



TITLE OF POLICY	Behaviour Policy 2016 - 2017
COVERAGE	Whole School
PERSON RESPONSIBLE	Heads of Primary and Secondary
CONTRIBUTORS	SLT
DATE OF RATIFICATION	June 2016
DATE FOR REVIEW	June 2018

1. Policy Aim & Scope

At ICS, we believe in the celebration and reinforcement of positive behaviour, and in the importance of children understanding, negotiating and owning the consequences of their chosen actions. We also believe that every member of the school community has a right to feel safe and happy in school, and to achieve their potential, without detriment from others.

We recognise the importance of a relevant, engaging and personalised learning experience for all children, of good relationships between all stakeholders, and of consistently high expectations at all times, but we also recognise that every child makes mistakes.

We reject unequivocally any behaviour which is violent, aggressive, non-compliant, bullying or prejudicial, and take very seriously any such instances. However, wherever possible, we believe that de-escalation is key, punishment is counterproductive, and consequences should be formative and with lasting impact.

This policy is not intended to include underachievement, non-completion of work or insufficient uptake of home learning opportunities. Such academic issues would be dealt with separately and individually by the class teacher, with the support of their line manager, and communicated fully to parents.

2. Behavioural Procedure Flowchart

Where a student's behaviour is inappropriate, the following flowchart will be followed, with the amount of time spent at any stage flexible and wholly dependent on the behaviour, the child and the context. Some behaviour may warrant entry above Stage 1, and serious incidents, including use or possession of drugs, alcohol or weapons, or physical aggression, are likely to go straight to Stage 6.

Stage 1:

The child is reminded of the appropriate behaviour, and encouraged to modify their behaviour using the school Values as the framework for discussion.

Stage 2:

A discreet discussion should take place between the teacher and the student, with the aim of the student acknowledging poor choices and deciding proportionate consequences. The teacher should record the behaviour and consequences on the MIS.

Stage 3:

The student is referred to the relevant member of the Middle Leadership Team. They will then repeat Stage 2, and record accordingly - and they should also inform parents of both behaviour and consequences. If necessary, this may be monitored by an electronic behaviour record.

Stage 4:

If necessary, the Inclusion Panel would then assume responsibility for the issue, and would convene an initial case conference involving all relevant stakeholders, to devise an Individual Behaviour Plan (IBP). This will determine specific actions, support required, success criteria and timescale. The IBP will be recorded, monitored and reviewed. In addition, the child will be referred to the school counsellor for help and support due to the seriousness of the behavioural concern.

Stage 5:

Finally, the Head of Primary or Secondary will call a critical case conference, and negotiate with all stakeholders a contract, to be signed by the child, the parent and the school. This should be solution-focused and time-limited, and could include a fixed term exclusion within or from school. Should this occur, the parents will be informed of this exclusion by formal letter, and reintegration will only occur after a meeting with the Head of Primary and Secondary. Should the child fail to achieve the targets set within the contract, this will trigger Stage 6.

Stage 6:

The Principal will meet with all relevant parties, and discuss whether or not we can continue to provide for the child's needs at the school. The parent may then be asked to withdraw their child with immediate effect from school if, after meeting with all relevant parties, the Principal believes that this course of action is in the best interests of both the child and the school.

Incidents of inappropriate behaviour are rare at ICS, but the above steps are intended to deal effectively, positively and in a student-centred manner with any incidents that do arise.

Please note that the school has a separate anti-bullying policy which aligns to the Behaviour Policy in terms of flowchart shown above.