

TITLE OF POLICY	Behaviour for Learning
FIRST RELEASE DATE	
LAST RATIFIED DATE	Term 3 2025
DATE FOR NEXT REVIEW	Term 3 2026
OWNER	Designated Safeguarding Lead
REVIEWER	EHSS sub-committee

Behaviour For Learning

1. Aim

The overarching aim of the Behaviour for Learning Policy is to ensure that all students flourish in a supportive, caring, and safe environment. At the heart of our approach is a steadfast commitment to embedding the school's core values - integrity, respect, determination, empathy, and equity - into all aspects of behaviour, interaction, and decision-making.

We are dedicated to promoting self-esteem, encouraging motivation, and supporting academic progress and positive attendance through meaningful recognition and the celebration of success. We also guide our community in making healthy, safe, informed decisions that enhance personal well-being and collective conduct.

As a diverse and inclusive school, we proactively prevent and address all forms of bullying while fostering a culture that openly celebrates difference and promotes belonging. For students experiencing extended periods of medical absence, we are committed to ensuring that learning continues seamlessly through bespoke pastoral and academic support.

We uphold the highest safety standards through clear and consistent searching, screening, and confiscation procedures, helping maintain a secure environment.

2. Scope/Procedures

Recognising and publicly acknowledging students' achievements - whether through awarding points, certificates, or positive mentions during assemblies and in newsletters - plays a vital role in reinforcing positive behaviour. Displays of student work and commendations across the school environment help build a culture of motivation and high expectations.

We emphasise repairing harm and supporting students in reflecting on their actions. We encourage open dialogue, coaching conversations, and sincere apologies that foster relationship repair and personal growth. This approach allows us to support students in learning from conflict and making better choices in the future.

Our commitment to student well-being underpins all aspects of behaviour for learning. Through the curriculum, assemblies, and visible messaging across the school, we actively teach students how to make healthy decisions, care for themselves and others, and understand the impact of their behaviour. This includes specific guidance on physical and mental health, substance awareness, and respectful interaction, alongside a firm, proactive stance against bullying in all its forms.

Searching and Screening

To ensure the safety and integrity of our learning environment, school-authorised staff may carry out searches and screening with or without consent when there are reasonable grounds for suspecting that a student is in possession of a prohibited item. These items include weapons, illegal drugs, stolen property, or digital devices containing harmful content. Where the risk of harm is suspected, designated staff may examine electronic devices in line with safeguarding protocols.

Physical intervention may be necessary on rare occasions. In such cases, reasonable force may be used to prevent harm, guide or support students, or maintain safety. All incidents involving positive handling are recorded in detail and reviewed by the appropriate pastoral leads to ensure accountability and student welfare.

Where more serious behaviour concerns arise, ICS may implement seclusion or exclusion that is consistent with our values. Internal Seclusion is designed to support learning and reflection; students continue their academic work in a 1:1 environment and receive input from behavioural and counselling staff. In cases of External Exclusion, subject teachers provide structured learning tasks to ensure the student does not fall behind, and a reintegration process is established to facilitate their successful return to school.

Behaviour System

Both the Primary and Secondary Schools have adopted a staged process of actions and consequences, which are categorised as:

Minor: this is low-level behaviour handled immediately by the teacher or adult working with the child/young person.

Moderate: this category is typified by more serious or repeated minor behaviours over time. Parents will be notified of moderate behaviour concerns.

Major: this is a serious concern or action which will be handled by a senior leadership team member in consultation with the teacher. This category will involve parents and will carry serious consequences.

Primary School: Minor, Moderate and Major Behaviour System

Secondary School: Minor, Moderate and Major Behaviour System

As with any behaviour approach or system, flexibility is required. This flexibility is necessary to adapt to the case's individual circumstances, including the needs of students involved, and to be better able to help the student avoid recurrence and learn to make better choices next time.

3. Unique Definitions

House Points: rewards for demonstrating school values.

Medical Absence: absence over one week due to medical reasons.

Bullying: repeated, intentional harm caused physically, verbally, emotionally, or digitally.

Self-harm: intentional injury to oneself, often as a coping mechanism.

Prohibited Items: include weapons, drugs, tobacco, fireworks, pornographic images, or items that pose a risk.

4. Associated Forms and Documents

None.

5. Related Information

[Keeping Children Safe in Education 2025](#)

[Working Together to Safeguard Children](#)

Policy

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