



# **New Future International School**

## **2023-2024**

### **PYP Behaviour and Discipline Policy**





## **Policy Statement and Purpose**

This policy aims to promote the values of our School Mission Statement: *New Future International School aims to prepare peaceful, knowledgeable, and inquiring young learners who are endowed with a sense of value, meaning and personal integrity, and also encouraged towards global awareness and acceptance.*

And to link these with the attributes of the IB Learner Profile as IB Learners strive to be: *Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, Reflective.* The PYP Learner Profile conveys the rules that are important for positive and creative cooperation, that are important both in and out of school.

We aim to create a safe environment that is conducive to learning for all students. Furthermore, it will develop an awareness of how students' personal actions affect others and the overall school community.

This policy explains how NFIS seeks to develop our students' Social and emotional wellbeing within a caring community setting. It states our expectations of student behavior and how we address issues such as bullying.

## **Promoting Positive Behavior for Learning**

One of the key principles of building a positive behaviour for learning is to focus on strong communication skills. We believe that behaviour is always a form of communication. Understanding that children are communicating through their behaviour gives us the opportunity to respond in an informed manner. Effective communication skills have to be learned and developed on a continuous basis by staff and students.

The key approaches to behaviour at NFIS include:

- Proactivity
- Listening to students
- Consistency and shared language
- Early and positive behaviour interventions
- Redirection, distraction and calming strategies as appropriate

We reinforce positive behaviour in NFIS with a reward system which follows the 5Rs:

- Respect for Self and Others
- Respect for Learning
- Respect for Leadership
- Respect for Other Cultures and Languages
- Respect for the Planet and its Environment





## **BEHAVIOUR EXPECTATIONS**

Classroom essential agreements are developed and agreed upon with students during the induction period. They should be reinforced at the beginning of each term and as new students join the class. They are established in alignment with school-wide expectations and support the understanding and application of the IB Learner Profiles. Students receive positive reinforcement as well as clear and consistent consequences that focus on students becoming aware of their behaviour and taking responsibility for their own behaviour as appropriate.

### Repairing and Rebuilding Procedures at NFIS

we believe that every mistake presents a learning opportunity. Therefore, it is important that staff support students to reflect honestly on their own behaviour and that of others and consider how to make different choices in the future. We may use one or more of the following approaches in order to encourage this insight and change.

- One to one discussions
- Conferences between all parties involved in an incident
- Class teacher check ins
- Parent meetings
- Behaviour Monitoring Agreements
- Individual Behaviour Plans
- Counselling



## POSITIVE CONSEQUENCES

Examples of Positive Behaviour in Action	
<b>Respect for others:</b>	<ul style="list-style-type: none"> <li>● Respecting others</li> <li>● Praising others</li> <li>● Helping others</li> <li>● Welcoming and caring for new students</li> <li>● Reporting bullying</li> <li>● Greeting others</li> </ul>
<b>Respect for self:</b>	<ul style="list-style-type: none"> <li>● Being truthful</li> <li>● Independently dressing/undressing</li> <li>● Being truthful when conflicts arise</li> <li>● Reporting bullying</li> </ul>
<b>Respect for Learning:</b>	<ul style="list-style-type: none"> <li>● Demonstrating appropriate behaviour in classroom</li> <li>● Demonstrating appropriate behaviour in/outside of classrooms</li> <li>● Demonstrating appropriate use of technology</li> </ul>
<b>Respect for Property</b>	<ul style="list-style-type: none"> <li>● Hanging backpack and coats in appropriate place</li> <li>● Picking up trash</li> <li>● Helping sort trash</li> <li>● Reporting damage in bathroom, to facilities and/or equipment</li> <li>● Reporting theft</li> <li>● Returning lost items to "lost and found area", the school office</li> </ul>
Positive Consequences Include	
<ul style="list-style-type: none"> <li>● Verbal feedback to students / parents on good behavior from teachers.</li> <li>● Complimentary notes to the students from students/teachers/ principal</li> <li>● Complimentary notes to the parents from teachers/principal</li> <li>● Community-wide recognition.</li> <li>● Encouragement and praise for self-respect</li> </ul>	



## NEGATIVE CONSEQUENCES

NFIS discipline procedures are consistent school wide. When our agreements are broken, there are a progressive set of consequences and/or procedures that are followed to preserve a safe learning environment.

In case of misbehavior, students need to reflect on their behaviour in order to make better decisions in the future, but also to teach them a sense of responsibility for their own behaviour.

### **THREE LEVELS OF INCIDENT:**

- Minor Incident: a typical behaviour that didn't result in serious harm to self, others or property and which occurred spontaneously.
- Significant Incident: a behaviour which might be repeated or which shows a degree of premeditation and which results in more serious harm to self, others or property.
- Severe Incident: a behavior which causes severe damage to property or to others and which shows disregard for the safety and wellbeing of others.

Classification as significant or severe will follow the above guidelines, but is ultimately at the discretion of a member of the teaching staff. The age of the child will be taken into consideration when determining the severity of an incident.

For significant incidents, the action plan will commence from step 3 or 4. For severe incidents, the Plan will commence from steps 5 or 6.





**Action Plan for minor/significant/severe incidents on the field/playground and all the school premises in the PYP**

1. Teacher talks to the child – **3/4 oral warnings.**
2. Teacher talks to the child to reflect on their actions **and** incident is documented on LMS – **3 written warnings.**
3. Teacher talks to the child to reflect on their actions. Parents are informed (via email, phone or in person) **and** the incident is documented in the behaviour record on LMS.
4. Student is sent to the principal or other senior staff member **and** counsellor. The incident is documented on LMS, sit in the reflection corner, **and** parents are informed (via email, phone or in person).
5. Parents come into school for a discussion with class teacher. Student is put on a behavior report for up to 2 weeks. **Last warning before suspension.**
6. Student is internally suspended **and** parents are informed (via email, phone or in person).
7. **Student is sent home for the day. Parents must immediately pick up their child.** Parents are called into school for a face-to-face meeting with the principal and/or senior staff members and counsellor.
8. Child is externally suspended from school for between 1 and 3 days, depending on the severity of the case.
9. As a last step, the student will be expelled from school. This decision is made on a case-by-case basis and will be made collectively by a group of senior teaching staff, led by the school principal.





## EXAMPLE BEHAVIOURS

As an IB school our students and teachers together decide what does and does not constitute acceptable as part of our essential agreements. However, we would also feel it is important to outline certain behaviors that we consider particularly serious. These are detailed below. *\*All of the following behaviors can be considered serious or severe if they occur in a context which makes them more likely to cause serious harm, for example pushing on the stairs, or throwing a heavy object.*

**\*Any of these behaviors will be treated as significant. The plan will go directly to step 3 or 4.**

**\*\*Any of these behaviors are considered severe, and will go directly to steps 5 or 6.**

Examples of Inappropriate Behavior	
<b>Respect for others (physical harm)</b>	<ul style="list-style-type: none"> <li>● Pushing, shoving*</li> <li>● Fighting **</li> <li>● Rough play*</li> <li>● Biting**</li> <li>● Scratching, tripping*</li> <li>● Throwing objects*</li> <li>● Using/possessing objects that could cause serious injury*</li> <li>● Inappropriate touching self/ others*</li> <li>● Touching without consent*</li> </ul>
<b>Respect for others (emotional harm)</b>	<ul style="list-style-type: none"> <li>● Teasing</li> <li>● Verbal harassment*</li> <li>● Insulting comments about intelligence, size, ability, race, colour, religion, gender, physical appearance, ethnicity or sexuality**</li> <li>● Gossiping</li> <li>● Exclusion of others from games, conversations*</li> <li>● Being dishonest</li> <li>● Intimidation, bullying or abusive behaviour*</li> <li>● Defiant behaviour - for example answering back or refusing to follow adult instructions.*</li> <li>● Online harassment of others.*</li> </ul>



<b>Respect for self</b>	<ul style="list-style-type: none"> <li>● Plagiarism or cheating in assessments*</li> <li>● Disrupting class</li> <li>● Disrespectful behavior</li> </ul>
<b>Respect for learning</b>	<ul style="list-style-type: none"> <li>● Being late</li> <li>● Disrupting the learning process</li> <li>● Not respecting one's work and the work of others</li> <li>● Not following classroom essential agreements</li> <li>● Bringing games/toys/electronic equipment that is not permitted.</li> <li>● Unpermitted use of mobile phones in school</li> </ul>
<b>Respect for property</b>	<ul style="list-style-type: none"> <li>● Damaging or mishandling property- broken windows, table scratches, Writing on objects, defacing bathroom or other areas, writing on wall etc*</li> <li>● Deliberately damaging property of others**</li> <li>● Littering</li> <li>● Stealing**</li> </ul> <p>Damaged property will result in a bill to the family of the student at fault.</p>

**Internal Suspension:**

During Internal Suspension a student will complete their learning in a supervised setting away from their class group, for a fixed period of time - usually a half or full day depending on the behaviour being addressed. The purpose of Internal Suspension is to give students a 'cooling off' period where they can reflect on their behaviour and reset before returning to class. Parents will be informed when their child has been internally suspended. A parent meeting may be required as part of the resetting and reintegration into the class community.

**Exclusion**

There are two different types of exclusions – temporary and permanent. Both would involve the student in questions remaining at home. It is our goal to solve problems within the school context and so exclusions of any kind are a serious step, decided upon by the SLT, not an individual staff member acting alone.

Exclusion is used when behaviour has seriously affected the rights of other students or teachers. Parents will be informed of the nature of the behaviour and terms of the exclusion (including time frame). In most cases class work will be provided to be completed during the exclusion period.





### Temporary Exclusion

All students excluded for a fixed period are expected to be able to return to the school as soon as the period of exclusion has expired and submit the homework assigned in this period of absence. On return to the school, we will

- Interview the parents and student
- Discuss strategies for improvement
- Establish plans to monitor behaviour

### Permanent exclusion

Permanent exclusion will be used as a last resort when all other reasonable steps have been taken and when allowing the student to remain in the school would be seriously detrimental to the education or welfare of the student and other members of the school community. Only the SLT has the authority to exclude a student (temporary or permanent) from School.

### **Support for Staff**

The school counsellor will offer strategies for specific students. The Academic Leadership Teams are available to support staff members to address particular students or parents. Year Level Meetings will identify patterns of behaviour across subjects and colleagues can offer strategies that are working for them.

