Policy Name	Behaviour Policy				
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Author	Head of School, Deputy Head of School, Primary Principal				

Version History				
Version	**Approved by**	**Revision Date**	**Details of Changes**	**Author**
1		**Oct 25**	Page 18 - Fig 2.2 Taken out of unstructured time (break/lunch) Laptop removed	**CN**
1		**Oct 25**	**Removal of label Figure 2.2: Behaviour flowchart**	**CN**
1		**Oct 25**	Page 16“ This is monitored centrally by members of the Extended Leadership Team.” Replaced with specific monitoring lines	**CN**
2		**Sept 26**	Legislative changes to mobile phone use, KCSIE and online behaviours.	**MT**

Policy Statement and Purpose

This policy explains how ICS London 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. It includes the Restorative Justice approach. The school rejects the use of corporal punishment.

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, Courageous,, 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

This policy applies to conduct both in school and outside school (including online), where the behaviour may affect the welfare of any member of the school community, undermine the safety or wellbeing of students or staff, or bring the school into disrepute. The policy also covers the school's expectations for mobile phone use and the lawful use and recording of restrictive interventions, including reasonable force and seclusion.

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 London, through our website.

The policy is made available to all teaching staff (including temporary staff and volunteers) at induction alongside our ICS London Code of Professional 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 policy:

- Safeguarding including Child Protection Policy
- Preventing Extremism and Anti- Radicalisation Policy
- Online (e-safety) Safety Policy
- Physical Contact and Restrictive Intervention Policy
- Anti-Bullying Policy
- Academic Integrity Policy
- Drugs, Alcohol and Smoking Policy and Sanctions
- **Mobile Phone Policy / mobile phone arrangements**
- **Physical Contact and Restrictive Intervention Policy, including recording and reporting arrangements for restrictive interventions**

This policy applies to all ICS London teaching staff, parents and students. The policy is reviewed annually and approved by the Proprietor (Advisory Board).

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. Where behaviour raises, or may raise, a safeguarding concern, staff must follow the safeguarding and child protection procedures and report the concern to the DSL/DDSL without delay rather than treating the matter solely as a behaviour issue.

Creating a nurturing environment

Whilst every staff member contributes to the wellbeing of our students, the following members of staff have particular responsibility for this area.

- The Designated Safeguarding Lead (DSL) and Deputies (DDSL)
- Head of School, Deputy Head of School and Primary Principal
- The Whole School SENDCO and Primary SENDCO
- Class Teachers/Form Tutors
- Online Safety Officers
- Curriculum Coordinators
- Extended leadership team (as bullet points 1 and 2 and including curriculum coordinators)

We promote student wellbeing through formal and informal learning opportunities, such as weekly PSHE lessons, learning celebrations and assemblies.

We encourage students to talk to express their concerns through a range of channels such as talking to class teachers/form tutors, reporting in ‘Talk’ Boxes,

and use of MyVoice, our online anonymous reporting platform.

We encourage staff to communicate concerns through:

- MyConcern software for safeguarding concerns
- iSAMS software for behavioural concerns
- Regular Safeguarding Team Meetings
- Whistleblowing procedures

Staff should not attempt to determine independently whether a concern is "behaviour" or "safeguarding" where there are indicators of abuse, neglect, exploitation, sexual harassment or sexual violence. Safeguarding concerns must be passed to the DSL/DDSL without delay.

On both sites, colleagues introduce themselves to staff, parents and students during induction and remain highly visible throughout the year. Colleagues greet students at the door, are present at break and lunch times and at the end of the day.

Support and guidance about a range of topics is offered to parents through workshops and coffee mornings throughout the year.

Promoting Positive Behaviour for Learning

One of the key principles of building a positive behaviour for learning is to focus on strong communication skills. 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 learned and developed on a continuous basis by staff and students. As adults it is incumbent on us to model the behaviours we are trying to develop in our students.

The key approaches to behaviour at ICS London include:

- Proactivity
- Listening to students
- Consistency and shared language
- Early and positive behaviour interventions
- Redirection, distraction and calming strategies as appropriate
- Behaviour support plans

These are included in our Restorative Justice approach.

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

- Respect Yourself
- Respect Others
- Respect Environment

In Secondary, rewards are acknowledged in assemblies and the Secondary

school's reward system. Secondary staff can commend students via iSAMS.

Both schools focus on *Prevention* by teaching students 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 use many social-emotional resources around effective communication such as Zones of Regulation. We encourage student voice through our Student Council, student led assemblies and consultation with students throughout the year.

The school recognises its duty under the Equality Act 2010 to make reasonable adjustments for students with SEND or disabilities, ensuring that sanctions and interventions are fair and proportionate. Behaviour decisions will also take account of age, developmental level, communication needs, individual circumstances, known vulnerabilities and any relevant support plans. Reasonable adjustments do not prevent the school from maintaining clear boundaries or responding to safeguarding concerns.

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.

Mobile Phones and Personal Electronic Devices

ICS London will operate a policy that prohibits the use of mobile phones throughout the school day, including during lessons, between lessons, breaktimes and lunchtime, subject to limited and clearly defined exceptions authorised by the school. The school

will communicate the arrangements to students and parents and apply sanctions consistently and proportionately. Where a student has a medical, SEND or other legitimate need for access to a device, the school will consider an appropriate reasonable adjustment or exemption.

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, PSHEE. 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

Consequences and Problem-Solving Procedures.

Consequences for the breaking of a school or classroom rule will be reasonable, proportionate and, where appropriate, graduated, taking account of the seriousness and impact of the behaviour, the student's age and developmental level, SEND or disability, vulnerabilities and any relevant safeguarding information. They will be:

- Related to the behaviour involved
- Communicated to students during induction
- Consistent between classes
- Recorded on iSAMS
- Communicated with parents / guardians as appropriate.

See Appendix 2 for Behaviours and Consequences at Secondary

Repairing and Rebuilding Procedures - Restorative Justice

At ICS London we believe that every 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 Support Plans
- Wellbeing Check-ins

Records of serious behavioural incidents will be kept securely in line with the Data Protection Act 2018, UK GDPR, the school's retention schedule and applicable safeguarding recordkeeping requirements. Records will include sufficient detail to explain the behaviour, action taken, decisions made, rationale and outcome where appropriate.

ICS London will consider the age, developmental level, SEND needs or disability, vulnerabilities, individual circumstances and any relevant safeguarding information before sanctions are issued. The school will consider whether behaviour may be linked to an unmet need or safeguarding concern and whether additional support, reasonable adjustments or early help are appropriate.

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. ICS London recognises bullying as behaviour that is intended to hurt, intimidate, humiliate, exclude or otherwise harm another person and may be physical, verbal, relational or online. Bullying may be repeated, but a single serious incident can also require a safeguarding or behaviour response. An imbalance of power may be present, but the absence of an obvious imbalance does not mean that harmful behaviour should be dismissed.

Bullying takes many forms and can include:

- Teasing, social exclusion, physical assault, name calling, online activity, threatening behaviour.
- Child on Child abuse - including sexual harassment, sexual violence, harmful sexual behaviour, bullying, discriminatory abuse and other forms of abuse. Staff must follow the Whole School Safeguarding/Child Protection Policy and refer concerns to the DSL/DDSL without delay. Behaviour processes must not be used as a substitute for safeguarding procedures.

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

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

Some incidents may be referred to external agencies if they meet the threshold for safeguarding. Where appropriate, the school will consider early help/Family Help, children's social care, the police or other agencies in line with the safeguarding policy.

Drugs, Alcohol, Tobacco

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

ICS London 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 DSL and/or Head of School and dealt with under Level 3 of the Sanctions Procedures. Parents will be informed.

ICS London has a clear prohibition on the possession of drugs or alcohol on the school site. If a student is found in possession of drugs or alcohol, the incident is reported directly to the Head of School and managed under the relevant sanctions and safeguarding procedures. The police may be called where appropriate and proportionate, and exclusion may be considered in accordance with the school's independent-school procedures and the parent contract. The school will also consider whether the student may be vulnerable to exploitation, coercion or other safeguarding risks.

Police involvement will be considered in accordance with the circumstances, relevant law and safeguarding guidance. Where a SEND or vulnerable student is involved, the school will consider reasonable adjustments, communication needs and appropriate welfare/safeguarding support. The school will not delay necessary safeguarding action while determining the most appropriate disciplinary response.

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, they should immediately inform the Head of School and Designated Safeguarding Lead. Staff should not try to deal with the situation alone.

The Head of School determines 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 Head of School 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 school follows the current DfE guidance Searching, Screening and Confiscation in Schools, including the requirements applicable to independent schools. The policy will be updated when the statutory guidance is revised.

Searching can play a critical role in ensuring that schools are safe environments and is a vital measure to safeguard students and staff, as well as maintaining high standards of behaviour. ICS London will always take a 'safeguarding first' approach to searching. We recognise that any report to the police will likely be made in tandem with a report to social care. The DSL (or deputy in their absence) will always be informed of any search. Under common law, school staff have the power to search a student for any item if the student agrees. It is always crucial that the student understands the reason for the search, how and where the search will be carried out. They must also be given the opportunity to ask any questions about the search. The school recognises that staff can only ask students to take off their outer clothes and cannot ask students to remove any clothes worn for religious reasons.

The Head of School, or an appropriately authorised member of staff, may use the school's search powers without consent where the legal conditions for a search are met, including reasonable grounds for suspecting that a student may have a prohibited item. Searches will be conducted in accordance with current DfE guidance and the school's safeguarding procedures.

Searches will normally be carried out by a member of staff of the same sex as the student and witnessed by another member of staff, unless there is a serious risk of harm if the search is not carried out immediately. Staff must not require a student to remove clothing other than outer clothing. Searches should be conducted away from other students where possible and with regard to the student's dignity, privacy, SEND, communication needs and safeguarding. Group searches will only be undertaken where lawful, necessary and proportionate. Parents will be informed about searches and outcomes in accordance with current DfE guidance, subject to safeguarding considerations.

Prohibited items are:

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

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

The Online Safety Officer and a further appropriately authorised member of staff will manage searches of personal electronic devices where there is a lawful and reasonable basis to suspect misuse. Any examination of an electronic device will be proportionate, relevant to the concern and carried out in accordance with current searching guidance, safeguarding requirements and the school's data protection arrangements. School staff can seize prohibited items where the legal requirements are met. Confiscated items will be retained, returned or handed to the police as appropriate and in accordance with school procedure.

Police strip searches / intimate searches

School staff must not conduct intimate or strip searches. If the police determine that a strip or intimate search is required, the search is governed by the applicable police/PACE procedures. The school will cooperate with the police, safeguarding the student's welfare and ensuring that an appropriate adult is involved where required by law or police procedure. The school will record the safeguarding and school actions taken and will inform parents/carers as appropriate, subject to safeguarding considerations.

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

ICS London is an independent school and applies its own exclusion arrangements, informed by the school's parent contract, this policy, the Independent School Standards, safeguarding duties and principles of procedural fairness. Exclusion from school is a serious step and will be considered only by authorised senior leaders in accordance with the school's procedures. The terminology and process used by ICS London should be kept distinct from the statutory suspension/exclusion framework that applies to maintained schools and academies.

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.

Fixed-period exclusion from school

Students excluded for a fixed period are expected to return to school when the exclusion period has ended, subject to any safeguarding, reintegration or support arrangements. 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 considered only as a last resort, after reasonable steps and support have been considered, and where continued attendance would be seriously detrimental to the education, safety or welfare of the student or other members of the school community. Any decision will follow the school's independent-school procedures and parent contract, including the opportunity for appropriate representations and review.

Parents have the right to make representations in accordance with the school's exclusion procedures and parent contract. Permanent exclusion decisions will be reviewed by the Proprietor in accordance with those procedures, with relevant safeguarding, equality and individual circumstances taken into account.

Only those expressly authorised under the school's governance and exclusion procedures have authority to exclude a student from school. The policy and parent contract should identify the authorised decision-makers and review the route clearly.

Restrictive Interventions, Reasonable Force and Seclusion

Restrictive interventions, including reasonable force and seclusion, are not used as routine behaviour sanctions. Staff will use de-escalation, prevention and other positive strategies wherever practicable. Any restrictive intervention must be lawful, necessary and proportionate to the circumstances and used to protect safety or prevent serious harm.

Every incident must be recorded and reported in accordance with the school's Physical Contact and Restrictive Intervention Policy and current DfE guidance, including the requirements for recording and reporting restrictive interventions in independent schools.

Records should include the circumstances, de-escalation attempted, type and degree of intervention, duration, injuries or other impact, relevant SEND or vulnerability information, and follow-up/support. Parents/carers will be informed in accordance with the school's policy and safeguarding considerations.

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 discussion and 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 Whole school SENCO and Primary SENCO will offer strategies for specific students. The Extended Leadership Teams are available to support staff members to address particular students or parents. Year Level Meetings will identify patterns of behaviour across subjects and colleagues can offer strategies that are working for them.

Certain serious behaviours can result in an instant consequence, related to in the 'Suspension and Exclusions' guidelines, for example:

- *Sexual harassment, sexual violence, harmful sexual behaviour, sexualised language or unwanted sexual touching*
- Intentionally breaking one's own or another's property
- Vandalism/intentional disrespect of school or public property
- Stealing/theft
- Extremely inappropriate online behaviour, including accessing, creating, sending or receiving sexual or other harmful material, or creating/sharing sexualised or intimate images, including material generated or altered using AI or other technologies
- Bringing inappropriate materials to school (matches, illegal substances, lighters, vapes, items that could be used as weapons)
- Verbal or physical threats about self or others
- *Racist, sexist, homophobic or any other comments against a protected characteristic, (Equality Act 2010)*
- Repeated disrespect towards staff or students
- Unsafe behaviour on the bus
- Unsafe swimming pool or field trip behaviour

Responses to serious behaviour will take into account the age and developmental level of the student, including SEND, disability, communication needs, vulnerabilities and relevant safeguarding information. Where behaviour may constitute abuse, exploitation, sexual harassment, sexual violence or another safeguarding concern, the safeguarding procedures will apply alongside, and where necessary take precedence over, the behaviour process.

All behaviour data will be handled under the Data Protection Act 2018 and UK GDPR, the school's Data Protection Policy and retention schedule, with safeguarding records handled in accordance with applicable safeguarding requirements.

Legal and Statutory Framework

This policy has been written with regard to the Education (Independent School Standards) Regulations 2014 (as amended) and current Independent School Standards guidance (2026), the Equality Act 2010, the Data Protection Act 2018 and UK GDPR, the Human Rights Act 1998, and applicable statutory DfE guidance including Behaviour in Schools, Searching, Screening and Confiscation in Schools, Keeping Children Safe in Education 2026, Mobile Phones in Schools (2026) and Restrictive interventions, including use of reasonable force, in schools (2026).

The policy applies to students' behaviour both in and outside school and during online activity where the school has a lawful basis to respond. Reasonable adjustments are made for

students with SEND or disabilities. Decisions about sanctions and exclusion will be proportionate, safeguarding-informed and procedurally fair, and will follow the school's independent-school procedures and parent contract.

Appendix 1: Primary School Procedures for managing behaviour

At the beginning of the school year, students and teachers collaborate to develop essential agreements for the classroom under the 3Rs. These agreements sit alongside the whole-school behaviour policy and any statutory or safeguarding requirements and must not prevent staff from taking immediate action to keep students safe. 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

Core Principles

Consistency in the message from all staff is paramount.

This policy outlines the steps for managing and addressing disruptive behaviour to maintain a positive and effective learning environment. Staff must refer to the specified checklist when addressing behaviour to ensure fairness and consistency.

Checklist for Managing Disruptive Behaviour

When addressing disruptive behaviour, always consider the following:

- **Is the behaviour dangerous?**
- **Is the behaviour stopping others from learning or causing disruption?**
- **Is the behaviour stopping the child from learning or causing disruption?**

If “No” to all questions:

- Quietly address the behaviour with the student at the next opportune moment.

If “Yes” to any question:

Follow the outlined process below.

Behaviour Management Process

Step 1: Non-Verbal Warning

- Use non-verbal cues to signal the student that their behaviour is not appropriate.

Step 2: Verbal Warning

- Reference the classroom agreements and the “3Rs”:
    - Respecting ourselves
    - Respecting each other
    - Respecting the environment

Step 3: Restorative Conversation with Teacher

- Provide the student with a chance to reflect by asking:
    - “What is happening today?”
    - “How are you feeling?”
- This conversation can occur in the classroom or hallway at the end of the lesson, or at another suitable time, depending on the situation.

Parent Notification:

- At this stage, the teacher must contact the parent via phone or during drop-off/pick-up.
- Record the incident on iSAMS under “Pastoral Concern.”

- Parents are informed of serious incidents promptly and involved in the restorative process where appropriate.

Step 4: Restoration Meeting

- Conducted with a member of the PLT (Pastoral Lead, SENDCo or Primary Principal depending on availability), tailored to the child’s age and needs.
- At this stage, a PLT member will notify parents directly.
- Record the incident on iSAMS under “Pastoral Concern.”

If at any point the behaviour presents a Safeguarding concern, staff should follow the procedures outlined in the Safeguarding and child protection policy and speak to a DSL or a Deputy in the first instance.

What is the purpose of a restoration meeting?
A restoration meeting (rooted in Restorative Justice) 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 during their restoration meeting. These meetings 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 restoration meetings include building empathy, social skills, resilience, and independence.

Monitoring Repeat Behaviours

- If Steps 1-3 are repeated within a week, communicate with the PLT and ensure parents are informed.
- Teachers should escalate ongoing concerns promptly to prevent issues from festering.
- Record all incidents and interventions on iSAMS. Emails sent to parents should also be stored for documentation.

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.

Exceptions

For Early Years Foundation Stage (EYFS) and children with Special Educational Needs (SEN):

- Behaviour strategies will be adapted to meet individual needs.
- Raise concerns with Primary SENCo to ensure appropriate interventions are in place.
- EYFS pupils will never receive sanctions that cause emotional or physical distress, and that positive redirection will be used first.

Guidelines for Consequences

For repeated behaviours (after support and restoration):

- Consequences may include missing park time or spending break time with a PLT member, these consequences are *time-limited, proportionate, and age-appropriate*
- Context and individual needs will be considered when enforcing consequences.

If strategies are in place and behaviours persist:

- A meeting will be scheduled with:
    - Pastoral Lead or the Primary SENCo (as appropriate)

Further strategies will be discussed, implemented and then reviewed - if behaviours persist:

- A meeting will be scheduled with:
    - Primary Principal

Specialist Lessons

- Teachers or TAs must provide a verbal handover to class teachers after specialist lessons (Art, Music, Languages, PE) to ensure consistent messaging.
- Teachers or TAs should accompany students to and from specialist lessons. No whole classes should be walking unsupervised.
- When students move from homeroom to a specialist lesson, steps are reset at the beginning of the lesson, but remain consistent for the homeroom teacher throughout the day.

Examples of Disruptive Behaviour

Low-Level Disruptive Behaviour

- Persistent calling out
- Talking during instructions
- Damaging resources
- Distracting others
- Being off-task
- Bringing unauthorised objects (toys, devices) into class

Behaviours Requiring Immediate Restoration Meeting

- Violence
- Repeated hurtful or targeted unkind behaviour (bullying)
- Intentional property damage

Data Tracking and Monitoring

- Primary Principal will download and review behaviour data from iSAMS on a weekly basis.
- PLT will discuss trends and address concerns during weekly meetings.

Key Messages for Staff

- Do not ignore behaviours or make exceptions based on assumptions (e.g., “XXX has these needs, so expectations don’t apply”). Raise concerns promptly.
- Behaviour management is a collective responsibility across all staff.
- Consistency is crucial. Follow the outlined steps without adding pre-warnings or unnecessary delays.

By adhering to this policy, we aim to foster a respectful, safe, and conducive learning environment for all students.

All responses to behaviour will be proportionate and consider the child’s age, understanding, and any special educational needs or disabilities. No sanction will ever be humiliating or cause emotional or physical harm. All behavioural records are securely stored in accordance with the school’s data protection policy.

Appendix 2: Secondary School Procedures for Behaviour

Behaviour that falls below expectations at Secondary is separated into four categories and falls within the levelled system on iSAMS: disruptive behaviour; lateness; missing equipment and unauthorised items; work not submitted on time are examples of these.

The levelled system is a guide to proportionate responses rather than an automatic tariff. Staff and leaders will consider seriousness, impact, repetition, age, development, SEND/disability, vulnerability and safeguarding information before deciding on a consequence.

In all cases, teachers are expected to log details of behaviour problems on the school’s iSAMS software system. Notifications will be received by:

- Form tutor - for relevant year group
- SENDCO for those on register
- Curriculum coordinator - for relevant year groups

However, if at any point the behaviour presents a safeguarding concern, staff should follow the procedures outlined in the Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) without delay. Staff should not wait for a behaviour sanction to be completed before making a safeguarding referral.

Further detailed guidance is also given to students on the types of behaviour that are expected within the school. In some instances, a classroom teacher may specify additional rules that are appropriate to their lesson. An example is given below of classroom rules for Physical and 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)
- Wear hair up and remove jewellery
- Submit homework in full and on time

Respect Others

- Speak respectfully to teachers and peers
- Demonstrate a sense of fair play during lessons.

Disruptive behaviour during class

Wherever possible, disruption by a student should be dealt with by the supervising teacher, guided by the behaviour system, and they should not be removed from the classroom. However, if the rights of other students are being infringed upon then another student or the offending student will be sent to reception, and the form tutor, relevant coordinator or senior leader will be contacted to meet the student. If in extreme circumstances the student cannot be removed, then the classroom teacher will remove the rest of the class quietly while the extended leadership member manages the individual student.

A restorative conversation may happen at the end of the lesson (if this coincides with break, lunch or end of day, and the student does not take the bus) or at another time that is suitable. (A teacher may be teaching directly after the lesson and so unable to have that conversation then).

Escalation of behaviour sanctions

In the case of routine, low-level behaviour problems, a short lunchtime detention may be issued where lawful and appropriate. If such behaviour persists, or if more serious behaviour problems occur, more serious sanctions may be issued. Wherever possible a restorative conversation will be considered as part of the response, but it will not be used where doing so could compromise a safeguarding response, victim safety or the integrity of an investigation.

Examples of more serious behaviour, along with typical consequences, is given in Table 2.1

Table 2.1 Behaviour categories and Consequences

Behaviour	Examples of Behaviour	Typical Consequences
Level 1 Logged on iSAMS	• Low-level disruptive behaviour • Late to school or lesson • Missing equipment (lend to the student) • Unauthorised items in class (confiscate)	Restorative conversation Taken out of unstructured time (break/lunch) Laptop removed

	• Work not submitted • Online safety Category D	
Level 2 Logged on iSAMS	• Defiance • Minor damage to school property • Truancy from lessons • Online safety Category C • Bullying*	Restorative conversation Parents informed Students must pay for any damage Possible internal suspension
Level 3 Logged on iSAMS	• Smoking or consuming alcohol • Bring the school into disrepute • Vandalism • Truancy from school • Theft • Physical aggression against a student • Online safety Category B • Bullying*	Internal suspension Students must pay for any damage Formal meeting between parents and Head of School, Deputy Head of School or Primary Principal Restorative
Level 4 Logged on iSAMS	• Physical fighting • Severe verbal abuse • Possession of an offensive weapon • Possession of illegal substances • Online safety Category A • Bullying*	Formal meeting between parents and Head of School, Deputy Head of School or Primary Principal Police may be called Possible permanent exclusion

*ICS London recognises that bullying takes many forms and may also constitute child-on-child abuse. Sanctions will be determined according to the seriousness and impact of the behaviour, the circumstances of those involved and any safeguarding considerations. Where bullying includes sexual harassment, sexual violence, discriminatory abuse or another safeguarding concern, the safeguarding response will apply alongside the behaviour process. Any exclusion will follow the school's independent-school procedures and parent contract. Refer to the Anti-Bullying Policy.

In all cases, any online safety incidents will be handled according to the school's ICT and Online Safety Policy.

All sanctions are applied in a fair, consistent, and proportionate manner. Students will be given an opportunity to express their views before a decision is made, subject to safeguarding and investigative considerations. The school ensures reasonable adjustments are made for students with SEND or disabilities, and that behaviour data is handled in accordance with the Data Protection Act 2018, UK GDPR and the school's Data Protection Policy. Serious behaviour incidents and sanctions will be recorded sufficiently to support safeguarding, monitoring, review and inspection.

Appendix 3: Restorative Justice in more detail

A restorative justice behavior policy focuses on repairing harm caused by misbehavior rather than solely punishing the student. It aims to foster accountability, empathy, and positive relationships within the school community. An example of this might involve a student who bullies another participating in a restorative conversation with the victim, the bully's teacher, and a facilitator to discuss the impact of their actions and agree on steps to repair the harm.

Core Principles of Restorative Justice in Behavior Policies:

Focus on Harm:
Instead of focusing solely on punishment, restorative justice emphasises understanding and repairing the harm caused by misbehavior.

Accountability:
Students are held accountable for their actions and encouraged to take responsibility for the impact their behaviour has on others.

Empathy:
Restorative practices aim to help students understand the perspectives and feelings of those affected by their actions.

Relationships:
The process seeks to rebuild and strengthen relationships that may have been damaged by the misbehaviour.

Reintegration:
Restorative justice aims to reintegrate students back into the school community after they have taken steps to repair the harm.

Examples of Restorative Justice Practices at ICS London:

Restoration Meeting:
A student who has engaged in misbehaviour might have a conversation with the affected individual(s), a teacher, or other relevant adult to discuss the incident, understand the impact, and agree on how to repair the harm. A restorative meeting between students will only take place following an appropriate assessment of safety, consent, power imbalance, age/development, SEND and safeguarding considerations. It must not be used as a substitute for a safeguarding investigation or where participation could place a victim or other student at further risk.

Circle time:
Circles can be used for various purposes, including building community, resolving conflicts, and addressing behavioral issues. All participants have an equal opportunity to share their perspectives.

Reparation:
Students might be asked to make amends for their actions through actions like

writing an apology, repairing damaged property, or helping with classroom tasks.

Reflection:

Students may be given time for reflection, possibly with support from a teacher or counselor, to explore their emotions and consider how their behavior impacts themselves and others.

Check-in/Check-out Circles:

Daily or regular circles where students can share their feelings, build relationships, or discuss behavioral issues.

Reward Systems:

Schools might incorporate reward systems that recognize positive behavior and encourage students to make good choices.

Restorative meetings are voluntary for participants and will only proceed where the process is assessed as safe and appropriate. A restorative meeting must not be used where it could compromise safeguarding, victim safety, evidence gathering or an external investigation. The DSL/DDSL should be consulted where there is any safeguarding concern, including concerns involving sexual harassment, sexual violence or harmful sexual behaviour. Staff involved in restorative practice receive training to ensure that the process is safe, sensitive and effective for all involved.

Restorative practices will not replace safeguarding processes where abuse, exploitation or significant harm is suspected. If at any point an incident raises a safeguarding concern, the restorative process will pause and be referred to the DSL/DDSL. The school will consider the safety and wishes of the student who has experienced harm and will not require them to participate in a restorative process.

By implementing restorative justice principles, ICS London will be a positive and supportive environment for all students and closely mimic the world outside Star Street (Secondary) and Wyndham Place (Primary). This approach fosters a culture of respect, responsibility and positive relationships.

References

Keeping Children Safe in Education 2026 (DfE statutory guidance)

Behaviour Management by Bill Rogers Sage 2007.

Independent School Standards guidance (DfE, April 2026)

Behaviour in Schools (DfE guidance, current version)

Searching, Screening and Confiscation in Schools (DfE guidance, current version)

Mobile Phones in Schools (DfE statutory guidance, 2026)

Restrictive interventions, including use of reasonable force, in schools (DfE guidance, effective 1 April 2026)

Equality Act 2010

Getting the Simple Things Right. Charlie Taylor's Behaviour Checklist Resources from Positive Behavioural Interventions and Supports Preventing and Tackling Bullying (DfE guidance)