

POLICIES AND PROCEDURES

DISCIPLINE POLICY

The school's policy is written in line with the local authorities' advice and procedures.

1.1 Compliance with duties and exercise of rights

1.1. In order to guarantee both the exercise of the rights of the students and the fulfilment of their duties, ISCS educational project will include rules of coexistence.

1.2. The following principles will be taken into account when drawing up these standards:

- a) Coexistence will be understood as a goal and a necessary condition for the proper development of the work of the students and teachers, ensuring that there is no segregation of students due to their beliefs, sex, sexual orientation, ethnicity or economic and social situation.
- b) The promotion of effective equality between male and female students.
- c) The prevention of risks and the promotion of safety and health as a social and cultural asset.

1.3 The rules of coexistence of the classroom of ISCS, will specify the duties and rights of the students, will specify the preventive measures and will include the existence of a system that detects the breach of said rules and the corrections or disciplinary measures that, in their case, they would apply.

1.2 Non compliance with the rule of coexistence

2.1. Corrections and disciplinary measures to be applied for non-compliance with the rules of coexistence must be educational and restorative, must guarantee respect for the rights of the rest of the students and seek to improve the relations of all members of the educational community.

2.2 In any case, in the corrections and disciplinary measures for non-compliance with the rules of coexistence, the following must be taken into account:

- a) The student may not be deprived of the exercise of their right to education or, in the case of compulsory education, of their right to schooling.
- b) No corrections or disciplinary measures contrary to the physical integrity and personal dignity of the student may be imposed.
- c) The imposition of corrections and disciplinary measures provided for in this Handbook will respect the proportionality with the behaviour of the student and must contribute to the improvement of their educational process.
- d) Likewise, in the imposition of corrections and disciplinary measures, the age of the student must be taken into account, as well as their personal, family or social circumstances. For these purposes, the reports deemed necessary on the aforementioned circumstances may be collected and, where appropriate, recommended to the parents or the legal representatives of the students, or to the competent public institutions, the adoption of the necessary measures.

1.3 Grading of corrections and disciplinary measures

3.1. For the purposes of grading corrections and disciplinary measures, circumstances that mitigate responsibility are considered:

a) The spontaneous recognition of the incorrect conduct, as well as the spontaneous repair of the damage produced.

b) Lack of intentionality.

c) The request for excuses.

3.2. Circumstances that aggravate liability are considered:

a) Premeditation.

b) When the person against whom the offence is committed is a teacher

c) Damages, insults or offences caused to non-teaching personnel and to minor classmates and to students who have just joined ISCS.

d) Actions that imply discrimination based on birth, race, sex, sexual orientation, ideological or religious convictions, physical, mental or sensory disabilities, as well as any other personal or social condition.

e) The incitement or encouragement to collective action that is harmful to the rights of the other members of the educational community.

f) The nature and entity of the damages caused to the institute or to any of the members of the educational community.

g) The dissemination, through the internet or by any other means, of images of conduct contrary to or seriously detrimental to coexistence, particularly if they are degrading or offensive to other members of the educational community.

3.3 In any case, the circumstances that aggravate the responsibility will not be applicable when they are found as conducts contrary to the rules of coexistence or as behaviours seriously detrimental to coexistence.

1.4 Areas of behaviour to amend

4.1. In accordance with the provisions of this Handbook, acts contrary to the rules of coexistence carried out by the students at ISCS, both in school hours and in those dedicated to transport and the school canteen and complementary and extracurricular activities, will be corrected.

4.2. Likewise, the actions of students that, although carried out by any means and even outside the campus and school hours, are motivated or directly related to the exercise of their rights and the fulfilment of their duties as such, may be amended.

1.5 Conduct contrary to the rules of coexistence and limitation period.

5.1. Conducts contrary to the Handbook's regulations are those that are contrary to those established by ISCS in accordance with current regulations and, in any case, the following:

a) Acts that disturb the normal development of class activities.

b) The lack of systematic collaboration of students in carrying out activities aimed at developing the curriculum, as well as in monitoring the guidance of teachers regarding their learning.

c) Behaviours that may prevent or hinder the exercise of the right or the fulfilment of the duty to study by their colleagues.

d) Unjustified absences from punctuality.

e) Unexcused absences from class attendance.

f) The incorrectness and disregard for other members of the educational community.

g) Causing minor damage to the facilities, material resources or documents of the centre, or to the belongings of other members of the educational community.

5.2. Unjustified absences from class attendance or punctuality of a student are considered those that are not excused in writing by the student body or by their parents or legal representatives if they are a minor, under the conditions that are established in the coexistence plan.

5.3. Without prejudice to the corrections that are imposed in the case of unexcused absences, ISCS establishes the maximum number of absences per course or subject, for the purposes of evaluating and promoting students at 25% of total attendance.

5.4. Conduct contrary to the rules of coexistence contained in this Handbook will prescribe within thirty calendar days from the date of its commission, excluding the holiday periods established in the corresponding Kanton school calendar.

1.6 Corrections of conduct contrary to the rules of coexistence.

6.1. For the conduct contemplated in the previous articles, the correction of suspension of the right of attendance of a student may be imposed. The application of this measure will imply that:

a) The school must provide for the educational attention of the student to whom this correction is imposed.

b) Tutors and Head of Stage must be informed during the school day about the measure adopted and the reasons for it. Likewise, the guardian must inform the father, mother or legal representatives of the student. The adoption of this measure will be recorded in writing at the school.

6.2. For the behaviours previously collected other than that provided for in the previous section, the following corrections may be imposed:

DISCIPLINARY ACTIONS PROTOCOL

List of Minor/Serious/Major incidents

Non exhaustive list of minor breaches of discipline

Interrupting the rhythm of the class, not remaining seated when asked to and not following basic instructions from the teacher

Not completing homework assignments (with no justification)

Failure to comply with the uniform policy

Chewing gum

2 lates in a week

First incident will be a warning/Minor – Then it becomes a break time detention and Serious

Non exhaustive list of examples serious/major breaches of discipline

Making an unnecessary noise in class (shouting, whistling, banging, knocking etc)

Entering and leaving the classroom without permission

Insulting or mocking other students

Swearing or using lewd gestures

Taking the belongings of other students

Using threatening behaviour towards other students

Damaging school property and materials, or that of other students

Challenging a member of staff verbally

Threatening a member of staff verbally

Being disrespectful to any member of staff

Behaving in a manner which seriously disturbs the class

Abusing the Wi-Fi access by viewing inappropriate material

Copying/cheating in an exam.

Plagiarism any work - whether it is classwork/homework

Improper use of phone in school

Typical incidents that could lead to immediate suspension or expulsion

Any action which could be considered a criminal act e.g. theft,

Assault, drug supply

Fighting with another student

Assaulting another student or member of staff

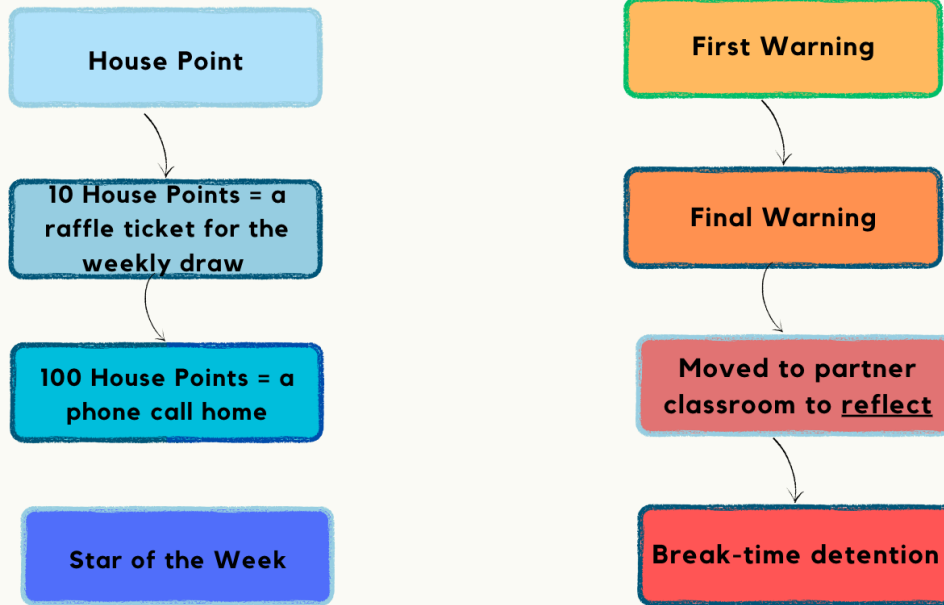
Any action that may be considered as sexual harassment or assault

Leaving the school grounds without permission

Being under the influence of alcohol or drugs



PRIMARY BEHAVIOUR CHART



DISCIPLINE-Middle and High School

The Principles

- ISCS believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of School life is necessary. It seeks to create a caring and learning environment in the School by:
 - promoting good behaviour and discipline;
 - promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - ensuring fairness of treatment according to pupils' individual needs;
 - praising positive and addressing negative behaviour according to the values that underpin various disciplinary practices;
 - seeking to create a safe environment free from disruption, violence, bullying and any form of harassment;
 - encouraging positive relationships with parents, guardians and carers to develop a shared approach to involve them in the implementation of the School's policy and associated procedures.
- The School Director and SLT intend that the School rules, the Behaviour Policy and the sanctions) provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from School premises and outside the jurisdiction of the School, for example during weekends and in the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the School Community or a member of the public, or which brings the School into disrepute.

Roles and Responsibilities

1. **The School Director and SLT** will be responsible for ensuring the implementation and day-to-day management of the policy and procedures. The School Director will oversee support for staff faced with challenging behaviour.
2. **Staff**, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the SLT on the effectiveness of the policy and procedures. They also have responsibility, with the support of the SLT, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
3. **All staff** will ensure the policy values the principle of equality, particularly with regard to ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that concerns of pupils are listened to and procedures will consider pupils' learning and mental health needs.
4. **Parents, guardians and carers** will take responsibility for the behaviour of their child both inside and outside the School. They will be encouraged to work in partnership with the School to assist the School in maintaining high standards of behaviour and will have the opportunity to raise with the School any issues arising from the operation of the policy.
5. **Pupils** are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. All pupils will also be supported and guided by those staff with pastoral and academic responsibilities for them, to include their form tutor, Head of School, and Head of Education.
6. **Procedures**
The procedures arising from this policy will be developed by the School Director in consultation with the staff. The School regulations will make clear to the pupils how acceptable standards of behaviour can be achieved and will be supported by a clear set of principles which are made explicit to staff, pupils and parents. The procedures will be applied considering pupils' particular needs and will promote the idea of personal responsibility, recognising that every member of the School has a responsibility towards the whole community.'
7. **Rewards**
A School ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, of individuals and groups.
8. **Training**
The SLT will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.
9. **Involvement of Outside Agencies**
The School works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.
10. **Review**

The School Director, in consultation with the SLT and staff, will undertake systematic monitoring and conduct regular reviews of the behaviour policy and procedures in order to evaluate them to ensure that their operation is effective, fair and consistent.

Procedures

1. The approach of all staff at ISCS must be to focus on praise and encouragement for commendable work and positive behaviour rather than to focus on punishment. All relationships must be based on mutual respect, and punishment must never be demeaning but fit the misdemeanour.
2. All staff at ISCS must respond in the same way in all matters of discipline. It is essential that all teaching staff do not ever ignore failure to adhere to the School regulations or fail to address unacceptable or impolite behaviour.
3. All staff must set the high standards that we expect of pupils in relation to dress, punctuality, preparedness for lessons and in conduct towards all other members of the School community.
4. Praise should be used to reinforce good work or behaviour. Particularly good pieces of academic work for that pupil or a marked improvement in a pupil's academic standard may be rewarded with a House point. Commendation letters can also be sent home to acknowledge particularly outstanding work, progress or behaviour. All staff must follow the School and their departmental policies for issuing House points to avoid imbalance between different teaching sets and between tutor groups.
5. Pupils can be awarded a House point to recognise publicly and to reward excellence and commitment in a non-academic sphere over a period of time, or in an action or incident that brings credit to the School.
6. No bullying or intimidation between pupils must ever be tolerated or dismissed. Every single incident will be investigated and action taken in accordance with the School anti-bullying policy.
7. Whenever consequences are to be applied the teacher will calmly tell the pupil what they have done wrong and what the consequence is, encouraging them to take responsibility for their words or actions and to behave in a more appropriate way in the future.
8. No member of staff may use any form of physical punishment. Thus, pupils may not be struck with either the hand or an implement; they may not be shaken or subjected to any form of violent contact. Any member of staff acting in this way would be in breach of contract and could find themselves the subject of a criminal prosecution. All staff do, however, have the power to use reasonable force to control pupils or restrain them as indicated in DfE guidance (2013).
9. For failure to complete a piece of work as required in Years 7 – 11 'Incomplete Work' will be set. This will take the form of an email sent to parents, the pupil and their Form Tutor. In the Years 12 and 13 initial discussion will be between teacher and pupil but repeated failure will be brought swiftly to the attention of the Head of High School.
10. For a misdemeanour that contravenes the School regulations or the guidelines for behaviour, and when other methods of correction have failed or been intentionally ignored, a weekday lunchtime detention should be recommended. The details will be logged and parents will be informed. Any teaching staff member can issue such a detention and any member of staff may recommend a lunchtime detention to the appropriate leader.
11. Once three weekday detentions have been served in a term or for a single more serious offence then the pupil will be interviewed by a member of the SLT. An agreement will be formed with the

pupil and any further consequences will be considered in liaison with the appropriate Stage Leader.

12. For even more serious offences, as well as unauthorised absences from detention or for accumulating a significant number of negative House points a meeting with the School Director will be required.
13. An internal exclusion, temporary suspension from school or a withdrawal of a pupil will be considered by the School Director in certain instances. Such circumstances include: if unacceptable behaviour continues; if there is behaviour that brings the School into disrepute; any racist behaviour, or verbal or non-verbal violence. Parents will always be invited into school to discuss the matter if these punishments are to be imposed.
14. Needs of pupils with special educational needs, a mental health need or any disability will be specifically considered and information and advice on reasonable adjustments for them will be sought from our SENCo support. No such pupil will automatically receive any of the above punishments without considering the impact their particular need has in relation to what he/she has done.
15. All pupils will be supported through disciplinary procedures by one or more members of staff who have responsibility for them, whether that is their form tutor, Stage Leader, or other staff member considered most appropriate in the circumstance.
16. Please refer below to the School regulations and sections on discipline and types of rewards and consequences.

Positive House Point Reward System

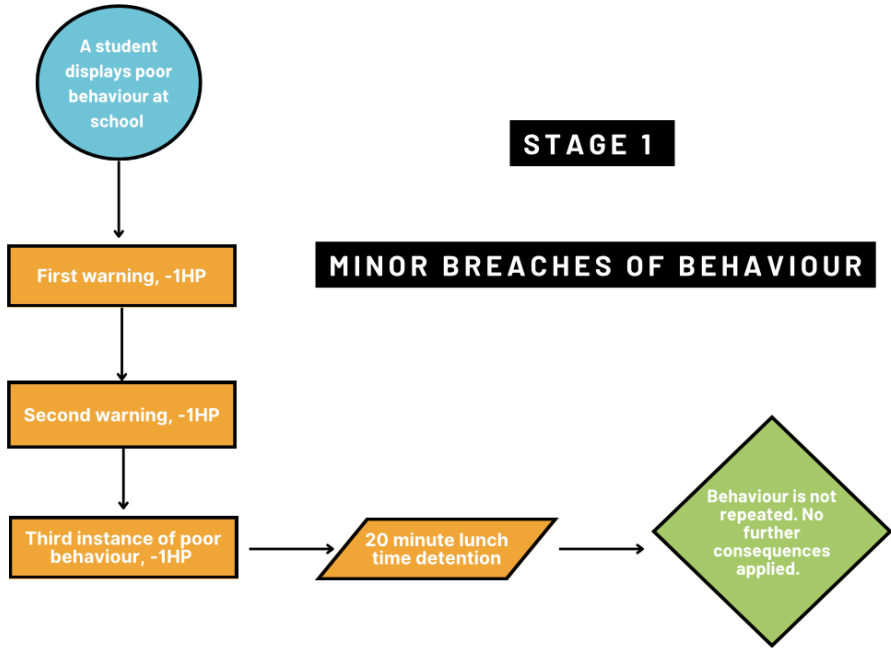
At ISCS all students are sorted into one of four Houses: Earth, Air, Fire and Water. Students can earn positive behaviour points for contributing positively to the school environment and for personal successes and achievements. At the end of the school year the House with the most points is given a special reward. Individual achievements will be rewarded in the following manner:



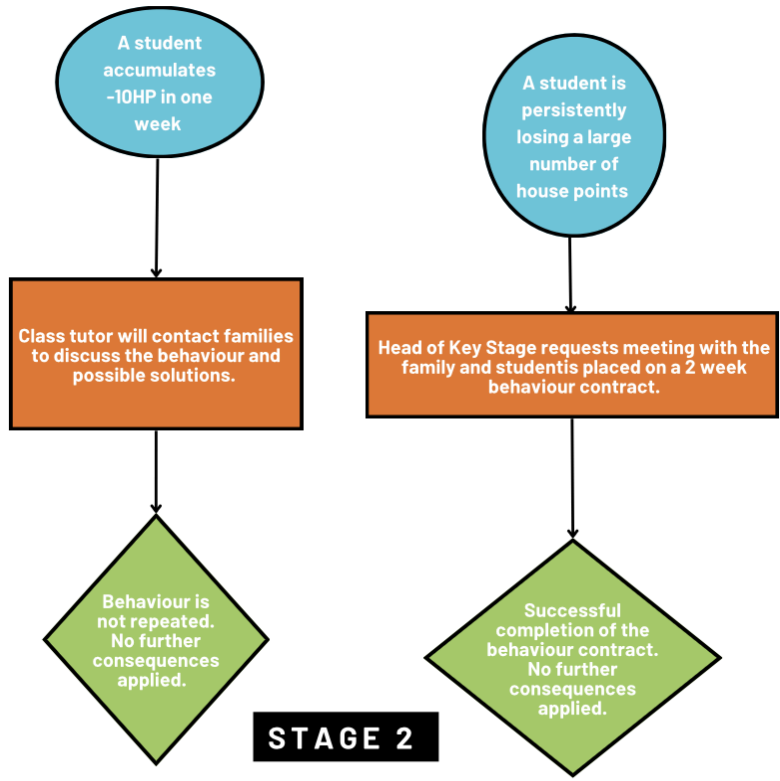
House Point PRIZES

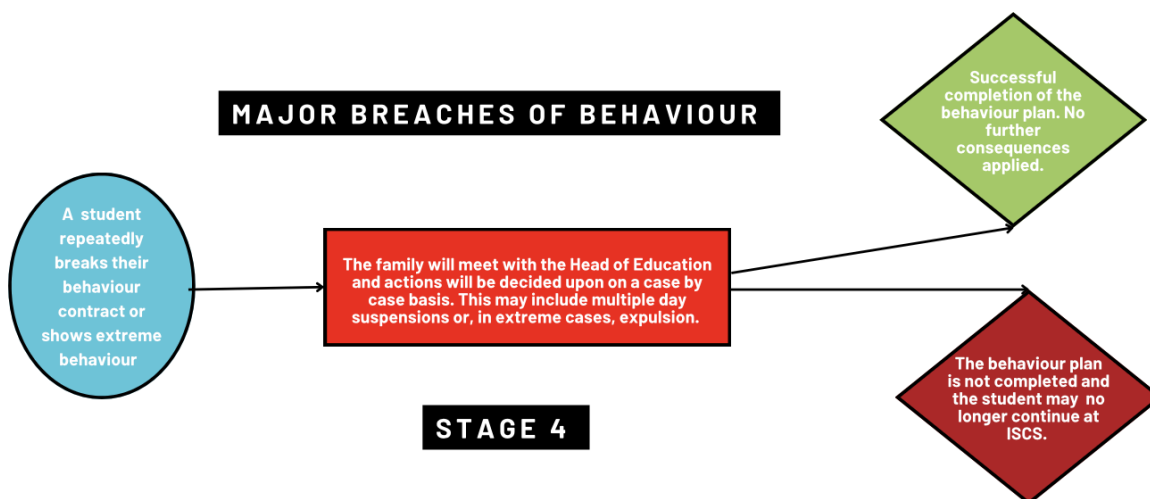
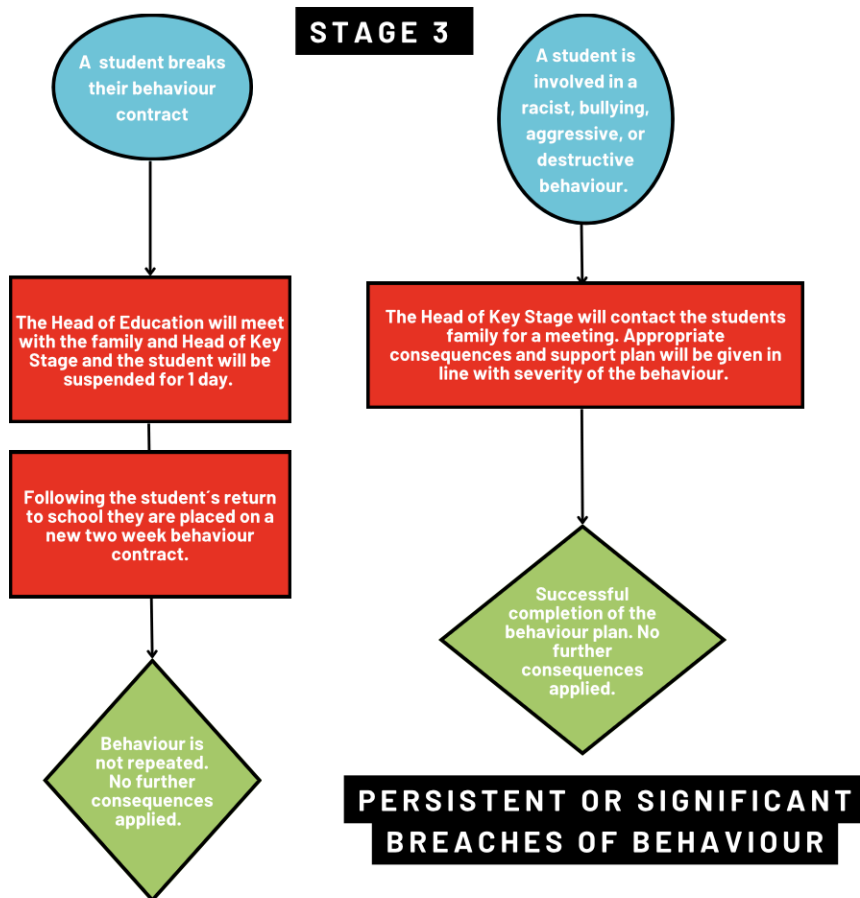
Points	Reward
25	Wear your own shoes for the day
50	Wear your own jumper for the day token
75	1 day skip the line token (valid for any queue or sign up)
100	Certificate from your Tutor
125	Homework pass (valid for one assignment)
150	1 week skip the line token (valid for any queue or sign ups)
175	Wear your own clothes for a day
200	Certificate from your Head of Key Stage
250	Celebration breakfast
300	Certificate from the Head of Education and 10CHF voucher
350	Plan a day trip for your tutor group
400	Certificate from the School Director and 20CHF voucher
500	Personalised ISCS Hoodie

BEHAVIOURAL SCALE



REPEATED BREACHES OF BEHAVIOUR





1.7. Competent bodies to impose corrections of conduct contrary to the rules of coexistence.

- o The staff member who is teaching the class will be competent to impose the correction of behaviours considered MINOR.
- o They will be competent to impose the corrections considered SERIOUS

o For MAJOR issues, the leaders, and under the approval of the School Director, can define the corrections in line with this policy.

8. Behaviours seriously detrimental to coexistence.

o The following are considered behaviours seriously detrimental to coexistence in the school:

- a) Physical aggression against any member of the educational community.
- b) Insults and offences against any member of the educational community.
- c) School bullying, understood as the psychological, verbal or physical abuse towards a student produced by one or more classmates repeatedly over a specified period of time.
- d) Actions that are detrimental to the health and personal integrity of the members of the educational community of the centre, or incitement to them.
- e) The harassment or humiliation against any member of the educational community, particularly if they have a sexual, racial, religious, xenophobic or homophobic component, or are carried out against students with special educational needs.
- f) Threats or coercion against any member of the educational community.
- g) The impersonation of personality in acts of teaching life and the falsification or theft of academic documents.
- h) Actions that cause serious damage to the institute's facilities, material resources or documents, or to the belongings of the other members of the educational community, as well as the theft thereof.
- i) The repetition in the same school year of conduct contrary to the rules of coexistence referred to in this Handbook.
- j) Any act aimed directly at preventing the normal development of the centre's activities.
- k) Failure to comply with the corrections imposed, unless the management of the centre considers that this failure is due to justified causes.

o Conducts seriously detrimental to coexistence in the institute will prescribe sixty calendar days from the date of its commission, excluding the holiday periods established in the corresponding school calendar of the province.

9. Disciplinary measures for behaviours seriously detrimental to coexistence

o For behaviours seriously detrimental to coexistence contained in this Handbook, the following disciplinary measures may be imposed:

- a) Carrying out tasks outside of school hours that contribute to the improvement and development of the centre's activities, as well as to repair the damage caused to the facilities, material resources or documents of secondary education institutes, without prejudice to the duty to assume the amount of other repairs that had to be carried out due to the facts subject to correction and the civil liability of the student or their parents or legal representatives in the terms provided by law.
- b) Suspension of the right to participate in extracurricular activities of the school for a maximum period of one month.
- c) Change of group.
- d) Suspension of the right to attend certain classes for a period greater than three school days and less than two weeks. During the time that the suspension lasts, the student must carry out the training activities that are determined to avoid interruption in the training process.
- e) Suspension of the right to attend school for a period greater than three school days and less than one month. During the time that the suspension lasts, the student must carry out the training activities that are determined to avoid the interruption of their training process.
- f) Change of school.

o When the disciplinary measure provided for in letter e) is imposed, the director may lift the suspension of their right to attend the centre before the expiry of the period provided for in the correction, after confirming that there has been a positive change in the attitude of the male or female student.