

# TASIS



THE AMERICAN SCHOOL IN ENGLAND

## Behaviour Management, Discipline & Sanctions Policy

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

### Document

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**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
  - g. Data Protection Policy
- 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:
  - 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 Upper School
  - e. The Director of Boarding
  - f. Deputy DSL and Dean of Upper School
  - g. Director 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.

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- 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
  - 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. familiarise 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 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 Middle School and Upper School Student Life, **Director 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.

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- 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.
- 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:
  - 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:**

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.

- 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.

#### 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 misbehavior 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.

## 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.

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11.2. We endeavor 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.

## **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 Middle and Upper School Student Life, Director 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 misbehavior. This includes a register of sanctions imposed for serious misbehavior. The class teacher records any significant classroom incidents. These notes are kept on the School's information management system.

13.4. The Dean of Middle and Upper School Student Life, Director 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**

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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.

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 move 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.

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

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- 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 favorably 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.
- 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

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staff'. These include all those acting in loco parentis, such as 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.

### **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 using positive strategies to teach and reinforce positive behaviour, achievement and effort.

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
- share success with home (ex. send home a Veracross comment)

**Recording Positive Behaviour**

We have an online 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.

Faculty aim to:

- Tell students when they are doing well.
- Use praise frequently and consistently.
- Give guidance on how to make 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 online 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

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Recognition events include but are not limited to:

- Middle School town meetings
- Middle School awards assembly
- 8<sup>th</sup> 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 Tuck Shop for exceptional service and involvement
- Advisory celebrations in recognition of service or contributions outside the school
- Recognition in the Middle School daily bulletin.
- Recognition during Middle School town meetings.
- House points awarded for a variety of endeavors

### **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 behaviour in keeping with our Mission - being principled, open-minded and compassionate. We believe that this will develop an ethos of kindness, co-operation and community.

Faculty aim to develop positive relationships with all students by:

- telling students when they are doing well.
- using praise frequently and consistently.
- giving guidance on how to make best progress.
- recognising and rewarding students who meet their high expectations.

Students can receive recognition throughout the year, from teachers and administrators via our online 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, respect, honesty, responsibility, generosity, courage, self-control, open-mindedness, perseverance and service.

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

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
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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 service project and/or meeting group deadline such as: college applications, IB extended essays, course registration.
- recognition in the upper school daily bulletin.
- recognition during upper school community meetings.

### **Appendix B – Sanctions At TASIS**

In the Lower School behavior is viewed in terms of being appropriate or inappropriate. Our job is to help teach children how to respond appropriately to situations and big feelings. When students use inappropriate behavior, it is necessary for the school to use sanctions, which are described as consequences not punishments. Most instances of inappropriate 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.

#### **Examples of Lower School Sanctions are:**

- verbal warning
- removal from an activity/time out
- missing recess time
- personal behaviour plan
- missing lunch with peers
- contacting parents
- removal from the classroom
- in school detention
- any incidents of bullying are recorded 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
- 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 but 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.

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Disciplinary Procedure	Code of Conduct Infraction
<p><b>Step 1</b>  <b>Suspected rule violation: Teacher/Student discussion</b>                      Due process is applied, and the student is informed of the perceived infraction. Depending upon the nature of the suspected infraction (for example, whether the infraction was the first instance of such behavior) the incident may be resolved at this stage, or the student may receive a verbal warning from the teacher. Parents may also be contacted.</p>	<p>Classroom/Playground/Lunchroom policy violation                      Dress Code Violation                      Disruptive class behavior                      Mobile phone use                      Tardiness to class</p>
<p><b>Step 2</b>  <b>Student/Teacher reports incident to Middle School Dean of Student Life</b>                      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 or frequency of the infraction the incident may be resolved at this stage, or the student may receive logical consequences or a detention for his/her actions. 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. Parents will be included in the disciplinary process.</p>	<p>Bullying                      IT/AUP Violations                      Insubordination                      Unsafe actions                      Unsupervised after school                      Out-of-bounds                      Out of sympathy with the ethos of the school                      Profanity and inappropriate language</p>
<p><b>Step 3</b>  <b>Head of Middle School Review</b>                      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.                       The student's parents and advisor and Middle School Head are informed of the incident. Parent will be included in the disciplinary process.</p>	<p>Purposeful absence from class/truancy                      Academic Dishonesty                      Smoking                      Theft                      Possession of Weapons                      Mixed Company                      Physical Assault                      Harmful Sexual Behavior (HSB)                      Repeat or serious bullying or cyberbullying                      Alcohol                      Vandalism</p>
<p><b>Step 4</b>  <b>Head of School Review</b>                      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>	<p>Distribution of drugs                      Coercion</p>

**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 3:30-5:00 p.m.

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- 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.

*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 per quarter will be required to serve an after-school detention from 3:30-5:00 p.m. 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. Detention can also be awarded for lesser offenses depending on the nature of the circumstances. 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, 8:15 a.m. – 3:15 p.m. 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.

*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 further sanctions. Disciplinary Probation may be assigned after a period of exclusion and occurs automatically after a fixed term exclusion of one- week or more. 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

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*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, and/or school counselor to implement the best course of action for future behavioral 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**

*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**

We want TASIS students to develop positive relationships with each other and the adults in their lives. Part of this is ensuring that the choices made are in keeping with the TASIS Mission. We know that students will make mistakes and we wish for these to be learning opportunities. To this end, the focus of our disciplinary system is education. 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><b>Step 1 Suspected rule violation: Teacher/Student discussion</b>                      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. Parents may be informed.</p>	<p>Classroom/Playground/Lunchroom policy Violation                      Dress Code Violation                      Disruptive Class Behavior                      Mobile Phone Use                      Tardiness to Class</p>

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<p><b>Step 2 Student/Teacher reports</b>                  Incident reported to Head of Upper School Student Life.</p> <p>Depending on the severity of the violation the matter may be resolved at this stage or passed to:                  The Grade Level Advisor                  The Head of Upper School Academics                  The Head of Upper School                  the Designated Safeguarding Lead.</p> <p>The student's parents and advisor are informed of the incident. In the case of boarding students, the Director of Boarding and Dorm. Parents will be included in the disciplinary process.</p>	<p>Absence from Class                  Academic Dishonesty                  IT/AUP Violations                  Poor Behavior Away from Campus                  Bullying                  Insubordination                  Smoking                  Tardiness to Class                  Out-of-bounds                  Out of Sympathy with the Ethos of TASIS                  Profanity                  Vandalism</p>
<p><b>Step 3 Behaviour Reflection Meeting</b>                  If the rule infraction involves fixed-term exclusion as a possible consequence, then the student may be required to attend a behavior reflection meeting.</p>	<p>Alcohol                  Mixed Company                  Harmful Sexual Behaviour                  Physical Assault                  Smoking – in a School Building                  Theft                  Possession of Weapons                  Drug Use                  Repeated or Serious Bullying or Cyberbullying</p>
<p><b>Step 4 Disciplinary Board Hearing</b>                  For offences in which the consequences may involve permanent exclusion from TASIS, the student will appear before a Disciplinary Board Hearing.</p>	<p>Distribution of Drugs                  Severe or Repeated Rule Infraction</p>

**Consequences for Misconduct**

TASIS employs the following penalties.

- warning
- misconduct points (mps)
- Friday evening detention, 7:30– 9 p.m.
- Saturday detention; half day: (3.5 hrs); all-day: (7hrs)
- weekend restriction (for boarders only)
- internal discipline day
- disciplinary probation
- fixed term exclusion
- permanent exclusion

**Definitions of Disciplinary Consequences**

*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 Dress code violation
- 1 Smoking

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- 1 Being in an out-of-bounds area
- 1 Library or classroom misconduct
- 1 Profanity
- 1 Rudeness/Disrespect
- 1 Cell phone violation
- ½ Tardy to class

**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 Grade Level Advisor and the student. Subsequent detentions in the quarter would result in a 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.
- If a student skips a detention, the penalty doubles, and the student must serve a half-day Saturday detention.
- 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 Upper School Head 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 misbehavior, including tardiness, inappropriate dress or behaviour, may result in students being assigned additional misconduct points.

*Full-Day or Half-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 7 hours long and the Half-day Saturday detentions are 3.5 hours long. Their start and end times may vary depending on the staffing requirements. Detentions must be served the weekend after they are received.

**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 misbehavior, including tardiness, inappropriate dress or behaviour, may result in the student's being assigned additional misconduct points.

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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.

*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 will be monitored by their Grade Level Advisor. This staff member will monitor the student's progress and the student will be expected to discuss his or her progress with them. Failure to meet with the Grade Level 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, 8:15 am – 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.

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 Behavior Reflection Meeting and the Disciplinary Board. All appeals made following a BRM 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:

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- The student and/or family may present his/her position.
- The Head of Upper School Student Life will present the BRM's decision to the Head Teacher in the case of a BRM 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.

#### **Behaviour Reflection Meeting:**

Once it is determined that a major rule violation has occurred the student(s) involved will be required to attend a behavior reflection meeting with their advisor or house parent (for boarding students) and student representative (optional). The following people will also attend:

- The Dean of Student Life (for cases involving Day Students)/ Director of Boarding (for cases involving boarding students)
- Head of Upper School
- Grade Level Advisors

Prior to the meeting, the student will be informed of the rule violation(s) under consideration and asked to give an account to the Director of Boarding and/or the Dean of student Life (Day Students). Dishonesty by a student, even if discovered at a later date, will lead to a recommendation for disciplinary action.

The student will be asked to prepare for the reflection meeting, through discussing the incident with their advisor/house parent and complete a reflection document about the event.

The purpose of the meeting will be for the student(s) to reflect upon their actions and to consider what they have learned from the experience. The conclusion of the meeting will result in a balanced disciplinary and pastoral response from the school.

Upon the completion of the reflection meeting, the outcome will be reported 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
- Director of Boarding (if applicable)
- student's advisor
- student's dormitory parents

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