



THE AMERICAN SCHOOL IN ENGLAND

Behaviour Management, Discipline & Sanctions Policy

This policy applies to the whole school including Boarding and the Early Years. The current version of any policy, procedure, protocol or guideline is the version held on the TASIS England website. It is the responsibility of all staff to ensure that they are following the current version.

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Agreed by:

Head of School	DSL	Chair of the Board
Bryan Nixon	Jason Tait	David King
25 September 2023	25 September 2023	25 September 2023

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 Education (Independent School Standards) Regulations 2014 and is used interchangeably. The terms 'faculty' and 'staff' may be used interchangeably and refers to any person engaged or employed by the school to provide services and includes all TASIS England employees, directors, contractors, work experience / placement students, bank or agency staff and volunteers.

1.2. The legal framework that has informed this policy:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24) (3) of the [Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)
- [Equality Act \(2010\)](#)
- [Education Act \(2011\)](#)
- [The Children and Families Act \(2014\)](#)
- Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff, (DfE Guidance: 2016) <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 Head of Schools, Staff and Governing Bodies \(DfE 2013\) which incorporates previous directives.](#)
- [Searching, screening and confiscation at school \(DfE: 2022\)](#)
- [Keeping Children Safe in education \(KCSIE\) \(DfE: 2023\)](#)
- [National Minimum Standards for Boarding Schools \(NMS\) \(DfE: 2022\)](#)

1.3. Related documents ([available on the school website or by request from the School Office](#)):

- Anti-bullying (Countering Bullying) Policy
- Safeguarding Children Child protection Policy
- Single Equalities Policy;
- Accessibility Plan;
- Personal, Social, Health and Economic Education (PSHEE) processes;
- Spiritual, Moral, Social and Cultural (SMSC) processes and
- Data Protection Policy

1.4. The Head of School has overall responsibility for the fulfillment of our Mission, Commitments and Outcomes and for supporting students' personal, social and emotional development, including issues concerning behaviour.

1.5. The Head of School's role is to determine the details 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:

- the Head of Lower School, inclusive of Early Years
- the Head of Middle School
- the Middle School Pastoral Care Coordinator

- the Head of Upper School
- the Dean of Students
- the Director of Boarding
- the Deputy DSL of Upper School
- the Director of Pastoral Care
- the Director of Inclusion, Wellbeing and Compliance

2. Policy Aim:

- 2.1. Every member of the school community should live our School Mission and feel valued and respected, each person should be treated fairly and well.
- 2.2. The school values are built on mutual trust and respect for all, and all are expected to be principled, open-minded and compassionate members of our school community. The school's behaviour policy intends to support all members of the school community in living and working together in an inclusive, mutually beneficial way in support of our School Mission. 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 and flourish.
- 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 principled, open-minded, compassionate, positive, responsible and increasingly independent members of the school and the wider community. The aim of our behaviour policy to:
 - be accessible and easily understood
 - be aligned to other school policies
 - consider the needs of all students, faculty and staff, so all members of the school community can feel safe and that they belong
 - consistent and detailed
 - supportive of students to meet high standards of behaviour.

3. School Mission:

TASIS England nurtures intellectual curiosity and emboldens each learner to flourish as a principled, open-minded and compassionate member of a global community.

4. Ethos

- 4.1. In support of our Mission, 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, and
 - there is an emphasis on self-discipline

4.2. Both teachers and house parents faced with challenging behaviour have a referral system to their line managers.

4.3. In compliance with [DfE Guidance Behaviour and Discipline in Schools](#) (2022), we ensure that our professional practice for the whole of the TASIS England staff group, 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 organized 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 section, to discuss online behaviour management logs and managing students' behaviour, which are inclusive of transition between the sections;
- ensures strong school leadership; supports teachers with classroom management; implements rewards and 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, health and emotional development;
- familiarise 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' and
- is consistent with current guidance and obligations on the [Special Educational Needs and Disability \(SEND\) system for children and young people 0-25](#).

5. Role of all members of faculty/staff

5.1. All members of faculty/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. All faculty/staff are responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Well-planned, differentiated, interesting and demanding lessons make a major contribution to good discipline. The school has clear policies concerning teaching and learning. Faculty/Staff are supported with effective classroom management strategies to ensure effective behaviour management. Faculty/Staff should recognize that codes for interacting with other people vary between cultures, and faculty/staff need to be aware of, and respect, those applied by all members of the school. All faculty/staff 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/staff meetings and briefings regarding children's behaviours, the school endeavors to ensure that faculty/staff apply all standards fairly and consistently.

5.2. All members of faculty/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:

- 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 Section Head
- know the whereabouts of every student in their charge at all times, and
- seek advice from the Head of Lower School, Head of Middle School, Middle School Pastoral Care Coordinator, Head of Upper School, Dean of Students, Director of Boarding, Director of Pastoral Care and DSL or a Senior Staff member as and when a need arises.

6. Role of the Board of Directors

6.1. The Board of Directors holds the Head of School to account for the behaviour management of students at the school including those within the Boarding Program. This includes ensuring that the school has in place an effective Behaviour Policy. In support of this, the Board of Directors have established a Boarding Subcommittee, which is chaired by the Director of Boarding. Behaviour is a standing item at each meeting.

7. The Class Teacher and Classroom Management Support

7.1. Teachers and house parents have a significant responsibility for delivering 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 and staff are supported with effective classroom management strategies to ensure effective behaviour management to enable their teaching and students' learning. Our school believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of cooperation and good behaviour. 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/Section 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.

8. Faculty/Staff Development and Support

8.1. The school supports faculty/staff in managing and modifying children's behaviour through training. Specialist trainers may be bought in to further develop staff skills. We also have detailed supporting documents and clear procedures which enable faculty/staff to feel confident in dealing with behaviour accordingly.

9. Behavioural Expectations in Response to Respiratory Infections and Infection Control

9.1. 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 class meetings, 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 where issues related to bullying are specifically dealt with through PSHEE lessons, as well as

on an ongoing basis. At TASIS England we recognise that every student has the right to feel safe, to learn and to be treated with respect. In order to safeguard our students, faculty/staff and community from respiratory infections, TASIS England may make adjustments to our school operations which are in the best interests of all the aforementioned parties. Non-compliance with these guidelines will be addressed by faculty/staff at TASIS England and may lead to a behavioural report being made via the school's Learning Management System (LMS).

10. Zero Tolerance Approach to Issues of Sexual Harassment and Sexual Violence

- 10.1. TASIS England stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, TASIS England will follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed. Please refer to Appendix '2', which outlines how such matters will be addressed by each section of the school.

11. Students Out of Sympathy with The Ethos of TASIS England

- 11.1. Students are expected to actively support the school's standards of personal and academic honesty at all times. 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 they are 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.

12. Behaviour Expectations On Campus

- 12.1. 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 TASIS England, and
 - remember that they are ambassadors for TASIS England and to act accordingly both inside and out the walls of the school.

13. Behaviour Expectations Off Campus

- 13.1. Students should be aware that if they participate in private activities which reflect negatively on the school, TASIS England reserves the right to take necessary measures to apply sanctions for any misconduct outside the school environment.
- 13.2. The determination of the type of conduct subject to discipline and the decisions regarding consequences are left to the sole discretion of the administration.
- 13.3. 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.

- 13.4. Events not consistent with school rules may result in disciplinary action against students in attendance.

14. Outside school when attending educational visits

- 14.1. During off-campus events and travel opportunities, students are representatives of the school, as well as ambassadors for their home 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 their behaviour reflects negatively on TESIS England, 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.

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

- 15.1. We recognise the crucial role of parents in helping the school develop and maintain good behaviour. We encourage parents to get to know the school's behaviour policy, reinforce this at home as appropriate and, where possible, take part in the life of the school and its culture. Parents who have concerns regarding their child's behaviour are encouraged to contact the school and arrange an appointment to discuss any issues.

- We strongly encourage an ethos and culture where there is clear communication with parents, and where TESIS England 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 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.
- 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 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.
- We expect parents to support the school rules, 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, whilst continuing to work collaboratively with the school.

- 15.2. Responding to aggression from parents and carers:

- It is 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, problems and issues should be dealt with privately.
- 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 England to be on school premises.
- 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 faculty, staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our ethos.

16. Rewards

- 16.1. 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 cooperation and good behaviour. We endeavor to raise students' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Faculty/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.

17. Sanctions

- 17.1. Sometimes a student's behaviour will be unacceptable, and students need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions. There is constant, hard work put into maintaining the positive culture at TASIS England, and we make every effort to positively reinforce behaviour by our students.
- 17.2. However, when positive strategies are not sufficient to encourage acceptable behaviour. It is the policy of TASIS England to implement reasonable and proportionate 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.
- 17.3. When our school becomes aware of misbehaviour, staff respond predictably, promptly and assertively in line with this policy. We respond first by ensuring the safety of all children and restoring a calm environment. We aim to use de-escalation techniques as often as possible to help prevent further behaviour issues and restore the calm. Our response to any misbehaviour is entirely consistent with maintaining the calm, safe and thriving environment, which is the norm at TASIS England, as well as aiming to prevent the recurrence of misbehaviour.

- 17.4. In general, our responses to misbehaviour have the following three purposes:
- Deterrence: of further misbehaviour
 - Protection: of all children, for example removing a child from a lesson
 - Improvement: supporting children to understand and meet the behaviour expectations of the school. These responses take many forms at TASIS England, so that the specific needs of children are best addressed.

We take full account of any contributing factors when responding to misbehaviour, such as bereavement, abuse or neglect and any other individual needs we may be aware of.

- 17.5. **Supporting children following a sanction:** For TASIS England, a sanction is part of a strategy to help a student understand how to improve their behaviour, not a condemnation of the student themselves. We follow sanctions up with a range of methods to help students improve their behaviour. These may include:

- a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, what they can do different in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to relevant people, if applicable
- a phone call with parents or guardians
- inquiries into the students conduct with staff involved in teaching, supporting or supervising the student in and around school;
- inquiries into circumstances outside school, including at home, conducted by the Designated Safeguarding Lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

These interventions are always delivered at TASIS England by designated staff and prioritise the wellbeing and mental health of the student in question.

18. Recording Incidents and Sanctions

- 18.1. 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. The Head of Upper School, Head of Middle School, Head of Lower School, Director of Boarding and Dean of Students regularly meet to check and discuss the sanctions logs 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. Head of Upper School, Head of Middle School, Head of Lower School, Director of Boarding and Dean of Students record those incidents where a student is sent to them on account of poor behaviour. The overwhelming majority of disciplinary offences are "in-house" and, as such, are not mentioned on school transcripts. However, since TASIS England 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.

19. Fixed Penalty Exclusion and Permanent Exclusions

- 19.1. TASIS England 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 England are Fixed Penalty and Permanent Exclusion. Neither sanction is used lightly. If the Head of School excludes a student, the parents are informed immediately, and given the 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 such an 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.

20. Police Involvement

- 20.1. 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. 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. When making a report to the police, it will often be appropriate to make a report to children's social care. As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the Designated Safeguarding Lead (or deputy) would take the lead including reports of child-on-child sexual violence and abuse, following guidance in KCSIE.

21. Managing Student Transition

- 21.1. We carefully manage the transition of the students throughout the school. A particular strength of TASIS England is the relationships staff develop with the students. 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.

22. School Counselor Option

- 22.1. The use of a Counselor is established as a support mechanism and can be used for on-going behavioural problems or in times of personal need. Each section of the school has such a position, employed by the school. The Counselor will maintain a close interest in the behaviour and achievements of the students and will liaise regularly with the appropriate Section Head(s) and/or teacher/s. On occasion, it may be required to remove a disruptive student to meet the Counselor, and this can be arranged through the Section Head(s). As the Counselor gets to know the students better there should be an input into the behaviour management strategy that is agreed as being the most appropriate.

23. Support Systems for students

- 23.1. TASIS England 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 and Economic Education (PSHEE); Citizenship; class routines; circle time lessons and positive role models of staff and older children. In some cases, the school may refer children to outside agencies

who will liaise with both TASIS England and the child's parents to provide additional support if required.

24. Duties under the Equality Act 2010

- 24.1. 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 students who require additional support due to a special educational need or disability when considering behaviour, discipline and sanctions. Reasonable adjustments can be made according to the student's individual additional needs. 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. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the student.
- 24.2. 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 sex, race, religion, ethnicity, disability, age, gender identity, sexual orientation, and marital status. 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.
- 24.3. The school treats all students fairly and applies 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.

25. Discriminatory Behaviour

- 25.1. TASIS England stands against all forms of discrimination based on any of the protected characteristics, including sex, race, religion, ethnicity, disability, age, gender identity, sexual orientation, and marital status. Our dedication to these principles is underscored by our school mission which fosters an inclusive environment at TASIS England, characterised by open minded, compassionate global citizenship, and the shared commitment to personal development and education for every member of our diverse community.

We are opposed to any form of open, or concealed, racism or racist behaviour. All students, faculty, staff and parents have a right to be treated equally regardless of their ethnicity, race, origin or religion. We encourage students to accept responsibility for their own behaviour. Students are expected to behave in a manner that will maximise the learning opportunities for themselves and others. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Head of School and pastoral leads are to be informed.

26. Student Support Including Students with Special Educational Needs and Disabilities

- 26.1. Our school's culture consistently promotes high standards of behaviour and provide the necessary support to all children, including children with SEND, enabling them to learn. Whilst we recognise that some behaviours can be linked with particular types of needs, it does not follow that every incident will be connected to those individual needs and we will manage students' behaviour effectively, regardless

of whether a student has additional needs. We use a graduated approach when considering the support being provided including duties under the Equality Act 2010, the Children and Families Act 2014, and for any student who may have an Educational Health Care Plan (EHCP) to ensure students with a protected characteristic are not disadvantaged. As a consequence, our approach to challenging behaviour may be differentiated to cater for the individual needs of the student.

We acknowledge that fair and reasonable adjustments are essential, not only in disciplinary measures but also in providing ongoing support for students with additional needs. Through these shared principles, our school ensures an inclusive and equitable environment that fosters positive behavior and learning for all of our students.

26.2. In meeting these duties, we anticipate likely triggers of misbehaviour and put in place support to prevent these using a range of recognised strategies. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose needs means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

26.3. Our school consistently and fairly promotes high standards of behaviour for all children, providing additional support where needed. We do not assume that where a child has SEND, this will have affected their behaviour on a particular occasion. The school will consider on each occasion if a child's SEND has contributed to the misbehaviour and if appropriate to sanction the children – including reasonable adjustments to both a sanction and the child's on-going additional support.

26.4. Our small class sizes and family ethos allow teachers to build good relationships with the individuals within their class. We use our knowledge of the individual children to support our behaviour systems.

26.5. The school must take account of any special educational needs when considering whether or not to exclude a student. There is a legal duty under the [Disability Discrimination Act 1995](#) not to discriminate against disabled students by excluding them from school for behaviour related to their disability. Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include:

- Developing strategies to prevent the student's poor behaviour;
- Requesting external help to meet the needs of the student;
- Staff training.

26.6. The Learning Resource Coordinator may be asked to support faculty members with developing

strategies for dealing with students who are exhibiting challenging behaviour. Where necessary teachers will seek advice from external practitioners such as educational psychologists. Where reasonable adjustments to policies and practices have been made to accommodate a student's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

27. Punishments That Are Humiliating or Degrading Will Not Be Used

- 27.1. The following sanctions / punishments will never be used:
- corporal punishment
 - the use of sarcasm, demeaning or insensitive comments
 - any form of striking or hitting
 - 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 or
 - withholding of any aids or equipment needed by a student.
- 27.2. Corporal Punishment: Under [section 131 of the School Standards and Framework 1998](#), corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used or threatened. The prohibition includes the administration of corporal punishment to a student during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as support and supply staff, volunteers, agency staff. Any verbal threat of corporal punishment is strictly forbidden.

28. Anti-Bullying

- 28.1. For information on 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.

29. Physical Restraint

- 29.1. 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). This position is stated within [DfE Guidance Behaviour and Discipline in schools](#).
- 29.2. Under no circumstances should faculty or staff hit, push, or slap students. Faculty/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. 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. The Head of School monitors the use of restraint, takes appropriate action to prevent the inappropriate use of restraint, and takes effective action when inappropriate restraint has been used.

- 29.3. Training and Guidance is given to all relevant members of faculty/staff on the circumstances in which physical intervention is allowable and the techniques to use. Any use of reasonable force on boarders or day students should be raised and discussed at the next Senior Leadership Team meeting in order for a full discussion to take place between senior managers and the Head of School.

30. Searching, Screening and Confiscation at school

- 30.1. Our faculty and staff may confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties and will consider whether the confiscation is proportionate. In some instances, faculty and staff may confiscate an item causing distraction within the class or boarding setting, to be returned at a later period or to parents directly. Searching students and confiscation of items is conducted in line with the DfE's latest guidance on searching, screening and confiscation and staff and parents are asked to refer to this document for further details ([Searching, Screening and Confiscation in Schools 2022, DfE](#)). The Head of school and staff authorised by them have the right to confiscate, retain or dispose of a prohibited item, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Please see our [Policy on Searching, Screening and Confiscation](#) for more details.

31. Substance Misuse

- 31.1. TASIS England is committed to creating and maintaining a safe and healthy learning environment for all students. As part of this commitment, the school has established procedures to address substance misuse. These procedures are outlined in the school's Substance Misuse Policy, which is available upon request from the school office or from the Director of Pastoral Care.

32. Mobile Phones

- 32.1. Students are only permitted to use mobile phones at certain times during the course of the school day. Mobile phones are not permitted during lesson time.

33. Malicious Accusations Against Staff

- 33.1. Malicious accusations against school staff are not acceptable and are taken very seriously. If an allegation is determined to be unfounded, TASIS England will refer the matter to Surrey 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 proven that the allegation has deliberately been invented or is malicious, the Head of School may temporarily or permanently exclude the student.

34. Miscellaneous

- 34.1. 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.

APPENDIX 1 – Rewards At TASIS England

Within the Boarding Program:

- Commendations;
- Verbal praise;
- Positive postcards;
- Boarder of the week award;
- House treats;
- Phone calls / emails home;

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; and
- 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; or
- open-mindedness.

Middle School: TASIS England 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 England 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; and

- 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; and
- service.

Recognition events include but are not limited to:

- Middle School town meetings;
- Middle School awards assembly; and
- 8th grade graduation.

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

- house rags and tags in recognition of house point acquisition;
- credit vouchers to the Royals Cafe 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; and
- house points awarded for a variety of endeavors

Upper School: TASIS England 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 England 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; and
- 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:

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

- 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; and
- 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 Leadership team.

Examples of which may include:

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

APPENDIX 2 – Sanctions At TASIS England

Consequences specific to the Board Program:

- B1 - warning
- B2 - removal of privileges / Community service within dorm
- B3 - gating
- B4 - Director of Boarding intervention
- B5 - Senior Leadership intervention
- B6 - Head's intervention

Lower School

In the Lower School behaviour 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 behaviour, 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;
- incidents of bullying recorded and reported to the Head of Lower School; and
- 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; or
- unsafe behaviour.

Lower School Response to behavioural issues that are of a sexual nature: In response to behavioural issues that are of a sexual nature, we will use the *Brook Traffic Light Tool and *Hackett’s Continuum of Sexual Behaviours to guide an age-appropriate response. We will seek to support students, through both an educational and restorative approach. For more serious and/or malicious instances further sanctions may be applied.

Note:

Alternative arrangements for sanctions may be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student’s personal circumstances. The school has regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

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 England reserves the right to modify the “Step” response, depending upon the integrity of the student and the severity and frequency of the policy infraction.

Disciplinary Procedure	Code of Conduct Infraction
<p>Step 1 Suspected rule violation: Teacher/Student discussion Due process is applied, and the student is informed of the perceived infraction. Depending upon the nature of the suspected infraction (for example, whether the infraction was the first instance of such behaviour) 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 behaviour Mobile phone use Tardiness to class Conduct relating to respiratory infection</p>

<p>Step 2 Student/Teacher reports incident to Middle School Pastoral Coordinator or Head of Middle School 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 Pastoral Coordinator.</p> <p>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 their actions. The student may also be referred to the counselor for follow up.</p> <p>The student's parents, advisor and Head of Middle School are informed of the incident. Parents will be included in the disciplinary process.</p>	<ul style="list-style-type: none"> 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 Discriminatory behaviour: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex.
<p>Step 3 Head of Middle School Review Automatic detention is applied as a minimum consequence in the case of these policy violations and will be reviewed by the Head of Middle School. In-school discipline days and disciplinary probation are also reviewed by the Head of Middle School.</p> <p>The student's parents, advisor and Head of School are informed of the incident. Parents will be included in the disciplinary process.</p>	<ul style="list-style-type: none"> Purposeful absence from class/truancy Academic Dishonesty Theft Possession of Weapons Mixed Company Physical Assault Harmful Sexual behaviour (HSB) Smoking Alcohol Use of illegal drugs or other illicit substances Vandalism
<p>Step 4 Head of School Review For offences in which the consequences may involve fixed term or permanent exclusion from TASIS England, the student's case will be reviewed by the Head of School.</p>	<ul style="list-style-type: none"> Distribution of illegal drugs and other illicit substances Coercion

Middle School Stepped, Zero Tolerance, Response to Sexual Harassment and Sexual Violence

<p>Definition of Sexual Harassment: Unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of TASIS England. Sexual harassment is likely to: violate a student's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.</p>

<p>Specific Elements of Sexual Harassment</p>	<p>Minimal Behavioural Response: 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 England reserves the right to modify the “Step” response, depending upon the integrity of the student and the severity and frequency of the policy infraction.</p>
<p>Banter: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names and sexual “jokes” or taunting.</p>	<p>Step 2 and CPOMS Report Incident reported to the DSL.</p> <p>Student/Teacher reports the incident to the Middle School Pastoral Coordinator.</p> <p>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 Head of Middle School.</p> <p>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 their actions. The student may also be referred to the counselor for follow up.</p> <p>The student's parents, advisor and Middle School Head are informed of the incident. Parents will be included in the disciplinary process.</p> <p>In all cases where the law has been broken the police will be informed.</p>
<p>Physical Touch: deliberately brushing against someone, interfering with someone’s clothes</p>	<p>Step 2 and CPOMS Report Incident reported to the DSL.</p> <p>Student/Teacher reports the incident to the Middle School Pastoral Coordinator.</p> <p>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 Head of Middle School.</p> <p>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 their actions. The student may also be referred to the counselor for follow up.</p>

	<p>The student's parents, advisor and Middle School Head are informed of the incident. Parents will be included in the disciplinary process.</p> <p>In all cases where the law has been broken the police will be informed.</p>
Sexualised online bullying	<p>Step 3 and CPOMS Report</p> <p>Incident reported to the DSL.</p> <p>Head of Middle School. Automatic detention is applied as a minimum consequence in the case of these policy violations and will be reviewed by the Head of Middle School. In-school discipline days and disciplinary probation are also reviewed by the Head of Middle School.</p> <p>The student's parents, advisor and Middle School Head are informed of the incident. Parents will be included in the disciplinary process.</p> <p>In all cases where the law has been broken the police will be informed.</p>
Taking and Sharing of Images: Consensual and non-consensual sharing of nude and semi-nude images and videos. Taking and sharing nude photographs of under 18s is a criminal offence	<p>Step 3 and CPOMS Report</p> <p>Incident reported to the DSL.</p> <p>Head of Middle School. Automatic detention is applied as a minimum consequence in the case of these policy violations and will be reviewed by the Head of Middle School. In-school discipline days and disciplinary probation are also reviewed by the Head of Middle School.</p> <p>The student's parents, advisor and Middle School Head are informed of the incident. Parents will be included in the disciplinary process.</p> <p>In all cases where the law has been broken the police will be informed.</p>
Upskirting: This is a criminal offence and involves taking a picture under a person's clothing without their permission	<p>Step 3 and CPOMS Report</p> <p>Incident reported to the DSL.</p> <p>Head of Middle School Automatic detention is applied as a minimum consequence in the case of these policy violations and will be reviewed by the Head of Middle School. In-school discipline days and disciplinary probation are also reviewed by the Head of Middle School.</p>

	<p>The student's parents, advisor and Middle School Head are informed of the incident. Parents will be included in the disciplinary process.</p> <p>In all cases where the law has been broken the police will be informed.</p>
<p>Sexual exploitation; coercion and threats</p>	<p>Step 3 and CPOMS Report</p> <p>Incident reported to the DSL.</p> <p>Head of Middle School</p> <p>Automatic detention is applied as a minimum consequence in the case of these policy violations and will be reviewed by the Head of Middle School. In-school discipline days and disciplinary probation are also reviewed by the Head of Middle School.</p> <p>The student's parents, advisor and Middle School Head are informed of the incident. Parents will be included in the disciplinary process.</p> <p>In all cases where the law has been broken the police will be informed.</p>
<p>Definition of Sexual Violence: Any kind of unwanted sexual act or activity that a person did not consent to. Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone can consent only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.</p> <ul style="list-style-type: none"> ● Children under the age of 13 are legally deemed incapable of consenting to sexual activity and therefore all incidences of sexual behaviour involving children under 13 should be considered as a potential criminal and/or child protection matter ● the age of consent is 16 ● sexual intercourse without consent is rape 	
<p>Specific Elements of Sexual Violence:</p> <ul style="list-style-type: none"> ● Causing someone to engage in sexual activity without consent ● Sexual assault ● Assault by Penetration ● Rape 	<p>Minimal Behavioural Response: 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 England reserves the right to modify the “Step” response, depending upon the integrity of the student and the severity and frequency of the policy infraction.</p>

<p>Refer to the TASIS England Sexual Violence and Sexual Harassment Policy (Inc Child on Child Abuse) for a clear definition of the terms outlined above.</p>	
<p>All cases of Sexual Violence</p> <p>Step 4 and CPOMS Report</p> <p>Incident reported to the DSL.</p> <p>For offences in which the consequences may involve fixed term or permanent exclusion from TASIS England, the student’s case will be reviewed by the Head of School.</p> <p>In all cases where the law has been broken the police will be informed.</p>	

For Misconduct: The TASIS England 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.;
- Behaviour 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 behaviour Comment may be given to a student by any member of the TASIS England 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 behaviour Comment will result in the student having a discussion with the Middle School Pastoral Coordinator.

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 behaviour 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 behaviour Comments. These cases are treated independently of the accrued behaviour 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.

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

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 their return to the TASIS England community the student and their parent(s) may be required to meet with the Middle School Pastoral Coordinator and/or Head of Middle School, and/or school counselor to implement the best course of action for future behavioural success at TASIS England. During the period of Internal Discipline and suspension a student may not take part in any TASIS England 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 England 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 them. The student will have the opportunity to present their 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.

Note:

Alternative arrangements for sanctions may be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student’s personal circumstances. The school has regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

Upper School

We want TASIS England 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 England 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 England reserves the right to modify the “Step” response, depending upon the integrity of the student and the severity and frequency of the policy infraction.

Code of Conduct Procedure	Disciplinary Infraction
<p>Step 1 Suspected rule violation: Teacher/Student discussion</p> <p>Due process is applied, and the student is informed of the perceived infraction. Depending upon the nature of</p>	<p>Classroom/Playground/Lunchroom policy Violation</p> <p>Dress Code Violation</p> <p>Disruptive Class behaviour</p> <p>Mobile Phone Use</p> <p>Tardiness to Class</p>

<p>the suspected infraction the incident may be resolved at this stage. Parents may be informed.</p>	<p>Coronavirus code of conduct</p>
<p>Step 2 Student/Teacher reports Incident reported to the Dean of Students.</p> <p>Depending on the severity of the violation the matter may be resolved at this stage or passed to:</p> <ul style="list-style-type: none"> ● the Grade Level Advisor ● the Academic Dean ● the Head of Upper School ● the Director of Pastoral Care and Designated Safeguarding Lead. <p>The student's parents and advisor are informed of the incident. In the case of boarding students, the Director of Boarding and House Parents will be included in the disciplinary process.</p>	<p>Absence from Class Academic Dishonesty IT/AUP Violations Poor behaviour Away from Campus Bullying Insubordination Smoking Out-of-bounds Out of Sympathy with the Ethos of TASIS Profanity Vandalism Discriminatory behaviour: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex</p>
<p>Step 3 Behaviour Reflection Meeting If the rule infraction involves fixed-term exclusion as a possible consequence, then the student may be required to attend a behaviour reflection meeting.</p>	<p>Alcohol Mixed Company Harmful Sexual Behaviour Physical Assault Smoking – in a School Building Theft Possession of Weapons Use of illegal drugs or other illicit substances</p>
<p>Step 4 Disciplinary Board Hearing For offences in which the consequences may involve permanent exclusion from TASIS England, the student will appear before a Disciplinary Board Hearing.</p>	<p>Distribution of illegal drugs and other illicit substances Severe or Repeated Rule Infraction</p>

US Stepped, Zero Tolerance, Response to Sexual Harassment and Sexual Violence

Definition of Sexual Harassment: Unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of TASIS England. Sexual harassment is likely to: violate a student's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

<p>Specific Elements of Sexual Harassment</p>	<p>Minimal Behavioural Response: 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 England reserves the right to modify the “Step” response, depending upon the integrity of the student and the severity and frequency of the policy infraction.</p>
<p>Banter: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names and sexual “jokes” or taunting.</p>	<p>Step 2: LMS and CPOMS Report</p> <p>Incident reported to the:</p> <p>DSL Dean of Students (school related concerns) and/or Director of Boarding (boarding concerns).</p> <p>The student's parents and advisor are informed of the incident. In the case of boarding students, House Parents will be included in the disciplinary process.</p> <p>In all cases where the law has been broken the police will be informed.</p>
<p>Physical Touch: deliberately brushing against someone, interfering with someone’s clothes</p>	<p>Step 2: LMS and CPOMS Report</p> <p>Incident reported to the:</p> <p>DSL Dean of Students (school related concerns) and/or Director of Boarding (boarding concerns).</p> <p>The student's parents and advisor are informed of the incident. In the case of boarding students, House Parents will be included in the disciplinary process.</p> <p>In all cases where the law has been broken the police will be informed.</p>
<p>Sexualised online bullying</p>	<p>Step 3: Behaviour reflection meeting and CPOMS Report</p> <p>If the rule infraction involves a possible fixed-term exclusion as a possible consequence, then the student will be required to attend a behaviour reflection meeting.</p> <p>The Head of Upper School and the Head of School will be informed.</p> <p>In all cases where the law has been broken the police will be informed.</p>

<p>Taking and Sharing of Images: Consensual and non-consensual sharing of nude and semi-nude images and videos. Taking and sharing nude photographs of under 18s is a criminal offence</p>	<p>Step 3: Behaviour reflection meeting and CPOMS Report</p> <p>If the rule infraction involves a possible fixed-term exclusion as a possible consequence, then the student will be required to attend a behaviour reflection meeting.</p> <p>The Head of Upper School and the Head of School will be informed.</p> <p>In all cases where the law has been broken the police will be informed.</p>
<p>Upskirting: This is a criminal offence and involves taking a picture under a person's clothing without their permission</p>	<p>Step 3: Behaviour reflection meeting and CPOMS Report</p> <p>If the rule infraction involves a possible fixed-term exclusion as a possible consequence, then the student will be required to attend a behaviour reflection meeting.</p> <p>The Head of Upper School and the Head of School will be informed.</p> <p>In all cases where the law has been broken the police will be informed.</p>
<p>Sexual exploitation; coercion and threats</p>	<p>Step 3: Behaviour reflection meeting and CPOMS Report</p> <p>If the rule infraction involves a possible fixed-term exclusion as a possible consequence, then the student will be required to attend a behaviour reflection meeting.</p> <p>The Head of Upper School and the Head of School will be informed.</p> <p>In all cases where the law has been broken the police will be informed.</p>
<p>Definition of Sexual Violence: Any kind of unwanted sexual act or activity that a person did not consent to. Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone can consent only if they agree by choice to that penetration and have the freedom and capacity to make that choice.</p> <ul style="list-style-type: none"> ● Children under the age of 13 are legally deemed incapable of consenting to sexual activity and therefore all incidences of sexual behaviour involving children under 13 should be considered as a potential criminal or child protection matter. ● the age of consent is 16 ● sexual intercourse without consent is rape 	
<p>Specific Elements of Sexual Violence</p>	<p>Minimal Behavioural Response: The information outlined in the table below represents a guide to the minimal "Step" response to policy</p>

	<p>infractions; this is not an exhaustive list. TASIS England reserves the right to modify the “Step” response, dependent upon the integrity of the student and the severity and frequency of the policy infraction</p>
<p>Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.</p>	<p>Step 3: Behaviour reflection meeting and CPOMS Report</p> <p>If the rule infraction involves a possible fixed-term exclusion as a possible consequence, then the student will be required to attend a behaviour reflection meeting.</p> <p>The Head of Upper School and the Head of School will be informed.</p> <p>In all cases where the law has been broken the police will be informed.</p>
<p>Sexual assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.</p>	<p>Step 4 - Disciplinary Board Hearing and CPOMS Report</p> <p>For offences in which the consequences may involve a permanent exclusion from TASIS England, the student will appear before a Disciplinary Board Hearing.</p> <p>In all cases where the law has been broken the police will be informed.</p>
<p>Assault by Penetration: A person (A) commits an offence if: they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.</p>	<p>Step 4 - Disciplinary Board Hearing and CPOMS Report</p> <p>For offences in which the consequences may involve a permanent exclusion from TASIS England, the student will appear before a Disciplinary Board Hearing.</p> <p>In all cases where the law has been broken the police will be informed.</p>
<p>Rape: A person (A) commits an offence of rape if: they intentionally</p>	<p>Step 4 - Disciplinary Board Hearing and CPOMS Report</p>

penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration and A does not reasonably believe that B consents.	For offences in which the consequences may involve a permanent exclusion from TASIS England, the student will appear before a Disciplinary Board Hearing. In all cases where the law has been broken the police will be informed.
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Consequences for Misconduct: TASIS England 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: (7 hrs.);
- weekend restriction (for boarders only);
- internal discipline day;
- Internal discipline + 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 England 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;
- 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 House 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 Students, 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.

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

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 Dean of Students to postpone detention.
- Students will wear the regular school uniform and will sit in silence.
- Students may not rest their heads on the desks or sleep.
- Students may not use electrical devices, with or without headphones.
- Students can elect to read or complete written academic assignments.
- Students may not bring food or drink into the detention room.
- Any form of misbehaviour, including tardiness, inappropriate dress or behaviour, may result in students being assigned additional misconduct points.

Full-Day 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 misbehaviour, including tardiness, inappropriate dress or behaviour, may result in the student being assigned additional misconduct points.

PLEASE NOTE: Fees for hiring a proctor will be charged, the cost of which will be £50 per student per session/day. (Unused money will be donated to charity). TASIS England 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 an Internal Disciplinary Day(s). The Director of Pastoral Care and/or the Upper School Section Head and/or Director of Boarding

will determine the length of 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 further Behaviour Reflection Meeting (BRM) or, in extreme, cases meeting with the Disciplinary Board of TASIS England. In addition, a student who has been placed on Disciplinary Probation at any time during the school year will have their re-enrolment reviewed at the end of the school year. Students on Disciplinary Probation are not eligible to serve as boarding/day prefects, student leaders, class officers, or student council members during their probationary period. A student placed on Disciplinary Probation will be asked to complete an education program and work with an assigned mentor. This staff member will monitor the student's progress and the student will be expected to discuss his or her progress with them.

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 be £50.00 per day. TASIS England 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 their return to the TASIS England community the student and, where possible, their parents may be required to meet with the Head of Upper School and/or the Dean of Students, to implement the best course of action for future behavioural success at TASIS England. During the period of Internal Discipline and fixed term exclusion a student may not take part in any TASIS England sponsored activities.

Permanent Exclusion: The Disciplinary Board 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 and is out of sympathy with the mission of the school.

Definition of Disciplinary Procedure

Due process: TASIS England 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 them. The student will have the opportunity to present their version of the incident.

Process of Appeal: Students have the right to appeal decisions made by the behaviour 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:

- The student and/or family may present their position.

- The Dean of Students and/or the Director of Pastoral Care will present the BRM's decision to the Head of School 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 behaviour reflection meeting with their advisor or house parent (for boarding students) and student representative (optional). The following people will also attend:

- The Dean of Students (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 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 Director of Pastoral Care. 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 their 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 England 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;
- Director of Pastoral Care;
- Head of Upper School;
- Director of Boarding (if applicable);
- Student's Advisor; and
- Student's House Parents (if a boarding student).

Note:

Alternative arrangements for sanctions may be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student's personal circumstances. The school has regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.