



École européenne de Bruxelles IV (Laeken)
European School of Brussels IV (Laeken)

NURSERY, PRIMARY AND SECONDARY CYCLES

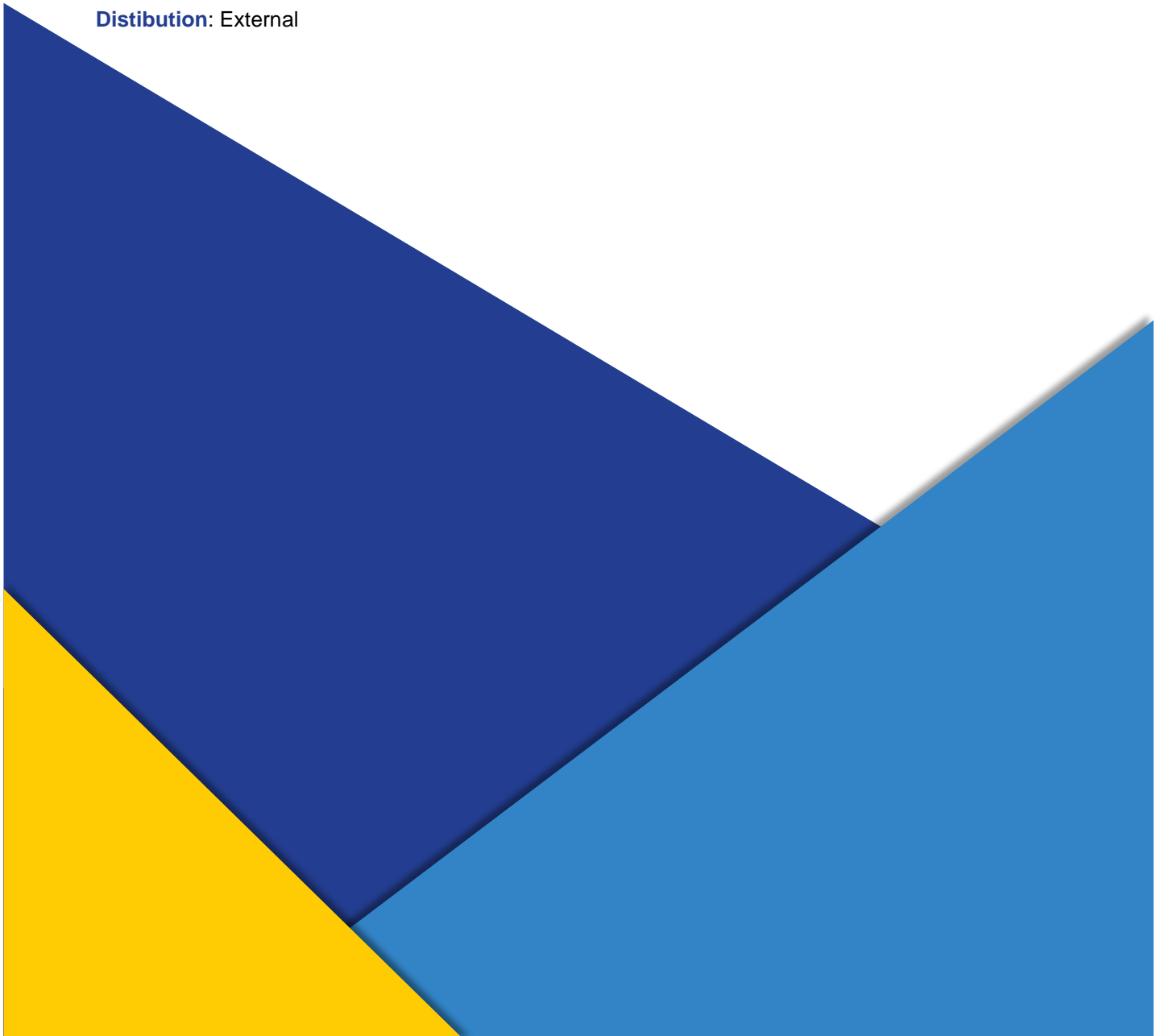
GOOD BEHAVIOUR POLICY

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INTRODUCTION

This Good Behaviour Policy is part of EEB4's Well-Being Strategy which is based on the European Schools' document "[Pupil's Well-Being Policy Framework of the European Schools](#)" (2022-01-D-6-en-2). This framework also includes policy guidelines in the area of Child Protection, Anti-Bullying, Mental Health, Anti-Substance (Ab)Use and Health, Safety and Security.

This Good Behaviour Policy has been developed with the aim of providing comprehensive guidance for pupils, teachers, parents and others regarding the desired and acceptable behaviour of the pupils in the school and clarifying the measures in place to guide pupils in achieving these goals.

The policy is in line with the general aims of the European Schools to encourage tolerance, co-operation, communication and openness to others both within and outside the school. More specifically, the policy outlines that our school community does not tolerate racist remarks and/or behaviour, insults or discrimination, physical and psychological violence. The policy describes the general principles and our expectations in terms of behaviour management, the systems and processes we have in place to promote and manage behaviour, and the tools we have in place to make this possible.

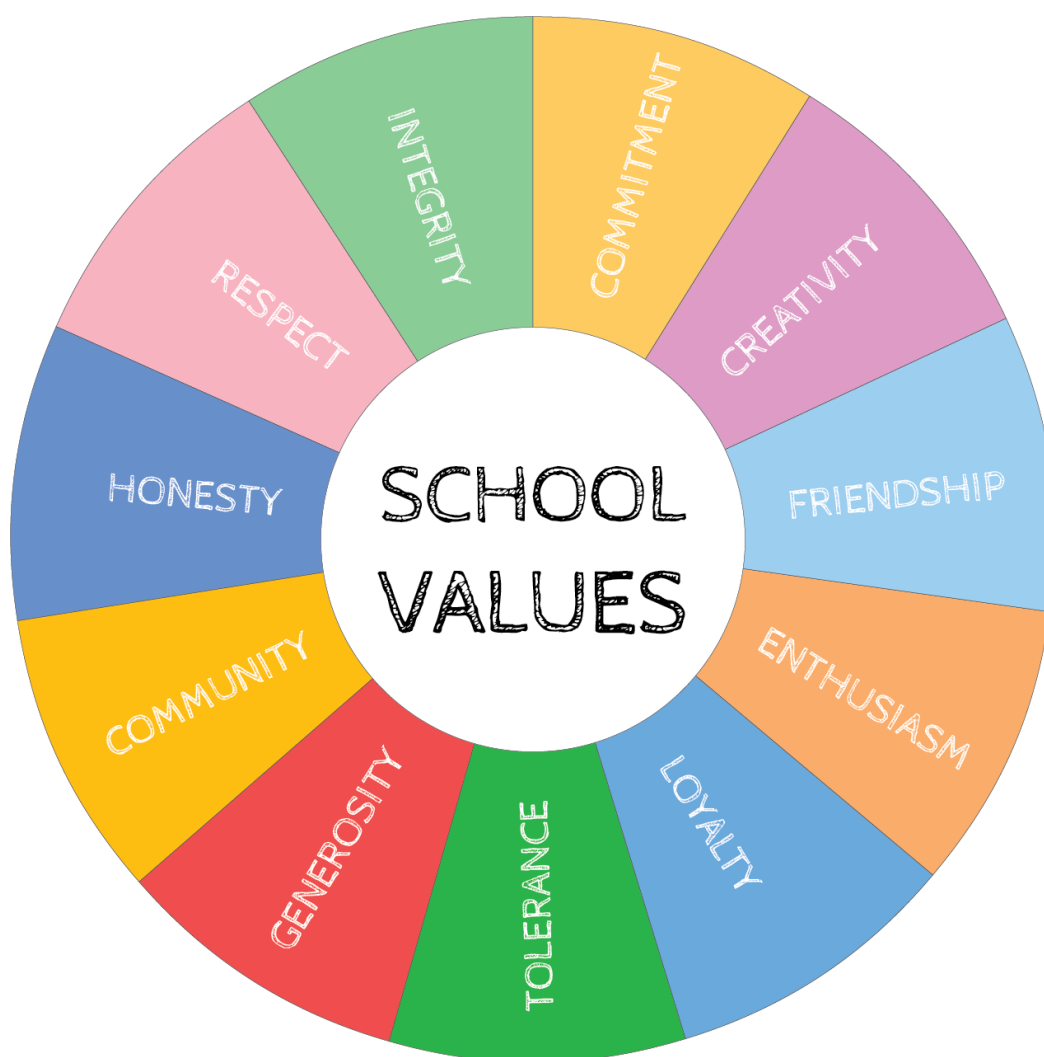
EEB4's mission is to provide a multilingual and multicultural education which fosters the following values: friendship, creativity, respect, tolerance, honesty, commitment, enthusiasm, loyalty, generosity and integrity.

DEFINITION AND REFERENCE TO THE SCHOOL'S VALUES

Behaviour can be defined as the manner of conducting oneself towards or before others, especially on a particular occasion. This includes anything that a person does involving an action and response to a specific stimulation or situation in one's environment. This includes individual or group responses to particular situations or specific conditions and circumstances. All members of EEB4 community: pupils, parents and staff members at EEB4 are expected to conduct themselves in an appropriate and respectful manner towards others and the school environment at all times.

WHAT IS GOOD BEHAVIOUR IN SCHOOL?

Good behaviour and its mastery in school are crucial if pupils are to learn and reach their full potential. By following this policy, our aim is to ensure that pupils feel safe at school, can work in a peaceful, productive learning environment, can expect their parents and staff work together to support them and to use positive reinforcement methods, be free from inappropriate or threatening behaviour, abuse and intimidation, and make good choices and take responsibility for their actions. The school's values build the basis of good behaviour in our school.



All elements of the Good Behaviour Policy are summarized in the Golden Rules, which are introduced in the next chapter.

PREVENTION AND PROMOTION

The school promotes good behaviour and seeks to prevent lapses in this behavior as per the stipulations in annex 1 and annex 2 of this document. While parents/legal representatives have primary responsibility for raising and educating their children, the school has a pedagogical role in creating awareness and promoting good behaviour at school and in the community.

Good behaviour is a fundamental value of the whole school community. Prevention is the most effective way to counter any deviation from good behaviour.

Teachers and other staff members are responsible for building relationships with pupils to enable them to develop self-esteem, and to create a caring and supportive atmosphere in class and among the whole school community. By promoting positive behaviour in school at all times, by discussing and outlining clear expectations with their pupils, and by being visible around the school and being mindful of the security of all, teachers and other staff members foster a positive and safe school environment for all pupils.

Good behaviour is also subject to open discussion during the parent-teacher meetings as well as during meetings between the school management and parents. The school seeks to share and promote its Good Behaviour Policy during the general information meetings for parents/ legal representatives at the beginning of the school year in all cycles. Teachers and other staff are required to employ complementary pedagogical tools and strategies to promote positive behaviour in order to implement the spirit of this policy following the set of the school's values. Various additional actions are undertaken throughout the school to promote good behaviour. These actions include the following: Student Council activities, general assemblies, reminding pupils of the school rules in the beginning of the school year, displaying pupils' work both in school and on the school website, workshops, events etc. The primary importance within the school environment continues to be the educator's role in setting an educational example. The school endeavours to raise awareness of its good behaviour policy by running campaigns and awareness weeks during the school year, with workshops for pupils and information evenings for parents/legal representatives. The school is also responsible for providing continuous professional development opportunities for all staff in this area.

Parents/legal representatives will work and collaborate with the school staff in the atmosphere of trust, by signing the code of behaviour together with the pupil and the teacher. This code of behaviour can be found in the pupils' agendas in the nursery and primary cycles, as well as S1 – S4 in the secondary cycle.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school environment. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

GOLDEN RULES

Our school has 5 Golden Rules which form the basis of our school's Good Behaviour Policy. All elements of our Good Behaviour Policy are therefore based on the following principles:

1. **Let's celebrate learning together!** We behave in a way that allows everyone to work and play in harmony and cooperation within our school community. We show solidarity with each other.
2. **Our school is a place for kindness!** We express ourselves and behave in a respectful and polite manner. We are against bullying.
3. **We are all united in diversity!** We are all unique and special. We are equal despite our differences.
4. **Let's stay calm and serene!** We move calmly around our school for our safety and well-being.
5. **We take care of our environment!** We make sustainable and ecological choices. We take care of our school, our belongings, the displays, our work and that of other

INTERVENTION

Generally, pupils exhibit appropriate behaviour within a school setting. In the instances where misbehaviour occurs, the school intervenes to address inappropriate behaviour in an educational manner and guides pupils in achieving the desired good behaviour as defined above.

When analysing misbehaviour, the school shall also assess whether the behaviour is related to other factors which might explain a pupil's response to a specific situation or set of circumstances e.g. specific diagnosis which influences how the pupil might react to a situation. The behaviour may not be solely due to a specific behavioural condition and may require the involvement of the Support Advisory Group before further action is taken. The school's philosophy is to manage conflict through mediation and to teach pupils empathy and tolerance.

The aim of the school's response to breaches in good behaviour, including disciplinary measures, is to educate pupils, reinforce a sense of responsibility and restore correct relationships among those affected in school community. When discussing and addressing pupils' behaviour difficulties, the school aims to identify the underlying causes, to promote pupils' understanding of themselves as members of a community, to help pupils take responsibility for their actions and their consequences, to involve them in self-assessment of their behaviour and in defining strategies to repair and improve it. Behaviour management is a shared responsibility involving the whole school community, families and all school staff.

In particular, in a classroom setting, teachers have the main responsibility for behaviour management and are the first to intervene if needed, secondly the educational advisors (Secondary) and finally the management. Outside the classroom, the supervising staff and any member of staff who witnesses an incident must intervene first. Should the incident need further attention, the educational advisors and then management will intervene if necessary. The school is using tools such as internal records to report, follow up and to have an overview of the incidents taking place at school.

Actions taken by the school to address inappropriate behaviour are proportionate and graded in accordance with the nature, severity and frequency of the manifested behaviour. However, serious deviations from good behaviour require immediate and proportionate action which seeks to protect the whole school community and educate the pupil in appropriate ways of behaving.

To harmonise actions and to build a framework to address misbehaviour, the tables in [Annex 1](#) and [Annex 2](#), although not exhaustive, describes some inappropriate behaviour and possible actions to be taken.

Confiscation. All staff members are authorized to confiscate illegal or dangerous objects and the ones that disrupt teaching and learning. Illegal and dangerous objects are handed over to the Assistant Deputy Director or Deputy Director who will inform the parents/legal representatives. Regarding misuse of mobile phone, please see [Annex 2](#).

FOLLOW-UP

Any serious situation of misbehaviour necessitates observation and follow-up. Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. At other times, misbehaviour can be a symptom of more profound difficulties that need to be monitored and addressed so that each and every child can serenely come to school and learn to develop to their full potential.

CONCLUSION

In conclusion, EEB4's Good Behaviour Policy, which is integral to its Well-Being Strategy and aligned with the European Schools' framework, fosters a positive and supportive learning environment. Emphasizing values such as friendship, creativity, and respect, the school actively involves teachers, parents, and pupils in promoting good behaviour. The Golden Rules serve as a foundation, highlighting the importance of learning, kindness, unity in diversity, calmness, and environmental responsibility. While pupils generally exhibit appropriate behaviour, the school intervenes with an educational approach to misbehaviours, considering underlying factors. The response to breaches aims at education, reinforcing responsibility, and restoring correct relationships. With a shared commitment to behaviour management, EEB4 ensures that actions taken are proportionate, graded, and aligned with its mission of providing a safe and enriching learning experience for all pupils. As a united community, we embrace the ethos of togetherness.

ANNEXES

- Annex 1 – Nursery and Primary
- Annex 2 – Secondary

NURSERY AND PRIMARY CYCLES

ANNEX 1

NURSERY AND PRIMARY

Behaviour	Action	Responsibility
<p>Stage 1</p> <ul style="list-style-type: none"> • Disrupting teaching and learning. • Not using good manners (unkind words, pushing). • Not moving calmly and safely in the school buildings (e.g. running). • Not respecting the school's property and the property of others. • Behaving in a way that is dangerous to oneself and to others. • Showing a lack of respect for others. 	<p>The child:</p> <ul style="list-style-type: none"> • Is reminded of the signed Golden Rules in the school agenda. • Is given a verbal warning (identify the behaviour, say what you want to improve). • May also need additional time for reflection or discussion with the teacher. • May be moved in class so that they complete their written work on their own, not sitting with their peers. 	<p>→ Teacher</p>
<p>Stage 2</p> <ul style="list-style-type: none"> • The child has already received 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 in the playground. • The child deliberately hurts another child through aggressive actions or name calling. 	<p>The child:</p> <ul style="list-style-type: none"> • 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 in their file in class. • Completes a reflection form to consider their behaviour more closely. This is kept in class. • May be asked to leave the classroom and work for a fixed period and placed in a neighbouring classroom 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>→ Teacher → Parents</p>

<p>Stage 3</p> <ul style="list-style-type: none"> • The child has already received a Stage 2 warning but continues to use similar unacceptable behaviour. • The child uses bad language or insults in front of peers, teachers or other staff. 	<ul style="list-style-type: none"> • The child, together with the class teacher, reflects on the last written reflection form to consider their behaviour more closely. Targets for improvement will be discussed. If necessary, a new reflection form will be completed. A copy will be kept in class. A note is written in the agenda or sent by email, by the teacher, together with a copy of the reflection form, to the parents/legal guardians. • They may be excluded from some activities or recreation time. During the next parents' meeting, the behaviour will be discussed and targets for improvement will be agreed on. • The teacher will inform the school management team via Helicopter (internal tool to record disciplinary incidents). 	<ul style="list-style-type: none"> → Teacher → Parents → Assistant Deputy Director
<p>Stage 4</p> <ul style="list-style-type: none"> • The child has received a Stage 3 warning but continues to persistently disrupt school life. 	<ul style="list-style-type: none"> • See previous steps. • The child's parents/legal guardians are invited to the school to meet with the teacher and the child in order to discuss the behaviour and to agree on targets for improvement. The targets will be kept in file in class and the Assistant Deputy Director will be informed via Helicopter. • The school's care team will be informed, and the school psychologist will be asked for support. 	<ul style="list-style-type: none"> → Teacher → Parents → School Psychologist → Assistant Deputy Director → Care team
<p>Stage 5</p> <ul style="list-style-type: none"> • The child has received a Stage 4 warning but continues to persistently disrupt school life. • The child is violent or acts in a dangerous way. • The child is abusive or threatening towards others. • The child makes a racist remark. • Any other incident at the discretion of the school's direction. 	<ul style="list-style-type: none"> • The teacher will inform the school management team via Helicopter, indicating an immediate need for intervention from a member of the management team. The child's parents/legal guardians are advised of the incident by letter from the Deputy Director. A meeting is held with the presence of parents/legal guardians, teacher, school psychologist and Deputy Director to discuss the situation. 	<ul style="list-style-type: none"> → Teacher → Parents → School Psychologist → Assistant Deputy Director → Deputy Director

	<ul style="list-style-type: none">• In an extreme case, a Discipline Council may be called as per article 42 of the General Rules of the European Schools. Possible temporary exclusion from school.• A copy of the letter is sent to the Deputy Director and a copy is kept in the child's class and school file for future reference.	
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SECONDARY CYCLE

ANNEX 2

SECONDARY

	Examples of behaviour	Possible sanctions (non-exhaustive list)
<p>Level</p> <p>All school staff</p>	<ul style="list-style-type: none"> • Bad behaviour at school • Running/shouting in the corridors • Vulgar and inappropriate language • Inappropriate physical contact • Littering • Inadequate clothing • Misuse of the mobile phone • (...) 	<ul style="list-style-type: none"> • A reminder of the rules • Individual remark • Oral warning • Reprimand • Confiscation of the student card (given to the advisor) • Inform the advisor or class teacher (if necessary) • Confiscation of mobile phone • Create a report in the discipline file • (...)
<p>Level</p> <p>The teachers</p>	<ul style="list-style-type: none"> • Disturbance • Homework not handed in • Lack of work in class • Refusal to work in class • Minor damage to school property • Lack of necessary equipment • Unacceptable behaviour (insolence, provocation, rudeness) • Misuse of the mobile phone • (...) 	<ul style="list-style-type: none"> • Reminder of the rules • Individual remark • Reprimand • Written warning • Written commitment • Extra work • Communication to parents • Meeting with the student and the educational advisor • Confiscation of the student card (given to the advisor) • Confiscation of mobile phone • Create a report in the discipline file • (...)
<p>Level</p> <p>Educational advisors</p>	<ul style="list-style-type: none"> • Repeated lack of work in class • Absences from class • Repeated absences • Disruptive behaviour • Bad behaviour • Smoking at school 	<ul style="list-style-type: none"> • Individual meeting with student and teacher • Meeting with student and teacher/parents • Reprimand • Communication to parents • Reflection sheet

	<ul style="list-style-type: none"> • Misuse of or damage to school equipment or furniture • (...) 	<ul style="list-style-type: none"> • Follow-up sheet (<i>fiche de suivi</i>) • Written apologies • Written reflection on behaviour • Copying the school's Internal rules • Partial deprivation of breaks/free time • Detention • Communication to parents • Community service • (...)
<p>Level</p> <p>Assistant to the Deputy Director of the Secondary Cycle</p>	<ul style="list-style-type: none"> • Persistent bad behaviour • Repeated disruptive behaviour • Theft • Repeated lateness • Repeated unjustified absences • Refusal to go to detention • Damaging to equipment or facilities • Major breaches of Internal rules or the Code of good conduct • (...) 	<ul style="list-style-type: none"> • Detention • Red card • Parents invited to school • Community service • Daily student report • Repairing the damage caused • Behavioural contract • (...)
<p>Level</p> <p>The Deputy Director of the Secondary Cycle</p>	<ul style="list-style-type: none"> • Violence • Vandalism • Persistent provocation • Repeated absences • Systematic school absenteeism • Major breaches of the Internal rules or the Code of good conduct 	<ul style="list-style-type: none"> • Detention • Oral/written warning • Community service • Behavioural contract • Parents invited to school • Exclusion from extracurricular activities/school trips • Temporary exclusion
<p>Level</p> <p>The Director</p>	<ul style="list-style-type: none"> • Major breaches of the Internal Rules or the Code of good conduct • Any incident justifying a temporary or permanent exclusion • Any incident that threatens the safety of students • Serious and repeated bad behaviour • Any incident involving the convening of a Discipline Council 	<ul style="list-style-type: none"> • Temporary exclusion • Official warning from the school • Convening of a Discipline Council • Other measures or sanctions, possibly including collaboration with the police or social services, for example.
<p>Level</p> <p>Discipline council</p>	<p>The Discipline Council will be convened in compliance with Article 44 of the General Rules of the European Schools.</p>	