

Behaviour Policy



International sharing school
taguspark - oeiras valley - portugal



VISION 1

We are dedicated to *Learning through Sharing*

MISSION STATEMENT

We aim to develop inquiring, knowledgeable and open-minded lifelong learners who aspire to build a better tomorrow, through a supportive, respectful and caring environment promoting *Learning through Sharing*.

INTRODUCTION

The school's behaviour policy defines expectations for all members of the school community to work together supportively. It provides clear systems for setting students up for success and addressing unexpected behaviour. The policy outlines interventions, possible outcomes for unexpected behaviour, and decision-making responsibilities at distinct stages of the process.

The goal is to create a happy, safe, and secure environment, promoting positive behaviour and respect for all, regardless of ethnicity, belief, sexuality, nationality, background, or gender. We acknowledge mistakes are part of learning, and conflict resolution plays a key role in shaping our school culture and students' outcomes.

It is important to recognize that decisions regarding responses to unexpected behaviour are not always linear or incremental. Responses must consider the student's developmental stage, age, situational context, and environmental factors, ensuring that consequences are proportionate to both the incident and its impact.

Responses to behaviour are carried out with the following aims;

- improve the student's understanding of expectations,
- encourage students to reflect and be restorative in their outlook and
- bring about positive change to the student's future behaviour.

We consider the student, tutor or class teacher, teachers, pastoral coordinators, and parents to be key partners in our behaviour management approach.

This policy acts as a **core community agreement** intended to promote and support our school values, and the mission and philosophy of the International Baccalaureate derived from the IB Learner Profile. This agreement and its guidelines are applicable at any time, and in all school settings, both on and off campus and include all interactions between community members, be they in person or via other non-direct means, such as online interaction.

Parents are therefore expected to read and discuss this policy with their children, to be familiar with and to promote compliance and adherence.

This policy should be read in conjunction with the school's

- Student Code of Conduct,
- Anti-bullying policy,
- Diversity, Equity, and Inclusion Policy,
- Digital Literacy and Online Safety Policy
- Educational Visits Policy

OBJECTIVES:

The school has the values of caring and being hospitable and the behaviour management model is a restorative one to support these values.

Restorative Approaches and Questions Appendix 1

When schools are restorative they

- value quality relationships,
- value student voice and collaborative problem solving
- view unexpected behaviours as learning opportunities
- apply procedural fairness
- separate the deed from the doer
- recognise the importance of repairing damaged relationships
- use active listening a positive language and tone
- avoid judging, blaming, scolding, and lecturing
- remain future focused

The ISS Behaviour Policy

1. provides care and support for our students in learning how to manage their behaviour appropriately.
2. enables students to develop a sense of self-worth, respect, and tolerance.
3. creates and maintain a safe, respectful, and supportive environment, in which the school community feels, safe, secure, and valued.
4. encourages good behaviour, self-discipline, and independence.
5. provides students with choices and makes it clear as to the consequences of the choices they make.
6. addresses problems when they occur in a caring and empathetic manner, towards achieving improvement, but with the understanding of consequences, if improvement is not achieved and/or other members of the community are adversely impacted.

BEHAVIOURAL EXPECTATIONS:

Consistency in setting behaviour expectations is crucial for student success as it creates a predictable environment where students understand the expectations and have a sense security and fairness.

At International Sharing School members of the community are expected to:

1. Respect ourselves
2. Respect others
3. Respect the school environment
4. Treat each other with courtesy and consideration
5. Listen to one another
6. Be inclusive
7. Respect everyone's right to high quality teaching and learning.

These expectations are summarised in **Appendix 2: ISS Student Code**

Setting up learning spaces for success:

- **Arrange the Room** - consider the most appropriate seating structure for the learning activity and class and set up accordingly.
- **Welcome to the Room** - greet students as they enter the room, observe their demeanour, ask brief open-ended question to gauge their affective state and to ensure they feel seen and supported.
- **Include in the Room** -ensure content and pedagogy is inclusive and allows every student to feel they are seen in the classroom
- **Consistency in the Room** - Refer to the ISS code and manage inappropriate behaviour with a calm response referencing the restorative questions. Log all events of both positive and unexpected behaviour on ManageBac.

Developing authentic relationships with students is crucial ensuring they feel seen, valued, and supported, fostering a positive and conducive learning environment where they can thrive emotionally and academically. The following questions should be used to guide the development of this.

- 1. When, where and how is my interest in my students as individuals demonstrated?**
- 2. What gets acknowledged in my classroom? Grades, kindness, progress, collaboration?**

3. Who is celebrated in my classroom and why?

POSITIVE BEHAVIOUR

At ISS school we expect to see positive behaviour in action. All students are expected to be role models of positive behaviour in the school community.

Examples of positive behaviour include:

- Being a responsible and inclusive leader
- Contributing to school life positively
- Being an upstander
- Demonstrating the IB Learner Profile characteristics in action
- Being a peer mentor, academic mentor, or buddy
- Being committed to a school project, team, or event
- Contributing to school life with innovative ideas
- Increased effort in class
- Improved behaviour in class and/or around school
- Demonstrating consistent ATL skills
- Making outstanding contributions in class
- Making outstanding contributions to the school community
- Completing an outstanding piece of work
- Working consistently well with others
- Demonstrating consistent hard work and resilience in the face of adversity
- Participating actively in the wider school community

Celebrating positive behaviour

By identifying and celebrating positive behaviour and catching learner profile traits in action we create a community where students thrive and learn by example. ISS aims for a positive reinforcement model that focuses on recognizing and reinforcing desired behaviours rather than simply addressing negative actions.

Values in Action

Every month a different IB Learner Profile trait is a focus for the whole school. Teachers are encouraged to award a **house point** every time they witness the featured

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characteristic for the month in action. This should be rewarded with a House point token for student to add to the House token box and a record on ManageBac.

The House with the most Values in Action points will be announced at the end of each term. Individual students who are exemplary in this area will also be celebrated with Values in Actions Certificates

Calendar for Learner Profile Characteristic Feature				
September Inquirers	October Principled	November Caring	December Open-minded	January Thinkers
February Reflective	March Communicators	April Balanced	May Risk taker	June Knowledgeable

Prefect Team

Our House Prefect and Student Council teams will be instrumental in shaping and reinforcing our positive behaviour culture by consistently modelling the core values of ISS– hospitality, kindness, and multiculturalism. Prefects lead by example, rewarding Values in Action and supporting positive behaviour during breaktimes and lunchtimes in both the Primary and Senior Sections. They act as role models and liaisons between students and staff, ensuring student voices are actively involved in the development of our positive behaviour culture process. By promoting leadership, responsibility, and open dialogue, prefects help create an inclusive, supportive environment fostering a community rooted in integrity, accountability, and service

STUDENTS RIGHTS & RESPONSIBILITIES

Students have the right to learn, share ideas and opinions and express themselves, while respecting others in the learning process. Everyone has the right to feel happy and safe at school. All members of the school community are expected to adhere to the behaviour policy and to understand that behaviour notes are recorded and maintained on the student file for the duration of the students’ life at International Sharing School.

Learning	To Self	To Others
<ul style="list-style-type: none"> • Arrive on time to tutor time and all lessons. • Transition quickly and calmly between classes • Be ready to learn with all the 	<ul style="list-style-type: none"> • Own your actions • Show awareness of yourself and others, as learners and thinkers. • Act in a principled, responsible manner 	<ul style="list-style-type: none"> • Act with integrity and respect towards others. • Be considerate of the feelings of others and their personal space. • Show tolerance and appreciation

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<p>necessary equipment</p> <ul style="list-style-type: none"> • Maintain a positive outlook on learning • Respect and maintain your learning environment • Use equipment in the manner that it was designed. 	<ul style="list-style-type: none"> • Take care of your personal hygiene and health. • Challenge yourself 	<p>for all personal and cultural differences.</p> <ul style="list-style-type: none"> • Respect all members of the school community: teachers, operations staff, parents, students. • Respect the property of all members of the school community • Show compassion • Be inclusive
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ROLES AND RESPONSIBILITIES

At ISS, maintaining and reinforcing behaviour expectations is the responsibility of every adult in the school community. By consistently upholding and behaviour policies and procedures, we create a unified approach that supports a culture of positive behaviour and high expectations. This collective responsibility fosters an environment where students feel secure, respected, and motivated to meet the standards we set, promoting a thriving, supportive, and respectful school culture.

Management of student behaviour issues:

Outside the classroom: Breaktime/ASAs/Lunchtime

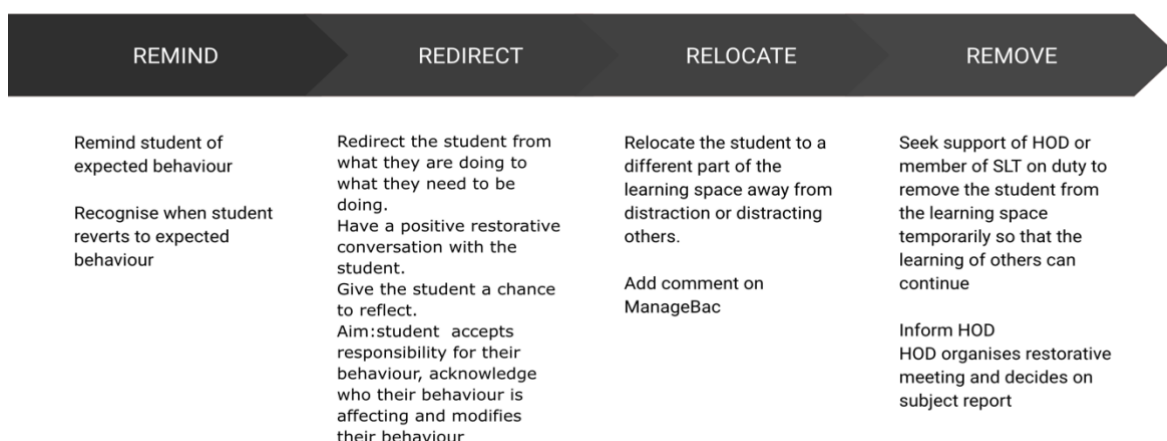
Stage	Examples (including but not limited to)	Intervention	Communication and monitoring
LEVEL 1	<p>Behaviour</p> <ul style="list-style-type: none"> • Negative interaction, • Moving others' property without permission, • Exclusionary behaviour 	<p>Member of staff on duty:</p> <ul style="list-style-type: none"> • Expectation reminding/ restorative conversation with student involved 	<p>Teacher /LA on duty Entry on ManageBac behaviour note</p> <p>Tutor checks in with student</p>
LEVEL 2 Staff on duty Tutor	<p>Behaviour</p> <ul style="list-style-type: none"> • Low level verbal abuse • Offensive language • Gaming • Using laptop outside lesson time • Ignoring dining room queue • Entering areas of the school that are not allowed for students 	<ul style="list-style-type: none"> • Member of staff on duty/ASA teacher removes student from immediate area and works through the restorative procedure. 	<p>Entry on ManageBac-behaviour note by teacher</p> <p>Follow up conversation led by Tutor</p> <p>Tutor phone call to parent</p>

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<p>Monitoring: Pastoral Coordinator</p>	<ul style="list-style-type: none"> Inappropriate behaviour on school bus or public transport Late for school 	<ul style="list-style-type: none"> Student updates tutor on the situation during next tutor time 	<p>Tutor monitoring and updates Pastoral Coordinator in weekly meeting</p>
<p>LEVEL 3</p> <p>Pastoral Coordinator</p> <p>Monitoring: Head of Pastoral</p>	<p>Behaviour</p> <ul style="list-style-type: none"> Escalation/ continuation of persistent Level 2 behaviour violent incident, verbal, or physical assault threatening behaviour inappropriate language Vandalism Theft Bullying inappropriate use of laptop/ Truancy Taking unauthorised photographs, or recording videos /audio of self and other members of the ISS community both inside and outside the school premises <ul style="list-style-type: none"> posting on social media, consequently affecting student well-being and academic development; Using the school logo or other symbols on social media; Supply/possession/use of cigarettes and/or electronic cigarettes/vapes Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour. 	<ul style="list-style-type: none"> Member of staff on duty informs relevant pastoral coordinator Student completes a written summary of the event. Any student or staff observer summaries are collected <p>Pastoral Coordinator: interview with student(s), if necessary, removing student from lesson to facilitate event clarification.</p> <p>Possible Outcomes:</p> <ul style="list-style-type: none"> Restorative practice to understand the situation and amend harm Student behaviour support plan Principal's Reflection session Meeting with parents Suspension - to be discussed with Head of Pastoral (Appendix 7 Suspension) Student will be placed on behaviour support plan automatically following suspension 	<p>Entry on ManageBac - behaviour note by member of staff on duty</p> <p>Pastoral Coordinator investigates and discusses with Head of Pastoral</p> <p>Pastoral Coordinator and Head of Pastoral supports in Restorative Process for all students involved.</p> <p>Parent /student meeting with Head of Pastoral and/or Pastoral Coordinator</p> <p>Head of Pastoral Discusses Suspension Recommendation with Principal</p> <p>If student is Suspended Pastoral Coordinator arranges for work to be sent to and returned by the student</p> <p>Pastoral Coordinator and Head of Pastoral conduct the re-entry interview</p>

Level 4	<p>Behaviour</p> <ul style="list-style-type: none"> bringing a weapon to school bringing illegal materials including drugs or alcohol to school upskirting sexting racist/ misogynistic/homophobic language behaviour which harms the reputation of the school blackmail extortion verbal, or physical assault threatening behaviour inappropriate language vandalism theft bullying 	<p>Possible Outcomes</p> <ul style="list-style-type: none"> Suspension <p>Re-entry interview on return:</p> <p><i>Student will be automatically placed on a behaviour report to Head of Pastoral on re-admittance to school for a Level 4 misdemeanour</i></p> <ul style="list-style-type: none"> Educational Psychologist Assessment (required prior to re- entry for some students) Handover of case to appropriate authorities e.g. GNR/Police Expulsion 	<p>Head of Pastoral investigates and prepares recommendation report for suspension/referral to authorities or expulsion as appropriate</p> <p>Head of Pastoral Discusses recommendation with Principal</p> <p>Head of Pastoral phone call to parents</p> <p>Suspension /Expulsion meeting with parents and student led by Head of Pastoral and/ or Principal</p>
Head of Pastoral			
Principal			

Management of student behaviour issues: During Lessons



Procedure

Stage	Examples: Including but not limited to	Intervention	Communication/ Action
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<p>Level 1</p> <p>Teacher</p>	<p>Behaviours</p> <ul style="list-style-type: none"> disturbing learning, lateness exclusionary behaviour in group or pair work, lack of equipment or incorrect uniform in practical lessons not completing home learning to deadlines disruptive behaviour 	<p>Teacher</p> <ul style="list-style-type: none"> Direct instruction to student to cease behaviour. Follow up restorative conversation with student(s)involved. Agree in class regulation strategy with student(s). Adjust seating plan if necessary. 	<p>Tutor</p> <ul style="list-style-type: none"> ManageBac behaviour note follow up Tutor /Class teacher monitor for similar concerns across subjects Subject Coordinator/ PYP Coordinator informed by subject teacher
<p>Level 2</p> <p>Teacher and Subject Coordinator</p>	<p>Behaviours</p> <ul style="list-style-type: none"> persistent level 1 disruption inappropriate language, dangerous behaviour (practical lessons), refusal to follow class teacher directions, inappropriate use of laptop academic dishonesty persistent home learning issues Chewing gum or disposing of gum in school 	<p>Teacher:</p> <ul style="list-style-type: none"> Set focus work for class. Restorative conversation with student(s) agree behaviours to complete the lesson. If student(s) is unwilling to agree contact Subject Coordinator / PYP Coordinator/ SLT on duty for support. To remove student from lesson. Following the lesson teacher (with student) inform Subject Coordinator /PYP Coordinator of situation and arrange a time to work through a restorative conversation led by the Subject Coordinator. Restorative conversation Subject Coordinator /PYP Coordinator decides if situation should result in a subject/behaviour report ((Appendix 4) Restorative Conversation outcome and next steps recorded on Manage Bac by Subject Coordinator /PYP Coordinator Principal's Reflection to ensure missing home learning tasks are completed <p>Student</p> <ul style="list-style-type: none"> Records agreed targets from restorative conversation in student development section on Managebac 	<p>Teacher</p> <ul style="list-style-type: none"> ManageBac behaviour note. Phone call to parents -Subject Coordinator Subject Coordinator /Class teacher to inform parent if student is placed on a subject/behaviour report <p>Tutor /Class teacher</p> <ul style="list-style-type: none"> Tutor/Class Teacher monitors ManageBac - if same issue is occurring in more than one subject speaks to student and discusses behaviour report Tutee/student has update conversation with tutee to reinforce expectations and monitor

<p>Levels 3-4</p> <p>Pastoral Coordinator</p> <p>and</p> <p>Head of Pastoral</p>	<p>Behaviours</p> <ul style="list-style-type: none"> • violent incident, • verbal, or physical assault • harassment • bullying • threatening behaviour • inappropriate language • inappropriate use of laptop (gaming/ pornography) • plagiarism on coursework • cheating in assessment situation • bringing illegal items including alcohol or drugs into school • Being under the influence of alcohol or drugs • In possession of vapes, cigarettes in school • Vaping or smoking in school 	<ul style="list-style-type: none"> • Updates tutor on the situation <p>Teacher</p> <ul style="list-style-type: none"> • requests Head of Department/PYP Coordinator/Duty SLT support - • Student removal from lesson and placed under Duty SLT supervision • If student refuses to leave classroom the class is moved with the teacher and student remains with Subject Coordinator /SLT. • Teacher puts behaviour note on ManageBac <p>Pastoral Coordinator</p> <ul style="list-style-type: none"> • investigates by collecting reflections, observation statements • Pastoral coordinator discusses investigation with Head of Pastoral to agree outcomes <p>Possible Outcomes:</p> <ul style="list-style-type: none"> • Student behaviour support plan • Suspension external decided in consultation with Head of Pastoral <p>Re-entry interview is a requirement following any suspension with Head of Pastoral and Pastoral Coordinator.</p> <p>Parents must be in attendance ideally in person</p> <p><i>(Student needs to demonstrate remorse and openness to change behaviour before being allowed to re-enter school.)</i></p> <ul style="list-style-type: none"> • Restorative practice to amend harm 	<p>Teacher</p> <ul style="list-style-type: none"> • ManageBac behaviour note <p>Head of Pastoral Head of PYP</p> <ul style="list-style-type: none"> • Meeting with parents. • Home school agreement • informs School Principal (in cases of recommendation for suspension/ expulsion) <p>Plagiarism/Academic dishonesty if IBDP/MYP IA/coursework follow guidance of Programme Coordinator</p>
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Level 1	Level 2	Level 3	Level 4
<p>Responsible person</p> <ul style="list-style-type: none"> Member of Staff on Duty ASA Teacher Teacher Tutor/Class teacher <p>Action</p> <ul style="list-style-type: none"> Restorative Conversation ManageBac Behaviour note HOD informed Tutor/Class teacher follows up with student 	<p>Responsible person</p> <ul style="list-style-type: none"> Member of Staff on Duty/ASA Teacher Teacher HOD Tutor/Class teacher <p>Action</p> <ul style="list-style-type: none"> Restorative Conversation ManageBac Behaviour note HOD/member of staff leads restorative conversation Tutor follows up with student Tutor/Class teacher phone call to parent Tutor /Class teacher update pastoral coordinator 	<p>Responsible person</p> <ul style="list-style-type: none"> Member of Staff on Duty/ASA Teacher Teacher Pastoral Coordinator Head of Pastoral <p>Action</p> <ul style="list-style-type: none"> Restorative Conversation ManageBac Behaviour note Pastoral Coordinator investigation and review Pastoral Coordinator phone call to parents Behaviour Contract recommendation Pastoral Coordinator and Head of Pastoral suspension recommendation Principal informed Head of Pastoral Re-entry to school meeting 	<p>Responsible person</p> <ul style="list-style-type: none"> Member of Staff on Duty/ASA Teacher/Teacher Pastoral Coordinator Head of Pastoral Principal <p>Action</p> <ul style="list-style-type: none"> ManageBac Behaviour note Head of Pastoral investigation Principal informed Suspension/ expulsion decision Head of Pastoral phone call to parents Head of Pastoral and Principal suspension meeting with parents and student Head of Pastoral/Principal Re-entry to school meeting

ISS Behavioural Escalation Scale 2024

Behavioural Consequences and Interventions 2024

These behavioural consequences are not an exhaustive list, and final decisions rest with the tutor/ subject teacher/pastoral leaders and/or the principal. Each intervention or outcome is based on the specific transgression and with a focus on the most appropriate restorative approach to rehabilitate the student and address their behaviour.

Behaviour Consequences

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Restorative Conversation • ManageBac Behaviour note • Reminder of expectations and ISS code • Temporary relocation within the classroom • Written reflection or apology to peers • Loss of privilege (e.g., choice of seating) 	<ul style="list-style-type: none"> • Restorative Conversation • Academic support session • ManageBac Behaviour note • Restorative task or community service within the school • Subject/ Tutor Report • Temporary removal from the classroom to a supervised location • Loss of privileges (e.g., participation in extracurricular activities, online access) • Loss of participation in practical lessons or activities where safety is a concern 	<ul style="list-style-type: none"> • Suspension from specific lessons or activities • Principal's Reflection • Internal suspension with restricted privileges • Removal of technology privileges • Parental/guardian meeting and behavioural report agreed • Mandatory participation in anti-bullying or conflict resolution programme • Community service • Reduced participation in school events (e.g., trips, sports) • Formal written warning recorded in school disciplinary records • Re-submission of coursework under supervised conditions (in the case of academic dishonesty) 	<ul style="list-style-type: none"> • External suspension for a set period • Recommendation for withdrawal from school, expulsion or transfer to an alternative education programme • Mandatory drug/alcohol counseling or intervention program • Police involvement or legal action in the case of illegal substances or violence • Permanent removal from extracurricular activities or leadership roles • Loss of graduation privileges or exclusion from end-of-year activities • Formal report added to the student's permanent record • Behaviour Contract

APPENDIX 1: Restorative Approaches

At ISS, we believe that using a restorative approach empowers students with the skill to make better and more informed choices independently. Restorative practices encourage students to reflect on how their behaviour impacts others, helping them develop respect, responsibility, and honesty.

When a student's behaviour negatively affects someone else, we commit to doing our utmost to ensure the situation is addressed, repaired, and prevented from happening again. If a student has caused harm, they will be asked to make amends and change their behaviour to prevent recurrence. This process ensures that all parties could voice their perspectives and be heard.

At ISS, we encourage every community member to invest time in building positive relationships and helping students make better life choices while learning from their mistakes. We believe that each problem or incident is an opportunity for growth. By applying a restorative approach throughout the school, we aim to foster stronger relationships, deeper engagement in learning, and the development of essential social and emotional skills in our students.

Restorative Language

When our students find themselves in conflict or are upset, we will ask them:

- What happened?
- What were you thinking when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our students:

- What would you think if this happened to you?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this does not happen again?

Most situations can be dealt with by working through these questions. The aim is that outcomes are fair for everyone. To focus the student on positive language, we will redirect them to the IB Learner Profile, for example *'how did you show a caring approach*

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to your learning,' 'how might you collaborate with your peers to achieve success' or use positive psychology language engaging in constructive dialogue and building relationships between students and teachers.

Restorative Meetings

The member of staff present will conduct the meeting using restorative language.

The aim of the meeting is:

- The student understands the impact of their actions
- The student reflects on who this behaviour has affected and how it made the other person feel (a written reflection should be encouraged at this point to support the reflection process)
- The student arrives at a way they can put it right
- What they can do to prevent this behaviour from re-occurring in the future.

(Behaviour modification/ self-regulation)

Details of the meeting will be recorded on Managebac including the consequence and actions agreed on. If the student's behaviour escalates to a level 2 then the relevant Pastoral Care Coordinator will have a reflection meeting to find out why this behaviour is re-occurring.


Parents will be invited to take part in this meeting and will receive a summary email following the meeting. The Pastoral Care Coordinator may put in place a written agreement or set targets and ask Where the student needs support to uphold their commitment. The Pastoral Care Coordinator will Then put a check system in place with the student/teacher/tutor so that the agreement, targets, or

promise is upheld. If the student will benefit from counselling support, this will be offered.

Appendix 2: The ISS Student Code

<p>I am thoughtful and inclusive in the language I use, whether spoken, written or online</p> <p>I will be careful to not use language that will exclude or offend others</p>	<p>I show respect for other people's property</p> <p>I ask permission before using or taking others' property and treat others' property with care</p> <p>I will hand in any lost property that I find</p>	<p>I will take action to support those in need</p> <p>I am an upstander and will not be a bystander</p> <p>I will be inclusive</p> <p>I will let an adult know if I am worried about a student or they need help</p>
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<p>Respect and value everyone in our school community</p> <p>I treat everyone with kindness regardless of race, sexuality, gender, age, appearance, or academic/physical ability</p>	<p>Take responsibility for your actions</p> <p>I think independently and consider consequences</p> <p>I am honest when reflecting on your behaviour</p> <p>I follow the academic honesty guidelines provided by teachers</p>	<p>Actively care for the environment</p> <p>I take responsibility for maintaining a positive, safe, and clean school environment</p>
<p>Create a positive learning atmosphere</p> <p>I display a positive attitude to learning</p> <p>I am inclusive</p> <p>I allow others to work without disturbance</p> <p>I prepare for and am ready to learn in all lessons</p>		<p>I am a positive role model in school and in public</p> <p>I behave appropriately when representing the school on and off campus</p>

Appendix 3: Subject Behaviour Report Overview

A Subject Behaviour Report is a short-term behaviour management tool designed to help students reset and improve their approach to learning when they have shown persistent behaviours that contravene the school's learning code. It serves as a focused intervention lasting no more than two weeks and aims to reinforce expected behaviour within a specific subject. The process is supportive and discreet, ensuring that it is not used as a threat or shared with the class. The goal is to provide the student with consistent feedback and guidance, helping them to develop more positive learning habits.

Process:

- **Initial Meeting:** The Subject Coordinator meets with the student and teacher to hold a restorative meeting to discuss behaviour concerns and determine if a Subject Report is necessary. Subject Coordinator decision.
- **Pre-lesson check-In:** Before each lesson, the student meets with the Subject Coordinator for a brief conversation, reinforcing expectations for the upcoming lesson. The student collects a comment sheet.
- **Teacher Feedback:** At the start of the lesson, the student gives the comment sheet to the subject teacher. The teacher monitors behavior throughout the lesson, providing positive or constructive comments as needed.
- **End-of-Lesson Update:** At the end of the lesson, the teacher updates the student on their performance and records comments on the sheet.
- **Subject Coordinator Review:** After each lesson, the student returns to the Subject Coordinator with the completed comment sheet for review and reflection.
- **Duration:** The Subject Report runs for a maximum of two weeks, after which a review is held to assess the student's progress and decide on next steps.

Date	Teacher comments	Teacher recommendations	Subject Coordinator Comment

Appendix 4: Tutor Behaviour Report

A Tutor Behaviour Report is a short-term behaviour management tool designed to address and support students who have exhibited unexpected behaviour outside the classroom or across multiple subjects. This focused intervention, lasting no more than two weeks, aims to help students reset and improve their overall behaviour and adherence to school expectations. The process is supportive and discreet, ensuring that it is not used as a threat or widely shared. The goal is to provide the student with consistent feedback and guidance across different contexts, helping them to develop more positive behaviour patterns and attitudes that align with the school's values.

Date	Student Target	Student Reflection	Tutor Comment

If only limited progress and improvement are evidenced the student will proceed to a Pastoral Coordinator Report

Appendix 5: Academic Support Session

Home Learning Transgressions:

When a student fails to meet home learning deadlines or to produce work on more than three occasions, academic support sessions will be organized by the subject coordinator. These sessions are designed to provide the necessary guidance and support to help the students improve their organisation and complete the necessary home learning by the deadline.

For the well-being of both staff and students, academic support sessions will not be scheduled during lunch or break times and will be arranged at the end of the school day when students will be supervised.

In the event of persistent failure to submit home learning tasks on time and when other consequences have not improved the situation students will need to attend a Principal's Reflection session which will take place on a Friday afternoon between 4pm and 5pm. The decision to place a student in a Principal's Reflection Session will be made collectively by Heads of Programme and the Head of Pastoral.

Appendix 6: Bag/locker search

At ISS, a bag or locker search may be conducted as part of our commitment to ensuring the safety and wellbeing of all students and staff and is carried out respectfully and only when there is reasonable suspicion of prohibited or harmful items.

Reasons for a Bag Search:

- Suspicion of prohibited items (e.g., vapes, cigarettes, alcohol, weapons).
- Suspected possession of stolen property.
- Concerns related to student or staff safety.
- Inappropriate or prohibited use of electronic devices (e.g., storing images or messages related to misconduct).

Procedure for Bag Search:

- The student is informed of the reason for the search.
- The bag search is conducted by a member of SLT with another staff member as a witness.
- The bag search should take place in a setting where privacy can be ensured but safeguarding protocols are followed.
- The search is carried out discreetly and respectfully, ensuring the student's dignity is maintained.
- Searches are non-invasive, limited to the student's bag and personal items (no physical search of the student).
- The outcome of the search is documented.

Confiscation of Electronic and Personal Devices:

Reasons for Confiscation:

- Suspected inappropriate use of devices (e.g., unauthorized image taking, video/audio recordings, or message exchanges that violate school rules).
- Evidence related to an ongoing investigation.

Procedure for Confiscation:

- Devices are confiscated by a SLT member and stored securely.
- The student is informed of the reason for the confiscation and the expected duration.
- The device is only accessed by school authorities when necessary to aid the investigation.
- Parents are informed of the confiscation and the reason behind it.
- Devices are returned after the investigation, provided the issue is resolved.

Appendix 7: Suspension

A suspension from school is a serious disciplinary action where a student is temporarily removed from the school community due to significant or repeated behaviour transgressions. It serves as a clear message that the behaviour is unacceptable while providing the student with time and space to reflect, make amends, and commit to positive changes upon their return. Suspension aims to protect the safety and well-being of the school community, while also offering an opportunity for the student to reset their behaviour and reintegrate with a changed approach.

At ISS, we limit the use of internal suspensions as a consequence of behaviour choices due to the limited capacity to provide the necessary supervision and meaningful reflection during the school day. However, internal suspension can provide an impactful consequence for students in the Primary section and certain students in the Senior School who would otherwise not receive the level of support and reflection expected at home during an external suspension.

Our approach prioritises impactful restorative practices and structured, external suspension periods that allow students to reflect deeply on their behaviour and work towards positive change. If a student is suspended, it is at the school's discretion to allow them to sit external examinations at the school during the suspension period.

Determining the Length of Suspension

The duration of a suspension, ranging from one to five days, will be determined

based on the following factors:

- **Severity of the Incident:** The severity of the behavior will directly influence the length of the suspension period. More serious actions, such as violence, bullying, or theft, may result in a longer suspension (up to five days) compared to less severe infractions like truancy or inappropriate use of a laptop.
- **Frequency of Behaviour:** If the behavior represents a continuation or escalation of previous issues, a longer suspension may be warranted. Persistent Level 2 behaviors or repeated inappropriate actions following prior warnings and interventions could result in an extended suspension.
- **Impact on the School Community:** The impact of the behavior on other students, staff, or the school environment will be considered. Actions such as posting harmful content on social media or engaging in threatening behavior may cause significant disruption and emotional distress, potentially justifying a suspension of up to five days.
- **Student's Behaviour History:** A student with a history of repeated transgressions may face a longer suspension, as previous sanctions and interventions have not successfully corrected the behavior.
- **Intent and Accountability:** The student's intent and willingness to take responsibility will also be considered. If the student demonstrates genuine remorse, accountability, and a commitment to receiving support and making positive changes in their behavior, the suspension may be shortened.

The principal reserves the right to determine the length of the suspension period, considering the developmental stage of the student, the circumstances surrounding the behavior, and any previous transgressions of a similar nature. During the re-entry interview, the principal or their representative also reserves the right to extend the suspension if the student does not demonstrate sufficient reflection or commitment to changing their behavior.

Reflection Tasks During Suspension

During suspension, students are required to complete reflection tasks designed to help them understand the impact of their actions and prepare for positive behaviour moving forward. Students will be required to present these reflections tasks during their re-

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entry interview, and they will be part of the decision process to allow the student to re-enter school.

These tasks may include:

- **Written Reflection:** A reflective essay on the incident, exploring the student's behaviour, its impact on others, and what steps they will take to avoid similar behaviour in the future.
- **Apology Letters:** Writing letters of apology to those affected by their actions, including peers, staff, or the broader school community.
- **Action Plan:** Developing a personal behaviour action plan, setting goals for improvement, and outlining specific steps the student will take to demonstrate responsibility upon their return.
- **Restorative Justice Task:** Completing a restorative task, such as community service or contributing to the school environment (e.g., repairing minor vandalism) to repair the harm caused by their actions.
- **Research Assignment:** A research assignment on a relevant topic such as respect, compassion, digital responsibility, or conflict resolution, aimed at broadening the student's understanding of key life skills and reinforcing positive values.

Re-entry to school

Before being allowed re-entry to the school the student and their parents must

attend a re-entry interview with the Head of Pastoral or Principal to determine that

- The student has reflected sufficiently on their behaviour choices and are ready to follow the behaviour expectations of the school
- They understand the conditions of their re-entry e.g. behaviour report requirements
- They understand the restorative support that they will have as part of their re-entry to the school

All students who have been suspended will be placed on a **behaviour contract** for a month following their return to school. The contract outlines expected behaviours and consequences for any future violations as well as where to access support. It is designed to ensure the student is aware of the next steps should they fail to adhere to the school's standards.

If a student is suspended twice within the same academic year, a meeting will be held with the parents to request the student's removal from the school. The decision to request removal from the school will be made by the School Principal or their representative and will consider the behaviour and academic record of the student and their willingness to accept and comply with the behaviour expectations of the school.

Appendix 8: Expulsion from School

Expulsion is the most serious disciplinary action a school can take and involves the permanent removal of a student from the school community due to severe or repeated violations of school policies and values. Expulsion is used as a last resort when other interventions have failed, or when the student's actions pose a significant threat to the safety, well-being, or moral fabric of the school. The decision to expel a student signals the gravity of the situation, ensuring the school remains a safe and supportive environment for all members.

Rationale for Expulsion

Expulsion is considered when a student's behaviour is so extreme that it undermines the school's core values and the safety of its community. The rationale for expulsion includes:

- **Severe Misconduct:** Behaviours that involve extreme violence, criminal activity, or serious threats to the safety of students and staff. This includes, but is not limited to, assault, possession of weapons, repeated harassment or bullying, or the distribution of illegal substances.
- **Repeated Violations:** A history of continuous and escalating behavioural issues where previous interventions, including suspension, have failed to correct the behaviour.
- **Disruptive Influence:** Behaviour that severely disrupts the learning environment and the school's ability to function effectively, including influencing other students to engage in inappropriate or harmful behaviours.
- **Breach of Trust:** Any behaviour that violates the fundamental trust between the school, the student, and the wider community. This could include academic dishonesty on a large scale, repeated acts of vandalism, or actions that tarnish the reputation of the school (e.g., illegal activity associated with the school).

Criteria for Expulsion

The decision to expel a student is never taken lightly and ISS considers the following criteria:

- **Severity of the Behaviour:** The level of harm caused by the student's actions, including physical harm, emotional trauma, or damage to property.
- **Impact on School Community:** The degree to which the student's actions have negatively impacted other students, staff, or the overall environment, particularly when the behaviour creates ongoing safety concerns or disrupts the education of others.
- **Previous Interventions:** The student's prior disciplinary record will be thoroughly reviewed, with particular focus on whether the school has exhausted

all available interventions, including suspensions, restorative practices, and support measures.

- **Student Accountability and Remorse:** The willingness of the student to accept responsibility for their actions, demonstrate genuine remorse, and take steps to repair the harm will be considered, although in cases of extreme misconduct, expulsion may still be necessary despite these factors.
- **Legal and Ethical Considerations:** Where the behaviour involves criminal activity or violations of law, such as drug dealing or sexual assault, expulsion may be legally necessary to protect the school community and uphold the school's ethical standards.

Expulsion Process

- **Investigation:** A thorough investigation of the incident will be conducted by the Head of Pastoral, involving all relevant parties, including witnesses, teachers, and any other affected individuals. The student and their family will be given the opportunity to present their perspective.
- **Review Meeting:** A review meeting will be held with the Principal, Head of Pastoral, Pastoral Coordinator, and the relevant parties (such as the student's teachers, counsellors, and legal advisors if needed) to assess the findings of the investigation.
- **Decision:** After the review meeting, a final decision will be made by the principal in consultation with the Board or other relevant authorities. This decision will be communicated to the student and their family in writing.
- **Right to Appeal:** Students and their families may be given the right to appeal against the decision, depending on the school's policy. The appeal process will be clearly outlined in the expulsion notice.

Consequences of Expulsion

Expulsion carries significant and long-lasting consequences, both for the student and the school. These may include:

- **Loss of Educational Placement:** The student will no longer be enrolled at the school, and their records will reflect the expulsion. The school may assist the family in finding alternative educational arrangements, but the responsibility lies with the family.
- **Effect on Academic Record:** The expulsion will be recorded in the student's academic history, which could impact future opportunities for education, particularly in competitive environments.
- **Social Impact:** Expulsion can lead to social isolation and difficulty reintegrating into a new educational setting and may require counselling or further support to help the student recover from the emotional impact of the process.

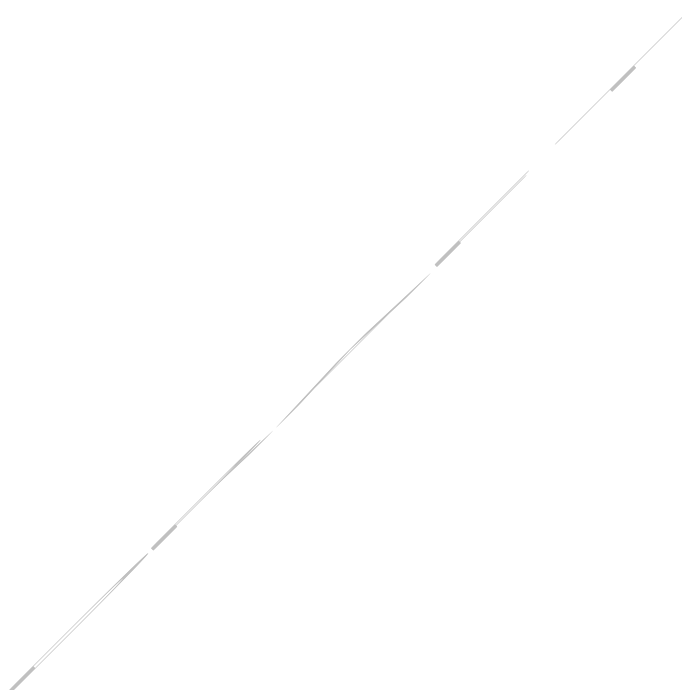
Post-Expulsion Support

While expulsion is a severe measure, ISS recognizes the need to support students even after they have left the school. This could include:

- Providing access to counselling services
- Assistance with the transition to a new educational environment
- Guidance on steps the student can take to move forward in a positive direction

This process ensures that expulsion, while serious, serves as a last resort and a meaningful consequence designed to protect the integrity of the school while offering the student the chance for reflection and personal growth.

If a student is expelled, they forfeit the right to sit external examinations at the school.





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