

# MYP Positive Behaviour Policy

The Student Behaviour and Discipline Policy takes account of Skollag (2010:800) Svensk Författningssamling 2010:800 (Swedish School Law). The policy should be read in conjunction with the Anti-Bullying Policy, Equalities Policy and the Student Support Policy.

## **Abstract**

The open and inclusive community of the International School of Helsingborg (ISH) aims to:

- establish community spirit through responsibility and accountability
- respect everybody, even though they may think differently
- treat everybody fairly and consistently
- provide a safe environment for learning

At ISH, we promote adherence to the IB Learner Profile values as these are conducive to the promotion of positive behaviour. Students are therefore encouraged to be inquirers who are:

- caring
- principled
- open-minded
- reflective
- communicators
- well balanced
- courageous
- knowledgeable
- thinkers

## **Objectives**

The objectives of this policy are to promote good behaviour, self-discipline and respect and to ensure that all members of the ISH community understand their role in developing a positive school culture by:

- making boundaries of good behaviour clear and to ensuring safety
- making clear the distinction between minor and more serious misbehaviour and the range of sanctions that will ensue
- addressing problems when they occur in a compassionate manner with the aim of achieving an improvement in behaviour

## **Strategies to meet objectives**

### **A. Staff achieve positive behaviour by:**

- being effective role models and implementing the learner profiles within our own behaviour
- having a consistent approach to the implementation of the positive behaviour policy
- intervening immediately in any type of bullying when it occurs
- handling behavioural incidents compassionately
- leading regular discussions about behaviour during MTT, student assemblies and lessons
- collecting behavioural data at monthly or weekly meetings (based on daily reporting)
- ensuring that behavioural expectations and agreements are posted in classrooms and corridors
- participating in annual professional development regarding positive behavioural approaches.

### **B. Students achieve positive behaviour by:**

- adhering to the values of the IB Learner Profile
- contributing to the creation of the behaviour agreement
- understanding and agreeing to the objectives of the positive behaviour policy
- taking initiative to inform their teachers of behavioural concerns
- participating in regular discussions about behaviour during MTT, student assemblies, lessons and surveys.

## **Implementation of the policy**

At ISH, we value the input of our students and provide opportunities for their voice to be heard. The MYP students at ISH have collaborated to produce the following classroom behaviour agreement:

### **I agree to:**

- follow instructions and take responsibility for the consequences of not doing so
- take responsibility for my own learning by being on time and coming to all classes prepared.
- respect myself, peers and everyone in the school community.
- behave responsibly and safely in the school building and school grounds.
- respect school property and equipment.
- dispose of trash properly to ensure a clean school environment.

It is the duty of students and teachers to ensure that the agreement is upheld. There will be occasions when the agreement is not followed by students and the use of disciplinary sanctions is necessary. Disciplinary sanctions have three main purposes:

- to make clear to the student that what he or she has done breaches the behaviour agreement and is therefore unacceptable
- to deter the student from repeating that behaviour
- to signal to other students that the behaviour will not be tolerated and deter them from doing similar

Teachers will use the following classroom routine when dealing with behaviour that is unacceptable:

**Stage 1 - Student is verbally reminded of the agreement and the potential consequences**

**Stage 2 - Appropriate action is taken e.g. seat change, spoken to outside the classroom**

**Stage 3 - Student is removed from the classroom**

If a student is removed from the classroom they will be relocated to a different room until the end of the lesson. The student and teacher are required to meet within 24 hours to resolve the matter. The student will be expected to attend lesson 7 to catch up on the work missed due to their poor behaviour. Lesson 7 is conducted from 15:00-16:00 each Wednesday. Students and parents are required to receive 24 hours notice if their son/daughter/ward is expected to attend.

Students that reach stage 2 and 3 of the discipline plan will receive a written incident report in Managebac. Parents will receive an automated email with details of the misdemeanour.

Should the poor behaviour continue beyond one incident or the incident is deemed serious, the school will follow the Swedish School Law Action steps (see appendix).

### **Out of class Code of Conduct**

- We move around the school building quietly and safely
- We speak kindly and respectfully to each other
- We take care of equipment and school property
- We talk to each other and try to work out any problems we may have
- We play games safely and listen to teachers if they correct our behaviour

The out of class Code of Conduct will be implemented in the following way:

**Stage 1** - Students who fail to follow the Code of Conduct will receive a verbal reprimand. If the student is cooperative, no further action is required unless it is a serious incident e.g. fighting

**Stage 2** - If the student fails to respond appropriately or it was a serious breach, the teacher completes an incident report and informs mentor/parents. The mentor then meets and discusses the behaviour with the student and parents if appropriate.

### **Rewarding good behaviour**

The most effective way of rewarding behaviour is to create a positive ethos in school. All teachers should maximise the number of positive interactions experienced by each student. Managebac may be used to record positive behaviour.

**Policy Created:** February 2017

**Review Date:** May 2017

**Staff policy review group** - Michael McAneney, Paul DeSimone, Sally Christensen

**Parent policy review group** - Marie Hessler, Per Åkesson, Greta Rask

**MYP 1-4 Student Council**

*Material contained in this policy has been sourced from the IBO and the Southbank International School Behaviour Policy*

## Appendix

**Swedish School Law Action steps. All cases to be treated equally with opportunity to appeal decisions.**

**Step 1:** Student removed from classroom for misbehaviour. Detention given to complete unfinished work. Maybe be one hour after school day has ended or one hour before the school days begins. Parents/guardians informed immediately § 8.

**Step 2:** Misbehaviour continues. Investigation begins, parents/guardians are involved in a meeting with (principal), teacher & mentor. Agreed measures are put in place (serious incidents may proceed immediately to this step) § 9.

**Step 3:** Written warning from principal as the agreed measures have not been followed (serious incidents may proceed immediately to this step) § 10.

**Step 4:** Temporary relocation in another classroom (serious incidents may proceed immediately to this step) § 12.

**Step 5:** Temporary placement at another school (serious incidents may proceed immediately to this step) § 13.

**Step 6 –** Suspension (serious incidents may proceed immediately to this step) §§ 14, 15.