



Behavioural Code of Conduct

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.

International School Haarlem (ISH) strives to create, maintain and sustain a positive, supportive and caring learning environment. At ISH we foster a school culture in which all members can learn, grow and thrive in a mutually respectful 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. We take a restorative approach to behaviour; giving our children and young people the opportunity to take responsibility for their actions while reflecting and learning.

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Below is the ISH behaviour code of conduct. Primary is found on pages 1 - 5 and Secondary is found on pages 6 - 12.

PRIMARY

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

1. Aims of the Behaviour Policy

- To create a culture of kindness, respect and behaviour for learning
- To help learners take responsibility for their behaviour
- To help children and young people to learn from their actions
- To promote positive relationships between all members of our community
- To promote community cohesion

2. Expectations and Responsibilities:

We want our learners to be **ready** to learn, to be **respectful** of each other and to feel **safe**. This is outlined in our expectations and responsibilities below:

Are you ready to learn?		
Students	Staff	Parents
To explore all aspects of learning with curiosity and resilience	To provide a challenging, inquiry-based learning environment	To support children in arriving to school on time with the necessary equipment/resources (e.g. PE kit, home learning)
To develop an inquiring mind, work to the best of their abilities and allow others to do the same	To promote a student's positive self-esteem and enjoyment of learning	To support children in their reading and home learning at home where required
To come to school on time and ready with all the things needed for the day	To treat each student as an individual and support and challenge them as appropriate, encouraging all students to fulfil their potential	Ensure that time is not taken from the school day unless for urgent or medical reasons

Are you treating others how you want to be treated? Respectful		
Students	Staff	Parents
To treat all members of our community with respect and call everyone by his/her own name	To treat all members of school community (children, families, staff, visitors) with respect, openness and an awareness of culture	To treat members of the community with respect, openness and an awareness of culture
To seek support from a staff member if faced with a problem	To listen to the children's wants and needs in the school, giving each child an equal voice.	To reiterate the behavioural expectations of the school and model the ISH values
To speak kindly to one another in person and online	To model and demonstrate the ISH values	To work as collaboratively as a team to problem solve with members of staff

Are you making the school a safe and happy place to be?		
Students	Staff	Parents
To take care of school property and the school environment	To use praise consistently to promote positive behaviour	To inform school of any difficulties or issues their child is facing in a constructive way. To work as a team in action and support.
To follow the guidance of school staff members	To use consequences fairly and consistently, and ensuring consequences are reasonable for the behaviour shown	To support the school's behavioural policy and expectations
Inform school staff of concerns you have for your own or others wellbeing	To create a safe and pleasant school and classroom environment	To support school staff in creating a safe and pleasant school and classroom environment

3. Reinforcing a culture of positive behaviour: Positive recognition and rewards

At ISH, we firmly believe that promoting, modelling and celebrating positive behaviour, creates a kind, respectful and safe environment, as well as developing conscientious and responsible children. Positive behaviour is promoted by raising awareness of our ISH values which are taken from the IPC personal goals. They are celebrated weekly, displayed around the school and classroom, and discussed in day to day classroom life. Our ISH values are:

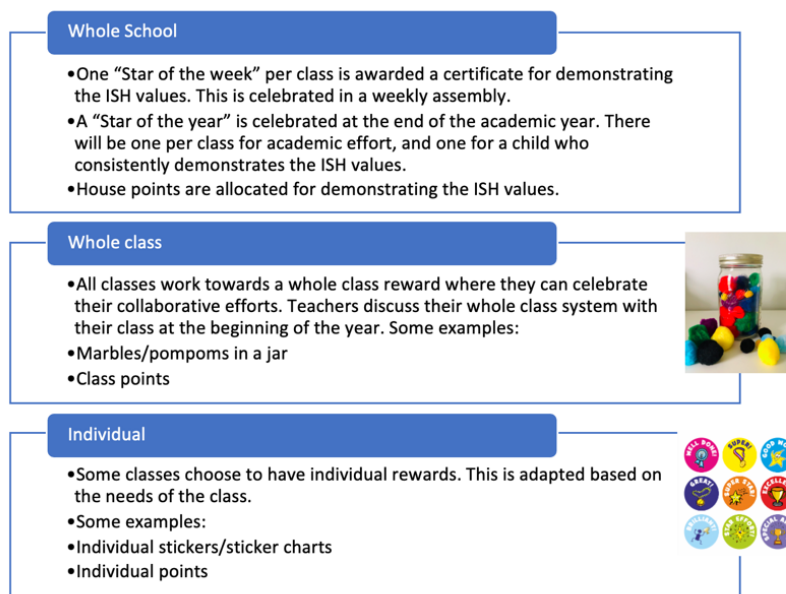


Found at: <https://internationalcurriculum.com/international-curriculum/primary>

Rewards

Staff members will praise and reward desirable behaviour. This will foster a positive atmosphere in the school, as well as promoting a child's positive sense of self. The philosophy is how and why we celebrate behaviour is the same across the school. The way we action and celebrate positive behaviour can vary from class to class, dependent on children's needs, wishes and teacher preference. We also strive for children to be intrinsically motivated to make the right choices. Through our PSHE Connect curriculum, we encourage children to use their DNA-V (Discover, Noticer, Advisor, Values) skills to reflect on how their positive behaviours impact and effect others.

ISH Behaviour Code of Conduct



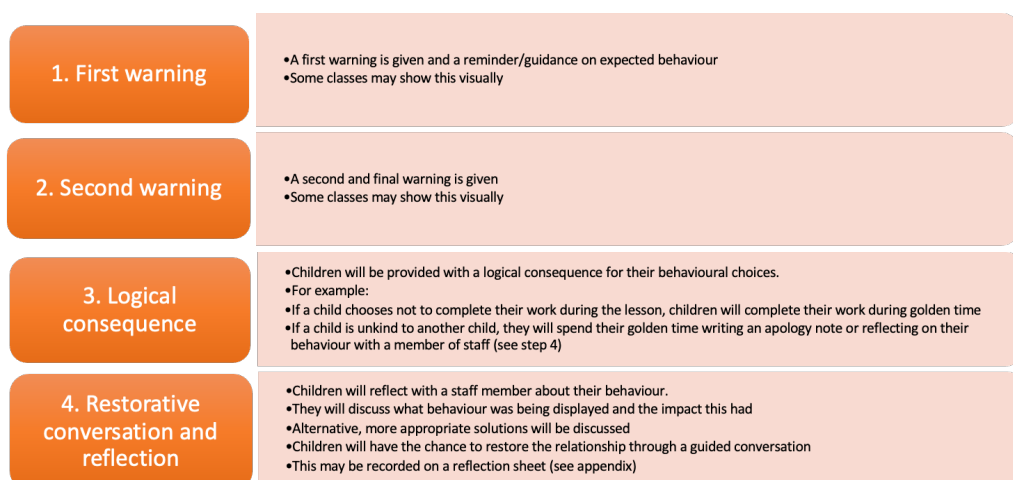
4. Consequences

"Punishment doesn't teach better behaviour, restorative conversations do" – Paul Dix (2022)

In cases where the ISH values are not being demonstrated, the flow chart below is followed. The philosophy and procedure of addressing behavioural incidents is the same across the primary department, but can be conducted in a variety of ways.

In all instances, children are given two warnings to reflect on their behaviour and given the opportunity to make the right choice. If the behaviour continues after these two warnings, the children will be given a logical and meaningful consequence, and an opportunity to reflect and amend their behaviour.

The children take part in a reflective, restorative conversation with the teacher. They will be guided to help them recognise the impact of their actions, suggest a solution to resolve the situation, and discuss and learn strategies to prevent reoccurrence in the future. These conversations will take place at the closest available moment during a lunch time, break time or golden time. In some cases, these may need to be in a group environment, where peer relationships have broken down.



Where necessary, children will be guided to fill in a behaviour reflection form.

Where behaviour is persistent and no improvement is seen, further conversations will need to take place. These will involve the parents, pastoral lead, and where necessary Head of School. Where necessary, external agents may be drawn on for additional support.

See Appendix for reflection sheets

5. Liaison with the Inclusion department and/or external agencies

Some children may find it more difficult to manage their emotions, reactions and choices, and will need additional support with this. When this is the case, the Inclusion Team will be involved. They will create an individualised action plan (review forms), alongside the parents and teachers. During this process, the views of the child will also be heard and considered. When necessary, external agencies may be contacted such as child therapists, behavioural experts or the CJG (Centrum voor Jeugd en Gezin).

We recognise that individual children respond differently to different strategies and that it may be necessary to explore a variety of interventions and strategies before finding successful ones. The individual action plans will be reviewed on a termly basis with parents and teachers to monitor progress, set targets and review the effectiveness of strategies and interventions.

6. Prohibited items

- No dangerous items or (toy) weapons are allowed.
- No chewing gum or lollipops
- You may bring your mobile phone to school, but it needs to be off and in your bag for the entire school day, including break and lunch time. If you need to contact family, please see Ms. Tanya or Ms. Anne at the front desk.
- Smart watches should also be set to Airplane mode to minimise distraction during the school day

7. Anti-bullying

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

SECONDARY

International School Haarlem Behaviour Code of Conduct

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

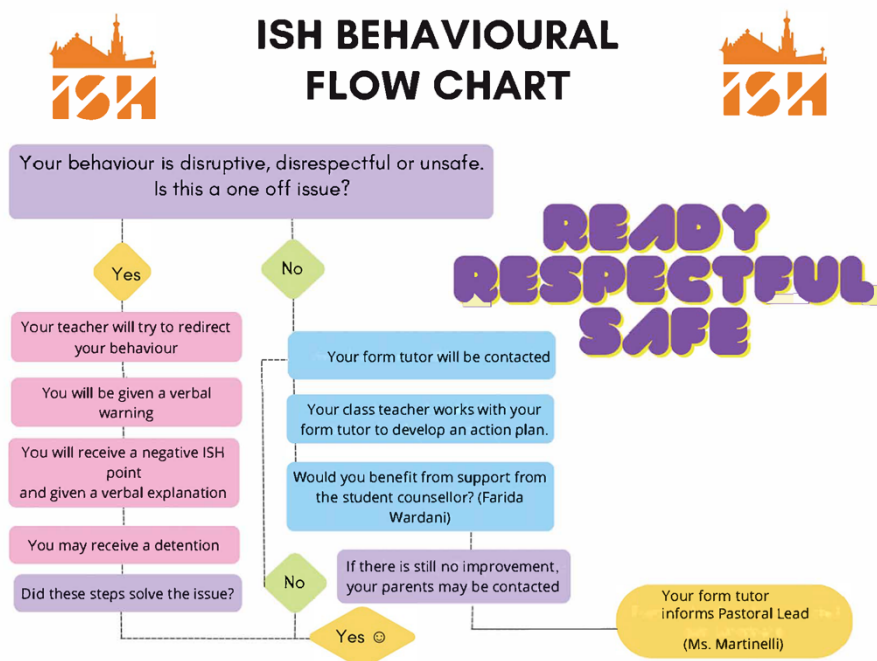
This Code of Conduct explains:

1. [Aims of the Code of Conduct/Behaviour policy](#)
2. [Expectations and Responsibilities](#)
3. [Reinforcing a culture of positive behaviour: Positive recognition and rewards](#)
4. [Prohibited items](#)
5. [Anti-bullying](#)
6. [Consequences](#)
7. [Late protocol](#)
8. [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 help children and young people to learn from their actions
- To promote positive relationships between all members of our community
- To promote community cohesion

2. Expectations and Responsibilities



Ready:

Students	Staff	Parents/ Guardians
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
Be prepared for school trips I.e., bring lunch and any necessary equipment	Ensure trips are purposeful and well-planned	Stay informed about upcoming trips via email and ManageBac and support students to have everything they need

Respectful:

Students	Staff	Parents/Guardians
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

Be respectful when interacting with members of the public and environment during school trips	Provide clear expectations for appropriate respectful behaviour during school trips	Reiterate and model respectful behaviour
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Safe:

Students	Staff	Parents/ Guardians
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.
Comply with expectations set out by the teacher on the school trip and remember that school rules apply on trips the same as in school	<p>Set clear expectations for out of school environments</p> <p>Be well prepared for any potential risk including bringing a school phone, having a car on site, class lists and a stocked first aid kit</p> <p>Clear guidance for all members of staff regarding logistics and planning</p>	Support the expectations of behaviour on trips, including collecting your young person from residential if necessary.

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

ISH Behaviour Code of Conduct

- 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.

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. Prohibited Items

- No dangerous items or (toy) weapons are allowed.
- No alcohol or illegal drugs are allowed anywhere on school grounds. There is no smoking anywhere on school grounds. That includes during break and lunch time and on school trips.
- No chewing gum or lollipops are allowed.
- You may bring your mobile phone to school, but it needs to be off and in your locker for the entire school day, including break and lunch time. If for some reason you need to call your family, please see Ms. Vivienne or Ms. Karin at the front desk. No mobile devices are allowed during the school day. We have a “See it, Hear It, Lose It” policy.

- a. You cannot take photos, videos or voice recordings anywhere in school, unless it is specifically for a class and you do it with permission of your teacher using a school device. Apple Watches should be set to Airplane mode.

The above rules are designed to keep everyone in our community safe. Therefore, violating any of these rules will result in an automatic detention or further possible consequences such as suspension or expulsion.

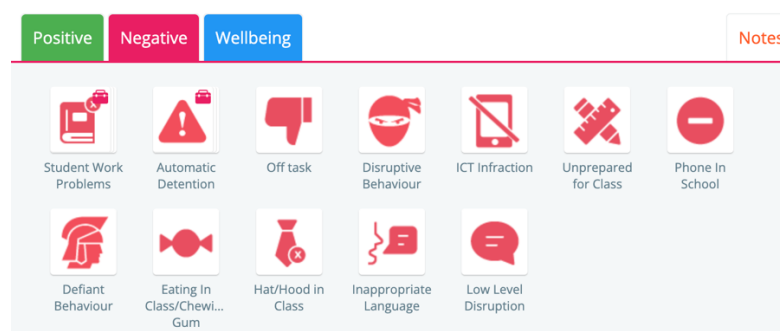
5. Anti-bullying

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

6. 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 is 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.

7. Late Protocol

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.

8. Liaison with the inclusion department and/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.

ISH Behaviour Code of Conduct

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:

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Reference material:

IB – International Baccalaureate www.ibo.org

UNRCR- United Nations Convention on Rights of the Child www.unicef.org