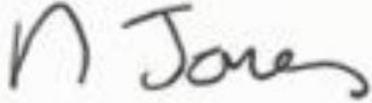




# Chester International School

## *Behaviour Policy*

<b>Policy name:</b>	Behaviour Policy
<b>Version:</b>	Final
<b>Author/s:</b>	Fran McCormick
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<b>Name</b>	<b>Signature</b>	<b>Date</b>
Katrina Brown <i>Principal</i>		17/03/2020
Neil Jones <i>Chair of Governors</i>		17/03/2020

As an International Baccalaureate school, Chester International school aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**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 School Staff, (DfE Guidance: February 2014) <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Getting the simple things right: Charlie Taylor's behaviour checklists (DfE: 2011) <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
- Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies (DfE 2013) which incorporates previous directives.

**Applies to**

This policy applies to the whole school including all staff (teaching and non-teaching), Trust and volunteers working in the school.

**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

**Availability**

This policy is made available to parents, staff and students in the following ways: via the School website, in the Parents' portal, on the Staff portal, within the Parents Policies Folder in the Reception area from where, on request, a copy may be obtained.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Board of Advisors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

## **Implementation**

The Principal has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. We ensure that our professional practice:

- has a consistent approach to behaviour management;
- includes regular opportunities for students to discuss behavioural issues with their teachers and coaches;
- ensures a strong school leadership;
- supports teachers with classroom management;
- implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- provides support to students 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;
- ensures support systems are in place for students;
- liaises with parents and other agencies;
- manages students' transition;
- has clear, well organised working practices along with maintaining its facilities to a high standard;
- takes appropriate disciplinary action against students who are found to have made malicious accusations against staff;
- fulfils its duties under both the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice (DfE 2014): 0 to 25 years: statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities and provides reasonable adjustments for these students.

Chester International School makes the relevant information available to comply with the above. The policies, working practices, documentation and record keeping support the implementation outlined above.

## **Statement of Intent**

At Chester International School we are committed to promoting the highest standards of behaviour and to ensuring those standards of behaviour are monitored and maintained so that the stated aims of the school can be achieved. It is crucial that we foster and develop an atmosphere in which students can learn and that we create a climate in which students not only know exactly what standards of behaviour are required of them, but appreciate that it is one in which relationships are based on mutual respect. To this end each student will be made aware of our school's expectations that will be available on their virtual learning environment.

In formulating our Behaviour Policy we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in students and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in students an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

Chester International School focuses on restorative practice. This means that when there is an incident with the student it is the duty of the member of staff involved, and the student, to restore their behaviour. This works on a very subjective basis, however it does require students to acknowledge where their behaviour has gone wrong and where they can change and adapt their behaviour in the future.

### **Aims**

Chester International School aims to provide:

- good adult role models of caring cooperative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining good discipline.

It is a primary aim of our school 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, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn

### **School Ethos**

Chester International School 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.

The ethos of our school is such that all who come here are valued as individuals in their own right. Students are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other students and adults. Students should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – students, parents and staff – to keep to the guidelines, requiring these to be applied consistently. All members of staff have an important role to play in promoting good behaviour. A particular strength is our approach to Spiritual, Moral, Social and Cultural Education (SMSC).

### **The Role of the Principal**

The Principal's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Principal has overall responsibility for supporting

personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Principal who is expected to:

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect for others and prevent all forms of bullying;
- ensure that the standard of behaviour is acceptable;
- regulate the conduct of students;
- makes provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- have an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling students' behaviour where it may require additional support;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

### **The Role of All Members of Staff**

All members of staff are expected to encourage good behaviour and respect for others, and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed, and 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. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Staff need to recognise that codes for interacting with other people vary between cultures, and staff need to be aware of, and respect, those used by all members of the school. All staff need to provide a positive model of behaviour by treating students, parents and one another with friendliness, care and courtesy.

### **The Role of Parents**

Chester International School strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their student both inside and outside the school. 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. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, students receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home-school agreement.

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 publically, and if they have a problem this should be dealt with in privacy. 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 the school to be on school premises. However, in cases of abuse or threats to staff, pupils or

other parents, schools may ban parents from entering the school. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

### **Other Agencies**

Chester International School has access to coaching, educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with local authority and complies with their safeguarding procedures.

### **Standards of Behaviour**

Chester International School demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a student enters the school. All staff 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 staff 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 staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings the school endeavours to ensure that staff apply all standards fairly and consistently.

### **The School Environment**

We are well aware of the impact of the Chester International School environment on the behaviour of our students. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school.

The care and sensitivity with which students' work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The students will also be encouraged to be similarly aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Students showing pride in their own spaces is the first step towards this.

### **The Role of the Students**

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. At Chester International School we recognise that every student has the right to feel safe, to learn and to be treated with respect. Linked to those rights are the following responsibilities:

#### **In the Classroom:**

Students at Chester International School are expected to:

- Arrive at lessons on time and properly equipped
- Enter the classroom in an orderly manner when invited by their teacher

- Follow the particular ground-rules established by teachers for lessons in which practical work takes place
- Contribute to the creation of a good learning atmosphere
- Treat all other students, members of staff and visitors with respect
- Ensure the learning spaces are left in a tidy state at the end of each session
- Move around the school in an orderly manner

#### **Behaviour elsewhere:**

It is the responsibility of each student to:

- Move between lessons and around the building and site in a safe and sensible manner
- Behave in a safe and responsible manner at break and lunchtimes
- Eat and drink hot food and drinks only in the Canteen. Note that chewing gum is not allowed at school
- Take responsibility for their bags and equipment, making use of lockers. The school will take no responsibility for electronic devices on site that are not safely secured in lockers
- Avoid any interference with the equipment or property of others
- Look after and take pride in the equipment, facilities and buildings of Chester International School.
- Adhere to the Home/School Agreement in all respects and in particular with reference to the use of ICT equipment at Chester International School and to familiarise themselves with the rules on computer use displayed in each room
- Remember that they are ambassadors for Chester International School and to act accordingly

#### **Behaviour in the Canteen:**

Students will:

- Go into the canteen only at the allocated times
- Line up for their food in a safe and sensible manner
- Leave bags elsewhere and not take them into the dining area
- Remain seated whilst eating or drinking

#### **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 are "always good". They should not feel that the occasional badly behaved student is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

Each week staff get the opportunity to nominate any student for their behaviour. This is then linked to the IB learner profile traits as set out below:

- Principled
- Inquirers
- Open-minded
- Caring

- Risk-taker
- Balanced
- Reflective
- Knowledgeable
- Thinkers
- Communicators

At the end of each half term, the students with the most nominations from staff will take part in a celebratory lunch with the Dean of Students in order to reward this lengthy positive behaviour.

### **General Encouragement**

The importance of offering students encouragement and reward, as and when appropriate, cannot be overestimated. It is easy to see Chester International School students as able, confident, articulate and self-sufficient and to assume that personal affirmation will matter little to them. Quite the opposite is often the case – beneath an apparently confident persona there often lies an individual who needs quite badly the frequent word of commendation.

It is very important, therefore, that all members of the teaching staff should be alert to opportunities for offering, routinely and informally, encouragement and endorsement when a student has done well or has clearly worked especially hard. In this context written comments when marking academic work should be treated with particular care. In addition to such informal praise and encouragement there are various ways in which notable achievements or contributions can be acknowledged formally. Ultimately we encourage our students to foster intrinsic motivation so that material rewards become redundant.

### **Encouragement and Reward: Formal Practice**

#### **Sanctions**

It is the policy of Chester International School to encourage students to partake in a restorative conversation with teachers should any behaviour issues arise.

Staff members are trained in managing restorative conversations and, should support be required, members of pastoral team will support students in restoring any issues.

#### **Guidelines for Staff**

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:

- 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
- Know the whereabouts of every student in their charge at all times
- Seek advice from the Principal or Senior Staff member as and when a need arises
- Follow the procedures outlined below

### **AGREED PROCEDURES: Incidents leading to parental involvement -**

- Incidents in class should be reported directly to the Vice Principal (Curriculum) and Dean of Students ( Student Wellbeing)
- Incidents in class should be dealt with following the 'classroom procedures' document which can be found under the Staff Learning Journey.
- Incidents out of class or out of school should be reported directly to the Dean of Students (Student Wellbeing) who will, in consultation with the Principal, be responsible for liaising with the coach and calling in the parents as and when necessary

#### **Incidents of a very serious nature:**

On those rare occasions where the behaviour of a student becomes completely unacceptable and/or is seriously disturbing the learning of others:

- If possible the student should be taken to a senior member of staff. Students are not to be sent out of lessons unaccompanied in the case of an incident.

#### **Anti-Bullying**

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

#### **Student Support Systems**

Chester International School places considerable emphasis on the pastoral support for all students. Additionally, support systems are put in place to help students modify their behaviour. Please see our Pastoral Care Policies.

#### **Chester International School**

##### **Coaching as part of Behaviour Management:**

It may be helpful for an impartial member of staff to become involved or to be consulted. The use of a coach is established as a support mechanism and can be used to address on-going behavioural problem or in times of personal need. The coach will maintain a close interest in the behaviour and achievements of the students and will liaise regularly with the teacher/s who work most closely with the students.

##### **Restorative practice as part of Behaviour Management**

Students will follow our restorative practice model. This requires that all parties involved must acknowledge where any given situation has fallen apart, and how this can be avoided next time. This requires the teacher to take the lead during a restorative conversation and to decide on a sufficient process. For example, if the student is failing to complete self-scheduled tasks it may be that the teacher contacts the parent to let them know, and then that student remain behind after school on a given day in order to complete the tasks.

Restorative practice works on a very subjective basis and therefore should members of staff require additional guidance as to the correct process they are to seek out Dean of Students for advice on how to move forward.

##### **Students with Special Educational Needs and Disabled Students**

Particular consideration will be given to those students with special educational needs or disability when considering behaviour, discipline and sanctions. Chester International 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. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the student.

### **Managing Student Transition**

We carefully manage the transition of the students joining our school and also moving from Key Stage 4 to Key Stage 5. A particular strength of Chester International School is the relationship staff develop with the students. Because our staff team are in constant communication, any specific student support systems or strategies are seamlessly integrated as each student moves through the school to ensure consistency in their behaviour management.

### **Recording: Incident Log**

The school keeps a variety of records of incidents of misbehaviour. The teacher records minor classroom incidents. The Principal records those incidents where a student is sent to her on account of poor behaviour. We also keep a record of any incidents that occur at break or lunchtimes. All incidents are recorded via CPOMs.

A copy of all discipline letters is kept on file in the student records. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other students at risk or has endangered the safety of the student concerned, must be discussed with the Principal and entered in the Incident Log.

The Principal keeps a record of any student who is excluded for a fixed-term, (suspension) or who is permanently excluded. It is the responsibility of the Local Governing Body and Chester International School to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Fixed Penalty Exclusion and Permanent Exclusion**

Chester International School 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 Chester International School are:

- Fixed Term Exclusion
- Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a student can only be exercised by the Principal. If the Principal excludes a student, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision. The school informs the parents how to make any such appeal. It is the responsibility of the Local Governing Body, with the help of the Principal and SLT to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Fixed Term Exclusions**

Only the Principal can exclude a student for a fixed number of days for serious breaches of discipline. If the Principal is not available for any reason, the Assistant Principal can act on their behalf. After the 5th day, the school will provide an alternative site for the excluded student to be educated.

### **Permanent Exclusions**

Permanent exclusion is a very serious move, and is generally a last resort, if all else has failed but remains an option open to the school. A child can be permanently excluded because of, including but not limited to:

- A serious breach of the Behaviour policy and associated policies
- Persistent breaches of the Behaviour policy and associated policies
- The harming of the educational chances of the student or other students
- The harming of the welfare of the student or other students
- Behaviour out of the school premises that is likely to damage the reputation of the school, harm the educational chances of other students or the welfare of other students

A child may be permanently excluded because of a first offence if the offence is very serious, including but not limited to:

- Serious actual or threatened violence against student or a member of staff
- Bringing and consuming on to the School site and/or Supplying illegal drugs / substances
- Carrying an offensive weapon such as a knife
- Sexual misconduct
- Vandalism
- Arson

*Please also refer to our substance misuse policy.*

### **Managed Move**

Where the school believes that following a number of fixed term exclusions, it may be the student's benefit to move to another educational establishment, Chester International School would follow the usual Fair Access Panel procedures.

### **Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)**

Students' behaviour outside school on educational visits and sports fixtures is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils attend residential visits that acknowledge, in cases of seriously poor behaviour, they will collect their student from the venue. The Principal will not allow students to participate in an educational visit (including residential visits) if their behaviour at school indicates that the student's presence on the activity will be prejudicial to good order and/or safety. Any serious offences whilst on an educational visit will result in the parents having to collect their student from the venue at their own expense.

### **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 Schools*. Teachers in our school do not hit, push or slap students. Staff only intervene physically to 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 Principal 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.

### **Involvement of Students**

Article 12 of the UN Convention on the Rights of the Child allows students who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns. All students are involved in the discussion process through activities of the Personal, Social Health and Economic Education Programme (PSHEE) appropriate to their age - on a continuum from circle time through to pre university level debates.

### **Equal Opportunities**

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.

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 Principal 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.*

### **Organisation and Facilities**

Within the organisation of the school, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to be come as personally adequate, socially competent and as independent as their potential will allow.

**Staff Development and Support**

We support our staff in managing and modifying children's behaviour through appropriate In Service Education Training (INSET) whereby we bring in specialist trainers to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

**Malicious accusations**

Malicious accusations against our staff are not acceptable and are taken very seriously. Chester International School takes disciplinary action against pupils who are found to have made malicious accusations against staff which if necessary, may include exclusions.

**Support systems for pupils, parents and other agencies**

In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for students with serious behaviour issues so that staff, parents and the student understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support.