International School of London

Behaviour Policy

Date reviewed: August 2025

To be reviewed: August 2026

Mission statement

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.
We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

Vision statement

We celebrate our stories, our worth and our purpose to make a difference in a shared world

Behaviour Policy

The purpose of this behavior policy is to foster a safe, respectful, and inclusive environment where all members of our community feel valued. This policy emphasizes restorative practices, which prioritize repairing harm, restoring relationships, and empowering individuals to take responsibility for their actions.

ISL is committed to a culture of care underpinned by the community charter and built on the discipline of restorative practice.

We believe that implementing the principles of restorative practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused.

A healthy community is built on a culture of mutual respect and understanding. Staff must be vigilant and open to relationship tensions and ensure Heads of Year/ Head of Student Well-being are made aware of concerns. Staff must be particularly vigilant of peer-on-peer abuse, and the safeguarding dimension of all matters related to behaviour. Peer-on-peer abuse can come in many forms including but not limited to bullying, physical and online abuse, sexual harassment and violence. Staff should be careful not to disregard so-called ‘light-handed’ comments as banter. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.

Staff should show an awareness that Safeguarding extends not just to a child on the receiving end of peer-on-peer abuse, but also an awareness that the “offending student” may also be subject to safeguarding concerns too; in sucha case, this student requires not only accountability but support.

Restorative Practice

Being 'Restorative' focuses on building positive relationships based on responsibility, respect, and fairness. In turn this creates a community that is supportive, accountable, and respectful. We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon 'knowing the effect that one may have on others. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused. The five restorative questions are listed below.

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Pupils and adults are encouraged to put things right together. All members of staff are trained in the key principles of restorative practice and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed, and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

1. We will at all times strive to promote learning and understanding as the central features of the school.

2. We will strive to create a harmonious and kind community - free from prejudice, harassment and bullying.

3. We will ensure that we maintain a healthy, safe and pleasant environment.

4. We will strive to understand the effects of our actions on others.

5. We will promote and reward behaviour which leads to the fulfilment of these principles.

6. We will discourage and take action against behaviour which obstructs the fulfilment of these principles.

7. We will apply the policy consistently at any given time.

8. We will review the policy regularly and listen to the school community

9. We will use the policy to promote behaviours specified in the IB Learner Profile, with a particular emphasis on the following attributes: 'open-minded': 'caring': 'balanced' and 'reflective'.

10. The main aim of this policy is the promotion of positive behaviour; this aim is supported by the use of restorative measures for actions which we regard as constituting poor behaviour.

Appended to this policy statement are extracts from the Staff Handbook; the Parents' and Students Handbook, and documentation which is used in cases where reporting particular behaviours is deemed necessary. All such appendices are to be understood as forming part of this policy. There are also other specific policies, e.g. the Anti-Bullying Policy, which form part of our overall Behaviour Policy. Our policy is informed by the behaviours outlined in the IB Learner Profile,which is also included in the appendix.

1. The promotion of learning and understanding as the central features of the School

Behaviour which encourages learning and understanding will be promoted and – where worthy of such note – will be recorded. This may include such simple actions as praising a student for a particular piece of work and making this praise public, online feedback or a letter home. It may include the award of a commendation certificate for a particular achievement whether academic or social e.g. an assignment of particular merit or an excellent punctuality record. Student work will be displayed wherever possible in order that we foster the spirit of academic achievement. The school recognises that positive rewards for such behaviour play an important role in limiting unwelcome behaviour. Such behaviour as inhibits the orderly conduct of classes and other learning environments will be actively discouraged and targeted restorative measures will be employed as necessary.

2. The creation of a harmonious and kind community - free from prejudice, harassment and bullying

We will strive to create a community based on respect, kindness and tolerance. Behaviour which promotes this should be recognised and rewarded where possible. We also recognise that not all conflict is necessarily harmful e.g. a conflict of ideas may have beneficial consequences if conducted in a reflective and open-minded framework. There are, however, certain behaviours which must be confronted if we are to achieve a caring and harmonious school community;

- Expressions of racial, religious, sexual prejudice and other forms of harassment and stigmatisation are never acceptable.
- Bullying, in whatever form it takes, can never be accepted.
- Inappropriate sexual behaviours

3. Ensuring that we maintain a healthy, safe and pleasant environment

We recognise that it is necessary for a learning environment to be healthy, safe and pleasant. The behaviour of individuals and groups can promote such an environment. There are forms of behaviour that can lead to an unhealthy, unsafe and unpleasant environment. We will promote and reward the former and discourage and take action against the latter. All members of the school community have responsibilities in this context.

4. Understanding the effects of our actions on others

The school will seek to promote the understanding of how our actions affect the lives of others. This principle applies not simply within the school community or during the school day, and the school will promote activities and behaviours which lead to a greater understanding of how our individual and collective behaviour can have a positive effect on the global as well as the local environment. Rewards, and restorative measures, need to be understood and justified with regard to this principle.

5. The promotion of behaviour which leads to the fulfilment of these principles.

Active encouragement and recognition of positive behaviour is an important tool in achieving a community where positive and respectful behaviour is the accepted norm. The school will have in place an informal and formal system of rewards and incentives for good behaviour. Informal rewards may include such simple acts as reinforcement of positive behaviour in the classroom through oral commendation. Formal rewards may include commendation certificates for individuals or groups or the awarding of prestigious prizes for achievement or certain behaviours e.g. the International Global Citizen's Award. Our students will be made aware of how the IB learner profile directly relates to, and supports, behaviour in the School.

6. Discouragement of, and action against, behaviour which obstructs the fulfilment of these principles.

A restorative approach in underpinned by the principle that actions have consequences. Staff should not exceed the range of sanctions which they are entitled to employ under the framework laid down bythe Head of School and/or by statutory guidance and law. Under no circumstances will corporal punishment be administered at this school.

7. The consistent application of the Policy

Consistent application of this policy – and any rewards and sanctions consequent upon it - is vital to its effectiveness. Inconsistent practice leads to a lack of understanding of the policy and its particular manifestations, and to a justified sense of unfairness, when action is taken in one circumstance, but not in another, similar circumstance. To that end the school will endeavour to inform and explain its relevant policies and systems to all members of the school community. Channels of communication must be made available to enable such understanding to be achieved. These channels may include tutor

groups, staff meetings and parent teacher meetings. The policy should be easily accessible to the school community.

In the management of behaviours which are incompatible with our expectations of student behaviour, the following ladder is provided to ensure a consistency of approach (see next page). All matters of student misbehaviour will be handled at the stage of the ladder that the school leaders involved decide is most appropriate. An appropriate sanction is always context dependent and it is important that a full understanding of the context is taken into consideration before a decision is made.

The ladder is applied in the expectation that the student respondspositively to the restorative measures, so that unsatisfactory behaviour isdefinitively resolved.

If further pertinent information about a behavioral case comes to light *after* the relevant school leaders have already decided on a particular stage of the ladder, it will be necessary for them to review the stage applied, to ensure that the matter concerned has been dealt with appropriately and consistently. In such a case, the application of another stage of the ladder can be regarded as a likely outcome.

Stage	**Behaviour**	**Outcomes**	**Who should be involved**
1	**Low level inappropriate behaviours** e.g. Interrupting in class, ignoring minor instructions, thoughtlessness	Apply positive strategies to encourage appropriate behaviours in line with the school's ethos. e.g. restorative conversation to unpack/address root cause of question; daily or weekly report (as appropriate); student-written behaviour commitment; restorative service to the community restorative measure; daily or weekly report; restorative service to the community	Teacher and Tutor, Head of Year

2	**Medium level inappropriate behaviours** e.g. persistent disruptive behaviour deliberately creating adisturbance, unkind behaviour, inappropriate languag**e**	Apply positive strategies and restorative measures to encourage appropriate behaviours in line with school's ethos e.g. restorative conversation to unpack/address root cause of behaviour along with other measures. These may include: tutor and Head of Student Welfare (as applicable) to meet with parent and student about suitable restorative measure; use of conduct report and recording of incident/s in some cases	Parents, Tutor, Head of Year, Counsellor or SENCO if/as appropriate to the case, DSL informed if appropriate
3	**Higher level inappropriate behaviours** e.g. serious challenge to authority, repeated refusal to do tasks, persistent harmful or offensive language, intentional physical harm to others, malicious allegations against others.	Apply positive strategies and sanctions to encourage appropriate behaviours in line with school's ethos e.g. restorative conversation to unpack/address root cause of behaviour along with other measures. These may include: behaviour contract in place with specific and tracked targets; DP Head of Student Welfare (as applicable) and tutor to meet with parent and student about implementation of restorative measure; daily or weekly report; restorative service to the community.	Parents, Principals. Head of Year, DP Head of Wellbeing, Counsellor or SENCO if/as appropriate to the case, DSL informed if appropriate
4	**Serious level inappropriate behaviours** e.g. repeated challenge of authority, behaviour that puts others in danger, bringing substances or pornographic items into school,	Measures may include- Fixed-term exclusion, supported by other measures e.g. restorative conversation to unpack/address root cause of behaviour along	Parents, Principals. Head of Year, Head of Pastoral, Counsellor or SENCO

	inappropriate sexual behaviour and sexual harassment, persistent peer on peer abuse	with other measures. These may include: behaviourcontract in place with specific and tracked targets; DP Head of StudentWelfare (as applicable) and tutor to meet with parent and student about implementation of restorative measure; daily or weekly report; restorative service to the community. The Fixed Term Exclusion may take the form of an external, or internal, exclusion, depending on what the relevant ISL school leaders decides. Permanent exclusion, which requires the student to leave ISL.	if/as appropriate to the case, DSL informed. Only the Head of School may reach a determination on an out of school exclusion.

8. Review of Policy

There will be a regular review of the policy and its specific manifestations.

If an unforeseen circumstance arises which requires the modification of or – more likely - addition to the policy, then it may be necessary to revisit the policy between the regular review cycle. Any such modifications or changes to the Policy will be communicated to the school community.

The Policy will be presented and explained to staff annually and comments noted for the Senior Management Team review.

The parent community will be invited to comment on the policy on a biennial basis – though there will always be provision for comment at any time via meetings of the Parent Teacher Association.

Appendix 1 - IB Learner Profile

Inquirers. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

University faculties regularly note IB students' passion for discovery.

Knowledgeable. They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in depth knowledge and develop understanding across a broad and balanced range of disciplines.

IB students are extraordinarily well prepared for the academic requirements of university coursework.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"

Communicators. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

IB students regularly deliver stimulating presentations and drive excellence in group assignments.

Principled. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

IB students are infused with the academic integrity that is a fundamental value of universities and colleges

Open-minded. They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.

Caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

Risk-takers. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development,

Reflective. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.