

TAB 1 BFL

Our vision: Achievement through Caring

We believe that successful lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills, and feel safe to take risks with confidence and courage.

We expect students to always aim to:

- Take part in all learning with a positive attitude, aiming for the highest levels and grades and developing and sustaining a love of learning for life. Be involved in your target setting with teachers and your families. Know your current achievement and the next steps you need to take in each subject to improve.
- Seek help and guidance for all classwork, coursework and homework as needed, including taking up personalised programmes of support when offered by the school.
- Take responsibility for your own behaviour and ensure it doesn't negatively affect the experience of other students in the school.
- Take part in regular conversations with your tutor, parents/carers about your progress and attitude to learning.
- Take advantage of opportunities outside of the school day where necessary to assist you in maximising your potential.
- Discuss with staff any problems with attendance, punctuality or issues that may affect your work or behaviour and work with us to find solutions.
- Work with other students within an atmosphere of respect and friendship.
- Read comments on your work, respond to targets and take the next steps to improve your work.
- Attend school at every opportunity, making sure you arrive on time, ready for learning and with all of the correct equipment.
- Have a growth mindset and understand that through sustained effort you can achieve.
- Comply with the school's Technology policy and Internet access policy.
- Know that if you choose to break the behaviour policy, there will be fair and consistent consequences that need to be accepted and understood.
- Present yourself ready to learn with all elements of your uniform/dress correct to the school policy.

Appendix M



Behaviour
for
Learning

TAB 2

Teaching of expected behaviours:

Every morning students will have their uniform checked by their tutor, to ensure they are meeting the school's standards. Every Monday morning (Tuesday for year 7 students) students will go through the 'Prepared for the Week' checks, ensuring that they are ready to meet the school's standards and get the most out of the week's learning.

Expectations for how to move around school safely are reinforced by staff being proactive at social times and between lessons. Students are encouraged to walk calmly and sensibly and to be respectful of staff and other students at all times.

Assemblies are also used, periodically, to re-educate students around the school's standards.

As part of form time we deliver a taught behaviour curriculum weekly that focusses on key contextual issues that we as a school may be addressing. This aims to raise awareness and also signpost students to access support if needed.

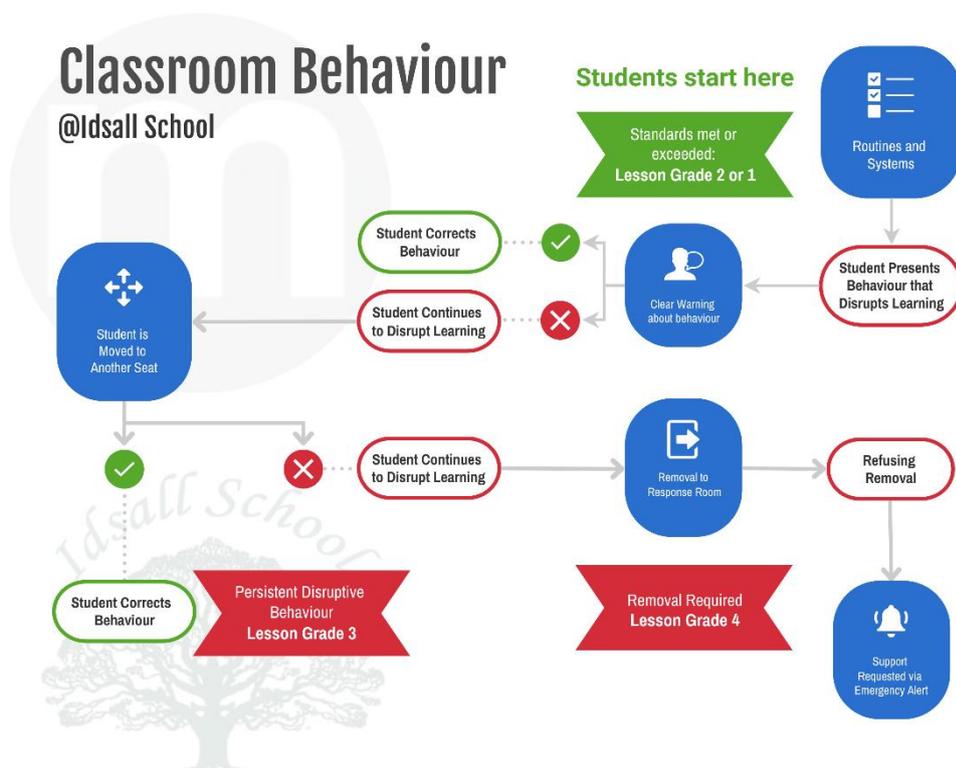
TAB 3

Idsall School Behaviour Systems and Structures

All standards, behaviour systems, rewards and consequences at Idsall are pushing towards the same purpose - The best learning environment for our students.

Removal from Lesson

At Idsall School, we want all students to be a part of that learning environment, but we can't sacrifice everyone's opportunity to learn because a small number don't want to. When removals from lessons are used, the following process will be followed wherever it is practicable to do so.



TAB 4

Consequences

We attempt to make all our dealings with students positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary we will use sanctions, because maintaining an ordered working environment for all students must be our first concern. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at social times or at home
- Detention at breaktime, lunchtime or afterschool
- Detention
- Referral to a senior member of staff
- Report
- Letters or phone calls home, with follow up meetings as required
- Agreeing a behaviour contract
- Social isolation
- Internal Exclusion
- Suspension
- Pupil Planning Meeting with Local Authority Inclusion Team
- Personalised Learning Plans
- Offsite provision

Behaviour for Life Through PSHCE

The golden threads of our Idsall PSHCE Curriculum

Self-Awareness which aligns with our trust value of Excellence



Rights & Responsibilities which align with our trust values of Equality & Empathy



Staying Well which aligns with our trust values of Integrity & Empathy



Making Informed Decisions which align with our trust values of Integrity & Excellence



Staying Safe which aligns with our trust values of Integrity & Empathy



Consent which aligns with our trust values of Equality & Integrity & Empathy



TAB 6

Enrichment and Extracurricular opportunities

Education at Idsall School radiates well beyond the classroom. Independent study is encouraged, and staff and facilities are accessible to facilitate and support this.

Extracurricular Clubs

The extensive range of clubs and extra-curricular activities take place during lunchtimes and after school and include offers from across our subject teams and some activities that sit entirely separate from the subjects we deliver.

All at Idsall are encouraged to get involved with a range of activities. We want all students to challenge themselves and try something new and unusual.

School life is about much more beyond academic achievement. Engagement with our provision will allow students to develop important life skills, develop time management, diversify interests, learn about resilience and commitment, contribute to school life, raise self-esteem and develop relationships.

Activities change from term to term depending on the seasons and popularity of individual clubs. A current list can be found on the school website.

TAB 7

Rewards

Reward points can be gained throughout the day at Idsall. These can recognise positive contributions to lessons, exceptional progress, attendance and being a positive member of the school community. These are split into a number of categories that are used to inform students and families that their positive contribution is recognised. All staff will award a lesson grade 1 if a student is exceptional in a lesson.

An accumulation of positive points (lesson grade 1's) contributes to receiving a number of rewards, including:

- Merit Certificates
- Bronze, Silver, Gold and Platinum Badges.
- Head teacher's commendation.
- Access to Idsall's special half termly reward treats

In addition each term we offer a Rewards Trip to those students who have shown consistently good attitude to learning.

We are currently consulting with the student body to improve the rewards programme.

TAB 8

School Support – Our Offer

	Support and intervention
Wave 1	<p>Meet and greet Team teach Trusted adult Visual timer Rewards programme Visual timetables Key words Rules displayed Fidget toys Movement breaks Access to technology to support Coloured overlays IT programs Dyslexia Screening Access arrangements Homework club Work Access & Organisation for Dyslexia Handwriting AS1 Safe Calm Place</p>
Wave 2	<p>Vocational curriculum pathway Purple Leaf Social stories Zones of Regulation No Worries Reading groups Lego Build to Express Equine Therapy Academic mentoring support Head of Year support plan Learning support base School counsellor Self-Esteem Workshop Read, Write Inc Fresh Start Anger Management Small Group Maths IDL CBT sessions Resilience support</p>
Wave 3	<p>BeeU CLIMB Targetted Early Help Behaviour support plan Inclusion Advice Forum Educational Psychologist Education Welfare Officer Personalised Learning Plan (PLP) Pupil Planning meetings SALT Learning support base</p>
Wave 4	<p>Alternative provision Reach for Inclusion Pupil Planning review meetings Graduated Support Pathway Education Health Care Plan</p>

	SEND team and local offer
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