

International School Ghent

Behaviour policy

Our mission statement

'Our mission at ISG is to create a caring community where pupils of all nationalities, religious and cultural backgrounds are challenged to become active and open-minded learners and pursue academic and personal excellence'

Our goal at ISG is to provide a safe, secure environment where all pupils are treated with respect and achieve their full potential in a welcoming and happy learning environment.

At ISG we celebrate and focus on good conduct. We believe in creating a positive environment where children are encouraged to be thoughtful and take responsibility for their behaviour. We believe high standards of behaviour is not only vital in ensuring our teachers can deliver the curriculum, but also plays a critical role in ensuring that our school is a safe environment for all pupils.

Personal Values

At ISG a different personal value is celebrated each month. These dispositions and responsibilities are referred to throughout the day in the classroom and on the playground. Our 8 personal values are as follows:

- Respect - September/October
- Resilience - November
- Collaborator - December
- Ethical - January
- Empathetic - February
- Thinker - March
- Communicator - April/May
- Adaptable - June

The class teachers are responsible for introducing the monthly value to the pupils, guiding them in understanding and making these values a part of the learning throughout the day. At school assemblies our values are discussed, and instances are showcased where pupils have actively embodied these values. We celebrate shared moments together of good behaviour through our golden box nominations and our headmaster awards. We aspire to maintain high aspirations and expectations of our pupils. We aim to develop self-discipline and the ability to make good choices and decisions to become independent, reflective, and lifelong learners. All members of our school community congratulate good behaviour and acknowledge when pupils are showing our school's personal values.

The purpose of this policy is to

- create a positive culture at ISG that promotes good behaviour, in a calm, safe and supportive environment.
- develop a school culture where children care for each other, and positive relationships can flourish.
- establish a whole school approach to maintaining high standards of behaviour that reflect the values of our school.
- provide a consistent, age-appropriate approach to behaviour management and an understanding of children with special needs.
- make clear the distinction between minor and more serious misbehaviour and the range of consequences that will ensue.
- guide teachers. It is not a set of instructions or a check list of consequences to apply in a one-size fits all approach.

The role of the school management is to

- review and monitor this policy.
- promote the ethos of the school and ensure that the behaviour policy is adhered to consistently and fairly.
- ensure that the school environment encourages positive behaviour.
- support staff in responding to behaviour incidents.
- oversee that all staff understand the behaviour expectations and the importance of maintaining them.
- provide new staff with a clear induction into the school's behaviour culture and how best to support all students.
- ensure this policy works alongside the safeguarding policy to offer pupils sanctions and support when necessary.

The role of teachers and staff is to

- create a calm and safe environment for all pupils.
- maintain effective classroom management.
- establish and display classroom rules and the ISG castle of 'Personal Values' in each classroom.
- display playground rules visibly in playground area and ensure children understand them.
- promote the values of the school.
- establish and maintain clear boundaries of acceptable pupil behaviour.
- implement the behaviour policy consistently, making expectations easy to understand and follow.
- model expected behaviour and positive relationships.
- use acceptable and effective words while communicating in a calm, clear voice.
- manage pupils sensitively and deal with any incident appropriately.

Effective and positive classroom management is essential to

- create and maintain a stimulating environment that encourages students to be engaged.
- develop positive relationships with each child. It's important each child feels liked and valued by their teacher.
- establish clear routines.
- highlight and promote good behaviour.
- deal with low level disruption.

The role of pupils is to

- be on time.
- adhere to the personal values they have been taught at school.
- be kind, caring and compassionate towards their fellow peers.
- strive to do the best in whatever they do.
- follow classroom and playground rules.
- show respect to one another, school staff, other parents, visitors and people they may meet outside of the school while on a school excursion or other activity.
- show respect to all school property.
- not use their phone during school hours. Phones should be turned off and kept in their school bag. Phones are only permitted if children need them for health reasons.

The role of parents is to

- support their child/ren in co-operation with the teachers.
- make sure their child/ren are in school on time and ready for learning.
- respect and support our school values and rules.
- demonstrate respect for intercultural differences.
- show respect when speaking to a teacher, staff member or other parent, taking into account other students or adults may be close by and listening.
- inform the school of any changes in circumstances that may affect their child's behaviour.
- be available to attend meetings, if requested.

At ISG we endeavour to build positive relationships with parents by keeping them informed about developments in their child's behaviour and work in collaboration with them to tackle any behavioural concerns.

Responding to good behaviour

Positively reinforce behaviour that reflects the values of the school. Acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all pupils.

At ISG we endeavour to establish a clear understanding of appropriate behaviour for the whole community based on a few important guiding principles:

- Every child can learn appropriate behaviour.
- Stepping in early can prevent more serious behaviour problems.
- Each child is different, and we need to provide a range of behaviour support.
- Following a child's behavioural progress is essential.

Responding to misbehaviour

When a pupil's behaviour is unacceptable they need to understand that there are consequences. When a member of staff becomes aware of misbehaviour, they should respond promptly and assertively. The priority should be to ensure the safety of pupils and staff and to restore a calm environment. Consequences should be consistent and appropriate to the behaviour and the child. They should be manageable, easily implemented and the goal of consequences should focus on restoring harmony within the classroom or wider school community.

Different levels of behaviour will be dealt with differently - low level incidents, medium level incidents and high-level incidents. Teachers should use their professional judgement, initiative and experience to ascertain what type of behaviour they are dealing with.

In order to support the development of appropriate behaviour, staff must strive to understand the following before responding or considering whether an incident was a low, medium or high level incident.

1. The setting of the event (what was happening, when, who)
2. The emotional state of the pupil
3. The needs of the pupil
4. The intention behind the behaviour
5. The pupil's understanding of the behaviour

Low level incidents

Low level incidents should be responded to immediately, in a calm age-appropriate manner that redirects or supports the pupil to positive behaviour. Staff should ensure:

- the self-esteem of the pupil is preserved.
- the pupil understands the correct behaviour expected of them.
- appropriate support for meeting the expectation is provided.
- the child is given an opportunity to reflect on their behaviour in a manner that focuses on learning and moving forward.

Medium level incidents

Staff should:

- meet all expectations outlined in low level incidents.
- address the misbehaviour and explain the type of consequence should the misbehaviour continue.
- give one or two warnings before following up with the consequence.

Examples of types of consequences:

- Move to another area of the classroom to work.
- A child may be moved to work outside of the class if he/she is monitored and supported regularly. This will not be suitable for all children. This consequence should be part of a discussion with the child to allow them to concentrate on their work, rather than as a form of punishment or humiliation.
- Use a quiet space (within the classroom), allowing the pupil to calm down.
- Missing out on a maximum 5-10 minutes play time, or part of a desired activity, depending on the child's age and the misdemeanour.
- The child may have to reflect on his/her actions by completing a written reflection or apology, or in the case of a younger child, making a drawing.
- If a child is kept in during a break time to complete classwork, this action should be based on clear evidence that the child chose not to use class time effectively. They should be kept in for a maximum of 5 to 10 minutes. The remaining work can be completed during their own time — either as homework, in the morning between 8:30 and 9:00 am, or another designated time. Teachers, being most familiar with their pupils, must use their professional judgment to understand why a child did not utilize class time effectively. For instance, a child displaying avoidance tactics may be doing so because they find the work too difficult.

High level Incidents

High level incidents are considered incidents whereby the safety of the pupil/s or staff are endangered or with incidents of intentional bullying

Staff should:

- ensure the immediate safety and well-being of those involved.
- give pupils time to be in control of their emotions.
- inform Head of school and/or Deputy Head about the incident to discuss necessary follow up.

Bullying

Bullying of any kind is completely against the values that we teach at ISG. However, we also recognise that bullying is a complex and often misunderstood issue for all involved. Bullying is deliberate, unwanted, and continuous physical, emotional or psychological harm towards another person. We fully investigate all reports of bullying and offer support to both parties and aim for reconciliation and conflict resolution.

Continual misbehaviour by a pupil.

The class teacher will

- work with the student to establish clear, achievable behavioural targets. These targets should be tailored to address specific behavioural issues and contribute to an improved learning environment.
- keep a detailed record of significant behavioural incidents involving the student. These records will serve as a reference for tracking patterns, identifying triggers, and evaluating the effectiveness of interventions.
- use proactive measures to prevent future behavioural issues and create a supportive learning environment.
- maintain open and regular communication with parents. Parents will be kept informed about their child's behaviour, progress, and any interventions being implemented.

Management may:

- conduct observations of the student's behaviour in various settings. These observations will provide additional insights into the nature and context of the student's misbehaviour.
- engage in discussions with the teacher to provide support or advice aimed at enhancing the class teacher's behaviour management skills.
- arrange a meeting with the parents and class teacher. This meeting will serve as a collaborative effort to address concerns, share perspectives, and develop a unified strategy for behaviour improvement.
- consider a referral to the CLB if there is limited or no progress despite interventions.

Communication and informing parents.

Having a positive relationship with parents is important to ensure that school and home are working in partnership in the best interests and well-being of the child. Teachers should inform parents about repetitive misbehaviour or medium or high-level incidents.

Informing parents about their child's misbehaviour needs to be communicated with care and understanding. Messages should be short and concise explaining the behaviour, the follow up at school and a suggestion to discuss it further at home with their child. This information can be conveyed either through personal communication at the end of the day or via the Seesaw platform. It is imperative that parents feel your genuine concern for their child's well-being. Teachers can share their intended communication to parents with management before sending for advice if needed.

Recognising the impact of ASN on behaviour

At ISG we recognise that a pupil's behaviour may be impacted by additional support needs (ASN). When incidents of misbehaviour arise, we will consider them in relation to a student's ASN, although we recognise that not every incident of misbehaviour will be connected. Decisions on whether a student's ASN had an impact on an incident of misbehaviour will be made on a case-by-case basis. The follow up and consequence will be decided upon accordingly.

Behaviour management guidelines for break and lunchtime supervision

Active Supervision

Staff should:

- actively walk around the playground to maintain an overview of different areas.
- regularly scan for potential issues and assess the overall atmosphere.

Promote Positive Play

Staff should:

- proactively encourage positive play interactions.
- intervene pre-emptively, addressing situations before they escalate (e.g., promptly removing hazardous objects like sticks, redirecting a child...).

Swift Intervention

Staff should:

- act immediately upon noticing misbehaviour or receiving information from other children.
- promptly address any emerging issues to maintain a safe and positive environment.

Calm communication

Staff should:

- approach misbehaving children calmly.
- engage in a conversation to understand the bigger picture (what happened before, during, after; who was involved, or saw the incident)
- remind the child/ren of the playground rules in a supportive and instructive manner.

Timeout as reflective tool

- Recognize when a child needs a brief timeout to reflect on their behaviour.
- Implement time out in a way so that it serves as a moment for self-reflection, rather than punishment or humiliation

Communication with teachers following an incident

- Report playground incidents to the respective class teacher.
- Provide accurate and detailed information to facilitate appropriate follow-up within the classroom setting.
- If multiple children were involved in the same incident (from the same or different classes), the follow up should be consistent and fair for all.

At our school, we believe in the potential of every student to grow and succeed. Together, through respect, responsibility, and kindness, we can create a positive and nurturing environment where everyone thrives. Let's continue to support one another on each child's unique journey.

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