

Page 2 Behaviour Policy (Primary School)

Page 7 Behaviour Policy (Secondary School)

International School of Toulouse - Primary School

Behaviour Policy

OUR PHILOSOPHY

The International School of Toulouse is committed to building and maintaining a school culture with students, staff and parents that supports the learning and well-being of all members of our community. Kindness, cooperation and respect are at our core as we work to provide an environment where all members are able to enjoy a sense of belonging without fear of discrimination or unfair treatment. All members of the IST community are responsible for promoting an ethos of mutual respect throughout the school.

At IST, we believe that everyone has the right to:

- Feel safe
- Be heard
- Be respected
- Learn from their mistakes

We aim to:

Promote open communication based on understanding and respect.

- Encourage the positive social development of our students with the understanding that members of the school community are responsible for their own actions and behaviour.
- Promote high standards of integrity and honesty, where each student has equal value and equal opportunity.
- Help our students to develop a sense of right and wrong while promoting a proactive, restorative approach to positive behaviour and wellbeing.
- Allow students to learn from their mistakes and work with adults to restore themselves as part of our supportive community.
- Encourage our students to develop relationships by taking into consideration the rights, feelings and well-being of all others.

BEHAVIOUR EXPECTATIONS

The goal of the Behaviour Policy is to create a safe environment that is conducive to learning for all students. The school aims to develop an awareness of how students' personal actions affect others and the overall school community. The entire school is engaged in teaching and practicing the IB Learner Profile and good behaviour that promotes a safe and caring school environment.



Essential Agreements are established in alignment with school-wide expectations and support the understanding and application of the IB Learner Profile. Students receive positive reinforcement as well as clear and consistent consequences that focus on students becoming aware of their behaviour and taking responsibility for their own actions as appropriate. As all children are different and have different needs there may be instances where the approaches differ, depending on the needs of the children.

Positive behaviour at IST looks like:

Respecting Others:

- Listening to and helping others
- Praising others
- Welcoming and caring for new students
- Telling a member of staff if there is a problem with another student
- Greeting and being polite to others
- Avoiding bullying and reporting bullying

Respecting Self:

- Being truthful
- Being principled when conflict arises
- Using Kelso's Choices to solve small problems
- Seeking help when it is needed
- Avoiding bullying and reporting bullying

Respecting Learning:

- Demonstrating appropriate behaviour in the classroom
- Demonstrating appropriate behaviour outside the classroom
- Demonstrating appropriate use of technology

Respecting the Environment:

- Keeping the school tidy, clean and free from graffiti and litter
- Respecting trees and natural areas
- Ensuring belongings are kept in the appropriate places
- Placing lost property in the lost property bin
- Playing in the designated areas

Respecting Property

- Respecting school equipment both inside and outside the classroom
- Respecting other people's property
- Reporting damaged or potentially dangerous play equipment, resources and facilities

Restorative Approach

The key idea behind the restorative approach at IST is to look at the behaviour and understand the reasons behind the actions in order to determine who has been affected by the behaviour, how they have been affected and what can be done to restore or repair any damage and prevent future incidents.

In the case of a student behaving in a manner that does not comply with expectations, consequences in the form of appropriate actions will take place. At IST, action taken should always be based on restorative principles rather than punitive. The restorative principle is implemented from the perspective of the victim as well as the perpetrator. Rather than simply punishing a perpetrator, it aims to make them take responsibility for their actions, be aware of the consequences they have caused, and feel remorseful. In some cases, the school's Well-being Counsellor will support these conversations.

Restorative activities may include a student being required to engage in reflection to help the student learn from the incident and avoid repeating similar actions. If a child's behaviour causes damage to someone else's or the school's property, it should be expected that they compensate for this. In all but the most serious of actions, it is hoped that the consequences allow for students to learn from their mistakes and work with teachers to restore themselves as part of our supportive community.

Actions and consequences taken by IST may fall within one of the 4 categories below. While it is expected that most actions start at Step 1, repeated and/or severe behaviour may result in actions described in Steps 2, 3 and 4. In these cases the victim and/or the perpetrator have the right to be heard and give their perspective of the incident to adults involved. Incidents described in levels 3 and 4 are documented by the school and may be referred for further support when considered appropriate. Students will enter into the level that reflects their behaviour at the time of the incident - it is not necessarily an evolutionary level system, for example, a child may fall under level 2 behaviour having not experienced level 1.

Level 1

Behaviour that falls within Level 1 may include: Distracting behaviour, teasing, incomplete homework, arriving to class unprepared, disrespecting property, misuse of technology.

Course of action within Level 1:

- Teacher/staff member deals with the situation through redirection and conversations which may take place during or outside of class time.
- Student is requested to provide his/her perspective of the incident in conversation.
- If misuse of technology has occurred, the student may be restricted from using devices, e.g. laptop, iPad for a particular activity.

Level 2

Behaviour that falls within Level 2 may include: Repeated and more significant Step 1 behaviours.

Course of action within Level 2:

- Teacher/staff member may choose to refer the incident to the Head of Primary.
- Student is requested to provide his/her perspective of the incident in conversation.
- Parents are informed about the incident.
- Head of Primary is informed for information.
- If considered beneficial, the student may be placed on a behavioural plan.
- If misuse of technology has occurred, the student will be restricted from using devices, e.g. laptop, iPad over the duration of one week at the teacher's discretion - type of misuse, age of child and nature of ongoing activities will determine severity of action. See Digital Citizenship Policy.

Level 3

Behaviour that falls within Level 3 may include: Aggressive behaviour, actions which negatively affect the learning of others, repeated and more significant Step 2 actions.

Course of action within Level 3:

- Incident is referred to the Head of Primary and documented.
- Student is requested to provide his/her perspective of the incident in conversation as well as in writing. The written statement needs to include details of events, be signed and dated.
- Parents are informed, provided with a copy of their child's statement and invited to school to discuss the incident.
- If considered beneficial, the student may be placed on a behavioural plan.
- If the student is having a negative effect on the learning environment and/or distracting others from learning, the student may be temporarily withdrawn from classes and provided with an alternative learning environment at school.
- If misuse of technology has occurred, the student will be banned from using devices at the Head of Primary's discretion, e.g. laptop, iPad for one week. The type of misuse, age of child and nature of ongoing activities will determine severity of action.

Level 4

Behaviour that falls within level 4 may include: Serious acts of bullying, harassment or aggressive behaviour, theft or vandalism, use or possession of tobacco/alcohol/other drugs on the school premises or at a school sponsored event or trip, persistent truancy, any act which may bring the school into disrepute, gross cultural insensitivity, serious breaches of school policies, repeated Step 3 behaviour.

Course of action within level 4:

- Incident is referred to the Head of Primary and documented.
- Student is requested to provide his/her perspective of the incident in conversation as well as in writing. The written statement needs to include details of events, be signed and dated.

Principal_Carolyn Steinson

- Parents are informed, provided with a copy of their child's statement and invited to school to discuss the incident.
- If considered beneficial, the student may be placed on a behavioural plan.
- If the student is having a negative effect on the learning environment and/or distracting others from learning, the student may be temporarily withdrawn from classes and provided with an alternative learning environment at school.
- If misuse of technology has occurred, the student will be banned from using devices at the Head of Primary's discretion, e.g. laptop, iPad for one week. The type of misuse, age of child and nature of ongoing activities will determine severity of action.

The most serious level 4 behaviours of concern may result in suspension or expulsion. In those cases, the following course of action will be added to those described in level 4:

- Parents may be asked to take their child home until further investigations and a final decision are made regarding the consequences of the behaviour.
- Parents will be invited for a conversation with the school. This meeting is an opportunity for parents to offer their perspective on the incident. The student may request for a particular teacher advocate to be present.
- The school team meets to reach a final decision on the consequence which will be communicated to the relevant parties as soon as possible.
- Parents have the right to appeal an expulsion decision to the School Board.

DEFINITIONS

The defining feature of **bullying and harassment** is that the behaviour is offensive to and clearly unwanted by the recipient. It involves recurring actions, comments or physical behaviours that are unwelcome, regarded as objectionable and cause offence. Bullying is further described as the perception of an imbalance of social, physical or other power.

Bullying and harassment may take, but are not limited to, one or many of the following forms: social, material, psychological, physical, sexual, online, verbal and written. This may be about a person's race, religion, colour, ethnic origin, nationality, social background, age, gender, sexual orientation, disability, or any other factor.

Victim is the person harmed or injured as a result of an action or event.

Perpetrator is the person who carries out a harmful act.

Vandalism is defined as an action involving deliberate destruction of or damage to property.

Truancy is the action of staying away from school without good reason.

School Team The school team can and may include the Principal, Head of Primary, PYP Coordinator, Well-being Counsellor, Student Support Coordinator, HR Teacher, Specialist teacher, Teaching Assistant.

Audience: Staff, Students, Parents, Governors and Board of Directors
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Behaviour and Conduct Policy (Secondary)

This document seeks to set out the terms and state the various procedures, provision and responsibilities relating to behaviour and conduct within the Secondary School of the IST. In line with the School's mission statement, the Secondary section of the IST aims to ensure that we create a “friendly, safe and supportive environment for our students”. Further to this we state that we “will enable our students to flourish as open-minded, confident and independent young people with a lifelong desire to learn and the will to have a positive impact on the world around them.” The Secondary section of the IST believes that to do this we must promote a well-ordered environment where students accept and respect the rules because they understand why they exist and trust that they will be applied fairly.

At the IST we are proud of our IB learner profile and these learner profile attributes, combined with our mission statement and core values, should be the guiding principles for all our community in all our actions and our conduct.

The following comprises a series of statements or documents that can be found on the IST website, in the Student Communication Notebook or in the parent and student handbook. Combined these statements or documents set out the basic rules and guidelines allowing us to create the well-ordered, safe and welcoming environment that will allow our students to flourish.

IB learner profile attributes

As learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Rewarding positive behaviour

At IST we believe in rewarding students for their good work and effort; this can be related to classwork, homework or a student's conduct outside of lessons. We do this in a number of ways. Immediate praise from a teacher is the first way. In addition to this students can receive merits from teachers. A record of these merits is kept in the Student Planner and can be accumulated in order to achieve Bronze, Silver, Gold and Platinum Certificates. Commendations are also given when students do something exceptionally well. This may be to do with actions outside the classroom such as helping out at an event or an achievement in extra-curricular activities. We demonstrate the importance of these awards at special assemblies where students are presented with their certificates. In grades 9 & 10 we target IST Learner Profile attributes in particular through our 'Legend' awards system that seeks to identify where and when students have demonstrated any of these attributes. The highest 'Legend' awards achievers are given lunch passes and the absolute best are invited to meet with the Head of Secondary and the Principal.

Code of Conduct

The purpose of the Code of Conduct is to help us create a safe, positive and friendly environment that allows students to work without interference or distraction. The Code is based on Respect and Responsibility: we respect others and expect to be respected in return. We are responsible for our own behaviour and its consequences.

The following are the basic rules to ensure a safe, clean working environment and the sanctions that will follow a breach of the rules. These lists are not exhaustive and the school reserves its right to decide what is appropriate in any given circumstance.

Classroom Infringements may include:

- Arriving late to school or class
- Being unprepared for lessons - no pens, pencils and other necessary items
- Not meeting homework deadlines
- Not doing homework
- Distracting other students
- Not making a reasonable effort to complete class work
- Misuse of laptops (see Laptop Guidelines)
- Inappropriate language
- Drinking, eating, chewing etc. in class
- Inappropriate dress, jewellery (PE kit not included in this category)

Minor infringements will be dealt with by the class teacher, using sanctions if necessary. Sanctions could include:

- Reprimanding the student on the spot
- Speaking to the student after lesson, during Break or Lunch Break
- Setting a punishment such as tidying the room, extra work, letter of apology etc.
- Personal detention
- Recording incident in Planner
- Contacting parents

Any student who is disrespectful to, or challenges the authority of, any member of staff enforcing these rules will be put in School Detention on the first occasion and excluded on the second.

Serious Infringements (examples of misbehaviour marked with an * could lead to exclusion)

- Deliberate repetition of minor infringements
- Refusal to comply with requirements or sanctions resulting from minor infringements
- Refusal to work
- Preventing other students from working
- Serious misuse of laptop technology* (see ICT Guidelines)
- Smoking/consumption of alcohol, any illegal substance or drugs*
- Vandalism*
- Possession of anything that may pose a danger, for example knives, and real or imitation weapons*
- Threatening or abusive language or behaviour*
- Violent behaviour*
- Bullying*
- Gross insolence towards members of staff or visitors to IST*
- Theft*

Depending on the seriousness of the incident, a student may be:

- Severely reprimanded
- Issued with a punishment such as extra work, community service etc.
- Referred to the Form Tutor to discuss behaviour
- Sent to the Grade Coordinator
- Sent to the Head of Secondary or Principal
- Placed in a personal detention during Break or Lunch Break
- Placed on Academic or Behaviour Report
- Placed in School Detention from 12.30 - 15.00 on Wednesday
- Internally excluded from lessons for a period of time
- Suspended from School for a number of days
- Permanently excluded from School

Parents will be informed of serious incidents of misbehaviour.

Infringements during Break and Lunch Time in the Corridor would include:

- Running
- Rough play (e.g. tripping, pushing, mock fighting, throwing water)
- Ball games
- Shouting
- Bad language

- Eating
- Drinking canned or other drinks. Drinking water is allowed.
- Unsupervised or unauthorised access to classrooms, including the Music block
- Entry to changing rooms via the corridor in outdoor football boots or trainers
- Use of the corridor for unofficial breaks
- Loitering in corridors between lessons

Any student eating or drinking in the corridor will be asked to go outside and will be reported to the Grade Coordinator. Repeated offences will be dealt with as follows:

- 2nd offence School Detention 1 hour
- 3rd offence School Detention 2 hours
- 4th offence Parents called for interview

Infringements in the Canteen and Playground would include:

- Unruly behaviour when eating
- Dropping litter
- Wasting water
- Playing ball games on the tarmac area of the playground
- Leaving the premises without permission
- Unruly or violent behaviour, endangering other playground users
- Lack of respect for playground facilities
- Failure to comply with whatever rules are put in place to ensure safety and fair access to space and equipment.

Deliberate or careless damage to the environment (litter, plastic cups, muddy shoes etc.) will lead to a cleaning detention at lunchtime or after school.

Secondary School Dress and Appearance Code

Rationale

- Students at IST are ambassadors of the School.
- Students realise that it is a privilege to attend the School and they try their best to contribute to the positive image that the School wishes to present to the world.
- Students realise that School is a place for learning and that displays of fashion are secondary.
- Older students provide positive role models for the younger students in the way that they dress and respect the school rules. It should be remembered that children of Primary School age share our site with us.
- Parents and students are aware that the dress code is designed to adhere to the rules of health and safety.
- We believe that adhering to a dress code helps prepare students for the world of work and is good training in self-discipline.
- In all cases the final decision regarding what is appropriate and what is not appropriate rests with the School.
- As a general rule for parents and students, check dress every morning. If in doubt please change it.

Dress

- Clothing should be smart and clean. Clothing items should not have offensive or inappropriate logos or messages on them (for example, a T-shirt advertising an alcoholic drink is not appropriate in school).

- Clothing should cover the body appropriately (for example, very low cut tops or ones that have midriffs exposed are not appropriate).
- Dresses and skirts must be of a reasonable length to ensure that underwear is not on show.
- Trousers, jeans or shorts should be smart and clean.
- If open-toed shoes are worn to school then students must bring a change of shoes to cover their feet for Science and D&T lessons.
- Students must be dressed appropriately for sport. Failure to have appropriate clothes to change into for sport will result in sanctions in the same way as any other subject where students fail to bring the correct materials.

Jewellery and Accessories

- Discrete earrings or studs in the ear lobe may be worn. Large earrings may not be worn for health and safety reasons.
- No other facial or body piercing is allowed.
- Students are allowed to wear a wristwatch if they wish. Such items as necklaces and bracelets if worn must be discreet. No valuable jewellery should be worn at school.
- Any possessions brought to school are entirely the responsibility of the student concerned.

Appearance

- Only discrete makeup and nail varnish are allowed.
- Hair should be clean and tidy.
- If students choose to dye their hair it should be of a natural colour/shade.
- No outlandish hairstyles will be permitted.

Procedures

The rules of any dress code must be applicable and the sanctions for breaking the Code understood and applied.

- We respectfully ask parents to support the school in ensuring that their children are dressed properly for school each morning.
- If a student comes to school dressed inappropriately they will be reminded of the Dress Code and asked to ensure they are dressed appropriately the following day. On the day they will also be required to arrange their dress (for example, they may be requested to take out earrings or change a T-shirt).
- In the case of a student who repeatedly ignores the Dress Code the student's tutor will discuss the problem with the student. If necessary the appropriate Grade Coordinator may contact parents to resolve the matter.

Personal Possessions and Mobile Devices in the Secondary School

Any personal possessions brought to school are entirely the responsibility of the student concerned.

The School does not require students to have any specific mobile device other than the laptop computer that we provide for Secondary students. However, IST recognises that a growing number of our students do possess their own mobile devices. The School also recognises that mobile technologies provide exciting and expanding possibilities for teaching and learning within the school. We therefore fully support teachers wishing to explore the potential of such tools with their students in an educational context. If an individual student has a mobile device they may, at the discretion of the teacher, be permitted to use the device in lessons.

The following are a list of guidelines for the use of mobile devices in School:

- Students bring mobile devices into school at their own risk.

- Mobile devices should always be set to silent mode.
- Mobile devices should only be used in lessons with the express permission and under the guidance of the teacher.
- Students should not take photos, videos or sound-recordings of others without the express permission of a teacher and the individual concerned.
- Any accessing of inappropriate material through mobile devices is strictly forbidden.
- Mobile devices may not be used outside of lessons.
- If a student needs to contact home during the school day they should do so through reception and with the permission of their grade coordinator.
- If parents need to contact their children during the school day they should do so through reception.

Parents and Students should also note that:

- No mobile devices should ever be taken into an examination.
- Misuse of mobile devices in School will result in a member of staff confiscating the device (a confiscated device will be held at Reception by the security guard until the end of the day). Repeated misuse of mobile devices will be dealt with by the appropriate Tutor or Grade Coordinator.
- The privilege of being allowed a mobile device in school may be withdrawn permanently in case of misuse.
- Serious misuse of mobile devices may result in stronger sanctions, this includes the possibility of permanent exclusion.
- It is the responsibility of parents to ensure that appropriate parental control systems are in place on any mobile device.

Responsibility: Head of Secondary

Audience: Secondary Staff, students and parents

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