



PaRK IS Policies

BEHAVIOUR

PaRK INTERNATIONAL
SCHOOL

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1. PURPOSE

The code of conduct and behaviour management document are aligned with the PaRK International School mission and values and aims to both develop and reflect the competencies of the Learner Profile. We know that for students to learn better, their socio-emotional balance is as or more important than their cognitive abilities. It is often through more disruptive or misaligned behaviour that students express their discomfort. Behind bad behaviour is always a wrong belief or a problem.

We support our disciplinary conduct with the Positive Discipline theory and practice. PaRK International School hopes that all the professionals who work here, believe in this line of thinking and work every day to implement it in the best way.

PaRK International School students are entitled to an education that respects them as individuals, which encourages them to make decisions and take the necessary risks to profit from their learning and grow as balanced human beings. All staff should work to make students feel an integral part of the school, valued on an individual basis and able to express their opinion in a respectful way; making a real contribution to a better environment for the entire PaRK International School community.

We believe that by creating a sense of community, strong convictions and consistency, we are creating a safe, respectful and supportive environment for all. We believe that adults and the environment shape the behaviour of children, hence the importance of the environment and the posture of the whole community to be irreproachable.

2. PHILOSOPHY AND PRINCIPLES

At PaRK IS, excellence in academic learning matters, but at the same time we believe that it is also at school that students must learn and work to develop their social and emotional skills. This type of work not only facilitates academic learning but also helps to reduce disciplinary problems and to make adults grow up complete, happy and contributing to society.

Our Behaviour Policy is based on the premise that before correcting behaviour, a relationship must be created - connection before correction.

2.1. Connection before correction

Studies show that for students to be successful in school they need to feel a sense of belonging. For students, the feeling of belonging involves feeling a connection with the school, with teachers and with their peers.

Bearing in mind the importance of the relationship, in the personal development of students and in their academic performance, at PaRK IS we believe that the first step is certainly the creation of this connection between teacher and student, taking care of the influence and power that the genuine concern of a teacher has in the motivation, development and involvement of their students.

2.2. Base principles

Positive discipline is based on key basic principles:

1. It is based on mutual respect and in this way allows children to feel “important” and “connected” (sense of belonging)

2. Respects, and simultaneously challenges the child, in a tight balance between kindness and firmness
3. Considers the child as a person whose development has stages and, therefore, the effectiveness of this process must be considered in the long term
4. Develops life skills (home, school, community, etc.)
5. Gives personal power to the child / young person, as it not only develops skills, but also learns to be aware of them
6. It understands that a range of actions or consequences may be required in response to observed behaviours, and in order to meet the needs of each young person and the wider community

3. EARLY LEARNING

3.1. Understanding behaviour in Early Childhood

For young children (from birth through the age of five), behaviour is often the result of their social, emotional, cognitive and physical development. They continuously make subconscious decisions based on their perceptions, or own logic, of their life experiences, which may be about themselves, others or the world around them. Children are not aware they are making these decisions - focused on their need to belong and feel significant - but these decisions become their beliefs that affect their behaviour.

The theory of the iceberg model of childhood behaviour, based on Positive Discipline, considers not only the tip of the iceberg - the part we can see, the children's behaviour, but also the underwater portion - the "belief behind the behaviour". When children believe they don't belong, they "misbehave" - they are discouraged and choose a mistaken way to find belonging and significance.

As adults with more robust emotional toolboxes, it's our job to uncover the beliefs that can influence children's emotions and behaviour, and help kids build more coping skills.

Early Childhood Mistaken Goal Charts - How adults may contribute

(Positive Discipline for Early Childhood Educators, by Jane Nelsen)

The child's goal is:	If the adult feels (thinks):	And tends to react by:	And if the child's response is:	The belief behind the child's behaviour is:	The adult may contribute by thinking:	Coded messages	How the adult can help and encourage:
Undue Attention (To keep adults occupied or to get special service)	Annoyed Irritated ("I'm overwhelmed by how much you are demanding of me." Worried Guilty ("What if I'm not doing	Reminding Coaxing Doing things that the child could do for himself	Stopping temporarily but resuming the same (or another) challenging behaviour. Stopping when given one-to-one attention or something	I belong only when I'm being noticed or getting special service. I'm important only when I'm keeping you busy with me.	"I'm afraid I will hurt you by not giving you enough attention." "I feel guilty when you're not happy." "You won't feel supported if I don't clap	Notice me and involve me usefully	Redirect into contributing behaviour ("I could really use your help."). Allow the child to experience feelings, including disappointment

	enough for you?")		"special" is given.		and cheer for you." "It hurts to watch you struggle so I will do things for you."		nt. Strengthen routines. Use more encouragement and less praise.
Misguided Power (To be the boss or to make sure the adult isn't)	Challenged Threatened ("You are NOT getting away with this! I'm going to make you do what I say.") Defeated ("It's just not worth fighting you over this.")	Pushing back harder. Setting rigid limits. Giving in just to avoid the battle.	Being angrily defiant. Escalating the battle. Throwing a tantrum	I belong and am capable only when I feel powerful on my terms. You can't make me do anything and you can't stop me, either	"This is a power struggle that I have to win!" "If I give in even an inch, this child will never learn that adults are in charge." "I can't bear the screaming. Just do what you want."	Let me help. Give me choices.	Use asking instead of telling. Seek help and contribution instead of compliance. Model withdrawing from the conflict to calm down. Find developmentally appropriate ways for the child to be powerful. Stay focused on finding solutions together (instead of arguing or giving in).
Revenge (To get even and hurt others)	Disbelieving Hurt Disappointed Embarrassed ("I can't believe you actually did this") Enraged: ("I'm going to hurt you back so you know how it feels".)	Retaliating and punishing angrily. Feeling personally injured. Worrying about what others might think.	Retaliating back. Hurting others. Damaging property. Escalating and perhaps finding an even more hurtful behaviour.	I do NOT belong. This hurts me so deeply, I want to hurt you and others to show how it feels to be unloved and unvalued.	"This child is just mean!" "If I don't come down hard on this, the child will never learn." "If I let him get away with this, others will think I'm weak."	I'm hurting. Validate my feelings.	Validate hurt feelings first even when that seems difficult. Help the child manage emotions until he or she can do it without you. Use physical closeness as silent encouragement. Help make amends to those who have been hurt.

Assumed Inadequacy (To give up and simply be left alone)	Despair Hopeless ("I don't have a clue about what to do.") Helpless Inadequate ("Nothing is helping and nothing will help.")	Backing off and leaving the child alone. Giving up. Over-helping. Showing a lack of faith in the child.	Withdrawing even further inward. Showing no improvement or response. Refusing to try	I can't belong and I am not capable. I can't live up to your expectations, so why try? It's no use trying because I won't do it right anyway.	"What is the problem? This isn't that hard." "I expect you to live up to my expectations." "I know you can't do this. Let me just take care of it."	Don't give up on me. Show me a small step	Teach skills by breaking them into small steps. Do with but don't do for the child. Use physical closeness as silent encouragement. Build on strengths and interests.
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3.2. Emotional and Self-Regulation in Early Childhood

Emotional regulation refers to a child's ability to cope with strong emotions without being overwhelmed by them. Humans are not born knowing how to self-regulate. It is a process that is intimately connected to how children form attachments as children learn to regulate their emotions in the context of warm and nurturing relationships. This happens in stages, progressively more autonomously. Co-regulation always comes before self-regulation as the latter is not a skill that can be learned without connected relationships; children must have help co-regulating first. Co-regulation can effectively occur only in environments that are emotionally safe and secure.

When teachers respond to behaviour supportively, children are not afraid of making mistakes. This liberates them to actually learn from these mistakes and build both resilience and skills. As children come to see "misbehaviour" as an opportunity to look for solutions, they become enthusiastic problem solvers.

Self-regulation is the ability to control or modulate one's emotions, wants, impulses and actions. Self-regulation depends on the development of the prefrontal cortex and provides the basis for all social skills, flexibility and self-discipline. The ability to recognize and name emotions is an important component in self-regulation and one that develops over time. No child is born with the ability to identify and manage emotions, or to calm down when angry, frustrated, or stressed.

Infants and toddlers begin to develop a sense of their emotions and the ability to manage and regulate them in the context of securely attached relationships with parents, teachers and other caregivers. They must learn to connect their feelings with the words to describe these feelings. Preschoolers are generally becoming more skilled at this, but may struggle to calm themselves when stressed, to respond rather than react to a provocation, and to build and manage constructive, respectful social relationships.

Self-regulation is a critical skill for managing the many transitions and the many social interactions in a typical preschool day.

3.3. Self-Regulation Strategies

Babies and toddlers are just learning to control their bodies. **Routines** are one of the best teaching tools for children this age because their brains wire themselves by repetition and consistency. At this young age, children need **kind, firm discipline that teaches** as they learn about others and the world around them. Because toddlers are so curious, we can use **distraction and redirection** to guide them away from things they should not touch and towards

appropriate activities and behaviour. **Play** is an important part of how children learn and the **relationship** is what matters most.

It's important to consider that using self-regulation skills and tools is a “no-fault” activity, they are not punishments nor are they rewards. They are an important step on the way to social-emotional learning and to solving problems. These tools are guidelines for educators to introduce as they feel necessary, depending on their group or situation.

Positive time out and “the brain in the palm of the hand” | “Cool off” space

Creating a “cool off” space rather than relying on punitive models helps children understand the need to self-regulate and regather before attempting to solve problems or address behaviour. Positive time out invites children to view self-regulation proactively. Preschoolers can understand the concept of “flipping your lid” and find this a helpful non-verbal signal. When the part of our brain that allows us to think and respond respectfully is not functioning well, we can help ourselves and others by taking time to calm down and reconnect our brain.

Feelings in a jar

The objective is to help children identify their feelings, be aware of how those feelings change, and manage them appropriately. Before a child can self-soothe and manage their feelings, they must be able to recognize and identify those feelings. This activity allows children to practice being aware of their feelings at various times throughout the day. Children are better able to manage their emotions when talking about - and accepting - their feelings as part of daily conversation and routine.

Feelings Cards

Learning to identify and express feelings in a positive way helps children develop the skills they need to manage them effectively. Help them to name their feelings by giving them a label. Naming a feeling is the first step in helping a child learn to identify how they are feeling. It allows the child to develop an emotional vocabulary so they can talk about their feelings and act in a proactive way instead of reacting in a destructive way. Help children learn to name their own emotions by validating their feelings. Resist the urge to make a child's feelings go away. When feelings are minimised or dismissed, they will often be expressed in unhealthy ways.

Routine Charts

With these charts we can create structure in the learning environment, and encourage self-discipline by inviting children to feel capable and responsible using their power in constructive ways. Children feel empowered and more motivated to cooperate when they are respectfully included in problem-solving, including the creation of routine charts and planners.

Classroom Tasks

Involving children in classroom tasks is one of the best methods to help children feel a sense of belonging and significance. It helps them experience joy in making a contribution to the classroom and it also helps them learn how capable they are and how much their contribution is appreciated.

Classroom Guidelines/Agreements

Often children don't make the connection between individual behaviour (theirs) and the climate of the whole group. The internal reflection process teaches children to notice themselves in their environment. Children and adults work together to create the needed guidelines for a safe and successful classroom and school. The climate of the classroom is extremely important. If there is a pattern of problem behaviour not being addressed by the guidelines, the class may review and revise.

3.4. Problem Solving Strategies

Class meetings

Circle time in preschool classrooms provides the opportunity to enhance a sense of belonging and to teach social and emotional development, including empathy, self-regulation, kindness, and problem solving skills. Even in simple, age-appropriate class meetings, children begin to learn to:

- Feel a sense of belonging in their classroom community
- Express themselves clearly and respectfully
- Listen to others
- Use their personal power in helpful ways
- Wait patiently
- Respect the feelings and opinions of others
- Help others
- Think critically and to solve problem
- Find ways to contribute to those around them

Wheel of choice

Young children often benefit from visual cues and reminders when they are "stuck" about how to solve a problem. Having this tool in the classroom allows children to be involved in creating solutions that provide problem-solving ideas for them to use when faced with a challenge. The more involved the children are, the more likely they are to feel motivated to use this tool.

4. JUNIOR SCHOOL

4.1. Model characterisation

It is important to develop a discipline program that is consistent and underpins a culture of respect within the school. For this it is important that the entire educational team is committed and aligned with this line of thought. For this, the following assumptions must be ensured:

1. That our top priority is to make students (and future adults) more responsible, resilient, empathetic and successful;
2. That respect must be mutual in the sense that each one (children and adults) deserve to be treated with dignity and respect;

3. That there is general agreement among all staff that the positive discipline approach is based on teaching and learning - not punishment. This does not imply eliminating the consequences for inappropriate behaviour, as this is critical for each individual's personal growth. Rather, it is important to rethink what determines and what led a student to have a certain behaviour and what will result in terms of consequences, in order to make our students develop a strong sense of belonging with the entire school community, rather than feel further apart;
4. That it is our intention, when managing inappropriate behaviour, to name what the child is feeling without embarrassment and blame, focusing on solutions;
5. That it is important to decide what kind of consequence makes for a more useful learning experience that can encourage children to choose a more responsible way to cooperate. For this, the consequence must respect the logic of the 4R's: **Related** means that the consequence must be linked to the behaviour. **Respectful** means that the consequence should not involve guilt, shame or pain and should be applied gently and firmly. It must also be **respectful** to everyone involved. **Reasonable** means that the consequence does not include taking advantage and that it is reasonable from both the child's and the adult's point of view. Revealed in advance meaning that we must let the child know what will happen if he chooses a certain behaviour.
6. That behaviours are analysed not only by their level of severity but also by their frequency;
7. That learning is maximised when there is a real sense of belonging inside and outside the classroom.

Based on the principle that behaviours are born from the need that each one of us has to feel important and integrated, it is now important to understand how in PaRK IS we put the model into practice, avoiding the most disruptive behaviours.

4.2. Bet on prevention

At PaRK IS, there are several strategies and routines implemented in order to develop students' social and personal skills, preventing conflicts and disruptive behaviour. Many of these measures are directly related to work routines and strategies characteristic of the pedagogical model, others were created specifically for behaviour management.

The PaRK IS pedagogical model has a strong social and cooperative component, as well as a strong focus on developing autonomy and respect. In this way, there are several work routines and moments that contribute to the work environment that one aims to achieve in the positive discipline model.

Below, we list some routines and strategies for the development of essential skills and abilities for a healthy school community:

Social Skills Classes

In PaRK IS, all classes, starting from Grade 1, have the biweekly subject of social skills in their curriculum. These classes cover various topics and contents that promote the student's socio-emotional development. The program is divided into 5 areas: self-knowledge, self-control, social awareness, positive relationship and responsible decision-making.

At PaRK IS, we give students the opportunity, through the activities and themes worked, to actively relate to each other, which will allow them to learn to live in society, to defend their ideas, to recognise the other as different from themselves. These values will prepare children to be individuals participating in civic life, to respect cultural diversity, to cooperate with others in an interested, active and responsible way, to develop healthy lifestyle habits, actively participating in their community.

School Assemblies

School assemblies are an excellent moment for active discussion of decisions that affect the lives of all members of the school community. PaRK IS believes that these moments strengthen the personal, social and civic development of students.

These moments are dynamised by students and teachers in order to talk about what is important to improve social interaction and work in the daily life of the school. In assemblies, the agenda/order of work is known, problems affecting the school are discussed, proposals to improve its dynamics are heard, presentations can be made, important days are commemorated, etc. These moments can happen on a weekly or monthly basis.

Class Assemblies

Class councils are equally important for the development of citizenship education for students, as they promote a critical and reflective sense, the ability to argue, decision-making power, a sense of responsibility, autonomy, participation and respect for others and for their opinion.

In councils, problems affecting the class are discussed, solutions and compromises are found, feelings and/or requests for help are shared. These moments are also intended to plan, organise and evaluate the week and can happen on a weekly or daily basis.

Tutoring

Tutoring in a school context is aimed not only at monitoring the child at school, but also at their individual development and realising their potential. These tutorships take place in a support and guidance relationship, between an adult and a child, for an extended period of time (at least one academic year).

In PaRK IS, tutoring takes place in two distinct modes:

- Tutor Time: Daily moment, usually at the beginning of the day, between a teacher and a small fixed group of students for school guidance and monitoring closely their academic and personal path, assuming a preventive logic of school failure and behavioural deviations.
- Tutor Teacher: Individual monitoring of students with deviant behaviour in a logic of intervention and recovery of at-risk students, to be explored further in the next chapter.

Buddies

With the main objective of supporting the integration of new students, in PaRK IS we assign a Buddy to new students. A Buddy is a classmate who offers himself for this task, during the period of time necessary for the new student to adapt. A Buddy has the following tasks: introduce new friends; show the school and helping the new student find their way around the school space; be aware of the new colleague so that he does not feel alone; playing together on the playground; calling for games; asking adults for support when needed; giving help in the cafeteria; supporting with communication when they do not speak Portuguese or English.

4.3. Challenging behaviour

In the Positive Discipline model it is considered that students with challenging behaviour are unmotivated students, that is, the behaviour is just the “tip of the iceberg”.

We all look for attention, the problem is when children want undue attention and seek acceptance through so-called challenging behaviours.

We can organise challenging behaviours as follows:

Chart of Classroom Interventions by Mistaken Goal

(Positive Discipline in the School and Classroom, by Teresa Lasala)

Mistaken Goal	What can the adult do to satisfy the child's need, change the belief and increase his sense of belonging and importance, is....
<p><u>Undue Attention</u> Interrupts; Doesn't wait for his turn; makes constant noises; mocks others; clowns around</p>	<ul style="list-style-type: none"> ➤ Show empathy; ➤ Redirect; ➤ Get involved; ➤ Plan a time alone with the child and schedule it; ➤ Instead of words, use a hug.
<p><u>Misguided Power</u> Say yes but does not act; Challenging/ provocative; Uses phrases like: "You don't tell me what to do! You can't force me to do it!"</p>	<ul style="list-style-type: none"> ➤ Withdraw and calm down / Positive time; ➤ Accept that you cannot force the child and ask for cooperation to resolve the situation; ➤ Offer limited choices (Say: You Decide); ➤ Be firm and kind; ➤ Decide what to do and not what to force the child to do; ➤ Create a routine map with the child; ➤ Be a model of mutual respect / self-control; ➤ Allow the child to decide and learn from mistakes – Natural/logical consequences.
<p><u>Revenge</u> Destroys things; Hurts others; Offends; Says things like: "I hate you! You're stupid!"</p>	<ul style="list-style-type: none"> ➤ Validate feelings; ➤ Ask for forgiveness if our behaviour has not been appropriate; ➤ Focus on solutions; ➤ Ensure that the child/youth clearly understands the message of unconditional love; ➤ Instead of words, use a hug; ➤ Invite the child to look at the other child who is hurting and ask them to help them feel better; ➤ Highlight the child/young person's strengths (eg leadership, initiative, autonomy...).

<p><u>Assumed Inadequacy</u></p> <p>Does not try; Retracts; Gives up; Says things like:</p> <p>"I don't do anything well! I'm a stain!"</p>	<ul style="list-style-type: none"> ➤ Spend time training. Teach step by step. ➤ Provide opportunities for the child to experience small successes. ➤ Eliminate expectations of perfection. ➤ Reinforce that mistakes are great opportunities to learn. ➤ Instead of words, use a hug. ➤ Valuing all positive attempts, however small. ➤ Demonstrate confidence in the child's abilities. ➤ Do not give up. No pity. ➤ Encouragement.
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4.3.1. Punctual behaviour issues VS Persistent behaviour issues

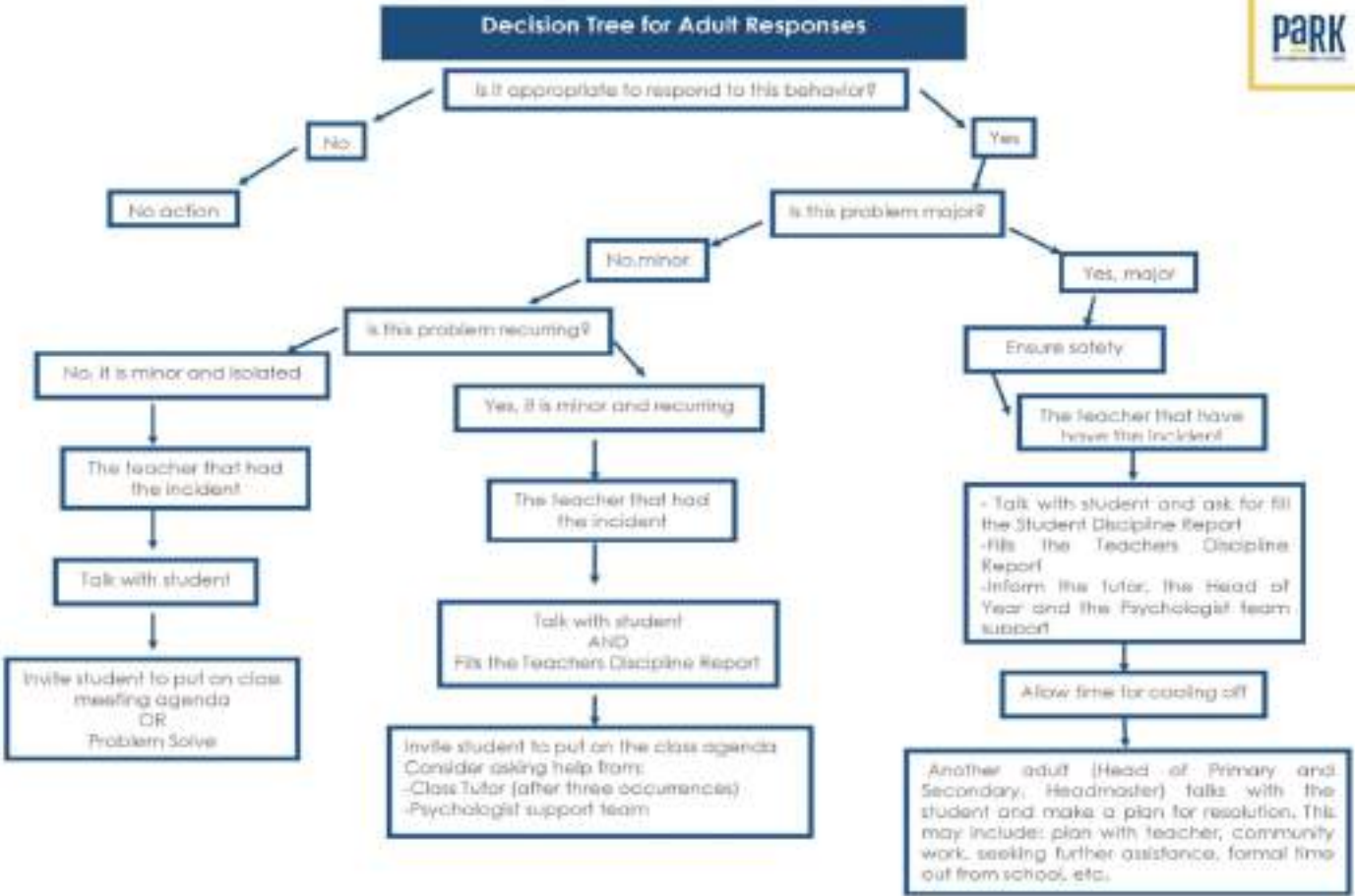
As mentioned above, behaviour is the visible part of something bigger that the child feels or lives, so it is important that the adult can see the whole, the child, and not just focus on the behaviour. Unlike the traditional perspective that focuses on changing behaviour, in PaRK IS the focus is on the child.

Thus, when we are faced with a certain behaviour, it is important to understand if it is a specific behaviour or a behaviour that persists over time. The type of adult intervention and support strongly depends on this analysis.

4.3.2. Adult Responses

When faced with deviant behaviour, the adult must ask several questions to be able to decide what will be the best way to intervene and help the child.

Inspired by Bridges' "Decision Tree for Adult Responses", PaRK created the following sequence of questions that help adults to position themselves to face the type of behaviour:



4.3.3. Intervention strategies for challenging behaviour

Tutor

Mentoring is a process that promotes changes, intra and interpersonal, which is intended to result in an increase in social integration, inclusion and school success, quantifiable in terms of a set of variables, among which school attendance is taken as examples, participation in classes, behaviour in and out of the classroom, degree of belonging to school, degree of acceptance by peers, degree of involvement in school and academic results, among others. The social-emotional support function is undoubtedly one of the most highlighted. Tutoring is an important intervention strategy in promoting student involvement and commitment to the school. Tutoring strategies should be based on the construction of the project and the meaning of the student's life, contributing so that all of their potentials are awakened and stimulated.

(Intervention methodology with students promoted by tutor teachers – Ministry of Education and Science / General Directorate of Education; Promotion of Educational Success: Measure “Specific Tutorial Support” – Ordem dos Psicólogos Portugueses, 2016)

When a student presents persistent and/or severe challenging behaviour, they are assigned a tutor (teacher / psychologist / coordinator...) who will accompany them in weekly meetings in order to jointly define an intervention plan for the identified problems.

To support the development of these strategies, the following instruments were developed:

- Session log
- Personal development record
- Conflict Resolution Plan
- Student passport

Student's passport | Student's commitment

The student's passport is intended to be a visual and simple document where the problem is registered, the solutions found and where, with the help of the teachers, the performance and level of work in classes is evaluated regularly, as well as the respect for the rules in the classes and in the playgrounds.

Break reflection

The teacher schedules a moment of reflection with the student and is responsible for this moment. Whenever necessary, you can ask for the collaboration of psychologists or coordinators.

The reflection must take place in a calm space and the student must fill in this document and, whenever necessary, deliver it to the coordinator.

Solution Teams

The solution team has the objective of resolving and intervening in a situation where 'bullying' is involved, developing empathy and a bond. Students, including the bully and the victim, are invited and challenge a traditional view of bullying as a problem between the aggressor and the target. They are based on the belief that we can only achieve real change through peer group involvement. .

Attribution of class points

In order to value the positive behaviour and attitudes of students, teachers and assistants can award them points, which contribute to their class and House, simultaneously.

The point grids are organised according to Student Profile categories: *collaborative, communicators, empathic, confident, curious, courageous, reflective, thinkers, respectful, autonomous, driven, resilient.*

Monthly, in School Assemblies, the points obtained by each House are communicated.

At the end of each term, each class is informed of the Learner Profile category in which they excelled, receiving a diploma in which this category is revealed.

Contributions to the community

Sometimes it is important that students understand that to have rights they must also fulfill their duties. Thus, if their contribution to the well-being of the school community has been less, one way to improve it is to carry out activities (eg help with routine school tasks, help with recess, help in organising the school, etc.) that benefit the community, even if this sometimes entails consequences such as losing free time at recess or certain benefits (eg being able to leave school during lunch break).

Family involvement

In light of more serious behaviour issues, it is very important to involve and inform the family. One of the strategies used in PaRK IS is to hold a meeting with the student and the family so that solutions are found. The final decision though rests with the school as we need to consider the safety, wellbeing and academic progress of all students in our responses to significant behavioural concerns.

Pedagogical Proposals outside the class

When the serious behaviour is inside the classroom and disturbs the rest of the students in the class, one of the solutions found may be for the student to carry out the work assigned by the teacher accompanied by another adult, outside the classroom. This type of solution is intended to help the student understand that it is necessary to comply with the rules of the classroom and the group in order to enjoy this type of environment.

Time out of school

A student whose behaviour is very serious and / or repeated may have time out of school as a last resort.

5. SENIOR SCHOOL

The Head of Senior School has overall responsibility for Senior School behaviour procedures. Classroom and academic behaviour for learning, are largely the responsibility of individual teachers overseen and supported by the tutors, heads of year and the Deputy Head Pastoral.

Serious behaviour matters are referred to and dealt with immediately by the Head of Senior School.

The aims of the Senior School behaviour policy are:

- To highlight all that is best in the Senior School, ensuring all students receive recognition within a culture that strives for excellence and is actively supported by students and staff.
- To maintain order and good behaviour throughout the school, overseen by the Head of Senior School and SSLT with the strong support of the governing body.
- To enable all members of the PaRK community to be clear about the standards of behaviour expected and the appropriate responses to any lapses.
- To promote good behaviour and to ensure the school's behaviour and anti-bullying policy is followed whenever a student displays unacceptable behaviour.
- To encourage timely action if a student's behaviour or performance proves to be unsatisfactory or unacceptable.
- To ensure fair and equal treatment of all students and, so far as possible, that every student in PaRK Senior School is able to benefit from and make his or her full contribution to the life of the school, consistent always with the needs of the school community. This also applies to students with SEN and or disabilities. Reasonable adjustments are made for these students.

5.1. The Senior School Pastoral Team Structure at PaRK

The pastoral team responsible for the behaviour and conduct of the students at PaRK Senior School:

- Head of Senior School
- Deputy Head Pastoral
- Head of Grades 7, 8, 9 & 10
- Head of Grades 11 & 12

5.2. Senior School Expectations

1. Walk quietly in common spaces
2. Line up by alphabetical order when requested
3. Give way to adults at doors and hallways
4. Respect school property
5. Keep classrooms clean and tidy
6. Respect and be cordial to all in the school community
7. All objects that disrupt the normal functioning of the school, are forbidden
8. Use a soft voice / talk quietly and address each other appropriately at all times
9. Don't leave school premises without permission

5.3. Classroom Expectations

1. Line up outside the classroom
2. Wait for the teacher to enter the classroom
3. Enter orderly and in silence
4. Ask for permission to speak raising your hand
5. Remain in your work area
6. Avoid distracting yourself and others during class
7. Respect all materials
8. Leave the classroom clean and tidy
9. Respect the teachers and follow their instructions
10. Ask questions
11. Work hard!

5.4. Senior School Code of Conduct

PaRK Senior School offers an education without fear and the Senior School's philosophy is structured to create a sense of freedom within which individuality is encouraged, personal growth and self-confidence is promoted and freedom of expression is encouraged. The extent of that freedom is defined by the school and classroom expectations and responsibility is placed on the student to enjoy this freedom within the parameters of this code.

The code "expectations" are a partnership between the school, parents and students. This code is applicable whilst students and parents are on school premises, at Senior School functions or on any occasion where they are identifiable as students or parents.

The code is to be read in conjunction with other policies and should be considered from the perspective of the core values and ethos of the Senior School. By accepting a place that may be offered by the Senior School, parents and students confirm that they have accepted and are bound by this code, school expectations, policies and practices as well as the core values and ethos of PaRK.

It is the responsibility of parents to support the school in promoting this code. Parents are requested to communicate any concerns openly and constructively to the Head of Senior School and to do so without lobbying other parents, other students, members of staff or outside parties until all internal processes have been exhausted.

The **code of conduct**, can be summarised as follows;

- We expect students to treat all staff, academic, administrative, catering, maintenance and other support staff - along with each other with consideration and good manners, responding positively to the opportunities and challenges of school life.
- Students should uphold the Senior School's expectations and other regulations, such as those set out in the standards of dress, and understand what is expected of them and why sanctions may be imposed for inappropriate behaviour.
- Everyone has a right to feel secure and to be treated with respect at school. Harassment and bullying will not be tolerated. PaRK Senior School is strongly committed to promoting equal opportunities for all, regardless of race, gender or sexual orientation, physical disability or learning difficulty.
- We expect students to be ready to learn and to participate in school activities.
- Students should attend school and all lessons punctually.
- All members of the community should care for the buildings, equipment and furniture.
- We always expect students to behave in a manner that reflects the best interests of the whole community.

The school has several support systems in place to meet the needs of all students. These include the Form tutor, Head of Year and Deputy Head Pastoral and the support and provision provided by the 'Wellbeing' professionals and psychologists.

In the event of any behaviour management issue PaRK Senior School will liaise closely with parents and, if relevant, other statutory and support agencies.

5.5. Absences

The Senior Management Assistant will always telephone parents on the first day of an unexplained absence to make sure that a child has not suffered an accident.

Please note that it is usually the Senior School's policy not to allow holidays to be taken during term unless in exceptional circumstances and with the agreement of the Head of Senior School.

5.6. Electronic Device Procedure

Mobile Phones - No phones to be seen or used for all grades in the Senior School until 4pm.

Grade 7-10 **no devices outside of lessons** however, if they want to work on their laptop/ipad they can speak to a teacher to work with supervision.

Grade 11 are allowed their laptops/ipads in the IB lounge/library.

Rain days - Can use their laptops in the classroom at break and lunch.

Laptops/ipads permitted before 8.20am and after 4pm.

Mobile phones permitted after 4pm to contact parents etc.

Confiscated phones will be given to the Head of Year as soon as logistically possible.

The system is as follows:

- **First offence:** a demerit will be issued and the phone can be collected by the student at the end of day.
- **Second offence:** a demerit and the student must report to the Head of Year with their phone at the start of each day (duration determined by the Head of Year).
- **Third offence:** a lunch reflection will be issued and the phone must be collected by one of the parents or the official designated guardian at the end of day.
- **Every day thereafter:** the student has to leave their phone with the Head of Year in the morning and collect it at the end of the day, afternoon detention issued and parents contacted to arrange a meeting regarding mobile phone use.

Incorrect use of iPad/Personal computer or listening to headphones/earphones/airpods without permission: If a student is found to be using this technology without permission then the student will receive a demerit. This technology will not be confiscated because it is necessary for learning.

5.7. Rewards System for Positive Behaviour

Reinforcing positive behaviour focuses on responding to negative behaviour with a view to then changing future behaviour. By adopting an understanding approach, fostering the importance of a mutually respectful relationship, and having high expectations, one can then be the catalyst for changes in future behaviour. Underpinning all the Senior School's expectations is a belief in reinforcing positive behaviour and only responding using the processes for managing negative behaviour when the other steps have been unsuccessful.

All staff celebrate students' successes, promote high standards of effort and behaviour and encourage student progress using both written and oral praise whenever possible. This system extends to cultural, sporting and House activities where interpersonal skills are rewarded. Senior school reports aim to constructively convey all a student's achievements to his or her parents.

Excellence in sports, drama and other news is communicated regularly. Many other achievements, both within PaRK Senior School and beyond, are recognised publicly at the regular Senior School assemblies. These might include effort or significant improvement or contribution in academic subjects, sport, art, music, drama or service to the school, as well as awards and certificates from external agencies.

The Senior School aims to raise and support the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to behave responsibly in class, concentrate on their tasks, listen effectively, contribute well to discussion and to take responsibility for their own learning.

We celebrate success, emphasise the positive and deal with the negative in an appropriate way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect

every student to cooperate and to work hard. Effort and application are praised and, through the awarding of merits, Head of Year Commendations and end of year awards.

5.8. Rewards Structure

Reward level 1: Merit															
(Merits and demerits do not cancel one another at Reward level 1)															
Who deals with it and how?	Teacher that observes merit action records this on ISAMS														
ISAMS notifications sent to:	Student Tutor Head of Year														
Categories for merits:	<table style="width: 100%; border: none;"> <tr> <td>Care</td> <td>Determination</td> </tr> <tr> <td>Open-Mindedness</td> <td>Collaboration</td> </tr> <tr> <td>Integrity</td> <td>Leadership</td> </tr> <tr> <td>Kindness</td> <td>Organisation</td> </tr> <tr> <td>Self-Reflection</td> <td>Resourcefulness</td> </tr> <tr> <td>Courage</td> <td>Communication</td> </tr> <tr> <td>Focus</td> <td></td> </tr> </table>	Care	Determination	Open-Mindedness	Collaboration	Integrity	Leadership	Kindness	Organisation	Self-Reflection	Resourcefulness	Courage	Communication	Focus	
Care	Determination														
Open-Mindedness	Collaboration														
Integrity	Leadership														
Kindness	Organisation														
Self-Reflection	Resourcefulness														
Courage	Communication														
Focus															

Reward level 2: A Head of Year Commendation	
Head of Year commendations are only awarded based on the <u>net</u> number of merits awarded (demerits subtracted from merits) per week. Commendations will be announced in assemblies	
Who deals with it and how?	HOY keeps a weekly record of their year groups merits to calculate the Head of Year Commendation Head of Year Commendations can be awarded automatically for exceptional behaviour and recognition Recognition in tutor time/normal assemblies Student receives a printed/electronic certificate
ISAMS notifications sent to:	Student Parents Tutor Head of Year
Examples of commendation actions	Three merits within a week. Examples of reasons to award Head of Year Commendation automatically in exceptional circumstances; An outstanding music performance at school. An impressive sporting performance in and outside school. An excellent cultural or outreach activity led by one or two students.

5.9. Addressing Below Expected Academic Work or Behaviour

In any behaviour policy, we believe that the first actions are to encourage good behaviour from the outset of the lesson. For example, we recommend the following in the Senior School.

- Monitor behaviour outside the classroom while students are waiting
- A personal positive greeting at the classroom door
- Positive starting activity to engage students as soon as they arrive
- Avoid singling out students who behaved poorly in the last lesson
- Praise in public, reprimand in private
- Review and revise the seating plan. The teacher should always determine where the students in their class sit.
- Poor behaviour sometimes stems from lack of challenge and we encourage teachers to use data to inform teaching and lessons

The sanctions below can also be used for responding to late or below expected academic work against the expectations of that student. All teachers should follow this process to give a consistent, yet mindful response.

5.9.1. Ladder of Consequences

We recognise that as students are growing in maturity and understanding they may make mistakes. Our role as the adults in their lives is to help them learn from these mistakes and to model how we would like them to respond when things do not go as planned. The levels below show the Senior School ladder of consequences and should be followed consistently by all staff with supportive guidance.

<u>Minor misdemeanor level 1</u> Demerit	
Note that 'late marks' are tallied on iSAMS separately to demerits	
Who deals with it and how?	Teacher that observes misconduct logs demerit on iSAMS
iSAMS notifications sent to:	Student Tutor Head of Year
Examples of misconduct:	<ul style="list-style-type: none"> • Minor disruptive behaviour • Distracting others • Forgetting material • Eating in the building unless otherwise instructed by a member of staff • Littering • Chewing gum • Untidy or incomplete work • Minor Uniform infraction - only to be awarded by the tutor, HOY and SSLT. • Incomplete homework • Missing materials • Use of phone (alongside confiscation) • Listening to headphones/earphones/airpods

Minor misdemeanor level 2
Lunch Reflection

Who deals with it and how?	Teacher that observes misconduct refers to HOY to log lunch reflection on iSAMS
iSAMS notifications sent to:	Student Parents Tutor Head of Year
Examples of misconduct	<ul style="list-style-type: none"> ● Three demerits in one week. ● Major uniform infraction - only to be awarded by the tutor, HOY and SSLT ● Eating in the corridors / classrooms ● Swearing ● Forgetting PE Kit ● Persistent use of phone

Intermediate misdemeanor
After School Detention

These take place on a fixed day once a week (Weekday 4:10 - 4:50pm)
(Require 24-hour notice)

Who deals with it and how?	Teacher involved refer to the HOD/Head of Year via iSAMS/email for disciplinary and academic issues.
iSAMS notifications sent to:	Student Parents Tutor Head of department Head of Year Deputy Head Pastoral
Examples of misconduct	<ul style="list-style-type: none"> ● Six demerits in one week/or half term ● Failing to complete three subject homeworks in one half term (tracked by subject teachers) ● Rough play/horse play ● Continually failing to follow instructions ● Bullying - first occurrence. ● Fighting ● Persistent failure to correct unacceptable hair cut and incorrect shoes/uniform

Serious misdemeanor
Temporary Internal suspension

Who deals with it and how?	Teachers refer to the HOY/HOD and this is immediately notified to Deputy Head Pastoral (and SSLT)
iSAMS notifications sent to:	Head of Year and Deputy Head Pastoral to communicate with parents. Invite parents for a meeting if appropriate.

<p>Examples of misconduct</p>	<ul style="list-style-type: none"> ● Persistent and/or blatant insolence/disrespect or unacceptable behaviour ● Bullying – after a warning has been issued and incident has been entered in the bullying log ● Cyberbullying ● Serious violent altercation ● Dangerous/unsafe behaviour ● Graffiti/vandalism ● Persistent use of foul language ● Use of mobile devices/ technology to view explicit or illegal material ● Forging a parent’s signature ● Lying or hiding information that contravenes the school rules. ● Two afternoon detentions applied in one week ● Failing to attend an afternoon detention without a valid excuse ● Truancy a class or an assembly ● Smoking (at legal age) in public spaces within the neighbourhood of the school in uniform.
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<p><u>Serious misdemeanor</u> Temporary External Suspension (Three external suspensions in one academic year and the student can be asked to leave the school) Permanent exclusion</p>	
<p>Who deals with it and how?</p>	<p>Involvement of HOY and SSLT/Head</p>
<p>iSAMS notifications sent to:</p>	<p>A member of the SLT to communicate home to parents in writing. <u>OR</u> The Head to communicate this personally with the student and parents in a meeting followed by a written communication to the parents and pastoral team for the student's file.</p>
<p>Examples of misconduct</p>	<ul style="list-style-type: none"> ● One previous internal suspension in same term ● Abuse of a staff member/adult (physical/verbal) ● Consumption of alcohol in public spaces within the neighbourhood of the school ● Smoking under age. ● Substance abuse ● Bullying (serial) ● Extreme physical violence against another student ● Stealing and / or deliberate damage to property ● Possession of weapons ● Accumulation of many sanctions including several after school detentions and/or internal suspensions ● Repeated Cyber Bullying ● Possession and distribution of inappropriate literature/images ● Lewd behaviour

Additional sanctions related to PaRK Team

Students that are currently participating in PaRK Team sports/extra curricular teams or are interested in trying out for this may have this privilege revoked if they are displaying persistent negative behaviour

Who deals with it and how?	Involvement of HOY and PE department
iSAMS notifications sent to:	HOY & PE department to coordinate communication home to parents in writing
Examples of misconduct	To be implemented at the discretion of the pastoral team and the PE department.

N.B If there is a clash between PaRK Team matches and a detention the student loses the automatic right to take part in the match. The PE department and the pastoral team will decide if a student can participate in the match on a case-by-case basis.

Please note that all sanctions at PaRK are at the discretion of SSLT and Head of Senior School and may change according to the situation and circumstances.

Sanction	Executors
Lunch reflections	Rota of HOY/SLT
Afternoon detentions	Rota of HOY/SLT
Internal suspensions	Rota of HOY/SLT
Temporary Internal suspension	Student works outside the Deputy Head Pastoral's office within school
Temporary exclusion	Students stays home for a set amount of days
Permanent exclusion	Student no longer allowed to attend PaRK IS

5.9.2. Searching Students and Possessions

The Senior School reserves the right to search Senior School students and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. A search may also be undertaken for any item banned by PaRK Senior School including mobile phones where breaches of the mobile phone and social media policy are suspected.

The Head of Senior School or staff authorised by them may search a student, provided that the staff member is the same sex as the student being searched and there is another staff member as witness. The school may carry out a search of a student of the opposite sex to the staff member conducting the search and without a witness present but only where the school reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is practical not to summon another member of staff.

5.9.3. Breaches of Discipline Outside of the School Grounds

The Senior School takes the conduct of its students outside of school grounds extremely seriously. A student's misbehaviour outside of school can be damaging to the reputation of both the student and the school. Where an incident is reported to the school of a student/s' poor behaviour outside of the school grounds and school staff has not witnessed the incident, the school will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour.

The school will report to the police any activity that it believes may amount to a criminal activity which takes place either within the school grounds or outside of its grounds. Drugs and weapons will be confiscated immediately and held for the police as potential evidence. If the school believes a student may have taken drugs, then the school will seek immediate medical advice and may involve the police.

Sexual offences will generally be reported to the police immediately, including in cases where a student is only suspected or alleged to have committed such an offence provided a reasonable amount of evidence is available. The alleged victim's parents will also be informed immediately of the incident and told that the police have been informed. Whether the victim and parents then speak to the police is a matter for them (Please see Safeguarding Policy).

5.9.4. Removing students from Lessons

Removing a student from a lesson is unlikely to be necessary, but if it is used sparingly, to remove them from a difficult situation, or to reinforce a particular expectation you have of them in their behaviour, then this exclusion from the lesson must only be for a brief time. **Speak to the student outside the classroom.** When a student is removed from a lesson they will typically be removed to allow them a 5-minute cool down period, after which they will be allowed to re-enter the classroom to continue learning. Outside of the classroom, explain your reasons for excluding the student from the lesson and send them to the Deputy Head Pastoral's office or if unavailable another member of SSLT where they can work and wait until their arrival.

A record of the lesson exclusion should be kept on iSAMS and the tutor should be notified. This is best communicated through an email to the tutor and the Head of Year.

It is not appropriate to exclude a student for long periods of time or multiple lessons.

5.9.5. Truancy

Absence from school or lessons disrupts learning and makes it difficult for students to do their best. Students should attend lessons punctually and have valid permission for any absences.

5.9.6. Electronic Devices and Communication

Use of the school network and internet access are to be used for teaching and education and it is therefore deemed that no account on the network is private. Senior school students are expected to access only those internet sites, which conform to normal legal, and moral standards and which are deemed to be acceptable according to the ethos of the school.

5.9.7. Victimisation and Radicalisation

A vital aspect of our philosophy is the principle of mutual respect and dignity. Within this framework we will not tolerate any form of discrimination regarding gender, disability, race, religion, appearance, ethnic origin, sexual orientation or culture. In addition, we will not tolerate any form of intimidation, verbal abuse, fighting, sexual harassment or bullying. Any form of radicalisation is therefore forbidden.

5.9.8. Vandalism and Theft

This includes the defacing or damaging of school property and/or private property. Any vandalism will be charged to the parents account and may be referred to external authorities.

Theft is a criminal offence and students must not be involved in, or an accomplice to, an act of theft.

5.10. **Inappropriate Material**

Students accessing or in possession of inappropriate material whether accessed through the internet, mobile phones or any other manner is unacceptable. This is potentially a criminal matter. (See Safeguarding policy)

5.11. **Alcohol, Tobacco and Mind Altering Substances**

Smoking tobacco and/or drinking alcohol by students is strictly forbidden on site. There will also be consequences for those found to be doing this in school uniform.

If a student is found to be using, purchasing, distributing and/or in possession of, or an accomplice to, smoking tobacco or drinking alcohol he/she will be subject to serious school sanctions. The Senior School will not tolerate any association with drug use or the use of mind-altering substances.

In the interest of safeguarding all students against possible drug possession and mind-altering substance possession and use, a student might be requested to undergo a random search with two members of staff.

Any student found to be in possession of, distributing, purchasing, using drugs/mind-altering substances or anyone who is an accomplice to those in possession of, distributing, purchasing, using drugs/mind altering substances will be subject to serious school sanctions. This may also be a criminal matter.

6. **STUDENT EXPECTATIONS**

At PaRK IS children are expected to be happy, play, learn and grow. Our students are respected and valued for their work and contributions to the school community. Just as the student is respected, he is also expected to respect the different adults and children of the school.

Students benefit from an environment and an educational project that provides them with an integral and holistic development, in a safe and quality environment. In this way, the student must comply with the rules of the school, the classroom and the playground, following the guidelines and fulfilling the commitments with the members of the educational community.

Older students are expected not just to follow the school rules, though that is, of course, important, more generally to act with integrity, responsibility and respect for all other members of the community and their property.

7. STAFF EXPECTATIONS

At PaRK IS we seek to have happy adults, who look at each child as an individual, respecting them in their individuality and helping them to be happy, to play, to learn and to grow. The adult must be a leader who teaches by example and creates a good relationship, who is present and available in times of difficulty and in managing conflicts. They are expected to follow the procedures outlined in this behaviour policy, and it is important that the adult understands that they are not alone and that there are several members of the school community (e.g. teachers, psychologists, Head of Year, coordinators, etc.) who can help whenever they are faced with more complex and challenging situations.

8. FAMILY EXPECTATIONS

At PaRK IS, we expect that families who join us believe in our educational project and believe in our Behaviour Policy and the philosophy behind it. Families have the right to participate and collaborate with the School, respecting the initiatives, strategies and solutions developed by the School.

9. APPENDICES

Appendix 1

USE OF REASONABLE FORCE

It is the School's responsibility to keep all students safe and provide a safe environment. The School employs a wide range of strategies to promote good behaviour and, in the event of these not having the desired effect, techniques to de-escalate a situation, which should prevent the need to use force from ever occurring.

The School does not use or threaten the use of corporal punishment nor condone the use of physical punishment in any location including the home.

Staff should use no more force than is needed in any circumstance. It should be proportionate to the consequence it is intended to prevent. The use of reasonable force in any circumstance is the very last resort.

Reasonable force is used to prevent:

- Students from hurting themselves or others
- Damaging property
- Disorder

Types of Reasonable Force

Control: either passive physical contact (standing between students or blocking their path) or active physical contact such as leading a student out of a room using their arm.

Restraint: hold someone physically back or bring them under control. This is used in more extreme circumstances (example: two students fighting and refusing to stop without physical intervention).

Power to search without consent

Authorised staff can use force as is reasonable given the circumstances to conduct a search without consent for the following prohibited items:

- Knives, razors and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco | smoking or vaping devices
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offense, cause personal injury, or damage property

Good practice and Communication

Incidents requiring the use of reasonable force are recorded in detail. The Parent|Guardian will be contacted if reasonable force has been used in a circumstance.

Last reviewed: September 2021

Next review date: September 2022