



Ifield Community College - Behaviour for Learning Policy

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Reviewed and approved by Governing body: 25th June 2026

Next review: September 2027

Signed: 

(Chair of Governors) 25th June 2026

Introduction

Ifield Community College is committed to the highest possible standards of behaviour and attitudes towards learning. These expectations help the school to create a **truly inclusive** environment where, irrelevant of contextual factors, all students are supported **TO LIVE, TO LEARN** and **TO GROW**.

This policy is not only aimed at students. A **truly inclusive** environment relies on all stakeholders (staff, parents/carers, Governors, etc) to demonstrate our shared values and, hold others to account on their attitudes, conduct and actions. Through this approach outstanding behaviour becomes the responsibility of all members of our ICC community.

ICC has a positive approach to managing behaviour. Students are praised and rewarded relentlessly for 'doing the right thing' and going above and beyond to demonstrate our school values. We understand how important praise (both verbal and written) is in encouraging students to demonstrate excellent behaviour; when behaviour is not exemplary the first sanction is the removal of this praise. Further sanctions will be set for escalations of behaviour, however, as a **truly inclusive** school we understand how high-quality, individualised support can ensure students make better choices in the future.

Purpose & Aims

The overarching purpose of our Behaviour for Learning policy is to create a shared understanding across all members of our school community that learning and personal growth occur only in environments that are calm, purposeful and respectful. Every student, member of staff and parent/carer has the right to such an environment.

Students are children, and children make mistakes. However, this policy clearly outlines what is and isn't acceptable as part of our **truly inclusive** environment, thus, allowing students to take responsibility for their choices. The policy clearly links these behaviours to our six shared ICC values; this way students are explicitly taught how good behaviour allows themselves and others to **THRIVE**, rather than simply learning to behave well to receive an extrinsic reward or avoid a sanction.

The aims of the Behaviour for Learning policy are based upon the three principles of **relationships, routine** and **restorative** approaches.

Relationships

- Set out our expectation that all members of our community should go out of their way to build positive relationships with each other.
- Set out our expectation that positive relationships in a **truly inclusive** community are underpinned by high levels of kindness, tolerance, respect and a genuine interest in others demonstrating the best possible version of themselves.
- Establish a positive relationship between staff and parents/carers, free from disrespect, unreasonable expectations, and anything else that may hinder our ability to work together as a community.

Routine

- Demonstrate our understanding that a **truly inclusive** learning environment is achieved by clear communication, shared values and a clear, simple set of daily routines inside and outside the classroom.
- Outline these routines so students can meet expectations and avoid impacting the learning of others.
- Specifies the behaviours expected as part of ICC's '100 for 100' approach to classroom engagement and behaviour.
- Promote self-discipline and a sense of taking responsibility for our own behaviours.
- Describe the behaviours that meet or contradict our shared values, and, therefore, are likely to result in praise/reward or sanctions.

Restorative approaches

- Acknowledge that a **truly inclusive** approach to behaviour is built on a growth mindset and a commitment to improvement, rather than a series of punitive sanctions without clarity on what went wrong and what could be different next time.
- Realise that good behaviour should be explicitly taught and modelled to students, in particular when behaviour does not meet standards.
- Set out an appreciation that some students, especially those with SEND, require reasonable adjustments to succeed and restore their ability to demonstrate good behaviour in the future.

Recognition & Reward Points

Staff at ICC understand that meeting the highest standards of behaviour requires dedication, hard-work and a relentless positive attitude. Therefore, we ensure students who meet these expectations are recognised and rewarded appropriately.

Students are recognised for meeting our shared ICC values that allow themselves and others to THRIVE.

Thoughtful: Students are rewarded for demonstrating kindness, empathy, compassion, and other characteristics/behaviours that promote the wellbeing and progress of others, as well as themselves.

Hard-working: Students are rewarded for showing determination and dedication to achieving the very best work and outcomes. They are recognised for demonstrating the '100 for 100' approach in lessons, and, an ongoing pursuit of excellence.

Resilient: Students are rewarded for negotiating challenges, staying determined when faced with obstacles, and, for showing a growth mindset to their attitude and learning.

Independent: Students are rewarded for showing an autonomous, critical and proactive approach to work/activities done inside and outside the classroom.

Visionary: Students are rewarded for showing the qualities we expect from modern citizens of Britain, and, our local community, including leadership, creativity, innovation and the ability to take a risk.

Eloquent: Students are rewarded for demonstrating a willingness to express themselves with clarity, volume and purpose.

These rewards take a number of different forms, including:

- Verbal and written praise
- Display of student work
- Reward ‘R’ points
- Celebration of achievements in assemblies
- Communication with home: letters/phone-calls, etc
- Tutor, Head of Year and Principal’s awards
- Student badges
- Recognition on school screens, in the termly newsletter and Principal’s fortnightly letter to parents
- Attendance at end of half-term ‘Reward Parties’
- Attendance at end of year reward trips
- Student of the Week awards
- Subject Champion awards
- Tuck Shop Vouchers
- Queue Jump cards
- THRIVE 10% Club

Reward code	Criteria	Point allocation
R1	Meeting classroom expectations, homework complete	1 point
R2	Good work, effort or contributions to lessons or good homework	3 points
R3	Consistent high effort in class or with homework	6 points
R4	Outstanding work in a lesson or across several lessons (R4 available for each of the THRIVE values)	10 points
R5	R5 Great extended work, coursework, work over a series of lessons or meeting targets. R5 can only be awarded by Subject leaders/HOY/SLT	15 points
Subject Champion	Students nominated once a term	50 points
Student of the Week	Students nominated by a teacher for outstanding effort or progress or for upholding the THRIVE values	25 points
Student of the Week nomination	As above	15 points
School Champion	Students nominated by SLT for outstanding effort or progress/demonstrating the THRIVE values or representing the college at wider school events	50 points
THRIVE 10% Club	Top 10% of students in year group for behaviour points selected on monthly/half-termly basis	25 points

THRIVE behaviours to reward students

THRIVE Value	Reward Points Behaviours
T houghtful	<ul style="list-style-type: none"> - Helping and supporting others - Acts of kindness e.g. holding doors open, etc - Community/charity involvement - Saying please and thank you! - Respecting our environment e.g. putting rubbish in correct bin, tidying up after ourselves, etc
H ard-working	<ul style="list-style-type: none"> - Producing a high standard of work - Achieving excellence - Working to the best of our ability - Taking pride in work/presentation - Improving assessment scores/grades - Showing a commitment to reading
R esilient	<ul style="list-style-type: none"> - Showing a growth mindset - Not giving up/showing determination - Asking for/responding to feedback
I ndependent	<ul style="list-style-type: none"> - High standard of homework/revision/flipped learning - Solving problems by ourselves - Preparing for presentations/rehearsals - Being organised
V isionary	<ul style="list-style-type: none"> - Showing leadership skills - Being creative, expressive or innovative - Contributing new ideas - Motivating others to succeed - Being a role-model at school/in our community
E loquent	<ul style="list-style-type: none"> - Taking an active part in discussions - Speaking with clarity and at appropriate volume - Public speaking - Engaging others in conversation - Showing good written/email communication

Behaviour for Learning inside the classroom

As mentioned above, ICC has a positive approach to managing behaviour. This includes the management of behaviour in tutor-time and timetabled lessons. Our expectations are simple, clear and help to establish positive, calm learning environments. These classroom environments are a key element of our **truly inclusive** approach where all students (in particular disadvantaged or SEND students) are given the opportunity **TO LIVE, TO LEARN** and **TO GROW**. Positive behaviour in lessons is facilitated by a focus on our three key principles of **relationships, routine** and **restorative** approaches.

Expectations in the classroom are underpinned by our '100 for 100' mantra i.e. students should be *100% engaged* in their learning *100% of the time*. Teachers work hard to ensure lessons are well-planned to capture students' imagination, love for learning and provide opportunities for students to display our THRIVE values:

ICC THRIVE Value	Students are expected to:	Students can expect:
T houghtful	Listen to others and collaborate with classmates. Always show consideration for the learning of others.	Opportunities to share ideas and collaborate with classmates.
H ard-working	Come to lessons on time, fully equipped and ready to learn. Start work straight away.	Opportunities to start learning as soon as students enter the classroom. Teachers challenge disengagement and apathy.
R esilient	Don't be afraid to make mistakes and always keep trying.	Support from teachers to identify misconceptions and correct mistakes.
I ndependent	Use resources, including the teacher, to try things out. Always complete independent work such as...	Plenty of support to tackle new learning and feedback on how to improve work.

If a student's behaviour begins to impact negatively on the learning of other students then a system of consequences is applied:

C1 (1 'C' point): Student is given a verbal reminder that their behaviour is affecting the learning of others, and, praise is withdrawn.

C2 (3 'C' points): Student is given a second verbal reminder that their behaviour is affecting the learning of others. Further behaviour will result in a detention.

C3 (6 'C' points): Student is sanctioned with a 45-minute detention after-school the following day (or next available day). This cannot be 'worked off' or negotiated.

C4: (10 'C' points) Removal from lesson. Student is placed in the 'Refocus Room' for a pre-determined period of time, and attends a 45-minute same-day detention.

'First5/Last 5' is one of our ICC Six Roots of Learning. Students should be prepared to enter their classrooms in silence, sit-down without delay and begin the task prepared by the teacher. Teachers use the reward and consequence systems to support this important routine.

Consequence Points & Sanctions

While our focus is on recognising and rewarding good behaviour, our Behaviour Policy is clear that unacceptable, disruptive or dangerous behaviour will not be tolerated. In these circumstances it would be appropriate to issue a student with a sanction. Our school sanctions come with an associated number of 'consequence points' that can offset the 'reward points' that the student will have achieved through demonstrating our **THRIVE** values.

The 'C1' and 'C2' sanctions (one and three 'C' points respectively) are issued in tutor-time and lessons as reminders for students to correct their behaviour. More significant sanctions are issued if behaviour fails to improve, or is more serious in its nature.

Sanction	C3	C4	Internal Exclusion
Consequence ('C' points) issued	6	10	20
Structure	- 45 minute after-school detention	- Removal from lesson - Time in 'Refocus Room' - 45 minute, same-day detention - Restorative conversation with staff members	- Removal from lessons/break/lunch for one day - Attend school from 11.30 – 17.00 - Readmission meeting/conversation held with parents/carers before students reintegrates
Linked behaviours (not an exhaustive list)	- Failure to address poor behaviour after C1/C2 reminders - Lack of equipment - Late to school/late to lesson	- Failure to address poor behaviour after C1/C2/C3 reminders - Disrespectful behaviour - Leaving learning areas without permission	- Repeated C4 sanctions/refusal to sit C4 sanction in full - Refusal to follow instructions/defiance - Physical contact/altercation with other students/playfighting

	<ul style="list-style-type: none"> - Eating in out-of-bounds area/chewing gum - Use of mobile phone/electrical equipment - Poor uniform - Swearing - Littering 		<ul style="list-style-type: none"> - Removal from detention hall/'refocus room' - Truancy - Discriminatory language/behaviour - Possession/use of banned item - Bullying - Vaping - Improper use of social media
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Sanction	Suspension	Permanent Exclusion
Consequence ('C' points) issued	25	n/a
Structure	<ul style="list-style-type: none"> - Removal from school for 1-5 days - Readmission meeting held with parents/carers before student reintegrates 	<ul style="list-style-type: none"> - Permanent removal from school roll
Linked behaviours (not an exhaustive list)	<ul style="list-style-type: none"> - Repeated Internal Exclusions/failing an Internal Exclusion - Serious or ongoing defiance - Derogatory/discriminatory abuse (racist/sexist/homophobic/transgender, etc) - Theft - Vandalism - Physical assault against adult/student - Threatening or aggressive abuse/behaviour towards staff/students - Intimidating/abusive/derogatory behaviour via social media, including recording/sharing images/audio without permission - Possession/use of banned item - Repeated or serious instances of bullying 	<p>Serious or persistent breach of the school's behaviour policy, e.g.</p> <ul style="list-style-type: none"> - Persistent disruptive behaviour - Drug or alcohol related incident - Peer on peer abuse of a sexual nature - Serious physical assaults against students/adults - Serious threatening/abusive/derogatory/discriminatory behaviour, including online behaviour - Bringing the school into disrepute

It should be noted that all members of our ICC community are treated as equals, especially when considering the consequences of disrespectful, threatening or abusive behaviour, **i.e. abusive behaviour towards a member of support staff, the Principal, a classroom teacher, or a member of the public would be treated with the same level of severity and significance.**

Alternative sanctions may be issued to students at the discretion of school staff including:

- Moving a student to a different seat
- Issuing additional homework tasks
- Withdrawing break-time/lunch-time privileges
- Informing parents/carers via phone-call/email
- Community-service sanction e.g. litter-picking, cleaning graffiti
- Issuing a report card (10 consecutive days will be monitored alongside afternoon detentions)
- Removing a student from a particular lesson for a set period of time
- Extended period of isolation/direction off-site

The school follows all statutory guidance published by the Department of Education regarding the management of student behaviour, and, how and when to issue suspensions/permanent exclusions:

- (i) [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- (ii) [Suspension and permanent exclusion guidance](#)

Detention, Exclusion & Suspension Protocol

If a student receives a C3 sanction due to behaviour inside or outside the classroom then a 45-minute detention is set. For most students these detentions are sat in the main detentions room (some students may sit their detention elsewhere as an agreed reasonable adjustment). Parents are given 24 hours' notice if their child is due to sit a C3 detention.

Students are expected to line-up quietly to be admitted to the detention room and, once inside, must remain silent and focused. Students use this time to complete school work – this could be work set by their subject teachers, or, work set centrally by the detention staff to support their curriculum. A student 'fails' their detention if they are not silent, focused and/or follow the expectations of the detention; in this case they must re-do the initial detention and sit a further detention as an escalation.

If a student has accumulated a number of detentions, then students will be required to attend an SLT extended detention on a Thursday after school. This detention can be up to an hour and a half in duration depending on the number of detentions a student has outstanding. Telephone/email communication will be made to parents of those students due to attend the SLT detention. There may also be occasions where break/lunchtimes may be withdrawn as an alternative; this helps the student to continue to see sanctions as an on-going deterrent. Other sanctions may be used for the same purpose at the discretion of the pastoral team/SLT.

If a student does not attend their 45-minute detention then this is escalated to a 90-min detention, sat the following afternoon. If this detention is also not attended, then an internal exclusion or other sanction may be considered as a further escalation. Again, alternative sanctions may be considered appropriate.

When a student receives a C4 sanction they must spend some time in the Refocus Room (RR) to calm down, reflect and reestablish self-control of their behaviour.

**C4 during tutor-time/Period 1: Attend RR for remainder of Period 1, Period 2 and break-time.*

**C4 during Period 2: Attend RR for remainder of Period 2, break-time and Period 3.*

**C4 during break-time/Period 3: Attend RR for remainder of break-time/Period 3, Period 4 and lunchtime.*

**C4 during Period 4: Attend RR for remainder of Period 4, lunchtime and Period 5.*

**C4 during lunchtime/Period 5: Attend RR for remainder of lunch-time/Period 5/60-min same-day detention.*

**All students receiving C4 sanctions attend an additional, same-day, 45min detention after school. Parents/carers are informed by checking their child's Go4schools profile – if they have been set a C4 that day then they are expected to stay until 15.45.*

- When the student first attends RR they must hand their mobile phone to the member of staff supervising. This is returned to the student at the end of their same-day after-school detention. **This is non-negotiable;** any students refusing to hand over their mobile phone must be collected by parents/carers and the C4 is escalated to an internal exclusion.

- If a student fails their C4 sanction e.g. disruption in the RR, non-attendance to same day detention, their mobile phone will be kept by the school until the student successfully completes their escalated sanction the following day. Mobile phones will not be handed to students in this situation – parents/carers may come into school to collect the phone if they wish.
- While in RR students must first complete a ‘behaviour reflection’ document that encourages the student to reflect on their behaviour, its impact on their own learning and the learning of others, and, changes they will look to make once they return to classrooms. Once this has been completed it will be checked and ‘signed-off’ by the member of staff supervising the RR room, the SLT On-Call and then emailed to the relevant teacher.
- At the end of their allocated time in RR the SLT On-Call will discuss the ‘behaviour reflection’ document with the student and judge whether they are ready to return to lessons.
- If the SLT On-Call decides the student has not adequately reflected or is not in the correct frame of mind to return to lessons then they will remain in RR for the rest of the day.
- The SLT On-Call can also decide to keep the student in RR for the remainder of the day if the behaviours warrant further investigation or are likely to result in an internal exclusion/suspension.
- The member of staff who set the RR is encouraged to facilitate **a restorative conversation** with the student. This could take place while the student is in RR (if the staff member is free), or, while the student is in their after-school detention. SLT/other leaders can be available to help frame these restorative conversations. If the member of staff is not available during these times, then this could take place the following morning before school, or, in tutor-time if required. The student should not return to that particular lesson before this restorative conversation has taken place.

Students who are sanctioned with an internal exclusion are expected to arrive at school by 11.30 and will be collected from reception from a member of the pastoral team/SLT. The student will hand in their mobile phone and complete work in isolation until 17.00. They will not have access to social time at break/lunch. A readmission meeting/conversation with a member of SLT/Head of Year should occur before the student returns to lessons the following day.

If the Principal takes the decision to suspend a student from school parents/carers are notified as soon as reasonably possible. The student spends a period of time (normally 1-5 days) at home completing work independently. A readmission meeting with a member of SLT should occur before the student returns to lessons. As part of their reintegration into the school community students may be asked to complete tailored intervention work to support them with future behaviour choices.

Readmission meetings after internal exclusions/suspensions are vital for the member of staff to outline why the behaviour shown was so serious, and, to consider with the student what support is required to improve behaviour in the future.

ICC follows all statutory guidance on suspensions and exclusions.

Intervention & Support

ICC’s **truly inclusive** approach puts emphasis on the need for high-quality, personalised intervention and support to help students improve their behaviour. We treat all students as individuals and understand that various social, background and contextual factors will influence the behaviour shown, and the most appropriate supportive measures to implement.

The school’s pastoral and inclusion team are trained to provide various specific interventions linked to certain behaviours e.g. zones of regulation, anger management, etc. A programme of supportive sessions may be factored into a behaviour sanction if staff believe this would help a student to address their poor behaviour.

Other supportive interventions may include:

- Restorative justice

- Strengthening Minds courses
- Pastoral card
- Report book
- LBAT referral
- SALT referral
- Curriculum adjustments
- Adapted timetable (to support a specific learning/medical need)
- Key worker allocation
- Off-site direction (e.g. Russell Martin Foundation)
- APC referral
- Managed move

The decision to direct a student off-site is taken by the Principal/Governors and is taken to help a student improve their behaviour. In some cases, students can also be directed off-site due to a significant safeguarding concern. The length of time of this placement depends on the specific circumstances; all students will be dual-registered during their time off-site. Regular review meetings will be held to evaluate when the student is ready to return to ICC. Parental permission is not required.

How do we teach good behaviour?

At ICC, we cultivate our THRIVE values by explicitly teaching daily routines, promoting positive regard, and maintaining predictable boundaries. We intentionally connect behaviour choices directly to future success. As a community, we recognize that adolescents need clear boundaries, logical reasoning, and structured routines to excel. Our staff work collaboratively to model these positive behaviours every day; we also teach these behaviours explicitly through our tutor-time personal development programme and connected assemblies.

Reasonable Adjustments

As a **truly inclusive** school we strive to make our education offer equitable. In line with the Equalities Act 2010 and the Children and Families Act 2014 we recognise that some students may require adults to make reasonable adjustments when applying our behaviour policy, to support individual needs. Examples of such students may include:

1. Students with SEND
2. Children who are cared for by the Local Authority
3. Students with English as an Additional Language
4. Students who act as young carers
5. Minority ethnic and faith groups, travellers, asylum seekers and refugees
6. Any student experiencing adverse circumstances outside of school

Whilst we are keen to support children and provide equitable opportunities for all, we also have high expectations for behaviour from all students within our community. All children within our community are expected to adhere to our values and behaviour rules and routines and will be supported to do so by all adults within the school

We recognise that every child at our school may be experiencing individual barriers to learning and experience difficulty regulating their behaviour. As an inclusive school we understand that some children may need additional support or interventions to **THRIVE**. If a child is exhibiting challenging behaviours, we will work alongside parents to develop an individual behaviour support plan; we take a personalised approach considering relevant circumstances.

After an incident of behaviour which is not in keeping with our school values, as well as an appropriate sanction, we will consider what additional support a student may need from our intervention tool kit to improve their behaviour. The chart below shows the range of interventions that we have on offer. Senior and pastoral leaders will judge which interventions are appropriate and implement as necessary. We aim to work in conjunction with parents for the best outcomes of students, however decisions on which interventions are required will also be based on professional judgements and the interests of the child.

Bullying & Discrimination

Bullying has no place in a **truly inclusive** school; therefore, ICC takes a zero-tolerance approach. As per our ICC values, all students are expected to be thoughtful to each other, and visionary in regards to reporting bullying if they are aware of it occurring. Students are explicitly taught the importance of this approach through our RSHE and personal development curriculum.

All students are taught how to report a case of bullying involving themselves or one of their peers. Once staff are made aware of bullying it is dealt with quickly, sensitively and in line with our behaviour for learning policy. At each stage of the process, we endeavour to communicate effectively with all parents/carers and ensure the victim is made to feel safe and supported. Along with a sanction, a perpetrator of bullying would be allocated interventions to help them to take an approach more in-keeping with our ICC values in the future.

As noted in the sanctions table above, discriminatory behaviour could result in an exclusion, suspension or, in extreme cases, a permanent exclusion. As a **truly inclusive** school we use our personal development curriculum to champion diversity - at ICC we don't simply tolerate differences within our community, we actively celebrate them. Discrimination of any kind is not tolerated, in particular discrimination that prevents equal treatment of individuals based on the nine protected characteristics set out by the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage & Civil partnership
- Race
- Pregnancy and maternity
- Religion and belief
- Sexual orientation
- Gender

Searching & Positive Handling

A list of banned items can be found in appendix I at the end of this policy. If school staff suspect a student is in possession of any banned items, then the decision may be taken to search, screen and confiscate. All staff follow the guidelines set out by the Department of Education:

[Searching, Screening and Confiscation](#)

On very rare occasions ICC staff may need to use a 'positive application of force' to prevent a student harming themselves, others or school property. This is known as 'positive handling' and is seen as a last resort in challenging circumstances, not as a punishment. Parents/carers are informed as quickly as possible of all cases of positive handling; the school's CCTV policy can be used to support the subsequent investigation if required.

Positive handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading “Physical Control”. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a student from:

- committing an offence;
- causing personal injury to, or damage to the property of any person (including the student themselves);
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its student, whether during a teaching session or otherwise.

Positive handling is considered to be a positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control. It should never take a form which could be seen as a punishment.

If a teacher restrains a child for their safety, the incident must be reported to the DSL who will make a record of the incident on the school’s safeguarding system. Records of incidents of positive handling are tracked and evaluated to monitor occurrence and involvement.

Further advice and guidance on the use of reasonable force can be found at:
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

Mobile Phones & Social Media

We understand that parents/carers may wish their child to have a mobile phone to ensure their safety coming to/from school. Upon entry to school site all mobile phones and electronic devices must be switched off and kept in bags/coats/blazers. If a phone/electronic device is seen or heard a C3 detention is set. If the pastoral team notice that mobile phone use is part of a pattern of behaviour then, at their discretion, they may include confiscation as part of a sanction. In this case parents/carers, students and wider staff will be kept fully informed.

Most social media platforms/apps are only appropriate for students over 13 years old. It is essential that students use social media responsibly, safely and without bringing other students to mental or psychological harm.

ICC strongly encourages all parents/carers to regularly monitor their child’s social media use and ensure that they are using these platforms safely and in line with their age group’s guidelines. This may include setting privacy settings, discussing the potential risks of online activity, and encouraging respectful and responsible online behaviour. As per guidance from the Department of Education, we have the power to sanction students if their behaviour online breaches our behaviour policy and/or puts others at risk.

Behaviour beyond the school gate

ICC has the power to discipline beyond the school gate all non-criminal bad behaviour and bullying which occurs anywhere off the school premises, and which is witnessed by a member of staff or reported to the school (Education and Inspectors Act 2006). This includes any poor behaviour when the student is:

- taking part in any school organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil of the school.

Or misbehaviour at any other time, whether or not the conditions above apply, that

- could have repercussions for the school or

- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school

In all these circumstances the Principal will consider whether it is appropriate to notify the police of the actions taken against the student. The school will follow its Child Protection policy if staff are concerned that the behaviour indicates the perpetrator or victim(s) are at risk of suffering or harm.

Appendix 1 – Banned items

Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or parents/carers can check with their respective Year Team.

What follows is not an exhaustive list and is subject to change, but items that should not be brought to school include:

- Chewing gum
- Fizzy drinks including high energy drinks
- Excessive sweets/crisps/snacks
- Glass bottles including perfume bottles
- Jewellery, except for a watch
- Aerosol cans including deodorants
- Correction fluid
- Permanent marker pens
- Unnecessary money
- Expensive or personally very valuable items
- Cigarettes, matches and lighters
- Fireworks or "snaps" containing gunpowder
- Vapes, e-cigarettes or shisha pens
- Products containing nicotine such as nicotine pouches, gum or snuff tobacco
- Any item officially known as a new psychoactive substance (NPS) (often unofficially known as a 'legal high')
- Any products marked as 'unfit for human consumption' or as unsuitable for children
- Any items which are illegal to possess or carry, or, inappropriate for the age of the child or the school environment
- Catapults or guns of any kind, including replicas and BB guns
- Knives or blades, including pen knives, craft knives, razors
- Drugs and alcohol
- Laser pens and LED torches
- Pepper sprays and gas canisters (e.g. CS gas)
- Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)
- Electric scooters / electric bicycles

Although unlikely to cause immediate risk to a student or adult, students are also prohibited from bringing smart watches e.g. Apple watches and other objects that are able to record or 'live stream' individuals without their express permission e.g. Meta glasses. Recording individuals without permission is a criminal offence and the school reserves the right to report such instances to the police.

Any student found to have brought a seriously inappropriate or dangerous item onto school site will, after any necessary investigation, be subject to serious behavioural consequences in line with the school's behaviour policy (up to and including suspensions or permanent exclusion from school). Where a crime has taken place, staff have a legal duty to report this to the police.

The school reserves the right to confiscate any banned item and, either keep until a parent/carer collects from school, or pass onto the police if appropriate.

Where appropriate, sanctions will also escalate for students who repeatedly bring lower risk items into school that they should not.

Appendix 2 – Home/school Agreement

At ICC, we believe the success of our students depends upon a three-way partnership between the school staff, students and parents. Students and families are therefore asked to sign up to our Home School Agreement on admission to the school. This agreement is detailed below.

As Parent/Carer, I will:

1. Ensure that my child attends school every day and arrives by 8:25 am
 2. Ensure that my child follows the school rules at all times, including on their journey to and from school
 3. Not to take my child out of school in term time
 4. Contact the school on the first day of any illness
 5. Ensure that my child wears the full school uniform correctly, including to and from school
 6. Check that my child has the correct equipment and books for each school day
 7. Ensure the completion of all Home Learning to a high standard
 8. Attend Parents' Information Evenings.
 9. I give permission and will support my child to engage fully in any supportive / therapeutic intervention that may be offered by the school and or external agencies. I am aware school may need share relevant information with other professionals in such discussions.
 10. I undertake the responsibility to work in partnership with the school in order that my child will achieve their potential.
 11. Uphold the school's THRIVE values.
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As a student, I will show respect for myself and to others by:

1. Being prepared and ready for learning
 2. Follow the school rules at all times including on my journey to and from school
 3. Respect all members of the ICC community values, views and beliefs
 4. Following the member of staff's instructions the first time (first time, every time)
 5. Completing my learning on time and to the best of my ability
 6. Arriving for school and lessons on time, in the correct uniform and with the right equipment
 7. Keeping the school environment clean and pleasant to work in and by always putting my litter into the bins provided.
 8. Engage fully in any supportive / therapeutic intervention that may be offered by the school and or external agencies
 9. Upholding the school's THRIVE values.
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ICC staff and Governors will:

1. Be committed to excellence at all times in educating your child
2. Keep you regularly informed about your child's progress
3. Communicate promptly in the event of an emergency or any other cause for concern
4. Set and assess Home Learning regularly and provide effective feedback about your child's learning
5. Keep you informed about school events and activities
6. Provide a stimulating environment including extra-curricular activities and visits to enrich your child's learning.
7. Share relevant information with other professionals to support your child's learning, wellbeing and safeguarding needs
8. Uphold the school's THRIVE values.

Appendix 3 – List of acronyms

APC – Alternative Provision College

BFL – Behaviour for Learning

C1, C2, C3, C4 – Consequence 1, 2, 3, 4

HoY – Head of Year

ICC – Ifield Community College

LBAT – Learning and Behaviour Advisory Team

RR – Refocus Room

SALT – Speech and Language Therapy

SEND – Special Educational Needs & Disabilities

SLT – Senior Leadership Team