

## **BEHAVIOUR POLICY, PROCEDURES, SANCTIONS AND REWARDS**

### **Introduction**

The International College is in many ways a unique institution. Up to 80% of the students remain at the College for only one academic year, therefore particular emphasis must be placed annually both on creating a positive ethos and ensuring that all behaviour enables students to feel safe, are healthy and enjoy their time at the International College. The College student population is made up annually of students from up to 30 countries, and this brings with it unique behavioural challenges and opportunities. The College seeks not only to epitomise what would be considered to be good behaviour in the United Kingdom, but also to acknowledge, incorporate or in some cases merely take into account, behavioural strategies that exist in other parts of the globe.

At the International College we are proud of the excellent standards of behaviour normally displayed by our students. In the classroom, throughout the College campus and in the boarding house, we believe they exhibit high standards of behaviour both towards each other and towards staff and we continually aim to improve those standards. We expect students to be polite to visitors and listen respectfully to adults and to each other, understanding, accepting and learning from any cultural differences that may exist between them.

The College is a community in which behaviour is based on mutual respect and consideration for others. The College considers itself very much to be a family school (it is small and contact time is great between both students and staff) and therefore good behaviour and family values are positively encouraged. The school endeavours to promote self-discipline amongst pupils and proper regard for authority, both within and outside the College.

The values, standards and attitude of the College community are made clear both to staff and the students by example and discussion, so that they are absorbed by them and made their own. Good behaviour is recognised and rewarded so that it may set helpful examples for others. Where behaviour is unacceptable, appropriate counselling and reasoning will occur and any sanctions or punishments fairly applied, being discussed in detail between members of staff, parents, guardians and the students concerned as appropriate.

### **Aims**

It is our aim to promote:

- Good standards of behaviour
- A greater understanding of each other's cultures and the value of such understanding
- Courtesy in and around all areas of the College campuses and beyond
- A respect for others and their property.
- Truthfulness, honesty, care and consideration
- Citizenship
- A developing understanding of moral issues

- A consistent approach by all staff whilst recognising and acting upon individual need and circumstances.
- English as the standard means of communication, in order to enable students to choose friends based on personality, interests etc rather than merely on linguistic ease.

### **School Approach – Strategies for Encouraging Positive Behaviour**

A consistent whole-school approach has been developed through, amongst other strategies, staff discussion, support and training. The staff are aware of the importance of setting good examples of behaviour and understand, particularly in the early days of a student's time at the College, that elements of behaviour which may otherwise seem rude, may have a cultural, linguistic or culture-shock element that needs to be thoroughly explored and carefully considered. Staff InSeT is undertaken, not only in relation to key issues such as bullying and child abuse, but also with regard to topics such as *cultural differences* and *alternative learning styles* in order to understand our students better and this in turn will enable staff to make better informed decisions on behavioural problems that may occur, or to prevent such problems.

Positive behaviour by the students is rewarded by praise and other strategies such as through Community Credits and awards such as the Principal's Prize and the ECIS (European Council of International Schools) award.

Poor behaviour will be dealt with appropriately but, as stated above, linguistic and cultural elements plus any genuine misunderstanding by a student will be taken into account before any sanction is delivered. Parents, guardians and agents will be contacted and encouraged to contribute at the earliest opportunity re either serious incidents or disturbing patterns of behaviour that a child may be exhibiting.

The class teacher and boarding staff will deal with most incidents of inappropriate behaviour. Referral will be made to the Vice-Principal (serious classroom incidents) or the Senior Housemaster/Junior Housemaster/Housemistress (serious pastoral incidents). Although the College adopts an inclusion policy, tackling the behaviour rather than the individual, there are occasions in a boarding community where the wellbeing and happiness of other students must be given priority. Cases of exclusion including both expulsion and suspension will be considered carefully at SMT level, and only decided upon after all interviewing has been completed and the required paperwork submitted and scrutinised. Serious offences include the misuse of drugs, bullying and other threatening behaviour as well as stealing and any other act which is deemed sufficiently serious to put any individual at risk.

### **What Behaviour Do We Encourage/Expect?**

Through providing good role models, praising good behaviour and showing disapproval of inappropriate behaviour, the staff will endeavour to help the students to:

- Show politeness
- Act in a non-physical manner

- Listen carefully to teachers, staff and each other when they are talking
- Make friends with students of other nationalities and cultural backgrounds, understanding the great benefits and pleasures they can gain by doing so
- Show respect to visitors and each other
- Be helpful (eg opening doors, help at charity events, showing visitors around ...)
- Refrain from bullying and to report occasions that they witness
- Listen to other peoples' points of view
- Not use another person's property without permission
- Behave sensibly about the school
- Take responsibility for their own actions
- Obey and respect the laws of the land re issues such as smoking, alcohol and drug abuse.

### **What Behaviour Do We Seek to Correct (examples)?**

- Bullying – in all its forms – including cyber-bullying (see the College anti-bullying policy).
- Spitefulness
- General unawareness of others – shouting out, not listening, insensitivity.....
- Defacing property or student belongings
- Lack of respect, particularly for another's culture or background
- Impoliteness
- Over aggressive behaviour
- Bad language
- Misuse/defacing of property
- Any attempt to use technology or other similar means in order to make other people unhappy
- Any behaviour which leads to an individual or group being put in a position where they are not safe or behaviour which may affect health.
- Selfishness

### **Strategies for Ensuring Good Behaviour:**

The College will employ a number of strategies to encourage good behaviour at all levels including the following examples:

- Setting high standards as members of staff, exhibiting a caring and empathetic yet professional approach at all times.
- Appropriate staff InSeT training – eg relating to cultural differences, the use of appropriate simplified language, learning strategies, anti-bullying
- The Newly Appointed Teacher Programme which allows all members of staff to be given an initial, important insight into cultural differences, culture shock, learning styles and linguistic problems for which strategies can be developed to help ensure not only effective teaching but also good behaviour
- Making students aware of issues and their responsibilities through appropriate PSHE provision.

- Regular meetings to discuss student progress and behaviour – eg Heads of Year, formal meetings between the Senior Housemaster and the Principal and Vice-Principal (at least weekly), individual meetings between students and the Vice-Principal (based on teacher comment), regular weekly boarding staff meetings as well as more informal daily approaches and meetings between members of staff and students alike
- Assemblies covering a wide range of topics which impact on behaviour, using cultural examples, explanation of festivals and religious observances across the globe, the importance of fellowship ...
- Ensuring that all incidents are dealt with fairly and promptly and not escalated in order to cause either unnecessary embarrassment or further problems.
- Induction for GRAs (Graduate Resident Assistants).

### **General Procedure in Dealing with Poor Behaviour**

As stated above, repeated or serious acts of poor behaviour in the classroom should be reported to the Vice-Principal. On the rare occasion that a student needs to be removed from the classroom, he should be sent immediately to Reception and the Vice-Principal, or in his absence the Director of Studies or Principal, should be given a full account of why the student has been removed in advance of meeting with the student. Persistent or serious problems in the boarding house should be reported either to the appropriate housemaster or housemistress or in the case of something deemed extremely serious, to the Senior Housemaster. Again, full information must be provided as to the nature of the problem.

It is expected that individual minor incidents of poor behaviour will be dealt with by the member of staff concerned and that any discipline undertaken (eg warning, detention ...) will be prefaced by a full explanation to the student as to why the behaviour is deemed unacceptable. Information will be passed on to the Head of Year and Boarding Staff so patterns of behaviour can be carefully monitored. Parents and guardians will be contacted over serious incidents or unacceptable/worrying trends in behaviour and will be told when a suspension or expulsion is likely to be the immediate/next course of action. The International College insists that all students have a UK-based guardian to provide a safe and caring environment for students who are asked to leave the College, either temporarily or permanently.

### **Responses to poor Conduct and Behaviour**

Students are informed of the sanctions that may be applied to poor behaviour in both the Student Planner and House Manuals, which are updated every year. Examples of minor punishments used by the International College are as follows:

Boarding:

- Early beds for not getting up in the morning, getting up in the night
- Meal report – missing meals
- Picking up litter duty – dropping litter
- Room tidying and inspection – not keeping room tidy
- Language detention – speaking own language in “English-only hours”.

- Detention – persistent or more serious poor behaviour (see below)
- Gating – out of College without signing out or at an inappropriate time; behaving badly off site.
- Conduct report (regularly reporting to a member of staff) – persistent poor behaviour (in class or in the house)

Academic:

**A. In Class**

1. Work not finished or untidy or copied – finish in next free time.
2. Forgetting books or equipment – extra work set.
3. Persistently late for lessons – extra work or early bedtimes.
4. Bad behaviour in class – go to the Vice-Principal.
5. Damage to books, desks, etc. Clean or pay for new one. You may get a detention as well.

**B. In Prep**

1. Talking or not working – extra work or work under supervision.
2. Forgetting books or equipment – extra work.

Note: Language detention involves 30 minutes of English practice during the lunch hour. The Vice-Principal will warn persistent offenders and contact parents/guardians if there is no improvement.

**C. Detention may be given for:**

1. Bad behaviour to staff or other students.
2. Repeatedly not doing work.
3. Damaging things or misuse of property.
4. Persistently not wearing correct uniform.
5. Chewing gum or eating in classroom.
6. Bad behaviour in the dining room.

Notes: Detention is a more significant punishment (1½ hours supervised extra work) the number of which is recorded on termly reports to parents and guardians.

The normal expectation, as described above, is that poor conduct will be dealt with by the member of staff who encounters the initial incident. The Head of House, Senior Housemaster or Vice-Principal may be consulted about the appropriate response, or in serious matters, the incident may be immediately referred to one of the above.

More serious punishments (in order of severity):

1. The lowest level of response to a serious incident would be a letter home plus a gating.
2. Repeated poor behaviour would normally lead to an internal suspension, which also includes the student being put in detention and on conduct report.

3. An actual suspension out of College would be the next level of response, unless it was felt the individual incident demanded a suspension.
4. An expulsion (permanent exclusion) is the most severe punishment and normally follows a suspension.

Note: Some offences, (for example see policy on illegal drugs, substance abuse and alcohol) may be treated with the most severe sanction immediately. Similarly, other offences such as sexual impropriety and stealing may also receive serious initial sanction – probably expulsion.

Permanent or temporary exclusions are rare features of College life, and all other alternative responses will be considered first. For any exclusion – temporary or permanent – the Head of House will establish contact with the guardian to arrange temporary accommodation with the guardian or someone appointed by the guardian. In the event that the guardian is not contactable, the College will appoint a temporary guardian to look after the student. The student will normally leave the College at the earliest opportunity following the decision to exclude the student. Wherever possible, this will be at a time when other students are occupied in lessons or at sport, to avoid unnecessary embarrassment.

For all exclusions, the Principal, Vice-Principal and Senior Housemaster must be involved and the Principal or the Vice-Principal will interview the student personally if they are being considered for permanent exclusion. Heads of Houses have the authority to decide on temporary exclusion although either the Principal or Vice-Principal must be informed/consulted.

The Principal will inform the Chairman of the College governors at the earliest possible opportunity in the case of permanent exclusion.

Temporary exclusions will normally be for one week, and the College will try to supply the student with academic work for the period of exclusion should they be preparing for external examinations. The Senior Housemaster will see temporarily excluded students when they return to College to counsel them in relation to future conduct.

In all cases of exclusion, parents (or representatives of the parents where linguistic difficulties exist) will be informed in writing, preferably by e-mail, on the day that the exclusion was agreed.

Revised by CJG, January 2010  
Checked by PAH, January 2010  
Revised by CJG & PAH, June 2010  
Reviewed by PAH, June 2011  
Reviewed by PAH & SJB, September 2011