



# **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.

**Brendon Stephen, Primary Pastoral Lead**

[Brendon.stephen@twijs.nl](mailto:Brendon.stephen@twijs.nl)

**Danni Martinelli, Secondary Pastoral Lead**

[Daniela.martinelli@internationalschoolhaarlem.nl](mailto:Daniela.martinelli@internationalschoolhaarlem.nl)

**Policy published: September 2023 and Oct 2024**

**First review September 2025**

**Second review May 2026**

**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:

| <b>Are you <b>ready</b> to learn?</b>                                                                                                                                      |                                                                                                                                          |                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Students</b>                                                                                                                                                            | <b>Staff</b>                                                                                                                             | <b>Parents/Caregivers</b>                                                                                               |
| To explore all aspects of learning with curiosity, resilience and respect.                                                                                                 | To provide an accessible, challenging, inquiry-based learning environment that is supportive and inclusive of all learning journeys.     | Ensure that time is not taken from the school day unless for urgent or medical reasons.                                 |
| With the support of parents/guardians, to come to school on time, prepared with all necessary items for the day, and to leave anything that may cause distraction at home. | To promote students' positive self-esteem and enjoyment of learning by taking into account their diverse cultures, interests, and needs. | To support children in arriving at 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 treat each student as an individual and support and challenge them appropriately, encouraging all students to fulfil their potential. | To support children with their reading and home learning at home when required.                                         |

| Are you treating others how you want to be treated? <b>Respectful</b>                                             |                                                                                                                                        |                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Students                                                                                                          | Staff                                                                                                                                  | Parents/Caregivers                                                                                        |
| To treat all members of our community with respect and kindness, and to address everyone by their preferred name. | To treat all members of the school community (children, families, staff, and visitors) with respect, openness, and cultural awareness. | To treat all members of the school community with respect, openness, and cultural awareness.              |
| To seek support from an adult when faced with a problem.                                                          | To listen to and understand students' wants and needs, giving each student an equal voice and ensuring they feel represented.          | To reinforce the school's behavioural expectations and model the ISH values at home and in the community. |
| To communicate kindly and respectfully (both verbally and non-verbally) whether in person or online.              | To model and demonstrate the ISH values in all aspects of the school day.                                                              | To work collaboratively with staff to problem-solve and support positive outcomes for children.           |

| Are you making the school a <b>safe</b> and happy place to be?              |                                                                                                                                                           |                                                                                                                                                                                           |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students                                                                    | Staff                                                                                                                                                     | Parents/Caregivers                                                                                                                                                                        |
| To take care of school property and the school environment.                 | To use positive reinforcement and consistent redirection to promote positive behaviour.                                                                   | To inform the school—in a constructive way—of any difficulties, issues, or changes their child is experiencing at home or school, and to work together with staff to support their child. |
| To follow and understand the guidance of school staff members.              | To use consequences as teachable moments, ensuring they are reasonable and appropriate to the behaviour shown and considerate of students' diverse needs. | To support the school's behavioural policy and expectations.                                                                                                                              |
| Inform school staff about wellbeing concerns relating to oneself or others. | To create a safe and pleasant school and classroom environment for students and staff.                                                                    | 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:

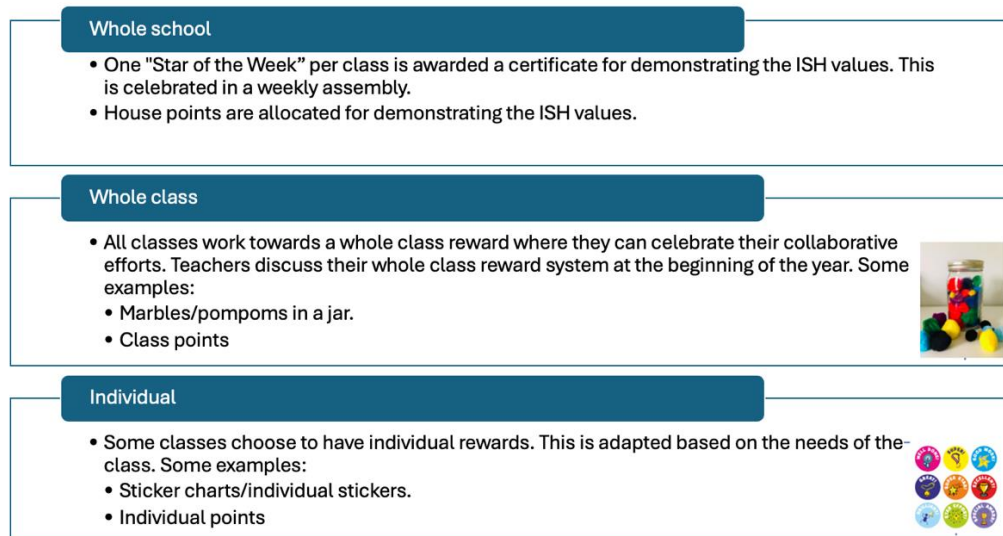
|           |              |              |            |
|-----------|--------------|--------------|------------|
| Adaptable | Communicator | Collaborator | Empathetic |
| Ethical   | Resilient    | Respectful   | Thinker    |

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

## Rewards

Staff members will praise and reward desirable behaviour to foster a positive atmosphere in the school and promote a child's positive sense of self. The philosophy behind celebrating behaviour is consistent across the school, though the ways it is put into practice may vary from class to class depending on the children's needs, wishes, and teacher preference. We also strive for children to be intrinsically motivated to make the right choices.

A whole-school House programme runs from Group 1 to Group 7, allowing students to earn House points by demonstrating the ISH values in each lesson. This helps students feel recognised and successful.



## 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 flowchart below is followed. The philosophy and procedure for addressing behavioral incidents is the same across the primary department, though it can be applied in different ways.

Children are always given opportunities to reflect on their behaviour and the chance to make better choices. If the behaviour continues after multiple attempts at redirection, they will receive a logical and meaningful consequence, along with an opportunity to reflect and improve. Consequences lead to learning; punishments lead to shame.

*"A consequence teaches; a punishment hurts. One guides a person toward better choices, the other simply makes them pay for a mistake."* –unknown

Children take part in a reflective, restorative conversation with the teacher. They are guided to:

- recognise the impact of their actions,
- suggest solutions to resolve the situation, and
- learn strategies to prevent recurrence in the future.

These conversations take place at the nearest available opportunity during lunch, break time, or golden time. In some cases, they may occur in a group setting where peer relationships have broken down.

**The process for corrective behaviour is as follows:**

Classroom behaviour:

- Students are made aware of their behaviour and redirected to make better choices.
- If needed, they are given a logical consequence – a logical consequence is linked to the behaviour.

**Examples of logical consequences:**

- If a child is not being safe on the bikes, they lose bike privileges for that day.
- If a child is not collaborating effectively after being redirected, they have to complete the project alone.
- If a child chooses not to complete their work during the lesson, they will need to finish it during golden time. However, they will be given the chance to complete it during the week if they have time after finishing other tasks. This allows them to earn back their golden time, as the delay of losing golden time can otherwise create unnecessary stress for the child throughout the week.

### **For ongoing negative behaviour:**

- A reflection form (different for Lower and Upper Primary) will be completed with the teacher on the day of the incident.
- The form is given to the Pastoral Lead or another staff member to discuss with the child at the next available moment.
- The form is then sent home so that parents can discuss it with their child.
- The child will then have the opportunity to restore the relationship through a guided conversation.

**International School Haarlem Behaviour Reflection Sheet**

How were you feeling?

How did you feel?

Draw or write about the situation in the boxes below:

What happened?

Did you hurt or upset someone else?

What can you do to make things better?

What could you do next time?

How can I (or other adults) help you?

**International School Haarlem Behaviour Reflection Sheet**

Circle or tick which zone or emotion you were feeling at the time you did it below:

Draw or write about the situation in the boxes below:

What happened? What did you do? Think about where you were, what happened before and what you did.

Who was affected by what happened? How were they affected by what happened? What zone might they be in because of this?

What can you do to make things better? E.g. have an apology conversation, write a letter, help clean up, complete work as home learning.

If you are in this situation again, how can you make sure you make a better choice? Think about: using strategies to regulate how you are feeling.

Where behaviour is persistent and no improvement is seen, further conversations will involve the parents, the pastoral lead, and, if necessary, the Head of School. In some cases, external agencies may be consulted for additional support.

### **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. In such cases, the Inclusion Team will be involved. They will create an individualised action plan (review forms) in collaboration with parents and teachers. The child's views will also be heard and considered.

When necessary, external agencies (such as child therapists, behavioural experts, or the CJG – Centrum voor Jeugd en Gezin) may be consulted.

We recognise that children respond differently to strategies, and it may be necessary to explore various interventions before finding effective ones. Action plans will be reviewed termly with parents and teachers to monitor progress, set targets, and assess 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

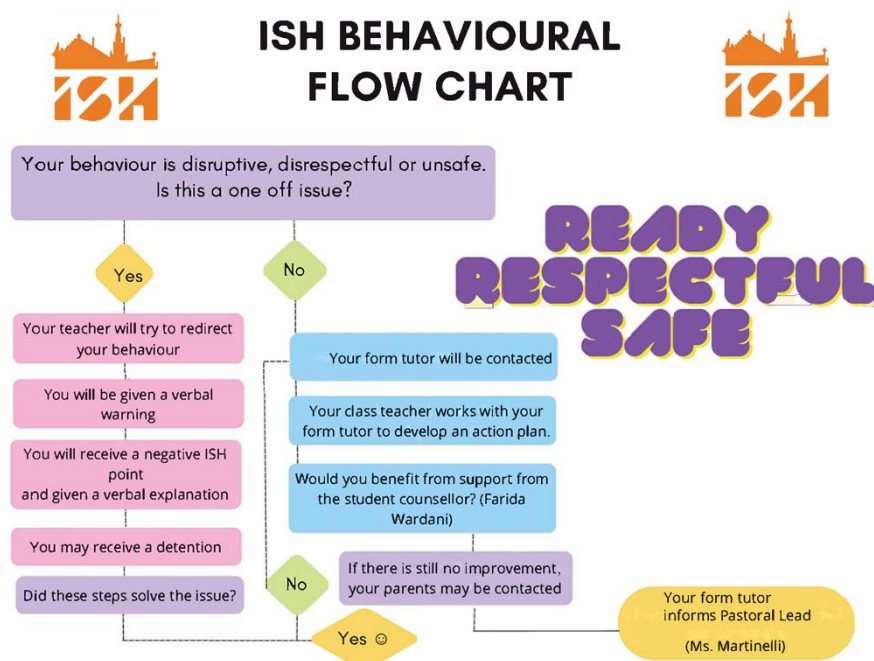
## This Code of Conduct explains:

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             |

**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.                                                      |
| 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                                             | Set clear expectations for out of school environments<br><br>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<br><br>Clear guidance for all members of staff regarding logistics and planning | 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
- 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.

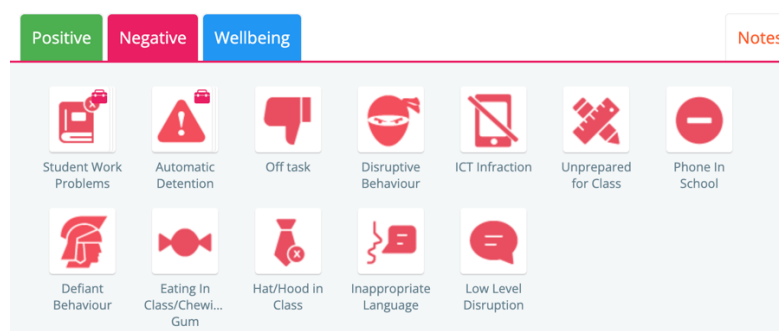
## 5. Anti-bullying

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.

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:

**Brendon Stephen, Primary**

[Brendon.stephen@twijs.nl](mailto:Brendon.stephen@twijs.nl)

**Danni Martinelli, Secondary**

[Daniela.martinelli@internationalschoolhaarlem.nl](mailto:Daniela.martinelli@internationalschoolhaarlem.nl)

**Hannah Mansbridge, Head of School**

[Hannah.mansbridge@internationalschoolhaarlem.nl](mailto:Hannah.mansbridge@internationalschoolhaarlem.nl)

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)

**Appendix A: Lower Primary reflection form**

**International School Haarlem**  
**Behaviour Reflection Sheet**

How were you feeling?

**How did you feel?**

|                                                                                    |                                                                                    |                                                                                    |                                                                                    |                                                                                     |                                                                                      |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |  |  |  |
| <b>stressed</b>                                                                    | <b>upset</b>                                                                       | <b>nervous</b>                                                                     | <b>angry</b>                                                                       | <b>worried</b>                                                                      | <b>other</b>                                                                         |

**Draw or write about the situation in the boxes below:**

What happened?

How did your behaviour make other people feel?

What can you do to make things better?

What could you do next time?

Is there any the adults can do to help you?

**Teacher to complete (if necessary):**

What did you teach or discuss to help the child not repeat this behaviour. These are strategies or actions that the child must do themselves to prevent the behaviour from reoccurring.

*I encouraged the child to:*

|                                                                                            |                                                                                       |                                                                                         |                                               |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------|
| Learn and practise a breathing technique:<br><br><hr/> <i>(Could also send to parents)</i> | Practice a script to learn <i>(also send to parents)</i>                              | Tell a staff member                                                                     | Move themselves away from the child/situation |
| Collect and use ear defenders                                                              | Take a quiet moment within classroom – sit in the book corner/journal/have some water | Take a break away from the situation – go for a walk in the playground/do some movement | Use the calm down corner/sensory area         |

Other:

---



---



---

**Signed (teacher)** \_\_\_\_\_

**Signed (child)** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appendix B: Upper Primary reflection form**

### **International School Haarlem** **Behaviour Reflection Sheet**

Circle or tick which zone or emotion you were feeling at the time you didn't behave appropriately.

**Draw or write about the situation in the boxes below:**

|                                                                                    |                                                                                    |                                                                                    |                                                                                     |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
| <b>Blue Zone</b><br>Sad<br>Bored<br>Tired<br>Sick                                  | <b>Green Zone</b><br>Happy<br>Focused<br>Calm<br>Proud                             | <b>Yellow Zone</b><br>Worried<br>Frustrated<br>Silly<br>Excited                    | <b>Red Zone</b><br>overjoyed/Elated<br>Panicked<br>Angry<br>Terrified               |

What happened? What did you do?

*Think about where you were, what happened before and what you did.*

Who was affected by what happened?

*How were they affected by what happened?*

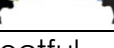
What can you do to make things better?

*E.g. have an apology conversation, write a letter, help clear up, complete work as home learning.*

If you are in this situation again, how can you make sure you make a better choice?

*Think about: using strategies to regulate how you are feeling.*

**Which ISH value did you not show?**

|                                                                                                |                                                                                                   |                                                                                                    |                                                                                                   |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Adaptable<br> | Collaborator<br> | Communicator<br> | Empathetic<br> |
| Ethical<br>   | Resilient<br>    | Respectful<br>    | Thinker<br>    |

**Teacher to complete:**

What did you teach or discuss to help the child not repeat this behaviour. These are strategies or actions that the child must do themselves to prevent the behaviour from reoccurring.

I encouraged the child to:

|                                                                                            |                                                               |                                                               |                                                                    |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------|
| Learn and practise a breathing technique:<br><br><hr/> <i>(Could also send to parents)</i> | Practice a script to learn <i>(also send to parents)</i>      | Tell a staff member                                           | Move themselves away from the child/situation                      |
| Collect and use ear defenders                                                              | Take a quiet moment within classroom – sit in the book corner | Take a quiet moment within the classroom – write in a journal | Take a break away from the situation – go and get a drink of water |
| Take a break away from the situation – go for a walk in the playground                     | Take a break away from the situation – do some stretches      | Use the Zen Den                                               | Talk to a trusted adult                                            |

Other:

---

---

---

**Signed (teacher)** \_\_\_\_\_

**Signed (child)** \_\_\_\_\_

**Date:** \_\_\_\_\_