



**SECONDARY SCHOOL**  
**Pastoral Manual**  
**2024-2025**

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# 1. INTRODUCTION

## 1.1 Vision

ICS Paris inspires individuals to develop their strengths, skills, and passions, fostering a sense of belonging to a diverse community whilst empowering them to meet the global challenges of an ever-changing world.

## 1.2 Mission

We value respect, empathy, perseverance and integrity; our students treat everyone with dignity and care, understand the feelings and reasoning of others, always act in solidarity, persist in the face of adversity and accomplish everything with honesty and fairness in both words and actions.

## 1.3 Safeguarding

Safeguarding begins with preventative education and activities which enable children and young people to grow up safely and securely in circumstances where their development and wellbeing is promoted.

ICS Paris has safeguarding responsibility towards young people in their charge and take all reasonable steps to ensure that their welfare is safeguarded and their safety is preserved.

Safeguarding/Child Protection arrangements must be accessible in the school and understood by children so that they know what to do and who to go to.

### Key Principles of Safeguarding and Child Protection

The following principles underpin all strategies, policies, procedures, practice and services relating to safeguarding children and young people.

- **The child or young person's welfare is paramount**

The welfare of the child is the paramount consideration for the courts and in childcare practice. An appropriate balance should be struck between the child's rights and parent's rights. All efforts should be made to work cooperatively with parents, unless doing so is inconsistent with ensuring the child's safety.

- **The voice of the child or young person should be heard**

Children and young people have a right to be heard, to be listened to and to be taken seriously, taking account of their age and understanding. They should be consulted and involved in all matters and decisions which may affect their lives and be provided with appropriate support to do so where that is required. Where feasible and appropriate, activity should be undertaken with the consent of the child or young person and, where possible, to achieve their preferred outcome.

- **Parents are supported to exercise parental responsibility**

Parents have responsibility for their child/children rather than rights over them. In some circumstances, parents will share parental responsibility with others such as other carers or the statutory authorities.

- **Partnership**

Safeguarding is a shared responsibility and the most effective way of ensuring that a child's needs are met is through working in partnership. Sound decision-making depends on the fullest possible understanding of the child or young person's circumstances and their needs. This involves effective information sharing, strong organizational governance and leadership, collaboration and understanding between families, agencies, individuals and professionals.

## **1.4 Aims**

This policy aims to provide clear guidance regarding the establishment of:

- A safe and supportive learning environment for students to achieve their highest potential.
- A school community based on mutual respect, understanding and tolerance.
- A system that encourages positive behavior and academic success through rewards.
- A support system for students with learning and/or behavioral needs.
- Clear and equitable consequences to address any behavioral or academic needs.
- Clear guidelines for acceptable and unacceptable behaviors.
- Consistency in addressing behavioral or academic issues.

At ICS Paris, we believe in consistency and equity in addressing behavioral challenges within our learning environment. We believe that every member of the school community is responsible for enforcing behavioral procedures in an equitable and consistent manner. The success of the relationships among members of the school community occurs when all educators approach the policy with positivity and develop a relationship built on the celebration of student success within the school community.

## **2. VALUES AND EXPECTATIONS**

### **2.1 IB Learner Profile Attributes**

ICS Paris students are members of the IB learning community and exhibit the below learner profile attributes in all aspects of their life.

<b>Attribute</b>	<b>Characteristics</b>
<b>Inquirers</b>	I can learn independently and with others. I am curious, I ask questions, and I have the skills to research. I am a life-long learner.
<b>Knowledgeable</b>	I can develop and use conceptual understanding to explore knowledge in all of my classes. I engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	I can use critical and creative thinking skills to analyze and take action. I make reasoned and ethical decisions.
<b>Communicators</b>	I can express myself confidently and creatively in more than one language and in many ways. I collaborate effectively and listen carefully to the perspectives of others.
<b>Principled</b>	I can act with integrity and honesty. I have a strong sense of fairness and justice and I respect people everywhere. I take responsibility for my actions.
<b>Open-Minded</b>	I can consider other points of view and I appreciate both my culture and the culture of others. I grow from my experiences with other people.
<b>Caring</b>	I can show empathy, compassion, and respect. I have a commitment to service, and I act to make a positive difference in the lives of others and the world around us.
<b>Risk-Takers</b>	I can approach uncertainty with determination. I can explore new ideas independently and with a group. I am resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	I can learn to be balanced - physically, intellectually, and emotionally. I am interested in and involved in many different things. I understand that taking care of myself is important.
<b>Reflective</b>	I can understand by thinking about and asking myself questions about the things I learn and do.

## **2.2 Responsibilities of the School Community**

### **2.2.1 School Leadership**

The Head of School, Principal, Student services coordinator, IB Coordinators and Counselors have prime and direct responsibility for discipline within their institution. They are required to:

1. Stimulate a school-wide approach to prevention (proactive) and/or responding to (responsive) discipline issues.
2. Lead by example, be consistent in attendance and punctuality, and be positive role models for the students.
3. Develop strategies in terms of the organization, systems and school curriculum in order to support the development of student social and emotional skills.
4. Work in partnership with parents to develop and support the social and emotional skills that students need within their school community and within the wider community outside school.
5. Promote a positive school culture, leading to a safe, supportive and well-ordered environment.
6. Act promptly against all forms of student indiscipline by way of proactive initiatives, preventive actions and restorative justice practices in which students assume responsibility for their actions.
7. Work in partnership with parents and ensure that they are involved in discussions before any situation is allowed to escalate or deteriorate.
8. Develop a strong sense of belonging to the school among all students and staff;
9. Provide necessary support to teachers in their endeavors to sustain high standards of behavior.
10. Arrange for in-house sharing of experiences and good practices.
11. Organize and facilitate training of staff to enhance their capacity to manage challenging behavior.

### **2.2.2 Faculty members**

While Educators are expected to demonstrate high professional standards in the management of their individual classes, they and other staff are also expected to:

1. Lead by example, be consistent in attendance and punctuality, and be role models for the students.
2. Ensure constant supervision of students and ascertain that they understand the meaning of acceptable behavior.
3. Collaborate in maintaining discipline during assemblies and other events and activities.
4. Strive for high standards of courtesy and behavior in every aspect of relationships within the school.
5. Intervene promptly and firmly when encountering unacceptable behavior and be consistent in their responses to the same or similar issues.

6. Support the implementation of the school behavior policy and programmes as a stakeholder and in a spirit of professional responsibility.
7. Be supportive of students and colleagues and demonstrate good team spirit.
8. Treat all students fairly and equitably seeking to raise their self-esteem and develop their full potential.
9. Take every opportunity to promote and reward good behavior, achievement and effort.
10. Be positive representatives of their institution at all times through their professionalism.

### **2.2.3 Students**

Every student is responsible for their own behavior and is expected to act in a manner that demonstrates self-discipline, empathy and a sense of responsibility. They are expected to:

1. Abide by their School Behaviour Policy rules.
2. Have a positive approach to their school life.
3. Show courtesy and respect at all times towards others.
4. Be consistent in attendance and punctuality.
5. Cooperate with their peers and staff.
6. Recognise that no poor standards of behavior will be accepted.
7. Develop a sense of community and of caring for each other and for the environment.
8. Accept responsibility for a safe, supportive and well-ordered community at school and take an active role in supporting the school's values and mission.
9. Demonstrate a positive image of their school through their exemplary behavior on and off of campus.

### **2.2.4 Parents, tutors and legal guardians**

Research consistently indicates that the role of family and parents is critical to student achievement and their sense of well being. Parents and ICS Paris staff who work together to be actively involved, demonstrate interest, and acknowledge progress and accomplishments can have a powerful impact on a child's relationship with their learning.

It is necessary to recognize that at this age, parents still maintain a significant degree of accountability for their children and their children's behavior. It is an essential aspect of their role as parents that they make every effort to ensure that their children demonstrate good and acceptable behavior at all times, recognizing that this has a profound effect upon their attitudes at school. They are expected to:

1. Abide by and endorse the Rules and Regulations and any other policies of the school.
2. Encourage an attitude of respect for the environment, and for one another among their children.

3. Fully collaborate with the school in the elaboration and implementation of behavior resolution measures for the children in their care.
4. Discuss with teachers and/or appropriate school representatives (SSC, principal, etc.) regarding issues concerning their child's education, school environment, behavior and any concerns, difficulties or anxieties.
5. Encourage their child to project a positive image of the school at all times.
6. Ensure the consistent attendance (minimum 90% attendance rate) and punctuality of their child and abide by the attendance policy outlined by ICS Paris.
7. Support the school's behavior policy by encouraging positive behavior in school and accept the school's decisions regarding consequences for inappropriate behavior.

### **2.2.5 Homeroom teachers**

Homeroom teachers are essential to the effective implementation of a school's program. This position fosters leadership experiences and provides the individual an opportunity to develop positive leadership traits. They are expected to:

1. Conduct regular checks on grade level teachers and gather data on behavior issues and underperforming students, as well as students who exceed expectations or are deserving of recognition and/or commendation.
2. Conduct regular meetings with grade level teachers to discuss students of concern and to work on classroom management strategies when necessary.
3. Take action when behaviors are escalated to Code 2 as outlined by the code system.
4. Keep a running record, complete with clear evidence, for students who show recurring behavioral issues across the grade level.
5. Meet with the student services coordinator on a regular basis to discuss students of concern and commendation, and to examine possible strategies appropriate for the correction of inappropriate behavior and the support of commendable behavior.
6. Contact parents when necessary regarding the misconduct while ensuring clear documentation on the ManageBac Behavior tab.

### **2.2.6 Student services coordinator**

The student services coordinator and well being coordinator are responsible for the social and emotional well being of the ICS Paris teaching and learning community. They are expected to:

1. Work together with a diverse cross section of the ICS Paris community to determine needs and expectations regarding pastoral care and related initiatives.
2. Conduct regular programs focusing on pastoral related topics for staff, students and parents through a variety of media.
3. Conduct regular visits to classrooms during the school day to observe behavior.

4. Conduct regular meetings with Homeroom teachers to discuss overall issues and possible responses.
5. Supporting homeroom teachers that require additional or augmented support.
6. Conduct a behavior analysis and submit updates to the principal monthly.
7. Take action when behaviors are escalated to Code 3.
8. Regularly communicate with parents of students who are constantly violating behavioral codes.
9. Regular communication, follow-up and support to correct inappropriate behavior and support of commendable behavior.

### **2.2.7 University and Career Counselor:**

The College and Careers Counselor plays a critical role in supporting students as they:

1. Advises students, their parents, faculty, staff and the ICS Paris community about university admissions and applications
2. Implements a College Counseling Program that equips students with the necessary knowledge and skills to successfully research and apply for college
3. Counsels and supports students with the university application process
4. Acts as a focal point, resource and source of knowledge on all College Counseling matters for teachers and administration at ICS Paris
5. Advises and assists teachers with writing letters of recommendation
6. Informs teachers and administration with necessary updates and issues regarding College Counseling
7. Builds effective relationships with universities in the region and around the world
8. Ensures students are made aware of the various post-secondary school options that are available
9. Promotes outreach opportunities for students that enhance their college application
10. Hosts university fairs and college exhibitions at ICS Paris.

## **3. CODE OF CONDUCT**

### **3.1 Positive Behavior**

ICS Paris is committed to promoting a culture of positivity on campus. Descriptions and definitions for what constitutes positive, ethical, and praiseworthy contributions to our school culture are included throughout this manual and other media. Various awards and events are organized at a school level to recognize student achievement in these areas. Teachers are encouraged to acknowledge or praise positive behavior as part of their discipline routines in addition to correcting misbehavior. Students are trained in school expectations and are recognized for their achievements in meeting those expectations with a proportional response from the administration and/or faculty.

All members of the ICS Paris community should keep three presuppositions in mind when considering their response to behavior:

**1. Everyone does the best they can with the tools they have.**

- Give them a better tool and reinforce it. Tell them you will no longer respond to the old tool. A good example is when students learned in preschool to raise their hand rather than shout out their question.

**2. Every behavior has a positive intention and is appropriate in some context.**

- The subconscious mind drives habitual behavior. It will do whatever it thinks will achieve its desired outcome - usually because it has worked in the past - even if it results in behaviors that are unacceptable and ultimately harmful in the current context or setting. An example would be a child whose first reaction is to lie to avoid getting in trouble.

**3. All human behavior is purposive.**

- Everything we do has a purpose to it - even if we don't yet understand what it is. Discover the purpose and you may be able to provide a better, more appropriate tool than the one they are currently using.

### **3.1.1 Expectations**

Teachers and staff at ICS Paris are trained to understand and implement effective strategies and interventions based on research, shared best practices, and experience. All teachers understand the importance of differentiation and the importance of the three presuppositions detailed in section 3.2 when addressing issues of student behavior.

### **3.1.2 Recognition**

Reinforcing positive behavior forms an integral part of the teaching and learning process, and at ICS Paris students receive due recognition when they meet or exceed expectations. This empowers students and assists them in differentiating between acceptable and unacceptable behavior. In addition to verbal praise and reinforcement, ICS Paris supports awarding tangible and intangible incentives, and recognition for students in a variety of ways.

#### **3.1.2a Awards**

Students who exemplify the school's values and expectations are awarded in different ways throughout the school year. Some awards include, but are not limited to:

- Perfect Attendance Award (digital certificate issued at end of Semester by Homeroom teachers).
- Academic Excellence Award for outstanding achievement (certificate issued by Teacher and Subject Lead or MYP/DP Coordinator)
- Non Academic Awards recognition (end of year). Recognition from various sources such as groups, organizations, teams, etc. for non-academic successes.

- Exceptional Effort Award for demonstrating perseverance and focused effort (digital certificate issued by any staff member)
- Honour Roll
- Behavior Tab Commendation

HONOR ROLL	HONOR ROLL ELITE
Minimum of four 7s	Minimum of five 7s
No grade lower than 4	No grade lower than 4
All work submitted	All work submitted
Completion of current expectations for SA/PP/CAS/EE	Completion of current expectations for SA/PP/CAS/EE
	Requires nomination from a member of staff

- Wall of Fame: a wall located in a prominent area of the Secondary School on which are displayed photos from community members who have been photographed with notable achievements.
- Additional awards to be explored:
  - Artist of the Year Awards (Arts Department)
  - Sportsman/Sportswoman of the Year (PHE Department)
  - Outstanding SA (MYP) and CAS (DP) Projects (MYP/DP Coordinators)
  - Scholar’s Award for Extended Essay.

### 3.1.2b Events

Quarterly assemblies are held at the school campus during which students are recognized for their achievements in the presence of school administrators, teachers and their peers. Furthermore, school trips and other in-school incentives are a means of celebrating and rewarding student achievement.

### 3.2 Bullying

At ICS Paris, every student has the right to learn in a safe and supportive environment. The school takes the well-being of students very seriously and is fully committed to investigating all incidents of bullying and dealing with them swiftly.

ICS Paris endeavors to hold all members of the ICS Paris community to a high standard regarding a safe and supportive environment conducive to the realization of our vision and mission. We

encourage members of the community to communicate with the Student services coordinator when they are aware of any incident or behavior that has the potential to disrupt the teaching and learning at ICS Paris.

Please refer to the ICS Paris Anti Bullying Policy for more details.

### 3.3 Description of the codes

Ideally, behaviors in the classroom are addressed proactively through the early establishment of classroom culture. Some of the ways to do this are by:

- Clearly communicating equitable rules and shared expectations,
- Building rapport with students,
- Allowing for student agency whenever possible and reinforcing examples of student self-efficacy (student’s belief in their ability to succeed, achieve a goal or accomplish a task),
- Using differentiation strategies,
- Modeling desired behaviors whenever possible.

Despite a strong classroom culture that supports learning, we are dealing with a complex set of dynamics that includes what happens to a student the other 23 hours a day they are not in your class. In order to support you in dealing with inappropriate student behavior, we have designed a system of behavior codes.

#### 3.3.1 Code 1 Behaviors

Code 1 behaviors are those that result in low level disruption and in actions that are not conducive to learning within lessons. Such behaviors are dealt with using the suggested interventions in the matrix shown below and should remain within the classroom.

Upon exhausting three interventions the Teacher should review their documentation on ManageBac and elsewhere if applicable. The teacher should then contact the parent through the Behavior Tab with relevant information in the notes section and also inform the homeroom teacher. Repeated Code 1 behaviors will be dealt with under the protocols of Code 1.

#### 3.3.1a Escalation process:

Action Sequence	Consequence	Teacher Action
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1	No consequence	Reminder “(Name), are you on Track?”
2	Teacher intervention/ Documentation on Behavior tab	First Verbal Warning “Concentrate on being more <i>(desired behavior)</i> .”
3	Teacher intervention/ Documentation on Behavior tab	Second Verbal Warning “Collaborate with me. What skill do you think you are missing here? What is stopping you from <i>(desired behavior)</i> ?”
4	Teacher intervention/ Documentation on Behavior tab	Third Verbal Warning “Comply with the rule/agreement we just made/shared expectation.”
5	Remove from Class/ Inform parents	Dismissal from class with the homeroom teacher, administrator or, student services coordinator. The student <u>must</u> be supplied with continued learning opportunities.

**3.3.2 Code 2 Behaviors**

Code 2 behaviors are those that result in a level of disruption that hinders the learning process for the student and others in the classroom. The Teacher must document the misconduct on the ManageBac Behavior tab. If necessary, the teacher may contact the homeroom teacher, Principal or Student Services coordinator for the removal of the student from the learning environment. If neither is available, the teacher may remove the student from class and place them under the supervision of an adult in the building.

All communication with parents must be documented. Emails can be saved in .pdf format directly from Outlook. Communication through the Behavior Tab is automatically documented by ManageBac.

**3.3.3 Code 3 Behaviors**

Code 3 behaviors encompass actions that significantly disrupt the school environment and violate established rules, often necessitating intervention due to their impact on safety and order. These behaviors typically involve showing a lack of respect for authority or peers,

engaging in activities that distract from learning, and causing damage to property. They can also include creating a hostile environment through threatening or intimidating actions, compromising academic integrity, and participating in activities that pose a risk of harm to others. Additionally, these behaviors involve neglecting responsibilities by being absent without permission and refusing to follow reasonable directions from authority figures. Overall, addressing these behaviors is crucial for maintaining a safe and respectful school environment.

Code 3 behaviors are addressed by the school's services coordinator.

### **3.3.3 Code 4 Behaviors**

Code 4 behaviors are serious infractions in a school setting that significantly disrupt the learning environment for both the offending student and their peers. These behaviors necessitate immediate action and thorough documentation by the Teacher and Student Services coordinator on the ManageBac Behavior tab. Such misconduct is promptly escalated to the Principal by the homeroom teacher. Examples of Code 4 behaviors include fighting, using racist or sexist language, bullying, and making verbal threats or engaging in menacing behavior against staff members. When a student is involved in a Code 4 incident, the Principal intervenes by documenting the incident and informing the necessary parties. If a student accumulates three Code 4 incidents, the situation may escalate to a Code 5 intervention, which could involve more severe consequences at the head of school's discretion. Potential interventions by the Principal include suspension, barring from school activities, or establishing a behavior contract involving the student, administration, and parents. All communications with parents regarding these incidents must be meticulously recorded in the ManageBac system to ensure transparency and accountability.

### **3.3.5 Code 5 Behaviors**

Code 5 behaviors represent severe disruptions within a school environment that significantly hinder the learning process for other students. These behaviors are considered grave enough to warrant substantial administrative intervention. Examples of Code 5 behaviors include but not limited to defacing or deliberately damaging property, theft and harassment. When such incidents occur, all communications with parents must be meticulously documented on ManageBac. The Head of School is responsible for addressing these behaviors, which involves writing a detailed report to be attached to the incident documentation. Interventions by the Head of School may include a three-day suspension with a follow-up phone call and letter sent home, recommendations for non-enrollment, family conferences, legal consequences, barring

from school activities, or even suspension until further notice with a recommendation for immediate expulsion. These measures underscore the seriousness of Code 5 behaviors and the school's commitment to maintaining a safe and conducive learning environment.

In order to be highly effective, a teacher must be flexible and able to adapt to the situation as it is happening. We trust the teachers and thus everything included in this manual is a guide to help create consistency and a shared culture across the school.

### **3.3.6 Behavior Intervention and Support Plan**

Teachers can request or administration may stipulate that a student be supported through the use of a Behavior Intervention and Support Plan. The form should be completed together with the student, parents and the Student Services Coordinator. Affected teachers may also be present if necessary. All teachers of the student will be informed and required to support the conditions of the behavior plan; for instance, adding data to a checklist.

### **3.3.7 Detention**

When it is determined that initial intervention strategies have failed to support the student in achieving the desired change of behavior, the student may be assigned to serve detention. Detention is the first step in a chain of interventions that are designed to help the student understand their behavior is inappropriate and unacceptable in the context and environment in which it occurred, and to further urge them to make better choices regarding their behavior in school.

Homeroom teachers may recommend detention, but the Student Services coordinator (SSC), or Principal (P) is responsible for assigning the appropriate type of detention. Escalation occurs in this order:

- Lunchtime detention (Supervisors)
- After School detention (SSC, HR, and P)
- Internal suspension (P)
- External suspension (P)