


ICS London Behaviour Policy

Policy agreed (date):	January 2021
Policy published (including on website) (date):	January 2021
Next review (date):	January 2022
Signed: (Head)	

Policy Statement and Purpose

This policy explains how ICS seeks to develop our students' Social and Emotional Wellbeing within a caring, community setting. It states our expectations of student behaviour and how we address issues such as bullying.

The aim of this policy is to promote the values of our School Mission Statement:

Our innovative approach to education inspires each and every student to discover their strengths within a community of future leaders.

And to link these with the attributes of the IB Learner Profile as IB Learners strive to be:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled,

Open-Minded, Caring, Risk-Takers, Balanced, Reflective.

We acknowledge that all members of our school community are on a journey of Personal Development and as such our responsibility as a school is to provide learning opportunities which

- Encourage students to develop into independent individuals who are motivated to have a positive impact in the school and beyond.
- Promote positive behaviour for learning
- Communicate rights and responsibilities and identify when they have not been adhered to.
- Enforce consequences in a consistent manner

Access and Related Policies

This policy 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 is provided to all teaching staff (including temporary staff and volunteers) at induction alongside our ICS Professional Code of Conduct.

Students will be informed of the key elements of this policy during induction and then revisit it throughout the year.

The following policies should be read in conjunction with this:

- Teaching and Learning Policy
- Safeguarding and Child Protection Policy
- Preventing Extremism and Radicalisation Policy
- Online Safety Policy
- Physical Contact and Restrictive Intervention Policy
- Anti-Bullying Policy
- Academic Honesty Policy
- Tackling Bullying in Globeducate Schools
- Drugs, Controlled Substances, Psychoactive Substances (Legal Highs), Alcohol and Smoking policy

This policy applies to all ICS teaching staff, parents and students.

Failure to comply

Teaching staff are expected to be familiar with this policy. Failure to abide by it will result in intervention by the Senior Leadership Team.

Wellbeing Team and Creating a Nurturing Environment

Whilst every staff member contributes to the wellbeing of our students, the Primary Wellbeing Team comprises:

- The Designated Safeguarding Lead
- The Student Support Coordinator
- Class Teachers
- The School Counsellor

They share their concerns and consider strategies through:

- MyConcern software for safeguarding concerns
- Weekly lessons using an evidence based programme for social and emotional learning 'Second Step'

The ICS Secondary Wellbeing team comprises:

- The Wellbeing Coordinator
- Director of Student Support
- The MYP and DP Wellbeing Leads
- The School Counsellor
- Form Tutors

They share their concerns and consider strategies through:

- MyConcern software for safeguarding concerns
- Weekly Form Tutor meetings led by the Wellbeing Coordinator
- Fortnightly Wellbeing Meetings attended by the Coordinator, Wellbeing Leads and School Counsellor

On both sites the teams introduce themselves to staff, parents and students during induction and remain highly visible throughout the year - from greeting students at the door to circulating during break times.

Support is offered to parents via newsletters and workshops on relevant topics throughout the year.

Promoting Positive Behaviour for Learning

One of the key principles of Positive Behaviour Interventions and Supports (PBIS) is to focus on Building Prosocial Skills which centre on communication. We believe that behaviour is always a form of communication. Understanding that children are communicating through their behaviour gives us (adults) the opportunity to respond in an informed manner. Effective communication skills have to be developed, honed and added to on an on-going basis by staff and students.

The Key approaches to behaviour at ICS include

- Proactivity
- Listening to students
- Consistency and shared language
- Early and Positive behaviour interventions
- Redirection, distraction and calming strategies as appropriate

We reinforce positive behaviour with a reward system which follows the 3Rs:

- Respect Yourself
- Respect Others
- Respect Environment

Staff and other students can nominate via a paper slip and iSAMS. Rewards are acknowledged in Assemblies. We focus on *Prevention* by teaching students

- Communication skills
- Coping Strategies
- Self-regulation skills
- Self-Awareness
- Accountability for one's own actions

This learning takes place across all subject areas, with a specific focus in Personal Development. We follow the PBIS principles along with many social-emotional resources around effective communication such as Zones of Regulation. See also the PSHE Policy for a more detailed description of our approach to Personal Development.

We encourage student voice through our Student Council, Head Prefects (Secondary), student led assemblies and consultation with students throughout the year.

Rights and Responsibilities

Rights

All members of the school community have the right to:

- Feel safe at school
- Learn to the best of their ability
- To be treated with dignity and respect

School Rules

Our school rules allow us to communicate clear shared expectations throughout our school community. All school rules follow from the following basic principles that we are all **responsible** for upholding:

- Respect Yourself
- Respect Others
- Respect Environment

School rules are explained to students during induction and reinforced at the beginning of each term.

Framework for Classroom Expectations

Classroom expectations are developed and agreed upon with students during the induction period. They should be subject or site specific eg Design, Art, Science, PHE.

They also follow from the following basic principles:

- Respect Yourself
- Respect Others
- Respect Environment

They should be reinforced at the beginning of each term and as new students join the class

See Appendix 1 for an example of Classroom Rules

Distance Learning Expectations

During a Distance Learning Programme, behaviour expectations are broadly the same as in school.

We still follow the 3Rs of Respect.

Specific instructions will be shared with staff, students and parents to indicate rules for remote meetings.

Parents will form a crucial part of the reinforcement of positive behaviour under these circumstances.

See Appendix 3 for an example of Distance Learning Guidelines for Students.

Consequences and Problem Solving Procedures.

Consequences for the breaking of a school or classroom rule will be:

- Related to the behaviour involved
- Communicated to students during induction
- Consistent between classes
- Recorded on school systems (Secondary - iSAMS, Primary - Reflections Spreadsheet)
- Communicated with parents / guardians as appropriate.

See Appendix 2 for Diagram of Behaviours and Consequences at Secondary

Repairing and Rebuilding Procedures

AT ICS we believe that very mistake presents a learning opportunity. Therefore it is important that staff support students to reflect honestly on their own behaviour and that of others and consider how to make different choices in the future. We may use one or more of the following approaches in order to encourage this insight and change.

- One to one discussions
- Conferences between all parties involved in an incident
- Form tutor check ins (Secondary)
- Class teacher check ins (Primary)
- Parent meetings
- Behaviour Monitoring Agreements
- Individual Behaviour Plans
- Counselling

Procedures for Significantly Disruptive Behaviour

Bullying

Bullying behaviour goes against our core value of respecting others and the IB Learner traits of being Principled, Caring, Open Minded and Balanced. As such, firm action will always be taken against incidences of bullying.

Bullying in all its forms can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

There is no legal definition of bullying, however it is usually defined as behaviour that is:

- Repeated, intended to hurt either physically or emotionally, often based on prejudice of some kind and includes an imbalance of power.

- It takes many forms and can include:
- Teasing, social exclusion, physical assault, name calling, online activity, threatening behaviour.
- Peer on Peer abuse - see the Whole School Safeguarding Policy for when matters have gone beyond poor behaviour and into abuse.

It can occur during or outside school time. Many acts can be subtle and difficult for an outsider to perceive. When bullying occurs between ICS pupils outside of school time, the school will still intervene.

Please refer to the ICS Anti-Bullying Policy for a detailed explanation.

Drugs, Alcohol, Tobacco

(To be read in conjunction with the ICS Policy and Sanctions with Regard to Drugs, Alcohol and Smoking.)

ICS operates non-smoking campuses. Smoking is therefore forbidden in any area of the School buildings. Smoking is also forbidden on School trips, both day and overnight. All smoking incidents are reported to the Well-being Coordinator and dealt with under Level 3 of the Sanctions Procedures. Parents will be informed.

ICS has a **NO TOLERANCE** policy for drugs and alcohol. If a student is found in possession of drugs or alcohol, the incident is reported to the Primary Leadership Team member responsible for student welfare or Secondary Well-being Coordinator and dealt with under Level 4 of the Sanctions Procedures. The police may be called and the student is at risk of expulsion.

Offensive Weapons

Weapons or other harmful items are prohibited from all school sites, activities and trips. As soon as any member of the School staff is aware either that a student is in possession of an offensive weapon, or that there has been an incident involving an offensive weapon, the following should occur:

Immediately inform the Principal and Designated Safeguarding Lead

Staff should not try and deal with the situation alone

The Principal must decide whether it is necessary to contact the police

- If the student has the article in their possession for entirely innocent reasons and there is no intention to use the item as a weapon, then the Principal will not contact the police. Sanctions may still be applied.
- Where this is in doubt the police will be called and sanctions for serious offences implemented.
- In either case, parents will be informed and could be called into the school.

Searching Students

The Principal has the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Searches will be carried out by two members of staff. At times it may be necessary to search groups of students eg a class in order to protect confidentiality.

Prohibited items are:

Knives or weapons	Alcohol	Fireworks
Stolen items	Pornographic material	Illegal drugs
Tobacco and smoking paraphernalia		

Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offense or cause personal injury to, or damage to the property of any person.

The Online Safety Officer and a further member of staff will manage searching of personal electronic devices where there is suspicion of misuse of the device. School staff can seize any prohibited item found as the result of a search. The confiscated item will be handed over to parents or police as appropriate.

Suspensions and Exclusions

Internal Suspension

During Internal Suspension a student will complete their learning in a supervised setting away from their class group, for a fixed period of time - usually a half or full day depending on the behaviour being addressed.

The purpose of Internal Suspension is to give students a 'cooling off' period where they can reflect on their behaviour and reset before returning to class.

Parents will be informed when their child has been internally suspended. A parent meeting may be required as part of the resetting and reintegration into the class community.

Exclusion

There are two different types of exclusions – temporary and permanent.

It is our goal to solve problems within the school context and so exclusions of any kind are a serious step, decided upon by the Wellbeing Coordinator and Principal, not an individual staff member acting alone.

Exclusion is used when behaviour has seriously affected the rights of other students or teachers. When possible it will take place after a formal warning, though some behaviour may incur instant exclusion. Parents will be informed of the nature of the behaviour and terms of the exclusion (including time frame).

In most cases class work will be provided to be completed during the exclusion period.

Temporary Exclusion

All students excluded for a fixed period are expected to be able to return to the school as soon as the period of exclusion has expired and submit the homework assigned in this period of absence. On return to the School, we will

- Interview the parents and student
- Discuss strategies for improvement
- Establish plans to monitor behaviour

Permanent exclusion

Permanent exclusion will be used as a last resort when all other reasonable steps have been taken and when allowing the student to remain in the school would be seriously detrimental to the education or welfare of the student and other members of the school community. Only the Head of School and the Proprietor have the authority to exclude a student from School.

Support for Staff

Staff will be informed of the content of this policy during Staff Induction and upskilled in our approach to Promoting Positive Behaviour for Learning both then and throughout the year. By communicating shared goals across the school community, staff will understand what is expected of them and feel secure in integrating their classroom practice into the overall school approach to behaviour.

A collegial approach among staff will ensure that they share responsibility for all student behaviour.

Learning Walks will generate peer feedback which will encourage staff to develop their practice.

Line Managers will encourage staff to discuss any behaviour management concerns in a collaborative manner.

The Student Support Coordinator will offer strategies for specific students. Wellbeing Coordinators are available to support staff members to address particular students or parents. Regular Year Level Meetings will identify patterns of behaviour across subjects and peers will offer strategies that are working for them.

Appendix 1: Primary School Procedures for Behaviour

At the beginning of the school year, students and teachers collaborate to develop essential agreements for the classroom under the 3Rs. These 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")

Examples of some essential agreements

Classroom Essential Agreements
Respect yourself
We try our best
We look after our belongings
Respect others
We listen to others
We are kind to others
Respect the environment
We look after classroom equipment
We help keep the classroom tidy

BEHAVIOUR at ICS PRIMARY

If a student is not following one or more of the 3Rs they will be given a **'reminder'**. If they are given three **'reminders'** in one day, then they have to write a **'reflection'** which goes home to parents. 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. 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.

Certain behaviours can result in an instant 'reflection' e.g.

- 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)
- Bringing inappropriate materials to school (matches, illegal substances, lighters, items that could be used as weapons)
- Leaving school grounds without permission
- Verbal or physical threats about self or others (including strangers or those outside of the school-i.e. telling you they want to hurt their neighbour)
- Repeated disrespect towards staff or students
- Unsafe behaviour on the bus
- Unsafe swimming pool or field trip behaviour

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 themselves and others and their own power to repair and make positive changes. Goals of reflection include building empathy, social skills, resilience, and independence.

Disruption during class- Primary

Wherever possible, disruption by a student should be dealt with under the teacher’s Classroom Expectations and they should not be removed from the classroom.

However if the rights of other students are being infringed upon then another student will be sent to a member of the PLT (Primary Leadership Team). If this happens again, the student will be asked to ring a parent to explain what they have been removed from class. If it happens a third time, an in school suspension will be given.

Appendix 2: Secondary School Procedures for Behaviour

Example of Classroom Expectations

Classroom Rules - Physical Health Education (PHE)
Respect your Environment
Use all equipment for its intended purpose
Return equipment to the appropriate place
Respect Yourself
Arrive on time to class
Bring PHE kit (trainers, sports clothing, water bottle, hair up, no jewellery)
Submit homework in full and on time
Respect Others
Speak respectfully to teachers and peers
Demonstrate a sense of fair play during lessons.

SECONDARY BEHAVIOUR FOR LEARNING 1,2,3 POLICY

HOMEWORK and BEHAVIOUR

If Classroom Expectations are not met, including incomplete homework, subject teacher enters incident on isams

1st incident within subject - 15 min detention with subject teacher.

2nd incident within subject- 25 min detention with Head of Faculty who informs parents.

3rd incident within subject - Detention with Assistant Principal. Meeting with parents.

Note: Serious unexpected behaviour causes a student to enter the process at a later step.

Additionally Form Tutors follow up with students if there are incidents across subjects, to examine any underlying causes.

Disruption during class- Secondary

Wherever possible, disruption by a student should be dealt with under the teacher's Classroom Expectations and they should not be removed from the classroom. However if the rights of other students are being infringed upon then another student will be sent to reception with a note and a SALT member will come to remove the offending student. If in extreme circumstances the student cannot be removed, then the classroom teacher will remove the rest of the class quietly while the SALT member manages the individual student.

Expectation	Consequence if rule broken *
LEVEL ONE EXAMPLES	
Students will be in registration by 8.45 am	Arrive at school 15 minutes earlier the following day.
Phones, headphones, photographs or videos only used with permission of teacher	Device confiscated. Detention for repeat offences.
Homework submitted on time and in full.	1,2,3 Policy.
Dress must be appropriate for the school setting.	Warning. Required to change / cover up.
Fizzy drinks and junk food should not be brought into the school. Gum is not chewed.	The junk food is confiscated and disposed of. Gum detention.
Students treat each other with respect at all times.	1,2,3 Policy
Social Media is used respectfully	Device confiscated. Referred to Online-Safety Office Parents informed. Possible internal suspension
LEVEL TWO EXAMPLES	
School / personal property must be respected.	Parents informed. Students will pay for any damage.
LEVEL THREE EXAMPLES	
Students will not leave the school grounds without permission of senior staff	Meeting with Well-being Coordinator or Principal
Fighting will not be tolerated in the school	Meeting with Principal / in school suspension.
Smoking in school	Meeting with Well-being Coordinator or Principal. Parents informed.
LEVEL FOUR EXAMPLES	
Possession or consumption of illegal substances on the school site, or arriving under the influence of illegal substances, will not be tolerated.	Police called. Could result in expulsion

- Note: MYP4+ students will also lose lunch privileges.
- Diploma Students will also lose access to DP centre.

Distance Learning Guide for Secondary Students

1. Communication

Check Managebac, school email, school Google calendar and Google Classroom regularly Check Managebac and email before each lesson. Zoom link, ID and Password can be found either via Managebac, email or your school google calendar.

2. Read and follow Do Now, LO, SC and ATL as you would do in your in-school lesson.

They will allow you to know what and how you will be doing specific tasks. They will be written either directly on Managebac or shared via teacher Slides.

3. Zoom Meeting Rules

- Location - quiet space, not bedroom
- Background - plain. Change immediately if required by teacher
- Clothing - daywear. No hoods up.
- Profile picture - Your face or initial letter of your name.
- Language / Behaviour - of a high standard at all times.

4. Self-management

- Have your timetable for each day clearly displayed in your room/above your desk.
- Read instructions carefully
- Note deadlines/time allocation or breakdown for your tasks
- Use/create checklists where needed.
- Avoid social media platforms if not instructed (put your phone away/put it on silent)
- Reward yourself after each task with some kind of break
 - Get up and move around, do some stretches
 - Get a cold drink or snack
 - Talk to your family
 - Look away from the screen! Close your eyes and listen to some music if time allows

5. When working collaboratively

- Respect your partner(s).
- Use online tools safely and responsibly.
- Support your partners and teachers

Distance Learning Procedures for Incidents

Incidents include (but not limited to): Missed homework or lessons, poor homework or behaviour/effort

All incidents logged on iSAMS.

Wellbeing Coordinator will monitor iSAMS daily and inform form tutors / key teachers as applicable.

First incident: warning, any work due submitted by 6pm

Second incident: Form tutor/key teacher will email parents and student. Recorded on isams.

Third incident: Zoom meeting with parents, student with form tutor and/or subject teacher and relevant SALT member(s).

References

[Behaviour and Discipline in Schools 2016 \(Government Guidance\)](#)

Behaviour Management by Bill Rogers *Sage* 2007.

[Equality Act 2010](#)

[Getting the Simple Things Right. Charlie Taylor's Behaviour Checklist](#)

Resources from [Positive Behavioural Interventions and Supports](#)

[Preventing and Tackling Bullying 2017 \(Government Guidance\)](#)

[Tackling Bullying in Globeducate Schools](#)