

BEHAVIOUR POLICY

1.0 Our vision and mission statements

1.1 Our vision

Our vision is to educate students who are globally-minded, compassionate, confident and kind. Copperfield students will be academically skilled; fluent in multiple languages; accomplished writers and communicators; artistically driven and knowledgeable; scientifically aware and trained; emotionally resilient; physically fearless; generous of spirit and skill; leaders who know how and when to follow.

Above all, Copperfield students will be designers of their own lives and of a better world for others.

We are building a world-class leading academic institution where promising students and extraordinary teachers will unite in pursuit of academic excellence and human curiosity.

1.2 Our mission

Our mission is to teach young people to live with compassion and courage, developing the moral compass, strength of character and technical skill that they will need, whatever they wish to do. We will achieve this by adhering to six fundamental principles.

1.3 Our values

1. Engaging in dialogue
2. Sharing leadership
3. Sharing accountability
4. Creating favourable learning conditions
5. Focusing on learning
6. Developing collective resilience

2.0 Our educational philosophy

2.1 Adlerian principles

Copperfield is founded along Adlerian principles. Alfred Adler (1870-1937) was a world-renowned philosopher and psychiatrist, who stressed the need to understand individuals within their unique social context. During the early 1900s, Adler was ahead of his time, addressing such crucial and contemporary issues as equality, parent education, the influence of birth order, life-style and the holism of individuals. Adler believed that we all have one basic desire and goal: to feel significant; to belong.

According to Adler, when we feel belonging or significance, we will feel encouraged, capable and appreciated, and then we will generally act in a connected and cooperative way. When we feel we do not belong, we will feel discouraged, and may act in unhealthy ways by competing, being vengeful, or giving up. It is by finding ways to accept ourselves, and to express encouragement, respect, and social interest that optimism and fulfilment can be achieved.

Adlerian theory and practice have proven especially productive as applied to the growth and development of children. Adlerians believe that a misbehaving child is a discouraged child, and that helping children to feel valued, significant, and competent is often the most effective strategy in coping with difficult child behaviours.

If you wish to understand more about Adlerian theory, and therefore our school, the following introductory texts would be useful:

- Adlerian Theory: An Introduction by Eva Dreikurs Ferguson
- The Courage To Be Disliked by Ichiro Kishimi and Fumitake Koga ●
- Children: The Challenge by Rudolf Dreikurs

2.2 The Copperfield Way

The education of children is a fascinating and fulfilling challenge. It is for this reason that highly skilled, driven young people, with a panoply of options laid out before them, choose to become teachers: a career that in truth, in its financial rewards, is more akin to volunteering than to the other professions. Parents! consider that the teacher before you declined gilded pathways in order to spend each day with your children, and that this is fulfilling for them. It gives pause for thought.

The most significant challenge in the education of children is to develop two outcomes side-by-

side, which appear to be at odds, and which we can call **the imperfection dilemma**:

- The child should feel significant and that they belong, just as they are;
- The child should feel a drive to improve.

In the past, a hierarchical spirit was dominant in education, where the parent and the teacher were unquestionable authorities, passing down knowledge into the empty vessel that was the child. The child's task was simply to sit still and receive the knowledge, and the schoolroom was like the dentist's chair. Many adults today were trained in this fashion. This epoch's response to the imperfection dilemma was to send to the child the messages:

- Your belonging or significance is conditional upon behaving like an adult;
- You will belong or be significant when you have improved;
- Imperfections are signs that you do not (yet) belong and are not (yet) significant;
- No one is perfect.

The child learns that mistakes are terrible things that must be obliterated or concealed, and that to be imperfect is shameful. They further learn that the best position is to be 'on top' because the powerful person is able to cast judgement upon the imperfections of others and evade scrutiny (of their imperfections). And finally, they are confused because it is self-evident that no one is perfect, and so their society is sending them an incoherent message: 'you're imperfect and that's not ok, everyone is imperfect'.

In this environment, the child may respond by giving up (to the great frustration of their parents) on the basis that they cannot possibly improve or become perfect. Alternatively, the child may develop an exceptional drive to escape their imperfection and get 'on top,' perpetuating the cycle. Schadenfreude flourishes in this environment, and society will have high levels of compliance and low levels of fellow-feeling.

Through research and practical experience, we have developed an alternative approach, which we call the Copperfield Way, which is written as a series of first-person declamatory statements that we hope will become a mantra for each child and adult. It begins:

I HAVE THE COURAGE TO BE IMPERFECT.

We live in an environment where imperfection is often punished, publicly, and sometimes with drastic over-reactions. We have only to look at the newspapers or listen to the town gossip. In this environment, it is a courageous act to declare one's imperfections, and to embrace them as one's own. It is especially courageous to do so when one is physically smaller and less experienced

than the average person, a deficit keenly felt by the child. Declaring ownership of one's imperfections gives one an internal coherence that generates a sense of belonging. This important first step creates the foundation for the improvements that can follow:

I AM HONEST ABOUT MY IMPERFECTIONS.

If imperfection is acceptable rather than shameful, then there is no need to hide one's imperfections. Instead, they can be laid on the table and examined collaboratively with colleagues and teachers. This leads to statements like, 'Isn't it interesting that when X happened, I felt Y and did Z?' The scientific method is an exceptional improvement tool, and it can be applied best if the subject of the method is able to join in the dissection.

A sign that this examination process is going well is when it leads to humour: 'When you said A, I did B, which was very silly of me.' 'Oh no, I did it again!' When we laugh at ourselves, at our mistakes, we feel a strong feeling of empathy and forgiveness; students who had big difficulties with each other can suddenly become great friends. We can also spot the tension in others who do not feel courageous enough to laugh at their mistakes, and compassion comes readily.¹

The interesting thing about looking at one's imperfections from a position of acceptance is that it invariably leads to a desire to improve. 'Oh no, I did it again!' leads to 'What have I got to do to stop doing that?!' Humans are deeply programmed towards more, better, taller, faster, stronger. So when a potential improvement is identified in a non-threatening way, and where the child has a high feeling of belonging, the child will listen carefully to their advisors and will also make a good choice:

I WANT TO IMPROVE.

It takes all of this foundation building to arrive at the declamation that will be most impactful for the child's long-term social success:

I INNOVATE AND TAKE CHANCES.

In a context where mistakes are inevitable, do not affect belonging, can be examined impersonally, and improvements are pursued, there is space to step outside habits and inherited patterns. Creative problem solving is not only possible, but leads to an appropriate degree of risk-

taking.

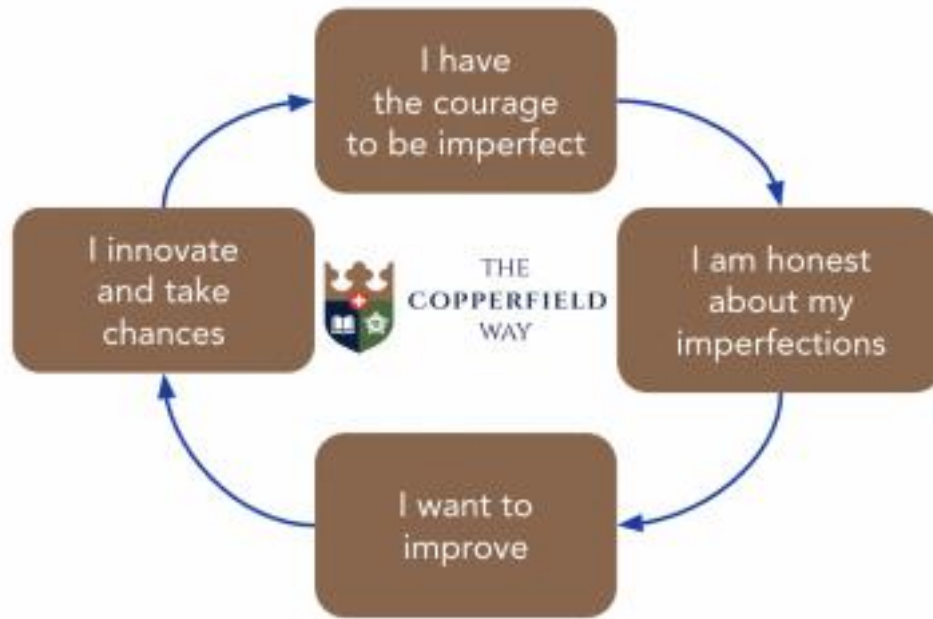
Many people do not take risks because they are afraid of failure. Usually this is not because failure is in itself bad, but rather because it would be shameful to be seen to fail. Failure is also seen as an end point: 'I've failed. That's it then.'

By contrast, in our philosophy it is understood that you will always be imperfect, meaning failure is inevitable. And since you accept yourself as imperfect, the failures that spring from your imperfect are not shameful. They may not always be immediately funny, but even with the worst failures one can find sooner or later a way to laugh about it.

¹As an aside, some parents are accustomed to schools that hide bad things and so when parents ask for information and that request is not fulfilled, those parents' past experiences lead them to see that as an indicator of something terribly wrong occurring, and they press ever harder for an answer. In our school, we do not hide bad things and so when we decline or defer a request for information, some parents may assume that something is terribly wrong, when in fact we have simply decided that we are not ready to answer at that time, usually because we are busy with something else that is more pressing, and occasionally because the parent has asked a question and requested a 'simple answer,' while our assessment is that the only helpful answer is an extensive answer.

Instead of living in a way that minimises failure risk, our philosophy encourages the view that to live is to choose between different possible risk-adjusted paths, down all of which failure is to be found as a step along the way rather than an ending. Merely by leaving your door in the morning, you take a risk and open up the possibility of failure. We want young people to learn to take risks in a measured, considered way, and in a way that makes life more exciting and fulfilling, because they feel that even 'their wildest dreams' can be achieved by risk-assessed, practical decision-making.

Shown as a diagram, then, our four declamations become a powerful tool for life, a tool that expresses optimism, drive, creativity and humility. As educators, we are invited by the young person to teach them how to use this tool, at the same time as we learn ourselves to use it.



We are teaching young people that failure or success do not matter because they are not an end point. What matters is how you respond to each individual failure or success, in your thoughts and in your actions. We do not try to dress up a failure as a success, or hide it from sight. Problems are natural and to be expected; what determines the significance of problems is the optimism, honesty and focus with which you work to solve them. People adopting our philosophy view the world as a good place, an exciting place of opportunity, which can be improved further through positive and collaborative energy.

2.3 Our Problem Solving Process

Try to see it my way,
Do I have to keep on talking till I can't go on?
While you see it your way,
Run the risk of knowing that our love may soon be gone.
We can work it out,
Life is very short, and there's no time
For fussing and fighting my friend.'
Lennon & McCartney

We accept that problems and conflicts will arise whenever humans interact. When problems arise at work, the fallout can have a substantial impact on the quality of life of those involved and others in their lives. It can affect sleep, family relationships, financial decisions, and many other dimensions of well-being.

What makes us different is not that we have achieved a miracle of never having problems or conflicts, but rather that we deal with problems and conflicts in a healthy way, by following a programmed problem-solving method. In doing so, we draw upon our values and our philosophy.

By engaging in problem-solving in this way, one finds that the fallout from conflict is reduced and the spillover effects into other parts of one's life are reduced. This is because one comes to have faith that problems at work can be solved at work, and that they can be solved by working together and moving forward (rather than by working against each other and moving backward), avoiding 'all or nothing' thinking. In every workplace there is a measure of talking about people without them being present. We hope that, over time, in our workplace this will tend towards zero because people find that they can air their views directly to the people concerned. When you go behind someone's back, it is because you do not feel that 'going in front' would work.

Over time, a spirit of togetherness and calm comes to pervade the working environment, based on a strong sense of faith that whatever may come, resolutions can be identified in a respectful, collaborative manner. And one finds that these conflict-management skills also improve the quality of life beyond work, because conflicts arise elsewhere too.

Here is a process checklist that summarises our problem-solving approach:

1. Ask for time with the other people involved
2. Find a private location
3. Maintain empathy and an empathetic tone
4. Explain the purpose of the meeting
5. Seek agreement for no interruptions: everyone will get a turn
6. Agree a common starting point: if one person has a problem, a problem exists
7. Describe the problem as you see it in plain, factual and neutral terms
8. Focus the description on the needs of the task / school, rather than on individuals
9. Provide specific example(s)
10. Listen very carefully for alternative definitions of the problem

11. Seek an agreed definition of the problem, with reference to the school's needs
12. Fact-find for the source of the problem; the conflict is usually a symptom
13. Brainstorm potential solutions; these should involve actions by all parties
14. Select a solution set, identify the win-win outcomes in this solution set
15. Define next steps, who owns them, and summarise the outcome of the meeting

Following this process is very demanding, in energy and time. However, it takes less time and less energy than a problem continuing and growing without resolution. One is simply dealing with it once, upfront, rather than letting it develop. Problems are like cancer in this respect: the process of cell division makes cancer inevitable; the trick is catching it early.

2.4 Collaborative problem solving template

This template is provided to guide the process outlined in the previous section.

Describe the problem as you see it in plain, factual and neutral terms	
Link this to the needs of the task / school, rather of individuals	
Provide specific example(s)	
Listen very carefully for alternative definitions of the problem	

Seek an agreed definition of the problem, identifying tasks the school needs to be done	
Fact-find for the source of the problem; the conflict is usually a symptom	
Brainstorm potential solutions	
Select a solution set, identify the win-win outcomes in this solution set	
Define next steps, who owns them, and summarise the outcome	

3.0 Behaviour management

The maintenance of good discipline is of paramount importance for the growth, welfare and development of pupils. The School encourages pupils to develop the capacity for self-discipline, to learn to act with consideration for others and to discover what is acceptable behaviour in School and as a member of the wider community.

A commitment to the School and respect for the rules underpin effective discipline and behaviour. All staff share responsibility for maintaining standards of courtesy, behaviour and appearance.

The school expects pupils, at all times, to behave sensibly and show courtesy, consideration and respect for others. School Rules apply to day pupils from the time they leave home to the time they return home at the end of the school day. The School Rules also apply at all other times when in School Uniform or taking part in School activities. The Rules therefore apply on trips or outings conducted under the School's auspices. The Rules also apply to boarders throughout the

school term.

3.1 The School Expectations

Pupils are expected to:

1. Treat others with courtesy and consideration at all times, including online.
2. Be on time for lessons and school activities; to have the necessary books and equipment for each class.
3. Contribute to the learning atmosphere in class by taking an active part, concentrating, asking questions, getting work completed on time and fostering a positive learning environment, listening to their peers as well as the teacher.
4. Respect School property and the property of fellow pupils.
5. Avoid bad language.
6. Behave properly on all school occasions, e.g. when visiting other schools, when hosting visitors, when listening to speakers, when out on a school trip.
7. Help keep the school campus free of litter.
8. Observe the School Rules, including those regarding uniform and appearance. A high standard of personal appearance is expected and it is the duty of all staff to ensure that pupils observe these requirements. Regulations can be found on the school website.
9. Signs of affection: we rely on the good sense of pupils to behave decorously, and on the good sense of staff to encourage such behaviour. All physical contact, such as hugging, requires consent in advance.
10. Understand that failure to follow school rules and expectations will have consequences.

3.2 Classroom Expectations

3.21 Primary: Year 0 - 6

Behaviour and good manners

1. Students are expected to follow high standards of courtesy, consideration and good manners throughout the school day.
2. All students must show respect and empathy to both teachers and peers while making visitors at school feel always welcome.
3. Any form of bullying is forbidden at all times.
4. Students should use appropriate language.
5. Students are expected to follow acceptable eating habits in the restaurant area. 6. All students must tidy up the dining area properly after their meals.
7. Students must be punctual for each class and Ting assemblies.

School property and personal property

1. Students are expected to keep school premises clean and tidy.
2. Damage to school property should be reported to the Head of Primary. They will decide on further action steps accordingly.
3. Students are expected to take good care of their personal school supplies (textbooks, notebooks, stationery etc).

Safety and security

1. Students must follow to the letter the instructions of their teachers in all subjects.
2. Students must call a teacher immediately when another student is injured.
3. Students are allowed into classrooms only when given permission by a teacher.
4. All school premises and grounds must be used under the supervision of a teacher.
5. Students are not allowed to bring to school dangerous items or items of significant value and that can be kept safe.
6. All school equipment must be clearly tagged with the owner's name.

Uniform and appearance

1. Students are expected to follow school regulations regarding school uniform.
2. School uniform should be worn properly and be tidy.
3. Full kit is required for P.E lessons and can be worn on sport lesson days.
4. Outdoor shoes must be comfortable, durable and age appropriate.
5. Students are expected to have a pair of comfortable indoor shoes to wear in the classroom.
6. During cold or inclement weather, waterproof and warm shoes and clothing must be worn during break-times.

3.22 Secondary: Year 7 - 11

General class expectations

- Students should arrive in class on time, ready to learn by the time the lesson begins, with all materials needed for the lesson, including books, out on their desk.
- Everyone in the classroom should be appropriately dressed, with school uniform for all lessons, except where an exception is made by a teacher. PE kit should be worn only on sport

lesson days. Only Copperfield PE kits may be worn. Exceptions may be made on Ski Days.

- Students will be dismissed from class by their teachers, even in instances when the timetable states that the lesson is finished.
- When leaving and entering the classroom, students must conduct themselves in an orderly manner.
- Behaviour should be courteous and respectful at all times, and a positive attitude to learning should be clearly displayed.
- Students are expected to keep their classroom clean and tidy.
- Students should respect the possessions of others and only use them if permission is given in advance.
- In case of student absence/ missing a class, it is primarily the student's responsibility to catch up and ask for whatever material and assistance that they may require.
- Students can only enter classrooms when invited by a teacher (or when a teacher is present).

Written work expectations

- An underlined date and title are expected at the beginning of every lesson. The date can be written in short or long form as the student pleases.
- All work should be completed to the best of the student's ability.
- Handwritten work should be done in blue or black ink, with pencil being used for graphs, tables and diagrams.
- Rulers should be used to draw any straight lines.
- Red pen is reserved for use by teachers for marking purposes only.
- Handwriting should be legible, and care should be taken to present work in an orderly and systematic manner.
- Spelling, punctuation and grammar should be accurate.
- Student work must be original and references should be accurate. Please see the school's plagiarism policy for more details on this.
- If a student has any issues with a piece of homework, they are strongly encouraged to approach the teacher for their support well before the due date.

The expectations which can be observed above aim to instil the minimum necessary routine and discipline for students to have an environment in which they can flourish.

It is our belief that teachers and students alike can enjoy a lot of freedom within very clearly defined boundaries. When these boundaries are transgressed, there must be quick and logical

consequences that are as contextually aware as possible. The appropriate consequence will be down to the discretion of the teaching staff.

3.3. Strategies

A careful programme of induction for all pupils and our well-being curriculum assists pupils in making transitions and understanding our expectations and ethos.

Rewards, sanctions and pupil support should always be fairly and consistently applied, without regard to race, gender, sexuality or age, and should be consistent from person to person and from occasion to occasion as far as possible.

The purpose of rewards is to recognise and reward endeavour or excellence and reinforce positive behaviour.

The purpose of sanctions is to emphasise the importance of effort and standards. In some cases pupil support measures are more appropriate. Such are the high standards set by the majority of pupils here that we expect more rewards than sanctions to be issued by teaching staff.

3.4 Comments to Home Room teachers

Please keep Home Room teachers fully informed. If using email please copy to the relevant Divisional Head.

3.5 Recognition

Staff should give recognition and encouragement for pupils' efforts and achievements, being as positive as possible. These can take the form of verbal or written comments for particularly good work.

3.5.1 House Points - Pupils may be awarded House Points for:

1. A single piece of outstanding work;
2. Consistently good work;
3. A significant improvement in standard of work;
4. Clear improvement in approach and attitude to work;
5. Endeavour over a certain period;

6. Showing character beyond academic achievement and which pertains to the IB learner profile.

For every 100 Distinctions achieved by a Home Room, an acre of rainforest is purchased (through the World Land Trust) to preserve it.

Distinctions can be awarded by emailing the relevant Head of Division. Home Room staff are encouraged to discuss these with their pupils, and parents if appropriate, especially in the case of residential pupils.

1st place = 3 points

2nd place = 2 points

3rd place = 1 point

The winning house is the house that has the most overall points by the cut off date (usually the end of the first or second week in June) and will receive the Copperfield Cup and benefit from a house prize - to be requested by the winning house and is subject to approval by school administration.

'Stars of the Week' and 'weekly House Awards'

During Ting (the following week), the top house point earners are celebrated and overall points for the houses are awarded. Stars of the Week are students that have earned the most points. Weekly House Awards are also awarded to a student in each house that has improved the most from one week to the next, or demonstrated exceptionally academic, sporting, service or cultural effort.

School Awards

Students are awarded house points in line with the IB Learner Profile Attributes. Totals are calculated each week and are stored centrally with the Homeroom teachers (in the drive). House point certificates are awarded to students during Ting.

Bronze - 50 Merits (Awarded by Homeroom teacher)

Silver - 100 Merits (Awarded by Divisional Head)

Gold - 200 Merits (Awarded by Deputy Head Academic)

Platinum - 500 Merits (Awarded by Head of School)

3.52 Prizes

Prizes are awarded annually on Reunion Day. It is the responsibility of Divisional Heads and those in charge of the appropriate activities to award the prizes. Each Divisional Head will make a list of recommendations to the Executive Director.

3.5.3 Colours

Divisional Heads are responsible for awarding colours at the recommendation of staff in charge of each activity, and should consult with the Executive Director prior to awarding colours. ‘Colours’ is an historic term that refers to the banner or flag borne aloft by a nation or people, and is usually linked closely to the group’s internal and external identity. A modern example would be a logo.

Activity	Rationale
School Colours	Awarded, usually to secondary pupils, for outstanding service to the School (outside academic or sporting spheres) over about a year or more.
Service Colours	A pupil who has shown great commitment to the school programme. Someone who has not simply turned up but who has shown great enthusiasm and dedication. For example, a pupil who has been exceptionally helpful in performing school duties – someone who has always been willing to help out; a pupil who has shown personal initiative in setting up a service or fundraising opportunity; a pupil who supports younger pupils within the school and acts as a role model; a pupil who is an ‘upstander’ not a ‘bystander’. Above all we want to recognise those pupils who have taken on extra responsibility and shown a desire to genuinely help others in the community.
Sports Colours	Excellence: the pupil has consistently performed to a very high standard in the sport. Conduct: the pupil has shown exemplary conduct within their chosen sport on and off the field of play. The pupil has exhibited a positive sporting spirit whenever engaged in their sport. This includes readily accepting decisions of officials and showing respect for fellow players and coaches. Commitment & Dedication: the pupil has been a regular and committed member of the team.
Creatives Colours	Awarded for outstanding service to the school in Music, Drama, Art, Photography, Design or similar over a sustained period of time. They demonstrate reliability, initiative, organisation, commitment and self-motivation in creative projects. They

	always ensure they are well prepared for lessons, rehearsals and performances, which they attend consistently. They adopt a positive, selfless, collaborative and holistic attitude towards the project – beyond their own individual role as performer, designer, technician. They accomplish artistic and/or technical excellence in public performances.
Chalet Colours	These are awarded in recognition of achievements or services specifically to the residential side of the school, over and above the normal call of duty. If residential pupils have made a special, effective and/or efficient contribution to life in their chalet, then house colours may be awarded, for example, they perhaps have made a special contribution to the well-being of others in their chalet.
Endeavour Colours	Great endeavour, as distinguishable from achievement, in any area may also be rewarded with colours, though significant contributions.

3.6 Sanctions or Other Support Measures

We always aim to motivate pupils by reward and encouragement, but sanctions may sometimes be necessary.

Sanctions will take place as soon as possible, be appropriate to the offence and to the individual pupil and the particular circumstances as indicated in the table below. For a small number of pupils (including those with SEN) sanctions prove to be ineffective, even counterproductive; it is essential that the Home Room teacher, Head of Well-being and Head of Division are kept informed so if necessary they can use alternative strategies.

Sanction	Behavioural examples
Stage 1: Warning from class teacher / form tutor	Low-level disruption such as: lateness, poor work, lack of equipment, unkind comments, using mobile phone/ device without permission.
Stage 2: Lunch time restorative conversation (15 minutes) - monitored by the teacher involved)	When pupils have been warned and fail to follow instructions continually <i>or</i> To be used as an opportunity for pupils to complete overdue work, or redo work that has been submitted but is deemed to show a lack of effort.

<p>Stage 3: Lunch time restorative conversation: (30 minutes) -monitored by Head of Divisions</p>	<p>To be used following 3 Stage 2 detentions within a term. <i>or</i> To be used when the behaviour is serious enough to warrant a more severe sanction such as; swearing, misuse of school property, misuse of mobile phone or device etc...</p>
<p>Stage 4: A 3-day Lunch detention: (30 minutes) -monitored by Deputy Head Academic or Head of Division</p>	<p>To be used after the second issuing of a Stage 3 restorative conversation <i>or</i> For persistent poor behaviour at the discretion of the Head of Division such as: ongoing failure to complete independent work, persistent poor behaviour after being issued a Stage 3 sanction.</p>
<p>Stage 5: Behaviour Conference - Student, Parents and School Leadership Team</p>	<p>To be used on the second issuing of a Stage 4 detention. <i>or</i> For persistent poor behaviour at the discretion of the Senior Leadership Team such as: failure to comply with the school rules, persistent resistance to support measures put in place within the school. <i>or</i> As part of a broader sanction such as the issuing of a suspension following a serious breach of the school rules.</p>

<p>Suspensions</p>	<p>For serious acts of indiscipline or gross misconduct the Executive Director may suspend a pupil for a specific period of time. Examples of offences likely to lead to suspension include:</p> <ul style="list-style-type: none"> ● Serious offences such as: swearing directed at another member of the school community, fighting and intentionally harming another pupil • alcohol offence including bringing alcohol into school or having consumed alcohol/being drunk in school or on school visits or trips ; • smoking offence including using cigarettes, tobacco related products, e-cigarettes, any form of vape device, any psychoactive substances (sometimes named Legal Highs), at any time in school or on school visits. ; • serious breaches of trust; • ICT offences; • theft or serious plagiarism of e.g. coursework; • inappropriate behaviour where the safety of the offender, or another, is endangered. <p>The length of suspension is decided by the Executive Director as is the decision as to whether this is placed on the school record. The Head of Division shall contact parents immediately to arrange collection of the pupil, with the pupil supervised until collection. Student to see Executive Director upon return to school.</p>
<p>Expulsion</p>	<p>The most serious disciplinary action that could be taken is expulsion. Examples of offences likely to lead to expulsion include possession of drugs or dealing drugs, inappropriate relationships, repetition of offences already marked by suspension or serious malicious allegations against staff. This is an indicative list only, and is not binding, nor fully inclusive.</p>

3.6.1 Appeals against Sanctions

The pupil or parent/educational guardian should in the first instance speak to the member of staff who has set the punishment or to the Home Room teacher or Residential Guardian. The normal appeal hierarchy is the Home Room teacher or Residential Guardian, then Divisional Head, and finally the Executive Director. See Pupils' Complaints Policy.

3.6.2 Policy on suspensions and expulsions

Based on Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, published by the UK government's Department for Children, Schools and Families, here:

- <https://dera.ioe.ac.uk/8486/1/Exclusion%20guidance%202008.pdf>

If the School suspects that a pupil may be facing a serious disciplinary measure, the pupil will be interviewed by a senior member of staff, usually the Divisional Head, with a witness taking notes (often their Home Room teacher) and a member of staff to support the pupil (normally the Head of Well-being).

The notes should usually include a record of dates and times of interviews, any comings and goings from the room and where the pupil is in between interviews. If the investigation and interview is prolonged, arrangements must be made to meet the pupil's needs, e.g. toilet breaks and refreshments. Pupils should write a signed and dated statement in their own words.

The Executive Director, or Divisional Head in his absence, will be informed and a meeting arranged between the Executive Director (or Divisional Head) and relevant staff before a decision is made.

For serious acts of indiscipline or gross misconduct the Executive Director may suspend a pupil for a specific period of time. The most serious disciplinary action that could be taken is expulsion. Examples of offences likely to lead to suspension include serious breaches of trust, ICT offences, theft or serious plagiarism. Examples of offences likely to lead to expulsion include possession of drugs, dealing drugs, inappropriate relationships or repetition of offences already marked by suspension. This is an indicative list only, and is not binding, nor fully inclusive.

Decisions are made according to the severity of the offence, previous track record and any extenuating circumstances.

Every effort will be made to contact a parent, by telephone or they will be seen personally. If parents are divorced or separated attempts will be made to contact both, but the primary contact will be with the resident parent or, in the case of residential students, the parent in the country if there is one. Pupils will be kept in school or a residential chalet until arrangements have been made for their journey home or to their educational guardian. Home Room teachers of siblings should be advised as soon as possible. If pupils are suspended, work will be sent as soon as

practicable.

If parents wish to appeal against decisions about serious disciplinary actions, they should contact the Executive Director. A parent may appeal against an expulsion to the Chair of the Governing Body using a form of application, obtainable from the Executive Director.

3.6.3 Procedure for a Governors' Review of a Decision to Expel

An appeal for a review of a decision to expel a pupil may be made by parents on one of the following grounds:

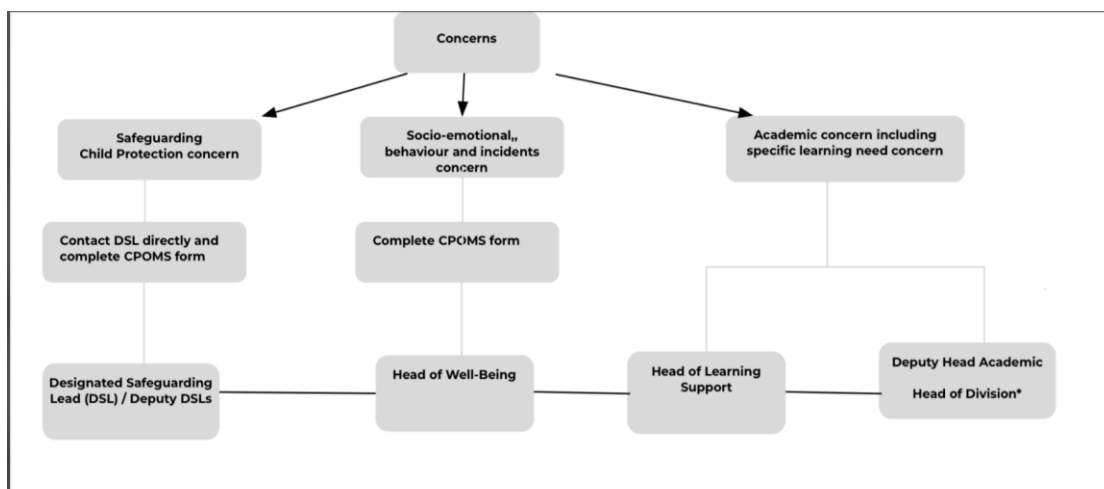
1. The guilt of the pupil for the alleged disciplinary offence has not been sufficiently established.
2. The offence was of an insufficiently serious nature to justify the action taken.
3. There were irregularities in the investigation of the alleged offence.

An appeal will be considered by a panel of two Governors (there are five in total) and one Senior Advisor (there are two in total). In addition to the form stating the grounds for the appeal, each parent may submit written evidence in support. Each parent may also, if they so wish, be present in person to make their case.

3.7 Types of Incidents

We have decided to categorise incidents on three levels to ensure that we can devise interventions that will help students make better decisions. This will help teachers to respond to situations in a more consistent manner.

Staff will follow the process outlined.



Processes

- We have largely categorised student behavioural issues into three categories: safeguarding concerns, socio-emotional/behavioural incidents and academic concerns.
- In each case we should distinguish between concerns and emergencies. In the case of concerns we ask you to fill the respective forms. In the case of an emergency you should reach out to Head of Wellbeing (for socio-emotional emergencies (i.e. breakdown) and/or the DSL for safeguarding concerns or to the respective Head of Division.
- Please complete the CPOMS form after contacting the respective people in order to keep an accurate record of the concern.

CATEGORIES OF INCIDENTS

- Low incidents are those that cause low-level harm to either themselves or other community members, including but not limited to:
 - Examples
 - Verbal disruption of the classroom environment
 - Failure to abide by classroom expectations
 - Involuntary endangering of oneself or others
 - Consequences:
 - Parents might be informed, but not necessarily.
 - Students may be asked to meet with the Head of Division, Head of Wellbeing or other school personnel as appropriate.
 - Students may be asked to make amends with those affected, potentially missing break time.
 - Students may be placed on check-in cards.
- Medium incidents are those that are increasingly disruptive and/or repetitive. They require an intervention from peers or other community members. Including but not limited to:
 - Examples
 - Hostile treatment of peers
 - Repeated failure to abide by classroom expectations

- Severe disruption of the learning environment.
- Disrespectful behaviour towards other members of the community. ■
Repeated or more intense creation of risk
- Inappropriate and unwanted physical contact between members of the community
- Consequences
 - Parents will be informed.
 - Students will be asked to meet with school personnel.
 - Students may be excluded from class, breaktime or sports.
 - Students may be required to have periodic check-ins with Head of Well-being.
- High incidents are exceptionally disruptive, and even destructive. They have the potential to cause injury or danger to either themselves, their peers, or the school community as a whole. This behaviour will likely require an urgent and collective response from staff.
 - This may include:
 - Bullying
 - Flagrant disrespect of peers or teachers
 - Violence towards others
 - Persistent inappropriate and unwanted physical contact between members of the community
 - Discrimination based on race, gender, sexuality, nationality, religious belief, ethnicity
 - Consequences
 - Parents will be informed and will be required to come in, and may be required to collect their children.
 - Students may be required to miss school for extended periods of time.
 - Students will be required to devise detailed restoration plans.
- Severe incidents include those in high, but require immediate and potentially external action. They also may include repeated high incidents being recorded. ○ This may include:
 - Sexual impropriety
 - Severe discrimination based on race, gender, sexuality, nationality, religious belief, ethnicity
 - Severe bullying
- Consequences

- Temporary exclusion from school
- Permanent exclusion from school