



# Behaviour Code of Conduct

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*At ISH our vision is to develop a community of caring, compassionate, honest, open-minded global citizens who enjoy learning in critical and creative ways.  
We strive to develop a positive sense of self and engage with our world on a local and global scale.*

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### **International School Haarlem Behaviour Code of Conduct**

International School Haarlem (ISH) strives to create, maintain and sustain a positive, supportive and caring learning environment. The school environment and culture is one in which everyone feels safe, valued, respected and is able to learn . Our code of conduct promotes this by outlining responsibilities for all members of our community under the key terms

**'Ready, Respectful, Safe'.**

- *Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.*
- *Caring: We show empathy, compassion and respect.*  
–IB Learner Profile

### **This Code of Conduct explains:**

1. Aims of the Code of Conduct
2. Expectations and Responsibilities
3. Reinforcing a culture of positive behaviour: Positive recognition and rewards
4. Anti-bullying
5. Consequences
6. Late protocol
7. Liaison with the Inclusion department and/ or external agencies

**1. Aims of the Code of Conduct**

- To create a culture of kindness, respect and behaviour for learning
- To help learners take responsibility for their behaviour
- To promote positive relationships between all members of our community
- To promote community cohesion

**2. Expectations and Responsibilities**

We have identified the following expectations and responsibilities for all members of community:

**Ready:**

<b>Students</b>	<b>Staff</b>	<b>Parents/ Guardians</b>
Arrive at school and to lessons on time (see section below)	Start lessons in a punctual and purposeful way	Support students to arrive on time
Have all equipment ready and laptops charged	Prepare accessible resources/ equipment	Ensure that time is not taken from the school day unless for urgent or medical reasons
Complete homework or assessment deadlines as noted	Have well planned teaching programmes which promote creative and critical thinking	Provide a suitable environment for the completion of homework and study

**Respectful:**

<b>Students</b>	<b>Staff</b>	<b>Parents/Guardians</b>
Listen to teachers and each other, responding appropriately	Treat all members of the community fairly through active listening and an open-minded approach	Engage with members of our community with respect, openness and an awareness of culture
Treat peers in the same way you wish to be treated	Mark work in line with our assessment policy	Support school vision and policy
Handle school resources and equipment with due care and respect the property of others.	Are explicit and clear in classroom expectations	Raise concerns where necessary in a constructive way.

**Safe:**

<b>Students</b>	<b>Staff</b>	<b>Parents/ Guardians</b>
Report feelings of unsafety: if you are made to feel unsafe by a member of the community, report this to a trusted adult as soon as possible (see Well-being policy/ antibullying)	Set clear classroom expectations	Inform school of any difficulties or issues their child is dealing with in a constructive way and work as a team in action and support.
Are honest	Promote positive self-esteem and self-discipline	Support school in matters of care, academic guidance and behaviour.

Comply with classroom / school expectations	Recognise that they are role models for safe behaviour	Attend information sessions and update themselves with school policy and practice.
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### 3. Reinforcing a culture of positive behaviour: Positive recognition and rewards

At ISH we recognise that promoting good behaviour leads to a culture of kindness and cooperation. We seek to value conduct that falls in line with our vision as well as that which embodies IB Learner profile values. We encourage all members of our community to make positive choices. Positive behaviour requires the commitment of all members of our community of our community; students, parents and staff to act with consistency and integrity.

#### ISH Values and ISH Points

The foundation of our positive behaviour model is drawn from the 10 attributes of the IB Learner Profile.

As IB learners we strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

ISH points are awarded to a student when one or more of the IB Learner Profile attributes are evidenced in daily interactions and learning. ISH points may also be awarded for being on task, homework success or positive classwork and participation.



ISH points are posted on Class Charts by the member of staff who awards the point. Points are collected as an individual but contribute to a collective class total. Several times in the school year, the individuals in each class who have been awarded the most ISH points are recognised in a school celebration assembly. The class in MYP 1-3 and the class in MYP 4-DP2 who have the most ISH points are also celebrated at these times. Rewards for the most ISH points are decided by the student council in agreement with the school leadership.

Another way we promote and celebrate positive behaviour is through the ISH postcard award option. In particularly noteworthy circumstances a teacher may write a “You are brilliant” postcard to a student celebrating their actions and behaviour. The postcard is posted to the student’s home.

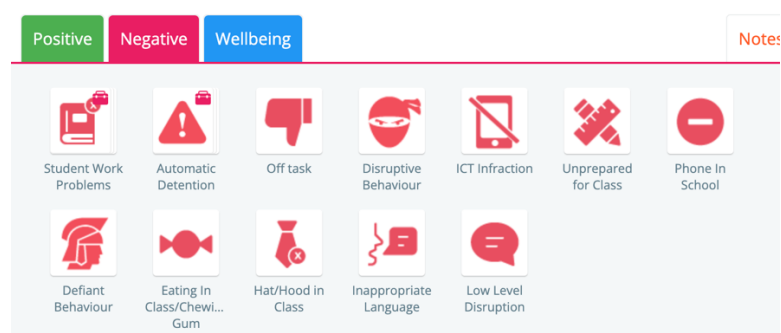
#### 4. Anti-bullying

Please see the Well-Being and Safeguarding protocol (point 4)

#### 5. Consequences

At ISH we recognise that poor attitudes to learning, low level disruption and disrespect threaten the right of young people *to an effective and safe education* (UNCRC). In order to protect the rights of our students and maintain a healthy learning environment, the steps below list consequences where behaviour falls outside of our ‘Ready, Respectful, Safe’ expectations.

Negative behaviour is defined in the following categories as listed on Class Charts:



In the first place, incidences of low-level disruption are dealt with through **re-direction** attempts from the member of staff. This may look like an acknowledgment of behaviour and need for change, a change in pace of the lesson, some time out (of the classroom) or a collective class reset. If this is not effective in changing behaviours, the following steps are taken:

1. **Caution:** reminder of expectation/ responsibility, caution of negative behaviour ISH point and the WHY. Ideas for individual corrective strategies (change seats, movement, offer of repeated instructions etc) where possible. Personal approach. Based on the student making the right choice.
2. **Issue** negative ISH point and explanation of this verbally and in Class Charts
3. **Lunch detention:** 3 negative behaviour points in a week raises a behaviour event which leads to a lunchtime detention. These are held on Tuesday and Thursday (13.20- 13.35).
4. **Afterschool detention:** 2x lunchtime detentions or consistent repeated pattern of lunchtime detentions in a week/ two weeks lead to an afterschool detention. These are held on Monday and Friday 15.50-16.20. Parents are informed.

5. **Formal behaviour review**- Where students have consecutive weeks with afterschool detentions, parents and students are invited to school for a formal meeting with a member of the SLT. Targets are planned together and tracked over an agreed time period.
6. **Suspension**- where a student has put others in intentional danger, for example, through fighting, a student may be suspended from school for a short period of time. Suspension may also occur when progress and change in behaviour is not seen following a formal meeting and agreement with SLT. Suspension takes place when the Heads of School are in agreement and the school board has given consent. Please see further details below.
7. **Exclusion**- placement of the student in another school or learning programme. This a very severe and last step and one which is never an instant decision. In the case of exclusion severe negative behaviour must be prolonged without change and evidence of school, student, parent and external agencies in partnership to attempt change prior to this step must be submitted. Please see further notes below.

There are some expectations which can lead to an instant negative ISH point e.g missed homework and not being ready for class. These behaviours do not carry a caution before a negative ISH point is issued.

If a student breaks a rule set by other policies and contracts e.g the ICT contract or no phones in school, this leads to an automatic afterschool detention and has a designated icon in Class Charts. Please see the ICT policy and contract for further details of ICT violations.

In cases where a negative ISH point is given, the student will know through personal communication with the teacher or through Class Charts why the point was given. We recognise that restorative conversations are a positive way of helping students to adapt or change behaviours. We endeavour to hold these on a personal level and through detention.

It should be noted that professional judgement is highly valued, and teachers are trusted in their problem-solving expertise. Staff are encouraged to problem solve in order to manage behaviour because every expectation of how to be ready, respectful and safe cannot be listed in a Code of Conduct document. This would lead to a lengthy and incoherent document.

A member of staff may wish to ask a student to meet with them for a short amount of time (10 mins) during lunch or afterschool for a restorative conversation or to explore missed work. Teachers can use their discretion to do this. This is not logged in Class Charts as it is part of a positive attempt to work with the student and does not carry negative recognition.

### Automatic after school detention

Teachers may also use discretion to set an immediate afterschool detention. This is noted in Class Charts with the reason for the detention. In this case the teacher who gives the detention also informs the parents.

### Further notes on suspension and exclusion

Schools are allowed to suspend for a maximum of one week and have to contact the Dutch Inspectorate for Education if the suspension is planned for more than one day.

The Head (s) of School inform parent(s) and student in writing about the suspension or exclusion. The letter/email informs them about the reason and period of the suspension or exclusion.

Parents and students will also be informed about the way they can object to the school's decision.

The school is also obliged to report the exclusion of a student to the Dutch Inspectorate for Education.

## **8. Lateness**

Persistent lateness, without valid reason, is disruptive to learning. This has a negative impact on the late student, other students and the teacher. For this reason, there is a lateness protocol at ISH. Please see the ISH Secondary late protocol.

## **9. Liaison with the inclusion department or external agencies**

Some students present with behavioural challenges which may be indicative of a wider difficulty or barrier to learning. The Inclusion policy outlines how these students may be referred to the Inclusion department for advice. It may be decided that the student should be offered an evaluation by an external agency such as a school psychiatrist. An individual action plan for the student will be created in this case which includes advice for behaviour strategies.

We have developed this document as a Code of Conduct and contract between the school and the students and families of the ISH community.

The ISH Behaviour Code of Conduct is reviewed annually by SLT together with the welfare team and representatives from staff and student community. Edits or additions are presented to the wider staff, students and the participation council (Medezeggenschapsraad; MR).

Comments or questions about the Behaviour Code of Conduct should be directed to Hannah Mansbridge, Head of School

## Agreement

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**I understand that these guidelines are designed to keep me Ready, Respectful and Safe and that if they are not followed, school sanctions will be applied, and my parent/carer may be contacted. I understand that other consequences may be applied in accordance with the severity/frequency of the infraction(s). I understand that my teacher, form tutor or Head of School will discuss the consequences with me and my parents.**

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**Student:** I have read the ISH Behaviour Code of Conduct and agree to be ready, respectful and safe as outlined in the Code of Conduct and Student responsibilities.

Student name: .....

Student signature: .....

Date: .....

**Parent/Carer:** I have read the ISH Behaviour Code of Conduct As the parent or carer,

Parent/Carer name: .....

Parent/Carer signature: .....

Date: .....

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Reference material:

IB – International Baccalaureate [www.ibo.org](http://www.ibo.org)

UNRCR- United Nations Convention on Rights of the Child [www.unicef.org](http://www.unicef.org)



