

Rewards & Behaviour policy

‘Developing excellence through habit’

Date adopted: July 2025 (for September 2025)

Prepared by: Mr James Bass (Deputy Headteacher)

Ratified by: Governing body

Review date: July 2026

Other relevant school policies include:

- Written statement of behaviour principles policy
- Equality Policy
- SEND Policy
- Uniform Policy
- Ted Wragg Trust Anti-Bullying Policy
- Ted Wragg Trust Exclusion Policy
- Ted Wragg Trust Attendance Policy
- Ted Wragg Trust Reasonable Force and Restrictive Interventions Policy
- Ted Wragg Trust Supporting students with medical conditions Policy
- Ted Wragg Trust Computer/Mobile device and online use policy – students

Statutory guidance:

- <https://www.gov.uk/government/publications/school-exclusion>
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [Reasonable force](#)- DRAFT

Changes:

- Minor updates for 2025/26 policy with minor adjustments to Behaviour Policy

Note: *This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points, an example could be through the creation of a relational support plan. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.*

This behaviour policy is reviewed annually and is done so in consultation with students, parents/carers and staff. In addition to an annual student, parent/carer and staff survey there are multiple opportunities through school council/parliament/leadership, parental listening sessions and engagement activities to provide feedback.

Aims of policy

Isca Academy encourages excellent behaviour through warm relational approaches, high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices. All students will be supported to reflect our core values of Inspiration, Success, Community, and Ambition in all their behaviours.

Isca Academy has in place a comprehensive package of rewards to reinforce and praise good behaviour with clear sanctions for those who do not make positive choices and therefore fail to comply with the school's behaviour policy.

This behaviour policy is based on our key concept for Every Child Succeeds and is underpinned by an inclusion model created using the work of Bronfenbrenner and on Maslow's hierarchy of needs. Our model is based on **safe** and **connected** children learning **successfully** in a classroom environment. This policy aims to:

1. To **support students taking pride in their behaviour**, so that there is a culture of warmth, achievement, ambition and learning everywhere in the school with and no learning opportunity wasted.
2. To provide **clarity for staff, students and the community** about acceptable behaviour and enable the creation of **strong and positive relationships**.
3. To encourage students to **make positive choices** and **take responsibility** for their own actions.
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, in a safe and secure environment.

1.0 Isca Academy School Behaviour Policy

Isca Academy encourages excellent behaviour through warm, relational approaches, high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices. Isca Academy has in place a comprehensive and diverse package of rewards to reinforce and praise good behaviour with clear sanctions for those who do not make positive choices and therefore fail to comply with the school's behaviour policy.

This policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and ensure Isca Academy is a safe place for all.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. Isca Academy reserves the right to apply this policy to **all** students and **any time** a student is recognisable as an Isca Academy student, regardless of whether this is before/during/after school hours and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the student is wearing school uniform.

2.0 Rewards

Isca Academy instils 'excellence through habit' in every child by having high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices.

Our Isca Academy *Habits of Excellence* underpin this:

At Isca Academy we show our values and love by:

- 1. Taking pride in our work and giving 100%*
- 2. Working in silent focus to maximise our learning when asked*
- 3. Following instructions with respect and gratitude*
- 4. Raising our hands to speak so all students have a chance to answer*
- 5. Remaining in our seats to focus on learning*

We do this to build excellent habits and to reflect our core values of Inspiration, Success, Community and Ambition.

2.1- Recognition

Students are regularly recognised and celebrated for their achievements through our weekly What's On, whole school assemblies, the Headteacher's blog, as well as Isca Academy's social media channels (Facebook & Instagram) on a weekly basis. Students can also earn a variety of Isca badges which are presented in year group and celebration assemblies with these linked to the below rewards in order to celebrate and recognise their achievements and efforts.

2.2 Merits

Merits are used by all staff to reward students showing our values of Inspiration, Success, Community & Ambition as well as any other positive learning behaviours, for example (but not exclusively):

- Exceeding the Habits of Excellence
- Submitting excellent homework on time
- Demonstrating excellent effort
- Demonstrating excellent progress
- Contributions to extra-curricular activities
- Contributions to the school community
- Having perfect uniform and the right equipment and being focused and ready to learn each morning

Merits far outweigh reminders with teachers and other staff celebration and rewarding students for exceeding the Habits of Excellence. At the end of each week merits earned by students are reviewed and students given a choice of rewards (e.g. queue jump, student entrance music, Missy (wellbeing dog) time) based on key merit milestones.

2.3 The Isca Award

The Isca Award is our universal student development and rewards programme that centres around Inspiring, celebrating Successes, promoting Community values and raising Ambition for every single child. The Isca Award allows every student to have every opportunity to build their character, self-esteem and ambition on their Isca journey so they can achieve at the highest level possible.

The Isca Award is achieved by students completing 'achievement points' throughout each academic year (7-11). There are an array of achievement points for children to complete which link to our core values of Inspiration, Success, Community & Ambition. These also include key 'merit milestones', as well as attendance, careers, leadership, ambassador and local community engagement opportunities. The more achievement points completed by students, the greater the level of achievement reward.

The Isca Award has 4 levels – Bronze, Silver, Gold & Platinum depending on the number of achievement points completed. Children are recognised and rewarded during half-termly year group celebration assemblies and children reaching the Platinum level of the Isca Award will have a special Isca Awards evening at the end of each academic year.

2.4 Regular Rewards

Students of the week:

Each week one child per year group is nominated by staff for going above and beyond in relation to our core values. Every Friday students of the week meet with the Headteacher (or other member of the Senior Leadership Team) to recognise their successes before being presented with their certificate and having their photo taken for our weekly blog celebrating their achievements.

Hot Chocolate Fridays:

Each Friday students who have shown commitment to their community or wider enrichment opportunities (e.g. outdoor education) meet with our student development lead to catch up on their successes while having some light celebratory refreshments before having their photo taken for the weekly blog.

Tuck shop Fridays:

Every Friday, students who have made a real effort to improve their attendance are entered into a prize draw and a number of students from each year group can win a free voucher for our Friday sweet tuck shop.

Attendance superstars

Each week the best attending tutor groups are rewarded in year group assemblies, as well as best attending students (100%) and children with most improved attendance. Every child that achieves 100% attendance for the week receives a 'golden ticket' and they are automatically entered into a prize draw for a gift voucher every Monday.

Tutor group & house competitions

Each week tutor groups across every year are celebrated for achieving key milestones e.g. highest or most improved attendance, most merits, least red cards, least lates, most Isca Award achievement points. The winning tutor group from each year receives a 'cookie' delivery on a Friday tutor time. Each house (Minerva, Maia, Apollo & Saturn) also has a weekly update on their merit totals with a running leaderboard shared and celebrated during year group assemblies.

Half-Termly Celebration Assemblies

Each half-term every year group has a celebration assembly in which students are recognised and celebrated through an array of awards. These range from tutor and head of year awards to attendance, subject specific and wider community awards linked to the Isca Award as well as our Headteacher award. Every nominated student is presented with a certificate by their Head of Year as well as the Headteacher.

Awards Evenings

At the end of each academic year an annual awards evening is held for all year group with parents invited to come and celebrate their child's achievements.

There are a variety of awards given including (but not limited to):

- Inspiration - Student of the year award
- Success - Student of the year award
- Community - Student of the year award
- Ambition - Student of the year award
- Isca Award - Students of the year award
- Subject specific awards (nominated by subject teachers)

House System

At Isca Academy, we have 4 houses (Maia, Saturn, Minerva and Apollo). We have an on-going weekly competition to see which house can receive the most merits with weekly house competition updates. Every merit a child receives contributes to their house totals and updates on the running leaderboard are celebrated during weekly year group assemblies.

Our PE department hold half-termly inter-house competitions meaning each house goes head-to-head with the others to see who comes out on top. The pinnacle of our house competition is sports day in July when the overall house winner is declared.

3.0 High Expectations

All lesson expectations are based on our Habits of Excellence:



All lesson expectations have been co-produced in consultation with our staff and students. Lesson expectations are reviewed regularly with students and staff.

Our student, parent and staff voice is really important to our school and we conduct an annual survey with each group to help inform our approaches and support continual improvement. In addition to this, there are a number of opportunities throughout the year for our community to share their feedback and reflections including through our student leadership team, Friends of Isca Academy PTA, termly parent engagement opportunities, annual surveys and staff networks.

3.1 Creating Routines

At Isca Academy, we strive for "Excellence Through Habit". To do this, we encourage each and every student to create routines to instil the good habits which lead to excellent practice each and every day.

For instance, our entrance to lessons are relational, consistent and purposeful for every teacher and class. Children are greeted warmly by their teacher at the door, uniform checked and their first 'do now' task on the board for them to complete in silence as they arrive to provide a calm and purposeful start to every lesson so that every second of their learning counts. These routines are practiced during our annual 'launchpad' days in September where students learn to create habits for excellence.

4.0 Sanctions

As stated previously sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally. Sanctions at Isca Academy are categorised into lesson (see below and section 4.1) and out of lesson sanctions (see section 4.2).

The only sanctions to be used within a lesson are reminders and reflection. The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal reminder by correcting their behaviour can be removed from the lesson in order to allow the learning of the rest of the group to continue. We also employ an on-call system so that a child can be collected (if deemed a serious incident) and removed from the classroom and supported to our reflection area.

When issuing a verbal reminder to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student removed will be met by the member of staff responsible with a phone call followed up to the parent, outlining the reasons for lesson removal within 24 hours.

Uniform expectations are detailed on the school website. Any exceptions made to uniform should be agreed in advance with the school, supported by medical evidence. Uniform is checked regularly as children arrive to the student entrance each morning as well as by tutors, heads of year and senior leadership. Uniform is also checked throughout the day by all staff when thresholding for each lesson. Students who are not in correct uniform (unless outlined on their 'This Is Me' pass) and refuse or are unable to correct it will be supported to make a positive choice through reflecting on behaviour, reflection and restoration. Students will be given an opportunity to correct and placed in reflection until uniform infringements have been corrected.

4.1 Lesson Removal - Reflection

We employ a proportional reflection system where a child sent to reflection from a lesson for a non-serious incident will complete purposeful work in the reflection room for 2 sessions and a break time. This also includes an hour afterschool detention as part of the sanction. Serious incidents are outlined below. Students can be referred from a lesson to reflection if they are given two reminders. Reminders are given each time the Habits of Excellence is not met in the classroom. Students may also be referred for serious behavioural incidents outlined below and spend 5 lessons and one hour after school in reflection. Outside of lesson students may be referred for truancy or refusal to follow reasonable requests from staff.

4.2 Out of lesson habits

We want every child to take pride in their uniform and show kindness in their behaviours both inside and outside the classroom. Outside lesson sanctions include Red Card detentions. Receiving a Red Card means a 20 minute breaktime detention. Students will be warmly notified of this by the member of staff that has issued the detention and they will be reminded of the time and location of this detention.

The following are possible (but not limited to) reasons for a red card detention:

Running indoors	Not clearing away your tray in the canteen or dining hall
Shouting indoors	Being out of bounds
Pushing/shoving	Hitting or kicking lockers or damaging any other school property
Inappropriate language or attitude	Dropping litter/throwing food
Missing equipment	Uniform infringements such as untucked shirts
Late to lessons (up to 5mins late)	Not having your timetable on your person
Chewing gum	Not completing homework
Energy drinks	Confiscated phone

No warnings will be given for these behaviours. If a student fails to attend their red card detention it will then escalate to a 1 hour (same day) after school detention. Failure to attend this afterschool detention will then result in a full day in reflection the following day.

4.3 Repeated or more Serious Incidents

We are committed to inclusion and to preventing exclusion. However, where a student (for example) repeatedly fails to wear the correct uniform, fails to attend detentions, receives multiple lesson removals, or is involved in an incident too serious for a detention, the student will be referred to Reflection for a serious incident. Students referred to reflection for a serious incident will spend a full day in Reflection including an after-school detention of 1 hour.

More serious incidents could include but are not limited to:

- Truanting (student deliberately missing from lesson without permission);
- vaping/smoking;
- vandalism/deliberate damage;
- refusal to follow instructions;
- bullying;
- swearing;
- aggression;
- rudeness; and
- dangerous behaviour.

4.4 Reconnect, rebuild and restore

All staff are trained in a warm-strict, relational approach to behaviour management and will always be clear and supportive in issuing behavioural instructions. Our Reflection room provides support for reflection and facilitates commitment to improving student behaviour.

All teachers will use restorative conversations to ensure behaviours do not repeat in class after a child has been sent by them to reflection. All restorative conversations will be followed by a phone call to the parent/carers

within 24 hours of the removal. Multiple members of staff are trained in a trauma-informed approach and support the broader staff in being mindful of trauma and other factors in children's behaviours.

4.5 School community sanctions

We aim to prepare students for their life beyond education. The school therefore reserves the right to apply all aspects of this policy to students recognisable as Isca students (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance Behaviour in Schools.

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The school may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and
- in some other way identifiable as a student at the school, at any time, whether the conditions above apply, that:
 - could have repercussions for the orderly running of the school;
 - poses a threat to another student or member of the public; or
 - could adversely affect the reputation of the school.

The school is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

4.6 Focus Week – Launchpad

During the first week of term in September all students will receive a warm welcome back while being introduced and reminded of our high expectations. This provides all children opportunities to practice excellent habits and ensures that all children are clear on expectations, rewards, sanctions and 'how we do it here'

4.7 Punctuality and lateness

As detailed in our Attendance policy, students can arrive from 8.15am to make use of our free breakfast opportunity with all students needing to be in their tutor room by 8.45am. Therefore, any students who arrive in school after this without sufficient cause will be issued with a same day late detention after school for 1 hour. Failure to attend this detention will result in a serious referral to reflection (all day including an hour after-school detention). Students who arrive late twice in the same week will result in a serious referral to reflection.

4.8 Multiple referrals

Repeat referrals to reflection are avoided and cycles of referrals are prevented in the following ways:

- A tiered approach to sanctions distinguishing between serious and non-serious behaviours
- A reward-based approach to Reflection in which students must complete work and reflection purposefully to reduce time spent in Reflection
- Wave interventions in which the behaviour team support students with activity breaks and reflection tasks to facilitate improvement in behaviour
- Referrals are tracked weekly to allow pastoral staff to identify and diagnose any causes of repeat referrals to ensure they do not continue.
- Reasonable adjustments will be used such as keyworker or wellbeing check-ins to support students in Reflection.
- Break the cycle meetings will be used with parents to establish action plans to improve behaviour when faced with cycles of referral to reflection.

Where appropriate (as part of a child's This is Me pass) a student may be supported in our SEND department or referred to Devon Inclusion or other external agencies for further intervention and support in order to try and prevent repeated behaviour in contravention of this policy.

4.9 Lesson removal at a host school

Host-school refers to when the academy refers a student to spend a day or multiple in another Trust school's lesson removal room. If a host-school is issued, the parents of the student will be informed by text and telephone call the day prior. The parent will be responsible for ensuring the student attends the host-school on time and as expected. Host-schools may be issued for a number of days and used to follow a suspension if necessary. Host schools may otherwise be issued for failure within Reflection or repeated defiance, and walking out of Reflection or detention. If a student does not attend a host-school the absence will be unauthorised and they will spend a full day in reflection upon return.

5.0 Deliberate use of fire alarm

Deliberately setting the fire alarm off is an extremely dangerous act. The whole school experiences significant disruption and could prevent a fire engine attending a genuine emergency. In addition to the disruption to teaching, learning and the good order of the school, it also has a disproportionate impact on the most vulnerable students. Many students will struggle to regulate their feelings after such a significant disruption to their routine. The school reserves the right to permanently exclude any student if deemed to have triggered the alarm deliberately or with malicious intent.

5.1 Bullying and Discrimination

Please see link to separate anti-bullying policy on our website:

<https://www.iscaexeter.co.uk/page/?title=Key+Statutory+Information&pid=10>

At school our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of students. We aim to have a culture of courage, compassion and citizenship and respect where difference is valued. The school aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community. We are proud of our Anti-

bullying Ambassadors who have received specific training and accreditation from the Diana Award and take a lead role alongside our staff anti-bullying lead.

To establish an ethos where students set a good example to others. To encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it. We have a system of support for students who have been bullied and a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying can also occur where there is a power imbalance between students. A power imbalance is when one student (or a group of students) is able to dominate decision-making or otherwise asserts power in ways that disadvantages other student(s).

Bullying in any form will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- Emotional harm;
- Physical harm;
- Deliberately hurtful comments;
- Social bullying;
- Social media;
- Filming students/staff without consent;
- Posting inappropriate content/filmed incidents online/sharing;
- Threatening behaviour;
- Power imbalance;
- Name calling;
- Sexting;
- Cyber bullying; and
- Sexual exploitation.

Bullying can impact on a student's attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations and work with our community to ensure that our students have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful the school may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to: red card, Lesson removal, suspension exclusion and for repeated breaches, permanent exclusion.

5.2 Sexual harassment and online sexual abuse

Isca Academy takes all reports of sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

Our school aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved taking in to account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a student's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include but is not limited to:

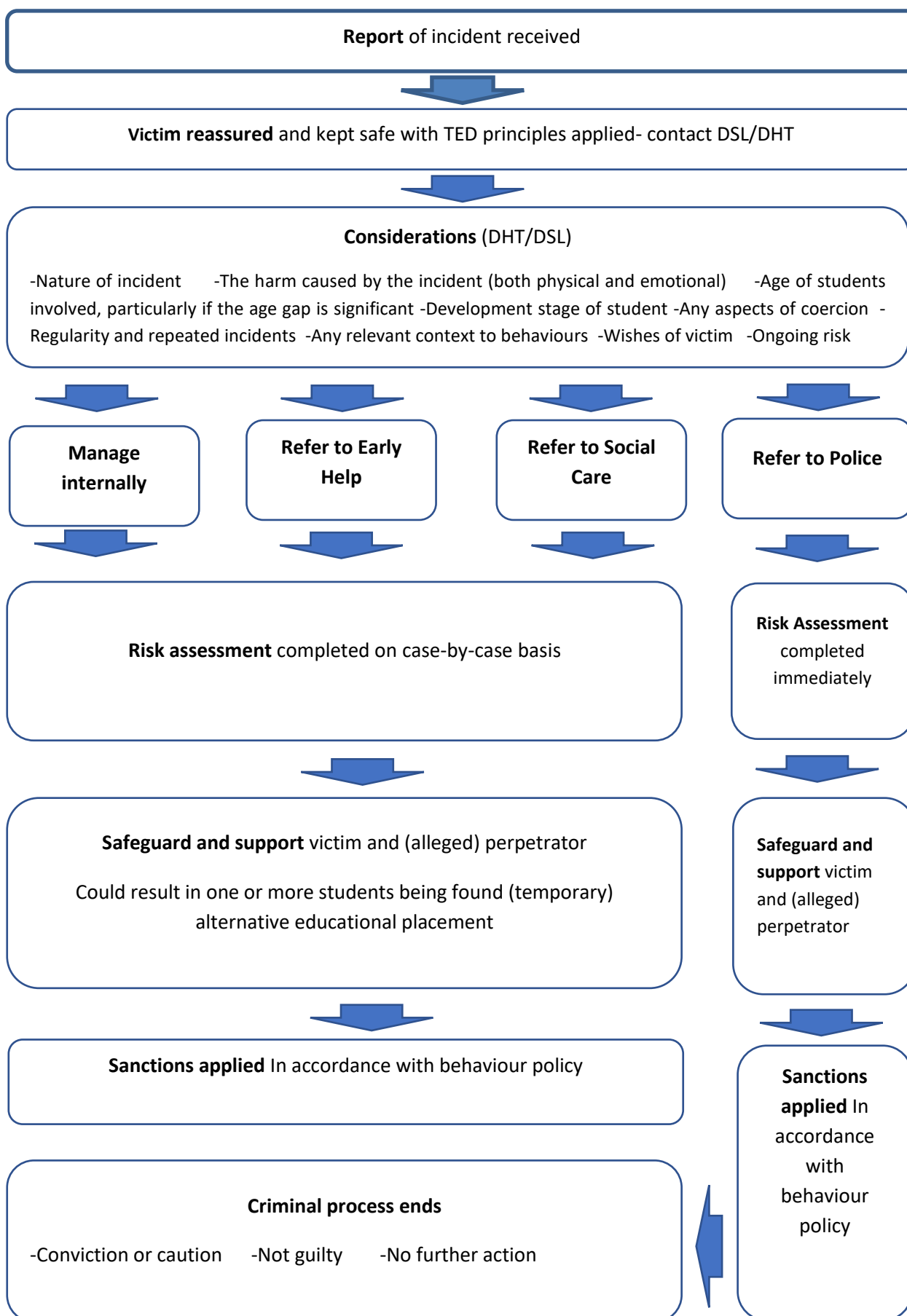
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images;
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats; and
- The deliberate creation and/or distribution of deep fake or AI images involving any member of the school community.

Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- Rape;
- Assault by Penetration;
- Sexual Assault; and
- Causing someone to engage in sexual activity without consent.

Isca Academy will follow the following process when incidents are reported.



Isca Academy recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim; and
- Ongoing risk.

Isca Academy will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Isca Academy will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour contract;
- Lesson removal;
- Host school Lesson removal;
- suspension;
- Managed move;
- Permanent exclusion; and
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases, Isca Academy will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Isca Academy will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

6.0 Support

Isca Academy utilises a range of effective reasonable adjustments to support vulnerable students within the behaviour system. The academy also liaises with external agencies to offer a range of support. The following strategies are utilised:

- Access to SEMH regulation spaces, including the send space
- Community outdoor interventions
- Multi-gym interventions
- Emotional literacy sessions and interventions
- MHST support
- CAMHS support

- School nurse
- Additional educational psychologist support
- Speech and language intervention
- Phonics interventions
- Storm trained SEMH intervention staff
- Break the cycle meetings and universal support

7.0 Suspension

All suspensions are completed using the following statutory guidance:

<https://www.gov.uk/government/publications/school-exclusion>

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson removal, or lesson removal at host School to be appropriate. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances then a permanent exclusion may be issued.

All suspended students will be given some work to complete and may be expected to write a restorative letter apologising for their actions leading to the exclusion. As part of their reintegration students may be expected to spend some in lesson removal.

A re-integration meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend will result in the student remaining in lesson removal until the reintegration meeting can be held.

8.0 Permanent Exclusion (PEX)

A decision to exclude a student permanently should be taken only:

- a. in response to a serious breach or persistent breaches of the school's behaviour policy; **and**
- b. where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff;
- violent assault- including any form of filming, sharing and distribution;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;

- extremely dangerous/risky behaviour; and
- setting off the school fire alarm.

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

9.0 Consistent Expectations

At Isca Academy we are committed to instilling excellent habits to transform our children's lives and our local communities through disruption free learning. We aim to do this consistently through:

1. Supporting students taking pride in their behaviour, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. Providing clarity for staff, students and the community about acceptable behaviour and the consequences of misbehaviour
3. Encouraging students to make positive choices and take responsibility for their own actions
4. Enabling teachers to deliver engaging and creative lessons, experiment and take risks, without concern for behavioural interruptions as barriers

10.0 Maintaining a Positive Learning Environment

As part of our Ted Wragg Trust we have personalised versions of lesson expectations based on their individual character and circumstances. At Isca we have our 'Habits of Excellence' (see section 3.0) which underpin all school lesson expectations so that lessons remain disruption free and every second counts.

11.0 Drugs

The school will not tolerate drug possession, use or supply of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents, vape fluids or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in any drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

12.0 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

13.0 Medication

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

14.0 Smoking- including all forms of e-cigarette/vaping devices

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

15.0 Search and Confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/642222/Searching_screening_and_confiscation.pdf)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, smart watches etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue e.g. Hair dye or false nails they will spend time in the lesson removal room until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all eg. mobile phone and bag searches used to support this. For repeated offences of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a School Student on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion. The following are some examples, but not limited to:

- knives or weapons;
- alcohol;
- illegal drugs;

- stolen items;
- tobacco, filters and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/vapes/fluid;
- fizzy drinks;
- energy drinks;
- hot water bottles;
- pictures of staff or students taken without appropriate consent; and
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised and trained staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged on CPOMS.

16.0 Use of reasonable force

The school is strongly against the use of reasonable force and other restrictive interventions against students and the advice to all staff is to seek support and advice in any situation before using reasonable force or other restrictive interventions. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without reasonable force and other restrictive interventions and to manage any situation calmly. The school follows the guidance below from the DfE: 'Use of reasonable force and other restrictive interventions in schools Guidance for schools in England'. July 2025 - [Reasonable force](#)-

16.1 Who can use reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances, these include:

- to prevent or stop a student from causing injury to themselves or others,
- committing a criminal offence,

- damaging property,
- or doing something that prejudices discipline at the school, whether during a teaching session or otherwise.

Examples of the above could include but are not limited to:

- removing disruptive children from the classroom where they have refused to follow a reasonable request to do so;
- preventing a student behaving in a way that disrupts a school event or a school trip or visit;
- preventing a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a student from attacking a member of staff or another student, or to stop a fight; and
- restraining a student at risk of harming themselves through physical outbursts.

Unacceptable use of force

School staff must never use force on a student for the purpose of punishment. Students should not be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen.

Where needed, the student should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

17.0 Student conduct outside the school premises

We aim to prepare students for a life beyond education. The school therefore reserves the right to apply all aspects of this policy to students recognisable as an Isca Academy student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance [Behaviour in Schools](#).

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The school may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and
- in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public; or
- could adversely affect the reputation of the school.

The school is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

17.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the incident;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

18.0 Wilful and Accidental Damage

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a

charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage likely be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

19.0 Behaviour of parents/carers

We are passionately committed to building strong and positive relationships between the school and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our school community will do everything they can to support all students, parents and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The school deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to share their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which, they will be reviewed.

20.0 Allegations against staff

The school has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

The school should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting

restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the school's relevant policy and all complaints have the potential for consequences for the staff concerned.

20.1 Malicious/false allegations

Where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases it will be appropriate to use restorative justice as a tool for supporting students to understand the consequences of their behaviour. The sanctions for malicious allegations could include lesson removal, internal exclusion, suspension and permanent exclusion.

21.0 Complaints

The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **School Complaints Policy**. For information on complaints relating to exclusions, see the **School Exclusions Policy**. **Both of these policies are available to download from our website.**

Appendix – Home-School Contract

Home-School Partnership Agreement

Isca Academy encourages every student to demonstrate our core values of Inspiration, Success, Community, and Ambition. We support and expect commitment to these values from all students. We believe that a student's success at this school is supported by the commitment and partnership of staff, students and Parent/Carers which is vital to develop a positive whole school ethos.

When you enrol your child at Isca Academy you agree to the home-school agreement articulated below.

1. Student

I will...

- Be polite and show respect for staff, students, and visitors.
- Proudly attend Isca Academy and be on time for the start of the day and all my timetabled lessons including my chosen wider curricular activities.
- Meet all the Rewards, Reflection and Lesson removal expectations.
- Complete all homework every night from my homework timetable in my Knowledge Organiser.
- Proudly wear the correct school uniform when I am in school, and on my way to and from school.
- Work hard to reach the learning targets set for me.
- Try to improve my learning habits to support me in developing skills of remembering, questioning, practising and reflecting to make a better learner.
- Proudly keep school free from litter and graffiti.
- Bring the correct equipment for lessons.
- Talk to someone if I have a problem.
- Ensure any mobile devices are turned off and in my bag at all times.
- Work to the best of my ability and take pride in my learning.
- Accept and complete any sanctions allocated to me in line with this behaviour policy.

2. Parent/Carer

We will...

- Support my child to meet all the student expectations in this agreement.
- See that my child attends Isca Academy every day and on time, except in the case of genuine illness or another legitimate reason.
- Contact the school on a daily basis to notify of my child's absence.
- See that my child attends Isca Academy everyday in the correct school uniform that adheres to the school's uniform policy and expectations relating to shoes, jewellery, piercings, make up, nails and hair colour and with the correct equipment needed for their learning.
- Not encourage or facilitate the use of my child's mobile device and ensure that any messages that need to be conveyed during the school day are done so via the school reception.
- Support school policies (available on the school website).
- Contact the school about concerns or problems affecting learning and behaviour.
- Do my best to encourage my child to improve their learning habits.
- Support my child with their attendance to the wider curriculum offers.
- Support my child with homework and monitor this using Class Charts.

- Be considerate in all communication with Isca Academy
- Support sanctions issued by the school and reinforce my child's commitment to these sanctions.

3. School

We will...

- Care about your child's happiness, wellbeing and emotional health; ensuring their safety at all times
- Provide high quality teaching in a stimulating learning environment
- Provide a knowledge rich and varied curriculum which is cohesive, cumulative and sequenced
- Set high expectations both in terms of academic rigour and behaviour that ensures your child's potential is fully realised
- Keep you regularly informed of your child's progress
- Provide a wider curriculum offer beyond the classroom that develops student's cultural capital and social, emotional and physical wellbeing
- Meet the individual needs of your child
- Record and reward your child's commitment and successes
- Be open and welcoming
- Set, mark and feedback in-line with schools learning cycles on relevant school and homework tasks
- Set high standards for an orderly and calm school environment
- Treat all students at the school fairly