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EUROPEAN SCHOOL
BRUSSELS IV

Nursery & Primary

Behaviour
Policy

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Introduction and aims

This policy has been developed with the aim of providing a full set of guidance for teachers, parents and all staff regarding the promotion of desired behaviour in the children of the school and to clarify the measures in place to guide children to achieve these aims.

The policy is aligned with the general aims of the European Schools; to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond.

The policy outlines our expectations and general principles in terms of behaviour management, our systems and processes in place to promote and manage behaviour and the tools we have put in place to ensure that this happen.

By following this policy, our aim is to ensure that children;

- feel safe at school;
- can work in a peaceful, productive learning environment;
- can expect their parents and staff work together to support them;
- be free from inappropriate or threatening behaviour, abuse and intimidation;
- make good choices and take responsibility for their actions.

Our expectation is also to ensure that staff;

- promote positive behaviour in school at all times;
 - maintain clear expectations
 - regularly praise positive behavior
 - take time to build relationships with children
 - enable children to develop self-esteem
 - be visible around the school
 - be mindful of the safety of children
 - communicate any issues or concerns with relevant staff
 - have a consistent approach and course of action when dealing with inappropriate behaviour.
 - promote a positive climate in class, including time for dialogue and reflection
- teach children in a calm and positive environment;
- receive parental support to manage behaviour and aid learning;
- be treated in a professional and respectful manner by other staff, parents and pupils
- be free from inappropriate or threatening behaviour, abuse and intimidation.

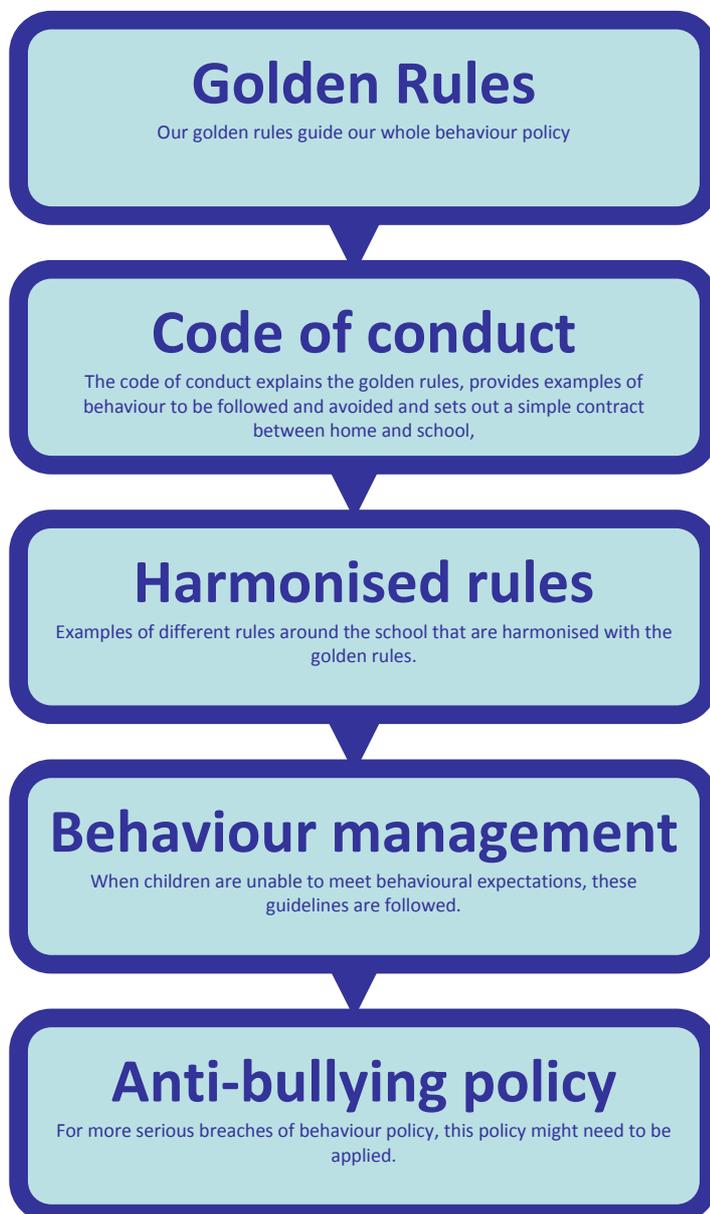
We welcome visitors to our school and expect that they too will observe this policy and act as positive role-models.

Specifically, the success of this policy is also dependent on the full and consistent cooperation of all parents. Specifically, we expect that parents;

- support the school when dealing with poor behaviour;
- fully support positive behaviour in their children through praise and encouragement;
- actively discuss the code of conduct with them;
- inform the school of any issues or concerns which may affect behaviour in school;
- treat all staff with professional courtesy;
- collaborate and cooperate with the school when there are problems with behaviour are identified.

Policy structure

The sections of the document relate to one another in the following way:



The appendices contain all relevant documents needed to implement this policy.

School Golden Rules

In September 2010 we launched our school Golden Rules. These rules are simple and universal and are intended to simplify the many codes that exist in and around the school.

All elements of our behaviour policy, including the code of conduct and specific rules and codes for different times of day align to these simple rules.

- **Do behave and work well**
We behave in a way which allows everyone to work and play in harmony.
- **Do be respectful and polite**
We talk and behave in a polite and respectful manner.
- **Do listen and act sensibly**
We listen carefully and carry out instructions sensibly.
- **Do move around carefully**
We move quietly and sensibly around the school.
- **Do look after property**
We take care of our school and personal property, work and displays.

Copies of our golden rules are available in Appendix 1.

Code of Conduct

Pupils at the European School Brussels IV have the right to an education, which offers them every opportunity to attain their full potential. The management, teaching staff and support staff are here to create the circumstances to allow this to happen. The whole school community assists in this process.

Our code of conduct sets out in simple terms, examples of behaviours we expect to see if the children are following the golden rules in every aspect of school life.

Golden Rule	Examples of behaviour
<p>Do behave and work well</p> <p>We behave in a way which allows everyone to work and play in harmony.</p>	<ul style="list-style-type: none"> • Always try your best in class • Complete all homework on time and to the best of your ability • Work well with other children in your class.
<p>Do be respectful and polite</p> <p>We talk and behave in a polite and respectful manner.</p>	<ul style="list-style-type: none"> • Respect self, fellow pupils, teachers and other adults • Respect the people of other cultures and nationalities • Show tolerance towards others • Take responsibility for words and actions • Be friendly and co-operative • Use friendly, appropriate language • Deal with problems by talking to each other
<p>Do listen and act sensibly</p> <p>We listen carefully and carry out instructions sensibly.</p>	<ul style="list-style-type: none"> • Be courteous, well-mannered and well-behaved • Take responsibility for words and actions • Work with others in my group • Follow instructions from teachers and supervisors
<p>Do move around carefully</p> <p>We move quietly and sensibly around the school.</p>	<ul style="list-style-type: none"> • Come to school on time • Walk inside school buildings quietly and calmly • Eat lunch quietly and calmly
<p>Do look after property</p> <p>We take care of our school and personal property, work and displays.</p>	<ul style="list-style-type: none"> • Look after your own equipment; pencil case, PE kit etc... • Respect your own and other people's property • Take care and show responsibility for our playground • Bring in all the things you need to learn in class each day.

At the start of each academic year, pupils and parents are sent a new copy of the code of conduct and are asked to remind themselves of it and to sign to say that they agree to it and aim to follow it. A copy of the letter that is sent home is included in Appendix 2.

The following behaviour is unacceptable:

- physical violence
- vandalism
- bullying, threatening behaviour
- using bad language
- being disruptive in class, when lining up or in the corridor
- using/bringing dangerous items (like matches, sharp things as knife etc.)
- using a mobile phone during school hours

Harmonised golden rules

The golden rules are to be used as guiding principles for all behaviour in the school. This makes them easier for both staff and pupils to remember and for staff to implement. However, specific parts of the school or particular times in the school day require specific guidance for the children. All of this guidance has been simplified under the headings of the five golden rules. This means both that;

- if the specific detail is not remembered by the child, they can still be reminded of appropriate behaviour by recalling the correct golden rule;
- other examples of required behaviour not codified in the specific rules can still be promoted by referring to the five golden rules;

	Do behave and work well We behave in a way which allows everyone to work and play in harmony	Do be respectful and polite We talk and behave in a polite and respectful manner to everyone	Do listen and act sensibly We listen carefully to everyone and carry out instructions sensibly	Do move around carefully We move quietly and sensibly around the school	Do look after property We take care of our school and personal property, work and displays
In the playground	I play safely	I tell an adult calmly and politely if there is a problem	I follow my teachers instructions to line up when play time has finished	I walk calmly through school before and after play times	I take care of playground equipment and put things back in their place at the end of play I keep the playground clean and tidy by putting rubbish in the bin
In the canteen	I sit in my place until it is time for me to leave	I listen to and follow instructions from adults	I eat calmly and I taste a bit of everything	I walk calmly into and out of the canteen	I handle cutlery and crockery carefully and quietly.
In the library	I use my time in the library to read, choose a book or listen to a story <i>It is not allowed:</i> <i>To eat or drink in the library</i> <i>To run in the library</i> <i>To write in the books</i> <i>To touch books with dirty or greasy hands</i>	I am polite to the librarian if I need to ask for help	I use a quiet voice because people are reading	I walk calmly in the library	I put books back where they belong I don't eat food or drink because that can spoil the books I don't write in the books I hang up my coat and take off my shoes to protect the library furniture
In the washrooms		I wash my hands with soap and dry with paper		I don't play in the toilets	I flush the toilet when I am finished I don't drop litter on the floor I don't waste water or paper
In the gym halls	I try to learn, just like I do during classroom lessons		I listen to the teacher and follow instructions carefully	I always wear the correct footwear	I return used equipment back where I found it. I use gym equipment only in the gym I always have my PE kit and I take it with me at the end of the lesson
In the ICT suite	I use my time in the ICT room to learn something new	I share the equipment fairly with others	I listen to my teachers instructions	I enter and leave the room calmly	I don't eat food or drink in the ICT room I turn the computers off when I have finished
In the music room	I always try to learn something new, even when it seems difficult	I share instruments and other equipment fairly with others	I listen carefully to my teacher and other students I listen respectfully to performances and recordings	I enter and leave the room calmly* I take care moving round the room if there are instruments in use	I only use instruments that my teacher has said I can use I play each instrument only in the appropriate way I keep equipment together (for example the beaters with the Xylophones)

Behaviour management system

When children are unable to follow the Golden Rules the school aims to take consistent and fair action, across all language sections. So that appropriate action can be taken, incidents are divided up into four stages. These stages are defined below, but it is not possible for the examples given to be exhaustive. Teachers may develop their own systems in class for promoting positive behaviour, but the following framework for how problems are dealt with should be applied consistently.

Behaviour	Action
<p>Stage 1 Making it difficult for everyone in the class to learn and for the teacher to teach Not using good manners (unkind words, pushing) Moving noisily and irresponsibly around the school (e.g. running) Not respecting the property of others (including the school) Behaving in a way that is dangerous. Not staying focused on learning in class Showing no respect for others</p>	<p>Child is giving verbal warning (identify the behaviour, say what you want to improve) Child may also need additional time for reflection or discussion with the teacher. Child may be moved in class so that they complete their written work on their own, not sitting with their peers.</p>
<p>Stage 2 A child has already been given a Stage 1 warning, but continues to use similar unacceptable behaviour. A more serious incident occurs that leads to greater disruption in the classroom or playground. Deliberately hurting another child through actions or name calling.</p>	<p>The child is asked to make an apology and to guarantee not to do the same again. This can be done in writing for older children, and the letter held on their file. The child may be asked to leave the class and work for a fixed period in a neighbouring class, with the teacher's consent. Work must be set. The child may lose some playtime and be asked to complete an activity that benefits the school community.</p>
<p>Stage 3 A child who has received a Stage 2 warning continues to use similar unacceptable behaviour. A child uses bad language or insults in front of peers, teachers or other staff.</p>	<p>The child may be excluded from some activities or recreation time. A letter is sent home to advise the parents of the behaviour, by the teacher. The parents are asked to school to meet with the teacher and child to discuss the behaviour and to agree targets for improvement. The child completes a reflection form to consider their behaviour more closely A copy of the letter is sent to the school Director and a copy is kept on the child's file for reference.</p>
<p>Stage 4 A child has received a Stage 3 warning but continues to persistently disrupt school life OR The child is violent or acts in a dangerous way The child is abusive or threatening The child makes a racist remark Any other incident at the discretion of school director.</p>	<p>Parents are advised of the incident by letter from the school director. Parents, teacher and school director meet to discuss the situation. Discipline council Possible temporary exclusion from school A copy of the letter is sent to the school Director and a copy is kept on the child's file for reference.</p>

Anti bullying policy

In our school bullying is not accepted. Anyone who is aware of it should make sure that the victim as well as the aggressor is given appropriate help and support.

Bullying is the repeated use of physical or psychological violence with the intention of hurting another individual or group not capable of defending himself or themselves. Bullying usually causes the victim to feel pain, distress and fear. It does not just affect the bully and the person being bullied. It damages the atmosphere in class and the climate of a school.

Bullying takes many forms:

Physical

- Physical bullying includes hitting, kicking, slapping, pinching, biting, poking and choking. It also includes destroying personal belongings.

Emotional

- Emotional bullying refers to the cases where a person is made to feel isolated and ridiculed largely through mechanisms such as being unfriendly, teasing, shouting, mocking, excluding, tormenting and ignoring.

Verbal

- Verbal bullies use words to hurt or humiliate another person. Verbal bullying includes name-calling, insulting, making racist comments, constant teasing and spreading false rumours, trying to convince peers to exclude or reject a certain person or people, and cut the victims off from their social connections.

Cyber

- Cyber bullying is when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the internet, interactive and digital technologies or mobile phones.

Action to be taken

A proactive approach should be taken to prevent problems from developing by raising awareness and suggesting strategies that promote a positive, sportive environment.

At a school level

- Provide for supervision, noting, reporting, investigating and dealing with incidents of bullying behaviour
- Give special attention to the **school climate** so that it reflects **respect, tolerance, caring, trust** and **support**. Everyone in the school community should be mindful of their interactions with one another so that this positive behaviour is reflected.
- All members of the school community have the responsibility not to ignore instances of bullying behaviour and to **intervene when necessary**.
- In some cases **expert assistance must be sought**.

At a classroom level

Each teacher should **raise awareness** of bullying within their class so that:

- Children understand that **bullying is unacceptable** and not to be tolerated.
- Victims and bystanders understand that they should **report incidents of bullying** to their peers, teachers or parents. Note: the shame that is so often associated with telling needs to be addressed. A distinction needs to be made between telling tales to get somebody into trouble and seeking help to avoid injury.
- Bystanders understand that wherever possible they should help / protect their peers whom they see are being bullied. By ignoring the incident they are not only condoning the behaviour, but are themselves acting in an irresponsible manner.

At an individual level

- Teachers provide support, advice and suggestions to bullied pupils and their parents.
- Respond to all incidents of aggressive behaviour and apply the procedures and sanctions that have been agreed upon.
- Involve parents of offending pupils who do not readily modify their behaviour
- If possible, develop skills in assertiveness, conflict resolution and **mediation**.

When bullying is suspected the following advice is given

Advice to Parents

- Watch for signs of distress in your child, e.g. irrational and changeable behaviour; reluctance to go to school; change in appetite and/or sleeping habits; frequently feels unwell; torn, damaged or missing clothes or belongings
- If you notice behavioural changes in other children and / or bullying, report it to the School
- Listen to your child's concerns remembering you do not have to have immediate answers.
- If you suspect bullying (or being bullied) is going on, **discuss it as soon as possible** with the class teacher and / or educational counsellor, the direction or any teacher of your choice in the first instance. **Do not attempt to deal with it yourself.**
- Remember your child may also be a bully.

Advice to Pupils

- Remember that what one pupil sees as fun, may be hurtful to another.
- Ask yourself: "**Would I like to be treated that way?**"
- Do not stand by when bullying occurs.
- Talk on behalf of the victim who may be too scared to speak effectively and / or report the incident to a teacher.
- If you feel you are being bullied, do not bottle it up, but **talk to someone** you can trust, like a parent, teacher, friend or educational counsellor.
- Remember it is not your fault if you are being bullied.
- Encourage and support the victim to stand up for him / herself and to be assertive and encourage your classmates to do the same.

Procedure to follow in school when there is a case of bullying

A meeting is held where **all concerned** (teachers, educational counsellors, Deputy Head and/or Head) decide on the specific reaction of the school to the case in question. All teachers who deal with a child will be informed.

The school will check all relevant history of the case and determine an appropriate strategy for:

- the victim
- the bully
- the rest of the class (if appropriate)
- providing background information, advice, and resources for teachers
- providing background information and advice for parents

A brief report about the history, incident and strategy will be kept in the child's files.

Appendix 1: Golden Rule poster

Our five golden rules

**Do behave
and work
well**

We behave in a way which allows everyone to work and play in harmony

**Do be
respectful
and polite**

We talk and behave in a polite and respectful manner to everyone

**Do listen
and act
sensibly**

We listen carefully to everyone and carry out instructions sensibly

**Do move
around
carefully**

We move quietly and sensibly round the school

**Do look
after
property**

We take care of our school and personal property, work and displays

Appendix 2: code of conduct letter

CODE OF CONDUCT

Introduction

Pupils at the European School Brussels IV have the right to an education, which offers them every opportunity to attain their full potential. The management, teaching staff and support staff are here to create the circumstances to allow this to happen. The whole school community assists in this process.

Guiding Principles

In order for the above to be achieved it is essential that every member of the school community acknowledges and reflects the values promoted by the school:

- Respect self, fellow pupils, teachers and other adults
- Respect the people of other cultures and nationalities
- Respect their own and other people's property
- Be courteous, well-mannered and well-behaved
- Be honest, trusting and hard-working
- Take responsibility for words and actions
- Be friendly and co-operative
- Show tolerance towards others

The Principles in Action

These values and principles underpin our school ethos and are seen to be met when pupils observe the following:

- come to school on time
- be prepared, by doing my homework and bringing all the books and items I need for work and play
- do my work to the best of my ability
- work with others in my group
- do as my teacher or supervisor asks
- use friendly, appropriate language
- walk inside school buildings quietly and calmly
- take care of my books and school equipment
- deal with problems by talking to each other
- take care and show responsibility for our playground

The following behaviour is unacceptable:

- physical violence
- vandalism
- bullying, threatening behaviour
- using bad language
- being disruptive in class, when lining up or in the corridor
- using/bringing dangerous items (like matches, sharp things as knife etc.)
- using a mobile phone during school hours

This Code of Conduct has been written with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning.

I, the undersigned pupil (name) in class hereby declare that I have read the above Code of Conduct and declare that I have understood the rules, values and principles and will follow and respect them throughout my schooling.

Signature:

I/We the undersigned (parent/guardian) hereby declare that our child has read through the above Code of Conduct with us and has understood the rules, values and principles and has agreed to follow and respect them.

Signature (s):

Appendix 3: Reflection forms

Reflecting on my actions – P1 and P2

My name: _____ My class: _____

This can be used as a writing or speaking / drawing exercise (for the youngest children).

1. What I have done?	2. What happened?
3. How do I feel? sad embarrassed alone guilty do not care good angry	4. What will I do to change my attitude:

Date ___/___/_____

Date ___/___/_____

Parents' signature

Pupil's signature

Reflecting on my actions - P3, P4 and P5

My name: _____ My class: _____

After failing to follow the school Code of Conduct I am ready to think about what happened and how I might improve my behaviour to ensure that I do not repeat these actions again. I know that I should not be verbally or physically abusive in the future.

My Reflections:

1 - This is what I happened, including my own actions.

e.g. I was involved in a fight. In the fight I hurt another child. I was angry.

2 - The impact of my behaviour (on myself, on others, on property)

e.g. I lost control of my feelings. I was physically hurt. The other person was physically hurt. The school had to spend a lot of time sorting things out. My parents were upset.

3 - What I must do to put things right. What I must do to change my behaviour in the future.

e.g. I will take time to calm down. I will stop fighting with others. I will find peaceful solutions to problems with other children.

4 - What will happen if I don't improve my behaviour.

Date ___/___/_____

Date ___/___/_____

Parents' signature

Pupil's signature

Appendix 4: Letter to parents

[Date]

Dear Parents/Guardians,

Please talk to your child and remind him/her of the importance of keeping the following rule/rules:

It is important that all children adhere to our code of conduct and follow our Golden Rules. Please talk to your child about their behaviour and remind them of the importance of behaving well at school.

Please complete and sign the letter below, returning it to the class teacher.

To:

I have discussed this behaviour with my child and reminded them of the importance of good behaviour in school at all times.

Additional comments:
