

<b>Paradis International College</b>	<b>Doc. Ref.:</b>
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<b>Behaviour policy</b>	

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## **Introduction**

Paradis International College is a community where the individual matters and we set ourselves the highest standards of behavior, in dealing with each other. We aim to promote trust and mutual respect for everyone. We expect consistently good behaviour and this is central to our commitment to the welfare and safety of all our pupils. Young people need clear and consistent boundaries where positive behaviours are encouraged, whilst negative actions are dealt with appropriately.

### **1. Expectations**

**Our expectations fall into four categories:**

- **Think Win-Win**, so everyone is safe; – we aim to create a safe and secure environment so that all learners can achieve their full potential.
- **Seek first to understand then to be understood**, so everyone is treated respectfully; we encourage positive behaviour in the community which shows respect for others.
- **Be proactive**, so everyone is ready to learn- we aim to minimise potential disruption to lessons and school life so that all can take full advantage of the opportunities offered both inside and outside the classroom.
- **Synergize**, so everyone is cooperating in a creative way

- **Think Win-Win:**

Walk inside the building, keeping to the right on the staircases; Be where you are supposed to be; Use lockers, cubbies and hooks to store your bag and coat; Illegal or dangerous items are not permitted in the building; Clean up after yourself and leave rooms tidy; build your emotional bank account with others; consider other people' s wins as well as our own, create win-win agreements.

- **Seek first to understand:**

Treat every member of the community with dignity and care; Use the target language when speaking in lessons; Respect the speaker by waiting your turn to speak; Speak politely; Do

not name call or use offensive language; Admit contribution and seek resolution in situations of conflict; Help others in times of need.

- **Be Proactive:**

Be on time, to school and to lessons during the day; Bring what you need for the day; Wear uniform correctly; Make healthy food and drink choices during the school day; Come to school well rested; Mobile phones, if needed in school, are left switched off and in lockers during the day; Focus on learning tasks in the classroom, use proactive language, choose your actions, attitudes and moods, don't blame others for your wrong actions.

- **Synergize:**

Work together to achieve more, value other people's strengths and learn from them, value differences, seek 3<sup>rd</sup> alternatives, celebrate diversity. In a synergistic environment, true collaboration takes place because the whole is always greater than the sum of its parts.

## **1. The role of adults**

All school staff are trained to follow a common approach to managing behaviour in school through the "Leader in me" program (see appendix 1). The expectations in this policy are modeled and enforced by all adults, teachers, and practice routines to help students understand the expectations, and give first attention to the best conduct. Class mission statements for individual year groups are created together in the first weeks of school. These reflect the whole school expectations, at an individual class level. Personal Development lessons with the headteacher are used to discuss, proactively, how our emotions impact our thoughts and actions and how to prevent emotions leading to negative actions. All school staff accept that the school is one where mistakes are accepted, feelings are acknowledged and rules applied fairly for all.

## **2. If poor choices are made by individuals, these steps are followed:**

- Reminder (adults use 1:1 interventions with students who are making poor choices to redirect and remind them of previous good behaviour);

- Last chance (adults use 1:1 interventions with students who continue poor behaviour and give clear choices about the consequences of continued actions);
  - Consequence (adults hold the limit by issuing the consequence e.g. moved place/sent to another classroom to complete work/change of task/time away from play/reflective task);
  - Restorative Follow Up (adults make the time to follow up with students after the incident and agree a plan for how the student's behaviour will change and harm is repaired).
3. **Most students need only a gentle reminder to meet expectations in the classroom.**

Consequences are related to the incident, reasonable in their severity and issued respectfully. The aim of all consequences is to help the student to learn appropriate behaviours. All behaviours that continue to the consequence stage are followed up by the adult in a restorative conversation and these incidents are recorded in the School Incident Register with an explanation of the consequence and the follow up.

#### **4. The Role of Adults - A Restorative Approach**

Repeated and/or serious misbehaviour is further challenged by a Restorative Meeting with those affected by the incident hosted by a Restorative Facilitator (one of the two psychologists of the school). Sometimes, parents will be invited to attend Restorative Meetings. If students do not 'own' their behaviour by admitting contribution and seeking to repair situations, then a restorative approach is not effective. In these cases, following a serious incident and/or repeated incidents, the student and their parents may be asked to decide if Paradis International College is the most suitable school for them.

##### **4.1. The Role of Adults - A Supportive Approach**

The Disciplinary Board is responsible for dealing with more serious incidents of misbehaviour, for example, illegal substances or dangerous items in school and bringing the school into disrepute. Any member of staff may request the support of members of SLT to deal with behaviour issues. The school also has a team of Wellbeing Advisors whose role is to support the adults to support the students.

## **5. Searching and Confiscation**

It is our first priority to ensure that students are in a safe and secure environment. School staff can search a pupil for any item if the pupil agrees (the ability to give consent may be influenced by the child's age or other factors). Headteachers and staff authorised by them have a statutory power to search pupils or their possessions (any goods over which the pupil has or appears to have control – this includes desks, lockers and bag), without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items that can be searched for without consent include: knives or weapons; alcohol; illegal drugs; stolen items; e-cigarettes, tobacco and cigarette papers; fireworks; pornographic images or articles that have been or could be used to commit an offence or cause harm.

Data may be erased before returning electronic items, any cigarettes, e-cigarettes, alcohol or drugs confiscated in school will be returned to the parent or destroyed. Medication that needs to be taken during the school day is supervised by the school medical team.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

### **5.1. Electronic devices**

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. There is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

It is not required to inform parents before a search takes place or to seek their consent to search their child. We don't keep a record of a search. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

## **6. Use of force**

Paradis International College does not encourage the use of force and it will be used very rarely, only when students are at risk of harm if not stopped from their actions.

There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result. All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the SLT has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the school premises – i.e. on a school trip. Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to the school to decide whether it is an appropriate occasion to report the use of force to parents. Such serious incidents involving the use of force will also be recorded by the school.

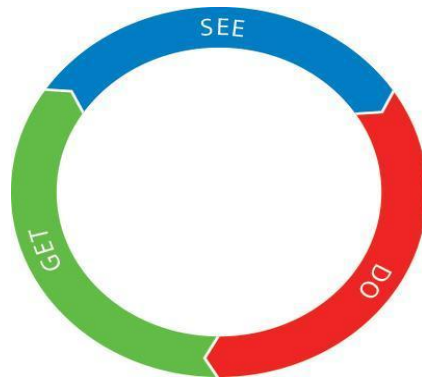
*Students whose behaviour on the way to school, on work experience or school trips, falls below our high expectations, will be considered by the school and appropriately dealt with in line with the behaviour policy. On school trips, the students may be sent home early, at the parent's expense.*

<p>This policy will be reviewed at least every two years, taking into consideration any feedback gathered from students, staff and parents.</p>
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## Appendix 1- Leader in me program

"If you want small changes, work on your behavior< if you want quantum-leap changes, work on your paradigms" Stephen R. Covey.

*Leader in Me* is based on a theory of change known as the See-Do-Get Cycle. When you change the way you **See** things, it influences what you **Do** and the results you **Get**.



The Framework provides a unique approach to integrating highly effective practices throughout a school's culture.

Instead of focusing on academic measures alone, *Leader in Me* embodies a holistic approach to education, redefining how schools measure success. This approach empowers educators with effective practices and tools to:

- teach LEADERSHIP to every student,
- create a CULTURE of student empowerment,
- and align systems to drive results in ACADEMICS.

### The Leader in me paradigms

1. Everyone can be a leader
2. Everyone has genius
3. Changes starts with me
4. Educator empower students to lead their own learning
5. Develop the whole person

