</p> <p>Inciting other children to misbehave</p> <p>Leaving classroom without permission</p> <p>Lower-level deliberate physical harm e.g. shoving, lightly hitting</p> <p>Refusing to work</p> <p>Serious misuse of school equipment e.g. scissors</p> <p>Use of bad language on more than one occasion (excluding swearing)</p> <p>Defiance</p> <p>Threats made or threatening behavior</p> <p>Disrespect of others including teaching staff</p> <p>Posed serious health &amp; safety risk</p> <p>Violated rules in ICT User Agreement</p> <p>Violated rules in Science Lab Agreement</p> <p>Antisocial behavior outside of the classroom</p> <p>Late to lessons 3 times in a week</p> <p>Visiting an area of the site which is out of bounds</p> <p>Cheating in an exam</p> <p>Carrying a mobile phone</p> <p>Truancy</p> <p>Persistent Level 1 behaviour</p>	3
<p>Level 3 (1 week of after school detentions &amp; community service in school)</p>	<p>Persistent racist remarks</p> <p>Persistent vandalism</p> <p>High level graffiti on school equipment</p> <p>Deliberately damaging school property</p> <p>Verbal abuse to an adult (excluding swearing)</p> <p>Persistent bullying including cyberbullying</p> <p>Persistent truancy</p> <p>Persistent inappropriate use of an electronic device (including but not limited to cameras, mobile phones etc.)</p> <p>Persistent Level 2 behaviour</p>	5
<p>Level 4 (Internal exclusion followed by 1 week of after school detentions &amp; community service in school)</p>	<p>Higher level deliberate physical harm towards a pupil</p> <p>Intentional damage to another individual's property</p> <p>Intentional damage to school's property</p> <p>Repeated bullying</p> <p>Swearing at an adult</p> <p>Persistent Level 3 behaviour</p>	10
<p>Level 5 Fixed term or permanent exclusion (subject to KHDA approval) followed by internal exclusion and 1 week of after school detentions &amp; community service in school)</p>	<p>Possession of inappropriate materials/objects</p> <p>Possessing, smoking, or using tobacco products, matches or a lighter</p> <p>Stealing</p> <p>Deliberately injuring an adult</p> <p>Serious injury to pupil with intent</p> <p>Possessing ammunition and/or a weapon including but not limited to knives (including a pocketknife), razors, pellet gun, bb gun, or any other similar type of air powered weapon, martial arts objects, wooden weapons, or any other object used in a way that threatens or inflicts bodily injury to another person.</p> <p>Possessing, selling, using or giving alcohol or attending school under the influence of alcohol.</p> <p>Possessing/using/releasing/setting off any pyrotechnic device.</p>	15

	<p>Deliberately committing arson (starting fires) on or near the school premises.</p> <p>Repeated or significant bullying behaviour (including, but not limited to, harassment, making hit lists, or electronic or cyber-bullying). Sending messages with any electronic device that are abusive, obscene, sexually oriented, sexually explicit, threatening, harassing, or illegal.</p> <p>Serious fighting resulting in injuries to the second party.</p> <p>Distributing or misuse of non-prescription or over-the-counter drugs.</p> <p>Persistent Level 4 behaviour</p>	
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### Escalations

Criteria	Reward	How is it monitored?
95% attendance Less than 10 lates 50 – 99 merits Less than 15 de-merits	Bronze certificate at the end of term in a rewards assembly A medal at the end of term A letter of congratulations from the Head of Secondary to the parents	Phase supervisor sticks the criteria in every classroom.  Phase supervisor runs a weekly report on attendance, behaviour and punctuality, and sticks in form rooms.
98% attendance Less than 5 lates 100 – 149 merits Less than 10 de-merits	Silver certificate at the end of term in a rewards assembly A trophy at the end of term End of term experience A letter of congratulations from the Vice Principal to the parents	
100% attendance 0 lates 150+ merits 0 de-merits	Gold certificate at the end of term in a rewards assembly A glass plaque at the end of term Invitation to the end of term rewards trip A letter of congratulations from the Principal to the parents	

Criteria	Sanction	How is it monitored?
15 de-merits	Phase Supervisor calls home to inform parents that the student is 5 de-merits away from a Form Tutor Report Card.  Head of Year speaks to the student so they are aware of how close they are to a report card.  Student is prohibited from representing the school in any sports/competitions	Phase supervisor runs a weekly report on attendance, behaviour and punctuality, and sticks in form rooms.  Phase Supervisor shares with Head of School during weekly meetings.
20 de-merits	Student is issued a Form Tutor Report Card for 2 weeks. Form tutor calls parents to notify them that their child is on Form tutor report. Face to face meeting is optional. Targets are set with the parents. Social worker is involved to intervene. If appropriate, a referral to the inclusion team as made.	Student has every lesson signed by class teachers.  Form Tutor reviews and signs on a daily basis.  Parents review and sign on a daily basis.

<p>30 de-merits or failing Form Tutor Report Card</p>	<p>Student is issued a Head of Year Report Card for 4 weeks.  Student is placed on the Team Around the Child register.  Head of Year calls parents into school and with the parents and student, sets targets.</p>	<p>Student has every lesson signed by class teachers.  Head of Year reviews and signs on a daily basis.  Parents review and sign on a daily basis.</p>
<p>40 de-merits or failing Head of Year Report Card</p>	<p>Student is issued a Head of School Report Card for 6 weeks.  Head of School calls parents into school and with the parents and student, sets targets.  Head of School to agree a behavioral contract with student and parents</p>	<p>Student has every lesson signed by class teachers.  Head of School reviews and signs on a daily basis.  Parents review and sign on a daily basis.</p>
<p>50 de-merits or failing Head of School Report Card</p>	<p>Final meeting with Principal to ask parents to identify a new school.  Student to remain in isolation until a new school has been secured.  Student to be brought to and collected from school by parents.  Referral to the KHDA if required.</p>	<p>Student to meet daily with the Principal.  Parents to meet principal on a bi-weekly basis until a new school has been found.</p>



## Stages of Intervention when Behaviour Fails to Meet Expectation

If a child fails to meet expectation it may be necessary to intervene. At ISCS we use a '**staged approach**' to managing behaviour that fails to meet expectations:

Stage	Description
<b>In Class RWD or alternative Behaviour Flow chart</b>	Students are provided with opportunities to change their behaviour before progressing through a board cloud or RWD Behaviour flow chart
<b>Stage 1</b>	<p>Negative behaviour is tracked through iCampus. Multiple hits in a school week will result in:</p> <p>Step 1 Tutor report( 1 week)</p> <ul style="list-style-type: none"> <li>• More than 2 negative behaviour incidents</li> <li>Step 2 HoY report ( 2 weeks)</li> <li>• More than 4 behaviour incidents</li> <li>Step 3 HoS/Assistant Head report.( 3 weeks)</li> <li>• More than 6 behaviour incidents</li> </ul> <p>Failure to meet the expectations of the report result in a student progressing to Stage 2.</p>
<b>Stage 2</b>	<p>A meeting will be held between the student, parent, HoY– and/or a member of the School Senior Leadership team.</p> <p>A Pastoral Support Plan (PSP) will be completed and signed during the meeting and will run for a period of 4 weeks until review. This will be led by the department social worker.</p> <p>At the end of the monitoring period a review meeting will be completed. If the student has sustained significant improvements in their behaviour the PSP will end. If they have been unsuccessful in sustaining significant, improvements a further PSP will be issued for a further monitoring and review cycle, the length of which will be determined at the review meeting.</p> <p>In some circumstances students may continue to be monitored at stage 2 for a prolonged period of time if gradual improvements are identified through the ongoing monitoring of the PSP.</p> <p>Stage 2 will always be triggered if a student receives a 1 or 2 day internal exclusion</p>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>- Pastoral support programme for a further 4 weeks</li> <li>- Notice to improve issued</li> <li>- KHDA liaison informed to discuss possibility of exclusion or non-renewal</li> </ul>
<b>Stage 4</b>	Blocked renewal

## Detention Procedure

Student misbehaviour may result in the issuing of a detention. Detentions are used to encourage students to consistently meet our high expectations. They also provide a subject teacher an opportunity to have a restorative conversation with any individual who has not met their expectations.

Detentions also give students a chance to catch up on any work they may have missed through their misbehaviour or lack of effort or engagement in class.

All teaching and non-teaching support staff have been delegated the authority to place a child in a detention.

### *The use of Detentions as a Sanction*

Parents will be provided with notice if a student is required to attend an after-school detention. Parents/carers will be given notice of all after-school detentions by one or more of the following methods: iCampus, letter, email, text or phone call.

The school reserves the right to keep in a student on the day such contact is made, if parents/carers agree. In exceptional circumstances authorised by a member of the SLT, the school may impose such “same day” detentions once parents/carers have been informed.

<b>Type of Detention</b>	<b>Length of Detention</b>	<b>When does the Detention Occur</b>
Detention 1	20 Minutes	Break, Lunch on same day
Detention 2	60 Minutes	On the next day.

### *Detention Process*

We believe that students must take responsibility for attending a detention. To aid this process, the school will take the following steps to communicate a detention to students and parents:

- Detentions will be set using iCampus. Where a student has received more than one detention on the same day the original detention will be prioritised and the additional detentions will be set on the next available day.
- Detention 1 will take place on the same day as the incident. All other detentions will typically take place on a designated day.
- Detentions will be communicated to parents via iCampus which automatically sends an e mail to parents at the point that the detention has been set by the member of staff. Basic information will be shared with parents.
- Tutors will remind students if they have been scheduled to attend a detention, on the day of the detention.
- Students are responsible for managing their own attendance to detentions
- Any student who arrives more than 5 minutes after the start of the detention will have been deemed to have missed the detention. Poor behaviour in the detention can lead to a detention being re-set.
- Detention 1 will be managed by the Phase Supervisor
- Detention 2 will be Led by Phase Supervision, SLT and supported by Middle leaders .

## *Failure to attend After School Detentions*

Detentions are an important part of the school behaviour policy. Students must complete detentions that have been set or face serious consequences.

Any missed detention 1 will automatically be upscaled to a 60 minute, after school detention.

Repeated failure to attend detentions may result in internal exclusion in line with stage 2 of these behaviour management procedures.

Where a student is not in school to attend due to absence it will normally be rescheduled to the next school day and will not be upscaled.

## Restorative justice

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue, the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other point of view and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a student and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the student to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Students are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

## Playground Expectations

- Expectations for playground behaviour are very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues timeout inside for 5 minutes. The adult may decide that they can not go to the playground as a consequence.
- Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with in accordance with the age appropriate behaviour sanctions outlined above.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.

Appendix 1. - Behaviour incident sheet

<b>Date, Time, Location:</b>	<b>Member of staff:</b>
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Alleged Perpetrator:	Year:	Tutor:	SEN: Y/N	
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<b>Summary of alleged incident:</b>
<b>Investigation strategy:</b> <i>(details of interviews, witness statements, CCTV etc)</i>

<b>Interview summary</b>				
<b>Question</b>	<b>Witness 1</b> <i>Use initials</i>	<b>Witness 2</b>	<b>Witness 3</b>	<b>Witness 4</b>
<i>List questions asked here</i>	<i>Summarise responses for each witness</i>			

<b>Witness statement summary</b>	
<b>Witness 1</b> <i>Use initials</i>	Summarise views of each witness
<b>Witness 2</b>	
<b>Witness 3</b>	
<b>Witness 4</b>	

<b>Additional evidence</b>
<i>Summarise any additional evidence here</i>

<b>Conclusion</b>
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*Summarise the findings with an evidence-based judgement about the accuracy of the allegation.*

**Recommendation**

Has the student had an incident before?	Internal Exclusion	
	External Exclusion	
	Total Number of Days	

For a similar offence:	Start Date	
Recommendation to SLT:	End Date	
	Reason to be included in exclusion letter:	
Considerations taken when making recommendation: <ul style="list-style-type: none"> <li>• SEN needs:</li> <li>• Safeguarding needs:</li> <li>• SEMH needs:</li> <li>• Recommendations for future decision:</li> </ul>		

**Re-Integration**

Date of Reintegration Meeting	
Who is attending the meeting:	
Stage to be discussed upon return:	
Summary of incident - (Attach Statements)	

Behaviour Lead Signature	
SLT Signature	
Principal Signature	

## Appendix 2 - Witness statement

<b>Witness:</b>	<b>Date:</b>
<b>Written by witness/scribe:</b> <i>(provide name if scribe used)</i>	<b>Time:</b>
<b>Signed:</b>	<b>Name:</b>



### Appendix 3 - Interview record

<b>Interviewee:</b>	<b>Date:</b>
<b>Interviewer:</b>	<b>Time:</b>
<i>Record questions and answers</i>	
<b>Signed:</b>	<b>Name:</b> <i>interviewee</i>
<b>Signed:</b>	<b>Name:</b> <i>interviewer</i>

## Appendix 4 - Pastoral support plan

**Delete red guidance text before printing.**

Pupil's details	
Name	
Class/year group	
Home language	
SEND	
Parents' names and contact details	
School lead person	

Reason for the pastoral support plan
<i>Provide a brief summary of why the pupil needs a PSP. Include reference to specific behaviours, sanctions which have worked or failed and support which has already been provided.</i>

PSP meeting 1	Date:
Attendees	
Pupil's view	
Parents' view	
Agreed aims	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Commitments	Evaluation (to be completed at review meeting)
The pupil agrees to: <ul style="list-style-type: none"> <li>•</li> </ul>	
The parents agree to: <ul style="list-style-type: none"> <li>•</li> </ul>	
The school agrees to: <i>(support, rewards, sanctions and any external support)</i> <ul style="list-style-type: none"> <li>•</li> </ul>	

Signed

..... (pupil) ..... (parents)

..... (school)

<b>Review meeting</b>		<b>Date:</b>	<b>Time:</b>
Attendees			
Next steps	Further plan / closure <i>(This decision will emerge from the evaluation comments above which do not need to be repeated here. Delete box below if closed.)</i>		
<b>PSP meeting 2</b>		<b>Date:</b>	
Attendees			
Pupils' view			
Parents' view			
Agreed aims	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
<b>Commitments</b>		<b>Evaluation</b> (to be completed at review meeting)	
The pupil agrees to:			
<ul style="list-style-type: none"> <li>•</li> </ul>			
The parents agree to:			
<ul style="list-style-type: none"> <li>•</li> </ul>			
The school agrees to:			
<i>(support, rewards, sanctions and any external support)</i> <ul style="list-style-type: none"> <li>•</li> </ul>			
Signed			
..... (pupil)		..... (parents)	
..... (school)			
<b>Review meeting</b>		<b>Date:</b>	<b>Time:</b>
Attendees			
Next steps	Further plan / closure <i>(This decision will emerge from the evaluation comments above which do not need to be repeated here. Add additional section if extended for a further period.)</i>		

## Appendix 5 – Subject Report

# International School of Creative Science - NAS

## Subject Report

Student Name:	Form:
Week Commencing:	

Report Procedures

Students:

- Hand your report to the teacher at the start of every lesson/registration.
- Ensure all lessons are signed by the teacher.
- Hand your report to your form tutor at the end of the day and take it home to be signed.
- Failure to complete any of the above or losing your report will result in a detention from your form tutor.

Parents:

- Please sign the report at the end of each day and complete the review at the end of each week making any comments you feel necessary.

Staff:

- Please cross or tick the report at the end of each lesson and make any necessary comments.
- Ensure that any rewards given are ticked on the report.
- Ensure that any 'crosses' on the report are followed up using the appropriate school procedure.

### Your Targets are written or indicated below:

	Work to the best of your ability in ALL lessons.
	Stay focused and avoid distractions/distracting others.
	Be respectful to staff and peers at ALL times.
	Ensure correct uniform at all times.
	Do not disrupt lessons.

**Target: Stay focused and avoid distractions/distracting others.**

**Target: Work to the best of your ability in ALL lessons.**

Date: Sunday \_\_\_\_\_

	Punctuality	Correct Uniform	Target 1	Target 2	Comment & Staff Signature	Rewards	Detention set
Form Time							
Lesson 1							
Lesson 2							
Lesson 3							
Break							
Lesson 4							
Lesson 5							
Break							
Lesson 6							
Lunch							
Lesson 7							

Staff Signature & Comment
Parental Signature & Comment

Appendix 6

RWD Classroom whiteboard chart

<b>Name of student</b>	<b>R</b>	<b>W</b>	<b>D</b>