



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
01 September 2026	01 September 2026	01 September 2026

1. Introduction

1.1. For the 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. Additionally, the terms “students” and “children” may be used interchangeably in this policy, with both terms referring to all those under or over the age of 18 years enrolled at TASIS England.

1.2. The legal framework that has informed this policy:

- Regulatory Requirements, Part 6, paragraph 32 (3) (a) of the [Education \(Independent School Standards\) Regulations 2014](#)
- [Equality Act \(2010\)](#)
- [Education Act \(2011\)](#)
- [The Children and Families Act \(2014\)](#)
- Behaviour in Schools (DfE Guidance: 2024)
<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>
- [Restrictive interventions, including use of reasonable force, in schools](#) (DfE: April 2026), which replaces Use of reasonable force (2013) and contains statutory guidance on recording and reporting the use of force.
- [Searching, screening and confiscation at school](#) (DfE: 2022)
- [Keeping Children Safe in education \(KCSIE\)](#) (DfE: 2026)
- [National Minimum Standards for Boarding Schools \(NMS\)](#) (DfE: May 2026)

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

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

- the Head of PreK - Grade 8, inclusive of Early Years
- the Deputy Head of PreK - Grade 8, inclusive of Early Years
- the Director of Boarding
- the Upper School Pastoral Coordinator and the Deputy DSL of Whole and 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 in Schools](#) (2024), 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 faculty and 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 faculty and 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 PreK - Grade 8, Deputy Head of PreK - Grade 8, Head of Upper School, Upper School Pastoral Coordinator, 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 Sub-committee, which is chaired by the Board Director responsible for 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 faculty/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 recognize 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. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police. 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. However, students and parents should be aware that serious infractions, including but not limited to illegal activities, violence, or actions that bring the school into disrepute, are likely to result in severe disciplinary measures.
- 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, such as violating the principles of respect, responsibility, and integrity.
- 13.4. Students and parents are reminded that events not consistent with school rules may result in disciplinary action against students in attendance. Behavioural expectations are clearly communicated to students within codes of conduct and sectional updates prior to off-campus events, ensuring they understand the potential consequences of misconduct.
- 13.5. Sanctions for off-campus misconduct may include detentions, loss of privileges, suspension, or even exclusion, depending on the severity of the behaviour.

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 themselves or to others, or their behaviour reflects negatively on TASIS 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 TASIS 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 1996](#) 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 faculty, 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 faculty, 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 differently 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 faculty and 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 faculty/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-term exclusion or permanent exclusion. The Head of Upper School, Head of PreK - Grade 8, Director of Boarding and Upper School Pastoral Coordinator 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 PreK - Grade 8, Director of Boarding and Upper School Pastoral Coordinator 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-Term 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-Term 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 Chair of the Board of Directors. 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) 2026, 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 2026.
- 20.2. In cases where police involvement is considered, TASIS England will concurrently adhere to its Safeguarding Children and Child Protection Policy. The Designated Safeguarding Lead will ensure that all actions taken are in the best interest of the child and that any necessary reports are made to children's social care services in line with statutory guidance.

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 faculty and staff develop with the students. Faculty and 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 faculty/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.
- 23.2. At TASIS England, we recognise the potential links between mental health and some challenging behaviours. The mental health of students who exhibit challenging behaviours will be considered to explore whether there may be contributing factors. Where appropriate, referrals may be made to the school counselor or, in partnership with the student and their parents/carers, to an external mental health professional. Our approach includes support from school counselors, mental health awareness resources, and collaboration with students and parents to consider students' mental health in conjunction with behavioural expectations.

24. Duties under the Equality Act 2010

- 24.1. In accordance with the Equality 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 or belief, ethnicity, disability, gender identity, sexual orientation, or pregnancy and maternity. 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 sex, race, religion or belief, ethnicity, disability, gender identity, sexual orientation, or pregnancy and maternity. 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 overt, or covert, 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 provides 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 behaviour 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 student whose needs means that they find it difficult to sit still for long
 - adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
 - adjusting uniform requirements for a student with sensory issues or who has severe eczema
 - training for faculty and staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the student 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 [Equality Act 2010](#) 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 their disability and steps will be taken to ensure this. Steps could include:
- Developing strategies to manage a student's challenging behaviour;
 - Requesting external help to meet the needs of the student;
 - Faculty and staff training.
- 26.6. The school Learning Resource Specialists may be asked to support faculty and staff 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, even if made without intent to act, 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 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.
- 29.4. In line with the Restrictive interventions, including use of reasonable force, in schools guidance (DfE: April 2026), the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 and Standards 16A and 32A of the Independent School Standards, the school records in writing, as soon as practicable and ideally the same day: (a) each significant incident involving the use of force (section 93A of the Education and Inspections Act 2006); and (b) each incident in which a member of staff (including supply staff and volunteers) secludes, restrains or immobilises a student otherwise than as a disciplinary penalty - with or without direct physical contact (for example, removing a mobility aid is restraint). Records include, as a minimum, the names of the student and staff involved; relevant needs including any SEND status; the time, date, location and duration; a brief account of the incident and the de-escalation strategies used; the type and degree of force applied; any injuries sustained; the reason the intervention was judged necessary; and any post-incident support provided. These duties apply even where restrictive interventions form part of an agreed behaviour support plan.
- 29.5. Each incident is reported to the student's parents in writing (for example by email) as soon as practicable, and no later than the same day wherever possible, unless the student is aged 20 or over or reporting would be likely to result in serious harm to the student. Reports include, at a minimum, the

time, date, location and duration of the intervention; why it was considered necessary; the type and degree of force used; and any injuries sustained. Where a seclusion or restraint incident also constitutes a significant use of force, it is recorded and reported once, under the section 93A procedure. Parents are offered a follow-up discussion covering triggers, the effectiveness of de-escalation, and any changes needed to the student's behaviour support plan. The Head of School and Board monitor this data to inform improvement planning.

- 29.6. Seclusion - detaining a student alone, otherwise than as a disciplinary penalty, by physically obstructing their way out, securing the place, or causing them to believe they will be punished if they leave - is used only where necessary to manage an immediate risk of harm, never as a punishment or through threat of punishment. Any place used must be safe and must not feel threatening; the student is supervised at all times and allowed to leave as soon as the immediate risk has reduced. Every incident of seclusion is recorded and reported as set out above.

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. TASIS England operates as a mobile phone-free environment by default, in line with KCSIE 2026 and the DfE's 'Mobile phones in schools' guidance to be followed from 1 September 2026; anything other than this is by exception only, following a documented risk assessment. Students may not use or access mobile phones during the school day (arrival to departure, including transitions, breaks, lunch, study halls and co-curriculars) and must adhere to the sectional arrangements in place for the storage and/or handing in of devices, as set out in the Online Safety Policy and as directed by their Section Head.
- 32.2. This applies equally to smart watches and smart glasses and any other technology or devices with similar functionality. Sanctions for breaches are applied under this policy; the Independent School Standards guidance (April 2026, paragraphs 3.21-3.23) notes that inspectors may explore the impact of mobile phone use on behaviour and wellbeing where a school is not mobile phone-free.

33. Malicious Accusations Against Staff

- 33.1. Allegations against faculty and staff are taken seriously and managed in accordance with the Safeguarding Children and Child Protection Policy and KCSIE 2026. An allegation which is not substantiated is not automatically false or malicious. Where an allegation is determined to be unfounded, the DSL will consider whether the child who made the allegation may be in need of help or may have been abused by someone else and whether a referral to children's social care is appropriate. Where there is evidence that an allegation was deliberately invented or malicious, the Head of School will consider appropriate disciplinary action in accordance with this policy.

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.

PreK-Grade 4: 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 faculty/staff; and
- share success with home (e.g., send home a Veracross comment).

Recording Positive Behaviour: We have an online reporting system where faculty and staff 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;
- open-mindedness.

Grades 5 - 8: 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:

- Grades 5 - 8 School town meetings;
- Grades 5 - 8 School awards assembly; and
- 8th grade graduation.

The Faculty and Administration seeks to actively promote and recognise the positive behaviour of groups within the student community, including the entire student body. Recommendations for such recognition are made to the School's 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 Daily bulletin;
- recognition during 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 House Parent.

Reasons for such recognition include:

- 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 Boarding Program:

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

PreK-Grade 4

In PreK-Grade 4 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 PreK-Grade 4 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 Deputy Head of PreK-Grade 8 and the Head of PreK - Grade 8; 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.

PreK-Grade 4 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. Please refer also to the school's Sexual Violence and Sexual Harassment Policy (Including Child-on-Child Abuse), which includes procedures for preventing, mitigating and responding to sexual violence and sexual harassment.

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.

Grades 5 - 8

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
Step 1 Suspected rule violation: Teacher/Student discussion 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.	• Classroom/Playground/Lunchroom policy violation • Dress Code Violation • Disruptive class behaviour • Mobile phone use • Tardiness to class • Conduct relating to respiratory infection
Step 2 Student/Teacher reports incident to Deputy Head of PreK - Grade 8 or Head of PreK - Grade 8 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 Deputy Head of PreK - Grade 8. 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. The student's parents, Advisor and Head of PreK - Grade 8 are informed of the incident. Parents will be included in the disciplinary process.	• 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: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation

Step 3 Head of Section Review Automatic detention is applied as a minimum consequence in the case of these policy violations and will be reviewed by the Head of PreK-Grade 8. In-school discipline days and disciplinary probation are also reviewed by the Head of PreK- Grade 8. The student's parents, Advisor and Head of School are informed of the incident. Parents will be included in the disciplinary process.	● Purposeful absence from class/truancy ● Academic Dishonesty ● Theft ● Possession of Weapons ● Mixed Company ● Physical Assault ● Harmful Sexual Behaviour (HSB) ● Smoking ● Vaping ● Alcohol ● Use of illegal drugs or other illicit substances ● Vandalism
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.	● Distribution of illegal drugs and other illicit substances ● Coercion

Note on Serious Infractions:

While Grades 5 - 8 has established guidelines for addressing behavioural issues, it is important to recognise that for particularly serious infractions, actions may be taken outside of the standard sanction processes. Depending on the nature and seriousness of an incident, the school reserves the right to convene a Behaviour Meeting, which may involve members of the senior pastoral team and/or the Head of School, to determine an appropriate course of action.

Grades 5 - 8 Stepped, Zero Tolerance, Response to Sexual Harassment and Sexual Violence

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. Please refer also to the school's Sexual Violence and Sexual Harassment Policy (Including Child-on-Child Abuse), which includes procedures for preventing, mitigating and responding to sexual violence and sexual harassment.

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.	
Specific Elements of Sexual Harassment	Minimum Behavioural Response: The information outlined in the table below represents a guide to the minimum "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.
Banter: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names and sexual "jokes" or taunting.	Step 2 and CPOMS Report Incident reported to the DSL. The student/Teacher reports the incident to the Deputy Head of PreK - Grade 8. 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 PreK - Grade 8. 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. The student's parents, Advisor and Head of PreK - Grade 8 are informed of the incident. Parents will be included in the disciplinary process. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be

	passed to the police, subject to the DSL following the statutory safeguarding process.
Physical Touch: deliberately brushing against someone, interfering with someone's clothes	Step 2 and CPOMS Report Incident reported to the DSL. The student/teacher reports the incident to the Deputy Head of PreK - Grade 8. 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 PreK- Grade 8. 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. The student's parents, Advisor and Head of PreK - Grade 8 are informed of the incident. Parents will be included in the disciplinary process. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
Sexualised online bullying	Step 3 and CPOMS Report Incident reported to the DSL. Head of PreK - Grade 8 Automatic detention is applied as a minimum consequence in the case of these policy violations and will be reviewed by the Head of PreK - Grade 8. In-school discipline days and disciplinary probation are also reviewed by the Head of PreK - Grade 8. The student's parents, Advisor and Head of PreK - Grade 8 are informed of the incident. Parents will be included in the disciplinary process. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration

	or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
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	Step 3 and CPOMS Report Incident reported to the DSL. Head of PreK - Grade 8 Automatic detention is applied as a minimum consequence in the case of these policy violations and will be reviewed by the Head of PreK - Grade 8. In-school discipline days and disciplinary probation are also reviewed by the Head of PreK- Grade 8. The student's parents, Advisor and Head of PreK - Grade 8 are informed of the incident. Parents will be included in the disciplinary process. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
Upskirting: This is a criminal offence and involves taking a picture under a person's clothing without their permission	Step 3 and CPOMS Report Incident reported to the DSL. Head of PreK - Grade 8 Automatic detention is applied as a minimum consequence in the case of these policy violations and will be reviewed by the Head of PreK - Grade 8. In-school discipline days and disciplinary probation are also reviewed by the Head of PreK - Grade 8. The student's parents, Advisor and Head of PreK - Grade 8 are informed of the incident. Parents will be included in the disciplinary process. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.

Sexual exploitation; coercion and threats	Step 3 and CPOMS Report Incident reported to the DSL. Head of PreK - Grade 8 Automatic detention is applied as a minimum consequence in the case of these policy violations and will be reviewed by the Head of PreK - Grade 8. In-school discipline days and disciplinary probation are also reviewed by the Head of PreK - Grade 8. The student's parents, Advisor and Head of PreK - Grade 8 are informed of the incident. Parents will be included in the disciplinary process. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
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. • 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	
Specific Elements of Sexual Violence: • Causing someone to engage in sexual activity without consent • Sexual assault • Assault by Penetration • Rape Refer to the TASIS England Sexual Violence and Sexual	Minimum 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.

Harassment Policy (Inc Child on Child Abuse) for a clear definition of the terms outlined above.	
All cases of Sexual Violence Step 4 and CPOMS Report Incident reported to the DSL. 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. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.	

For Misconduct: The 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

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.

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.

Communication About Negative behaviour: Parents and the student's Advisor will be informed of conduct concerns through a formal written email. A parent email may be issued by any member of the TASIS England

faculty for a Step 1 or Step 2 infraction, as outlined in the table above. In many cases, this will result in the student meeting with the Deputy Head of PreK - Grade 8.

Reflection Time: When negative behaviour persists, the student will be required to attend one or more Reflection Times during recess. During this time, students will complete a structured reflective activity designed to address the behaviour and promote accountability. A resolution plan will be developed in consultation with the Deputy Head of PreK - Grade 8. This plan will be shared with parents and the student's Advisor to ensure consistent support. The use of electronic devices is not permitted during Reflection Time.

Behaviour Monitoring: Students who repeatedly engage in unsatisfactory behaviour may be placed on behaviour Monitoring. Parents will be formally notified in writing. Extended periods of behaviour Monitoring may result in Disciplinary Probation.

Internal Discipline Day: Spent under the supervision of the Head of PreK - Grade 8, 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/staff 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 their 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 Deputy Head of PreK - Grade 8 and/or Head of PreK - Grade 8, 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 PreK - Grade 8. All appeals made following a meeting with the Head of PreK - Grade 8 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
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	● Classroom/Campus/Lunchroom policy Violation ● Dress Code Violation ● Disruptive Class behaviour ● Mobile Phone Use ● Tardiness to Class

the suspected infraction the incident may be resolved at this stage. Parents may be informed.	Health-related codes of conduct, including respiratory infections
Step 2 Student/Teacher reports Incident reported to the Upper School Pastoral Coordinator. Depending on the severity of the violation the matter may be resolved at this stage or passed to: - the Pastoral Advisor - the Academic Dean - the Head of Upper School - the Director of Pastoral Care and Designated Safeguarding Lead. 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.	- 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: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation
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.	- 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 - Any incident described in Steps 1 and 2, above depending on severity
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.	- Distribution of illegal drugs and other illicit substances - Severe or repeated rule infraction - Any incident described in Steps 1 and 2, above depending on severity

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.

Specific Elements of Sexual Harassment	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.
Banter: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names and sexual “jokes” or taunting.	Step 2: LMS and CPOMS Report Incident reported to the: • DSL • Upper School Pastoral Coordinator/ DDSL (school related concerns) and/or • Director of Boarding (boarding concerns) 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. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
Physical Touch: deliberately brushing against someone, interfering with someone’s clothes	Step 2: LMS and CPOMS Report Incident reported to the: • DSL • Upper School Pastoral Coordinator (school related concerns) and/or • Director of Boarding (boarding concerns) 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. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault

	by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
Sexualised online bullying	Step 3: Behaviour reflection meeting and CPOMS Report 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. The Head of Upper School and the Head of School will be informed. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
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	Step 3: Behaviour Reflection Meeting and CPOMS Report 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. The Head of Upper School and the Head of School will be informed. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
Upskirting: This is a criminal offence and involves taking a picture under a person's clothing without their permission	Step 3: Behaviour Reflection Meeting and CPOMS Report 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. The Head of Upper School and the Head of School will be informed. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the

	Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
Sexual Exploitation; coercion and threats	Step 3: Behaviour Reflection Meeting and CPOMS Report 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. The Head of Upper School and the Head of School will be informed. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
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. • 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	
Specific Elements of Sexual Violence	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, dependent upon the integrity of the student and the severity and frequency of the policy infraction
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	Step 3: Behaviour Reflection Meeting and CPOMS Report 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.

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.	The Head of Upper School and the Head of School will be informed. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
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.	Step 4 - Disciplinary Board Hearing and CPOMS Report For offences in which the consequences may involve a permanent exclusion from TASIS England, the student will appear before a Disciplinary Board Hearing. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
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.	Step 4 - Disciplinary Board Hearing and CPOMS Report For offences in which the consequences may involve a permanent exclusion from TASIS England, the student will appear before a Disciplinary Board Hearing. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
Rape: A person (A) commits an offence of rape if: they intentionally 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.	Step 4 - Disciplinary Board Hearing and CPOMS Report For offences in which the consequences may involve a permanent exclusion from TASIS England, the student will appear before a Disciplinary Board Hearing.

	Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy. Where rape, assault by penetration or sexual assault is reported, the starting point is that this should be passed to the police, subject to the DSL following the statutory safeguarding process.
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Consequences for Misconduct: TASIS England employs the following penalties.

- warning;
- misconduct points (mp);
- Friday afternoon detention 3:30-5:00p.m.;
- 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 or staff for any step 1 or step 2 infraction, as outlined in the table above. These include but are not limited to:

Points:

- | | |
|------------------------------------|--|
| • Mobile Phone Violation: | Detention |
| • Uniform Violation: | 1 point |
| • Not Visibly Wearing ID: | 1 Point |
| • Misuse of Technology: | 1-2 points, or Detention (depending on infraction) |
| • Unexcused Late Arrival to Class: | 1 point |
| • Skipping a Class: | Detention +2 points |
| • General Behaviour Concern: | 1-2 points, or Detention (depending on infraction) |

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 Advisor will be notified of the penalty in their email accounts.
- Two detentions in a quarter could result in a meeting with the Upper School Pastoral Coordinator, the Pastoral 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.

Friday Detention:

- Detentions are held from 3:30 - 5:00 p.m. or 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 quarter, students will be able to postpone detention for one week only. Students MUST seek PRIOR permission from the Upper School Pastoral Coordinator 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 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, a 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 mentor will monitor the student's progress and the student will be expected to discuss their 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, from 8:15 am - 5:00 pm. During this time, 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 Upper School Pastoral Coordinator, 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: Where permanent exclusion is being considered, the Disciplinary Board Hearing considers the case and makes a recommendation, which may include a recommendation for permanent exclusion. The final decision rests with the Head of School, having considered the recommendation and all relevant safeguarding, equality, SEND, contractual and procedural factors.

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 parents may appeal final disciplinary decisions in accordance with the School's process. An appeal against a Behaviour Reflection Meeting outcome is heard by the Head of School. Where the Head of School makes a final decision following a Disciplinary Board Hearing, including a decision to permanently exclude, the appeal is heard by the Chair of the Board of Directors.

The appeals process is as follows:

- The student and/or family may present their position.
- The Upper School Pastoral Coordinator and/or Director of Pastoral Care will present the relevant decision, recommendation and supporting information to the appeal decision-maker.
- The decision reached at the applicable appeal stage is final under this internal disciplinary process, without prejudice to the School's published Complaints Procedure where applicable.

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 Upper School Pastoral Coordinator (for cases involving Day Students) / Director of Boarding (for cases involving boarding students)
- Head of Upper School
- Director of pastoral Care / Designated Safeguarding Lead

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 Upper School Pastoral Coordinator. 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 House Parent, if applicable a Student may request that a faculty or staff member make a presentation on their 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.