

SOCIAL, EMOTIONAL, BEHAVIOUR POLICY (PRIMARY SCHOOL)

Policy area: 2 – Teaching & Learning
Date last revised: 6/11/18

Date established: May 2012
Date of next review: November 2019

This policy will be reviewed in full by the Advisory Board and the Head of School on an annual basis, or more frequently if there are changes in policy/legislation. This policy was last reviewed and agreed upon in November 2018. It is due for review in November 2019.

Signed

Daniel Jones
Chair of Advisory Board
Date: 6/11/18

Rose Threlfall
Head of School
Date: 6/11/18

Overview

Policy statement

This policy and the associated procedure set out the ICS ethos and expectations of student behaviour in our Primary School campus (Wyndham Place). It explains how ICS provides positive everyday experiences so that students can reach their full potential and outlines the reward and sanction process. It is in compliance with the ISSR 2014.

Purpose

ICS is a caring, friendly community of learners. Staff model positive behaviour; students are encouraged to make responsible choices, enabling them to be safe and happy while at school. This policy and the following procedures provide information on how this is achieved.

Applicability

This policy is applicable to all staff, students and parents.

Statutory guidance

The [Education \(Independent Schools Standards\) \(England\) Regulations 2014](#)
Keeping Children Safe in Education (September 2018)

Other References

Tackling Bullying in NACE Schools, NACE Schools internal paper.

[You Know the Fair Rule](#), Dr. Bill Rogers (2012)

Positive Behaviour Intervention System <https://www.pbis.org/>

[Preventing Bullying](#), Dfe (2017)

[Preventing and tackling bullying](#), Dfe (2014)

[Fostering Independent Learning](#), Dr. Virginia Smith Harvey (2007)

[The Behaviour Code](#), Dr. Nancy Rappaport (2012)

Collaborative for Academic, Social, Emotional Learning, <https://casel.org/>

NSPCC <https://www.nspcc.org.uk/>

What Works Clearinghouse

National Association of School Psychologists <https://www.nasponline.org/>

[Restorative Justice Council](#)

Access

This policy is available on the ICS website and is available on request from the school offices. We also inform parents and guardians about this policy when their children join ICS, through our newsletters and our website.

The policy and procedures are provided to all staff (including temporary staff and volunteers) at induction alongside our ICS Professional Code of Conduct.

Failure to comply

Instances of failure by staff to comply with this policy and the associated procedures will result in intervention by the Senior Leadership Team.

Social, Emotional, Behaviour Policy (Primary)

1 Introduction

- 1.1 The maintenance of good behaviour is of paramount importance for the growth, welfare and development of students. Students should be given clear expectations, effective pastoral support and opportunities to build good social relationships. These aims are backed up by a system of rewards and, where necessary, appropriate sanctions.
- 1.2 The aim of all International Baccalaureate (IB) programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. ICS Primary seeks opportunities to model and reinforce the learner profile attributes throughout the school day. Staff members encourage students to monitor their own behaviour to reflect the IB learner profile (see section 4).

2 Guiding Principles

- 2.1 When creating a social emotional and behaviour policy for our students, families, staff members, and the ICS community as a whole, we reflected carefully on our vision, mission, and philosophy. We worked hard to ensure:
 - First and foremost, the safety, health, and physical and emotional well-being of our students is safeguarded and nurtured in a harmonious environment.
 - Our social emotional and behaviour policy as well as expectations and agreements are set in positive, attainable language and terms.
 - Our vision of an inclusive community of compassionate and inspired world citizens is clear and encourages students to make positive and principled choices.
 - Expectations and agreements are clear to everyone involved, especially children.
 - Behaviours that do not fall within our whole school expectations and agreements lead to healthy, structured, and supported reflection, whereby children have the opportunity to learn and grow in a safe environment and reach their full potential.
 - Development of resilient, independent problem solvers who are learning to be confident in their own abilities to recognize their actions and feelings as well as how their actions and feelings affect themselves and others, show compassion for themselves and empathy for others, self-regulate, make amends and repair, and set goals for self-improvement or development.

- Students are able to develop secure relationships with adults as well as a belief in their own control over themselves and the situations they find themselves in.
 - Students are taught how to take appropriate action to protect their own and others' physical, emotional, and intellectual well-being.
 - That our commitment to the IB Primary Years Programme (PYP) philosophy is reflected throughout, especially with reference to the learner profile attributes and attitudes.
 - Clear and consistent language to allow for ease of understanding and use by all ICS community members leading to consistent expectations and use for students.
 - Research/evidence based and best practices in child and social emotional development as well as behaviour management from around the world are consulted and used almost exclusively and when and wherever possible.
 - This policy lends itself to community/team building and a sense of commitment, pride and cooperation amongst our children, families, and staff members.
 - A strong link between parents, families, and carers is developed and that they are involved when concerns and developments arise socially and emotionally as well as in both celebrations and reflection and repair as it relates to behaviour.
- 2.2 While this policy document is a guide, it is not to be used without additional best practices in the field of education, as they relate to whole school and classroom management, preventative and de-escalation strategies, social emotional supports, and curricula, and carefully designed small group and individualised plans for those students that continue to struggle, despite this policy.

3 Key features

- 3.1 The following sections can be found within our policy:
- 3.2 **The Learner Profile attributes and attitudes.**
- 3.3 **Positive Behavioural Interventions and Supports (PBIS)**, how it is celebrated in our school, and how we create a culture of being recognised for “doing the right thing” and demonstrating the IB learner profile attributes and attitudes.
- 3.4 **What happens when a student is not following one of the 3Rs** and how we guide them in reflection, repair, and goal setting (including the difference between Stage A, Stage B, and No Tolerance Behaviours) by being principled and caring thinkers and communicators.

- 3.5 Reference to how we keep our children safe and teach them to keep themselves safe, and how incidents of **bullying** are dealt with including peer on peer abuse.
- 3.6 How we help students learn to regulate and maintain appropriate **Noise Levels** in order to ensure a calm, safe and focused learning environment.
- 3.6.1 **What about the students that this policy does not reach including SEN students, EAL students, and vulnerable students?**
- 3.7 Our **Child and Staff Support Team** and how it works.
- 3.8 **Our Social Emotional Curriculum.**
- 3.9 **Additional ways that we support our students emotionally and create a nurturing environment.**
- 3.10 **What if, in the rare event, a student is deemed to be a safety risk to self or others? The power to use force and other physical contact.**
- 3.11 **Use of Personal Electronic Devices during the school day.**
- 3.12 **Searching and Confiscation of Personal Property and Banned Items.**

4 **Learner Profile**

- 4.1 As an IB PYP school, the learner profile attributes and attitudes are an essential component of our community's Social, Emotional and Behaviour policy. You will see the language of the learner profile reflected throughout this document. This language is also used when students are being celebrated for the positive choices they make, especially as it aligns with the school expectations and agreements and when they are assisted in or independently engage in reflection.
- 4.2 The IB learner profile is the IB mission statement translated into a set of learning outcomes. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The attributes and attitudes of the learner profile define the type of learner the IB hopes to develop through its programmes.
- 4.3 The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world. All members of our community should seek opportunities to model and reinforce the learner profile attributes and attitudes throughout the school day. Staff members

are responsible for modelling these behaviours and actions, while students are encouraged to monitor their behaviour to reflect the IB learner profile.

4.4 IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

5 PYP attitudes

- 5.1 Children are encouraged to develop positive attitudes towards people, their environment and learning. It is important to use opportunities to explicitly model and teach them:
- 5.2 **Appreciation, Tolerance, Respect, Integrity, Independence, Enthusiasm, Empathy, Curiosity, Creativity, Cooperation, Confidence, Commitment**
- 5.3 “The PYP does not believe it effective to rely on these attitudes being fostered in an implicit way, as some form of hidden curriculum. It is essential that we address them consciously, professionally and explicitly...”
Making the PYP Happen 2009

6 Positive behavioural interventions and supports (PBIS)

- 6.1 All students and staff members at ICS are expected and will work hard to follow the 3Rs. Each school year, we agree to be an *inclusive community of compassionate and inspired world citizens* who:
 - Respect Ourselves
 - Respect Others
 - Respect the Environment
- 6.2 PBIS is a research-based approach to whole school social emotional development and behaviour management which focuses on the expected and positive things that our students and staff members do each and every day. In this approach, students and staff members are both recognized for following expectations and agreements and rewarded for continual effort or even going above and beyond these expectations. In situations where students and staff go above and beyond to ensure that these expectations are being met, they will be rewarded greatly and recognized in more public ways. This leads to an environment where following the expectations is easy to do, the norm and even more convenient and preferable for most individuals.

At the beginning of the school year all students and staff members will celebrate the inclusive and compassionate community that we all hold the right to enjoy and the responsibility to develop, foster, and maintain. We will review our mission, vision, the IB attitudes and attributes and the 3Rs

as well as practice, role-play, and reflect on how we can take action to realise these values each and every day and in all school settings. All ICS community members will sign a 3R pledge. Furthermore, the 3Rs are implemented, daily, in the following ways:

- Clear, visible and positive reminders of how to follow the 3Rs in all areas of the school and beyond (including classrooms, hallways, lunchroom, bathrooms, playground, bus, and off-campus). This sets students and staff members up for success, as expectations and agreements are made explicit to everyone. Please see the **3R Matrix** below for more specifics.
- The chance for students and teachers to develop **essential agreements** under the 3Rs and what those mean for them and in their particular classroom community. Essential agreements are
 1. Few in number
 2. Written by all group members
 3. Applicable to a broad range of situations
 4. Understood by all group members
 5. Agreed on and signed by all group members
 6. Positively framed (no "can't" or "don't" or "shouldn't")
- A centrally located bulletin board that celebrates the positive activity of the students and staff members and the "life" and successes of these expectations every day at ICS. This includes students and staff members who are being celebrated for their tremendous positive activity in a big way.
- The classroom essential agreements and 3R matrix will help guide the types of behaviours that may lead to reflection, should one of the 3Rs not be followed.
- Staff members will model the 3Rs and positive behaviour throughout the school.
- Staff will both verbally and tangibly reinforce respectful behaviour as it relates to the expectations and agreements. Tangible reinforcement will be given through a "Respect in Action!" card, which all staff members will have access to. Parents will be notified about the positive and respectful activities and choices that their child has engaged in or made via a copy of every "Respect in Action!" card that their child earns.
- Students and staff will work cooperatively, as a school, to plant a tree, thermometer, bucket (this may change each term to keep students and staff excited) grow and earn a reward as a whole team. The more "Respect in Action!" cards earned, the closer to the whole school goal!
- Students and staff who go above and beyond will be recognized on the main bulletin board, during weekly classroom meetings, monthly

whole school assemblies, and in other ways the principal and student support coordinator deem as appropriate and motivating.

3R Matrix (our shared expectations and agreements)

Classroom	Hallways	Lunchroom	Bathroom	Playground	Off-Campus	Bus
<i>We Respect Ourselves</i> Developed by the class, together, in the beginning of the school year (classroom essential agreements)	-We move quickly and safely to our destination	-We make healthy, balanced choices -We sit next to new friends -We walk at all times	-We respect our own privacy -We wash our hands -When finished, we move quickly back to learning	-We walk away from unsafe situations -We play safely -We try new games and play with new friends -We tell an adult if we feel unsafe	-We stay close to our partners or the group -We do not talk to strangers unless a teacher is with us -We keep our safety vest on -We follow adult directions and street crossing procedures -We tell an adult if we feel unsafe -We are Inquirers	-We keep our seat belts on at all times -We stay in our seats at all times -We tell an adult if we feel unsafe
<i>We Respect Others</i> Developed by the class, together, in the beginning of the school year (classroom essential agreements)	-We use a level 2 voice -We walk on the left hand side -We are careful with artwork -We have a safe body -We hold the railings and walk on the stairs	-We use a level 3 voice -We have a safe body -We raise our hands to get up -We follow teacher directions	-We respect others' privacy -We have a safe body -We use a level 2 voice	-We have a safe body -We play with many different people -We think about how our actions make others feel -We follow adult directions	-We are caring and polite to others when speaking and moving -We show appreciation -We have a safe body	-We use a level 3 voice -We have a safe body -We follow adult directions -We use kind words with others -We are careful not to distract the driver
<i>We Respect the Environment</i> Developed by the class, together, in the beginning of the school year (classroom essential agreements)	-We make sure trash is placed in bins -We keep food in the lunchroom -We are careful with the artwork and our shared school property	-We throw our trash in the bins -We pick up after ourselves and help others to keep our school clean	-We throw our trash in the bins -We conserve water and make sure it stays in the sinks -We report any messes to an adult -We conserve and treat our school supplies and equipment well	-We throw our trash in bins -We use equipment the correct way -We report unsafe things to adults	-We throw trash in bins -We pick up after ourselves -We are appreciative, curious, enthusiastic, and careful about and with others' possessions, creations, and spaces	-We throw trash in the bin -We keep our feet off the seats -We respect the Smart Bus property

7 What happens when a student is not following one of the 3Rs?

It is extremely important to note that all reminders and reflection opportunities are driven by the philosophy that children, like all people, have the right to be treated fairly. It is expected that all children will challenge, test, or even forget about expectations or agreements from time to time. We see these occasions as opportunities for individuals to grow and learn in a safe and caring environment. Furthermore, it is important to note that, as an inclusive school, teachers and staff members will learn to understand each child's personal capabilities as they relate to following expectations and agreements. Overall, however, our expectations for children will be high and reinforced consistently in order to ensure fairness, growth, and the understanding that, for all of us, our actions have consequences that we are able to learn from. Reminders should be given and reflection should be guided using a calm and respectful tone and clear and fair language, referring back to the expectations and agreements within the ICS community. Aggressive, hostile, or mean-spirited tone, language or body posture should never be used, although it may need to be serious or firm, but fair at times in order to reflect the seriousness of the situation or act. This should not be confused with or mistaken for shouting or using a very loud voice.

The school absolutely rejects the use of corporal punishment in any way. This is in no way in line with our school's vision, mission, or ethos.

Behaviours and action to be taken

<p><i>Stage A Behaviours (Staff member* on duty to address immediately):</i> Any behaviour that is not considered Stage B or No Tolerance, but that does not align with the 3Rs as outlined in your classroom or another school setting's essential agreements.</p>	<p><i>Stage B Behaviours (Leadership member** to address):</i></p> <ul style="list-style-type: none"> ● Sexual behaviour or language or any touching of others in the "bathing suit area" ● Intentionally breaking one's own or another's property ● Vandalism/intentional disrespect of school or public property ● Stealing/Theft ● Unsafe behaviour when crossing the street ● Extremely inappropriate internet behaviour (i.e. accessing, sending or receiving inappropriate images or websites such as sexual material) ● Any repeated Stage A behaviour (fourth incident and beyond) ● Bringing inappropriate materials to school (matches, illegal substances, lighters, items that could be used as weapons) 	<p><i>No Tolerance Behaviours (Leadership member to address):</i></p> <ul style="list-style-type: none"> ● Bullying of any kind ● Peer on peer abuse of any kind*** ● Racial or other discriminatory remarks, that do not align with the school's mission, vision, or philosophy (i.e. discriminatory remarks about someone based on their gender or gender identification, ethnicity, physical or learning abilities or differences, sexual preference, etc.) ● Danger to self with <i>intent</i> to hurt ● Danger to others with <i>intent</i> to hurt
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	<ul style="list-style-type: none"> ● Leaving school grounds without permission ● Verbal or physical threats about self or others in the form of peer on peer abuse (including strangers or those outside of the school-i.e. telling you they want to hurt their neighbour). ● Repeated disrespect towards staff or students ● Getting out of their seat or walking around on the bus or any other behaviour that could jeopardize self or others' safety on the bus. ● Unsafe swimming pool or field trip behaviour that could jeopardize the safety of self or others or that reflects negatively on the school. 	
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<p>Actions to be taken: FIRST INCIDENT: Verbal and/or visual reminder referring to the 3Rs and how it is defined in that particular setting. For example, “Elizabeth, you are using a level 3 voice in the hallway. We have agreed to use a level 1 voice.” Or, simply pointing to the expectation or agreement.</p> <p>SECOND INCIDENT: Generally, second reminder, incorporating why this behaviour is a problem. For example, “Elizabeth, you are still using a level 3 voice. This is making it difficult for other students to focus and learn.” Staff members reserve the right to go directly to third incident procedure or to give a child a few moments of cool down or think time, should they deem it appropriate relative to behaviour.</p> <p>THIRD INCIDENT: Student will need to go to the reflection area and complete a reflection sheet. This will need to be signed by child, staff member who dealt with this incident, and parent and returned to school. The child will need to take action based on the outcome of the reflection sheet. For example, Elizabeth has decided that she can make amends or repair this situation by spending her next break time inside teaching the</p>	<p>Actions to be taken: FIRST INCIDENT:</p> <ol style="list-style-type: none"> 1) The child’s emotional wellbeing will first be considered. If there is a concern for the child’s safety, the school principal and the designated safeguarding lead (DSL) or a deputy designated safeguarding lead (in the DSLs absence), as well as (when and where appropriate) the school psychologist, classroom teacher or other staff member, and head of school will consult with parents and/ or other outside agencies. If the child’s emotional wellbeing and safety is intact, proceed to step 2. 2) Child will complete a reflection in the company of leadership member. This reflection will need to be signed by the child, parent, teacher, leadership team member (return to class if ready). 	<p>Actions to be taken: FIRST INCIDENT:</p> <ol style="list-style-type: none"> 1) The child’s emotional wellbeing will first be considered. If there is a concern for the child’s safety, the school principal and the designated safeguarding lead (DSL) or a deputy designated safeguarding lead (in the DSLs absence), as well as (when and where appropriate) the school psychologist, classroom teacher or other staff member, and head of school will consult with parents and/ or other outside agencies. If the child’s emotional wellbeing and safety is intact, proceed to step 2. 2) Child will complete a reflection in the company leadership member. This reflection will need to be signed by the child, parent, teacher, leadership member (return to class if ready). 3) The leadership member to which the
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<p>younger students why it is extremely important to use a Level 1 voice in the hallway.</p> <p>FOURTH INCIDENT: Referred to leadership team member for follow up of reflection and begin Stage B procedure.</p>	<ol style="list-style-type: none"> 3) The leadership member to which the incident was referred will place a phone call to the parent to detail the incident. 4) The child will need to take action, based on the outcome of the reflection sheet. This will likely be a more impactful or in depth action than those generated following a Stage A behaviour. For example, a student may need to explain how they will solve a bigger problem over a prolonged period of time (i.e. listing ways they can earn back a friend's trust over the course of the week). <p>REPEAT INCIDENT:</p> <ol style="list-style-type: none"> 1) Follow step 1 from above 2) Child will go back to past reflection and complete a follow-up to be signed by child, parent, teacher, and leadership team member. 3) Leadership team member will call home. 	<p>incident was referred will place a phone call to the parent to detail the incident</p> <ol style="list-style-type: none"> 4) The child will need to take action, based on the reflection sheet. 5) Please also see Additional Measures below <p>REPEAT INCIDENT:</p> <ol style="list-style-type: none"> 1) Follow step 1 from above 2) Child will go back to past reflection and complete a follow-up to be signed by child, parent, teacher, and leadership member. 3) Leadership member will call home. 4) Child will need to take action based on the outcome of the reflection sheet. 5) Parent meeting will be held ASAP.
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	<p>4) Child will need to take action based on the outcome of the reflection sheet.</p> <p>5) Parent meeting will be held ASAP. Child may be present for this meeting depending on circumstance, their age, and/or their developmental level.</p>	
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**In this instance staff members include classroom teachers, specialist teachers, therapists, duty officers, principal, head of school, assistant principal(s), classroom assistants, LSA's, security officer, curriculum coordinator, student support coordinator, language coordinator, behaviour specialists, and substitute/supply teachers and assistants. In some cases, interns will address behaviour and guide reflection under supervision. All other adults should consult with the classroom teacher or a leadership member regarding concerning behaviours. School counsellors and psychotherapists may choose to refer concerning behaviours to a classroom teacher or leadership member, as their relationship with students is protected. Staff members addressing behaviours and guiding reflection will be properly trained and supported.*

***In this instance leadership member refers to head of school, school principal, assistant principal(s), student support coordinator, or curriculum coordinator.*

- Please note that repeat incidents of some behaviours may lead to referral to our CST (Please see section 7.) or to the need for additional supports (Please see section 6.)*
- Parents, carers, or guardians will receive a copy of all reflection sheets for follow through, consistency, and reinforcement at home. When a reflection sheet is coming home, a short email alert will be generated and sent to parents or carers.*
- In some circumstances, behaviours that have occurred outside of school may be addressed within the school. For example, online bullying that occurred while a child is at home. In these instances, a leadership member will be involved and parents will be notified and consulted.*
- Reflection should not happen while a child is very upset or distressed. Children will be given time to de-escalate and regulate/soothe independently or with assistance in a safe space. Often, a timer will be set to ensure boundaries.*
- ICS staff are aware that there may be instances where a child refuses to engage in reflection even after they have calmed. Should this happen, an adult may guide the reflection and help choose the natural consequence. It*

may also be helpful to complete or review reflection at another time and when the child is better regulated and emotionally prepared.

***** Peer on peer abuse can take many forms** but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

ADDITIONAL MEASURES THAT MAY BE TAKEN FOR NO TOLERANCE BEHAVIOURS:

The following measures may also be taken, after thorough consideration, and should they be deemed appropriate, impactful, and as appropriate safety and/or reflective measures by staff members.

- Please see Anti-Bullying section below for additional measures that may be taken in these instances.
- In school suspension (as approved by school principal).
- Out of school suspension (as approved by Head of School).
- Temporary or Permanent Exclusion (as a last resort, after consultation with parents and as approved by Head of School).

What is the purpose of a reflection sheet?

A reflection sheet is a tool that guides a child in:

- The Choose, Act, Reflect cycle of the PYP.
- Thinking about what happened due to the choice(s) that they made.
- Thinking about how their choices or actions affected their well-being and/or another's well-being (emotionally, physically, socially, or academically).
- Thinking creatively about how they can fix the problem/repair (choosing their own natural consequence).
- Allowing them to "start over" or move beyond this incident and to set goals for their own self-improvement.
- To keep parents, carers or guardians aware of school behaviour, progress, and to ensure consistency between home and school.

Adults may guide students in reflection. Reflection time should not be seen as a punishment, so much as a time for students to develop an awareness of their own ability to think about the way that their actions affect their self and others and their own power to repair and make positive changes. Goals of reflection include building empathy, social skills, resilience, and independence.

4. Anti-Bullying including Peer on Peer Abuse (Aligned with 'Tackling Bullying in NACE Schools').

At ICS, students and staff members define and recognise bullying as:

1) *Intentional:* Bullying is an act intended to cause emotional or physical harm, distress, or upset. It is something that someone does "on purpose".

2) Repeated: It is not a singular act or occurrence, but happens over time (months, weeks, or even days).

3) It often involves ***an imbalance of power***. This means that the individual being bullied may be younger, or appear to be less “popular”, less “athletic”, or less successful in some way when compared to the individual engaging in bullying behaviour.

4) Bullying is often based on prejudice against particular individuals or groups of individuals based on race, ethnicity, religion, sexual preference, gender identification, learning differences or disabilities, English language ability, lifestyle, interests, or skills (such as athleticism or academics). Bullying may also target individuals who have been or are in the process of being adopted or who are carers to others in their home.

Bullying can take many forms. These may include and are considered peer on peer abuse when directed at a peer:

- Physical harm such as hitting, punching, or pushing.
- Emotional bullying such as teasing, taunting, purposefully isolating, name calling, starting rumours, assigning derogatory or unkind nicknames to another, taking possessions, or humiliation.
- Online bullying via social media, email, photographs, or text messages.

Bullying may be instigated by an individual or a group. It may also be aimed at either an individual or a group. As an inclusive and safe school that embraces teaching through compassion and empathy, these types of behaviour are not tolerated. Bullying is not tolerated. This means that all cases of bullying are investigated fairly and fully, but seriously, swiftly, and without exception. At ICS we believe that prevention is the most important component of a comprehensive anti-bullying policy. For this reason, the following measures will be taken each school year:

- Parent, carer, or guardian involvement including notification of all incidents, training opportunities offered by specialist staff members, and sharing of valuable resources and information.
- Education for students, families, and staff members about what bullying is and is not and how to respond to bullying behaviours (Second Step: “Recognize, Report, Refuse”).
- Student, family, and staff input into bullying behaviour in the school and attitudes and feelings about how it is dealt with at ICS. This input should drive policy and practice updates.
- A school-wide atmosphere and practice of openly discussing and celebrating differences, respect, and empathy. Specialised and/or customised lessons may be provided as appropriate.
- Anti-bullying agenda item for all CST meetings to ensure that staff members have the opportunity to discuss any potential bullying issues in the school.
- An anti-bullying pledge, which is signed by all students, carers, and staff members at the beginning of the school year.

- Clear, consistent and transparent expectations and consequences around bullying behaviour that are shared and visible throughout the school.
- Provide students with a variety of ways to report bullying (including anonymous ways –envelopes/comment boxes) and investigate and follow-up on all reports.
- If bullying occurs, appropriate supports and/or education for both the victim and the individual who has engaged in bullying behaviour as well as any bystanders.
- Support and nurture friendships and teach positive social behaviours and interactions.
- Open communication between all members of the ICS community.
- Empowering teachers and school staff to deal with and address bullying head on when they see it (training during induction and via Second Step).
- An Anti-bullying curriculum (Second Step).

What are the consequences for bullying behaviour?

As bullying is a zero tolerance behaviour, all incidences of bullying should be reported directly to a leadership member. This leadership member will first ensure protection and the initial steps of support for the victimized student. The leadership member will then carefully investigate the incident and hear all perspectives, including that of the child that has been accused of engaging in bullying behaviour. They will then:

- Keep careful and clear records of the incident. Records should be kept in order to enable any patterns of behaviour/bullying to be identified.
- Make it clear to the child engaging in bullying behaviour that this behaviour is not okay or in any way accepted at ICS.
- Complete Second Step Action Plans, Improvement Plans, and Safety Plans as needed (available online). These plans align with our Anti-bullying curriculum and are excellent for record keeping and ensuring resolution and progress. These forms will be filled out by both the victim and the individual engaging in bullying, in the presence of a leadership team member. They will be shared with parents.
- Depending on the severity of the incident either parents will be called or emailed to discuss specifics, next steps, and steps that can be taken at home or an in-person meeting will be held.
- Notify staff members (when and where appropriate) to provide extra supervision and support to all students involved, during all times of the day.
- Please note that a bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

Other steps that may be taken when and if deemed appropriate in order to offer ongoing support and protection for the student that has been victimized and the student that has engaged in bullying behaviour as well as any bystanders:

- Social skills training by a skilled staff member for the student that has been victimized and/or the student that has engaged in bullying

behaviour (separately, as *mediation is not best practice or found to be effective in bullying circumstances*).

- Assertiveness training for the student that has been victimized and/or any bystanders.
- Counselling and or school based therapy for the student that has been victimized and/or the child that has engaged in bullying behaviour (for the child that has engaged in bullying behaviour teaching them how to get their needs met in other ways) and/or any bystanders.
- Referral to outside agencies for the student that has been victimized and/or the child that has engaged in the bullying behaviour and/or their carers.
- Exclusion from particular parts of the day, events, or field trips, should the involvement of the child that has engaged in bullying behaviour be considered a safety risk or one that would seriously jeopardize the emotional well-being of the student that has been victimized.
- Setting of a safety plan or buddy system for the individual being bullied, which notes dates for regular check-ins about progress of the situation.

Bullying Outside of the School Yard/School Day:

Through school-wide lessons, this behaviour policy as well as the Principal Update, ICS students, parents, and guardians are made aware that any acts which fall into the category of bullying, even those which occur outside of school property and outside of school hours/days/term time, should be reported to the School Principal, DSL, or another SLT staff member. These concerns will be investigated thoroughly and in line with this policy.

Staff members are trained about our social emotional, behaviour, and anti-bullying policy at least once per year. Staff are also trained about vulnerable groups of children: transgender youth, SEN students, EB students, vulnerable children (via vulnerable child risk assessment and tracking), LGBTQ students, and students with mental health needs.

Staff members are aware that bullying is a no tolerance behaviour and MUST be reported to the DSL immediately.

Students are trained about anti-bullying and tolerance through: The 3Rs, the Second Step anti-bullying curriculum, anti-bullying pledges, the Learner Profile, PSHE lessons, and “Who We Are” Units of Inquiry.

Differences are embraced throughout our school through many cultural celebrations, including language buddies, international day, cultural and religious celebrations, and the inquiry cycle of the PYP.

5. Noise levels.

In order to prioritize safety and learning, a system has been adopted to help staff and children modulate the volume of their voices across different school environments.

ONE) Silent (purple)– independent work (to allow for your best level of concentration), when crossing the road (for safety and attention)

- If you see someone you would like to greet, wave and smile!
- If you MUST talk, please **whisper**.

TWO) Whisper Voice (blue)– hallway, bathrooms

- Talk in a whisper voice that your friends directly next to you can hear. If someone is not directly next to you, they should not be able to make out what you are saying.

THREE) Partner Voice (green)– partner work, lunchroom, bus ride

- Talk in a voice that is audible to your partner or members of a small group you are sitting with or working with
- Not everyone in the room should be able to make out what you are saying

FOUR) Speaker Voice (yellow)-whole class work, presentations

- Use a louder voice, without shouting, that everyone in the classroom can hear
- People in another room or the hallway should not be able to hear you
- Project your voice to your listeners and use your body position to show confidence

FIVE) Outside Voice (orange)– playground

- You may use any of the levels, including a louder shouting voice during a game
- Adjust your level if asked to by an adult or if you are hurting a friend's ears.

6. What about the students that this policy does not reach, including SEN students, EAL students, and vulnerable students?

As an inclusive school, that celebrates diversity, we are aware of the fact that our Positive Behaviour Interventions and Supports (PBIS) as well as the overarching best practices in behaviour management and the social emotional curriculum will not be enough to support all learners. We are also aware that, as an inclusive school, each child's personal capabilities as they relate to following expectations and agreements will differ. For example, students with communication difficulties, learning differences, mental health needs, social emotional differences, or situational stressors may require additional support from us. These students may also require individual considerations to be made when determining consequences and approaches to behaviours. For example, when determining consequences for behaviours, a student's English language abilities and level of special educational/mental health needs should always be accounted for. Whether or not a student's behaviour was a manifestation of their disability should always be accounted for. In addition, our school may provide support from the following professionals:

- Speech and Language Therapist
- Occupational Therapist
- Head of Student Support/School Psychologist
- Principal
- Assistant Principal
- Co-teachers
- LSA

- Behaviour Specialist
- Outside professionals or agencies (with parent permission or in cases that present safeguarding concerns)

If a child is in need of this level of support(s), parents or carers will be involved. If there is not an immediate safeguarding concern or when long-term interventions are being put into place (i.e. interventions that extend beyond one time observations/involvement or routine check-ins/consultation) parent permission will be obtained.

The following interventions/strategies are examples of those that may be implemented:

- Social skills training
- Social emotional support
- Attention and task management strategies, such as token economy systems or checklists
- Visuals (i.e. First/Then Boards)
- Small group interventions, with a specialised focus, such as social skills groups or lunch groups
- Individualised schedules or visual schedules
- Social Stories
- Comic Strip Conversations
- Social Thinking Program
- Individualised behaviour protocols and plans
- Circle of Friends
- TEACCH work system
- ABA techniques
- Floor Time techniques
- Intensive Interaction
- The Four Point Incredible Scale
- Zones of Regulation
- SCERTS
- Portions of the PATHS Program
- Portions of the SEALS Program
- Small group or individualised teaching from Second Step

In some, but not all cases, a student may be referred for specialised assessments both within and outside of the school in order to develop the very best plan of action for meeting their unique needs. If together and considering the input of the family, a child is identified with Special Education Needs (SEN) an Individualised International Learning Plan (IILP) will be developed by the team and with the family present. Children may be identified with Special Education Needs should their learning plan or program require support that is additional to or different from the provision usually put in place by the school or additional to overall best practices in teaching. Please see our Whole-School Inclusion policy for more thorough information.

7. Child Support Team.

ICS primary has a Child Support Team (CST). Staff members, parents, and students can refer questions or concerns to this team, which meets monthly or bi-monthly (depending on the time of year). The team members may change each school year, but it often contains leadership team members, teachers, therapists, and LSAs. CST encourages referrals regarding an individual student's development: emotionally, socially, and/or academically as well as school climate and bullying concerns and suggestions. All CST referrals will be immediately reviewed by the Head of Student Support to ensure that any urgent or immediate safety issues do not go unaddressed until the next meeting.

CST may give support by conducting observations, collecting data, and giving professional guidance including new strategies to try in the classroom, modifications to make, and next steps, conducting screenings of students, or recommending additional services for students (please see section 6. for more details).

CST may also conduct surveys, make suggestions to leadership around policies, procedures, trainings and environment, or plan events based on the feedback and concerns submitted by the ICS primary community.

8. Our social emotional curriculum.

After researching many social emotional curricula and programs from around the world, we chose the Second Step program. Second Step lessons are provided, in each classroom, at least once per week.

The Second Step program is a research-based social emotional program that teaches students from Nursery through Year 6 the following skills:

- Self-regulation
- Empathy
- Emotion management
- Problem-solving skills

Social emotional learning promotes success in school, connectedness and contributes toward a safe and respectful school climate. In turn, this helps prevent problem behaviours, peer rejection, impulsivity, and low academic achievement.

In addition, we implement the Second Step Bullying Prevention Units for Years 1-6 and the Second Step Child Protection Units for Nursery-Year 6. This ensures that our students feel confident in taking care of and protecting themselves and their peers.

9. Additional ways that we support our students emotionally and create a nurturing environment.

At ICS we believe that supporting our students socially and emotionally keeps them safe and leads to happier, healthier, more reflective and respectful individuals who are ready to work hard at school, trust others, and learn. Below

are some additional measures (not already listed) that we take to create a safe and nurturing environment:

- “Safe” or “Calming” spaces where children can go in order to calm, self-soothe, regulate, relax, and reflect should they need it. All children will be taught how to use these areas correctly and respectfully without misusing them or their learning time.
- Visuals to help students understand their emotions, the intensity and level of these emotions, as well as tools to process these emotions and feel better, especially when experiencing more difficult emotions. The goal is to build resilience, self-regulation skills, independence and confidence.
- Assigned seating and partners, when and where appropriate, in order to ensure that no student is unintentionally or intentionally left out of a group or activity.
- A student council where student voices can be heard and where students can take action and make changes.
- After school clubs where students can build their independence, confidence, and learn about new interests.
- Educating children (as well as parents and staff) about ways that they can get help at any time (i.e. Childline).
- An “open door policy” whereby children understand that adults in the school are never “too busy” to speak with them should they have a concern about their own or another’s well-being. If an adult is with another student or out sick, children are aware of other adults they can speak to.
- Visuals of all staff members, how they can help, and what they do each day.
- Materials that reflect a respect for diversity and differences (i.e. children’s books).
- Assistance during break times (i.e. visual play schedules for children that require this level of support or a “Buddy Bench”)

10. What if a student is deemed to be a safety risk to self or others? The power to use force and other physical contact.

In any educational setting and in extremely rare occurrences, a child may be deemed to be a safety risk to self or others. In these instances, the following procedures will be followed:

- A member of leadership will be called to assist when and wherever safely possible
- De-escalation techniques and strategies will be employed
- If this does not work, the student will be asked to move to a safe school location away from peers
- If the student will not leave, peers or classmates will be moved to another location
- If neither of these options are possible, and only if absolutely necessary, a professional trained in positive handling (a safe way to move and hold a student) will move the child to a safe place. This would be an extremely rare occurrence and parents would be notified of this event.
- If it is deemed to be an extremely necessary measure, time sensitive and urgent, and a staff member that is trained in positive handling is not

- available, a staff member who is not trained, may have to physically assist the child to a safer location. This would be an extremely rare occurrence.
- If the above is necessary, a parent will be informed that day and an incident report will be filed
- In all instances use of “reasonable force” will be used. This means no more force than is needed.
- ICS staff members are aware that it is unlawful to use or threaten force or physical contact as a punishment

11. Use of Personal Electronic Devices during the school day.

As an educational institution, we are aware of the importance of technology integration as a significant component of our students’ education. Students in all year levels have access to school devices throughout their school day, including laptops, desktops, and tablets. The following precautions have been put into place in order to ensure student safety while using these devices:

- All students and their carer(s) have signed an ICT Acceptable Use Policy, which must be followed at all times
- The school has created and published an ICT and E-Safety Policy, which should be referred to for more in depth information
- E-safety and anti-bullying are explicitly taught to students by using a variety of resources including the evidence based Second Step curriculum, CEOP (Child Exploitation and Online Protection), Childnet International, the Local Authority and the NSPCC (National Society for the Prevention of Cruelty to Children) resources, including visiting speakers
- E-safety and safeguarding officers have been designated, trained, and advertised to all students. Students are aware of these officers’ roles and are encouraged to approach them should they have any questions or concerns.

According to Section 5 of the ICS ICT and E-Safety Policy, “Personal devices belonging to students may be used during lessons at school on agreement with the class teacher or in designated times and areas as authorised by the principals. If students bring in mobile phones (e.g. for emergency parental contact purposes), they will remain the responsibility of the child in case of loss or damage and should only be switched on and used in lessons on instruction from the class teacher.” In addition, at the primary level, student phones or other personal electronic devices that have not been approved under the “bring your own device” policy should remain in the student’s backpack or locker throughout the day, unless explicit permission is given by a staff member to possess the device for educational or safety reasons.

If a student does not follow this expectation (i.e. is found to have their phone in their pocket or is texting during class) they will receive one reminder and will need to return their device to their bag or locker. If the student does not follow this expectation for a second time, their parent will be contacted and an appropriate consequence will be given by their teacher, the head of school, the principal, or the assistant principal as appropriate. This consequence will likely include loss of the student’s technology rights for 1 day or up to 1 week, depending on professional judgement and the circumstances of the event.

Please also see Infringements and Sanctions in Section 11 of the ICT and Esafety Policy.

Searching and Confiscation of Personal Electronic Devices

Section 5.5 of the ICS ICT and Online Safety Policy states “As stated in the DfE document ‘Searching, Screening and Confiscation – Advice for headteachers, school staff and governing bodies (2014)’ the school reserves the right to examine both school owned and personal devices when suspected of containing prohibited items.”

According to the UK law as found in the DfE advice, “Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.” Furthermore, “In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or 13 could be, used to cause harm, to disrupt teaching or break the school rules. “

12. Searching and Confiscation of personal property and Banned Items.

ICS believes that students have the right to a private personal life. As educators, we also have the duty to protect all of our students while they are under our care. For this reason, a student or their personal property may be searched and personal items may possibly be confiscated in certain circumstances. Our policy for searching pupils or their personal property has been created with guidance from both the UK government’s Department for Education advice as well as the European Convention on Human Rights (ECHR) Article 8.

Under what circumstances might a pupil or their property be searched?

- With student consent a school staff member may conduct a search for any item. However, staff members will use best professional judgement and consideration for a student’s individual right to privacy as well as their emotional well-being before asking for their consent.
- Without student consent a staff member may search a student or their personal property where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include:
 - ***knives or weapons***
 - ***alcohol***
 - ***illegal drugs***
 - ***stolen items***
 - ***tobacco 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, including bullying, or to cause personal injury to, or damage to the property of, any person (including the pupil).***

- *Additionally, any item that has been banned by the school.*

Banned Items:

Very few items are banned from ICS students outside of those considered prohibited items by the UK government (please see above). Consideration of the overall well-being of our students, academically, physically, and emotionally has led to the banning of the following items while at school:

- *prescription and non-prescription medication without parent written or verbal permission and without notification of a school staff member*
- *use of personal electronic devices, while at school, and without permission from a school staff member (please see section 11 of this policy for more detailed information)*
- *any personal item from outside of school that is found to be detrimental to a student's well-being, socially, physically, academically, or emotionally (i.e. toys, jewellery, clothing, inappropriate materials for age of students such as particular magazines or comic books)*
- *chewing gum without special exception and permission from a staff member (i.e. an accommodation for a student with special education needs)*

If a student does NOT consent to a search what procedures must be followed?

- The student should be present for the search, with certain exceptions that will be noted below
- The staff member conducting the search should be the same sex as the student, with certain exceptions that will be noted below
- A second staff member (preferably and if possible the same sex as the student being searched) should be present in order to act as a witness
- EXCEPTIONS: According to UK law as stated in the DfE advice, *"There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff."*
- **USE OF FORCE** can only be used when deemed reasonable given the circumstances and when conducting a search for **knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.** Use of force can never be used to search for the banned items as listed above. If a student makes it impossible to search for a banned item, a behavioural consequence may be applied by the head of school, school principal, or assistant principal as and where appropriate. Please also see Section 10 above.

Where can a student or their personal property be searched?

A search can be conducted by an ICS staff member while on the school grounds, the school bus, on a school field trip or overnight trip within the UK, while at the park or sports hall, and during transit to any of these locations.

What constitutes a student's personal property?

Personal property or possessions means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

What does a search of a student (a student's clothing while being worn by the student) entail under the law and at ICS?

- Only the top layer of clothing should be removed and searched. The top layer is clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. The top layer includes hats, shoes, boots, gloves and scarves.
- A student may be asked to empty out or turn their trouser pockets inside out for inspection
- A more intimate search than this can only be conducted by a police officer

Who can search a student or their personal property?

The school principal or head of school has identified the following staff members as individuals with the power to search under the above noted conditions:

- Any Senior Leadership Team member
- Security Officer
- Assistant Principal
- Any full time classroom teacher (this does not include supply teachers, teaching assistants, duty officers, volunteers, or interns)
- Any full time specialist teacher
- Any full time therapist (Speech and Language therapist, Literacy Specialist)
- LSAs
- Senior Administrators

*** ICS is aware that all staff members, with the exception of a Security Officer employed by the school, have the right to refuse to search a pupil without their consent.**

Confiscation of personal property found in a search:

According to the UK law as outlined in the DfE advice, "A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence." Next steps in determining whether or not an item will be returned to a student or their carer, destroyed, retained as evidence or as part of a consequence, or passed on to law enforcement officials will be based, firstly, on the UK law and safety of the students and secondly, on best professional practices and judgement.