

Preschool and Primary Student Behaviour Handbook



Chartwell International School

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Introduction

Chartwell International School is a family school, aspiring to function in a warm, friendly environment, and to do our utmost to help our students excel as learners. At Chartwell, we believe in fostering a positive learning environment through consistency and clear expectations. All staff members are committed to promoting good behaviour and maintaining a harmonious classroom atmosphere. This behaviour policy outlines the expectations, consequences, and procedures for managing positive and disruptive behaviours in our school community.

We wish to assert a positive vision of good behaviour, but in creating this we should be aware that sanctions will be used as necessary. The Primary School and Secondary School have separate codes of conduct.

Behaviour Expectations

Students are expected to uphold the following behaviour expectations “The Chartwell Way” at all times:

- **Follow Instructions:** Students must follow teachers’ and staff members’ instructions, including adhering to classroom routines and safety protocols.
- **Personal Responsibility:** Students are encouraged to take responsibility for their actions, acknowledge mistakes, make amends where necessary, and work towards making better choices.
- **Be a Role Model:** Students should use kind words and actions, demonstrate empathy, and care for their own well-being and the well-being of others.
- **Mutual Respect:** Respect is essential. Students must treat themselves and others respectfully in both language and behaviour.

Rewards for Positive Behaviour

We recognise and reward students who consistently demonstrate positive behaviour. These rewards may include:

- Positive communication home through agendas or email
- Public recognition during school events
- Incentives such as stickers and small prizes for younger students
- Letters of congratulations at the end of the year
- Formal recognition of outstanding behaviour in end-of-year reports

Appealing the Consequences

If a parent disagrees with a consequence, they may appeal the decision formally by contacting the Head of School.

Serious Incidents

Serious poor behaviour can lead to an immediate suspension or the cancellation of a student's enrolment at Chartwell. Serious incidents may include (but are not limited to):

- Serious violence (e.g., hitting, strangling, bringing weapons, etc.)
- Severe disrespect towards teachers (including disobedience during emergency procedures or swearing)
- Repeated detentions during a semester
- Use of or possession of illicit substances
- Actions damaging to the school's reputation
- Bullying or harassment

Proactive Approach

At Chartwell, we take a proactive approach to encourage good behaviour. Staff will model positive behaviour, and we will provide resources and workshops to help students develop appropriate social and emotional skills.

We support this through our SEE Learning program, guidance from our Wellbeing team, and continuous professional development for teachers to ensure they are equipped with the best strategies to foster a positive environment. Additionally, we conduct periodic workshops for our professionals and implement restorative practices to help students reflect on their actions and resolve conflicts constructively.

Parental Involvement

Parents play an integral role in supporting good behaviour. They will be informed about their child's behaviour, involved in the reflection process, and consulted during appeals. We encourage parents to reinforce Chartwell's behavioural expectations at home.

Restorative Actions

Chartwell promotes restorative approaches to behaviour management, which may include:

- **One-on-one discussions** guided by empathy and accountability (after minor conflicts and misunderstandings)
- **Restorative conferences:** structured meetings involving those affected by a conflict (students, teachers, and sometimes parents), facilitated by a neutral adult to explore what happened, how it affected others, and how to make it right
- **Reintegration meetings:** held when a student returns from suspension or absence due to behavioural issues, focused on rebuilding trust and setting clear expectations
- **Restorative agreements:** written or verbal agreements on how to repair harm and move forward, often including specific actions such as apologies, helping others, or behaviour commitments

Commitment to an Inclusive and Supportive Learning Environment

At Chartwell, we align our Behaviour Policy with Chile's Law of Inclusion (Law No. 20.845) to ensure that all students, including those with special educational needs, have access to a respectful, equitable, and supportive learning environment.

To uphold these principles, we are committed to:

- Implementing necessary adjustments and accommodations to support students' emotional and behavioural needs
- Providing ongoing staff training to ensure a deeper understanding of diverse learning needs
- Maintaining open communication with families and external professionals for continuous support
- Preventing discrimination and exclusion, ensuring that all students are treated with dignity and respect

As part of this commitment, we also recognise the rights of students under Law No. 21.545 (TEA Law) and provide additional support for students with Autism Spectrum Disorder (TEA) and other neurodiverse conditions.

While we prioritise inclusion and individualized support, we also uphold the right to apply the Chartwell Behaviour Policy in alignment with our school's principles and expectations. Our goal is to foster a structured and positive learning environment for all students

No-bullying policy

We strongly believe that school should be a safe and nurturing environment for all students. Therefore, bullying and aggressive behaviour do not have a place at our school and will not be tolerated.

Bullying is defined as repetitive negative actions targeted at a specific victim. Bullying can be verbal, or it can include exclusion from groups and activities, or physical aggression.

If the staff member has concerns, please consult the pupil's classroom teacher for assistance. We will certainly take appropriate action in all cases involving bullying.

In case of any inappropriate incidents, it is important that the pupils inform the teacher on duty in a timely **manner to ensure a clear recall of events from everyone. Pupils should not take matters into their own hands, but instead, notify a teacher as soon as possible.**

Behaviour guidelines

It is the main goal of Chartwell Primary to make each member of our community feel respected and valued and to ensure that everyone is treated fairly. In order to maintain a caring environment where individuals can grow, work and live together feeling happy and secure, we will support the students to be respectful, responsible and safe.

All behaviour-related incidents must first be reported in the **Behavior Slack channel** to ensure consistent communication and appropriate follow-up. Reports must be **clear and concise**, include only the **most relevant factual information**, and must **not include personal opinions or interpretations**. Staff should indicate whether the incident has been **resolved** or if **additional support and follow-up is required**.

Any incident classified as **Level 2 or above** must be formally documented using the **appropriate form** and the **Behaviour Reflection Form**. These documents must be completed and added to the student's file **immediately**.

Chartwell tries to enforce positive discipline in the first place. Students are expected to behave in a friendly and polite manner throughout the school day both to their peers and staff. Furthermore, they must respect the school, classroom and playground rules. Good behaviour is recognised and rewarded in various ways:

- at the whole school level (e.g. filling up a marble jar to win a free period for the whole school)
- in class ([e.g. filling their star jar to get a special day](#))
- individually – for behaviour, academic achievement, etc. (e.g. collecting stickers, private and public appraisal, notifying parents of good work etc.)

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Some of the guidelines we encourage and promote are:

Respect others

- Speak politely to adults and other students
- Respect school property
- Use appropriate language at all times
- Solve problems without fighting.

Be responsible

- Be prompt - students should arrive at school at 8:45 a.m. and once in their classroom, get prepared to start the day by 9:00 a.m.
- Bring all needed materials to class
- Help keep your classroom and our school clean
- Valuable items at home unless your teacher has given you permission to bring them to school.

Be safe

- Never carry items that can be used as weapons, or be perceived as weapons.

Sanctions for unacceptable behaviour

There are consequences for unacceptable behaviour. Students are never publicly humiliated or shamed. Teachers keep behaviour records for each student and fill in the Incident/accident/concern form (see Appendix 1). Parents will be contacted immediately or after three negative Incident/accident/concern form entries, depending on each particular situation and the level of disruption.

The Primary School has a list of interventions (below) so that both teachers and students have shared expectations for appropriate student behaviour. These interventions are not exhaustive but cover the most serious issues that the Primary School may have to address. Please note that repeated failures to manage behaviour will automatically raise the level of concern.

Level 1: Minor concern

Minor demonstration of disrespect towards people, property or school rules; mischievous behaviour that may potentially be harmful (teasing others, excluding children from friendship groups, disrupting line-ups, running in the hallways, not following instructions, being disruptive during meal times, etc.). Classroom Disruptions are handled with this [warning system](#).

Intervention: class teachers have a quiet word with the student, and give a verbal warning; teachers may request ‘time out’ away from the situation, until the pupil calms down and is able to work/play sensibly with others.

If the incident is repeated, **incident/accident/concern form** must be completed by the homeroom teacher.

Level 2: Moderate concern or repeated Level 1

Clear demonstration of disrespect to people or property; taking other people’s possessions to play or misuse them; intentional damage to property; willful disrespect for community members or rules; demonstration of violence/aggression, bullying, using foul language or threatening; passive acceptance of bullying (a student who knowingly chooses not to protect a victim or seek help for a victim of bullying).

Level 2 moderate concern may be recorded on **the appropriate form and added to their file**.

We have identified certain behaviours that we have dubbed ‘Bottom Line Behaviours’ which are unacceptable in school. The consequences for ‘Bottom Line Behaviours’ include parent notification, possibly pre-suspension parent meeting with the Head of School and suspension.

These behaviours are not acceptable:

- Defiance/Disrespect - student repeatedly refuses to follow instructions, creates a significant disruption to the learning environment, disrespects school staff, not stopping when asked (“Please stop, I don’t like what you’re doing!”), taking other people’s possessions to play or misusing them, etc.
- Inappropriate/Abusive language including tone (rude, aggressive, threatening); student makes obscene gestures at another student or staff member.
- Bullying – improper behaviour by one or more students, which is directed at another student, offensive and interferes with their well-being. It includes teasing, threats, excluding children from friendship groups, etc.
- Harassment - improper behaviour that is offensive to another student or to a member of staff that the student knows (or ought to know) would be unwelcome. It includes objectionable conduct, comments

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that cause humiliation or embarrassment; harassment that is based on grounds of discrimination which are prohibited - race, national or ethnic origin, color, religion, physical appearance and disability.

- **Physical Aggression/Fighting** - student initiates /engages in actions involving serious physical contact where the intent is to hurt someone/something. There should be no unwanted physical contact between students. This applies to fighting and friendly wrestling around. 'Pretend fighting' or inappropriate physical contact is not allowed and will be handled as if it were real fighting.

Intervention: incident is registered on appropriate form (see Appendix 1) and parents are informed, as well as the Head of School; class teacher asks student to complete a reflection sheet (see Appendix 3)/do an assigned restorative task; class teacher may send the student to the Head of School; school may call in parents for a pre-suspension meeting with the Head of School; it may lead to suspension.

Suspension (also known as temporary exclusion) is a mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the student is not allowed to attend regular school lessons. While absent from school, the student is responsible for making up for the missed lessons, by doing the work assigned by the homeroom teacher.

Level 3: Serious concern or repeated Level 1, 2

Bringing any weapon, or potential weapon to school or any dangerous substances; serious physical assault, bodily harm; physical/sexual harassment.

The school has a zero-tolerance policy to physical aggression. Immediate suspension will follow.

Intervention: Any serious incident will be formally recorded in the appropriate documentation, parents will be informed and invited to attend a meeting with the Head of School, the student may be suspended for one or more days, and this type of behaviour may result in immediate expulsion, in accordance with Chilean law.

In general, all students are expected to adhere to conventions of proper behaviour, e.g. greetings in the halls, use of school property, cleanliness. In case of noticeable disregard of behaviour conventions, parents will be notified. In case of persistent misbehaviour even upon this, student's eligibility to remain in school will be reconsidered and taken into consideration. All school rules and disciplinary measures apply to school trips, outings, celebrations, that is, to all events organised by the school.

We rely on supportive parents to help reinforce appropriate student behaviour.

The above list of rewards and consequences is intended as a guideline and does not limit the school to these measures.

Playground behaviour guidelines

At the beginning of each school year, students are reminded of the Chartwell Way and informed of the expectations for the playground behaviour. There are supervising teachers at the playground for each snack and lunch period and in the cafeteria room, while students eat lunch.

- Students are to remain on the playground during any recess or outside activity and must ask the supervising teacher for permission to leave;
- For health and safety reasons, students are expected to wear appropriate clothing and shoes while on the playground (caps, sunscreen lotion protection during summer periods, mittens, appropriate outerwear during winter/rainy periods, etc.);
- Students are to play in areas designated by teachers, must not hide behind the school building, climb on school fences, surfaces of wooden annex or any off-site areas to avoid putting themselves in danger;
- Students are expected to solve disagreements in ways other than fighting;
- Students must inform the playground supervisor if they have a problem or if anyone is hurt or doing something dangerous;
- The playground supervisor can remove any student from a game or stop any activity, which they feel is dangerous or inappropriate;
- Records of the playground incidents, accidents and injuries are kept and reviewed on a regular basis.

Should any of the above-mentioned events occur frequently and involve the same students, parents will be notified and the school will act accordingly.

A verbal warning will be given by any staff member should any inappropriate behaviour occur. All teachers and staff members are in charge of students' safety and well-being. Therefore, students must respect all staff members and follow all instructions.

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Appendix 1: Incident/accident/concern form

Incident/Accident/Concern form

Name of students/adults present or involved	
Date and time of incident/accident/concern	
Location of the incident/accident/concern	

Description of the incident/accident/concern
Condition of the child following the incident/accident

Who was informed (class teacher/Head of School, school counselor, parents)	
Report made by	
Date	

Follow up by class teacher

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Investigation by class teacher	

Intervention (detention, meeting with parents (describe outcomes of the meeting), verbal warning, referral to school counselor)	
Date and time of intervention	
Class teacher (print name)	

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Appendix 2: Safeguarding concern form

Safeguarding concern form

Please complete this form if you have a concern regarding a pupil and submit it to the following email address:
safeguarding@chartwell.cl

Pupil's name			Class teacher		Class	
Date of referral			Time of referral			
Body chart attached	Yes	No	Name of DSL/ADSL			
Have you already contacted parents about your concerns?				Yes	No	
Staff name						

Reason for referral (check all that apply)			
• Anger management	• Honesty	• Mental health concern	• Self-esteem
• Bullying	• Health (family or self)	• Grief (Loss/Death)	• Personal hygiene
• Social skills/Friends	• Adjustment	• Uncooperative/ Defiant	• Theft/Vandalism
• Negative attitude	• Family Conflict	• Child protection concern (abuse, neglect, exploitation)	
• Withdrawn/Shy	• Attendance	• Issues with achievement	• Other:

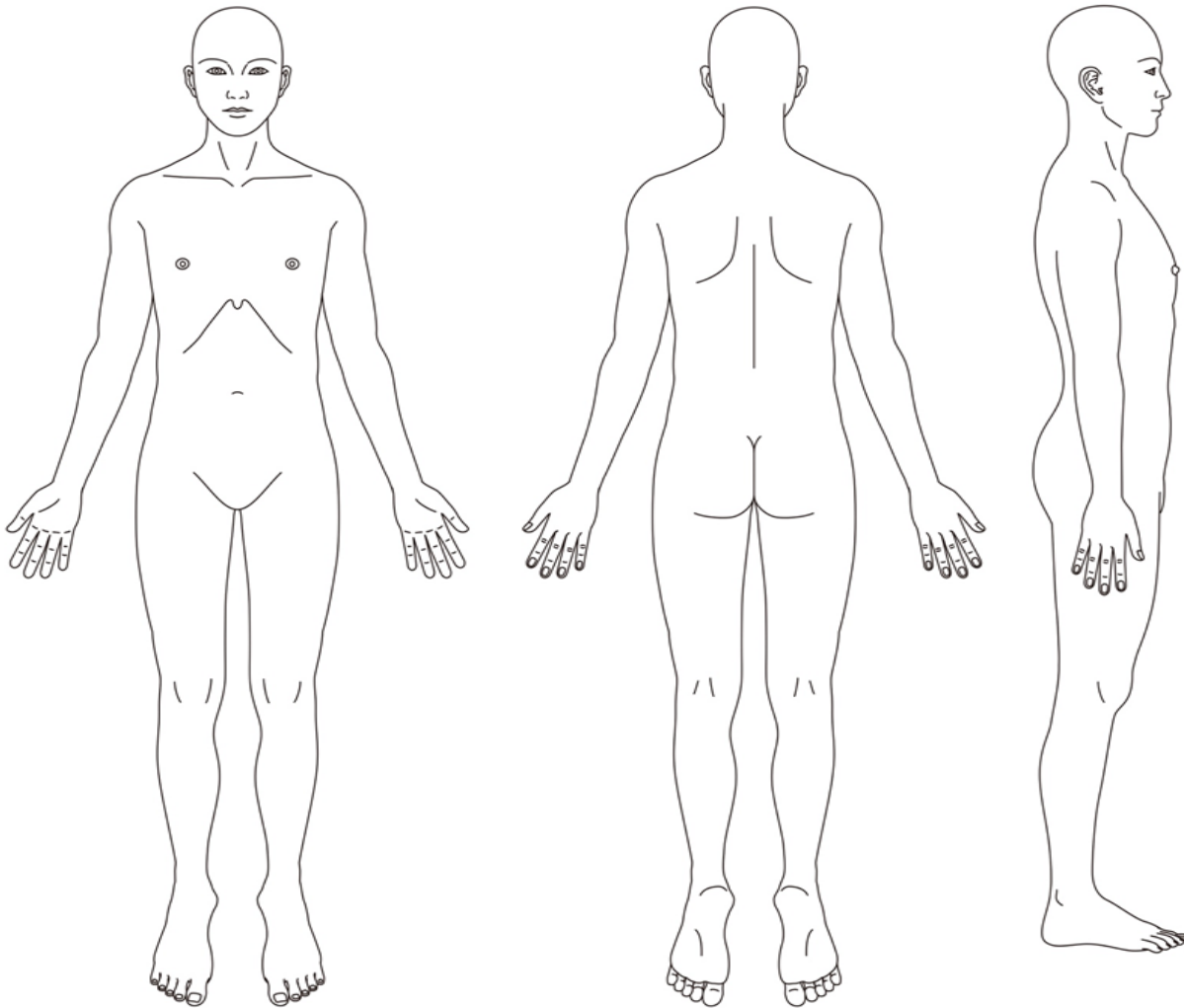
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Concern (provide as much detail as possible)

This chart must be attached to the concern form. Clearly mark the location of your concern and label each concern with a number for referencing purposes.

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Pupil's name	
Observations made by	
Signed	
Date	



Appendix 3: Student behaviour reflection sheet

Behaviour Reflection

Date and time: _____

Name of student(s) involved: _____

What was my behaviour? _____

What were the reasons for me behaving like this?

How did my behaviour affect others?

What could I have done differently?

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What's my plan to improve my behaviour? _____

Is there anything else I need to do?

What have I learnt?

Who was Informed (class teacher(s), Head of School, Wellness Director, parents):

Report made by: _____

Date: _____