

TITLE OF POLICY	Relationships and Behaviour for Learning
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OWNER	Assistant Head Pastoral Secondary
REVIEWER	Head of Primary School

Relationships and Behaviour For Learning

1. Aim

At ICS, our aim is that all members of our community understand, embrace, and demonstrate our core values in all their choices, behaviours and interactions. We recognise that part of the purpose of schooling is for children and young people to learn how to make the best choices, and we aim to provide a positive environment in which for them to do so. In supporting students to learn how choices have an impact on others, ICS draws upon the principles of restorative justice; we work to resolve conflict between individuals or groups and to repair harm. We encourage those whose behaviour choices have caused harm to acknowledge the impact of those choices and give them an opportunity to make reparation. Equally important is allowing those who have suffered harm or loss the opportunity to have this acknowledged and a resolution sought.

We also respect and enshrine the right of every member of the ICS community to learn and live in a secure environment in which they are emotionally and physically safe, and we take very seriously any behaviours which jeopardise this.

Our duty is to teach and nurture ALL the students we have at ICS.

2. Statement of Intent

In producing this policy, we have endeavoured to respond to the needs and expectations of our diverse parent, student and staff body, whilst also respecting and seeking alignment with the policy of the Ministry of Education in Jordan.

3. Scope

This policy is applicable to all community members.

4. Unique definitions

None.

5. Processes and practice

A Staged Approach

Where appropriate, each child should be given the opportunity to apologise and restore a harmonious relationship after a dispute. Sufficient time needs to be allocated to repair and rebuild. We hope that the majority of issues can be remedied at a low and informal level, through coaching conversations and restorative approaches, drawing on the unconditional positive regard at the heart of all ICS stakeholder relationships.

When the above measures prove unsuccessful, we have identified a number of stages which both make clear the consequences of each behaviour choice and support the student in making better choices in the future. Consequences, communication and additional support vary between these levels which can be found in the Academic Handbook. After the consequences and support at the appropriate behaviour stage have been implemented, a student may:

- Move to a higher stage;
- Remain at the same stage;
- Move to a lower stage.

This flexibility is necessary in order to be able to adapt to the individual circumstances of the case, including the needs of students involved and to be better able to help the student avoid recurrence, and learn to make better choices in the future.

Where the dispute or incident is beyond resolution through a conversation, an investigation of the incident will take place.

It is essential that any serious incident, or an incident involving allegations of bullying, physical aggression or assault, sexual assault or harassment, or racist, sexist or homophobic verbal abuse be thoroughly investigated. Please refer to our Anti-Bullying Policy or our Child Protection and Safeguarding Policy for further details.

Investigation

Where an investigation is necessary, a member of the relevant leadership team will oversee the investigation, with assistance from the relevant pastoral leader. The investigation should aim to document statements (See Appendix 5: Student Incident Witness Statement) from a variety of sources, including witnesses with no particular allegiance to either party, any victims, and any students implicated in the allegations.

Statements should be:

- Taken orally by a member of the pastoral team;

- Ideally typed on to the template (Student Incident Witness Statement);
- Printed and signed by the student (or teacher);
- Scanned and stored digitally in the appropriate year group incident folder on Google Drive.

This folder of evidence will enable the relevant leadership team, or, where relevant, the Behaviour Panel, to make a fair and informed decision regarding any consequences.

Behaviour Panel

It is possible that the investigation itself may enable the situation to be resolved, without reference to the Behaviour Panel. However, where it is possible that a student's behaviour may warrant an external exclusion, a Behaviour Panel needs to be convened. This panel will examine all the evidence in advance of a minuted meeting where they attempt to reach a consensus about the appropriate consequences, always striking a balance between the need to support every student (including those who have made mistakes) and sending a message of appropriate strength both to the student and the wider school community. This panel should consist of the following members:

- Primary Headteacher or Secondary Headteacher (Chair);
- Assistant Headteacher (Students) Primary or Secondary;
- DSL or Deputy DSL;
- Secondary Head Student responsible for Relationships and Behaviour (where appropriate);
- Behaviour and Attitude Intervention Teacher (BAIT);
- EITHER The student's Pastoral Leader (Head of Year or Phase Leader), and, if more than one student is involved, the other Pastoral Leader.

AND/OR The student's Class Teacher or Form Tutor, and, if more than one student is involved, the other Class Teacher or Form Tutor

- If possible, a representative of the Parent Staff Association (PSA) - they may participate remotely if necessary.

The Panel should be considered quorate if 5 members are present.

Serious Concerns

The following list details some of the incidents or issues which are likely to lead to a Behaviour Panel being convened, and may result in an exclusion of some sort:

- Vandalism, embezzlement or theft;

- Accessing or bringing into school indecent materials;
- Cheating or plagiarism in public examinations;
- Any instance of the following by a student to any member of the ICS community:
 - Emotional, physical or online bullying;
 - Severe physical aggression or assault;
 - Sexual assault or harassment;
 - Racist, sexist or homophobic verbal abuse.

Any proven incidence of the following will automatically lead to an external exclusion and, in these cases, the school reserves the right to exclude the student permanently from the school in line with Ministry of Education practices and procedures:

- Use or possession of weapons;
- Use or possession of cigarettes, e-cigarettes, drugs, alcohol or other illicit substances.

Physical Contact

We recognise that, for some staff, physical contact is an integral part of their role. It is also used to reassure and comfort students. On occasions, staff may need to use reasonable force to prompt, guide or hold students. They do this in order to help students to control their own behaviour and to keep the student and others safe. If staff act reasonably in their attempts to meet the needs of our students, they should be confident that they will be supported.

Examples of circumstances when proportionate use of force may be reasonable:

- To protect people or property;
- To move students to a safer place;
- To prevent students from behaving in such a way that seriously jeopardises the learning, safety or wellbeing of others.

All incidents where physical restraint has been appropriately used must be recorded (see Appendix 2). Parents must be informed and follow up actions put into place.

Exclusion / Seclusion

An Internal Seclusion is not punishment, and does not mean a child will not be learning. On the contrary, based in the Behaviour and Attitude Classroom (BAC) office, they will complete the same work that would be completed were they in lessons, and it

is typical for them to complete it more quickly, given the 1:1 environment in which they will do so. In turn, this will enable them to have time to meet with the BAIT and the Counsellor without detriment to their studies.

An External Exclusion will always be accompanied by sufficient, relevant and appropriate work from all the student's subject teachers to ensure that they do not fall behind upon return to lessons after the exclusion. All work completed will also be marked by the student's teachers, and feedback given, as for any other student.

6. Associated forms and documents

[CPS02 - Child Protection and Safeguarding Policy](#)

[Parent Contact Record Form - Primary](#)

7. Responsibilities

Headteachers are responsible for ensuring this policy is understood and followed by all staff and students.

Teachers are responsible for understanding and following the policy and related articles in the Handbook.

Students are responsible for understanding the framework within which we learn and grow as a community and to demonstrate a commitment to learning how their actions have an impact.

Communicating with parents

- To ensure a clear record of academic, pastoral and behavioural concerns is maintained, please record emails, phone calls and meetings on the Parent Contact Form in primary or Engage in secondary. These may be emails or meetings instigated by staff or parents;
- After phone calls/meetings, parents should receive a summary of the conversation and any actions via email;
- Class teachers should speak to the Pastoral Leader before reaching out to families with regards to an academic, behavioural or pastoral concern;
- If in doubt, please speak to a Pastoral Leader.

8. Related Information

[CPS02 - Child Protection and Safeguarding Policy](#)