



BEHAVIOR

Statement of Aim:

The aim of this procedure is to promote positive behaviour and social-emotional wellness for our students in order to inspire, nurture and challenge them to realise their unique potential. Students will receive supports and interventions so they may reflect and internalize our core values of respect, responsibility and safety.

Rationale:

Positively-behaved students enable academic and social-emotional learning to thrive, ensuring a respectful, responsible and safe community.

Guidelines:

1. This procedure operates in the context of the school's Code of Conduct Policy and reflects the ethos of the school. As a caring community with a sound value-base, we believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.
2. Positive behaviour arises from strong relationships and from setting expectations of good behaviour.
3. Students will be rewarded for good behaviour. The school uses a positive system of rewards, which will include:
 - a. Verbal praise; extrinsic motivators;
 - b. Positive comments (eg. in Academic Planners);
 - c. Special mention in class or in Assembly;
 - d. Exhibiting good work (eg. in class, corridor displays, notice boards);
 - e. Informal referral to the Principal or Deputy Principal for commendation;
 - f. Use of special award certificates.
4. When managing problem behaviour the school uses restorative practices. A restorative approach sees conflict or misbehaviour as an opportunity for students to learn about the impacts of their actions, develop empathy for others, and make amends to strengthen the bonds that may have been damaged. Examples of restorative responses: mediation, apologies, relationship building, making agreements, repairing harm, or restitution.
5. Specific circumstances involving student behaviour issues may require additional support in the form of consequences, which could include: disciplinary action, removal of privileges, emergency removal from class, suspension, expulsion, and/or denial of re-enrollment. The goal is to provide a restorative response first in order to repair the harm, reinforce positive behaviour, and maintain a productive learning environment. This progression of support fosters a positive school and community, and nurtures an environment for all students to realize their

unique potential.

6. The following willful acts are regarded as valid reasons for suspension or expulsion, though consideration to the frequency and severity of these acts will be considered:
 - a. Substance or alcohol abuse on school premises or during an educational excursion;
 - b. Persistent bullying of a student;
 - c. Physical attack on a student or faculty member;
 - d. Severe verbal abuse of a student or member of staff;
 - e. Persistent disruptive behaviour in class;
 - f. Persistent infringements of relatively minor school rules;
 - g. Significant damage to school, staff or pupils' property, either in or outside school;
 - h. Vandalism of school, student, or faculty property;
 - i. Stealing from school, staff or pupils, in or outside school;
 - j. Forging parental signatures; Classroom Prep/ planning
 - k. Habitual lying to authority figures.
7. Extremely serious problems may result in the forgoing of the above procedures at the discretion of the Administration. This may necessitate a parent coming in to collect their child immediately.
8. Parents have a vital role to play in their children's education. It is very important that they support their child's learning and co-operate with the school. It is both important and essential there are strong links and good communication between home and school.
9. The school will inform parents if there are any early concerns about their child's welfare or behaviour and it would be appreciated if parents have concerns, that they make these known to the Deputy Principals or homeroom teacher.
10. The Deputy Principal and/or Principal will assign all detentions, suspensions, and expulsions.
11. The Discipline & Behaviour Procedure will be reviewed and updated regularly and as required.

Shared Agreements

1. Expectations for Attendance and Punctuality
 - Arrive to school on time and maintain good attendance.
 - Arrive to each class promptly with appropriate learning materials.
2. Expectations for Student Learning
 - Listen carefully and follow instructions.
 - Stay on task and work respectfully around others.
 - Seek help when you need it.
 - Try your best with all school tasks.
 - Respect the school and personal property.
 - Cell phones must be kept on silent during lesson time.

3. Expectations for Interacting with Others

- Model the IB Learner Profile.
- Be kind, polite and caring to others.
- Use appropriate and respectful language.
- Be a good listener.
- Be responsible for your belongings.
- Respect the rights, thoughts and feelings of others.

4. Expectations for Break Time

- Interact in a friendly, positive and inclusive manner.
- Be responsible.
- Be safe.
- Keep the school clean and litter free.
- Run only in the safe, open spaces.

5. Expectations for the lunch room

- Move carefully around the lunchroom, showing awareness of others.
- Remain seated while eating.
- Use a quiet tone of voice when talking to others
- Take off outdoor clothes and hang them on the back of your chair.
- Use good manners and show consideration to others while eating.
- Use plates and trays appropriately.
- Clean up after yourself.
- Treat servers and helpers with respect.
- Make sensible food choices, using your knowledge and understanding about healthy eating.
- Avoid waste by taking only what you intend to eat.

6. Expectations for moving around school

- Walk as you move around school.
- Be aware of others around you.
- Keep noise levels to an appropriate level as other people in the school may be involved in activities needing a quieter environment.

- Be particularly careful when moving up and down stairs. Keep to the right and be mindful of younger students who may need to move more slowly.
- When passing through doorways, be aware of others and be prepared to wait for them to pass through first.

7. Expectations for Electronic Devices

- Keep electronic items locked safely in your locker when not in use.
- Limit use of electronic devices for academic purposes while at school.
- All school students should leave cell phones and iPads in their lockers throughout the school day.

8. Expectation for School Clothing

- Wear appropriate clothing that respects our diverse cultures and that of the host country.
- For ECC students a set of clean clothing should be stored at school.
- The school's sports uniforms should be worn for physical education classes.
- Students are encouraged to wear hats and use sunscreen when outdoors.
- Dress according to the climate and time of the year.
- Follow the school's 'Dress Code Agreement'.

9. Expectations for Riding the Bus

- Remain seated at all times on the bus.
- Wear a seatbelt while in the bus.
- Sit in the seat allocated by the hostess / duty teacher.
- Get off the bus only at your own address unless prior approval is given.
- Heating, cooling, windows and music are regulated by the driver and hostess.
- Listen to the instructions and follow the directions of the driver and hostess.
- No food or chewing gum (only provided by the hostess in an emergency situation).
- Ask for water if needed.
- Put any rubbish into the bins provided.
- Be ready and on time..
- Respect the belongings, rights and property of other passengers and the bus.

BEHAVIOR PROCEDURE

NOTE: This is an addendum to the Discipline & Behaviour Policy Statement

In order to maintain a safe, responsible and respectful learning environment, the school utilizes targeted supports and interventions based on various levels of behaviours. This helps provide students with what they need to learn and develop holistically and positively contribute to our community.

Level One - Classroom / Teacher Level

Level one incidents are those that are minor breaches of the school expectations and values; do not seriously harm others; do not violate the rights of others in any other serious way; and are not part of a pattern of problem behaviours. Examples include: minor classroom disruptions, being late for class, being unprepared for class, not cleaning up after oneself, dress code violations, unauthorized cell phone use, mistreatment of a fellow student, etc.

1. Teachers will issue appropriate redirections, warnings and counselling throughout Level One. It is not appropriate to send a student out of the classroom on their own for any period of time.
2. Reflection Session may be given to students after appropriate redirections and warnings or if the situation requires time to reflect on actions. Parents are informed by the teacher issuing the Reflection via email or phone call.
3. After 2 Reflections, the counselor is contacted for intervention and support strategies.
4. When patterns of five similar incidents arise in a semester, the teacher will refer the issue to the Deputy Principal who will take actions in-line with Positive Behaviour Interventions and Supports.

Level Two - Administration Level

Level two incidents are those that seriously violate our core values and expectations, including: disrespect towards a member of staff, defiance, throwing dangerous objects, skipping a class, lying, cheating, plagiarism, digital misuse, repeated harassment, and abusive language.

1st Incident:

- The teacher will meet with the student, reteach the behaviour expectation, and document the incident.
- A conference will be held between the Deputy Principal and student, who will reflect on their behaviour, and review strategies to move forward in a way that reflects our values and expectations.
- The student will complete a restorative action aligned with the incident.
- The student's parent/guardian will be notified of the incident by email.

2nd Incident:

The above actions will be carried out, and:

- A conference with a parent/guardian will be arranged.

3rd Incident:

The above actions will be carried out, and:

- A behaviour plan will be enacted, revised, or reviewed, which will include targeted interventions and supports to assist the student in managing behaviour.
- A meeting will be arranged with the student's parent/guardian to discuss the behaviour plan.

Level Three - Behaviour Evaluation/Discipline Committee Level

Level three incidents are defined as behaviour of such intensity, frequency, or duration that the safety of the student or others is likely to be placed in serious jeopardy. These behaviours are those that significantly violate the rights of others and/or put others/self at risk of harm and therefore include: fighting, vandalism, theft, and bullying.

These behaviours result in an immediate referral to the Deputy Principal and/or Principal. The student will appear before the "Student Behaviour Evaluation Committee" for middle school or the "Discipline Committee" for high school to determine consequences.

In chronic or severe disciplinary cases, a student's enrolment may be terminated to preserve the educational rights of others and/or to preserve a safe and engaging learning environment.

BULLYING

Prohibition against Bullying: Bullying is prohibited within our school community.

Definition of Bullying: Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Reporting Bullying:

The victim of bullying, or anyone who witnessed an act of bullying should confide in an adult that they feel comfortable talking to. The adult should immediately inform the Deputy Principal and follow up with a report of the information provided to him/her by the student.

Responsibility of Staff: School staff shall take all reasonable measures to prevent bullying and shall report all acts of bullying that come to their attention.

Instruction in the Prevention of Bullying:

Students and staff shall be given instruction in this Policy and Regulations against bullying.

Investigation of Bullying:

The principal, or his or her deputies, shall investigate all allegations of bullying. If the allegation is found to be credible, appropriate supports and interventions, subject to any appropriate due process procedures, will be imposed. The investigation will include an assessment of what effect the bullying has had on the victim.

Help for the Victim of Bullying: Both sides involved in the bullying must be counselled by the school counsellor and/or Deputy Principal, Principal depending on the level of infraction.

Prohibition against Retaliation: Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying, those who are witnesses to bullying or those investigating an incident of bullying shall not be tolerated.

Voluntary Participation in Mediation: No student who is the victim of bullying shall be required to participate in mediation or restorative conversation to accept any apology tendered by the bullying student. The decision of a victim of bullying not to participate in a mediation program or restorative conversation shall not diminish the obligation of the school to impose discipline against the student who has committed an act of bullying.

Disciplinary Responses: Disciplinary responses for bullying may include:

- In the Secondary school, appearance before the “Student Behaviour Evaluation Committee” (middle school) or “Discipline Committee” (high school) which may result in suspension, loss of privileges, or and restorative justice..
- In the primary school restorative justice practices will be followed

BEHAVIOUR ON THE SCHOOL BUS

Students are expected to follow our core values and expectations at all times on school busses. When students do not, incidents will be managed as follows:

1st Incident:

- Incidents are reported to the Deputy Principal through the bus company representative.
- The Deputy Principal meets with the student or students involved. A restorative action is assigned.
- The parents are informed by the Deputy Principal.

2nd Incident:

- The parents are informed by the Deputy Principal of continuing unacceptable behaviour by phone and official letter.
- The Principal / Deputy Principal will meet with the student involved and reinforce bus behaviour expectations and guidelines. A restorative action is assigned.

3rd Incident:

- If the behaviour expectations continue to be unmet the Parents are required to attend a review meeting.

4th Incident:

- If the issues are not resolved the student will be excluded from the bus temporarily or permanently by the bus company and school administration.