



Anton Bruckner International School 2022-23

Behaviour and Discipline Policy For the PYP Grades 1 - 5





SCHOOL VALUES - COMMUNITY AGREEMENT

When ABIS 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 ABIS community members wanted a school embedded with a culture of positive language and values so they outlined the following:

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 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	
Respect for others:	<ul style="list-style-type: none"> ● Respecting others ● Praising others ● Helping others ● Welcoming and caring for new students ● Reporting bullying ● Greeting others
Respect for self:	<ul style="list-style-type: none"> ● Being truthful ● Independently dressing/undressing ● Being truthful when conflicts arise ● Reporting bullying
Respect for Learning:	<ul style="list-style-type: none"> ● Demonstrating appropriate behaviour in classroom ● Demonstrating appropriate behaviour outside of classrooms ● Demonstrating appropriate use of technology
Respect for Property	<ul style="list-style-type: none"> ● Hanging backpack and coats in appropriate place ● Picking up trash ● Helping sort trash ● Reporting damage in bathroom, to facilities and/or equipment ● Reporting theft ● Returning lost items to “lost and found area”, the school office



Positive Consequences Include

- Verbal feedback to students / parents on good behaviour from teachers.
- Complimentary notes to the students from students/teachers/ principal
- Complimentary notes to the parents from teachers/principal
- Community-wide recognition.
- Encouragement and praise for self-respect



COMMUNITY AGREEMENTS - NEGATIVE CONSEQUENCES

ABIS 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, the ABIS 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.

THREE LEVELS OF INCIDENT

- **Minor Incident:**

Defintion: A one off or atypical behaviour that didn't result in serious harm to self, others or property and which occurred spontaneously.

Response: teacher intervenes directly with student; incident is documented on toddle depending on severity of the incident.

- **Significant Incident:**

Defintion: A behaviour which might be repeated or which shows a degree of premeditation and which results in more serious harm to self, others or property.

- **Response:** teachers and/or principal intervenes directly with student and inform parents; students are spoken to by the coordinator, counsellor or principal. Incident is documented in Toddle. Student sits in “reflection corner” or in an appropriate place.

- **Severe Incident:**

Definition: A behaviour which causes severe damage to property or to others and which shows disregard for the safety and wellbeing of others.

Response: Student is sent to the principal. Incident documented on Toddle and parents immediately informed. Student is taken out of the classroom and sits in “reflection corner” or in an appropriate place. Student is sent home for the day.



Classification as **significant** or **severe** will follow the above guidelines, but is ultimately at the discretion of a member of the teaching staff. **The age of the child will be taken into consideration when determining the severity of an incident.**

For **significant** incidents, the action plan will commence from **step 3 or 4**. For **severe** incidents, the plan will commence from **step 5**.

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

1. Teacher talks to the child – **1st warning**
2. Teacher talks to the child **and** incident is documented on Toddle – **2nd warning**
3. Parents are informed (via email, phone or in person) AND the incident is documented in the behaviour record in Toddle.
4. Student is sent to the principal or other senior staff member **and** counsellor. The incident is documented in toddle **and** time-out in the reflection corner (up to an hour depending on the situation) **and** parents are informed (via email, phone or in person). **Last warning.**
5. **Student is sent home for the day. Parents must immediately pick up their child.** Parents are called into school for a face-to-face meeting with the principal and/or senior staff members and counsellor.
6. Child is suspended from school for between 1 and 3 days, depending on the severity of the case.
7. As a last step, the student will be expelled from school. This decision is made on a case by case basis and will be made collectively by a group of senior teaching staff, led by the school principal.

EXAMPLE BEHAVIOURS

As an IB school our students and teachers together decide what does and does not constitute acceptable as part of our essential agreements. However, we would also feel it is important to outline certain **behaviours that we consider particularly serious**. These are detailed below. All of the following behaviours can be considered serious or severe if they occur in a context which makes them more likely to cause serious harm, for example pushing on the stairs, or throwing a heavy object.

***Any of these behaviours will be treated as significant. The plan will go directly to step 3 or 4.**

****Any of these behaviours are considered severe, and will go directly to step 5**

Examples of Inappropriate Behaviour	
Respect for others (physical harm)	<ul style="list-style-type: none"> ● Pushing, shoving* ● Fighting ** ● Rough play* ● Biting** ● Scratching, tripping ● Throwing objects* ● Using/possessing objects that could cause serious injury* ● Inappropriate touching self/ others.* ● Touching without consent.*
Respect for others (emotional harm)	<ul style="list-style-type: none"> ● Teasing ● Name calling ● Verbal harassment* ● Insulting comments about intelligence, size, ability, race, colour, religion, gender, physical appearance, ethnicity or sexuality** ● Gossiping ● Exclusion of others from games, conversations* ● Intimidation, bullying or abusive behaviour* ● Being dishonest* ● Defiant behaviour - for example answering back or refusing to follow adult instructions.* ● Online harassment of others.*

<p style="text-align: center;">Respect for self</p>	<ul style="list-style-type: none"> ● Plagiarism or cheating in assessments* ● Disrupting class ● Disrespectful behaviour
<p style="text-align: center;">Respect for learning</p>	<ul style="list-style-type: none"> ● Being late ● Disrupting the learning process ● Not respecting one's work and the work of others ● Not following classroom essential agreements ● Bringing games/toys/electronic equipment that is not permitted. ● Unpermitted use of mobile phones in school
<p style="text-align: center;">Respect for property</p>	<ul style="list-style-type: none"> ● Damaging property-broken windows, broken TV, Apple TV equipment, locker dents, table scratches with craft knives, compasses (this does not include the Art room).* ● Deliberately damaging property of others-damaging/breaking a student's laptop/phone/iPad.** ● 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 objects that belong to others*

Damaged property will result in a bill to the family of the student at fault.