

## **THE KISC DIRECTOR'S BEHAVIOUR AND DISCIPLINE POLICY**

### **KISC VALUES**

Christ said “be perfect therefore, as your heavenly Father is perfect,” and this should always be our goal. This is encouraged through the use of awards, positive affirmation and encouragement to value others, reflecting God’s approach to people who serve. Paul also said, “serve wholeheartedly, as if you were serving the Lord, not people, because you know that the Lord will reward each one for whatever good they do.” The KISC Mission, Vision and Values are clear that whilst we aim high, we are frail humans and make mistakes. Our code of conduct provides the framework by which we create a positive community for all, and this code is used to judge people’s behaviour in harmony with the KISC values. James admonishes us to “speak and act as those who are going to be judged by the law that gives freedom.” Other scripture tells us, “If we claim to be without sin, we deceive ourselves and the truth is not in us. If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness.” Yet once forgiveness has been given and received, relationships need to be restored through reconciliation. “All this is from God, who reconciled us to himself through Christ and gave us the ministry of reconciliation: that God was reconciling the world to himself in Christ, not counting people’s sins against them. And he has committed to us the message of reconciliation.”

### **GENERAL PRINCIPLES**

In developing this behaviour and discipline policy, the KISC Director has applied the following KISC expectations:

- that the best kind of discipline is self-discipline;
- that where self-discipline is insufficient or ineffective the KISC Director is to enforce and impose acceptable standards;
- that awards and affirmation are always preferable to imposing consequences;
- that where imposing consequences is required, they should be applied consistently and fairly;
- that due regard should be given to the circumstances of the student when a consequence is being considered (e.g. detaining young children after school);
- that parents should be informed of any serious misdemeanours;
- that staff and children should be aware of the standards of conduct required by the KISC Director, in particular that violence (including any form of bullying) is totally unacceptable and will always be met with a severe response;
- that the day-to-day responsibility for ensuring good conduct and acting to remedy poor conduct should lie with every member of the school staff and others designated to do so;
- that reasonable force may be used in extreme circumstances.

### **AWARDS TO ENCOURAGE GOOD CONDUCT AND ACKNOWLEDGE THE POSITIVE CONTRIBUTION MADE TO SCHOOL LIFE**

We aim to recognise and reward positive behaviour and achievement because praise and encouragement are powerful motivators. Awards can be part of the formal structure of the school or they can be informal such as a ‘well done’ or a ‘that’s fantastic’ comment made by a member of staff. The staff are encouraged to always seek to spot when pupils are behaving in a commendable fashion and to use awards to acknowledge this.

Informal awards might include praising pupils for:

- entering the classroom quietly
- arriving to class on time
- appropriately dressed in line with KISC dress code
- being particularly helpful and polite whilst journeying to or from school
- co-operating while the teacher takes the attendance
- returning permission slips and/or school forms on time
- transitioning between activities
- following directions
- saying “please” and “thank you” appropriately
- conducting themselves commendably on a school trip
- listening attentively
- helping a classmate positively
- bringing the necessary materials to class
- handing in homework in a timely manner
- being a polite audience at an assembly
- beginning work right away
- asking questions when unsure
- behaving appropriately during a test
- participating in class discussions
- walking appropriately around school
- working cooperatively with a partner
- participating well in a presentation, play or concert
- cleaning up
- making a good effort in an assignment
- assisting a new pupil
- sharing school experiences with parents
- making up missed assignments
- making a new friend
- sustaining effort in a long term project
- sharing
- being sensitive to others’ feelings
- appropriately using school property
- returning borrowed books and materials
- showing enthusiasm
- being responsible for a classroom job
- offering help without being asked
- not wasting paper or supplies, but wisely stewarding resources
- staying on task
- telling the truth
- accepting a new challenge
- behaving well when a guest is present
- reading at home
- participating in school functions
- demonstrating a positive attitude
- giving one’s best effort
- participating in a community improvement project
- participating in a group activity
- remaining calm during a problem situation
- showing creativity

- learning independently when work is finished
- taking turns
- working cooperatively with a teaching assistant or volunteer

More formal awards might include:

- constructive and supportive feedback on student work
- displays of pupils work
- achievement, progress, and effort rewarded by praise cards, letters/postcards home, merit marks, stickers, certificates and lapel badges
- good attendance acknowledged by letters home, merit marks, stickers or certificates
- prizes and trophies awarded
- celebrations of awards in public forums such as assembly, prize giving, collective worship or other external venues
- commendations on notice boards
- school newsletters or press coverage
- media coverage
- letters of congratulation, for example from the Head of Primary or Secondary or Chair of the SMC
- personal meetings with senior staff, SMC members or others
- letters to parents
- privileges such as privilege pass or an extra experience such as a trip, breakfast or meeting

These lists are not intended to be exhaustive as the nature of an award will always be, in part, personal to the recipient and therefore as unique as the person concerned. The opportunity to spend an hour in the library may be a reward to one pupil but not to another, who may feel awarded by being out on the sports field playing their favourite sport. They are, however, intended to provide insight into the importance that KISC places on acknowledging positive behaviour and good conduct in line with its KISC values.

### **HOW TO APPLY CONSEQUENCES TO ADDRESS AND CORRECT CONDUCT THAT IS NOT CONSISTENT WITH KISC's VALUES**

Whenever a consequence is applied, it is important that the reason for the consequence is explained to the student. A consequence must be reasonable. In determining whether a consequence is reasonable, the penalty must be proportionate in the circumstances and must account for the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them, with an escalation in severity if the offence is part of a pattern of previous offences which demonstrate a continuation of disciplinary challenge or defiance. KISC adopts this approach. The imposition of any consequence should be carried out in such a way that makes it clear this is a consequence of the inappropriate behaviour, distinguishing between the offence and the offender. In other words, it is the offence that is bad, not the person. The imposition of consequences should be reflective of KISC's values which recognise the need for justice. The manner in which these are then implemented, and the manner in which the student is restored to the wider school community, should reflect the KISC values which recognise the need for mercy and forgiveness, expressed as grace.

There should always be consistency in the way consequences are imposed, but this consistency can never be mechanistic or without thought to the circumstances of the offence and the personality of the student.

The decision to impose a consequence on a student must be made by a member of the KISC staff or a member of staff authorised by the KISC Director.

The decision to impose a consequence on the student and the consequence itself must be made on the school premises or while the student is under the charge of the member of staff.

It must not breach any legislation of Nepal and it must be reasonable in all the circumstances.

The KISC Director authorises all staff to act to maintain the good order and discipline at KISC by staff having authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Authorisation is also given for staff to use reasonable force to prevent pupils from committing a crime, causing injury or damage or causing disruption. Such force must always be used in the context of restraint and should, wherever possible, be preceded by a warning that restraint will be applied if the inappropriate behaviour does not cease immediately.

It is against the law of Nepal for corporal punishment to be used and any use of force must be in the contexts outlined above.

These powers also apply to all others authorised by the KISC Director to have responsibility for students, such as volunteers helping with trips or extra-curricular activities with the exception of the power of restraint. Such persons should always refer matters to a KISC staff member wherever possible.

Staff may discipline pupils at any time the student is in school or elsewhere under the charge of a member of staff, including on school visits or field trips.

Teachers may also discipline students for misbehaviour outside school.

Staff may confiscate pupils' property.

## **REASONS FOR IMPOSING CONSEQUENCES**

Staff may discipline a student for:

any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- inappropriately dressed for school or
- in some other way, able to be identified as a student at the school

or

misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of KISC or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of KISC.

## **STAFF AUTHORISED TO IMPOSE PARTICULAR CONSEQUENCES**

It is the purpose of the school to provide for and enable effective learning, so the school believes that curricular or extra-curricular work should never be set as a consequence. The imposition of extra time in which incomplete work that should have been finished, can be completed is regarded as acceptable but the completion of curricular or extra-curricular work as a punishment is not acceptable.

## **STAGE 1**

All staff are authorised to:

- use verbal reprimands
- use specific seating arrangements
- demote, in order to receive an award or service (eg sending to the back of the lunch queue)
- require a letter of apology or a verbal apology
- set a written imposition
- require any student to reveal information stored on any device (eg mobile phone, tablet, music player, computer) and to allow this to be copied for the purposes of investigation as necessary
- require attendance at a detention up to a maximum time of 20 minutes
- confiscate inappropriate items in accordance with school procedures
- remove privileges
- require students to wear replacement items of clothing where they have failed to comply with the school's dress expectations
- apply remedial methods to address the infringement (e.g. the removal of inappropriate make-up or the sorting out of soiled/dishevelled/untidy clothing)
- carry out searches of students if they have reasonable grounds to suspect a student to be concealing a prohibited item.

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Staff are authorised to use the power to search without consent for prohibited items including:

- knives and weapons
- alcohol
- legal or illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks (including caps or similar items)
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Staff are authorised to use reasonable force in extreme circumstances to prevent a pupil from committing a crime, causing injury, causing damage or causing disruption.

Situations that require the use of restraint may include a student attacking another student, a student committing deliberate damage, a student causing injury or a student about to act in a way that endangers others by, for example, lighting a turned on gas tap in a Science laboratory. Wherever possible, a warning that restraint will be applied if the inappropriate behaviour does not cease immediately should be given, but it is recognised that in these extreme situations, this may not always be possible.

Staff should consider carefully whether they should apply a physical restraint and, if they judge that they would be unable to do so due to the strength, size or number of offenders, they should try to remove any other students who might be at risk and summon help from colleagues.

Once restraint is applied, it should be maintained for the shortest possible time. As soon as it is possible to remove the restraint safely, this should be done, even if the pupil's behaviour continues to be inappropriate (e.g. they continue to use offensive language).

The need to use reasonable force is an exceptional measure and would always indicate that an incident was serious.

## **STAGE 2**

In addition to the above, Teachers and Teaching Assistants are authorised to:

- remove a student from class temporarily for a period no longer than a lesson. The student must be issued a red card and go to an appropriate venue if removal is longer than a few minutes
- impose detentions of up to 20 minutes during the school day without prior notification to parents. (Parental permission is not required and notification to parents is not usually required)

In using detention as a consequence, Teachers and Teaching Assistants should take into account the following:

- whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- whether the parents ought to be informed of the detention. In a few cases it may be necessary to do so, but this will depend on the circumstances

## **STAGE 3**

In addition to the above, Heads of Faculty in Secondary or a Primary ALT member may:

- impose or authorise a Teacher to impose after school detentions of between 20 minutes and an hour upon Secondary students, having sent notification to parents. Parental permission is not required but parental notification should always be made.
- remove a student from a class for periods that are longer than a single lesson (appropriate arrangements for the care and education of the student must be made)
- place pupils in different teaching groups
- place a pupil on subject report in Secondary school
- withdraw the right to attend school extra-curricular activities whether these have been paid for or not, without the requirement to refund any monies paid.

In using detention as a consequence, Heads of Faculty or the Primary ALT member should take into account the following:

- whether the student has known caring responsibilities which mean that the detention is unreasonable.
- whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely.
- whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

## **STAGE 4**

In addition to the above, the Secondary Academic Leadership Team (ALT) members or Head of Primary may:

- place a student on general report
- isolate a student from the rest of the student community in school
- impose after school detentions that extend over several sessions or are longer than an hour
- impose detentions on training days
- impose restitution activities that are designed to help the student to understand the consequences of their actions or make amends for that action such as litter picking where littering the school is the offence or cleaning desks or walls where graffiti was the initial offence (appropriate training must be given to student's prior to them undertaking any activity)
- arrange an interview with an outside agency to reinforce the potential consequences of the inappropriate behaviour such as the fire service, police service, or a charity worker
- decide whether a confiscated item should be permanently denied to a student (weapons and knives and extreme or child pornography must always be handed over to the KISC Director, otherwise it is for the ALT member to decide if and when to return a confiscated item)

## **STAGE 5**

In addition to the above, any member of the Leadership Team may:

- impose a week-end detention (these can't be imposed on week-ends that are part of a school holiday)
- arrange for consequences to be served during a school holiday with the permission of parents
- impose a programme of study to address inappropriate behaviour which isolates a student from the wider student community.
- impose a temporary exclusion from KISC

This would normally take place when being found in possession of:

- knives and weapons
- fire ignition products (e.g. lighters, matches)
- alcohol or Novel Psychoactive Substances
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item or materials which may cause concern, alarm or distress and serious mis-use of any item or activity banned by the school rules. e.g. sexual misconduct and sexual harassment, bullying, gambling, stealing, filming a person without their knowledge or permission and posting or sharing such images in a manner that will adversely affect the reputation of the school or the person filmed. Such behaviour will normally result in a temporary exclusion from school for a first offence. Subsequent offences will normally lead to a permanent exclusion from school. Actions which, in the judgement of the Headteacher, have caused concern, alarm or distress, misuse of school IT systems such as hacking, impersonating a member of staff or altering information without permission will normally result in a temporary exclusion from school. The misuse of the school's

security or evacuation systems will also normally result in a temporary exclusion from school.

Temporary exclusion from school will normally result when inappropriate behaviour continues and other consequences have proved ineffective at modifying that behaviour for the better. This will be the case for any students who persistently associate with smoking in school, bring smoking related products such as electronic cigarettes, vaping or lighters or bring tobacco and/or cigarette papers onto the school site or who smoke on the school site. Persistent refusal to follow school rules, a one off act of violence or threat of violence, and significant disruption to the good order and discipline of the school including the misuse of the internet or other communication media that brings the school or members of its community into disrepute will also normally result in a temporary exclusion from school.

Any Leadership Team member may refer a student to the KISC Director for consideration for a permanent exclusion from KISC on the basis that they judge a temporary exclusion to be insufficient as a consequence to deal with the student's misbehaviour.

## **STAGE 6**

In addition to the above, the KISC Director may:

- impose a permanent exclusion from KISC

This would normally take place when there are additional severe circumstances and/or being found in possession of:

- knives and weapons
- fire ignition products (e.g. lighters, matches)
- alcohol or Novel Psychoactive Substances
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item or materials which may cause concern, alarm or distress and serious misuse of any item or activity banned by the school rules. e.g. sexual misconduct and sexual harassment, bullying, gambling, stealing, filming a person without their knowledge or permission and posting or sharing such images in a manner that will adversely affect the reputation of KISC or the person filmed. Such behaviour will normally result in a temporary exclusion from school for a first offence but may result in a permanent exclusion. Subsequent offences will normally lead to a permanent exclusion from school. Actions which, in the judgement of the KISC Director, have caused concern, alarm or distress, misuse of school IT systems such as hacking, impersonating a member of staff or altering information without permission, will normally result in a temporary exclusion from school but may result in a permanent exclusion from KISC. The misuse of the school's security or evacuation systems will also normally result in a temporary exclusion from school but may result in a permanent exclusion from KISC.

Permanent exclusion from school will normally result if a pupil is found to be using or selling/passing on:

- illegal drugs



- fireworks
- pornographic images
- alcohol or Novel Psychoactive Substances
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- knives and weapons
- any item or materials which may cause concern, alarm or distress

Permanent exclusion will normally result from a serious one off, or repeated act of violence or threats of violence, a one off or repeated act of violence or threats of violence towards a member of staff, serious or sustained bullying (e.g. racial, homophobic, sexual, religious or gender), serious defiance of a member of staff, serious misuse of the internet or other communication media that brings the school or members of its community into disrepute, breaking the terms of a behaviour contract, serious or persistent gambling, harassment, serious sexual misconduct and sexual harassment, persistent refusal to comply with the school rules or reasonable instructions from a member of staff for example having repeatedly been warned not to smoke or associate with smoking at school. Actions which, in the judgement of the KISC Director, have caused serious or repeated concern, alarm or distress such as serious or repeated misuse of school IT systems such as hacking, impersonating a member of staff or altering information without permission will normally result in a permanent exclusion from school. Malicious misuse of the school's security or evacuation systems will normally result in a permanent exclusion from school.

From time to time, the actions of a student may come to the attention of the police. If the school is ever approached by the police, the school will fully cooperate with their enquiries. This includes acting in loco-parentis (in the place of the parent/guardian) should police wish to speak with a pupil.

**Policy established: April 2022**  
**Review date: April 2023**