

International School of Creative Arts

# **Student Behaviour Policy**

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## Control Page

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## Introduction and Scope

The Student Behaviour Policy is the format through which the School addresses infringement of the Student Code of Conduct, student policies and poor academic progress.

- The intended outcome is that a student will improve her/his conduct so that s/he will remain on their study programme and complete it successfully.
- Fair and consistent treatment of all students is the basic principle of student conduct processes.
- This policy applies in the same way to all students of the School, including those who are over 18 years old.

## Policy

The Student Behaviour Policy is designed to support the student's learning and general wellbeing whilst they are enrolled on any of the School's programmes, both individually and as a community. The School will take action to ensure students comply with the Student Behaviour Policy to make both academic progress and remain fit and well whilst attending the School.

Any targets set during stages of the Student Behaviour Policy procedure will be SMART (specific, measurable, achievable, realistic and time-constrained) and aim to help the student to make improvement. Students will be encouraged to set their own targets and monitor their own progress supported by key members of the School team. As far as is feasibly possible the process aims to help develop the student's self-esteem.

If an incident is deemed serious enough, the procedure may miss one or more stages and be escalated to the final stage. The level of the student conduct meeting will be determined by the Head of School. The decision may be made in consultation with the Executive Director of the School.

If the student does not meet the targets set, the procedure will progress to the next stage.

## Student Conduct and Disciplinary Stages

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When deciding at which stage to deal with the matter, the member of staff should consider the possible outcomes of the disciplinary meeting and the appropriateness of the sanctions/responses foreseen at any given level. The stage at which the meeting is held does not pre-determine the outcomes and could be escalated upwards or downwards depending on the result of the investigation into the case at hand.

### Stage One – Verbal Reprimand

*Misbehaviour Type:* Minor infractions

*Possible Sanctions:* Verbal reprimand

*Fines may be issued in certain circumstances*

*Student Record:* No documentation raised

The misbehaving student will be counselled by the member of staff directly involved in the incident. The purpose will be to ensure the student understands what he/she has done wrong

and how to avoid repeating the behaviour in future. If deemed necessary, this stage may also include an informal, verbal reprimand.

### **Stage Two – Written Warning**

*Misbehaviour Type:* Unacceptable Misbehaviour  
*Possible Sanctions:* (Weekend) Detention  
 Written Warning  
*Fines may be issued in certain circumstances*  
*Student Record:* Written warning signed by student

The process is the same as that of Stage One, with the difference that the misbehaving student may be given a detention as well as a verbal reprimand. If the student persists in the misbehaviour, before escalating it to the next level, the member of staff dealing with the case may ask the student to sign a declaration stating that he/she has been issued with a verbal warning and commits to changing the offending behaviour.

### **Stage Three - Formal Meeting**

*Misbehaviour Type:* Serious Misbehaviour  
*Possible Sanctions:* (Weekend) Detention  
 Grounding  
 Gating  
 Fines  
*Student Record:* Cause for Concern Report  
 Letter to parents

The Head of School (or delegated person) will first investigate the incident and then call the student to a meeting to formally discuss the case and hear the student's version of events. The outcome of this meeting may simply be the application of sanctions. At the discretion of the Head of School (or delegated person), a Corrective Action Plan (CAP) may also be devised, describing the infraction and how the student intends to avoid repeating the behaviour in the future. In this case, a Cause for Concern Report will be opened, and a member of staff nominated to monitor its implementation and to sign off when it has been successfully completed. Also, at the discretion of the Head of School (or delegated person), a letter may be written to the parents if it is felt that there is a need-to-know or doing so would help the student change his/her behaviour.

If the accusation of Serious Misbehaviour is not upheld, the student will either be exonerated, or the misbehaviour downgraded to a level and where the possible responses and/or sanctions are more appropriate.

### **Stage Four - Formal Report**

*Misbehaviour Type:* Gross Misconduct  
*Possible Sanctions:* Report Card  
 Grounding  
 Gating  
 Fines  
 Partial Exclusion (student asked to live off campus)  
*Student Record:* Cause for Concern Report  
 Letter to parents

The Head of School (or delegated person) will first investigate the incident and then call the student to a meeting to formally discuss the case and hear the student's version of events. If the accusation of Gross Misconduct is upheld, a Cause for Concern Report will be opened in which the concern will be formally recorded together with a Corrective Action Plan (CAP), put together in collaboration with the student. A member of staff will be nominated to monitor the implementation of the CAP and to sign off when it has been successfully completed. Sanctions will be applied as deemed appropriate by the Head of School (or delegated person). Additionally, a letter will be written to the parents informing them of the situation and inviting their collaboration.

If the accusation of Gross Misconduct is not upheld, the student will either be exonerated, or the misbehaviour downgraded to a level and where the possible responses and/or sanctions are more appropriate.

While there are only minor differences between the responses to Gross Misconduct and Serious misbehaviour, incidents that are recorded as Gross Misconduct increase the likelihood of escalation to Stage 5, with the possible consequence of exclusion.

### **Stage Five – Temporary or Permanent Exclusion**

*Misbehaviour Type:* Grave Misconduct

*Possible Sanctions:* Temporary, supervised confinement, and/or  
Temporary or permanent exclusion

*Student Record:* Cause for Concern Report  
Letter to parents

After due investigation into the case, a Disciplinary Panel made up of senior members of staff will be called to formally review the case. The student will either:

1. Be exonerated
2. Have the behaviour downgraded to a lower level
3. Negotiate a new Corrective Action Plan (CAP), with the accusation of Grave Misconduct upheld, or
4. Be permanently or temporarily excluded

If it is deemed to be in the interests of the individual concerned or of the school community, the student may be placed under supervised confinement until the case has been fully investigated and a final decision has been reached.

The incident will be recorded in a Cause for Concern Report and a letter will be sent to parents. For further information exclusions, see the ISCA Exclusion Policy.

### **Guidance for those instigating discussion or chairing meetings**

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- All students must be given a fair hearing and the opportunity to put forward their version of events.
- All students must be treated in the same way. Students who are perceived as 'good' students should not be treated any differently from anyone else if they are judged to have misbehaved.

- All incidents should be properly investigated before a response is issued. The complexity and length of the investigation will depend on the gravity of the incident and on how clear-cut the situation is.
- The Disciplinary Process does not necessarily progress from one stage to another. The seriousness of an incident dictates the stage at which the procedure is started and may subsequently be upgraded or downgraded depending on the outcome of the initial investigation. This decision is made by the member of staff dealing with the incident for stages one to three. Decisions regarding incidents involving stages four and five must be referred to the Head of School for approval.
- Where a Corrective Action Plan is proposed (targets and outcomes for improved behaviour), the member of staff chairing the disciplinary meeting will ensure it is properly documented and a member of staff appointed to monitor its implementation.
- Where the student has achieved targets set in a Corrective Action Plan, this should be recorded and signed off as part of the student's records.
- Warning of disciplinary action or investigation must be issued to the student(s) concerned within 5 working days of the incident. The objective will always be to provide a response in the shortest possible timeframe. However, it is recognised that some incidents will need more time than others to investigate an allowance for this will be made.
- The School will implement the disciplinary action for incidents that happen during term time both on and off school premises.
- If a student repeats misbehaviour, the member of staff dealing with the incident will need to decide if it warrants escalation to the next stage, using the definitions of misbehaviour in this policy document as a guide.

## Definitions of Misbehaviour

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This list is not to be considered exhaustive and will be added to as cases arise.

### 1. Minor Infractions

- Talking and interrupting in class
- Occasional bad language
- Littering
- Eating and drinking in the classroom
- Not speaking English in class
- Failure to keep bedroom clean and tidy
- Missing registration
- Being late for class, registration, curfew, tutorials, briefings etc.
- Missing deadlines
- Breach of the school dress code

### 2. Unacceptable Behaviour

- Bad language
- Disturbing lessons/students
- Missing detention
- Missing from class
- Out of room after hours
- Unauthorised use of mobile phone

- Smoking outdoors in non-designated areas
- Prohibited item in room
- *More than three incidents of 'Minor Infractions'*

### 3. Serious Misbehaviour

- Cooking in room
- Ironing in room
- Off site without permission
- Being rude to staff
- Sex on campus
- Smoking or vaping indoors
- Viewing pornography
- Plagiarism or cheating
- Deliberate disobedience
- *Habitual incidents of Unacceptable Behaviour*

### 4. Gross Misconduct

- Bullying, including cyberbullying
  - Racial or sexual harassment
  - Insulting or abusing staff or peers
  - Refusal to cooperate
  - Alcohol possession and/or use
  - Drug possession and/or use
  - Tampering with fire-safety equipment
  - Any act of vandalism
  - Any act of violence
  - Viewing extremist material
  - Physical/verbal threats
  - Indecent language and/or behaviour
  - Unauthorised recording and/or filming
  - *Repeat incidents of 'Unacceptable Behaviour'*
- Failure to implement Stage 3 Corrective Action Plans (CAP) in agreed timeframe*

### 5. Grave Misconduct

- Buying alcohol for underage students
  - Supplying drugs
  - Hacking into school computer systems
  - Computer used for illegal purposes
  - Possession or use of firearms
  - Illegal activity, on or off campus
  - Racism
  - Stealing
  - *Repeat incidents of 'Gross Misconduct'*
- Failure to implement Stage 4 Corrective Action Plans (CAP) in agreed timeframe*



## **Incidents leading to reports to the police**

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These are some, but not all, of the areas of misconduct can lead to the severest of sanctions, including being reported to the police.

### **Possession and Use of Drugs and Forbidden Substances**

ISCA does not tolerate incidents of students in possession of and/or using illegal drugs or any other prohibited substances. Any contravention of this rule will lead to termination of the student's registration at ISCA. The School also reserves the right to refer the matter to the police.

Please see ISCA's Policy on Smoking, Alcohol and misuse of Drugs and Substances for further information.

### **Illegal Buying and Selling of Alcohol, and its Abuse**

Students of legal drinking age who buy alcohol for or sell alcohol to underage students will be suspended and possibly excluded from school altogether. The School also reserves the right to refer the matter to the police.

Alcohol is not permitted on site nor are students permitted to be under the influence of alcohol whilst on site or upon arrival back to site, even if they are of legal drinking age. Anyone caught under the influence of alcohol, or in possession of alcohol, will be required to meet with the appropriate member of staff, placed under disciplinary measures, and parents contacted.

ISCA reserves the right to search students' if they are suspected of possessing drugs (or other illegal substances) or alcohol.

Please see ISCA's Policy on Smoking, Alcohol and misuse of Drugs and Substances for further information.

### **Inappropriate Computer Use**

All users of ISCA computer resources and/or e-mail are responsible for reading and following the guidelines of the School's Appropriate Computer Use rules:

1. Computer resources are available to ISCA students and staff for academic, research, and administrative purposes. Everyone who uses these resources has the responsibility to use them in an effective, ethical and legal manner.
2. Any activity involving the School's computing facilities that knowingly interferes with someone else's academic freedom, the institution's goals or policies, or breaks the law will not be tolerated.
3. Under no circumstances can the computer system be used for accessing sites with sexual or pornographic content, or sites that advocate violence, extremist views or any form of illegal activity.
4. ISCA reserves the right to investigate suspected computer misuse. This may include, but is not limited to, examining the contents of data files, reports, and system activity logs. More importantly users should realise that when computer use involves sending data across the campus network, or Internet, such messages are not secure.
5. Additionally, in situations where students are found excessively "gaming" to the extent that their health and education are negatively affected ISCA will take measures to ensure students are using their time appropriately.

ISCA reserves the right to refer incidents to the police.

Please see ISCA's Policy on Computer System and Internet Use for further information.

### **Tampering Fire Safety Equipment**

It is unlawful to tamper with the School fire alarm system or fire-fighting equipment. Doing so puts the lives of everyone in the school at risk and will be dealt with the utmost severity. The School reserves the right to refer incidents to the Police.

Please see ISCA's Policy on Health and Safety for further information.

### **Inappropriate Mobile Phone Use**

Mobile phones and, in particular, the new generation of smart phones, such as the iPhone, now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the Internet and other functions such as access to social networking sites e.g. Facebook, twitter and blogging sites.

For many young people today the ownership of a mobile phone is considered a necessary and vital part of their social life. When used creatively and responsibly the smart phone has great potential to support a pupil's learning experiences.

However, in recent years schools have increasingly witnessed incidents of poor conduct where mobile phone use has been a feature. This has been particularly difficult to address if it is an element in bullying.

Bullying, intimidation and harassment are not new in society; however, bullying using a mobile phone represents a new challenge for schools to manage.

Parents and pupils should be clear that misuse of mobile phones will not be tolerated.

Although not exhaustive, the following is a list of examples of misuse. 'Misuse' will be at the discretion of the Head of School:

- the deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass and intimidate by publishing to a wider audience such as on Facebook or YouTube
- bullying by text, image and email messaging
- the use of a mobile phone for 'sexting' (the deliberate taking and sending of provocative images or text messages)
- pupils posting material on social network sites with no thought to the risks to the personal reputation of others and sometimes with the deliberate intention of causing harm
- making disrespectful comments, misrepresenting events or making defamatory remarks about teachers or other pupils
- general disruption to learning caused by inappropriate use of phones in lessons
- pupils phoning parents immediately following an incident so that the ability of staff to deal with an incident is compromised
- publishing photographs of vulnerable pupils, who may be on a child protection plan, where this may put them at additional risk.

The School reserves the right to refer incidents to the Police.

Please see ISCA's Policy on Mobile Phones for further information.

## Definition of Sanctions

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### Verbal Reprimand

A verbal reprimand is issued by a member of staff when a student knows what he/she has done wrong and why it is wrong. It is issued as a warning not to repeat the act of misbehaviour or face the consequences. It is usually issued against trivial or minor acts of misbehaviour.

### Detention

Detention is when students are made to forfeit their free time by sitting in silence in a classroom for an hour or more. They may or may not be asked to carry out a task during this time.

### Written Warning

A Written Warning is issued to a student by a member of staff for 'Unacceptable Misbehaviour' or when he feels that Verbal Reprimands and/or Detentions are not working i.e. there is no change in behaviour. The offending behaviour is defined and the student signs a declaration committing to changing the behaviour in future. The Written Warning is intended to motivate the student to change before more serious consequences follow.

### Weekend Detention

Weekend Detention is the same as Detention but happens at the weekend (on Saturday and/or Sunday mornings) and lasts for a minimum of two hours.

### Grounding

Grounding is when a student is not allowed off the school premises. This may cover Saturday, Sunday, the whole weekend or longer depending on the situation.

### Gating

Gating is similar to Grounding, with the added requirement that students must report every hour (or half hour) to the on-duty member of staff and get their *Gating Sheet* signed. Gating will usually cover Saturday and/or Sunday (and sometimes more than one weekend, depending on the situation).

### Report Card

The Report Card usually covers a period of two weeks (but could be longer). Each session of the day (morning, afternoon, early evening and late evening) needs to be signed off by the relevant tutor or boarding member of staff, with an assessment of the student's general behaviour, attitude and level of participation. Report Cards are a last chance to redress misbehaviour before more drastic action is taken (e.g. exclusion).

### Exclusion

Exclusion is when a student is asked to leave the school on either a temporary or permanent basis, depending on the seriousness of the situation. Please refer to the ISCA Exclusion Policy for further details.

### Context-Specific Sanctions

Context-specific sanctions vary by their nature. Specific types of misbehaviour will suggest specific types of sanction, for example:

- Repeated use of the phone in class could lead to a phone being confiscated for the day
- Repeated littering may lead to a student to cleaning a part of the school during detention
- Misuse of computing resources may result in suspension of computing privileges

Context-specific sanctions are always approved by the Head of School before they are issued by a member of staff.

## Fines

A fine is never a sanction on its own. It is always issued together with another form of sanction.

Students will be fined in the following cases:

Alcohol on Site	£50.00
Smoking outside of Designated Area	£50.00
Intruder Alarm Activated	£25.00
Fire Alarm Activated	£50.00
Tampering with Smoke Detector/Fire Extinguisher	£100.00
Burning of Candles/Incense	£50.00
Using Kettles, hotpots, fairy lights etc.in room	£50.00
Wifi boosters	£50.00
Irresponsible use of electrical equipment	£50.00
Graffiti/Breakages/Damages	Cost of Repair

Students will be fined £5 every time they lock themselves out of their room and need to have their door opened for them by the on-duty member of staff. Any amount collected in this way will be donated to Charity at the end of the year.

## Reports to the Police

Students who deliberately break the law or engage in criminal activity will be reported to the police.

## Dress Code

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Student must respect the following dress code.

### Anywhere on campus

- No offensive slogans on t-shirts or other pieces of clothing
- No low cut tops
- No cropped tops
- No see-through garments
- No clothing that exposes buttocks
- No clothing that exposes underwear
- No pyjamas

### In the studio/classroom

- No flip flops or sandals
- No sunglasses
- No hoodies on head
- No head wear (hats, caps etc.) without special *written* permission

## Temporary and Permanent Exclusion

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A student may be excluded from the School if, following an investigation by the Head of School, if it is proved on the balance of probabilities that the student has committed a serious breach of discipline or a criminal offence. Evidence from the investigation will be assessed by the Head of School and Executive Director to decide if exclusion is warranted. Before a final decision is

made the student will be given the opportunity to answer the accusations and provide his/her version of events and the parents will be consulted.

Proven Incidents of Grave Misconduct will usually lead to temporary exclusion in the first instance. During the period of suspension, the student will be banned from the premises including the boarding facilities. Permanent exclusion will normally apply for a repeat incident of Grave Misconduct (although it is within the Executive Director's discretionary power to apply permanent exclusion without first sanctioning the student with temporary exclusion).

Permanent exclusion will always apply if, after due investigation, the Executive Director and Head of School are of the opinion that by reason of the student's conduct he/she:

1. is no longer able or willing to benefit from the educational opportunities and/or the community life offered by ISCA.
2. poses a threat to the safety and wellbeing of himself, other students and staff members that cannot reasonably be managed.

An investigation into Grave Misconduct may take time to reach a conclusion, so a senior manager will be assigned to assess the immediate level of risk the student poses to both themselves and others. Where the situation is deemed to pose a serious risk, the student will be asked to leave the campus immediately while an investigation takes place, and until a formal Disciplinary Panel meeting can be arranged. The School will write to the student's parents and/or guardian advising them of the situation and inviting them to make arrangement for their child to leave the school.

Until these arrangements can be made, the student will be asked to remain in their room during class hours. They will be asked not to communicate with their peers either face to face nor via social media or the Internet. This is to protect the student and prevent further allegations being made.

See the Exclusion Policy for further details.

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## Rewards and Scholarships

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While sanctions may be applied for bad behaviour, good behaviour and achievement are also recognised.

- Certificates of achievement are issued once a term in the areas of both academics and behaviour
- Prizes and certificates of achievement are awarded at the end of each school year for academic endeavour and achievement as well as exemplary behaviour in other areas of school life
- Scholarships worth between 20% and 25% of tuition fees are awarded to students progressing to Year 2. The areas of recognition are:
  1. Overall academic excellence
  2. Exceptional academic endeavour
  3. Uncommon creativity and experimentation in studio-based practice
  4. Unique contribution to the school community

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## Communication, Support and Special Needs

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The Student Code of Conduct, the expected behaviour and a summary of the Disciplinary Process is presented to students at induction and recorded in the Student Handbook. The

Student Handbook is also sent to parents and guardians, who are advised to read it in conjunction with the relevant ISCA policy documents (located on the School website), in particular:

- ISCA Anti-Bullying Policy
- ISCA Assessment Policy
- ISCA Attendance Policy
- ISCA Complaints Procedure
- ISCA Equal Opportunities
- ISCA Health and Safety Policy
- ISCA Exclusion Policy
- ISCA Smoking, Alcohol and Drugs

The weekly, school-wide Community Briefings are a key platform for reinforcing the Code of Conduct and clarifying expectations in relation to situations as they arise. All students are issued with ISCA email addresses and belong to a School WhatsApp group in order to further facilitate communication.

A first layer of support to help students understand and meet expectations is provided by the academic tutors and boarding staff. For more confidential support student also have access to a School Welfare Officer. Where necessary, students are also referred to external agencies for additional support.

All Corrective Action Plans will be reviewed and monitored by the Cause for Concern Team, comprising:

- Head of School
- Director of Studies
- Welfare Tutor
- Senior member of the Boarding Team

The School will make reasonable adjustments for managing behaviour which is related to a student's special educational need or disability, ensuring that they (or someone for them) are able to present their case fully. Any religious requirements affecting the student will also be considered.

## Appeals

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If at any time a student feels he/she is being unfairly treated or a wrong decision has been made, they may appeal in writing to the Executive Director. In case of exclusions, refer to the Exclusion Policy for information.

## Escalating our Response to More Serious Types of Misbehaviour

*The guidelines below are to standardise the school's response to serious types of misbehaviour and to ensure everyone is treated equitably. Only the most common forms of misbehaviour have been considered. A more complete list is available in the Student Behaviour Policy and Student Handbook.*

*Please note that the Head of School, advised by the Disciplinary Panel, may change the School's standard response to misbehaviour at his discretion, depending on circumstances. For example, previous involvement in one type of misbehaviour may influence the escalation process if, later, the same student is involved in another, comparable type of misbehaviour e.g. of the same level.*

Level 1	AND	Level 2
<ul style="list-style-type: none"> <li>Talking and interrupting in class</li> <li>Occasional bad language</li> <li>Littering</li> <li>Eating/drinking in class</li> <li>Untidy room</li> <li>Being late for class, registration etc.</li> </ul>		<ul style="list-style-type: none"> <li>Bad language</li> <li>Nor speaking English</li> <li>Disturbing lessons/students</li> <li>Missing deadlines</li> <li>Missing detention</li> <li>Missing from class</li> <li>Missing registration</li> <li>Unauthorised use of mobile phone</li> <li>Prohibited item in room</li> </ul>

Most Level 1 and Level 2 misdemeanours are dealt with through counselling, warnings, reprimands and detentions, as per our Student Behaviour policy. Attendance issues and lateness will be escalated according to the Attendance policy.

There are, however, some types of **Level 2** misbehaviour that need a defined escalation procedure:

### Missing registration 3 or more times in a week (Level 2)

- |                           |                                 |
|---------------------------|---------------------------------|
| • 1 <sup>st</sup> strike  | Detention                       |
| • 2 <sup>nd</sup> strike  | Detention                       |
| • 3 <sup>rd</sup> strike* | Detention & Weekend Detention   |
| • 4 <sup>th</sup> strike  | Detention & Weekend Detention   |
| • 5 <sup>th</sup> strike  | 1 week grounded & 1 day gated   |
| • 6 <sup>th</sup> strike  | 2 weeks grounded & 2 days gated |

### Out of/guests in room after hours (Level 2)

- |                           |                                 |
|---------------------------|---------------------------------|
| • 1 <sup>st</sup> strike  | Weekend detention               |
| • 2 <sup>nd</sup> strike* | 1 week grounded & 1 day gated   |
| • 3 <sup>rd</sup> strike  | 2 weeks grounded & 2 days gated |
| • 4 <sup>th</sup> strike  | 3 days temporary exclusion      |
| • 5 <sup>th</sup> strike  | 1 week temporary exclusion      |
| • 6 <sup>th</sup> strike  | 2 weeks temporary exclusion     |

### Unauthorised late return from leave (Level 2)

- 1<sup>st</sup> strike              Weekend detention
- 2<sup>nd</sup> strike\*            1 week grounded & 1 day gated
- 3<sup>rd</sup> strike              2 weeks grounded & 2 days gated
- 4<sup>th</sup> strike              3 days temporary exclusion
- 5<sup>th</sup> strike              1 week temporary exclusion
- 6<sup>th</sup> strike              2 weeks temporary exclusion

### Vaping indoors (Level 2)

- 1<sup>st</sup> strike              Weekend detention + fine
- 2<sup>nd</sup> strike\*            1 week grounded & 1 day gated + fine
- 3<sup>rd</sup> strike              2 weeks grounded & 2 days gated + fine
- 4<sup>th</sup> strike              3 days temporary exclusion + fine
- 5<sup>th</sup> strike              1 week temporary exclusion + fine
- 6<sup>th</sup> strike              2 weeks temporary exclusion

## **Level 3**

### Smoking indoors (Level 3)

- 1<sup>st</sup> strike\*            2 weeks grounded & 2 days gated + fine
- 2<sup>nd</sup> strike              3 days temporary exclusion + fine
- 3<sup>rd</sup> strike              1 of week temporary exclusion + fine
- 4<sup>th</sup> strike              2 weeks temporary exclusion + fine
- 5<sup>th</sup> strike              Permanent exclusion

### Cooking in room (Level 3)

- 1<sup>st</sup> strike\*            1 weeks grounded & 1 days gated + fine
- 2<sup>nd</sup> strike              2 weeks grounded & 2 days gated + fine
- 3<sup>rd</sup> strike              3 days temporary exclusion + fine
- 4<sup>th</sup> strike              1 of week temporary exclusion + fine
- 5<sup>th</sup> strike              2 weeks temporary exclusion + fine
- 6<sup>th</sup> Strike              Permanent exclusion

### Sex on Campus (Level 3)

- 1<sup>st</sup> strike\*            2 weeks grounded & 1 day gated
- 2<sup>nd</sup> strike              3 days temporary exclusion
- 3<sup>rd</sup> strike              1 of week temporary exclusion
- 4<sup>th</sup> strike              2 weeks temporary exclusion
- 5<sup>th</sup> strike              Permanent exclusion

### Off Site without permission (Level 3)

- 1<sup>st</sup> strike\*            1 week grounded & 1 day gated



- 2<sup>nd</sup> strike            2 weeks grounded & 2 days gated
- 3<sup>rd</sup> strike            3 days temporary exclusion
- 4<sup>th</sup> strike            2 weeks temporary exclusion
- 5<sup>th</sup> strike            Permanent exclusion

## Level 4

### Tampering with fire safety equipment (Level 4)

- 1<sup>st</sup> strike\*            2 weeks grounded & 2 days gated + fine
- 2<sup>nd</sup> strike            3 days temporary exclusion + fine
- 3<sup>rd</sup> strike            1 of week temporary exclusion + fine
- 4<sup>th</sup> strike            2 weeks temporary exclusion + fine
- 5<sup>th</sup> strike            Permanent exclusion

### Insulting or abusive towards a member of staff (Level 4)

- 1<sup>st</sup> strike\*            1 week temporary exclusion
- 2<sup>nd</sup> strike            2 weeks temporary exclusion
- 3<sup>rd</sup> Strike            Permanent exclusion

### Drug use or possession (Level 4)

- 1<sup>st</sup> strike\*            2 weeks temporary exclusion & police informed + fine
- 2<sup>nd</sup> strike            Permanent exclusion & police informed

### Alcohol consumption, possession or being under its influence (Level 4)

- 1<sup>st</sup> strike\*            2 weeks grounded & 2 days gated + fine
- 2<sup>nd</sup> strike            3 days temporary exclusion + fine
- 3<sup>rd</sup> strike            2 weeks of temporary exclusion + fine
- 4<sup>th</sup> strike            Permanent exclusion

## Level 5

### Supplying drugs to any students (Level 5)

- 1<sup>st</sup> strike\*            Permanent exclusion and police informed

### Supplying alcohol to underage students (Level 5)

- 1<sup>st</sup> strike\*            2 weeks temporary exclusion + fine
- 2<sup>nd</sup> strike            Permanent exclusion

**\* stage at which parents and guardians would be informed and involved**

## A Strategy for Nurturing Good Behaviour at ISCA

Disciplining students at ISCA is seen as a last resort. We see our responsibility first and foremost to be that of creating an environment in which good behaviour can thrive. To do this we adopt six core principles:

1. Provide Clear and Consistent Rules
2. Create Mutual Respect
3. Teach Well
4. Be Slow to Punish
5. When you Reprimand, do it Effectively
6. If you Punish, do it Effectively

### 1. Provide Clear and Consistent Rules

A key to good behaviour is that expectations are explicit, clearly defined and consistently applied. However, misbehaviour can often be very much in the eye of the beholder. For some types of behaviour there is consensus that it is bad, i.e. refusal to work, putting others in danger. But for other types of more trivial behaviour, e.g. noise level, talking in class etc. it can be less clear.

In order to promote good behaviour, therefore, two questions need answering:

- a. What is our ideal student?
- b. At what point does misbehaviour occur?
- c. At what point does misbehaviour require action?

The answers need to be clear to students, academic and non-academic staff, parents and guardians.

At ISCA the answers to these questions are articulated in the Student Behaviour Policy and the ISCA Student Profile. These are then re-defined into a more accessible and readable format in the Student Handbook. The Handbook is used as the basis for student induction sessions and staff training at the start of every year and is distributed to all interested parties. Students and student-facing staff all receive a hard copy of the Student Handbook; parents and guardians are sent an electronic copy. The policy and the handbook can be downloaded from the school website.

Tutors and boarding staff are encouraged to establish School rules and expectations from the moment of their first encounter with students. As long as they work within the framework of School policy, Tutors can also work with students to define some of their own classroom rules in order to give students a degree of ownership and responsibility for their space/environment. A rule a student has made is far more likely to be kept than one a teacher introduces.

Once the rules are established then our goal is to follow them consistently with all students. CPD sessions are periodically introduced into staff meetings and academic forums to check common understanding and application of rules and expectations among teachers. Weekly All-school Community Briefings and daily Year-group Registration are used to communicate changes to rule to students or simply to ensure their ongoing awareness of the school rules and expectations.

## 2. Create Mutual Respect

Discipline must be embedded within a positive climate characterised by mutual respect and rapport. For this to happen, tutors (and other student-facing staff) need to act as role models and lead by example. If students are being asked to be punctual and hard-working, then this should be reflected in the tutor behaviour as well.

In the classroom, tutors will tailor learning to needs and level, monitor understanding and progress, so that relevant, constructive support can be offered. They will show real care and attention when assessing and critiquing student work and, when they fail, show belief in the importance of doing better and in the student's ability to do better. When they do well, tutors give praise and value achievement. In short, students will respect any tutor who shows true commitment to their progress and are much more likely to take responsibility for their learning.

Outside of the classroom, boarding staff mirror this behaviour by showing real interest in the students as individuals, developing an extra-curricular programme of activities and becoming familiar with and understanding the leisure and recreational pursuits of the student groups. They work as a catalyst for the creation of a sense of community and belonging in which students have a stake in nurturing positive relationships with each other and with staff.

More generally, students need to feel they are listened to and taken seriously, not just in the formal setting of the Student Forum, but also by staff in general. Being approachable is integral to the ISCA ethos. However, creating a climate of mutual respect also depends on the ability to manage student expectations. At a school like ISCA, where the majority of students are from overseas, an understanding of what is reasonable and what is not often needs to be explicitly stated and explained. ISCA understands that it is not only important to deliver on its promises to students; when students ask for or expect something that is not possible to deliver, they are given a clear answer and told the reasons. We believe that transparency and clarity foster good relations.

## 3. Teach Well

The three most common causes of misbehaviour are:

- *Boredom*, for example due to an uninteresting presentation, a lack of relevance, a task that is too easy etc.)
- *Prolonged Mental Effort*, because for example the same task or activity goes on too long, which can be difficult and unpleasant,
- *Inability to do work*, because perhaps it is too difficult or task unclear

The implication is that discipline is linked with good lesson presentation and management, making good use of general teaching skills and adopting pre-emptive strategies to minimise student misbehaviour occurring.

Tutors at ISCA must have good subject knowledge and skills, interest and enthusiasm for their discipline and, crucially, the ability to set up effective learning experiences. Lessons are pitched at the level of the learners and embedded with opportunities for differentiation, so that bright students remain engaged and weaker students are supported. Tasks are relevant to student needs and any gap between student expectations and the requirements of the programme are always reconciled and explained. Critically, teaching strategies are informed by the learning, so that tutors can move from one approach to another depending on how the students are responding to the material and how engaged they are.

ISCA tutors also have excellent classroom management skills. In order to establish and maintain a purposeful working atmosphere, they set up classroom procedures that become routine. It

can sometimes be an advantage for there to be a familiar routine to the lessons themselves e.g. a quick 5-minute opening activity, followed by a recap and then the full lesson rounded off with a critique at the end. The unexpected is always present, but if students are in the habit of being disciplined, they will tend to be so even when there is no specific rule governing behaviour.

#### 4. Be Slow to Punish

Most misbehaviour is minor or trivial in nature.

Trivial	Serious
<ul style="list-style-type: none"> <li>• excessive talk or talking out of turn</li> <li>• being noisy (both verbal and non-verbal)</li> <li>• not paying attention to the tutor</li> <li>• using the phone in class</li> <li>• not getting on with the work required</li> <li>• being out of off class without good cause</li> <li>• hindering other students</li> <li>• arriving late for lessons</li> <li>• not speaking English</li> </ul>	<ul style="list-style-type: none"> <li>• verbal aggression to another student</li> <li>• disobedience</li> <li>• refusal to accept authority</li> <li>• physical destructiveness</li> <li>• physical violence</li> <li>• putting self or others in harm's way</li> <li>• lack of cooperation</li> <li>• bullying</li> </ul>

This suggests that counselling and support is a better way of helping students improve behaviour than a more forceful approach which tends to place all the responsibility on the shoulders of the student.

If punishment is too quickly applied a culture may grow up whereby students feel trapped in the role 'the misbehaved student' without ever being invited to reflect on ways of improving. It also discourages teachers from introspecting about how their teaching and their rapport with students contributes to bad behaviour.

Students are a captive audience; they have little or no choice about being at school and cannot opt out of learning. There is an implicit tension here because if the student does not participate freely, he or she will be coerced into doing so. This can become extremely unpleasant and frustrating for a student and, in fact, the most serious behaviour problems occur when students feel the teacher's attention to be aggressive and coercive rather than sympathetic and supportive.

At ISCA, a teacher's skill lies in the ability to notice when tension is building up in a student and the application of strategies to defuse such feelings. When possible task-oriented actions (for example, introducing an interesting anecdote, moving on to oral/written work, giving individual help) are to be preferred to power-oriented actions. Too much power-oriented actions may lead student to expect to be coerced into study and good behaviour. However, too little (for example, a teacher who frequently ignores misdemeanours and doesn't take action) will result in loss of respect and discipline.

In short, problems should not escalate too quickly. They should only be reported to higher authority after due process and as a last resort. If passage is too quick, the trust of the student and the authority of the tutor is undermined.

#### 5. When you Reprimand, do it Effectively

Where there is a good rapport of mutual respect between student and tutor, a reprimand can often be a very effective way of getting a student to reflect on their behaviour and take corrective action. When we reprimand at ISCA we:

- Target correctly: e.g. we don't reprimand student reacting to another's provocation

- Are firm: we don't plead or soften reprimand once issued
- Express concern for interest of the student or the effects of misbehaviour on others
- Don't express anger: it undermines the classroom climate
- Emphasise what is required: we do not just complain.
- We maintain psychological impact: eye contact, pause before resuming lesson etc.
- Avoid confrontations: if situation too emotionally charged, we change tack e.g. investigate and counsel, deal with problem after class
- Criticise the behaviour: we give student the chance to disassociate from behaviour
- Use private reprimands: it is more personal, less embarrassing, hostility is less likely and does not disturb others.
- Are pre-emptive: ignoring the problem makes it worse
- State rules and rationale: "Please put up your hand so everyone gets a fair chance."
- Make no hostile remarks: sarcasm, ridicule, deprecating remarks are felt to be unfair and alienate students
- Avoid unfair comparisons: "Why can't you be like last Year 2 students?" "Just because this is the English class doesn't mean you can take it less seriously."
- Are consistent in what we reprimand and in the level of severity. We treat 'good' and 'bad' students the same.
- Make no empty threats: if we state consequences, we make sure we carry them out
- Avoid reprimanding whole class: this is a serious act. If we have to, we use the formula "Too many people are ..." to avoid the resentment of the blameless. Better to make an example.
- Make an example: at beginning to show what is acceptable or with open challenges to tutor authority.

#### 6. If you Punish, do it Effectively

While punishment is more severe than other strategies mentioned, it does not mean it is more effective; studies show the opposite. Punishment mostly tends to affect the students who are already disaffected and thus are least likely to respond positively. Sometimes it can be counter-productive if not used appropriately and applied too rapidly.

At ISCA, the following considerations are borne in mind when deciding whether to issue a punishment:

- Make sparing use: only after other strategies have been tried.
- Timing: punishment should be given asap after the misbehaviour. If there is a delay, the link should be re-established.
- Tone: it expresses our severe and just disapproval, taking interests of all parties into account. It is not the result of you losing your temper or being vindictive.
- Fitting the crime: it is appropriate to misbehaviour but also takes into account context.
- Due process: students should see the punishment as fair and just. This normally means the student has been warned and the expectations and consequences are clear.
- Relating to school policy: it must be in line with overall school policy.
- Aversive: it must be unpleasant for the student. For example, being grounded may not bother a student who doesn't go out much, but it may help him or her gain status in eyes of other students.

When punishing, always follow ISCA's Student behaviour policy.