



Isle of Wight  
Education Federation

The Governing Board for the Isle of Wight Education  
Federation

Positive Behaviour and Discipline Policy

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<b>Approved by</b>	Full Governing Board
<b>Approval date</b>	19 July 2023
<b>Review frequency</b>	Annually
<b>Next review</b>	July 2024

Document information

<b>Title:</b>	Positive Behaviour and Discipline Policy
<b>Current version:</b>	V1.1
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<b>Consultation:</b>	
<b>Approved by:</b>	
<b>Approval date:</b>	
<b>Review:</b>	Annually
<b>Frequency:</b>	

**Next review: July 2024**

The Governing Board has agreed the following behaviour principles. In these principles the term adults refers to parents, carers, staff, volunteers and visitors to the school and the term young people refers to pupils, VI Form students and visitors under the age of 18.

- All young people and adults understand that they have the right to feel safe, valued and respected and learn free from the disruption of others
- All young people and adults are free from any form of discrimination.
- Everyone sets an excellent example to all at all times
- The behaviour policy is applied consistently by staff, including the use of rewards and sanctions
- The behaviour policy is understood by all
- Exclusions will only be used as a last resort
- Everyone is expected to take responsibility for their actions
- There is close communications between school and parents and carers to promote good relationships

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually.

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## Introduction

All students and staff at the Isle of Wight Education Federation (IWEF) are entitled to learn and work in a safe and supportive environment where everyone is valued. Effective learning takes place where principles of high moral, ethical and personal standards are clearly communicated. Positive rewards rather than punitive sanctions provide the motivation to succeed. It is upon these principles that this policy for students and parents was developed. The expectations and standards of behaviour are defined in detail in this policy and should apply not only in school but on trips or external activities where students are representing the IWEF and also when travelling to and from IWEF where appropriate. It is the responsibility of all concerned to ensure that standards are upheld and that the students gain their entitlements:

- To be valued as highly and equally as other students.
- To be actively encouraged to achieve and realise or exceed potential.
- To foster independence and personal responsibility.
- To develop, discuss and justify personal viewpoints in a climate which encourages active listening and respect.

Students will be expected to extend these same entitlements to everyone in the federation and wider community. There must be due regard for other students' and teachers' entitlements.

In the rare exceptions when students breach the above, they will be dealt with according to the procedures detailed in this policy to ensure that other students and staff can proceed effectively with their learning and teaching. Where behaviour is poor, the opportunity to learn is reduced for all students within the same group by the teacher's distraction in dealing with the issue.

To help students focus on the core values of the IWEF, the below values will be the driving force in day to day interactions:



## Aims

Rewarding students is a core value at IWEF. Rewards will be used to recognise positive contributions, good attendance and behaviour as well as the effort made, determination, resilience and achievements of all students by linking them to our core values ASPIRE. All these positive actions can easily be attained through students focusing on being **READY**, showing **RESPECT** and acting in a **SAFE** manner. We aim to praise and reward the 'whole' student including those achievements made outside in the wider community. We will continue to develop the range of rewards through increased engagement with students and parents and carers.

The main focus of rewards at IWEF will reward students for: Being **READY** by -

- Demonstrating sustained or exceptional effort.
- Getting involved in extracurricular activities.
- Achieving good levels of attainment based on personal targets.
- Encouraging and demonstrating a positive attitude to learning.
- Completing independent work including homework.

Show **RESPECT** by -

- Being helpful, caring and considerate towards others.
- Providing an excellent presentation and appearance of themselves.
- Ensuring high levels of focus and attention is demonstrated.
- Maintaining a clean and tidy working environment for everyone.

Acting **SAFE** by -

- Listening and following instructions given by staff.
- Acting as positive role models in serious situations such as fire alarms.
- Maintaining high levels of attendance and/or punctuality.
- Supporting those who need help and support.

These successes will be celebrated in a variety of ways and will include the following:

- Awarding of achievement points
- Sending letters and postcards home
- Phone calls home
- Trips
- Certificates and trophies/medals
- Awards and presentation evenings

## Promoting Positive Behaviours

A school which actively fosters an ethos based on everyone being **READY**, showing **RESPECT** and acting **SAFE** is naturally motivating, supportive, and friendly which will promote positive behaviour. The following strategies, if used consistently by all those involved in a child's education, will help us to achieve a positive atmosphere and high standards of behaviour:

Staff being **READY** by -

- Meeting and greeting students at the door and welcoming them into the lesson using consistent rigour and routine.
- Checking uniform and appearance on entry and acting accordingly.
- Completing effective lesson preparation to ensure work is matched to the ability of all students within the group including using Student Profiles related to SEND.
- Providing attractive and user friendly learning resources.
- Setting attainable yet challenging targets each lesson.
- Displaying examples of students' work.
- Setting appropriate and relevant homework tasks.

Staff showing **RESPECT** by -

- Adhering to a professional dress code as agreed through the Federation Dress Code for Staff and Governors policy. PE staff will be provided with appropriate PE uniforms.
- Actively involving students in learning which includes a range of varied and relevant activities.
- Providing constructive feedback through regular marking and purposeful discussions with students.
- Rewarding good behaviour and work regularly.
- Giving words of encouragement.
- Broadcasting achievements via newsletter.

Staff acting **SAFE** by -

- Completing the register and recording on Arbor within the first ten minutes of the lesson as this is a legal requirement.
- Students must be dismissed formally by the teacher but not before the end of the lesson.
- Establishing clear routines for classroom management such as seating plans.
- Following planned curriculum and SOW to ensure consistency and progress that can be tracked effectively ensuring records of progress inform lesson planning.
- Keeping personal tutors and parents updated about student progress.
- Awarding commendations.
- Retaining a sense of humour and fostering a friendly atmosphere.
- Ensuring that teaching environments are attractively maintained.
- Listening and taking appropriate action when students express concern.
- Not tolerating bullying or unacceptable behaviour.
- Share with parents any concerns they have about their child's progress.
- Understanding the college's Positive Behaviour Policy.

Students being **READY** by -

- Coming to college and lessons on time with homework completed and wearing the correct uniform.
- Attending interventions being identified and offered.
- Ensuring all stationary equipment required is brought to college and got out at the start of the lesson including books and stationary equipment.
- Seeking help if understanding is not clear.
- Knowing what level/grade they are currently working at in each subject and their target.
- Actively engaging in all learning activities in the lesson.
- Approaching all activities with a growth mind-set.
- Trying to achieve as many of the college's achievement/house points as possible in the lesson.
- Being able to identify the progress they have made in each subject.

Students showing **RESPECT** by –

- Line up or sit in a seating plan for registers and during lessons.
- Responding positively to your own success and to that of others.
- Showing respect to everyone in college.
- Being truthful, well-mannered and kind.
- Looking after books and equipment provided by the college.
- Accepting ownership for own behaviour and learning, and to develop the skill of working independently including completing all homework.

Students acting **SAFE** by -

- Waiting outside the classroom in an orderly queue if the teacher has not arrived.
- Co-operating in class with the teacher and with their peers.
- Taking pride in classrooms and buildings.
- Walking sensibly and quietly around classrooms and in corridors.
- Keeping our college free from litter.
- Abiding by college rules and teacher expectations.
- Leaving the lesson in an orderly fashion having followed established exit and tidying up routines.
- Not eating in the classroom.
- Ignoring anyone who tries to disrupt your learning.
- Understanding the college's Positive Behaviour Policy.

Parents/carers being **READY** by -

- Ensuring their child attends college and lessons on time and in the correct uniform/PE kit.
- Checking homework is done and ensures their child is suitably equipped for school.
- Supporting in ensuring that their child attends identified and offered interventions.
- Attending parents evenings/celebration evenings and engaging in meaningful discussions on a regular basis with their child's form tutor.

Parents/carers showing **RESPECT** by –

- Showing an interest in their child's classwork and homework.
- Act as a positive role model for their child in their relationship with college and



education.

Parents/carers acting **SAFE** by -

- Informing the college if their child is absent.
- Being aware of college rules and encouraging their child to abide by them.
- Attending planned meetings with teachers and supporting school functions.
- Being proactive in informing teachers about any concerns they have about college/lessons or their child.
- Informing the college/teachers regarding any medical needs that impact on their child engaging in lessons.
- Understanding the college's Positive Behaviour Policy.

## **Taking Appropriate Action**

We believe that children respond well if our expectations are made clear (See Appendix 1 Classroom Routines) to them and at a level which they understand with a strong emphasis on student choice. We aim to be transparent with our rewards and consequences, therefore, with this in mind we have adopted a progressive journey to tackling poor behaviour which has the cause of the poor behaviour at the heart of developing solutions to alter and maintain a positive attitude in the future. One of the most important and effective ways to develop positive behaviours is to focus on the positives and reward.

Staff should encourage and praise students on a regular basis. The adage 'Engage don't Enrage' should be central to behaviour. Achievement points are awarded to reinforce good behaviour and will be recorded via Arbor. How to gain achievement points will be highlighted to students at the start of every half term by their tutor on display boards. The College newsletter will also include this information. Staff should make it clear what the criteria for awarding achievement points will be for each lesson and highlight to students when these points are achieved. Throughout the year points will be accumulated and used to support the rewarding of students in assemblies, end of term activities and other tangible items related to achievement such as certificates.

No matter how effectively we operate consistent strategies there will be occasions when students' behaviour or standards of work are unacceptable. Swift and appropriate action should be taken. The responsibility for taking actions rests with the relevant form tutor or subject teacher. Teachers are supported by their Line Managers and Senior Leaders. If teachers are unsure about the nature of action they should seek advice. Form tutors should be kept informed so that they can retain the overview of their students' progress. Key people to take advice from are any of the Senior Leaders or Executive Headteacher. The Colleges aim to mirror the practices used in industry and the world of work. The procedures for disciplinary action are as follows:

### **1<sup>st</sup> level**

- Keep calm.
- Do not be led into an argument.
- Condemn the act not the person.
- Discuss the problem.
- Ensure a fair outcome.
- Set targets for future behaviour and review date determined by the severity of the problem.
- Inform form tutor via logging of information using Arbor

### **2<sup>nd</sup> level**

- Seek professional advice within school.
- Consult with a form tutor.
- Make an appointment with the parents/guardians.

### **At the meeting with parents/guardians**

- Thank parents for coming into school.
- Give a progress report. Emphasise positive achievements as well as concerns.
- Identify behaviour causing concern.
- Devise support strategies.
- Agree future targets.

- Set a review date.
- Document action.

If a resolution of the behaviour is not reached, continue to seek advice from the relevant Senior Leader. It may be necessary at this stage to draw up a behaviour contract/Pastoral Support Plan and to make a follow up appointment with the parents/carers, involving outside agencies via the appropriate Head of Year (HOY).

### **3<sup>rd</sup> level**

If a student continues to demonstrate poor behaviour actions then the decision to Internally Isolate (IE) at the students home college or utilise the Federation Inclusion Room (FIR) at The Island VI Form will be taken. There is also the possibility of the student being internally isolated to a Federated College if it is not appropriate to internally isolate at the home College. For example, a student may be internally isolated at Medina College instead of their home college of Carisbrooke College due to the significance of the suspension not meriting a day at the Federation Inclusion Room but previously failing an internal isolation at Carisbrooke College.

### **4<sup>th</sup> level**

Occasionally, in exceptional circumstances where agreement cannot be reached with parents and support strategies have failed, or an incident is of a most serious nature, the Executive Headteacher may take the decision to give a Fixed Term Suspension (FTS). Clearly the level of intervention to adopt depends on the nature of the behaviour and the circumstances. Intervention can occur at any level. The common sense rule applies and teachers are encouraged to seek advice when they are unsure of appropriate action. It is always important to remember that there are many factors impacting behaviour. There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, which must be considered when escalating a child’s demonstration of poor behaviour and as a result these help to shape the support/support plans that are used to aid and eventually change a student’s behaviour.

### **College Factors**

The environment:

- Lack of proper ventilation.
- Physical problems of limited space.
- Special occasions which cause excitement, e.g. fire drills etc.

The Student:

- Tired due to lack of proper rest.
- Hungry due to insufficient or inappropriate food.
- Poor or inappropriate social skills.
- Need for attention from teacher or parent.

The Teacher:

- Offering poorly differentiated curriculum leading to either frustration or boredom.
- Lack of knowledge of students.
- Poor management skills such as being inconsistent, laissez-faire, over-reliance on

- domination or lack of reinforcement of appropriate behaviour.
- Lack of clarity in explaining expectations for behaviour or subject.
- Lack of or confusing instruction on subject matter.
- Lack of professional development.

### **Out of College Factors**

Family circumstances:

- Child's position in the family.
- Child's relationship with parents/siblings/grandparents etc.
- Divorce/bereavement.
- Mental health problems.
- Family trauma.
- Alcohol or drug addiction.

The neighbourhood:

- Children's popularity.
- Peer relationships and bullying.
- Social problems and civic disturbance

As a result of these factors it is imperative that all staff remain consistent with their approach to poor behaviour. This way students will be treated fairly but firmly and it will be enforced upon them that this type of behaviour is not accepted by IWEF.

## Behaviour Management Stages

In the event that a student does not abide by the college's expectations, staff are expected to follow the College's consequences. Behaviour is largely a matter of choice. The following procedures are designed to help students take responsibility for their behaviour so they can learn and achieve. Poor behaviour must not prevent the learning of others and therefore, the system that is in place must ensure that positive behaviour is encouraged.

Every morning during tutor time, the tutor will check students for the correct uniform, including make up and jewellery, personal stationary equipment and PE kit (See Appendix 2 – Role of the Tutor). Blazers should be worn at all times when inside the college's grounds, they can be removed but only on the agreement of the teacher/College. Hoodies should not be on the school site. Outside coats and scarfs should be removed on entry to the buildings.

For low level disruption and work related issues in the classroom and across IWEF students need to be reminded of the classroom expectations. If a student infringes these then a system of consequences will follow. Consequences in the classroom will be known as T1 (See Appendix 3 – Consequence Ladder).

- A student will get a T1 if they cause disruption in the classroom which is persistent and/or behave in a way outside of the classroom rules.
- In extreme cases, if the student continues to be defiant they will be removed resulting in a D2 and taken to the agreed faculty/subject room for that period. A central detention will be issued for the following day at lunchtime and in some cases after school if more appropriate. It is expected that the teacher will contact home using the colleges agreed reporting system in order to give details to the parents and will also log this information on Arbor.
- If a student refuses or the member of staff 'On Call' feels it is more appropriate then the student will be placed in the College's Referral Room (RR) where further investigation can be undertaken. Any student who receives a D2 which results in them having to be placed in the RR will be given a lunchtime central detention with the Year Base for the following day and home will be contacted by the relevant HOY.
- The HOY will monitor the D2s to see if any patterns are emerging, they will liaise with the form tutor of a student if there is a significant pattern and decide if further action is required.

These consequences will be recorded on Arbor under the appropriate action. It is important to understand that with every behaviour action recorded an allocation of points will be attached. Once a student reaches a threshold they will be expected to engage in further support plans with the colleges (See Appendix 4 – Monitoring Behaviour).

If a student corrects their behaviour after a T1 has been issued then no further action/consequences will be taken but it is important to understand that if the points allocated to this action takes them above a threshold related to behaviour then there will be further action taken.

If a student feels they have been unfairly treated by a member of staff, they should remain calm and speak to a member of the Senior Leadership Team (SLT). This should be done during non-lesson time e.g. break or lunch (there is no excuse for abusive behaviour). The

SLT member will investigate the issue and confirm the outcome or cancel it if this policy hasn't been followed.

If students are late for school/lessons or truant lessons/school then these will be logged using Arbor and if attendance becomes a concern then appropriate action will be taken (See Attendance Policy). However, in the same way as poor behaviour is monitored each late etc. will receive an appropriate amount of points and a central detention for the following day.

Whilst the IWEF mainly focus on administering detentions at lunch time, after school detentions are also utilised to deter more persistent behaviour issues and will be communicated at the appropriate time.

Each incident will be judged on its own merit but all staff should refer students immediately for the following behaviours as a S3:

- Smoking/Vaping/Alcohol/Illegal Substances
- Vandalism
- Abuse of staff Physically/Verbally
- Bullying
- Disability Discrimination
- Health and Safety Issues
- Homophobic Behaviour
- Racist Behaviour
- Persistent Failure to Comply with Behaviour Processes.
- Physical Assault

If an S3 is required appropriate action will be taken and parents informed immediately.

### **Students put on Report**

IWEF operates a system of Positive Report Cards for those students whose barriers to learning are interfering with the students' progress. Students will be closely monitored by a member of staff. They have targets set and are mentored with the aim of the student improving over this period of time.

### **Detentions**

Detentions are used to deal with a disciplinary issue within lessons and for non-compliance around the Colleges. Parents are informed when their child has been given one. There are several types of detentions (See Appendix 3 – Consequence Ladder) and escalation for failure to attend. Detentions are recorded on the College's Arbor.

### **Behaviour Interventions**

IWEF offers a range of interventions academically, pastorally and referrals to other agencies. A staged ladder approach for students whose barriers to learning remain persistent is utilised. It is hoped that working together with parents and the student they can maintain the desired behaviour and ultimately get off the ladder, in the very few cases the student will move up the ladder to the next stage they ultimately could be permanently excluded.

## **Suspensions and Permanent Exclusions**

Only the Executive Headteacher, or Executive Deputy Headteacher in his absence, has the authority to make the decision to suspend a student. The authority of the Executive Headteacher in terms of this policy covers all IWEF sites and also extends to the immediate vicinity of the Colleges (See Suspension Policy). The Executive Headteacher authority is also in operation when students are on educational visits/trips. They will ensure that staff receive appropriate training and support in order to operate the behavioural management systems which lead to the possibility of suspension and that the statutory guidelines in place regarding suspensions are applied.

Suspensions are the most severe sanctions available to the College's in cases of poor conduct. IWEF uses four types of suspensions, each with a prescribed process to follow. The four types of suspension used by the Colleges are:

### **Internal Isolation (II)**

This is where a student is required to work under supervised conditions in the home College Referral Room (RR). Students on II will begin and finish their day at normal college times. Students will have different breaks and lunchtimes to the rest of the College and will not be allowed to mix with their peers in most cases during the break and lunch periods (See Appendix 5 – Referral Room Expectations). A discussion is held with parents/carers and the student before they may return to lessons.

If a student has received an II due to failing a detention the student will be expected to complete the detention sanction upon returning to College prior to returning to normal lessons.

### **Federated Inclusion Room (FIR)**

This is where a student is required to work under supervised conditions at the Federated VI Form. Students in the FIR, will begin their day by making their own way to The Island VI Form or being transported by the IWEF minibus system at the time directed by the home college and will also leave the FIR at the time directed by the home college. This will be communicated to the parents/carers the day before. Students will have different break and lunchtimes to the rest of the VI Form and will not be allowed to mix with their peers during the break and lunch periods. When working in the FIR, students will be expected to work in the designated workspace and follow all FIR expectations without fail (See Appendix 6 – Federation Inclusion Room Expectations).

If a student has received a FIR due to failing an II the student will be expected to complete the II sanction upon returning to College prior to returning to normal lessons providing they had been successful in completing the expected time at the FIR.

### **Fixed Term Suspension (FTS)**

This is where a student is required to stay at home for a period of days. FTE is governed by guidance from the Department for Education and the Colleges follow that guidance.

If a student has received an FTS due to failing at the FIR. the student will be expected to complete the FIR sanction upon returning to College prior to returning to normal lessons.

### **Permanent Exclusion (PEX)**

Although rarely used, PEX remains the College's ultimate sanction. A student who is PEX is

not permitted to return to the College. PEX is governed by guidance from the Department for Education and the Colleges follow that guidance.

### **Combination Suspensions (CS)**

In some cases, it may be necessary for a FTS to be granted pending the possibility of a PEX, due to the need for further investigation of an incident to take place before the Executive Headteacher can make an appropriate decision. In this case, parents will be made aware of this possibility when the FTS is issued.

### **Reintegration Meeting and Follow-Up**

For all exclusions, a reintegration meeting will be arranged in order to assess that the student: understands the reason for the suspension, is in the right frame of mind and to assess whether the student required further support. Different types of suspensions require a different level of reintegration meeting to be arranged. At these meetings a Pastoral Support Plan (PSP) will be completed if appropriate by the relevant Head of Year (HOY) and will be reviewed six weeks after the initial reintegration meeting. The student may also be placed on an appropriate report.

### **Removing students from lessons**

On occasions, a subject teacher may feel that it is inappropriate for a student to return to their next lesson. If this is the case, it can be arranged in advance with the appropriate member of staff for them to be educated in another area. It is not appropriate or respectful to wait until the next lesson and then send the student directly without prior arrangement. If this is to happen, the student must be informed well in advance of the next lesson. When there is a removal of a student for more than one lesson, this has to be documented and agreed in advance with a defined period of reintegration not exceeding more than a half term.

### **Screening and Searching Students**

IWEF acknowledges their duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching students and DfE guidance: Screening, Searching and Confiscation 2012. As a result, staff may search a student's clothing, bags or lockers without consent for any banned items they believe could cause harm. This process will be governed by procedures and can only be performed by designated staff.

Prohibited Items:

- Knives or weapons
- Fireworks
- Alcohol
- Illegal drugs
- Psychoactive Substances formally known as Legal highs
- Illegal highs
- Stolen items
- Tobacco and smoking paraphernalia
- Vapes/E-cigarettes
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be used to: commit an offence, cause personal injury to, or damage to the property of any person, including the student.



Any of these items that are confiscated will not be returned to the student and may be passed on to the relevant authority.

Banned Items:

- Chewing gum
- Energy Drinks
- Laser Pens

### **Reasonable Force**

IWEF staff acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school employees have a legal power to use reasonable force to control or restrain a student in specific circumstances. Reasonable force may be used where necessary to stop students committing a criminal offence or causing damage to property or harm to themselves or others. It can also be used to help teachers maintain good order and discipline. For example, if a student refuses to leave a classroom it may be reasonable to lead them by the arm or it may be reasonable to carry a distressed student out of a classroom to a place where they can calm down.

### **Malicious Accusations Against Staff**

IWEF recognise that there may be occasions which are justified when a student needs to raise issues about the actions of a member of staff and we have procedures for dealing with concerns. However, where the allegations are of a clearly malicious intent or fabrication, IWEF will give due regard to the most appropriate disciplinary sanctions to be used. This may include fixed term suspension or permanent exclusion, as well as referrals to the police if there are grounds for believing a criminal offence may have been committed. We will also take seriously the inappropriate use of technologies including mobile and social media which are targeted at employees.

### **Anti-Bullying**

Bullying is the **persistent** intentional harming of another person within an unequal power relationship; that is, being nasty lots of times on purpose when someone cannot defend themselves. Within a school, this may be directed towards a student or a member of staff.

Bullying is not:

- 1) A one-off incident
- 2) Teasing between friends without intention to cause hurt.
- 3) Falling out with friends after a quarrel or disagreement.
- 4) Behaviour that all parties have initially consented to and enjoy.

However, this may still be perceived as bullying by the student and the parent/carer and recorded as such.

Instances of bullying will be recorded by the HOY on Arbor following a thorough investigation and once the appropriate action has been taken. As part of the investigation all students involved will be interviewed. A clear account of the incident will be recorded on the appropriate bullying log. Relevant staff will be kept informed. Parents and carers will also be kept informed. Punitive measures will be used as appropriate and in consultation with all parties concerned. Support will be offered to the student who has been bullied to rebuild confidence and self-esteem. Support will also be given to the offender to ensure there are no further incidents

## **Online Safety**

Students are required to sign an Acceptable Use Policy to access the ICT facilities at IWEF and stated protocol in order to protect and support students and staff (See E-Safety Policy) against the inappropriate use of electronic communication directed towards them or the college itself.

## **School Uniform and Personal Belongings**

Having a formal uniform is an important part of life at IWEF (See Appendix 7 – Uniform Policy). It provides the Colleges and all the students with a strong common identity. If worn properly it sends out a message to peers and the wider community that the Colleges are places of importance and that it takes pride in staff and students and everything they do. It promotes high standards and expectations and sends out a firm signal of the attitudes and the behaviour required inside the colleges to promote effective learning. We believe therefore that the uniform must be non-negotiable, consistent and worn correctly.

## **Confiscating Items and Non-College Uniform**

A high standard of personal appearance is expected of all students and anyone arriving to IWEF in non-uniform will be expected to remove the incorrect garments. Such items will be confiscated, and can then be collected by the student at the end of the day on polite request. Persistent offenders of uniform rules will be subject to the College's Behaviour Consequences.

Hoodie style garments (with 'sweatshirt' material) are inappropriate to wear at both Colleges and are not considered overcoats. They will be judged as 'incorrect garments' and dealt with using the Colleges' Behaviour Consequences.

Jewellery is generally inappropriate to wear at IWEF and can be a hazard. Therefore, it should be limited to a watch and one pair of stud earrings to be worn in the lobe of each ear. No other body or facial piercing is permitted.

Hairstyles should not be extreme and this includes unnatural colours and patterns shaved into the hair.

Discreet make-up may be worn in years 9, 10 and 11 but no make-up is allowed in years 7 and 8. Students who continue to take advantage of this privilege will be required to remove it. Coloured nail varnish or fake nails are not allowed in order to remain compliant with Health and Safety regulations across all subjects.

Personal Audio Devices within lessons are at the discretion of the Head of Subject/Faculty and with the permission of the subject teacher. Each faculty should decide their policy on whether personal audio devices should be allowed and ensure this is clearly communicated to students. The use of personal audio devices outside of lessons is forbidden and such items will be confiscated if seen.

Mobile phones are permitted into IWEF sites but they must be switched off and kept in the student's school bag. If parents/carers need to contact their child they should always go through the College reception. The misuse of a mobile phone on either site or on College transport/trips will result in the phone being confiscated until the end of the day and the student will have to collect the phone from the Year Base. If there is a persistent issue with a child having their phone out during school time then the phone will be confiscated and a

responsible adult will have to collect it from the College reception. Staff will take reasonable precautions to hold the mobile phone securely as they would any other valuable but this cannot be guaranteed.

All students bear a responsibility to keep the physical environment clean and free from litter. It is an expectation that every student will put their rubbish in bins provided. Any student may be asked to help pick up litter regardless of whether they are responsible for it.

All students are expected to attend assemblies unless they are being mentored. Excellent behaviour in assemblies is important to reinforce good conduct throughout the Colleges. Uniforms will be checked at the doors and followed up when students are seated. Coats and scarves must be taken off before entering the assembly hall. Staff should position themselves equally around the assembly to ensure students are well supervised.

### **Pastoral System**

In order to support the form tutor, each year group has a Head of Year who is responsible for monitoring the progress across all areas of college. This allows for more detailed and more effective support to be given to each student. The pastoral system is partly in place to ensure that there are outstanding attitudes to learning from students. Heads of Year create an identity within their year group and demand collegiality and loyalty to the cause. It is the Head of Years responsibility to drive towards creating outstanding attitudes to learning. The Head of Year with support from the Tutor and classroom teacher will deal with all pastoral, behavioural and attendance issues within the Colleges.

## APPENDIX 1 – Classroom Routines

It is everyone's responsibility to ensure students behave well at all times. All staff should deal with issues they come across referring students to appropriate colleagues if necessary: everyone, everywhere, every time. This is a behavioural Management system for use by teachers in the classroom that the students can understand and all teachers can apply consistently when teaching. It therefore gives a structure at classroom level that is simple to use and remember.

There are easy to follow rules put into place by every member of staff when working with students in the classroom setting. It is imperative that these rules are followed to allow for a clear structure which is consistently applied to all students allowing them to demonstrate positive behaviours each and every lesson and therefore, being rewarded for it. The rules are as follows:

- 1) Students arrive on time to lessons where uniform and equipment checks take place as the teacher meets and greets students at the door.
- 2) Students line up in silence outside of the classroom or behind their chairs and wait to be seated. In PE lessons it is at this point the register must be taken before students are allowed to get changed.
- 3) Students enter the classroom and ensure bags are placed under the tables, equipment on the desk and students sit quietly allowing the teacher to complete the register and complete the lesson starter. The register should be taken by calling individual names.
- 4) A 'quick win activity' is important to get them engaged quickly and to encourage confidence.
- 5) At the end of the lesson students are expected to tidy their work area and classroom, followed by packing their equipment away and standing behind their chairs.
- 6) Teacher dismisses the class in an orderly fashion from the door, table by table or from the sports hall entrance only after the bell has gone. In order for everyone to remain safe it is imperative that no student is allowed to leave a lesson early unless organised prior to the lesson with an appropriate member of staff.

Students are expected to behave responsibly when moving around the sites. Staff on duty must ensure this is the case and if students are misbehaving use the college's sanctions. As a member of the IWEF community, we expect students to strive for the highest standards in all areas of school life. Students need to remember the A-E of success as the **Goal is Excellence**.

### Attendance

- Arrive at college every day on time for an 8.45am start and be punctual to lessons.
- Aim for 100% attendance in order to achieve their targets and greater levels of success.

### Behaviour

- Tell the truth and carry out any instructions by a member of staff promptly and courteously.
- Be tolerant and respectful to others and their property.

- Not be part of any activity that is liable to be a danger to themselves or others.

### **Classwork**

- Have the correct equipment for lessons and put up their hand if they need to ask for help.
- Look after their college books.
- Complete their homework on time and meet deadlines.
- Not take part in any activity that disrupts learning.

### **Dress Code**

- Wear the correct college uniform as stated in the Uniform Policy.
- Maintain a clean, neat and tidy appearance.

### **Expectations**

- Be polite at all times without swearing, shouting, calling names or teasing others.
- Aim high and work hard to achieve targets.
- Be proud to be a member of the college and at all times behave in a way that brings credit to themselves, their parents, carers and the college.
- Observe any school rules as stated in the policy or elsewhere, especially in relation to health and safety, transport to school, absence and private property.
- Keep the school and its environment clean, tidy and litter free.

### **Head of Faculty**

The Head of Faculty (HOF) will support teachers in dealing with incidents and resolving issues. If the teacher's actions are not being effective then the HOF should intervene. If the curriculum leader cannot solve the problem they can call on the support of SLT or On-call within the lesson context.

### **Head of Year**

The Head of Year (HOY) supports the HOF within the college in maintaining good behaviour management in all lessons. The HOY role is uniquely placed to have an overview of the progress of each student who belongs to their year group and their past behaviour and attitude patterns. The HOY may ask the Tutor to help manage a student by checking day to day progress or working with the student.

### **Tutor**

The Tutor will know their tutee better than anyone else in school and therefore, it is imperative that the relationship between the Tutor, student and parents is one that is built on respect and engagement. The Tutor will be supplied with weekly updates on the student's behaviour, achievements and attendance and as a result will be having weekly conversations with the students and setting targets. They will be the first point of call for any parental concerns or information that needs passing on. The tutor will go through expectations regularly.

## **APPENDIX 2 – ROLE OF THE TUTOR**

A 'Horizontal Form Group' system whereby the students in each Tutor Group are from the same year is in place. Various tutor activities are planned throughout the year to develop collegiality in tutor groups to encourage a competitive spirit and loyalty towards the Form.

### **Form Tutor**

The strength of the student support structure and procedures which operate at IWEF is built on the principle that the Tutor is the central focus through which all information is passed on to the students. The key role of the Tutor is to build relationships with the young people in their care. This overriding responsibility can be exercised in a number of ways but most significantly, in taking time to get to know each student in the group as an individual. This ensures a physically safe and emotionally secure environment for all students. The Tutor's special responsibility is to help their students achieve success, enable growth, encourage and develop self-esteem as they move towards adulthood.

To this end, Tutors have significant key tasks to perform.

- To be the first port of call for parents to discuss any barriers to their child's learning.
- To consider the students' welfare as paramount and take action in accordance with the responsibility 'in loco parentis'.
- To monitor the social and academic progress of students, including the progress in form time.
- Tutors should help students explore thoughts, feeling and solutions to problems.
- To support the students throughout, by mentoring in form time as required.
- To write the annual student report as a comment on the overall progress of each member of the Tutor Group.
- To lead purposeful activities in form time and develop a sense of community within the form.
- To attend College assemblies with their form.
- To give weekly updates on attendance, behaviour and achievements to students.
- To deliver social studies if and when required.
- Organising Form Group assembly once a year.

Daily Tasks in Morning Registration:

- Form Tutors carry out the statutory responsibility to take an accurate register.
- Set the right tone for the Tutor Group at the start of the day.
- Keep a careful check on attendance trends.
- Ensure that the Tutor Group is in correct College uniform.
- Ensure all students have basic equipment and are prepared for learning.
- Pass on relevant information to the Tutor Group as needed.
- To give praise and encouragement to students.



## Student Expectations

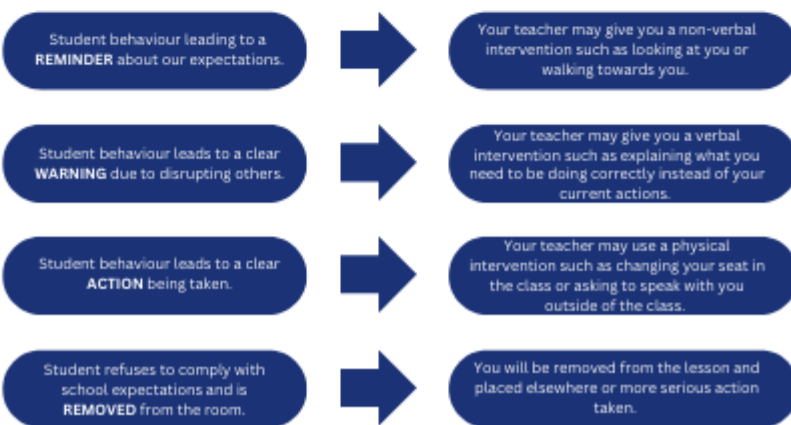
Students are expected to:

- Arrive on time and bring correct equipment.
- Wear the correct uniform and present themselves smartly and with pride.
- Line up outside the classroom or stand behind their allocated seat in the classroom.
- Sit where the teacher wants them to sit.
- Put all coats and bags away and be ready to learn.
- Listen for their name being called out during the register and answer appropriately.
- Ensure the date and title are written in their books every lesson and staff should ensure learning objectives are visible at all times.
- Enter an SLP code every lesson in order to encourage aspirational behaviours.
- Stand behind their seat at the end of a lesson and wait to be dismissed.

### Behaviour Consequences

- T1 - Classroom disruption - managed by member of staff
- D2 - Persistent behaviour or on-call - centralised detention
- S3 - Serious breach of expectations - isolation or suspension

### Understanding Behaviour



## Rewards and Expectations

- A has shown **Ambition** to improve their skills and knowledge.
- S has shown **Success** by mastering new skills.
- P has shown **Progress** throughout a sequence of lessons.
- I has shown **Inspiration** through creating an excellent piece of work.
- R has shown **Respect** by being polite, tolerant and kind towards others.
- E has shown **Equality** by promoting others strengths and challenging negative views and comments.

These are rewarded with 1 Achievement point.

Letter of Achievement

Phone call home

Positive on-call

Headteacher's Award

Attendance Award - linked to high level of attendance or improving attendance.

Positive Community Award

These are all rewarded with 5 Achievement points.

### Reward Ladder



### Rewards

- Annually**
  - 100% attendance
  - End of year trips
- Half Termly**
  - Headteacher's Awards
  - 95% attendance
  - 97% attendance
  - Crafts and certificates linked to ASPIRE
- Weekly**
  - Positive on-calls - Linked to subject awards
  - Top attendance tutor group
  - Top achievement points tutor group
- Daily**
  - Achievement points from staff
  - Phone calls home
  - Positive Community Award

### Positive on-call

To qualify for the Positive on-call award you need to:

- Fully engage in all lessons and exceed expectations.
- Consistently make positive and creative contributions in lessons.
- Be an ambitious independent learner who takes responsibility for your progress.
- Have highly respectful behaviour and outstanding behaviour for learning.
- Have a strong aspiration to be outstanding and successful in two or more lessons for a subject.

Award winners will receive a certificate and will be entered in to a weekly prize draw. Two winners each week will receive a £5 voucher.

# Student Expectations



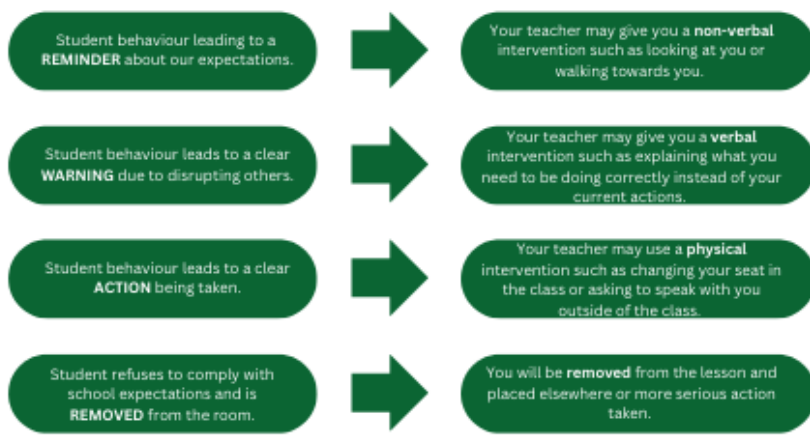
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- Phone call home
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- Have a strong aspiration to be outstanding and successful in two or more lessons for a subject.

Award winners will receive a certificate and will be entered into a weekly prize draw. Two winners each week will receive a £5 voucher.



If a student consistently gains behaviour points then they will be at risk of passing certain thresholds. This will result in them being monitored closely using the school reports system.

#### **APPENDIX 4 – MONITORING BEHAVIOUR**

Sanctions are only effective if used appropriately and consistently. Confrontation is not an effective or an acceptable way to solve a problem. The consequence ladder should be followed at all times. IWEF will review the support available to individual students, who may be at risk of disaffection or exclusion, including:

- The use of restorative justice techniques
- Mediation
- SEND Support
- College and Behaviour Mentoring
- College Reports including Behaviour/Attendance/Subject reports
- Pastoral Support Plans (PSP)
- Individual Risk Assessments
- Teaching and learning strategies
- Study Support
- Short Term Alternative Provision
- Support from Educational Welfare
- Working with IOW Behaviour Partnership
- External Agency support

IWEF will implement a range of strategies to deal with inappropriate behaviour by students, including:

- Individual interviews with students
- Verbal reprimand
- Instigating student subject detentions as appropriate
- Instigating student central detentions as appropriate
- Instigating time in alternative classroom
- Instigating time in the Referral Room (RR)
- Instigating time in the Federated Inclusion Room (FIR)
- Report cards
- Letters to parents/carers
- Meetings with parents/carers

A key element in tackling poor behaviour is the speedy and efficient pooling of information. It is appreciated that this can sometimes be difficult to achieve in practice, in the light of many and varied responsibilities falling to staff. However, a full picture of a student's behaviour should be identified in cases of referral including written statements from all concerned.

## **Behaviour points**

Behaviour points will be given for actions which disrupt the learning of others and for not meeting Carisbrooke or Medina College expectations. The list below highlights some of these actions:

<b><u>Incident – recorded as a T1 on Arbor</u></b>	<b><u>Points</u></b>
Late to lesson	1
Non-uniform items being worn or correct uniform not being present inc PE kit	1
Lack of work in lesson	1
No homework	1
Disruption	1
Chewing gum	1
<b><u>Incident – recorded as a D2 on Arbor</u></b>	<b><u>Points</u></b>
3 x T1	2
Anti social behaviour	2
Gross defiance to an adult	2
Inappropriate language	2
Late to school	2
Persistent disruption resulting in lunchtime detention	2
Persistent failure to attend detention	2
Phone/Headphones	2
Truancy from school/lesson	2
On Call	2
<b><u>Incident – recorded as a S3 on Arbor</u></b>	<b><u>Points</u></b>
Aggressive and intimidating behaviour	
Health and Safety	
Persistent failure to comply with the BFL process	3
Abuse towards staff	3
Bullying	3
Physical assault	3
Vandalism	3

It is important that when staff enter onto Arbor a consequence action that they also ensure they put in the comments box the reason for the behaviour action being given. This is so the Tutor/HOY/HOF/SLT can make fully informed decisions when putting in place appropriate support.

**APPENDIX 5 – REFERRAL ROOM EXPECTATIONS (A classroom version will be displayed in the Referral Room)**

YOU HAVE THE RIGHT TO A GOOD EDUCATION AND THE RESPONSIBILITY TO MAKE THE MOST OF IT

REFERRAL ROOM

- This is a classroom
- Upon arrival at the Referral Room, you will be asked to empty your pockets and place any items in your bag.
- Mobile phones will be handed in to the room supervisor.
- You will complete your work in silence.
- If you need help, put your hand up and wait.
- The behaviour system will be applied, whilst you are in the Referral Room.
- A D2/S3 will result in further consequences.

**APPENDIX 6 – FEDERATION INCLUSION ROOM EXPECTATIONS (A classroom version will be displayed in the Federation Inclusion Room)**

YOU HAVE THE RIGHT TO A GOOD EDUCATION AND THE RESPONSIBILITY TO MAKE THE MOST OF IT

**FEDERATION INCLUSION ROOM**

- This is a classroom
- Upon arrival at the Federation Inclusion Room, you will be asked to empty your pockets and place any items in your bag, including mobile phones.
- Bags will be stowed away in lockers in the Federation Inclusion Room until the end of the day.
- You will complete your work in silence.
- If you need help, put your hand up and wait.
- The behaviour system will be applied, whilst you are in the Federation Inclusion Room.
- A T1 will result in a call home. A D2/S3 will result in an exclusion.

## APPENDIX 7 – UNIFORM POLICY

College uniform is to be worn at all times on the college site. Uniforms should be kept clean and neat and all items should be clearly named. **ONLY ITEMS LISTED BELOW MAY BE WORN AT SCHOOL.**

<b>Blazer:</b> Charcoal with College badge and blue trim (Carisbrooke College). Charcoal with College badge and green trim (Medina College).
<b>Shirt:</b> Plain white long or short sleeved.
<b>Trousers:</b> Plain black (skinny jeans or leggings are not acceptable).
<b>Skirt:</b> Plain black pleated knee-length.
<b>Shoes:</b> Plain black footwear (shoes must be all black).
<b>Tie:</b> School tie only.
<b>Jumper:</b> Long-sleeved grey jumper with College badge (optional purchase, but no other jumper is acceptable).
<b>Socks:</b> Plain black or white.
<b>Tights:</b> Plain black or neutral.
<b>Outdoor coat:</b> Suitable outdoor coat (NO HOODIES ALLOWED ON THE SCHOOL SITE).
<b>Hair:</b> Hair must be in an appropriate style for school and must not reflect any extremes of fashion (style or colour).
<b>Makeup:</b> No makeup in year 7 or 8 and only discreet makeup may be worn in years 9, 10 and 11 but should not be noticeable. Nail varnish, false nails, acrylic or gel nails must not be worn in school.
<b>Jewellery:</b> A watch, one plain simple ring (e.g. a signet ring) and one pair of discreet stud earrings are the only items of jewellery allowed in school. Facial/body piercings are not permitted in school.
<b>PE Kit:</b> Blue Carisbrooke and Green Medina sports top with school logo, plain black long sports socks and plain black shorts of an appropriate length. Optional PE items: Fleece top (plain black with logo), tracksuit bottoms (plain black), rain jacket (plain black with logo), skirt (plain black), sports leggings (plain black – these must be sports leggings, NOT fashion leggings). The correct PE kit must be worn; students may not wear ordinary uniform clothing for PE lessons. A suitable bag is needed for PE requirements. Personal clothing and sports equipment must be clearly named.
Protective clothing/equipment: Students will be required to use protective clothing/equipment in some lessons, e.g. Art, Science, Design Technology and PE (shin pads, gum shields etc.)