

TASIS THE AMERICAN SCHOOL IN ENGLAND
BEHAVIOUR MANAGEMENT, DISCIPLINE AND SANCTIONS POLICY

This policy applies to the whole school, including boarding and the Early Years Foundation Stage (EYFS)

For purposes of this document, the term “Board of Directors” is deemed to have the same meaning as “Proprietor” in accordance with the ISSR, and is used interchangeably.

This policy, is publicly available on the TASIS website and on request; a copy may be obtained from the business office. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures, both within and outside of normal school hours and including activities away from school. This policy should be read and understood in conjunction with our Safeguarding – Child Protection Policy, Anti-Bullying Policy, Whistleblowing Policy and The Staff Code of Conduct.

Legal Status:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24)(3) of the Education (Independent School Standards) (England) (Amendment) Regulations 2014 in force from the 5th January 2015.
- Equality Act (2010), Education Act (2011)
- ***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>
- ***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>
- ***Use of Reasonable Force. Advice for Head of Schools, Staff and Governing Bodies*** (DfE 2013) which incorporates previous directives.

Related Documents:

- Anti-bullying Policy and Procedures; Safeguarding Students - Student Protection Policy and Procedures
- Exclusions Policy; Physical Intervention – Use of Reasonable Force; Managing and Modifying Children’s Behaviour
- Special Educational Needs and Disabilities (SEND) Policy; Personal, Social, Health and Economic Education (PSHEE)
- Spiritual, Moral, Social and Cultural (SMSC) Policy; Supervision of Students Policy

Designated Member of Staff responsible for Behaviour Management: The Head of School (Dr Mindy Hong) has overall responsibility for supporting students’ personal, social and emotional development, including issues concerning behaviour. 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.

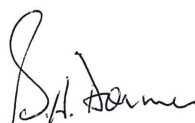
The Head of School is supported by: the Deputy Head of School (Mr Anthony Jones), the Head of Lower School, inclusive of EYFS (Ms. Debbie Faasee), the Middle School Dean of Student Life (Mr Sam Stover), the Head of Upper School Student Life (Mr Jason Tait) and the Head of Boarding (Ms Amanda Cutting).

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Board of Directors, which will also undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This review will be formally documented in writing. Any deficiencies or weaknesses recognized in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it will be made available to them in either hard copy or electronic format.

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.

Signed 

Dr Mindy Hong
Head Teacher



M Ben Dorman
Chairman of the Board of Directors

Date: October 2016

This policy was last reviewed agreed by the Board of Directors of the school in October 2016 and will next be reviewed no later than October 2017 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

We aim to: The primary aim of our school is to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, with values built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our 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. 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. 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.

School Ethos: TASIS England is expected to be a place where:

- all individuals are respected and their individuality valued;
- Students are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently;
- bullying, disruption and harassment are not tolerated;
- early intervention is the norm;
- there is an emphasis on self-discipline.

Therefore, both faculty colleagues and dorm parents faced with challenging behaviour have a referral system to their line managers. In compliance with DfE Guidance *Behaviour and Discipline in Colleges* (2016), we ensure that our professional practice for the whole of the TASIS faculty, inclusive of the boarding team:

- 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;
- 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;
- 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;
- includes issues related to Students with special educational needs or disabilities and provides reasonable adjustments for these Students;
- makes provision for continuous professional development with reference to positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- 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;
- ensures strong school leadership; supports teachers with classroom management; implements rewards and

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- sanctions; behaviour strategy and the teaching of good behaviour;
- has an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling Students' behaviour where it may require additional support;
- is able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- familiarises new staff members with the school's behaviour policy and guidelines for behaviour;
- 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* (HM Government: 2010)
http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf
- is consistent with *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Role of all members of faculty: All members of faculty are expected to encourage good behaviour and respect for others among Students and to apply all rewards and sanctions fairly and consistently. Faculty are also responsible for ensuring that the policy and procedures are followed, and are consistently and fairly applied. Well-planned, interesting and demanding lessons make a major contribution to good discipline. The school has clear policies concerning teaching and learning. Faculty are supported with effective classroom management strategies to ensure effective behaviour management. Faculty need to recognise that codes for interacting with other people vary between cultures, and faculty need to be aware of, and respect, those used by all members of the school. All faculty need to provide a positive model of behaviour by treating Students, parents and one another with friendliness, care and courtesy. Through regular discussions at faculty meetings and briefings regarding children's behaviours, the school endeavours to ensure that faculty apply all standards fairly and consistently.

All members of faculty 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:

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

The Class Teacher and Classroom Management Support: The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Faculty are supported with effective classroom management strategies to ensure effective behaviour management. 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. 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.

Staff Development and Support: We support our staff in managing and modifying children's behaviour through training whereby we bring in specialist trainers to further develop staff skills. We also have detailed supporting

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documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Role of students: Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. 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. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. The school has a separate Anti-Bullying Policy, and issues related to bullying are specifically dealt with through PSHEE lessons, as well as on an ongoing basis. At TESIS we recognise that every Student has the right to feel safe, to learn and to be treated with respect.

Students who are out of sympathy with the ethos of TESIS: Students are expected to actively support the School's standards of personal and academic honesty. 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.

Behaviour on campus: It is the responsibility of each Student to:

- move between lessons and around the buildings and site in a safe and sensible manner;
- 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;
- wear the school uniform correctly and with pride;
- take responsibility for their bags and equipment;
- avoid any interference with the equipment or property of others; look after and take pride in the equipment, facilities and buildings of TESIS;
- remember that they are ambassadors for TESIS and to act accordingly **within and outside the walls of the school.**

Behaviour off campus: When students participate in private activities which reflect negatively on the school, TESIS reserves the right to take necessary measures to curtail any misconduct outside the school environment. The determination of the type of conduct subject to discipline and the decisions regarding consequences are left to the sole discretion of the administration. 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. Events not consistent with school rules may result in disciplinary action against students in attendance.

Behaviour outside school when attending educational visits: 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.

If a student's actions break school rules and/or pose a danger to self or to others, or his/her behavior reflects negatively on TESIS, the student's participation in the trip or event may be terminated at the sole discretion of the School.

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.

Role of Parents; Behaviour of Parents on and off the School Premises: TESIS strongly encourages an ethos and culture where there is clear communication with parents, and where TESIS has their support. Parents are expected to take responsibility for the behaviour of their child both inside and outside the school. We try to build

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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. Parents who have concerns regarding their child's behaviour are encouraged to contact the school and arrange an appointment to discuss any issues. Parents will be involved early on if there are difficulties at school, and we expect parents to work with the school to resolve any difficulties. 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. By working collaboratively with parents, Students receive consistent messages about how to behave at school. We expect parents to support their child's learning, and to encourage their child to support the school. If any parent feels that we are not dealing with an issue in a fair way, complaints may be made using the Complaints Procedure.

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. Parents should not become angry publicly, and if they have a problem this should be dealt with in private. 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. If there is a Court Order against a parent seeing their child, the school will abide by the conditions of the Order. School premises are private property and parents will generally have permission from TASIS to be on school premises. However, in cases of abuse or threats to staff, Students or other parents, school may ban parents from entering the school. All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our ethos.

Standards of behaviour: TASIS expects high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a Student enters the school. All faculty are expected to promote good behaviour and self-discipline amongst Students and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons is required. It is appreciated that there will be variations in faculty acceptance and tolerance of Students' behaviour in class depending on the nature of the class and content of the lessons, but behaviour that does not allow constructive teaching and learning is unacceptable. All faculty have a duty to ensure that disruption is not tolerated.

Rewards: 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. 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. 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. Please refer to Appendix A for specific details about Lower School, Middle School and Upper School rewards.

Sanctions: However hard we may try, there may be times when positive strategies are not sufficient to encourage acceptable behaviour. It is the policy of TASIS to implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect. 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. 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. 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. Beyond this, please refer to Appendix B for specific details about Lower School, Middle School and Upper School sanctions.

Recording: Incidents and Sanctions Logs including the Serious Sanctions Log: The Serious Sanctions Log is kept in the Head of School's office. This log will refer to all behavioural incidents that led to Saturday Detention, internal discipline days, fixed penalty exclusion or permanent exclusion.

The Head of Upper School Student Life, Head of Boarding, Dean of Middle School Student Life and Head of Lower School regularly meet to check and discuss the sanctions log and student files so that behavioural patterns can be identified and actioned. 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. The Head of Upper School 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 bad behaviour.

The overwhelming majority of disciplinary offences are "in-house" and, as such, are not mentioned on school transcripts. 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.

Exclusion Policy (summary and signposted) - Fixed Penalty Exclusion and Permanent Exclusions: 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. Ultimate sanctions at TASIS are: Fixed Penalty and Permanent Exclusion. Neither sanction is used lightly. Please refer to Appendix B for specific details about this process. If the Head of School excludes a Student, the parents are informed immediately, giving reasons for the exclusion. 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. The school informs the parents how to make any such appeal. 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. Please refer to our Exclusion Policy for extreme cases, and also our Anti-Bullying Policy.

Managing Pupil Transition: We carefully manage the transition of the Students throughout the school. A particular strength of TASIS is the relationships faculty develop with the Students. Our faculty are in constant communication and any specific Student support systems or strategies are seamlessly integrated as each Student moves through the school to ensure consistency in their behaviour management.

School Counsellor Option as part of support Pupils to Self-Manage their Behaviour: 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. At TASIS, the Students will know this person as the School Counsellor. Each division of the school has such a position, employed by the school. 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. Sometimes it may well be helpful 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.

Support Systems for Students: TASIS places considerable emphasis on the pastoral support for all Students. We have set procedures for supporting children with their behaviour problems. Students are supported in their behaviour through high expectations of positive behaviour instilled in assemblies, Personal, Social, Health, Economic (PSHE) education and Citizenship, class routines, circle time lessons, the Pastoral Pyramid and positive role models of staff and older children. In some cases, we may refer children to outside agencies who will liaise with both TASIS and the child's parents to provide additional support.

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Duties under the Equality Act 2010 and supporting pupils with Special Educational Needs and disabled pupils: In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. In particular, we give due consideration to our children who require such due to their special educational needs or disability when considering behaviour, discipline and sanctions. Adjustments will be made according to the children's individual specific needs. Particular consideration will be given to those Students with special educational needs or disability when considering behaviour, discipline and sanctions. TESIS 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. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the Student.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. The school will always take 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. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all Students fairly and apply this behaviour policy in a consistent manner. 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.

Punishments that are humiliating or degrading will not be used

The following sanctions / punishments will never be used:

- Corporal punishment.
- The use of sarcasm, demeaning or insensitive comments towards Students is not acceptable in any situation.
- Any form of hitting of a Student (including hitting a Student in anger or retaliation).
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone to parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by a Student.

The following sanctions / punishments will never be used: 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 faculty'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

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

Physical Restraint: Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child). The position is stated in DfE Guidance Behaviour and Discipline in Colleges. Teachers in our school do not hit, push or slap Students. Faculty only intervene using the minimum force required to physically restrain Students to prevent them injuring themselves or others, damaging property or committing a criminal offence. 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. 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 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable and the techniques to use.

Disciplinary Action against Pupils who are found to have made Malicious Accusations against Staff: Malicious accusations against our faculty are not acceptable and are taken very seriously. If an allegation is determined to be unfounded, TASIS will refer the matter to Children's Social Care to decide whether the Student concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Head of School may temporarily or permanently exclude the Student.

Equal Opportunities: (Single Equalities Policy): All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all Students fairly and apply this behaviour policy in a consistent way. This policy aims to help Students 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. Concerns about the welfare of colleagues or Students should be communicated to the Head of School immediately. 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.