



# Anton Bruckner International School

## BEHAVIOUR and DISCIPLINE POLICY

### School Values – Community Agreement

When ANTON BRUCKNER INTERNATIONAL SCHOOL was first established in 2008, faculty members and students reflected together about what kind of school they wanted. They decided that the last place they wanted to be was in a school with a “don’t” culture — as in, “don’t do this” and “you are not allowed to do that”. These ANTON BRUCKNER INTERNATIONAL SCHOOL community members wanted a school embedded with a culture of positive language and values so they outlined the

#### THE FIVE VALUES OF RESPECT

- Respect for Self and Others
- Respect for Learning
- Respect for the Planet and its Environment
- Respect for Leadership
- Respect for Other Cultures and Languages

This agreement and its guidelines are applicable at any time on school property, in any and all school settings, and include all interactions between community members, be they in person or via other non-direct means such as online interaction.

#### BEHAVIOUR EXPECTATIONS

The goal of the Behaviour & Discipline Policy is to create a safe environment that is conducive to learning for all students. Furthermore, it will develop an awareness of how students’ personal actions affect others and the overall school community.

In order for each of us to exercise our rights, it is necessary for us to uphold and honour our responsibilities to sustain these rights for everyone. The PYP Learner Profile conveys the rules that are important for positive and creative cooperation, that are important both in and out of school.

Essential Agreements are established in alignment with school-wide expectations and support the understanding and application of the IB Learner Profiles. Students receive positive reinforcement as well as clear and consistent consequences that focus on students becoming aware of their behaviour and taking responsibility for their own behaviour as appropriate.



## DISCIPLINE PROCEDURES

The entire school is engaged in teaching and practicing the IB Learner Profiles and good behaviour that promotes a safe and caring school environment.

We expect to see positive examples of our community agreement in action. In our monthly assemblies, we value and celebrate good behaviour and role-model exemplary behaviour, in order to further develop.

## COMMUNITY AGREEMENTS – POSITIVE CONSEQUENCES

Examples of Positive Behaviour in Action	POSITIVE CONSEQUENCES
<p><b>Respect for OTHERS:</b></p> <ul style="list-style-type: none"> <li>• Respecting others</li> <li>• Praising others</li> <li>• Helping others</li> <li>• Welcoming and caring for new students</li> <li>• Reporting bullying</li> <li>• Greeting others</li> </ul>	<p>include:</p> <p>Complimentary notes to the students from students/teachers/principal</p>
<p><b>Respect for SELF:</b></p> <ul style="list-style-type: none"> <li>• Being truthful</li> <li>• Independently dressing/undressing</li> <li>• Being truthful when conflicts arise</li> <li>• Reporting bullying</li> </ul>	<p>Complimentary notes to the parents from teachers/principal</p>
<p><b>Respect for Learning:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating appropriate behaviour in classroom</li> <li>• Demonstrating appropriate behaviour outside of classrooms</li> <li>• Demonstrating appropriate use of technology</li> </ul>	<p>Community-wide recognition: Assemblies, Grade Level Meetings</p>
<p><b>Respect for Property</b></p> <ul style="list-style-type: none"> <li>• Hanging backpack and coats in appropriate place</li> <li>• Picking up trash</li> <li>• Helping sort trash</li> <li>• Reporting damage in bathroom, to facilities and/or equipment</li> <li>• Reporting theft</li> <li>• Returning lost items to “lost and lonely area”, the school office</li> </ul>	<p>Encouragement and praise for self-respect</p>



## COMMUNITY AGREEMENTS – NEGATIVE CONSEQUENCES

ANTON BRUCKNER INTERNATIONAL SCHOOL International School discipline procedures are consistent school wide. When our agreements are broken, there are a progressive set of consequences and/or procedures that are followed to preserve a safe learning environment.

In case of misbehaviour, LISA-JUNIOR'S faculty will revert to our disciplinary code of practices to push discussions in the right direction and highlight alternative positive behaviour. Students need to learn from their mistakes and reflect on their behaviour in order to make better decisions in the future, but also to teach them a sense of responsibility for their own behaviour.

There are three levels of incident:

- **Minor Incident:** teacher intervenes directly with student; incident is documented in the red book depending on severity and frequency of the manifested behaviour
- **Significant Incident:** teachers and/or principal intervenes directly with student and inform parents; incident is documented in the red book
- **Severe Incident:** student is sent to the principal; incident documented in the red book and parents immediately informed

For **Significant** and **Severe incidents**, the action plan will commence from step 4

For any incident determined to be severe, or those that are repeated at a disturbing rate, a student may be suspended from school and parents have to immediately pick up their child.

### Examples of Inappropriate Behaviour

#### Respect for OTHERS (physical harm):\*\*

- Pushing, shoving, hitting \*
- Fighting \*
- Rough play
- Biting, scratching, tripping
- Throwing objects
- Using/possessing objects that could cause serious injury

#### Respect for OTHERS (emotional harm):\*\*

- Teasing
- Name calling
- Verbal harassment
- Insulting comments about intelligence, size, ability, race, colour, religion, gender, ethnicity
- Gossiping
- Exclusion of others from games, conversations
- Intimidation, bullying or abusive behaviour
- Being dishonest



**Respect for SELF:**

- Plagiarism, cheating
- Inappropriate dress
- Smoking on school premises, or caught on the way to/from school
- Disrupting class
- Disrespectful behaviour

**Respect for LEARNING:**

- Being late
- Disrupting the learning process
- Not respecting ones work and the work of others
- Not following classroom essential agreements
- Bringing games/toys/electronic equipment that is not permitted

**Respect for PROPERTY:\*\***

- Damaging property\*
- Writing on objects
- Defacing bathroom or other areas, e.g. writing on walls
- Mishandling property inappropriately or with intention to cause damage
- Littering
- Stealing\*
- Hiding or taking objects that belong to others
- Disrespecting property of others

\*Any of these behaviours will lead to an immediate one-day suspension.

\*\*Any of these behaviours will be treated as severe or significant.

**Action Plan for minor/significant/severe incidents on the field/playground and all the school premises - PYP section**

1. Teacher talks to the child – **1st warning**
2. Teacher talks to the child **AND** incident is documented in the red book – **2<sup>nd</sup> warning**
3. Student is sent to the principal **AND** incident is documented in the red book **AND** time-out (up to an hour depending on the situation) **AND** parents are informed (via email, phone or in person). **Last warning**
4. Parents have to immediately pick up their child **AND** incident is documented in the red book; CEO of school association will be informed by email
5. Child is suspended from school for three days; CEO of school association will talk to the parents



6. As a last step, the child will be expelled from school.

### Action Plan for minor/significant/severe incidents on the field/playground and all the school premises - MYP section

1. Teacher talks to the child – **1<sup>st</sup> warning**
2. Teacher talks to the child **AND** incident is documented in the red book – **2<sup>nd</sup> warning**
3. Student is sent to the principal , parents are informed (via email, phone or in person) **AND** incident is documented in the red book – **last warning**
4. Parents are informed (via email, phone or in person) **AND** incident is documented in the red book **AND** start of implementing 'Behaviour Report Card' for at least 21 days
5. Parents are informed (via email, phone or in person) **AND** incident is documented in the red book **AND** a ONE day in-school suspension
6. Parents have to immediately pick up their child **AND** incident is documented in the red book; CEO of school association will be informed by email
7. Child is suspended from school for three days; CEO of school association will talk to the parents
8. As a last step, the child will be expelled from school.