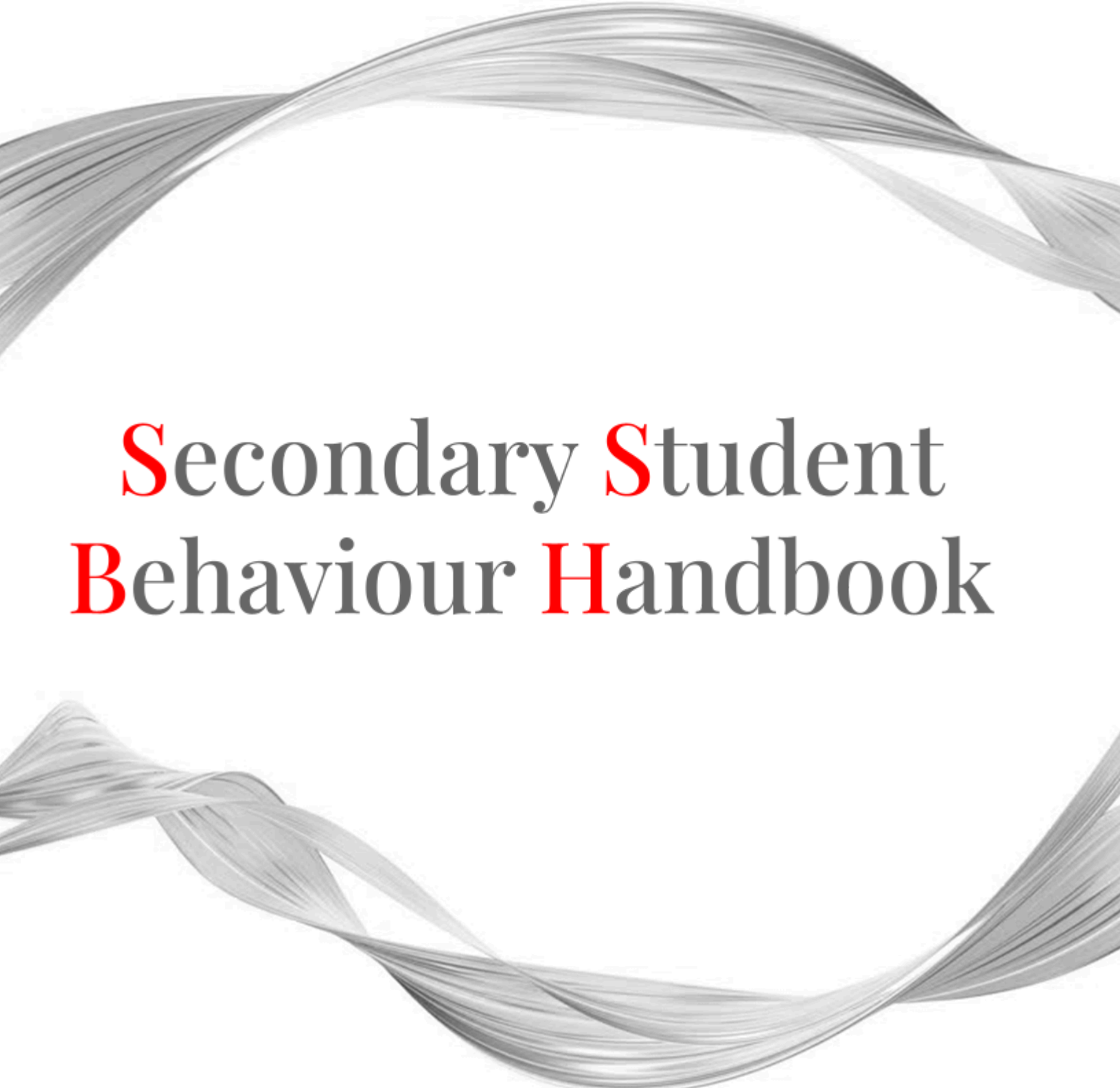




Secondary Student Behaviour Handbook



Chartwell International School

Contents

Introduction	3
Behaviour Expectations	3
General Decorum	3
Rewards for Positive Behaviour	4
Appealing Consequences	4
Serious Incidents	4
Proactive Approach	5
Parental Involvement	5
Restorative Actions	5
Commitment to an Inclusive and Supportive Learning Environment	5
Academic conduct	6
Classroom behaviour	7
Toys/Digital Devices	9
Dress code	9
Arrival, absence and tardiness	10
Disciplinary measures and academic monitoring	12
Level 1: Minor concern	12
Level 2: Moderate concern or repeated level 1	12
Level 3: Serious concern or repeated level 1, 2	13
Strictly forbidden	14
Closing remarks on behaviour	14
Appendix 1: Incident/accident/concern form	15
Appendix 2: Safeguarding concern form	16
Appendix 3: Student behaviour reflection sheet	19

Chartwell International School

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 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.

General Decorum

Older students have a responsibility to be positive role models for our younger students. Positive behaviour includes walking (not running) around the building, speaking (not shouting), treating others with respect (no bullying – cyber or physical, and no inappropriate physical contact), using good manners (“Please” and “Thank you”), and cooperating with all staff.

Just as swearing is not normally considered to be acceptable in family homes, it is not acceptable in school. If a smaller child appears to need help, it is decent to offer help. Likewise, smaller children should be given priority when using stairs – they need to hold the bannister more than teenagers do.

Racism and intolerance are unacceptable.

It is good manners to be aware of the languages spoken by the people in your environments. The working language of the school is English. When in linguistically mixed company, it is courteous to use English as a default language.

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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 enrollment 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 or possession of illicit substances including vapes
- 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.

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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 recognise the rights of students under Law No. 21.545 (TEA Law) and work collaboratively with families to consider reasonable adjustments and appropriate support strategies, where appropriate and consistent with the school's educational programme.

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.

Academic conduct

Students should listen attentively and work constructively. If a student has a problem, they are obliged to make sure the teacher is aware of this.

Plagiarism is unacceptable. Sources must be cited.

Problems with homework should be brought to the teacher's attention. Students should be ready to discuss homework issues with teachers.

The internet in school should be used for educational purposes. Any kind of social media, file sharing sites and inappropriate content should not be accessed in school.

The study room is for studying and for other educational purposes. Study is when a person tries to change their state of knowledge or skill through methodical work.

In choosing to attend this school, certain decisions as to the kind of education desired are given. All subjects in the curriculum are of equal importance. Many aspects of the educational vision are delivered across different curriculum areas. Regular attendance in Secondary school is essential for academic success and overall progress. We strongly encourage a minimum of 80% attendance minimum, as consistent participation in lessons is critical for mastering subject content and developing the skills required for end-of-year examinations.

Secondary students follow a structured and cumulative curriculum. Missing lessons can significantly impact understanding, continuity of learning, classroom discussion, collaborative work, and preparation for formal assessments and final exams.

If there are ongoing attendance concerns or extenuating circumstances affecting a student's ability to attend school regularly, parents are asked to contact the head of school as soon as possible. We are committed to working collaboratively with families to develop an appropriate support plan where needed.

Classroom behaviour

Students should always come to lessons on time – this means that when the class starts they are in the classroom with all the necessary equipment for their class.

During the class, students should stay seated in their designated places (unless told otherwise); they should be respectful to the teacher and other students. Students should pay attention and follow the teacher's instructions during the class.

Toys and Digital Devices

Students are allowed to bring a maximum of two toys to school to play with during recess only. All toys must be kept in the designated box outside the teacher's classroom or inside the student's backpack during class time. If a student plays with a toy during class, they will receive one warning; if the behavior continues, the teacher will take the toy and return it to the parents at the end of the school day. If toys interfere with a child's learning process, the student may no longer be permitted to bring toys to school. Toy weapons of any kind are not permitted. Families are encouraged to send toys that promote cooperation and group play, and please note that the school is not responsible for any lost or broken toys. This condition also includes footballs.

Personal **digital devices, including smartwatches, cell phones, cameras, iPads, tablets, and laptops, are not permitted on school premises** unless previously approved under exceptional circumstances. If a digital device is medically necessary, parents must formally request permission from the head of school. Secondary students are issued school Chromebooks, which are monitored and must be used responsibly. If secondary students need to bring a cell phone to communicate with parents after school, it must be left at reception until the end of the school day. Any unauthorized personal digital device seen during school hours will be confiscated, placed in reception and returned to the student at the end of the day. Should this repeat, it will be returned to a parent or guardian at the end of the day.

The school does not accept responsibility for any property which is lost or damaged at school.

Dress code

Chartwell International School does not require a school uniform; however, this does not mean that student dress is unimportant. The expected dress code for students is smart casual.

We discourage extremes in dress, as these can distract from a focused academic atmosphere. As student dress is ultimately the responsibility of the home; parental support is essential in maintaining appropriate standards. As a school community with many nationalities, we aim to ensure that all attire is suitable for an international educational environment.

This dress code makes clear that we will not accept clothing that detracts from learning, clothing that reflects extreme styles, or items that are physically revealing. To support students, parents and staff, the following guidelines clarify our expectations:

- Clothing must not expose the midriff or include low-cut tops that reveal cleavage.
- Sleeveless shirts (including tube tops, and spaghetti straps) are not permitted. Shirts must cover the shoulders, from the base of the neck to the curve of the shoulder.
- Low-rise trousers or shorts that expose undergarments are not permitted. Ripped jeans that reveal excessive skin are also not allowed.

Chartwell International School

- Shorts and skirts shouldn't be shorter than 10 centimeters above the knee.
- Clothing must be clean and in good condition. Items that are dirty, torn, or unsightly are not permitted.
- Clothing must not display words or images referencing alcohol, tobacco, drugs, religion, war, or other inappropriate themes that may be considered offensive or provocative within an international and multicultural community.
- Transparent clothing or extremely tight clothing is not permitted.
- Extreme tattoos, piercings, hairstyles, or unnatural hair colours are not permitted.
- Hats and sunglasses are not appropriate in classrooms.
- Excessive makeup is not permitted. Nails must be kept at a reasonable length to allow students to participate safely in all school activities (e.g., PE, science experiments).
- Open-toed shoes and flip-flops are not permitted.

Students who do not respect the dress code will be asked to change clothing. When, in the judgment of a teacher, a student's dress is inappropriate, he or she may be asked to have appropriate clothes brought from home to school, or to return home in order to change. Students judged to be inappropriately dressed may not be allowed to attend classes until the change into acceptable attire has been made.

Arrival, absences and tardiness

Students must arrive at school before 8:30 for year 7, 8 and 9 and before 8:15 for Year 10 and onwards.

Chartwell keeps an accurate record of each student's attendance, absences, and late arrivals. Regular attendance and punctuality are essential for student learning and wellbeing, and help ensure a positive and uninterrupted learning environment for all children.

Students are expected to arrive on time and be ready to learn at the start of each lesson. This means being in the classroom with the necessary materials and equipment when the lesson begins. While occasional lateness due to unforeseen circumstances may be tolerated, continuous or persistent lateness is not acceptable and will be recorded. Repeated lateness may be recorded as an unjustified absence and may affect grades in the subject(s) missed.

All absences are recorded, regardless of the reason. Attendance is recorded by class, not by day. In choosing to attend this school, certain decisions as to the kind of education desired are given. All subjects in the curriculum are of equal importance. Many aspects of the educational vision are delivered across different curriculum areas. Regular attendance in Secondary school is essential for academic success and overall progress. We strongly encourage a minimum of 80% attendance, as consistent participation in lessons is critical for mastering subject content and developing the skills required for end-of-year examinations.

Chartwell International School

Absences are categorised as either excused or unexcused. Excused absences may include illness verified by a doctor's note, family bereavement, work experience, or a university/new school interview or examination.

If your child is unable to attend school due to illness, please inform both the homeroom teacher and the Reception desk as soon as possible. If a student is absent due to illness for three (3) or more consecutive days, families must provide both the Reception and the homeroom teacher with a doctor's note.

For planned absences (such as travel), families should notify the homeroom teacher and Reception at least two (2) weeks in advance. We ask that family travel plans respect the school calendar whenever possible, and we encourage families to schedule medical and other appointments outside school hours or during holidays.

If your child needs to leave the school premises early on any school day, it is essential that parents notify the homeroom teacher and Reception in advance by email or by calling the school.

Students are responsible for catching up on missed work during any absence. This includes obtaining lesson materials from classmates and returning prepared. Students may be assessed on missed content immediately upon returning to school.

Frequent lateness and repeated absences will be followed up by the school to support improved punctuality and attendance. If absences or lateness become repetitive, the school may arrange a meeting with parents to discuss the situation and create a plan to improve attendance and punctuality. Persistent absenteeism or tardiness may result in written communication to parents and, if there is no improvement, a conference involving the student, parents, and school leadership might be held.

Finally, leaving the school premises without permission at any time during the school day (AWOL – absence without leave) is a serious offence and will be addressed according to the school's behaviour policy. Please refer to Level 2 behavior concern.

Disciplinary measures and academic monitoring

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**.

The Secondary 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 Secondary School may have to address, including academic underachievement. Please note that repeated failures to manage behaviour or academics will automatically raise the level of concern.

Level 1: Minor concern

Minor demonstration of disrespect towards people, property or school rules; failure to submit homework repeatedly; negative attitude towards a subject - failure to apply oneself; conspicuous lack of interest towards the subject; prolonged failure to take part in class and homework activities; utter neglect of academic responsibilities.

Students will be given 3 verbal warnings. On the third warning they will receive a formal strike. Once they are given a strike, they will have to complete the behavior reflection form in school and at home, complete a restorative action, and an email will be sent home to parents.

In case of another strike or for any subsequent strikes during the semester there will be a pre-suspension meeting (within 48 hours of the incident). Depending on the severity of the behaviour, it may result in immediate suspension (refer to level 2 concerns).

Intervention: advisory meeting with subject/homeroom teacher, informing parents/guardians; informing HoS, incident registered in the **incident/accident/concern form**; may lead to detention to do the assigned task.

Level 2: Moderate concern or repeated level 1

Demonstration of violence /aggression (pushing, verbal aggression etc.), smoking, bullying or intimidation; passive acceptance of bullying (a student who knowingly chooses not to protect a victim or seek help for a victim of bullying); AWOL; clear demonstration of disrespect to people or property; theft, intentional damage to property; verbal harassment; bringing any look alike weapon to school; flagrant or willful disrespect for community members or rules; academic dishonesty (cheating during assessment) dramatic deterioration of general academic performance and grades; disrespectful and disruptive behaviour during classes; highly offensive verbal aggression; repeated failure to attend classes, alcohol consumption and distribution.

Level 2 moderate concern must be recorded on **Safeguarding concern form** and sent to the relevant head of school.

Intervention: A pre-suspension meeting will be held with the parents/guardian and the Head of School. The incident will be formally recorded on the Safeguarding Concern Form and may lead to suspension. In serious cases, the behaviour may result in expulsion. Any expulsion will be carried out in accordance with Chilean law.

Suspension - suspension (also known as temporary exclusion) is a mandatory leave assigned to a student, during which time the student is not allowed to attend regular school lessons. The duration of the same will be determined upon revision of all circumstances, general academic progress of the student as well as of his behaviour records. Depending on the severity of the suspension/s or if there are frequent suspensions there will be a commitment and/or conditional letter of enrollment.

Chartwell International School

While absent from school, the student is responsible for making up the missed lessons and his/her classmates the student should obtain covered materials and come back prepared – the student will be assessed on the very first day upon return from suspension.

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, a student's eligibility to remain in school will be reconsidered and taken into consideration, according to Chilean law.

All school rules and disciplinary measures apply to school trips, outings, celebrations, that is, to all events organised by the school.

Level 3: Serious concern or repeated level 1, 2

Alcohol consumption and distribution; bringing any weapon, or potential weapon to school; possession, consumption or sale of illegal drugs or abuse of dangerous substances or bringing vapes; serious physical assault, bodily harm; physical/sexual harassment;

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.

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

Strictly forbidden

Smoking - smoking is illegal in Chile under the age of 18. Students, including those aged 18 or over, are **strictly forbidden** from smoking in school or in the immediate area. Immediate area means at least 50 meters from school buildings.

Alcohol - bringing to school or drinking alcohol in school is **strictly forbidden**.

Drugs - **strictly forbidden**.

Vapes-**strictly forbidden**.

Property damage - Willful damage to the building or other school property is **strictly forbidden**.

Violence - Verbal and physical violence towards other members of the school community are **strictly forbidden**.

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Dangerous items - Students should not come to school in possession of anything which may pose a danger to themselves or others. Specifically, knives and other weapons, or imitation weapons, are **strictly forbidden**.

Closing remarks on behaviour

It would be impossible and unwise to list all behaviour patterns that are positive, or that should be avoided. Common sense should prevail. This is a school - a place where we wish to work together in a family atmosphere to develop our minds and characters to become able and positive members of society. The spirit of this code of conduct should be respected as well as the words. Disciplinary action will be taken according to the Secondary Handbook.

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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	

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Follow up by class teacher

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:

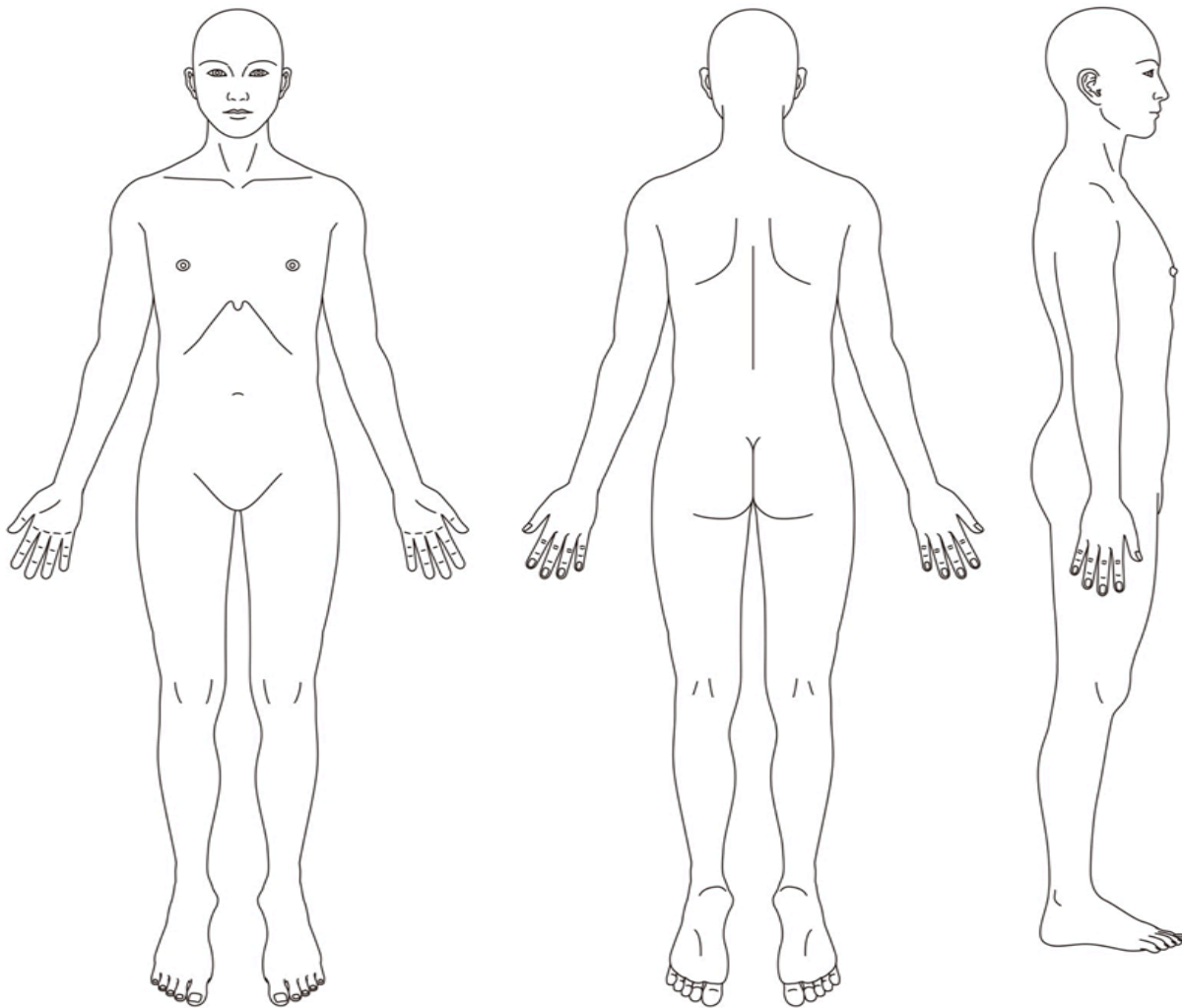
Concern (provide as much detail as possible)

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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.

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? _____

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What were the reasons for me behaving like this?

How did my behaviour affect others?

What could I have done differently?

What's my plan to improve my behaviour?

Is there anything else I need to do?

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What have I learnt?

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

Report made by: _____

Date: _____