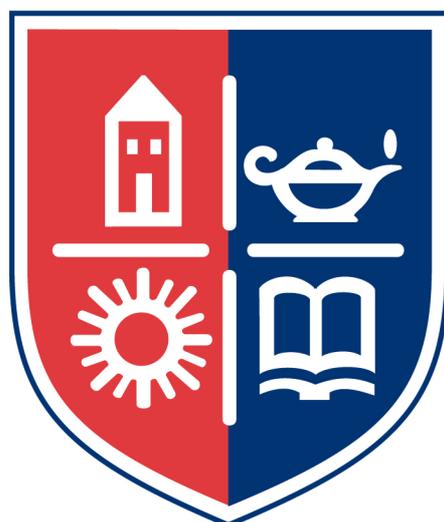


TASIS



THE AMERICAN SCHOOL IN ENGLAND

Behaviour Management, Discipline & Sanctions Policy

Document

Information Sharing Category	PUBLIC
TASIS Document reference (Org, Doc, version, date)	TASIS_AttP_V2_0_20062017
Version	2.0
Date published	20-06-2017
Date ratified by Head of School	20-06-2017
To be reviewed before	12 months of above date
Responsible area	Head of Pastoral's Office

TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

1. Introduction

1.1. For purposes of this document, the term ‘Board of Directors’ is deemed to have the same meaning as ‘Proprietor’ in accordance with the Independent School Standards Regulations, and is used interchangeably.

1.2. The legal framework that has informed this policy:

- a. Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24) (3) of the Education (Independent School Standards) (England) (Amendment) Regulations 2014
- b. Equality Act (2010)
- c. Education Act (2011)
- d. Behaviour and Discipline in Schools, A guide for Head Teachers and College Staff, (DfE Guidance: 2016)
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-colleges>
- e. Getting the simple things right: Charlie Taylor’s behaviour checklists (DfE: 2011) <https://www.gov.uk/government/publications/good-behaviour-in-colleges-checklist-for-teachers>
- f. Use of Reasonable Force. Advice for Head of Schools, Staff and Governing Bodies (DfE 2013) which incorporates previous directives.

1.3. Related documents, procedures and processes:

- a. Anti-bullying Policy and Procedures
- b. Safeguarding Policy and Procedures
- c. Single Equalities Policy
- d. Accessibility Plan
- e. Personal, Social, Health and Economic Education (PSHEE) processes
- f. Spiritual, Moral, Social and Cultural (SMSC) processes

1.4. The Head of School has overall responsibility for supporting students’ personal, social and emotional development, including issues concerning behaviour.

1.5. The Head of School’s role is to determine the detail of the standard of behaviour acceptable to the School, with responsibility for maintaining day-to-day discipline in the School. This will include making rules and provision for enforcing them.

1.6. The Head of School is supported by:

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- a. The Deputy Head of School
- b. The Head of Lower School, inclusive of EYFS
- c. The Middle School Dean of student Life
- d. The Dean of Day Student Life
- e. The Head of Boarding
- f. Deputy DSL and Manager of Upper School Day Student Behaviour Management
- g. Head of Pastoral Care

2. Policy Aim

- 2.1. Every member of the School community should feel valued and respected, each person should be treated fairly and well.
- 2.2. The School values are built on mutual trust and respect for all. The School's behaviour policy intends to support all members of the School community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 2.3. The School has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- 2.4. The School expects every member of the School community to behave in a considerate way towards others. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the School and the wider community.

3. School Ethos

- 3.1. TASIS England is expected to be a place where:
 - a. all individuals are respected and their individuality valued
 - b. students are encouraged to achieve
 - c. self-discipline is promoted and good behaviour is the norm
 - d. rewards and sanctions are applied fairly and consistently
 - e. bullying, disruption and harassment are not tolerated
 - f. early intervention is the norm

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- g. there is an emphasis on self-discipline
- 3.2. Both teachers and house parents faced with challenging behaviour have a referral system to their line managers.
- 3.3. In compliance with DfE Guidance *Behaviour and Discipline in Colleges* (2016), we ensure that our professional practice for the whole of the TASIS staff group, inclusive of the boarding team:
- a. promotes self-discipline and proper regard for authority among students; has a consistent approach to behaviour management; has clear, well organised working practices along with maintaining its facilities to a high standard;
 - b. encourages good behaviour and respect for others and prevents all forms of bullying; ensures that the standard of behaviour is acceptable; regulates the conduct of students;
 - c. provides support to children to self-manage their behaviours, taking into account all aspects of the child and why they are displaying certain behaviours; provides staff development and support; liaises with parents and other agencies;
 - d. includes issues related to students with special educational needs or disabilities and provides reasonable adjustments for these students;
 - e. makes provision for continuous professional development with reference to positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
 - f. has at least weekly student life team meetings, by division, to discuss online behaviour management logs and managing students' behaviour, which are inclusive of transition between the divisions;
 - g. ensures strong school leadership; supports teachers with classroom management; implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
 - h. has an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling students' behaviour where it may require additional support;

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- i. is able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social, health and emotional development;
- j. familiarises new staff members with the School's behaviour policy and guidelines for behaviour;
- k. takes appropriate disciplinary action against students who are found to have made malicious accusations against staff and fulfils its duties under the 'Equality Act 2010'.
- l. is consistent with current guidance and obligations on the Special Educational Needs and Disability (SEND) system for children and young people 0-25.

4. Role of all members of staff

- 4.1. All members of staff are expected to encourage good behaviour and respect for others among the student body and to apply all rewards and sanctions fairly and consistently.
- 4.2. All staff are responsible for ensuring that the policy and procedures are followed, and are consistently and fairly applied.
- 4.3. Well-planned, interesting and demanding lessons make a major contribution to good discipline. The School has clear policies concerning teaching and learning.
- 4.4. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Staff should recognise that codes for interacting with other people vary between cultures, and staff need to be aware of, and respect, those applied by all members of the School.
- 4.5. All staff need to provide a positive model of behaviour by treating students, parents and one another with friendliness, care and courtesy.
- 4.6. Through regular discussions at staff meetings and briefings regarding children's behaviours, the School endeavours to ensure that staff apply all standards fairly and consistently.
- 4.7. All members of staff are expected to be clear in their understanding of the standards expected of our students and to be vigilant in ensuring that any lapses of

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behaviour, either in or out of the classroom, do not go unchecked. With that in mind all staff should strive to:

- a. develop an effective rapport with each individual student;
- b. establish a feeling of security for students by being consistent, firm and fair with them;
- c. avoid direct confrontation but deal with situations in a calm and reasoned manner;
- d. send problematic students to the relevant Divisional Head;
- e. know the whereabouts of every student in their charge at all times
- f. seek advice from the Head of Lower School, Head of Middle School, Dean of Day Student Life, Head of Boarding or a Senior Staff member as and when a need arises.

5. The Class Teacher and Classroom Management Support

- 5.1. Teachers and house parents have a significant responsibility for delivering pastoral care.
- 5.2. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the School if needed.
- 5.3. The School has clear policies concerning teaching and learning and staff are supported with effective classroom management strategies to ensure effective behaviour management to enable their teaching and students' learning.
- 5.4. Classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, and sending children with their work to other teachers/Division Head and a points or house system.
- 5.5. Grade reports are also seen as a means of constructive praise. Students are given opportunities to take responsibility using their initiative for the good order of the class.

6. Staff Development and Support

- 6.1. The School support staff in managing and modifying children's behaviour through training.

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- 6.2. Specialist trainers may be bought in to further develop staff skills. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

7. Role of students

- 7.1. Students are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations.
- 7.2. We ensure that all students are aware of the reward systems and sanctions that are in use. Discussions as part of circle time, advisory, PSHEE lessons and assemblies are used to discuss behavioural issues.
- 7.3. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.
- 7.4. The School has a separate Anti-Bullying Policy where issues related to bullying are specifically dealt with through PSHEE lessons, as well as on an ongoing basis.
- 7.5. At TASIS we recognise that every student has the right to feel safe, to learn and to be treated with respect.

8. Students Out of Sympathy With The Ethos of TASIS

- 8.1. Students are expected to actively support the School's standards of personal and academic honesty at all times.
- 8.2. The School reserves the right at any time to discipline a student who has proven to be an unsatisfactory member of the School community. If, in the School's judgment, the student's conduct indicates that he or she is out of sympathy with the ideals, objectives, and programs of the School, the student may face disciplinary consequences, even though there may have been no infraction of a specific rule or policy.

9. Behaviour On Campus

- 9.1. It is the responsibility of each student to:

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- a. move between lessons and around the buildings and site in a safe and sensible manner;
- b. behave in a safe and responsible manner at recess and lunchtime which does not disrupt other lessons that might be taking place at those times;
- c. wear the School uniform correctly and with pride;
- d. take responsibility for their bags and equipment;
- e. avoid any interference with the equipment or property of others;
- f. look after and take pride in the equipment, facilities and buildings of TASIS;
- g. remember that they are ambassadors for TASIS and to act accordingly both **inside and out the walls of the School.**

10. Behaviour Expectations

10.1. Off campus:

- a. When students participate in private activities which reflect negatively on the School, TASIS reserves the right to take necessary measures to curtail any misconduct outside the School environment.
- b. The determination of the type of conduct subject to discipline and the decisions regarding consequences are left to the sole discretion of the administration.
- c. As a school, we do not condone events that are hosted off campus where student behaviour is out of sympathy with the ethos of the School.
- d. Events not consistent with school rules may result in disciplinary action against students in attendance.

10.2. Outside school when attending educational visits:

- a. During off-campus events and travel opportunities, students are representatives of the School, as well as ambassadors for their native countries and families. The highest standards of conduct and co-operation are expected.
- b. If a student's actions break school rules and/or pose a danger to self or to others, or his/her behaviour reflects negatively on TASIS, the student's participation in the trip or event may be terminated at the sole discretion of the School.
- c. Students who do not adhere to school rules should be aware that immediate sanctions may be applied on the trip, as well as disciplinary action upon return to campus. Furthermore, infractions during an off-campus trip or event by a student may jeopardize participation in future events and trips.

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10.3. Role of Parents; Behaviour of Parents on and off the School Premises:

- a. TASIS strongly encourages an ethos and culture where there is clear communication with parents, and where TASIS has their support.
- b. Parents are expected to take responsibility for the behaviour of their child both inside and outside the School.
- c. We try to build a supportive dialogue between the home and the School, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- d. Parents who have concerns regarding their child's behaviour are encouraged to contact the School and arrange an appointment to discuss any issues.
- e. If a student is on the receiving end of misbehaviour of any serious nature, we will contact the parent to explain the incident and how this has been dealt with.
- f. By working collaboratively with parents, students receive consistent messages about how to behave at school.
- g. We expect parents to support their child's learning, and to encourage their child to support the School.
- h. If any parent feels that we are not dealing with an issue in a fair way, complaints may be made using the Complaints Procedure.
- i. It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises.
- j. Parents should not become angry publicly, and if they have a problem this should be dealt with in private.
- k. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents or visitors, they are required to leave the premises.
- l. If there is a Court Order against a parent seeing their child, the School will abide by the conditions of the Order.
- m. School premises are private property and parents will generally have permission from TASIS to be on school premises.
- n. However, in cases of abuse or threats to staff, students or other parents, the School may ban parents from entering the School altogether. All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our ethos.

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11.Rewards

- 11.1. Throughout the School, good behaviour is promoted at all times. Our school believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour.
- 11.2. We endeavour to raise students' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise students and, where appropriate, reward them for good behaviour and good work.
- 11.3. Care should be taken to affirm students who demonstrate consistently good behaviour. They should not feel that the occasional badly behaved student is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

12.Sanctions

- 12.1. However hard we may try, there may be times when positive strategies are not sufficient to encourage acceptable behaviour.
- 12.2. It is the policy of TASIS to implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect.
- 12.3. Our sanctions are designed to help the individual to develop respect and empathy towards others, as well as a sense of personal responsibility for their actions.
- 12.4. Initially, students will be spoken to about their actions, and given the opportunity to reflect upon these and change their behaviour. This will be done privately and not in front of an audience.
- 12.5. For the vast majority of students this quiet reminder is enough to solve the issue. Student behaviour is not perfect 100% of the time, and these incidents can be addressed quickly and without any form of punishment.

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13. Recording Incidents and Sanctions

- 13.1. The Serious Sanctions Log is kept in the Head of School's office. This log will refer to all behavioural incidents that led to internal discipline days, fixed penalty exclusion or permanent exclusion.
- 13.2. The Dean of Day Student Life, Head of Boarding, Dean of Middle School Student Life and Head of Lower School regularly meet to check and discuss the sanctions logs and student files so that behavioural patterns can be identified and actioned.
- 13.3. The School keeps a variety of records of incidents of misbehaviour. This includes a register of sanctions imposed for serious misbehaviour. The class teacher records any significant classroom incidents. These notes are kept on the School's information management system.
- 13.4. The Dean of Day Student Life, Head of Boarding, Assistant Head of Boarding, Dean of Middle School Student Life and Head of Lower School record those incidents where a student is sent to him/her on account of poor behaviour.
- 13.5. The overwhelming majority of disciplinary offences are "in-house" and, as such, are not mentioned on school transcripts.
- 13.6. However, since TASIS must demonstrate the transparency and honesty expected of our students, we will report official fixed term exclusions and permanent exclusions from school if an educational institution requests disciplinary information about a TASIS England student.

14. Fixed Penalty Exclusion and Permanent Exclusions

- 14.1. TASIS will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely
- 14.2. Ultimate sanctions at TASIS are Fixed Penalty and Permanent Exclusion. Neither sanction is used lightly.
- 14.3. If the Head of School excludes a student, the parents are informed immediately, and given the reasons for the exclusion.

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14.4. At the same time, the Head makes it clear to the parents that they can, if they wish, appeal against the decision to the Chairman of the Board.

14.5. The School informs the parents how to make any such appeal.

14.6. It is the responsibility of the Board, with the help of the Head of School, to monitor the rate of exclusions and to ensure that the School policy is administered fairly and consistently.

15. Police Involvement

15.1. Where there is evidence that a criminal act may have occurred, the School is likely to involve the Police in the investigation (e.g. drugs, use of weapons, hate crimes, theft, assault, cyberbullying, criminal damage). In such situations, we will make all reasonable efforts to keep parents or guardians informed and up to date.

15.2. If, in the opinion of the Senior Manager dealing with the incident, it is deemed appropriate to involve the Police then the Head of School will be kept informed and up to date.

16. Managing student Transition

16.1. We carefully manage the transition of the students throughout the School.

16.2. A particular strength of TASIS is the relationships staff develop with the students.

16.3. Our staff are in constant communication and any specific student support systems or strategies follow the student as they moves through the School to ensure, as far as is reasonably practicable, consistency in their behaviour management.

17. School Counsellor Option

17.1. The use of a Counsellor is established as a support mechanism and can be used for on-going behavioural problem or in times of personal need.

17.2. Each division of the School has such a position, employed by the School.

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17.3. The Counsellor will maintain a close interest in the behaviour and achievements of the students and will liaise regularly with the appropriate Division Head(s) and/or teacher/s.

17.4. On occasion, it may be required to remove a disruptive student to meet the Counsellor and this can be arranged through the Division Head(s). As the Counsellor gets to know the students better there should be an input into the behaviour management strategy that is agreed as being the most appropriate.

18.Support Systems for students

18.1. TASIS places considerable emphasis on the pastoral support for all students. We have set procedures for supporting children with their behaviour problems.

18.2. Students are supported in their behaviour through high expectations of positive behaviour instilled in assemblies; Personal, Social, Health and Economic Education (PSHEE); Citizenship; class routines; circle time lessons and positive role models of staff and older children.

18.3. In some cases, the School may refer children to outside agencies who will liaise with both TASIS and the child's parents to provide additional support if required.

19.Duties under the Equality Act 2010

19.1. In accordance with the Equalities Act 2010, the School acknowledges its legal duties in respect of safeguarding and special educational needs.

19.2. In particular, we give due consideration to our students who require additional support due to a special educational need or disability when considering behaviour, discipline and sanctions.

19.3. Adjustments can be made according to the student's individual additional needs.

19.4. The School takes account of any special educational needs when considering whether or not to exclude a student. Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this.

19.5. Steps could include differentiation in the School's behaviour policy, behaviour modification strategies and requesting external help with the student.

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- 19.6. All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy.
- 19.7. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.
- 19.8. This policy supports the School community in aiming to allow everyone to work together in an effective and considerate way.
- 19.9. The School expects every member of the School community to behave in a considerate way towards others. The School treat all students fairly and apply this behaviour policy in a consistent manner.
- 19.10. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the School community. The School rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline.

20. Punishments that are humiliating or degrading will not be used

- 20.1. The following sanctions / punishments will never be used:
- a. Corporal punishment;
 - b. The use of sarcasm, demeaning or insensitive comments;
 - c. Any form of striking or hitting;
 - d. Deprivation of food or drink;
 - e. Enforced eating or drinking;
 - f. Prevention of contact by telephone to parents or any appropriate independent listener or helpline;
 - g. Requirement to wear distinctive clothing;
 - h. Withholding of any aids or equipment needed by a student.
 - i. Corporal Punishment: Under section 131 of the College Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The School policy is that under no circumstances will corporal punishment ever be used or threatened. The prohibition includes the administration of corporal punishment to a student during any activity whether or not within the School premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as

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support and supply staff, volunteers, agency staff. Any verbal threat of corporal punishment is strictly forbidden.

21. Anti-Bullying

21.1. For information of how we deal with incidents of bullying, please see our Anti-Bullying policy. In cases of severe or persistent bullying, strong sanctions, such as exclusion, would be implemented.

22. Physical Restraint

22.1. Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger posed to any other person or to the property of, a person' (including the child).

22.2. This position is stated within DfE Guidance Behaviour and Discipline in Colleges.

22.3. Under no circumstances should staff school hit, push or slap students.

22.4. Staff may only intervene using the minimum force required to physically restrain a student to prevent them injuring themselves or others, damaging property or committing a criminal offence.

22.5. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head of School and recorded in the student's personal file.

22.6. The student's parents are informed on the same day. Records are kept of when force is used and parents are informed. Training and Guidance is given to all relevant members of staff on the circumstances in which physical intervention is allowable and the techniques to use.

22.7. Any use of reasonable force on boarders or day students should be raised and discussed at the next Senior Leaders Team meeting in order for a full discussion to take place between senior managers and the Head of School.

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23. Malicious Accusations Against Staff

- 23.1. Malicious accusations against school staff are not acceptable and are taken very seriously.
- 23.2. If an allegation is determined to be unfounded, TASIS will refer the matter to Surrey Children’s Social Care to decide whether the student concerned is in need of services or support.
- 23.3. On the rare occasions where it can be proven that the allegation has deliberately been invented or is malicious, the Head of School may temporarily or permanently exclude the student.

24. Miscellaneous

- 24.1. Concerns about the welfare of colleagues or students should be communicated to the Head of School immediately.
- 24.2. Remember, these guidelines will protect you, the students and the School. Failure to comply may well be interpreted by the School as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

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APPENDIX A – REWARDS AT TASIS

Lower School

Our emphasis is on rewards to reinforce good behaviour, achievement and effort. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

Examples of rewards are:

- plenty of positive praise
- extra playtime
- stickers
- lunch with the teacher
- class points – children in a class work together towards gaining class points. when the class reaches the established number of points, they have earned a special treat like a class party, extra recess, etc.
- recognition at assemblies
- sharing work with other classes or members of staff

Recording Positive Behaviour

We have an on-line reporting system where teachers can write a positive note about a student's behaviour which is then sent home.

Reasons for writing a recognition note may include but not limited to:

- respect
- responsibility
- honesty
- generosity
- perseverance
- compassion
- courage
- self-control
- open-mindedness

Middle School

TASIS aims to encourage and celebrate the success of students in all areas of school life, and to ensure that personal effort, commitment and achievement are acknowledged. TASIS seeks to recognise good behaviour, as it believes that this will develop an ethos of kindness, co-operation and community.

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Faculty aim to:

- Tell students when they are doing well.
- Use praise frequently and consistently.
- Give guidance on how to make the best progress.
- Recognize and reward students who meet their high expectations of behaviour and engagement.

Students can receive recognition throughout the year, from teachers and administrators via our on-line reporting system. Commendations are sent to individual students, via email, with copies being sent to the parents of that student, and their advisor. House points are awarded for each commendation.

Reasons for such recognition include:

- effort
- achievement
- teamwork
- improvement
- organisation
- kindness
- service

Recognition events include but are not limited to:

- middle school town meetings
- middle school awards assembly
- 8th grade graduation

The Middle School Faculty and Administration seeks to actively promote and recognise the positive behaviour of groups within the Middle School student community, including the entire student body. Recommendations for such recognition are made to the Middle School Admin team.

Examples of which may include:

- house rags and tags in recognition of house point acquisition.
- credit vouchers to the student center in recognition of behaviour that enhances the school community for exceptional service or selfless behaviour.
- pizza parties, cookies, doughnuts, etc. in recognition of service or contributions outside the school, such as following the food drive, shoebox collection, chocolate

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egg collection, etc.

- recess for exceptional lunchroom behaviour.
- recognition in the middle school daily bulletin.
- recognition during middle school town meetings.

Upper School

TASIS aims to encourage and celebrate the success of students in all areas of school life, and to ensure that personal effort, commitment and achievement are acknowledged. TASIS seeks to recognise good behaviour, as it believes that this will develop an ethos of kindness, co-operation and community.

Faculty aim to:

- tell students when they are doing well.
- use praise frequently and consistently.
- give guidance on how to make best progress.
- recognise and reward students who meet their high expectations of behaviour and engagement.

Students can receive recognition throughout the year, from teachers and administrators via our on-line reporting system. Commendations are sent to individual students, via email, with copies being sent to the parents of that student, their advisor and dorm. parent.

Reasons for such recognition include:

- effort
- achievement
- teamwork
- improvement
- organization
- kindness

End of year award ceremonies that include but are not limited to:

- upper school awards assembly
- upper school community meetings
- grade level class meetings
- upper school sports awards ceremony
- senior graduation

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The Upper School Faculty and Administration seeks to actively promote and recognise the positive behaviour of groups within the Upper School student community, including the entire student body. Recommendations for such recognition are made to the Upper School Admin team.

Examples of which may include:

- an unscheduled community rags and tags in recognition of reduced tardiness to class.
- credit vouchers to the student center in recognition of behaviour that enhances the reputation of the school whilst a group is travelling with the school.
- dormitory pizza parties in recognition of how well boarding students have maintained their dormitory.
- grade level cookies/doughnuts in recognition of the completion of a successful fundraising project and/or meeting group deadlines such as: college applications, ib extended essays, course registration.
- recognition in the upper school daily bulletin.
- recognition during upper school community meetings.

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Appendix B – Sanctions At TASIS

Although rewards are central to the encouragement of good behaviour, realistically there is also a need for sanctions which highlight that there are consequences for unacceptable behaviour. Most instances of poor behaviour are relatively minor and can be adequately dealt with through the school's agreed minor sanctions. However, where necessary a child's parents will be informed and expected to support and work in partnership with the school to address and improve the unacceptable behaviour being displayed.

Examples of Lower School Sanctions are:

- Verbal warning
- removal from an activity/time out
- missing recess time
- personal behaviour plan
- missing lunch with peers
- removed from the classroom
- for severe cases the Head of Lower School will contact the parents
- isolation from peers (informal)
- any incidents of bullying are recorded in a book in the office and are reported to the Head of Lower School
- exclusion

Recording negative Behaviour

We have an on-line reporting system where teachers report and write a note about a student's behaviour which may be sent home. Reasons for writing a sanction note may include but are not limited to:

- not following directions
- IT misuse
- damaging property
- disruptive behaviour
- lying
- misuse of material
- intolerance
- fighting
- unkindness
- bullying
- cheating

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- unsafe behaviour

Middle School

The focus of our disciplinary system is education; we believe that people should be given the opportunity to learn from their mistakes and show to themselves and our community that they can be positive, contributing members of TASIS England. When a student acts irresponsibly, the community attempts to respond to the student by encouraging personal growth and the acceptance of responsibility. The information outlined in the table below represents a guide to the minimal “Step” response to policy infractions; this is not an exhaustive list. TASIS reserves the right to modify the “Step” response, dependent upon: the integrity of the student and the severity and frequency of the policy infract

Disciplinary Procedure	Code of Conduct Infraction
<p>Step 1 Suspected rule violation: Teacher/Student discussion Due process is applied and the student is informed of the perceived infraction. Depending upon the nature of the suspected infraction the incident may be resolved at this stage, or the student may receive a verbal warning from the teacher.</p>	<p>Classroom/Playground/Lunch Room policy violation Failure to complete homework/assignment Dress Code Violation</p>
<p>Step 2 Student/Teacher reports incident to Middle School Dean of Student Life In the event that the issue is not resolved or the policy violation is more serious or repetitive, the student and/or teacher will report the incident to the Middle School Dean of Student Life. Depending upon the nature of the infraction the incident may be resolved at this stage. The student may also be referred to the Counselor for follow up. The student's parents and advisor and Middle School Head are informed of the incident. Parent will be included in the disciplinary process.</p>	<ul style="list-style-type: none"> • Acceptable Use violation • Mobile Phone Use • Bullying • Insubordination • Unsafe actions • Unsupervised after school • Tardiness to class • Out-of-bounds • Out of sympathy with the ethos of TASIS • Profanity and inappropriate language • Vandalism • m

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<p>Step 3 Head of Middle School Review Automatic detention is applied as a minimum consequence in the case of these policy violations and will be reviewed by the Head of Middle School. In-school discipline days and disciplinary probation are also reviewed by the Head of Middle School.</p> <p>The student's parents and advisor and Middle School Head are informed of the incident. Parent will be included in the disciplinary process.</p>	<ul style="list-style-type: none"> • Absence from class • Academic Dishonesty • Smoking • Theft • Possession of Weapons • Mixed Company • Physical Assault • Repeat or serious bullying or cyberbullying • Alcohol
<p>Step 4 Head of School Review For offences in which the consequences may involve fixed term or permanent exclusion from TASIS, the student's case will be reviewed by the Head of School</p>	<ul style="list-style-type: none"> • Drugs • Coercion, Defamation • Sexual assault

For Misconduct

The TASIS Middle School employs the following penalties, generally in the following order:

- verbal Warning
- parent Notification
- logical consequence (e.g. written apology, loss of recess privilege, etc.)
- after school detention 3:30-5:00p.m.
- Behavior Monitoring
- internal Discipline Day
- disciplinary probation
- fixed term exclusion
- permanent exclusion

Definitions of Disciplinary Consequences

Verbal Warning: A warning may be applied when a teacher or administrator feels that an infraction was the result of a student not knowing, or incorrectly interpreting a school rule, or momentary impulsivity.

Parent Notification: A written Behavior Comment may be given to a student by any member of the TASIS faculty for any step 1 or step 2 infraction, as outlined in the table above. The student's parents and advisor are notified. In many cases the Behavior Comment will result in the student having a discussion with the Dean of Student Life.

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Logical Consequences: Consequences will be determined by the nature of the infraction. For example, a rude comment or profanity may result in the student writing a note of apology; unsafe activity on the playground may result in loss of recess privileges for one or more days, etc.; inappropriate use of Tutorial time may result in the student spending the Tutorial period in the Office, etc.

After School Detention: Students who accrue 3 Behavior Comments will be required to serve an after-school detention., from 3:30-5:00pm. Detention effectively “resets the clock,” starting the cycle again. Detention is automatically awarded in the case of Academic Dishonesty, Skipping Class and other serious violations (see table above), irrespective of the number of Behavior Comments. These cases are treated independently of the accrued Behavior Comments and do not restart the cycle. Students are expected to complete detention within the week following the infraction and report promptly at 3:30pm.

Students are expected to complete a short community service activity at the beginning of detention and then may read or work silently on written homework assignments. Students are not permitted to use electronic devices during detention.

Behavior Monitoring: During the year, students who continually behave in an unsatisfactory manner will be placed on Behavior Monitoring, with an advising letter sent to parents. Extended periods of Behavior Monitoring will lead to Disciplinary Probation.

Internal Discipline Day: Spent in the Middle School Office, Internal Discipline Day(s) be assigned for major infractions of the Code of Conduct, repetitive minor infractions and for instances in which a student may have transgressed in one or more areas of the Code of Conduct.

A student assigned to an Internal Discipline Day will be required to be at school for the duration of the school day, 8:150am – 3:15 pm. The student will not attend classes, participate in any school activity, or be allowed to go to the dining hall, or participate in recess or after school activities on the day of the sanction.

Prior to an Internal Discipline Day, the student will receive a form for all subject teachers to sign and on which to record assignments. Students will wear the regular school uniform. Students will be required to sit in silence and engage in an academic assignment. Computers and/or electronic equipment are only permitted with prior, written, permission from the faculty member who assigned the work for which that student is studying.

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Disciplinary Probation: A student may be placed on Disciplinary Probation in addition to receiving a disciplinary consequence. Any further violation of a major school rule or repeated misconduct by a student on Disciplinary Probation may lead directly to a meeting with the Disciplinary Advisory Group or, in extreme, cases meeting with the Disciplinary Board of TASIS England.

Disciplinary Probation may be assigned after a period of exclusion and occurs automatically after a fixed term exclusion of one- week or more. In addition, a student who has been placed on Disciplinary Probation at any time during the school year will have his/her re-enrollment reviewed at the end of the school year. Students on Disciplinary Probation are not eligible to serve as student leaders, class officers or student council members. A student placed on Disciplinary Probation may select a Faculty Advisor who will monitor the student's progress and with whom the student will be expected to discuss his or her progress. Failure to meet with the Faculty Advisor may lead to further disciplinary sanctions.

Fixed term exclusion: Suspension is the temporary separation of a student from the community for a specific number of days. In the most serious of disciplinary infractions or persistent rules infractions, the School reserves the right to remove a student from the school community. In such cases Students must return to the parent's home and be under direct supervision of the parents. Upon his/her return to the TASIS community the student and his/her parent(s) may be required to meet with the Dean of Student Life and/or Head of Middle School, to implement the best course of action for future behavioural success at TASIS. During the period of Internal Discipline and suspension a student may not take part in any TASIS sponsored activities.

Permanent exclusion: The Head of School may decide to permanently exclude a student based on the seriousness of a major school rule infraction or when a student's behaviour or disciplinary history compromises the good of the school community, violates the law, endangers others, and/or is out of sympathy with the mission of the school.

Police Involvement

Where there is evidence that a criminal act may have occurred, the School is likely to involve the Police in the investigation (e.g. drugs, use of weapons, hate crimes, theft, assault, cyberbullying, criminal damage). In such situations, we will make all reasonable efforts to keep parents or guardians informed. If, in the opinion of the Senior Manager dealing with the incident, it is deemed appropriate to involve the Police then the Head of School will be kept informed and up to date.

Definition of Disciplinary Procedure

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Due process: TASIS will protect the rights of the individual providing students with appropriate Due Process protection. Prior to any disciplinary action, unless a student's continued presence may endanger persons or property or threaten to disrupt the academic process, the student will be informed of the charges against him/her. The student will have the opportunity to present his/her version of the incident.

Process of Appeal: Students and their parents have the right to appeal decisions made by the Head of Middle School. All appeals made following a meeting with the Head of Middle School are heard by the Head of School.

Upper School

The focus of our disciplinary system is education; we believe that people should be given the opportunity to learn from their mistakes and show to themselves and our community that they can be positive, contributing members of TASIS England. When a student acts irresponsibly, the community attempts to respond to the student by encouraging personal growth and the acceptance of responsibility. The information outlined in the table below represents a guide to the minimal “Step” response to policy infractions; this is not an exhaustive list. TASIS reserves the right to modify the “Step” response, dependent upon: the integrity of the student and the severity and frequency of the policy infraction.

Code of Conduct Procedure	• Disciplinary Infraction
<p>Step 1 Suspected rule violation : Teacher/Student discussion Due process is applied and the student is informed of the perceived infraction. Depending upon the nature of the suspected infraction the incident</p>	<ul style="list-style-type: none"> • Classroom policy violation
<p>Step 2 Student/Teacher reports incident to Head of Upper School Student life In the event that the issue is not resolved or the policy violation is more serious, the student and/or teacher will report the incident to the Head of Upper School Student Life. Depending upon the nature of the infraction the incident may be resolved at this stage. The student's parents and advisor are informed of the incident. In the case of boarding students,</p>	<ul style="list-style-type: none"> • Absence from class • Academic dishonesty • Acceptable Use issues • Behavior away from campus • Bullying • Insubordination • Mixed company • Smoking • Tardiness to class • Out-of-bounds • Out of sympathy with the ethos of TASIS

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the Head of Boarding and Dorm. Parent will be included in the disciplinary process.	<ul style="list-style-type: none"> • Profanity • Public behaviour • Vandalism
<p>Step 3 Disciplinary Advisory Group</p> <p>If the rule infraction involves fixed term exclusion as a possible consequence, then the student may be referred to the Disciplinary Advisory Group.</p>	<ul style="list-style-type: none"> • Alcohol • Physical Assault • Smoking – in a school building • Theft • Possession of Weapons
<p>Step 4 Disciplinary Board Hearing</p> <p>For offences in which the consequences may involve permanent exclusion from TASIS, the student will appear before a Disciplinary Board</p>	<ul style="list-style-type: none"> • Drugs

Consequences for Misconduct

TASIS employs the following penalties, in the following order:

- warning
- misconduct points (mps)
- Friday evening detention, 7:30– 9 p.m.
- all-day Saturday detention, 9 a.m. – 4 p.m.
- weekend restriction (for boarders only)
- internal discipline day
- disciplinary probation
- fixed term exclusion
- permanent exclusion

Definitions of Disciplinary Consequences

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Warning: A warning may be applied when a teacher or administrator feels that an infraction was the result of a student not knowing, or incorrectly interpreting a school rule.

Misconduct Points: A misconduct point (MP) may be given to a student by any member of the TASIS faculty for any step 1 or step 2 infraction, as outlined in the table above.

These include but are not limited to:

Points

- 2 Unexcused absence to class
- 2 Tardiness to class, 4 x tardy
- 2 Tardy x3 to the same class
- 1 Smoking
- 1 Being in an out-of-bounds area
- 1 Library or classroom misconduct
- 1 Profanity
- 1 Rudeness/Disrespect
- 1 Dress code violation
- 1 Cell phone violation

Misconduct points are handled in the following manner:

- Students, their Advisor and Dorm. Parent (in the case of boarders) will receive a copy of student misconduct points in their email accounts.
- Students will not have a detention assigned until four misconduct points within a quarter have been accumulated. As soon as a fourth misconduct point is given within this period, students, parents, and their advisors will be notified of the penalty in their email accounts.
- Two detentions in a quarter would result in a meeting with the Dean of Student Life, the Upper School Division Head and the student. Subsequent detentions in the quarter would result in all day Saturday detention being assigned.
- A new cycle begins whenever the next misconduct point is turned in.
- Students begin a new record at the start of each quarter
- Students must check their email accounts frequently to keep track of their misconduct points.

Friday Detention:

- Detentions are held from 7:30– 9 p.m. on Friday evening.
- Detentions must be served the weekend after they are received.
- Boarding students are required to attend detention, even if they have signed out for

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the weekend.

- If a student skips a detention, the penalty doubles, and the student must serve two detentions and face the possibility of being placed upon disciplinary probation.
- The school will automatically defer detention for students participating in once-a-year events such as ISSTs and school plays.
- The school will not defer detention for regular athletic competition or other school-sponsored events.
- One time per semester, students will be able to postpone detention for one week only. Students MUST seek PRIOR permission from the Dean of Student Life to postpone detention.
- Students will wear the regular school uniform and will sit in silence.
- Students may not rest their heads on the desks or sleep.
- Students may not use electrical devices, with or without headphones.
- Students can elect to read or complete written academic assignments.
- Students may not bring food or drink into the detention room.
- Any form of misbehaviour, including tardiness, inappropriate dress or behaviour, may result in students being assigned additional misconduct points.

Full-Day Saturday Detention: Saturday detentions may be assigned for major infractions of the Code of Conduct, repetitive minor infractions and for instances in which a student may have transgressed in one or more areas of the Code of Conduct. Full-day Saturday detentions are held from 9 a.m. – 4 p.m. Detentions must be served the weekend after they are received. Full-Day Saturday Detention Regulations:

- Students will wear the regular school uniform
- Students will be required to sit in silence and engage in an academic assignment. Computers and/or electronic equipment are only permitted with prior, written, permission from the faculty member who assigned the work for which that student is studying.
- Students may not talk, rest their heads on the desks, or sleep.
- Students may not bring food or drink into the detention room.
- Any form of misbehaviour, including tardiness, inappropriate dress or behaviour, may result in the student's being assigned additional misconduct points.

PLEASE NOTE: Fees for hiring a proctor will be charged, the cost of which will be £50 per student. (Unused money will be donated to charity). TASIS actively encourages parents to have their son/daughter pay these fees. Students who do not to pay the relevant fee will have until the following Monday morning, 8:10, to do so. If, after this time, they have not paid students will be required to attend detention the following week.

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Saturday School: Saturday School is held from 9 a.m. – 12 noon and/or 1– 4 p.m. and will be assigned if a student has an unapproved absence from school, please refer to the Upper School Attendance Policy for further details. Saturday School may also be assigned to provide students with academic support, students may volunteer to attend Saturday School or may do so at the request of Faculty and/or parents.

Disciplinary Probation: A student may be placed on Disciplinary Probation in addition to receiving a disciplinary consequence. The Disciplinary Advisory Group will determine the time a student will remain on Disciplinary Probation. Any further violation of a major school rule or repeated misconduct by a student on Disciplinary Probation may lead directly to a meeting with the Disciplinary Advisory Group or, in extreme, cases meeting with the Disciplinary Board of TASIS England.

Disciplinary Probation may be assigned after a period of suspension and occurs automatically after a suspension of one- week or more. In addition, a student who has been placed on Disciplinary Probation at any time during the school year will have his/her re-enrollment reviewed at the end of the school year. Students on Disciplinary Probation are not eligible to serve as dormitory prefects, student leaders, class officers or student council members. A student placed on Disciplinary Probation may select a Faculty Advisor who will monitor the student's progress and with whom the student will be expected to discuss his or her progress. Failure to meet with the Faculty Advisor may lead to further disciplinary sanctions.

Internal Discipline Day: A student assigned to an Internal Discipline Day will be required to be at school for the duration of the school day, 8:20am – 5:00 pm. The student will not attend classes, participate in any school activity, or be allowed to go to the dining hall on the actual day of the sanction. Prior to an Internal Discipline Day, the student will receive a form for all subject teachers to sign and on which to record assignments. Daily fees for hiring a supervisor will £50.00 per day. TASIS actively encourages parents to have their son/daughter pay these fees.

Fixed term exclusion: Fixed term exclusion is the temporary separation of a student from the community for a specific number of days. In the most serious of disciplinary infractions or persistent rules infractions, the School reserves the right to remove a student from the school community. In such cases Students must return to the parent's home and be under direct supervision of the parents. All costs for travel incurred as a result of the Out-of-School Suspension are the responsibility of the parent.

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Upon his/her return to the TASIS community the student and, where possible, their parents may be required to meet with the Head of Upper School Student Life, to implement the best course of action for future behavioural success at TASIS. During the period of Internal Discipline and fixed term exclusion a student may not take part in any TASIS sponsored activities.

Permanent exclusion: The Disciplinary Board may decide to permanent student based on the seriousness of a major school rule infraction or when a student's behaviour or disciplinary history compromises the good of the school community and is out of sympathy with the mission of the school.

Definition of Disciplinary Procedure

Due process: TASIS will protect the rights of the individual providing students with appropriate Due Process protection. Prior to any disciplinary action, unless a student's continued presence may endanger persons or property or threaten to disrupt the academic process, the student will be informed of the charges against him/her. The student will have the opportunity to present his/her version of the incident.

Process of Appeal: Students have the right to appeal decisions made by the Disciplinary Advisory Group (DAG) and the Disciplinary Board. All appeals made following a DAG meeting are heard by the Head of School. All appeals made following a Disciplinary Board meeting are heard by the Chairman of the Board of Directors. The appeals process is as follows:

- The student and/or family may present his/her position.
- The Head of Upper School Student Life will present the DAG's decision to the Head Teacher in the case of a DAG level infraction and to the Chairman of the Board in the case of Disciplinary Board level infractions.
- The Head of School and Chairman of the Board's decision are final and not appealable.

Disciplinary Advisory Group (DAG): Once it is determined that a major rule violation has occurred the DAG will be convened to recommend an appropriate response. Prior to the meeting, the student will be informed of the rule violations under consideration and asked to give a full written and oral account to the Head of Upper School Student Life. Dishonesty by a student during a disciplinary meeting, even if discovered at a later date, will lead to a recommendation for further disciplinary action.

The student meeting with the DAG will be represented by their advisor and dorm parent, if applicable. Students may request that a faculty member make a presentation

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on his or her behalf to members of the group. The DAG will involve the following persons:

- Head of Upper School Student Life
- Head of Upper School Academic Studies
- 2 faculty members
- Head of Boarding (in cases involving boarding students)
- Student Advisor
- Student's dorm parent (in cases involving boarding students)
- Upon the completion of this process the Disciplinary Advisory Group will report the decision to the TASIS England Head of School.

Disciplinary Board Hearing: Once it has been determined that a major rule violation has occurred and that dismissal may be a possible consequence, a Disciplinary Board Hearing will be convened to recommend an appropriate response. Prior to the meeting, the student will be informed of the rule violations under consideration and asked to give a full written and oral account to the Head of Upper School Student Life. Dishonesty by a student during a Disciplinary Board Hearing, even if discovered at a later date, will lead to a recommendation for further disciplinary action.

The student meeting with the Disciplinary Board Hearing will be represented by his/her advisor and dorm/parent, if applicable a Student may request that a faculty member make a presentation on his or her behalf to members of the hearing. TASIS is responsible for scheduling the date and time of the Disciplinary Board Hearing as soon after the disciplinary infraction as possible. If Parents can meet at this time they may attend the Disciplinary Board Hearing to support their son/daughter.

The Disciplinary Board Hearing will involve the following persons:

- member of the board
- head of school
- head of upper school student life
- head of upper school academics
- head of boarding (if applicable)
- student's advisor
- student's dormitory parents

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