

The safety of each child is our highest priority. We believe that a positive academic and social climate is necessary for student learning. We also believe that responsibility for establishing this climate is shared by each student, faculty members and parents. As adults we encourage positive behaviour by modelling the correct behaviour using our IB profiles and attitudes.

We value having students follow reasonable rules, and it is important for students to understand their purpose. Part of the learning process involves making decisions and sometimes making mistakes. However, we expect that students will learn from their mistakes and demonstrate growth.

In our classrooms or the playground, conflict can often be deterred with redirection, reminders and the provision of alternate choices. When a student's behaviour falls below the basic expectations of the school, students will be encouraged positive rather than negative in its approach and, while maintaining respect for the student, will ensure that the classroom learning environment is preserved.

Children are reminded of previously made essential agreements and expectations and prompted to respect the needs of others. Depending on their age and ability to reason, they are encouraged to reflect back on an incident and resolve to make better choices in the future. Sometimes, privileges are withdrawn so they can learn the connection between their actions and logical consequences.

Friction between children may be left uninterrupted but closely supervised, providing them with practice in problem-solving and conflict resolution. Aggressive behavior, however, is stopped immediately and calmly by the teachers and discussed privately with the child or children involved. A student may be asked to sit quietly to regain self-control and may be removed from the activities of the other children for a short time, but children are never completely isolated from others.

Disciplinary actions include but are not limited to:

- In Early Years we use our Essential Agreements which students will decided on during the first week of school.
- These agreements will be reinforced throughout the year.

When student behaviour are below expectations:

- Time to calm down, reflect, talk through our actions and may involve drawing.
- Partial loss of recess breaks in the school day. Usually this amounts to a minute for every year of a child's life.
- Hence, if a child is four years old he/she may miss out on 4 minutes of social activity.
- If students demonstrate lack of control, they may be safely removed from the class activity or lose privileges for a predetermined set time. Please note that when a students is removed from an activity we refer to it as 'reflection time' and not 'time out'. Classroom Behavior Management Plans are established at the start of each academic year. The teachers should wait until four weeks from the beginning of term to evaluate whether students are meeting behavioral expectations in the classroom. If there are students working on Individual Behavior Plans, their progress should also be assessed at the end of four weeks to determine whether they should continue on the same plan or not.

## Behaviour intervention plan

If the student fails to comply with the behavior agreements and does not demonstrate significant improvement in behavior, the teachers are encouraged to request additional support of the Inclusion Department from the Head or Deputy Head of Early Years. Teachers will complete a referral form that highlights the student's challenges, previously applied strategies and the student's overall response to intervention. The Inclusion Department will evaluate individual needs of the student and offer appropriate support.

Any behaviour related issues should always be first brought to the attention of the teacher immediately responsible for the child/children. This may not necessarily be the classroom teacher at first.

The chart below illustrates the roles and responsibilities of our community members. It is imperative that all teachers and parents adhere to the structure below. Should a community member choose to skip levels, it can be expected that he/she will be referred to the correct level.

