

Introduction

Our goal is for community members to take ownership of their actions and understand the link between their behavior and its effects on others. Behaviour expectations are created in line with our core values. We strive to foster intrinsic motivation in our students and positive members of the larger community. We uphold the IB Learner profile characteristics and use these in our code of conduct and character development. We believe that a positive academic environment is necessary, and the responsibility for establishing this climate is shared by all students, faculty members and parents.

Procedure

The school has in place specific systems and procedures for and managing behaviour expectations. Each school section has a dedicated pastoral care team that works with the students, faculty members, and parents to understand and manage behaviour expectations. These teams, systems and procedures are tailored to each section of the school for maximum efficacy and to match best practices for separate age groups. Each school section applies a leveled approach to behaviour management that begins with the classroom teacher and could ultimately be escalated to the Head of School, who may refer to KHDA for ratification. SISD recognizes that the school has a responsibility to provide for the safety and wellbeing of students while they are in school or are involved in a school activity.

Consequences

When a student does not meet agreed behavior expectations, there are systematic consequences, informed by contextual elements such as, but not limited to, the severity and frequency of the behaviour. The purpose of such consequences is to affect a positive change in a student's behaviour. To this end, it is invaluable to first allow students to assume responsibility for their actions. For this reason, the lowest levels of incidents will be recorded at the school, but may not be reported to parents.

Behaviour that is repeated and/or deemed to reflect a more serious breach of the code of conduct is escalated and more serious consequences follow. These consequences, and the individuals responsible for issuing them, are tiered.

Below is a sequential list of potential consequences:

- Reflective exercises
- Extra academic work
- Removal of privileges (break time, recess, use of certain facilities)
- Lunch detention
- After-school detention*
- Verbal Reprimand**
- Written Reprimand**
- Internal suspension**
- External suspension***
- Ultimatum***
- Expulsion***

*Parents will be contacted; subject to approval by Deputy Head (Pastoral) of Section.

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This list is not meant to be exhaustive but is demonstrative of potential consequences. SISD holds the right to assign any of these consequences at any point should a student's behaviour be found to warrant immediate escalation. All behaviour consequences are considered carefully and decisions made after deliberation.

Scope of this policy

This policy covers behaviour during the school timings as well as during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.

Social media

With specific regard to the use of and participation in social media outlets and/or forums:

- Parents and students in all grade levels using any social media forum must, at all times, demonstrate respect for the members of the school community (including all students and personnel);
- Parents and students must not breach confidentiality, defame or make threats to any person in the school community;

Early Years Behaviour Procedure- I pé

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.

We value having students create essential agreements with their teachers and parents. It is important for students to understand the desired behavioural outcome. Part of the learning process involves taking on responsibility, learning from experiences and demonstrating a growth mindset.

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 does not meet desired expectations of the school, students will be encouraged positively, while maintaining respect for the student, and ensure that the classroom learning environment is preserved.

Students co-create essential agreements that serve as reminders for expected behaviour. These agreements reflect on individual needs and the needs of the classroom. Developmentally appropriate reflections are encouraged to reflect on behaviour and make positive choices in the future. Appropriate restorative practices are encouraged to enable the student to draw links between actions and consequences.

Friction between children may be left uninterrupted but closely supervised, providing them with practice in problem-solving and solution finding techniques. Unsafe behaviour (including aggression) is stopped immediately and calmly by the teachers and discussed with the child or children involved. A student may be asked to carry out an individual reflection while practicing relaxation techniques. If a child presents a threat to his/her safety, he/she may be immediately removed from the classroom until it is safe to return.

When student behaviour does not meet expectations:

- 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.
- Time to calm down, reflect in creative ways which may include guided play, drawing, writing or guided conversations, talk through our actions and may involve drawing.
- Restorative practices may be personalised to meet the needs of each individual student and are not limited to the above.

Students are encouraged to adapt to a safe and positive learning environment at the beginning of each year. Following the initial settlement period which may vary for each child, teachers reflect on appropriate approaches to support behaviours.

Behaviour intervention plan

Any behaviour related concerns should always be first brought to the attention of the teacher immediately responsible for the child/children including specialist teachers. If the student is unable to follow essential agreements and does not demonstrate desired behaviour, the teachers are encouraged to seek support from the pastoral team including the specialist team. Teachers will complete a referral form that highlights that highlights significant strengths and needs of the student. This may also include classroom interventions and response to positive behaviour modelling. . This information is used to inform personalised student support plan.

The grid 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.

Level 1	Classroom support	All Teachers, including specialists engage in positive behaviour activation and modelling techniques
Level 2	Pastoral Intervention	The pastoral team supports the student with personalized approaches to help achieve desired behaviour. Specialist teams may support as needed.
Level 3	Health and Safety intervention	Early Years Leadership collaborates with parents to create a safe plan for students' wellbeing at school.
Level 4	Progress Review	Head of School may be consulted, along with the student team (teachers, parents, EY leadership) to review student progress in response to behaviour interventions.

Primary Years Behaviour Procedure

Introduction

In the Primary Years, pastoral care and emotional well-being is at the heart of everything we do, supporting our core value of togetherness. Our goal is for students to take ownership of their actions and begin to understand the link between their behavior and its effects on others. Student behaviour expectations are co-constructed with students and teachers and are in line with our core values and those of the IB Learner Profile. We believe co-constructing these agreements results in students who are intrinsically self-motivated to be positive members of our community. Agreements can be constructed at individual, grade and whole school levels.

Roles and Responsibilities

Role of the Student

It is the shared responsibility of students to respect the behaviour agreements co-constructed with all adults and students in school. This will lead to students who are intrinsically motivated, accountable for their actions and capable of establishing and maintaining positive relationships. Students who follow the agreements made will be empowered to demonstrate the IB Learner Profile Attributes.

Role of the Teacher and Support Staff

Teachers use positive behaviour management strategies to promote a happy and healthy learning environment for students through verbal praise and positive feedback, house points etc. Responsibilities of the teacher are to:

- Co-construct essential behaviour agreements and related consequences with students
- Praise children on individual/group basis
- Provide students with informed choices
- Record patterns in behaviour
- Be consistent, treating each student with the same respect and understanding
- Share positive and negative consequences with parents regularly and systematically
- Be a positive role-model, demonstrating positive relationships with community members
- Follow escalation procedure when negative behaviours are repeated, seeking support of grade coordinator or Pastoral Care Team as appropriate

Role of the Parent

The school works collaboratively with parents so children receive consistent messages about behaviour expectations and related consequences. We aim to build a supportive dialogue between the home and the school. We expect parents to be aware of and support behaviour agreements that have been co-constructed, cooperate with the school, support their child's journey through social and emotional development, and support the school's decision when applying consequences to deal with any specific incident/ issue.

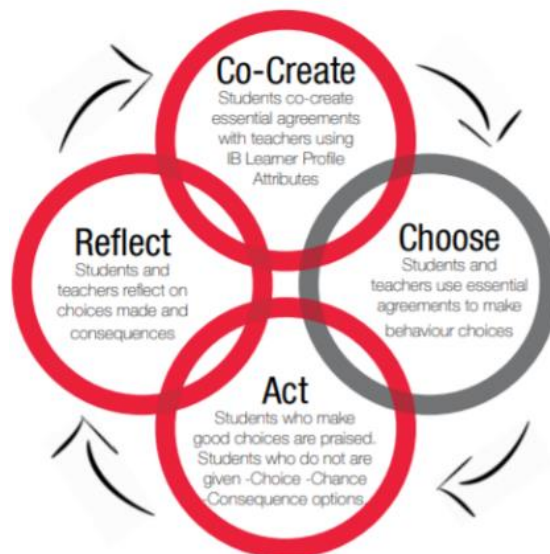
Consequences

At SISD, consequences are defined as results or effects that can be positive or negative. These are implemented and reinforced through the IB learner profile attributes, our Moral Education curriculum and our House Point system, and are co-constructed and directly related to essential agreements.

Positive Consequences

Positive behaviour is rewarded with a positive consequence in order to promote a happy and healthy learning environment for our students. All rewards are aligned with health and safety procedures. Sugary or junk foods are not used as a reward. Examples of rewards include:

- Verbal praise and positive feedback
- Celebrating excellence through class, grade or whole-school assemblies
- Teacher email, discussion or phone call with parent
- Meaningful additional recreational time
- House points
- Free browsing on devices is not used for reward.



Negative Consequences

When a student's behavior falls below the expectations communicated through behaviour agreements, a negative consequence is applied. While maintaining respect for the student, this approach will ensure that the safe learning environment is preserved and that positive choices and consequences are highlighted. Repeated behaviours will be logged on our online behaviour management system. Our goal is for students to think, act, choose and reflect while accepting responsibility for their actions and beginning to understand the link between their behavior and its consequences. The following approach is taken by teachers:

Level	Step	Action	Example	Responsible
1	1	Teacher highlights agreement not being met	"Which agreement are you not demonstrating?"	Teacher
	2	Student is given a choice (Students who make a good choice at this point should be acknowledged verbally)	"What should you do next?" "Good choice/ Thank you"	Teacher
	3	Teacher explains consequence and student is given time and space to calm down, reflect and make a choice	"You can choose to resume your inquiry or..."	Teacher
	4	Teacher follows through with consequence and incident is logged on iSAMs	Reflection, journaling, partial loss of play time <i>(Age specific: 7-year-old loses 7 minutes play etc.)</i>	Teacher
	5	Teacher resets and repeats steps 1-4 After the third cycle the student is referred to the Grade Coordinator who logs on iSAMs, administers consequences and informs parents	"Now that you have completed your consequence you can continue learning. Remember our Essential Agreements"	Teacher
2	6	Grade coordinator reflects with student Behaviour is logged on iSAMs Parents informed via email, phone call or meeting Individual Essential Agreements may be co-constructed Students and parents informed that a repeat will result in meeting with the Pastoral Care Team	"You will be reflecting with me today because you were unable to follow your class Essential Agreements. I will be informing your parents"	Grade Coordinator
3	7	Repeated behaviour is addressed by Pastoral Care Team	Parent meeting Individual behaviour plan	Pastoral Care Team
4		Head of Primary School Intervention	Failure to respond to previous plans/ severely disruptive behaviour	Head of Primary School
5		Head of School Intervention	Failure to respond to previous plans/ extremely disruptive behaviour	Head of School

If students demonstrate lack of control, they may be safely removed from the class activity or isolated by removing classmates. Pastoral Care Team should be informed. Further actions may include but are not limited to suspension and/or written notice announcing refusal to re-enroll the student in the school.

Support measures

Restorative Practices

At SISD we foster and enable students to engage in restorative practices. These promote inclusiveness, relationship-building and problem-solving, through methods such as co-construction, reflection, student led consequence creation and focus on action taking that supports all parties with an emphasis on resolution and personal growth.

Instead of punishment, consequences are used to encourage students to reflect on and take responsibility for their actions and come up with plans to repair harm. Students learn that our actions can have negative and positive consequences.

House Point System

The student population is distributed into four houses, Bern, Geneva, Lugano and Zurich. Each house has student representatives from Grade 1 to Grade 5 as well as teachers. Children of a family are assigned to the same house to develop identity and support togetherness. The house point system allows for accumulation of points every month until the end of the academic year. The house teams work together to earn points as individuals, small groups and as a whole house under four categories- Sport, Academic, Culture and Spirit. The winning house with the most accumulated points is rewarded under each category. All staff members of the school community are responsible for awarding house points. The points are collected per child by the class teacher using reward charts in the classroom. The points for each house are added up and displayed publicly in the school. The winning house wins the reward for the respective period.

Major disciplinary measures

Suspension & Expulsion

If a serious problem occurs where any student's safety is threatened or there are concerns which remain unresolved after several strategies have been tried, a student may be placed on suspension for a designated period of time. Suspension will first be in-school or at home. In order for a student to be readmitted to class, a conference between the Head of Primary, Pastoral Care Team and the parents will be required. During a home suspension, a student is not permitted to be on campus or to participate in any school related activity. Repeated suspensions may result in expulsion of the aggressor from the school. The matter will be referred to KHDA for ratification.

Physical Aggression

Physical aggression is behavior causing or threatening physical harm towards others. Witnessed or proven physical aggression towards community members, demonstrating lack of self-control, may lead to:

- STEP 1: Safely removing the individual from the class activity or isolation through removal of classmates
- STEP 2: Temporary in-house suspension (half or full day)
- STEP 3: Temporary suspension at home

Should the physically aggressive behavior continue, at the discretion of the school, decisions regarding refusal to re-enroll the student may be taken. The school encourages seeking external professional support in the case that physically aggressive behavior continues.

Secondary School Behaviour Procedure

Introduction

In Secondary School we encourage students to strive consistently for excellence. We nurture and support the right behaviour for quality learning. Students and staff cooperatively establish and commit to essential classroom agreements that allow for development of positive learning environments. Students are encouraged to take responsibility for their actions in order to demonstrate student ownership of their learning. Celebration of student achievements is closely linked to the IB learner profile, and the SISD BEST values.

Positive Consequences

Award	Description	Awarded By	House Points Value
House Points	Awarded for positive behaviour	All staff	1
Excellence Note	An Excellence Note is awarded by teachers for an individual instance of excellence which is not recognized through a formal grade.	All staff	2
BEST Award	Awarded for acts that embrace the core values of SISD	Grade & Subject Coordinators, SLT	5
Academic Merit	Awarded as a result of outstanding academic effort which goes well above and beyond that of which would merit an excellence note. Examples of such effort might include achieving high marks across criteria in a range of subjects, contributions to Interdisciplinary units or service learning or other academic projects.	Deputy Head of Secondary (Academics)	10
Pastoral Merit	Awarded as a result of outstanding effort as a global citizen, contributions to service learning or community initiatives.	Deputy Head of Secondary (Pastoral)	10
Commendation	Awarded as a result of exceptional academic or pastoral commitment over a range of various areas.	Head of Secondary	20

In the interest of maintaining a clean, distraction-free learning environment, students are not permitted to eat or drink in the classroom with the exception of approved celebrations and water. Chewing gum is not allowed on campus.

Negative Consequences

If behaviour is such that learning is disrupted, the following referral process and interventions may be followed:

Referral Level	Responsible	Possible Behaviours	Possible Interventions
1	Classroom Teacher/Duty Teacher	<ul style="list-style-type: none"> • Chewing gum/eating/drinking in unauthorised areas • Disrupting the learning of others • Uniform violation • Incomplete class/homework • Littering • Missing lesson equipment • Non compliance to instructions • Tardiness • Non engagement in lessons • Unauthorised use of elevators/fire escape/restricted areas 	<ul style="list-style-type: none"> • Verbal warning outlining concerns • Loss of personal time to complete tasks • Students to make verbal or written apology
2 Pastoral	Homeroom Teacher	<ul style="list-style-type: none"> • Repeated Level 1 behaviour • Disrespectful behaviour • Inappropriate conduct during break/transition time • Inappropriate use of language • Inappropriate use of technology, equipment or materials 	<ul style="list-style-type: none"> • Notification to parents • Lunch time Reflection. • Student Action Plan • Loss of personal time to complete tasks • Student monitoring card
2 Academic	Subject Coordinator	<ul style="list-style-type: none"> • Formative assessment non submission • Summative assessment non submission 	<ul style="list-style-type: none"> • Notification to parents • Lunch time Reflection • Loss of personal time to complete tasks
3	Grade Coordinator	<ul style="list-style-type: none"> • Repeated level 1/2 behaviour • Direct defiance to staff request • Inappropriate use of language towards staff • Derogatory comments or gestures • Leaving school without authorisation • Inappropriate use of language towards staff • Unauthorised absence from class • Damaging school property via carelessness • Low level violence, not resulting in injury • Threatening or intimidating behaviour • Unauthorised sale or distribution of goods on school grounds, school transport and/or at school sanctioned events 	<ul style="list-style-type: none"> • Notification to parents • Parent meeting • Lunch time reflection • Temporary loss of privileges • Student monitoring card • School community service

4 Pastoral	Deputy Head of Secondary (Pastoral)	<ul style="list-style-type: none"> • Repeated level 1/2/3 behaviours • Bullying • Fighting • Theft • Moderate violence, resulting in minor injury • Vandalism of personal items belonging to others • Vandalism of school environment and/or its contents 	<ul style="list-style-type: none"> • Notification to parents • Meet with parents • Loss of personal time after school • Temporary loss of privileges • Reflection • In school suspension • Student monitoring card
4 Academic	Deputy Head of Secondary (Academic)	<ul style="list-style-type: none"> • Plagiarism/academic dishonesty 	<ul style="list-style-type: none"> • Process as outlined in Academic Honesty Policy
5	Head of Secondary	<ul style="list-style-type: none"> • Repeated level 1/2/3/4 behaviours • Actions that threaten the health, safety and/wellbeing of others • Altering/tampering with assessments/school records • Possession of weapons of any kind • Premeditated attack on another person • The possession, use, sale or distribution of tobacco, alcohol, vape, and/or drugs on school property, school transportation and/or at school sanctioned events • Violation of school guidelines that endangers the reputation of the school or other students 	<ul style="list-style-type: none"> • Major disciplinary measures as outlined below.

A lunchtime reflection is awarded:

- When a student has been awarded a Level 2 referral for repetitive level 1 behaviours.
- when a student continues to disrupt an activity after having been awarded a Level 2 Referral .
- when behavior falls far short of reasonable expectations

Lunchtime reflections take place Sunday through Thursday from 12:20 until 12:45. Students will be required to complete a reflection form where they reflect on their behaviour. Students are not permitted to choose what they work on and laptops are prohibited.

A Thursday reflection is awarded

- when a student fails to arrive on time to a lunchtime reflection
- if a student is awarded more than three lunchtime reflections in a semester
- when the Deputy Head of Secondary (Pastoral) identifies that there has been a more severe disruption than that which would normally merit a lunchtime reflection.

Thursday reflections take place each Thursday from 15:45 to 16:45 and are authorized by the Head of Secondary School. Parents are informed at least 24 hours in advance. A Thursday reflection replaces any scheduled After-School Activity (either internal or external) and the school bears no liability for lost fees in this regard. Moreover, parents are responsible for organising pick-up from school and communicating this to the Secondary School administration team. A failure to attend a Thursday reflection results in immediate suspension.

Support Measures for Specific Scenarios

Monitoring

If there is evidence of a sustained behavioural problem, a monitoring period will be implemented in which a student's behaviour is regularly reviewed by his or her homeroom teacher, in the first instance. If necessary, this monitoring will escalate to the grade coordinator, then to the Deputy Head of Secondary (in pastoral cases) or to the MYP Coordinator (for purely academic matters), and thereafter to the Head of Secondary School.

Monitoring is designed to serve as a support mechanism for students who have come to require a formal system by which they can reflect upon their behaviour with the ultimate goal of personal development. Students under monitoring will discuss and agree upon goals to work toward and will receive regular feedback on their progress. While monitoring is part of the behaviour plan, it is important to note that it is a support mechanism and not a punitive measure.

Three academic notices in a month will trigger a review of the student's academic standing by grade coordinators. Should it be deemed necessary, this may result in the student being placed on Academic Monitoring.

Vaping and smoking

SISD is a smoke-free campus. Students are strictly forbidden from possessing, consuming or distributing any vaping or smoking materials on campus. If a student does not comply with this expectation, they will receive a Verbal Reprimand in the first instance (for possessing or consuming) or a Written Reprimand (distributing). Subsequent breaches would be handled as per the defined escalation ladder under "Major Disciplinary Measures."

In addition to students being referred to the behaviour protocol, incidents of vaping and smoking will be treated as potential threats to students' well-being. Students will be counselled about the ill effects of such activities and given support in their efforts to cease. Students may also be asked to conduct research and make a presentation on vaping, smoking, tobacco, nicotine etc.

Major Disciplinary Measures

Serious or sustained breaches of the spirit of the school's philosophy will result in the following outcomes:

Verbal Reprimands are logged in iSams, valid for a period of up to 8 school weeks, parents are contacted and may be accompanied by additional consequences such as after-school detention.

Written Reprimands are logged in iSams, valid for a period of up to 8 school weeks, parents are contacted, a letter is sent home and may be accompanied by additional consequences such as internal or external suspension.

Suspension (internal)- student attends school but does not go to their regular classes. Student stays in the office and completes work independently.

Suspension (external)- student does not attend school for a set period of time. It is the responsibility of the student to actively seek the support and guidance of their teachers concerning work missed and how it should be turned in.

Ultimatum- In cases where it is determined that a student has repeatedly and/or severely breached the behaviour expectations of the school, an ultimatum is issued. Ultimatums have validity periods of up to the remainder of a student's time at SISD and state that another serious breach of the behaviour expectations will result in the student being refused re-enrollment or expelled.

It is expected that students, parents and teachers work together to sustain our positive learning environment.

Review

This policy is review at least every two years by the Pastoral Care team and approved by the Deputy Head of School.