



EISB Policy

# Behaviour Policy

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## CONTENTS

### A SAFE AND CARING COMMUNITY

#### KEY PRINCIPLES STUDENT

#### RESPONSIBILITY STAFF

#### RESPONSIBILITY PARENT

#### RESPONSIBILITY

#### BEHAVIOUR

#### DISCIPLINE

#### STRATEGIES

**The English International School of Bratislava (EISB) is dedicated to ensuring educational excellence through challenging and enriching experiences for all, in a safe and caring community.**

**The purpose of this Standard of Behaviour is to ensure, to the fullest extent possible, the provision of a “safe and caring community” for all involved with EISB.**

## **A SAFE AND CARING COMMUNITY**

We believe that emotional and physical safety are fundamental for the provision of a safe and caring school community, and refer to a classroom or school environment in which students can experience all of the following:

- A sense of value, belonging, acceptance, respect and dignity
- The freedom to take risks by participating in trying/learning new things, make mistakes, forget or need additional practice and still be treated with respect and acceptance
- Encouragement, support, recognition, effective instruction, guidance and appropriate resources
- Recognition and acknowledgement of one's unique talents, skills and qualities
- The freedom from harassment, intimidation (examples include: labelling, name-calling, ridicule, taunting, criticism or contempt) and threat of physical harm from adults or peers
- The freedom to make choices and influence one's own learning and pursue personal interests
- The freedom to have (and express) one's own feelings and opinions without fear and recrimination

Our work at EISB is guided by the following understandings:

- All schools occasionally encounter problem behaviours
- Some of these problems are community-based but surface at school
- Response can be either proactive, reactive or both
- Any response must be clear, specific, logical, realistic and constructive
- If an individual violates the safety of others, the school may provide him/her with opportunity to make amends
- Proactive measures that involve prevention and early intervention with a focus on education are fundamental in creating a safe and caring learning community
- Consequences involve appropriate proactive and/or reactive responses to address the problems and restore safety
- Parent partnerships are critical to the effective resolution of bad behavior
- Effectiveness lies in the appropriateness of any response
- The most serious consequences will be reserved for serious violations of this Standard of Behaviour
- Communication is key to long-term resolution

## KEY PRINCIPLES

### 1) Rights:

Fundamental to a safe and caring learning community, are the rights of all members to:

1. Be safe.
2. Be accepted and treated with dignity and respect.
3. Learn and teach without interference.

### 2) Responsibilities:

Membership of a community comes with responsibilities.

It is expected that all learning community members (students, staff members, parents and other adults on site) will accept personal responsibility for their behavior to foster a safe, caring and productive learning community.

It is the responsibility of all individuals to ensure that their behavior, individually and collectively, does not infringe upon the rights of others.

Consideration for the safety of others is the responsibility of each member of the learning community.

### 3) Respect:

It is expected that all learning community members will exhibit behavior that shows respect for the rights, property and safety of themselves and others.

The above principles pertain to the duties of students, parents, teachers, superintendents and support staff.

The Standard of Behaviour applies to participation at school, at school activities and school sponsored activities. It also applies to community behavior that impacts the learning community.

One of the priorities of EISB is preparing students for their role as citizens and active participants in a safe and democratic society. To support this work all members of the EISB community have to take responsibility as follows:

## STUDENT RESPONSIBILITY

Students are responsible for:

- Complying with the Standard of Behaviour of EISB
- Showing respect for the rights, property and safety of themselves and others
- Respecting and appreciating the diversity of all school members regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age and ability
- Expressing themselves with socially acceptable language and behavior
- Exhibiting behavior that avoids all forms of intimidation, harassment, racism and discrimination
- Dressing in accordance with school dress standards
- Treating school property and the property of others with a reasonable standard of care
- Respecting the responsibilities of all school members in exercising their duties
- Promoting positive behavior through the avoidance of all types of violent acts
- Attending classes, activities and events and being prepared and punctual
- Showing courtesy and respect for the rights of all people in the school and in the community
- Showing respect for school property and the personal property of others
- Demonstrating behavior that contributes to an orderly, supportive, and safe learning environment
- Resolving interpersonal conflicts and difficulties through discussions or by seeking assistance from school personnel
- Developing self-discipline
- Adhere to the EISB Academic Honesty Policy

## STAFF RESPONSIBILITY

Professional Staff Members are responsible for:

- Subscribing to the tenets of the EISB Code of Professional Practice and school policies regarding responsible, professional behavior
- Treating parents, students, and fellow staff with dignity and respect at all times
- Participating and cooperating with parents and other school staff in the development and implementation of plans to address the learning needs of their students
- Communicating information about student progress, attendance, and behavior to students, parents, and administration
- Establishing and maintaining a safe, secure, non-threatening learning environment
- Providing a positive role model for students
- Providing an environment that promotes self-esteem and self-discipline

## PARENT RESPONSIBILITY

Parents are responsible for:

- Instilling basic values and responsibilities in their children
- Treating staff with dignity and respect at all times
- Following established protocol in expressing concerns about individual staff members
- Participating and, cooperating in the development and implementation of plans to address their child's learning (academic, social, emotional, behavioural needs)
- Ensuring that their child attends regularly and punctually
- Maintaining regular communication with their child about school matters
- Initiating contact with the school regarding their child's educational progress as necessary
- Demonstrating support for the school by attending events and meetings and offering constructive input
- Problem solving in a manner respectful of all involved

## BEHAVIOUR

### **Inappropriate Behaviour:**

The nature and scope of inappropriate behavior ranges from disruptive to severely disruptive and should be addressed appropriately.

### **Disruptive Behaviour:**

Behaviour that is not serious enough to significantly interrupt the learning climate of the school, endanger the well-being of others, or damage school property is classified as disruptive. Examples of disruptive behavior may include, but are not limited to:

- Late arrival at school and to class
- Disrespect or insubordination
- Failure to obey instructions, forging notes or excuses
- Failure to arrive with the materials required for class
- Non-attendance or poor attendance in school or specific classes
- Failure to attempt and/or complete assignments
- Loitering in school areas when asked not to
- Profanity
- Minor conflict (shoving, pushing, or scuffling)
- Support and/or encouragement for the misconduct of others
- Smoking
- Petty theft
- Other acts of misconduct that are disruptive or that may create a potential safety hazard

### **Severely Disruptive Behaviour:**

Behaviour that is serious enough to significantly disrupt the learning climate of the school, endanger the well-being of others, or damage school property is classified as severely disruptive. Examples of severely disruptive behavior include, but are not limited to:

- Chronic disruptive behavior (a repeated pattern of misbehaviour)
- Vandalism
- Disruptions to school operations
- Verbal abuse
- Racial and/or discriminatory misconduct
- Sexual harassment and/or assault
- Sexual misconduct, sexual abuse or physical abuse
- Physical violence
- Use or possession of any form of a weapon
- Use or possession of drugs and/or alcohol

- Illegal activity
- Bullying: targeting, intimidation and exclusion of others by an individual or group, including electronic harassment

## DISCIPLINE

Discipline is intended to change the inappropriate behavior, promote the learning of self-control and restore safety. Expected behaviours must be actively taught both at home and in school. The strategies used to develop understanding and respect for the rights of others may vary from student to student. When there is non-compliance with the stated EISB standard of behavior, appropriate consequences shall follow.

### Discipline For Learning

#### Expectations of Pupil Behaviour

All parents are required demonstrate that they have read and agree to EISB policies on behavior as stated in the school's policy document 'EISB – A Safe and Caring Community', by signing in the space provided at the back of the document.

In the Primary School, EISB uses a number of strategies within an overall policy known as 'Discipline for Learning.' Discipline for Learning is a system based on positive reinforcement of good behaviours and the minimisation of attention to bad behaviours. It concerns every aspect of school life and is therefore difficult to summarise. The system is taught to all new entrants over a period of time and revised with all pupils regularly so that everybody knows what is required of them. It requires huge commitment from staff, pupils and parents but is well worth the effort.

#### Primary School Behaviour System

We highly encourage and promote the notion of positive behaviour which in turn will be an inspiration for those who display inappropriate actions, causing them to stop, think and change their behaviour to a more positive approach.

All staff will adhere to and follow the three strategies of positive reward behaviour within Nursery to Year 6.

##### 1. Traffic Light System

The traffic light approach is a system for addressing behaviours within the classroom. In this system, the levels of behaviour corresponds to different levels on the "traffic light" – green, yellow, and red. Green is where all learners start at the beginning of each lesson. This level indicates appropriate and acceptable levels of behaviour. If a learner engages in minor problem behaviours, they

will be given a verbal warning where they will be asked to make an appropriate change. If they choose not to apply this change, then the learner is placed in the yellow level. If a learner continues to behave inappropriately then they will be placed onto the red level. This indicates a last chance within a lesson for a learner to alter their behaviour before consequences are applied.

In the event that a learner continues to display inappropriate behaviours, he/she will lose five minutes of their break/lunch/special time, where they will be asked to reflect upon their personal actions.

The goal of the system is to motivate the learner to reflect on his or her behavior and make appropriate self change. The focus is not on punishment, but rather reinforcing the child to be responsible for their actions and make effective, appropriate changes.

The traffic light will change back to green at the beginning of each lesson where all children will be given the chance to begin again and stay on green.

## **2. House Points System Primary – MYP 3**

Each learner within the school is placed within one of the four house teams Red- Yellow- Blue- Green-

When a learner is displaying positive behaviour or does a good deed or action, any teacher/assistant within the school may give the learner a House point.

These house points will be collected and on each Friday, they will be counted and presented to all Primary Students within the assembly. The winning team is the team with the highest number of House points. They will be awarded the trophy for the week. (Friday to the following Friday)

On the last week of school before each holiday, the students from the house team that held the trophy the most during the course of the semester will be awarded a fun afternoon activity.

## **3. Buddy Class System**

In the event that the student is behaving in an inappropriate and dangerous manner, the student will be asked to leave the classroom and go to his/her buddy class where they will be isolated from their peers and asked to reflect on their behaviour by completing a self-reflection activity which involves the learner in reflecting on what they have done wrong and how they could modify and turn this behaviour around into a more positive model.

Each class has been designated a 'Buddy Class'

This 'Buddy Class' system will also work in the reverse order, where a learner who has done something exceptional will be invited to go and show their buddy class.

**There are 7 in-class rules and 6 out-of-class rules as follows:**

### **In-class rules:**

1. Be silent and listen to the person speaking.
2. Be on time and be prepared for class.
3. Do as you are told immediately.
4. Raise your hand and wait quietly for attention.

5. Always do your best and allow others to do the same.
6. Stay seated and be quiet when your teacher is out of the room.
7. Respect everyone and their property.

## **Out of class rules**

1. Do as all members of staff tell you immediately.
2. Name calling and bullying are out. Go to the adult on duty for help.
3. Stay in the school grounds and follow the line-up routine.
4. Obey the lunch routine: i.e. Lunch - Toilet - Play.
5. Walk quietly within the school - No shouting.
6. Rough play, fighting and climbing are out.

## **Failure to obey the rules will result in the following graded sanctions:**

1. Verbal Warning
2. Isolation within class
3. Isolation within buddy class
4. Written Warning
5. Parent's conference
6. Suspension

## **Sanctions:**

If persistent poor behavior necessitates the school informing parents a letter will be sent home. Parents/Guardians will be asked to sign a copy of the letter to indicate that they have spoken to the child about her bad behavior.

If the poor behavior continues parents will be required to come to school as soon as the next school day to discuss the child's behavior and strategies to improve it.

If the above strategies have no effect and poor behavior is repeated during the same academic term, an automatic suspension of 3 school days will apply and undertakings will be required from both child and parents/guardians in relation to the child's behavior before he/she can be reinstated.

## **Rewards:**

When the children do not break the rules or demonstrate learner attributes as described in the Learner Profile (see IB MYP Learner Profile above), they are rewarded with recognition, approval and praise from the teacher and peers. Our students are encouraged to recognise that acts of kindness and consideration towards others provide their own rewards in terms of the positive reaction they engender. For this reason, pupils are not presented with material rewards for expected, good or targeted behavior. Such rewards are reserved for academic progress, effort and achievement.

It is vitally important that children accept that sanctions will be incurred from time to time. **Nobody expects perfection and all that is required is an attitude of co-operation.** The support of parents/guardians is essential for the effective working of the system.

## **Professional Discretion**

Teachers are required to maintain a safe and caring learning environment. The Head Teacher may be privy to student information that is confidential in nature. The Head Teacher has discretionary disciplinary authority concerning student behavior with the understanding of securing safety for the school environment.

## **Addressing Misbehaviour**

In addressing any misbehaviour, the consequences shall:

- Be logical, realistic and timely
- Be appropriate for the student's stage of development and considerate of the student's special needs
- Reflect the severity of misbehaviour and take into account the frequency, duration and intent of the misbehaviour
- Be chosen primarily to restore safety and order
- Make sense to the student as much as possible
- Enable students to generate appropriate responses and solutions

## STRATEGIES

The following are examples of consequences and/or strategies that may be considered in response to inappropriate behavior:

- Informal interview with students
- Formal interview with the student
- Teacher/student/Head Teacher conference
- Phone call home by teacher or Head Teacher
- Interview with parents
- Involvement of school specialist support staff
- Student detention
- Withdrawal of privileges
- Making amends either monetarily or through school-based Community service
- Implementation of a behavioural or performance contract
- Involvement of external support services
- Involvement of community agencies, including police
- Out-of-school suspension
- Individual Education Plan (IEP)
- Behaviour Intervention Plan (BIP)
- Alternative educational settings
- Out of class/in-school suspension - immediate suspension of up to 5 days to secure safety before broadening any response
- Suspension for the remainder of the school year
- Expulsion

### **Inappropriate Responses to Inappropriate Behaviour:**

The following consequences are generally not appropriate responses to any type of misconduct:

- Use of collective responsibility (group punishments) in disciplinary procedures
- Use of academic work as a disciplinary procedure; i.e. assigning extra academic work to punish misbehaviour
- Use of evaluation procedures as a disciplinary procedure; i.e. arbitrarily assigning a test to an individual or class that is behaving inappropriately
- Use of inappropriate physical activity
- Writing lines or other simply punitive consequences
- Publicly chastising an individual at school or at any public event for poor performance as perceived by the teacher, coach or any other adult in charge - the dignity of the individual must be maintained at all times
- Withholding a student from instruction in any academic area. In particular denying instruction in Physical Education and Creative Arts

## ***Corporal Punishment is expressly forbidden***

### **Immediate Suspension**

In response to the high-risk behaviours listed below, an immediate suspension of up to 5 days shall be given to secure safety before broadening the response.

### **Long Term Suspension and Expulsion**

Long Term Suspension, i.e. greater than five days and up to six weeks or more, or expulsions are appropriate responses to high-risk or persistent misbehaviours. High-risk or persistent behaviours include, but are not limited to:

- Possession of weapons with the intent to threaten or harm
- Use of weapons
- Drug trafficking
- Verbal/written threats\* to kill or injure others
- Internet website threats\* to kill or injure others
- Any behavior that persistently deprives other members of the school community of their rights as stated above and for which none of the above strategies have been affective

\*Threats may be written, verbal, drawn, posted on the Internet or made by gesture only and may be direct, indirect, conditional or veiled.