

# HALCYON

## LONDON INTERNATIONAL SCHOOL

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## Behaviour & Discipline Policy

*This policy is available from our website ([halcyonschool.com](http://halcyonschool.com)) and in hard copy on request. It has been formulated using: DfE Advice on Behaviour and Discipline in schools (January 2016); DfE Guidelines on Use of reasonable force (July 2013) and DfE Guidelines on Searching, screening and confiscation (February 2014).*

*This policy should be considered alongside and in conjunction with the suite of policies concerning the safety and welfare of students: Anti-Bullying; Behaviour & Discipline; Educational Trips; Fire Safety; First Aid; Health & Safety; PSHEE; Risk Assessment; Safeguarding & Promoting Welfare of Children; Supervision; Student Wellbeing*

### 1. Introduction

Standards of behaviour at Halcyon London International School are expected to be consistently high. Students must be self-motivated, self-disciplined, courteous and respectful at all times and must demonstrate care for the school and its surroundings. The school promotes and reinforces positive, prosocial, behaviour at all times.

The school's Guiding Principles (school rules) are formulated with engagement and feedback from all students with the purpose of recognising prosocial behaviour, acknowledging and reinforcing a collaborative and restorative approach to behaviour and self-discipline. Inappropriate behaviour is dealt with in a fair, clear and constructive way and restorative interventions are made when necessary as a means to encourage a change of attitude.

### 2. Objectives

The objectives of this policy are:

- A. to create a safe, ethical and responsible learning and working environment with guidelines that are clearly understood by all
- B. to promote prosocial conduct
- C. to ensure, so far as possible, that every student in our school is able to benefit from, and make his/her full contribution to the life of, the school, consistent always with the needs of the school community and consistent with the International Baccalaureate (IB) Learner Profile
- D. to authorise the School Behaviour Protocol (known at Halcyon as the Guiding Principles, which are principles of prosocial conduct drawing on IB practice) and any procedures necessary for implementing them.



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### 3. Guiding Principles (School Rules)

The [Guiding Principles](#) are approved by the Director, in consultation with the staff and students in accordance with Halcyon's collaborative approach, and based on the IB Learner Profile. The Guiding Principles shall set out expectations for

- A. conduct and behaviour
- B. self-respect and respect for others
- C. respect for and protection of property and the environment in and out of school.

The Guiding Principles apply to all age groups and at all times when the student is:

- D. at school, travelling to and from school, and on school-sponsored trips and activities in the UK or abroad
- E. associated with the school at any time.

Halcyon London International School students are expected to know and understand the Guiding Principles and to read them through with their parents. The Guiding Principles will be reviewed and amended as necessary.

Parents will be expected to read the Guiding Principles with their children from time to time. Its principles are reinforced in all aspects of school life, and are visible in classroom activities, at assemblies, during mentor conversations, and during PSHEE (Personal, Social, Health and Economic Education) classes.

### 4. Scope

The Board of Trustees review and affirm the Guiding Principles and also the sanctions set out in the Behaviour Policy.

### 5. Rewarding prosocial behaviour

Halcyon London International School understands that positive reinforcement is effective in motivating students. The school is committed to celebrating and rewarding prosocial behaviour, and may do so in some of the following ways:

- A. praise by staff
- B. personalised letters to parents
- C. certificates which recognise contributions to the Halcyon London International School community as well as the wider community
- D. celebration assemblies
- E. comments in school reports
- F. designate students as representatives of the school (Halcyon Ambassadors) for



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special events in or out of school.

## 6. Consequences of failing to adhere to Guiding Principles

- A. **Restorative practice** builds healthy, respectful relationships. We use structured dialogue to resolve conflict and encourage students to take personal responsibility for their choices; to have the agency, as advocated through the mentor programme, to make purposeful change. Staff have professional training to deliver restorative practice.
- B. **Constructive loss of instructional time** allows a student to understand the impact of their actions and how to make better choices. A student may also lose access to instructional time if this action secures safe uninterrupted learning for others, or in any other way supports students' safeguarding.
- C. **Expulsion** will be considered for a grave breach of conduct; for example, a serious criminal offence or some wilful act calculated to cause serious damage to the school, its community or any of its members. Formal expulsion implies that the student's name will be expunged from the roll of the school and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the Term of expulsion shall be payable and any deposit shall be retained by the school.
- D. **Requirement to leave (permanent exclusion)** will be considered for a serious breach of school discipline falling short of one for which expulsion is necessary, but such that the student cannot expect to remain a member of the school community. The student may be required to leave permanently, subject to payment of all outstanding fees (the deposit being returned or credited to the account) and the student will be given reasonable assistance in making a fresh start at another school.

The Director is required to act fairly and in accordance with the principles of natural justice. The Director will make a decision on a case-by-case basis, will only expel a student from the school as a last resort, and will not expel a student other than in grave circumstances. These sanctions will form part of the student's permanent disciplinary record.

**Other interventions:** The Director may prescribe and authorise the use of such other interventions as comply with good educational practice and tend to promote observance of and compliance with Halcyon's Guiding Principles.

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**Corporal punishment:** This is illegal in all circumstances.

## 7. Equality

The school will make reasonable adjustments for managing behaviour which are related to a student's special educational need or disability. Where expulsion needs to be considered, the school will ensure that a student with a disability or special educational needs is able to present their case fully where otherwise their disability or special educational needs might hinder this. Any religious requirements affecting the student will also be considered.

## 8. Malicious allegations against staff

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Director will consider whether to take disciplinary action in accordance with this policy. (This applies to allegations not covered by Halcyon's Safeguarding & Promoting Welfare of Children Policy).

## 9. Use of reasonable force

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the *DfE Guidelines on Use of reasonable force (July 2013)* and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- E. committing a criminal offence
- F. injuring themselves or others
- G. causing damage to property, including their own
- H. engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Where reasonable force is used by staff, this is recorded in writing and the student's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment.

## 10. Searching students

- A. **Informed consent:** The school staff may search a student with their consent for any item. Appropriate consideration will be given to factors that may influence the student's ability to give consent.

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If the student refuses, sanctions will be applied in accordance with this policy.

- B. **Searches without consent:** In relation to prohibited items, as defined below, the Director, and staff authorised by the Director, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.

Prohibited items are:

- C. knives or weapons, alcohol, illegal drugs and stolen items;
- D. tobacco and cigarette papers, fireworks, pornographic images;
- E. any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to or damage to the property of any person (including the student);
- F. any item identified by the school as being a harmful or dangerous item which may be the subject of a search.

**Searches in general:** If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- G. a search of outer clothing; and/or
- H. a search of school property (eg: students' lockers or desks); and/or
- I. a search of personal property (eg: bag or pencil case within a locker).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff.

Where a student is searched, the searcher and the second member of staff present will usually be the same gender as the student. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

Where the Director, or staff authorised by the Director, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the *DfE guidance Searching, screening and confiscation (January 2018)*.

## 11. Records

Administration of all punishments are recorded in the student's file, with the reason for the



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punishment, and the name of the person administering the punishment.

## 12. Review

A student or his/her parents may request a review by the Board of Trustees of the Director's decision to expel or require a student to leave, or where a decision has been made for constructive loss of instructional time for a period of 11 school days or more, or where the constructive loss of instructional time would prevent the student from taking a public examination. The form of application for a review and the review procedures will be supplied to parents on request at the time of the original decision.

There will be no right to a Board of Trustees' review of other sanctions but a student who feels aggrieved may ask the Director to take up his/her concerns with the member of staff who imposed the sanction.

*Approved by Board of Trustees October 2012.*

*Reviewed July 2013. Reviewed 9 August 2013.*

*Approved by Board of Trustees January 2014. Revised 5 October 2015.*

*Approved by Board of Trustees 17 February 2016.*

*Reviewed and approved by the Board of Trustees, September 24 2020.*

*This policy will be reviewed annually, or more regularly in light of any significant changes in statutory requirements and legislation.*

