



# **Anton Bruckner International School**

## **Behaviour and Discipline Policy For the Early Learning Centre 2022/23**





## **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 practising 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	
<b>Respect for others:</b>	<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>● Greeting others</li> </ul>
<b>Respect for self:</b>	<ul style="list-style-type: none"> <li>● Being truthful</li> <li>● Helping solve conflicts</li> </ul>
<b>Respect for Learning:</b>	<ul style="list-style-type: none"> <li>● Demonstrating appropriate behaviour in group room</li> <li>● Demonstrating appropriate behaviour outside of group rooms</li> <li>● Demonstrating appropriate use of resources</li> </ul>
<b>Respect for Property</b>	<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> </ul>



## 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:**

**Definition:** 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:**

**Definition:** A behaviour which might be repeated and which results in more serious harm to self, others or property.

- **Response:** teachers intervene directly with the student and inform parents; students are spoken to by the counsellor if necessary. Incident is documented in Toddle. Children are given a short break to reflect on their behaviour.

- **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:** Incident documented on Toddle and parents immediately informed. Student is taken out of the group room and is supervised in an appropriate place. The school principal is informed.



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.**

### 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. This is done when the teacher feels it is appropriate. – **2<sup>nd</sup> warning**
3. Parents are informed (via email, phone or in person) AND the incident is documented in the behaviour record in Toddle.
4. The incident is documented in toddle **and** child is taken out of the group room **and** student is spoken to by counsellor or member of senior management. Team parents are informed (via email, phone or in person).
5. Parents are asked to attend a face to face meeting with the teacher to discuss the child's behaviour.
6. In the event of repeated severe behavioural incidents, we will pass on the information to the school principal which may result in a face to face meeting between parents and the school principal. This could result in the child not being given a place in the PYP grade 1.

## 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.

Examples of Inappropriate Behaviour	
<p><b>Respect for others (physical harm):</b></p>	<ul style="list-style-type: none"> <li>● Pushing, shoving</li> <li>● Fighting</li> <li>● Rough play</li> <li>● Biting</li> <li>● Scratching, tripping</li> <li>● Throwing objects</li> <li>● Using/possessing objects that could cause serious injury</li> <li>● Inappropriate touching self/ others</li> <li>● Touching without consent</li> </ul>
<p><b>Respect for self</b></p>	<ul style="list-style-type: none"> <li>● Disrupting learning</li> <li>● Disrespectful behaviour</li> </ul>
<p><b>Respect for property</b></p>	<ul style="list-style-type: none"> <li>● Deliberately damaging property of others</li> <li>● Stealing</li> <li>● Hiding objects that belong to others</li> </ul>

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