



Behaviour Policy

Written by ISH – October 2018

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International School Haarlem – Behaviour Policy

Aims of the Policy

The ISH behaviour policy is designed to foster a school environment in which all members can learn, grow and thrive in a mutually respectful, supportive and caring community. It is our aim that everyone feels valued, safe and happy in our school.

At ISH, we have a number of ways that expectations of behaviour are promoted. These are not concerned solely with sanctions but place an equal emphasis on strategies for promoting positive behaviour.

In order for students, staff and parents to have a sense of common direction and purpose, we identify the following responsibilities for the members of our school community.

Student responsibilities are:

- To develop an inquiring mind, work to the best of their abilities and allow others to do the same
- To treat all members of our community with respect and call everyone by his/her own name
- To communicate and co-operate with all members of our school community
- To explore all aspects of learning with curiosity and resilience
- To take care of school property and the school environment
- To seek to demonstrate the ISH values

Staff responsibilities are:

- To treat all students and other members of the school community fairly and with respect
- To promote a student's positive self-esteem and enjoyment of learning
- To provide a challenging, inquiry-based learning environment
- To treat each student as an individual and support and challenge them as appropriate, encouraging all students to fulfil their potential
- To create a safe and pleasant school environment
- To be a good role model and actively demonstrate ISH values
- To use praise and sanctions consistently and fairly

Parent responsibilities are:

- To make children aware of appropriate behaviour in all situations
- To support the school in the implementation of this policy and ISH values
- To respect all members of our school community
- To foster good relationships with the school

ISH Values

At ISH we promote positive behaviour through raising awareness of our ISH values. These values are related directly to the IPC Learning Goals (Primary Department) and the IB Learner Profile (Secondary department).

ISH Values	
<i>In Primary we encourage our students to explore and demonstrate</i>	<i>In Secondary we encourage our students to be</i>
Enquiry	Inquirers, Knowledgeable
Cooperation	Caring
Resilience	Reflective, Risk-takers
Respect	Open Minded
Thoughtfulness	Thinkers
Communication	Communicators
Adaptability	Balanced
Morality	Principled
<i>Taken from the IPC Learning Goals</i>	<i>Taken from the IB Learner Profile</i>

We explore the meaning and real-life application of these values through PSHE (personal, social, health education) lessons, posters and communication in the school environment, class discussions and assembly times.

ISH values are promoted and celebrated in a variety of ways across the school departments.

Primary

Primary classes collect tokens for demonstrating behaviours related to ISH values. When a designated total of class points have been collected the students may choose a treat from a menu of rewards. These may be extra golden time, a homework free weekend, choice of class seating etc. Primary achievement assemblies also form part of the positive reinforcement of ISH values. Students are nominated by their class teacher as a 'Star of the Week' for demonstrating an ISH value which is part of a school / class focus for the week. Students receive a Star of the Week certificate and a leaf to hang on the IPC values tree as a permanent record of their achievement.

Secondary

In the secondary department ISH values are promoted through the awarding of ISH points to individuals. A student is given an ISH point for real-life application of one or more of the ISH values. These points are collected by individuals but form an on-going class total. Before each school holiday, the points are averaged by number of students per class and the class with the most ISH points gains a reward. The reward is selected from a reward menu devised by the student council in consultation with the School Management team. Rewards may include for example, a movie afternoon, a board games afternoon, extra break.

Accountability

At ISH we always aim to reinforce positive behaviour through praise and reward, but we also recognise that students feel safe in an environment where expectations of behaviour are consistent and students

who demonstrate disruptive or inappropriate behaviours are held accountable. The following behaviour sanctions have been discussed and agreed on by staff and students of all ages at ISH.

Initial Sanctions

In all departments, a behaviour infringement by a student is initially noted through warnings given by the teacher. Students are made aware of the behaviour which is causing concern and given prompts to correct this. After three verbal warnings a student is given reflection time as a consequence of their behaviour.

In primary, the student may be given time in a reflection area (age appropriate) which is an integral part of the classroom environment. He or she will be asked to either discuss the behaviour, consequences and ways to change the behaviour with the teacher or asked to complete a reflection sheet which supports the consideration of these points.

In secondary, the student will be asked to complete a Think Sheet in a time appropriate to the content and activity of the lesson or in their own time (break, lunch). The Think Sheet directs the student to analyse the ISH value that has been compromised and the consequences of this. It supports students to find a way of solving problems arising from the unwanted behaviour and puts steps in place to tackle the behaviour in positive ways in order to help prevent it from occurring again.

Following these initial processes, a ladder of sanctions is in place at ISH. In most cases the steps follow each other but the school reserves the right to action any sanction when it is deemed necessary to protect the learning environment and safety of the community.

Ladder of Sanctions

The following table describes the steps in a ladder of sanctions designed to support standards of behaviour across primary and secondary departments at ISH.

Primary and Secondary - Dialogue between teacher and pupil	Three warnings given
Primary - Reflection time (and discussion or completion of reflection task)	Teacher discretion
Secondary - Think Sheet	Teacher discretion
Primary – Loss of Golden Time minutes	Teacher discretion
Secondary- 10-15 min Lunchtime detention	Teacher discretion
Primary- Dialogue between teacher and parent (may include pupil if age appropriate)	Teacher discretion
Depending on the type or frequency of behaviour this may include the Learning Support Coordinator and /or Head of School <i>*This dialogue may result in a behaviour plan</i>	In consultation with LSCo / Head of School
Secondary - Dialogue between Form Tutor and/or Head of School and Pupil	After 3 lunchtime detentions in a two-week period Warning of afterschool detention
Secondary - Student placed on a tracker sheet with targets Parents made aware through email or in dialogue with Form Tutor	At form tutor's discretion
Secondary - Afterschool detention (30 minutes)	After lunchtime detentions. Parents warned 48 hours in advance
Primary and Secondary - Isolation	For fighting / constant class disruption (can be instant and not as a result of detention)
Secondary - Head of School Saturday Detention	After recurrent pattern of afterschool detentions
Primary and Secondary - Suspension	At the Head of School and School Board's discretion
Primary and Secondary - Exclusion	At the Head of School and School Board's discretion

Damage to school property or the property of other pupils

In the event of a student deliberately damaging property which belongs to the school or another pupil, a replacement cost may be charged.

Monitoring

The responsibility for monitoring the behaviour of students falls firstly with the Class Teacher / Form Tutor.

The Learning Support Coordinator may become involved as a second step.

The Head of School may become involved where necessary.

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