



Anton Bruckner

International School

Behaviour and Discipline Policy

For the MYP 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

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 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	
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 lonely 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.

There are 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 toddler depending on severity of the incident.

- **Significant Incident:**

Definition: A behaviour which might be repeated or 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 students and inform parents; students are spoken to by the coordinator, counsellor or principal. Incident is documented in Toddle.

- **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 “timeout” in an appropriate place. Students may be sent home or police contacted depending on severity.

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

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

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	
Respect for others (physical harm):**	<ul style="list-style-type: none"> ● Pushing, shoving, hitting ● Fighting * ● Rough play ● Biting* ● Scratching, tripping ● Throwing objects ● Using/possessing objects that could cause serious injury ● Inappropriate touching self/others. ● Touching without consent.

<p>Respect for others (emotional harm):**</p>	<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. Including cyberbullying via social media and/or the school network. ● Being dishonest ● Defiant behaviour ● Threatening harm **
<p>Respect for self:</p>	<ul style="list-style-type: none"> ● Plagiarism, cheating- plagiarism checkers will be used by staff to evidence this. See 7.4 of MYP handbook https://docs.google.com/document/d/e/2PACX-1vT_8B3yKngMatcJaFpXWtPYAlIFjA-8Gaq-ehEY3Wsd7BRqbruVuZQ9ozzh4Jv1LRIsSsqqMzze4qC2/pub ● Inappropriately dressed (MYP only) ● Possessing weapons ● Possessing of cigarettes/e-cigarettes and/or smoking on school premises, or caught on the way to/from school** ● Possessing or consummation of alcohol and/or non-prescription drugs. ** ● Disrupting class ● Disrespectful behaviour

<p>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. • Use of mobile phones in school without staff permission.
<p>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 (in Science lab or classrooms. This does not include the Art room). Disrespecting property of others-damaging/breaking a student's laptop/phone/iPad. *and or ** • 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. The plan will go directly to step 4.**

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

These will be handled by the school on a case by case basis.

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

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

1. Teacher talks to the student – 1st warning
2. Teacher talks to the child AND incident is documented in the behaviour record in Toddle - 2nd warning
3. Student is sent to the principal, parents are informed (via email, phone or in person) AND incident is documented in the behaviour record in Toddle – last warning
4. Parents are informed (via email, phone or in person) AND the incident is documented in the behaviour record in toddle AND start of implementing 'Behaviour Report Card' for at least 21 days.
5. A suspension can range from 1-3 days depending on the severity of each case. To be decided by the school leadership team.
6. As the last step, the school has the right to expel a student. This will be done on a case by case basis after agreement from the school management team.

Please be aware Behaviour history is stored on Toddle for the entire time the student is enrolled at ABIS.

Smoking on School Premises

Smoking and smoking of e-cigarettes is prohibited by law for students and teachers. If an incident is reported to the principal, the student will have to face the consequences of being suspended from school.