

BEHAVIOUR POLICY

International School of Ticino

Inspiring the Extraordinary



INTERNATIONAL
SCHOOL
OF
TICINO®





IST EDUCATIONAL VISION

To further develop the best IB inquiry-oriented, holistic, education grounded in Inspired and the IB, the International School of Ticino has the educational vision to; Inspire the extraordinary. This vision is at the heart of the planning and development of the school during the academic year and beyond, to truly ensure it comes to life.

IST MISSION STATEMENT

The International School of Ticino is committed to providing an **excellent international education**. We value the potential, character and unique talent of every individual. Through an inquiry-based approach our students become **life-long learners and creative thinkers**. Our **innovative pedagogy** encourages our students to **respect each other**, to **respect the environment**, to communicate through **active dialogue** and to create the foundations of a **collaborative society**. We achieve this within a safe, nurturing environment with a **strong sense of community** at its heart.

IB MISSION STATEMENT

The International Baccalaureate® aims to develop **inquiring, knowledgeable and caring** young people who help to create a better and more **peaceful world** through **intercultural understanding** and **respect**.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right.

INSPIRED APPROACH TO EDUCATION

Inspired sets a new standard in private education with a dedication to excellence permeating every aspect of the school. Integrating innovative, challenging and enriching academic, performing arts and sports programmes, Inspired's students leave with outstanding academic results, a love of learning, confidence and a firm value system that arms them to embrace the challenges life throws at them in their future endeavours.

Lateral thinking, comprehension and innovative application of skills and concepts form the three pillars of the Inspired approach to education.

A child's education is the single most important consideration for any parent
At Inspired we believe that it is an individual's total educational experience that instills the knowledge, attitudes, beliefs and values that they will carry with them for life.

We believe that this set of knowledge, attitudes, beliefs and values, instilled by education, will form the basis of how we approach the future

These are the foundations on which we build and plan our lives. The effects are long-term and the consequences far-reaching.

At Inspired we instil a sense of pride, responsibility, honesty and integrity in our students
We believe education is the catalyst for personal growth, development and achievement.

THE INTERNATIONAL BACCALAUREATE

The International School of Ticino follows the guidelines of the International Baccalaureate Organization. Its emphasis on different areas of personal development allows children to reach their full potential intellectually, emotionally and socially.

The IB was founded 52 years ago in Geneva to provide an internationally recognized school qualification for mobile families and to develop an educational programme that fosters the knowledge, skills and understandings that underpin international awareness and mindedness. Its Diploma programme is widely recognized as the world's premier High School curriculum and it is accepted by universities all over the globe. For more information please consult their website: www.ibo.org.

COMMUNICATORS

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

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.

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.

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.

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.

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.

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.

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.



PURPOSE AND GENERAL PRINCIPALS

Effective teaching and learning can only take place in a well ordered environment. Promoting positive behaviour requires the commitment of all members of our school community, students, parents, governors and staff; it requires a consistency of practice across the school to ensure that students know the standard of behaviour that is expected of them. As a school we need to develop a 'Language for Learning' which also encompasses behaviour and rewards and this Policy invites all members of the school community to actively participate in enabling all young minds to strive to reach their full potential.

This Policy is designed to promote the philosophy, aims and expectations and practical implementation of this and assists the school in offering all students an education of the highest quality as an essential preparation for life and to enable each student to develop their talents to the full, both as an individual, and as a member of the wider community. If all members of the school community are to develop and achieve their best then they must be free to learn and teach in an environment that is caring and respectful, open and welcoming, culturally affirming and equitable.

CLASSROOM MANAGMENT

Classroom management and teaching methods are a vitally important influence on student's behaviour. The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave. Classrooms should be organised to develop independence and personal initiative.

Furniture should, to the best of our ability, be arranged to provide an environment conducive to on-task behaviour with a focus on group work. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Teaching has to promote inquiry and start with the students need and be planned accordingly. Behaviour as with all other practice has to be planned for, as Good behaviour does not happen by accident. It is the responsibility of those concerned with the school - parents, staff, Governors and students - to ensure good behaviour. Students' responsibilities have an essential part to play in relation to the new policy. Students are to show respect for and co-operate with all members of the school community, who work among them and have charge over them.

Teachers Responsibilities;

All members of staff have a responsibility to proactively ensure adherence to whole school behaviour expectations. To ignore an incident is to condone it. Core strategies for ensuring outstanding behaviour are;

Best practice in learning and teaching

Marking which provides feedback, achievable targets that encourage positive learning and 'can do' attitudes as well as marking that elicits a response and dialogue between teacher and pupil.

Avoiding an over reliance on other teachers to sort the behaviour as this admits a teachers inability to cope, undermines your authority and severely restricts learning opportunities.

A class teacher needs to assert initial authority over a situation, setting behaviour expectations to other children. The exceptions to this are through the stage system.



Build positive relationships

Rewards – e.g. actively noticing good behaviour that has gone above and beyond the expected.

Remembering a teachers own role in the behaviour of a class & being aware of the reason that may lie behind behaviour e.g. through inappropriate activity or timetabling, teacher tiredness, excitement over planned events, breaks in routine, accessibility of resources, building positive & quality relationships,

Balance of reward & consequence – not punishing a whole class for the actions of individuals and knowing that sometimes a telling off is enough.

Knowing the children as individuals. This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults. By modelling and teaching learning behaviours

Knowing that an extremely agitated or angry child will not listen until they have calmed down.

Knowing that humour can be an extremely powerful behaviour management tool.

Teachers giving explicit direction and being clear with reasons for actions and consequences for actions e.g. 'I have moved you because you were disturbing other children and if you continue to talk I will sit you on your own'

By active implementation of the systems and procedures outlined in this policy.

RULES OF BEHAVIOUR FOR THE CLASSROOM:

1. Always be punctual, wait quietly and be fully equipped, ready to work.
2. Follow instructions first time - every time.
3. No loud talking, interrupting, teasing or name-calling.
4. Keep feet, hands and objects to yourself.
5. Stay on task and allow others to do so.
6. No mobile phones, iPods or MP3 players to be switched on or visible in lessons.
7. Place learning at the heart of all you do.
8. No eating, including chewing gum or drinking, with the exception of water

TO SPEAK RESPECTFULLY TO STAFF This means:

1. Speaking quietly and in a polite tone of voice
2. Thinking before you speak
3. Speaking when it is appropriate to do so
4. Using polite and respectful language and English other than when asked to

TO BEHAVE RESPECTFULLY TO STAFF This means:

1. Doing as you are asked without argument
2. Entering and leaving classrooms quietly and sensibly
3. Sitting where you are asked to in class
4. Accepting that members of staff have authority over students because they have responsibility for your welfare
5. Treating staff as professionals, speaking appropriately to them and co-operating with them
6. Showing that you want to learn



TO SPEAK RESPECTFULLY TO OTHER STUDENTS This means:

1. Speaking politely to other students
2. Thinking before you speak
3. Keeping quiet if you have nothing pleasant to say
4. Keeping "street language" out of school
5. Working co-operatively with other students when asked to in lessons
6. Showing consideration on the corridors
7. Moving around school in a sensible, thoughtful and responsible way, carrying bags carefully
8. Queuing properly
9. Avoiding physical contact with other students
10. Respecting other students' space
11. Telling a member of staff if there is a problem with another student

TO RESPECT THE SCHOOL ENVIRONMENT This means:

1. Putting rubbish in bins – in and out of classrooms
2. Looking after and having pride in your tutor room, all classroom and specialized areas
3. Keeping the school tidy, clean and free from graffiti
4. Sticking to the standards regarding specialist rooms and equipment – e.g. Science labs; technology rooms; sports and ICT equipment and areas
5. Reporting any damage to a member of staff
6. Making sure you are in the right place at the right time, including at lunchtimes
7. Eating and drinking only in the designated areas. No chewing gum anywhere in school

TO HAVE RESPECT FOR YOUR OWN LEARNING This means:

1. Wanting to succeed and valuing success
2. Being on time to school and to lessons
3. Having excellent attendance
4. Having the correct equipment
5. Doing the work to the best of your ability
6. Recording homework in Planner
7. Doing homework and handing it in on time

TO HAVE RESPECT FOR OTHER STUDENTS' LEARNING This means:

1. Working hard in class without disturbing others
2. Celebrating other students' successes as well as your own
3. Reward Systems

Perspective - Encouraging Positive Behaviour

"Contemporary behaviour management approaches involve students actively in planning and shaping their behaviour through participation and through exposure to training designed to help them to monitor and evaluate their behaviour more actively, to learn techniques of self-control and problem solving, and to set goals and reinforce themselves for meeting these goals." (Brophy 1986).

Behaviour management at IST includes all actions and conscious inactions which enhance the probability that people, individually and in groups, will choose behaviours which are personally fulfilling, productive, and socially acceptable.



Behaviour management standards at IST are, ideally, set through example and explanation. Wherever possible this will be accomplished through reasoning and by establishing a clear understanding of why such standards are required. This is included in the Learner Profile words *caring, principled, balanced, reflective, knowledgeable open-minded and thinker*. The entire school community share the responsibility for creating the best possible learning environment.

At IST we hope to develop the sense of responsibility and awareness of others by educating our children to monitor and evaluate their actions actively. We hope to educate our children to learn techniques of self-control and problem solving, and to set goals for behaviour management for themselves. We aim to encourage positive behaviour and uphold values which promote spiritual, moral, cultural and mental development in children. Behaviour management at IST encompasses the practise of positively reinforcing acceptable social behaviour and mutual respect rather than the practise of merely following rules.

We are concerned with behaviour management for the following reasons:

- A school community relies on an environment of mutual respect, tolerance, safety and support;
- Children need a safe and supportive environment for well-being and personal security;
- A safe and supportive environment facilitates effective teaching/learning;
- All students are entitled to a safe, enjoyable and rewarding school experience.

We aim to:

- Develop in pupils the understanding and application of the learner profile attributes, a sense of self-discipline and an acceptance of responsibility for their actions – thus enhancing self-esteem.
- Promote the development of children's courtesy, honesty, respect and tolerance for others.
- Develop the understanding and skill that will enable students to work and play cooperatively with others.
- Foster respect for the rights, abilities, property and beliefs of others.

Essential Agreements in PYP

Within the framework of positive reinforcement and within the framework of encouraging caring, principled, balanced, reflective, open-minded, knowledgeable and thinking students, we have the following essential agreements:

- Politeness to all and respect for others – treat others the way you wish to be treated.
- Respect for our environment – keep the school environment neat and tidy, take care of school property, the property of others and take care of your property.
- Respect for our uniform and the manner in which it is worn,
- Play fairly.
- Speak softly when indoors
- Listen when others are speaking.
- Walk along corridors.
- Work hard, do our best, and help each other.
- A healthy diet is promoted and encouraged at IST – Students may not chew gum at school. Candy or highly sugared drinks are allowed in school on special occasions only.
- Video games are not permitted at school.
- When lining up and/or walking in the hallways always keep hands, feet and objects to yourself.
- Bullying, in any form, is unacceptable. Bullying will not be tolerated.



- Discrimination based on race, religion, gender or age will not be tolerated.
- Students may not, unless accompanied by a parent or an authorised adult employee of the school, leave the school grounds under any circumstances
- Children must arrive at school on time and must be handed over to the school personnel on entry to the school or classrooms.

In addition, staff and students are responsible for supporting the implementation of following playground agreements:

- Stay within playground areas at all times.
- All disputes and/or accidents must be reported immediately to the supervising adult.
- Playground equipment must be used safely.
- Fighting is forbidden.
- Abusive or foul language will not be tolerated.
- Throwing any equipment or other objects is strictly forbidden.

Consequences of Unacceptable Behaviour at IST

It is recognised however that in an atmosphere of positivity, there may be student behaviour/conduct which interferes with students learning or with teacher instruction. It is important that these actions have appropriate and consistent consequences but that no child will be publicly or privately humiliated for poor conduct. The consequences below are designed to encourage behaviour which is personally fulfilling, productive and socially acceptable.

When there are safety considerations, rules will be promptly and strictly enforced. Behaviour management is a school wide responsibility – everyone in the school is responsible for creating a consistent, ordered and purposeful environment.

Consequences may be implemented incrementally or, dependent upon the severity of the behaviour or the safety of all concerned, may be implemented at any point below:

- Should unacceptable behaviour compromise the safety of others or self, rules will be strictly enforced. Parents will be informed of any poor behaviour or serious concern regarding a child's ability to relate to others. The reporting teacher will discuss this with all teachers concerned.
- The teacher or responsible adult may use a variety of strategies appropriate to the situation e.g. timeout, making good what was done, writing a note to parents. As part of the school's aim to teach responsibility and consequences, individuals transgressing the essential agreements of the school will be involved in the process of determining appropriate consequences for their actions.
- The student will produce a written reflection of the behaviour and why it is inappropriate. When there is a safety implication, immediate involvement of the Principal is required and parents are informed.
- Parents will be invited to attend a meeting with the child's teacher. IST expects parents' co-operation and support in finding a positive resolution to unacceptable behaviour. Feedback to the Principal with clear timelines and action taken, must be provided.
- The child and teacher will meet with a member of the school leadership team.



- The child and parents will be invited to attend a meeting with the Principal. At this point, the Principal will inform the Head of School. Additional help from another professional may be sought to ensure a positive outcome.

- Continued serious behaviour problems may result in suspension. At this stage, the Governing Board would be informed. Expulsion from the school would be considered in extreme cases such as drug or alcohol abuse or in cases where severe behaviour poses a danger to self or to others.

After School

The School is responsible for the safety and adequate supervision of students while on the school property and while engaged in school-sponsored activities after school. The school is not accountable nor responsible for incidents on school premises once the children have been handed over to their parent or authorised adult at the end of the school day. We require parents to carefully supervise and respect the essential agreements and the expectations of the school. We encourage our students to conduct themselves responsibly when at school however, it is the authorised adult's responsibility to reinforce good conduct after the children have been released. We request that families cooperate in supporting the school's efforts to improve the behaviour of all students.

Definitions of Behaviour

Behaviour management is a holistic education process, this policy is designed to enhance self-knowledge, self-esteem and self-confidence. The definitions below are characterised by the degree to which they influence the effective operation of the education environment and are intended to be used as a guide. The definitions and the consequences contained herein are not intended to replace or supersede the paragraph entitled 'Consequences of Unacceptable Behaviour at IST, they are rather intended to elucidate and extend.

- a) Good Behaviour
- b) Misconduct (moderately disruptive behaviour)
- c) Gross Misconduct (severely disruptive behaviour)
- d) Illegal Conduct

a. Good Behaviour

Good behaviour is positively reinforced by complimenting students and providing recognition through awards programs (e.g. Learner Profile certificates) and/or by providing opportunities for participation in school activities that supplement the curriculum. Student rewards are available to all students regardless of academic ability and may include but is not limited to complimenting students, merit opportunities for extra activities or positions of responsibility (e.g. Student Council)

b. Misconduct (moderately disruptive behaviour)

Inappropriate behaviour that is not frequent or serious enough to significantly disrupt the learning climate or endanger the well-being of others is regarded as moderately disruptive. Most behaviours of this type can be dealt with adequately by the classroom teacher. At times this may necessitate collaboration with school leaders, other teachers and specialists.

Misconduct may include but is not limited to:

- homework infractions;
- lateness;



- minor class disruptions;
- sarcastic, impertinent, angry or inappropriate language;
- stereotyping and labelling;
- lack of responsiveness, apathy; disrespect or insubordination;
- lack of responsibility;
- minor attendance concerns;
- public displays of amorous or sexual affection between individuals
- marking on desks; any obscene language or graffiti
- cheating in class tests and homework

Consequences of moderately disruptive behaviour may include but is not limited to:

- verbal reminders and directions from staff;
- student-teacher conferences;
- parent/guardian notification;
- referral for guidance counselling;
- school – student conferences;
- in-school time out;
- restitution/repair work;
- loss of good standing;
- suspension from sports, breaks and extra-curricular activities;
- verbal or written apology;
- behaviour management tracking sheet

c. Gross Misconduct (severely disruptive behaviour)

When inappropriate behaviour reaches the level where its frequency and nature is disruptive to the learning environment, it is considered to be severely disruptive. Ordinarily, only a small number of students display severely disruptive behaviour and it is expected that school efforts to develop collaborative approaches to building and maintaining a positive school climate will reduce the occurrences of such behaviour.

Severely disruptive behaviour may include but is not limited to:

- fighting;
- verbal or physical assault and all forms of bullying;
- repeated acts of disrespect or insubordination;
- on-going failure to accept responsibility;
- disruption of the operation of a school or classroom;
- vandalism;
- verbal abuse; obscenity in any verbal, visual or physical form;
- theft;
- pushing/shoving;
- repeated remarks or slurs about an individual's physical characteristics, friends or relatives.

Consequences of severely disruptive behaviour may include but is not limited to:

- notifying parents/guardians;
- conference with parents;
- counselling;
- repair of damaged property;
- school-based community service;
- in-school time out; in-school suspension;
- out-of-school suspension;



- restitution;
- behaviour management tracking sheet/card system;
- loss of good standing;
- suspension from recess, sports and extracurricular activities;
- verbal apology or written apology.

d. Illegal Conduct

Illegal conduct requires immediate, urgent intervention. Counselling is an integral part of all consequences at this level.

Illegal conduct may include but is not limited to:

- physical violence resulting in injury or inciting others to use force resulting in injury;
- racial misconduct of any form;
- sexual assault, physical or sexual abuse or harassment;
- vandalism or inciting others to vandalise property;
- possession of a weapon or using a weapon to threaten others;
- stealing from others by use of intimidation, threat or force;
- possession or selling of a dangerous substance;
- possession of alcohol, drugs, solvents etc. at school-sponsored activities;
- illegal activity, as defined by Swiss Law.

Consequences of illegal conduct may include but is not limited to:

- notifying parents/guardians;
- suspension from school;
- permanent exclusion (expulsion)
- conference with parents;
- school-based community service and or payment for restitution;
- counselling and a behavioural contract as a condition of return to school (behaviour management tracking sheet system)
- repair of damaged property;
- loss of good standing;
- notifying law enforcement and/or action by law enforcement officers.

At IS Ticino we place the highest importance on standards for learning. In line with being present and punctual as a vital component to learning we see high behavior and conduct as a key component to creating the correct environment for learning. In line with this from Grade 1 upwards we have a stage system of behavior differentiated per grade.

PRIMARY SCHOOL

The version below is the generic stages for Primary school. There is a specific stage system for each grade in line with the classroom agreements which are cemented in the first day of school.



	Behaviours	Appropriate Consequences	Comments
Stage 1	Being late without justification Forgotten homework Interrupting, calling out, losing concentration, ignoring instructions Other incidents deemed by the teacher at this stage	Agreed shared consequence: Warning by teacher - forgotten homework to be recorded in the diary	
Stage 2	Second time no submission of homework during the week Twice being late without justification Refusal to work, unacceptable output, deliberate disruption, affecting other pupil's learning, accidental damage through carelessness of other people's property Other incidents deemed by the teacher at this stage	Items will be confiscated and returned to pupil in an envelope at the end of the day. Agreed shared consequence: Playtime Detention reported in the diary	
Stage 3	Three times forgotten homework Three times being late without justification Spitting Harmful/offensive name calling, spitting, harming someone, damage to other people's property, deliberate rudeness Other incidents deemed by the teacher at this stage	Agreed shared consequence: Lunchtime Detention – inform parents via diary	Item that has been confiscated to be kept locked in the office and returned to the parent only
Stage 4	Serious challenge to authority, verbal abuse, swearing to any staff or parent, stealing, persistend bullying. Other incidents deemed by the teacher at this stage	Agreed shared consequence: Parent-Principal-Teacher Meeting	
Stage 5/6	Extremely Serious or Repeated Stage 4 Behaviour	Suspension or exclusion	



SECONDARY SCHOOL:

The version below is the generic stages for Secondary school. A more detailed version is available if you would like to see but this is clearly demonstrated in the Secondary school in all classrooms.

	Behaviour	Appropriate Consequence	Comments
Stage 1	Low level behaviour as deemed by teacher or exemplar; Interrupting, calling out, Losing concentration, Ignoring instructions	Basic teacher action, three strikes system. Warning of continuation to Stage 2 if not stopped.	Not recorded. After 3 strikes within the period then move to Stage 2
Stage 2	Repeated Stage 1 behaviour or more Medium level behaviour as deemed by teacher or exemplar; Refusal to work, unacceptable output, Second time no submission of homework, Deliberate disruption, Affecting other pupil's learning Accidental damage through carelessness of school or pupils property	Parent contacted via email about lack of homework Moved to another part of the classroom Writing a letter of apology Break time detentions with subject or teacher who identifies the behaviour. Warning of continuation to Stage 3 if not stopped.	Repeated incidents within a short time frame to be reported to form tutor and escalated to Stage 3 . Recorded in behavioural record. Deputy Principal to check the behavioural record half-termly and speak to persistent offenders.
Stage 3	More Serious or Repeated Stage 2 Behaviour or Medium High behaviour as deemed by teacher or exemplar; Harmful/offensive name calling, Spitting, Harming someone, Damage to school/pupil property, Deliberate rudeness to adults	Incident recorded on Google Docs behavioural record. Form Tutor Lunch time detention. Warning of continuation to Stage 4 if not stopped.	Reported to form tutor Incident recorded on behavioural record Repeated incidents within a short time frame to be reported by form tutor to MYP Coordinator or Deputy Principal
Stage 4	Very Serious or Repeated Stage 3 Behaviour or High behaviour as deemed by teacher or exemplar; Serious challenge to authority Verbal abuse, Swearing to any staff or parent, Stealing, Persistent Bullying Serious fighting & intentional physical harm to Stage 5	Incident recorded on behavioural record. Formal telephone call/contact/letter/ meeting with parents by above. After school detention Report card issued for subject, whole school or specific areas. Sign off sheet at end of week on report.	If escalated to a Stage 4 more than once over a half term period meeting with Deputy Principal. If no change in behaviour escalation to Stage 5.
Stage 5/6	Extremely Serious or Repeated Stage 4 Behaviour Fighting , Extreme danger or violence Very serious challenge to authority, Verbal physical abuse to any staff, An incident deemed serious enough within the school community	Formal meeting with parents by above. Immediate Fixed Suspension (time dependant on action), or permanent exclusion – escalation to stage 6 .	Letter to be placed in students records Reintegration meeting with Deputy Principal parents and students and warned of end of actions or escalation to stage 6 .



This table is to demonstrate how to input the behavioural record for those students who escalate beyond stage 2. Please use the codes to complete and make sure you verbally speak to the staff who are concerned with each level, this document is not enough alone to move a child to the next stage. Once a student has received a stage escalation please insert a new column below and record the stage. As the example demonstrates

Name (Student)	Grade (7/8/9)	Date	Stage (2-6)	Teacher (initial)	Behaviour (Specific or generic detail using stages)	Consequence (using stages document)	Served (Y/N)
James Nobody	7	4/09/14	2	AA	No Summer Homework for Individuals and Societies	Subject Detention at Lunch to complete.	Y
		10/09/14	3	AA	Didn't complete another homework	Emailed parent and serving a form detention with AH	Y
		20/09/14	4	AA	Another homework not completed	Contact made with parents by AA and detention issued for after school. Student also placed on report for homework completion.	Y – Passed report card (AA)
		10/11/14	-	MG	Three behaviour incidents on record in first H/T	Spoken to parents about improvement needed	Y (MG)
Add for new incident							
Hannah Hello	9	15/10	5	AA	Fighting Serious	1 day suspension Meeting with Parent before suspension and reintegration.	Y AA/MG
		1/12	2	AH	Second failure to bring in homework	Email to parent subject detention to complete	y



REVIEW PROCESS

This policy document will be reviewed as and when programme coordinators deem it to be necessary and in any case no later than 5 years from the date of publication. Programme coordinators will ensure its implementation through planning meetings, classroom visits and appraisals. It is shared with all stakeholders.

Date of acceptance:

TBC

Date of next review:

TBC

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