



# ICAS Policy



## **ICAS (Inclusive Care and Support) facility and policy**

ICAS is a multi-functional facility situated on the ground floor of F block next to our Autistic Resource Centre. It is comprised of three large classrooms, a smaller seminar room, which is designed for group work and for students who require additional educational or emotional support - and two counselling rooms. It is staffed by a team of nine very experienced and trained Learning Mentors and Assistant Learning Mentors, whose primary role is to help students overcome all kinds of barriers to learning. The aim is to develop the skills and the self-belief that students need to help them be academically successful and emotionally resilient. ICAS mentors are approachable, they act as positive role models for students in the Academy and students know that they are members of staff who they can turn to in times of need.

ICAS has three principal functions:

- It forms a vital part of the structure underlying the Academy's Behaviour Management Policy
- It provides additional support to students to address negative patterns of behaviour and foster positive behaviour.
- It provides vital front-line safeguarding care and support for students who encounter personal or domestic difficulties or issues.

When ICAS is used to support our behaviour management policy, its purpose is to maintain a calm and focused learning environment which benefits every student at the Academy. It is furthermore an important intervention which can help to avoid exclusion. When students have disturbed a class or who have been involved in a discipline incident, they may be referred to ICAS for a specific amount of time so that they cannot disrupt the learning experience for other students. During time spent in ICAS, students will be given relevant work by their regular class teacher to make sure they keep up with the rest of their class. They will also receive mentoring to address the issue that led to their time in ICAS. The purpose of the mentoring will be to ensure that students understand what they have done wrong and how to avoid repeating the same behaviour in the future so that they can engage positively with all aspects of Academy life. Students are required to be well behaved and compliant at all times in ICAS - any further infractions of the Behaviour Policy when in ICAS will be addressed.

A non-disciplinary use of ICAS is that when an incident has taken place that requires an investigation, students involved or who have witnessed the incident will be referred to ICAS. This is so that accounts can be independently obtained and students given the space and time required to provide a factual record of the events that led to the incident taking place. Students will be asked to write an account of the incident or provide a verbal account. Alternatively, on some occasions, students might need to speak to a member of the mentoring team about an incident that is troubling them or they might need a place of safety if there has been an incident inside or outside the Academy which has affected them. It is sometimes necessary to provide additional support to a student who might feel vulnerable after an incident and he or she will therefore be allowed to spend time with mentoring support inside ICAS before re-joining normal lessons.

ICAS is used to support students who feel upset or who may be experiencing high levels of stress. At these times, students may spend time in ICAS during the day or at break or lunchtime. This tends to be directed by the student, in discussion with their Head of Year, Mr Hall (the Designated Safeguarding Lead), a member of the Leadership Group or Mr Williams, the Head of ICAS. This will allow them some time with a mentor and can allow some time away from the hustle and bustle of a large school. These students are then encouraged to re-join their classes either gradually or immediately after they are feeling better.

If a child suffers a bereavement or has experienced a serious domestic situation, he or she may also find some time in ICAS useful. Again, these students often self-refer, knowing that ICAS is somewhere they can go for help and support. Many of our more vulnerable students will also choose to spend lunchtime or break in ICAS with a mentor. There are computer and printing facilities available to them and time spent in ICAS also affords them an opportunity to talk to an adult.

We also have some children who have chronic, serious and prolonged medical conditions who spend some of the day working in ICAS to ensure that they have full-time supervision. They can take regular breaks, there is easy access to bathroom facilities and they can be closely monitored if their condition requires this.

For students who are experiencing difficulties, who are presenting with concerns of a safeguarding nature or who are experiencing short-term or long-term medical issues, a referral to ICAS will be made after a discussion has taken place with a member of staff. This will also include students who return to the Academy after a significant period of absence and who require a quiet space with additional support to help complete the work they have missed while absent. We know that this enables students to return to lessons when they are emotionally and academically prepared.

For students who have been referred to ICAS for a discipline incident, the following steps will be followed.

- Step 1** Members of the Academy's Leadership Group receive all discipline emails sent each day. They are therefore able to 'observe' student behaviour, identify patterns and assess whether the behaviour described in an email merits a referral to ICAS. Reasons for a referral to ICAS could be a one-off incident or an accumulation of a number of similar incidents over a short period of time and where lower tier sanctions have not deterred a repeat. If referred to ICAS, students will be given the work they would complete in lessons, they will have the same periods for break and lunchtimes (they are taken to the restaurant to choose their lunch although will eat it in the ICAS facility and not mix normally with their peers at lunch or breaks) and they will leave the Academy after serving an additional ICAS hour at the end of the day.
- Step 2** An email will be sent to ICAS with the details of the incident and a specified number of days, typically one, two or three, depending on the incident and history.
- Step 3** The student will be collected and taken to ICAS and an email sent to staff whose lessons they will miss informing them of this and requesting work.
- Step 4** A phone call will be made to parents to inform them that their son or daughter has been referred to ICAS and the reason/s for this referral. Mentors will also let parents know that they can make contact with the relevant Head of Year or Mr Williams for further information or for a meeting.
- Step 5** Time each day will be allocated for mentoring. This will happen away from one of the main classrooms and could happen in one or two slots or through a number of shorter conversations. The disposition of the student at the time will inform the most appropriate approach.

**Step 6** The member of the Leadership Group who referred the student to ICAS will also speak to the student, address the reason/s for the referral and discuss more appropriate behaviour.

**Step 7** The student will be monitored by the Head of Year or Assistant Learning Mentor after their ICAS referral. This might be informal in nature or it might be formalised with a target card. This will be assessed on a case-by-case basis.

A record of time spent in ICAS will be kept and the parents of students who have been referred to ICAS on multiple occasions will be invited to the Academy by a member of the Leadership Group to look at reasons why this might be the case. If parents have any questions, Mr Williams is the first point of contact.