

SKAGERAK

INTERNATIONAL SCHOOL

Behaviour policy

Guidelines for Members of the Primary, Middle and High School Community



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This document has been prepared by the schools IB Coordinators and a team of teachers across all schools: 2018-2019
Year of intended review: 2020-2021 and biannually thereafter.

*new staff will be given this policy to review as part of the induction process.

A Code of Conduct

At Skagerak International School we aim to create a caring and respectful community, which fosters a positive learning environment.

All students are encouraged and expected to be responsible and show respect for themselves, others, school property and the learning environment.

B Rights and Responsibilities

Skagerak International School will promote an atmosphere that develops the health, well-being and learning of all. The school and all its students, regardless of gender, ethnic background, age or ability have the right to a safe, caring and supportive environment.

Students have the **right** to:

- Be respected by others and have your property respected
- Be treated and valued as an individual
- Be free from all forms of bullying
- Have a safe and productive school environment

Students have a **responsibility** to:

- Be accountable for their own behaviour
- Show respect for others and their property
- Show respect for the teaching and learning
- Be punctual and prepared for class time, meetings, appointments and deadlines
- Keep the school and its grounds clean and tidy
- Be respectful of the School and its property
- Be a positive ambassador for the School

C Accepted Behaviours

At Skagerak International School great emphasis is placed on the IB's Learner Profile and positive reinforcement. In order to establish an environment that cultivates positive attitudes and actions. The school is an inclusive institution that respects the rights of all its members. As a community it is our responsibility to adhere to the following:

Principled

- Being truthful
- Being principled when conflict arises
- Following the behaviour expectations of the school
- Turn off mobile telephones during lessons/ meetings.
- Reporting bullying
- Making healthy choices (healthy food, no gum/snus/alcohol/smoking/illegal substances)
- Using technology appropriately
- Completing assignments thoughtfully and in a timely manner
- Demonstrating positive behaviour in the classroom

Caring

- Putting belongings in the appropriate place

- Picking up litter
- Taking care of all school property (no graffiti or other wilful damage)
- Reporting damaged property
- Reporting theft
- Returning items to the lost and found or a teacher

Communicator

- Respecting others
- Supporting others
- Helping others
- Welcoming and caring for new students
- Reporting bullying
- Being an active and engaged learner

Positive consequences (examples)

- Verbal recognition of positive behaviour
- House Team points
- Complimentary notes from students, teachers, principal
- Complimentary notes home to the parents from teachers/principal
- Community-wide recognition (merit mentions, blog entries, etc.)
- Extra free time/break for the class

D Possible Unacceptable Behaviours

Physical Harm

- Failing to comply with fire regulations
- Violent behaviour where a student or any person associated with the school is physically threatened or harmed (examples include: pushing, hitting, spitting, biting, scratching, tripping)
- Rough Play
- Throwing objects (examples include: rocks, sand, snow and ice)
- Fighting
- Threatening behaviour that causes others to be humiliated or fearful
- Any action that poses a health and safety risk to the student or other persons

Emotional Harm

- The use of language that causes others to be humiliated or fearful (examples include: teasing, name calling, gossiping, insulting comments about intelligence, size, ability, race, colour, religion, ethnicity, gender)
- Exclusion of others (examples include: games, conversations, activities)
- Profanity
- Being dishonest or lying
- Harassment (verbal or sexual)

Educational Harm

- Not following the classroom agreements
- Disrupting the learning process (examples include: using games/toys or electronic devices, deliberate disruptions using unreasonable behaviour)
- Not respecting one's work or the work of others
- Plagiarism/cheating

- Rude and disrespectful behaviours
- Repeatedly failing to comply with reasonable requests by teachers or other persons who are acting on the school's behalf
- A lack of respect for adult authority (examples include: refusing to cooperate with reasonable requests, inappropriate gestures)
- Continued and deliberate failure to meet academic expectations such as, invariable failure to hand in assignments and/or homework, repeatedly not turning up for tests that, in the opinion of the professional staff of the school, are seen to be reasonable.

Prohibited Substances and Objects

- Behaviour that involves the use, storage, supply or abuse of alcohol, drugs or illegal substances on school premises or during a school supervised event. Such behaviour will be reported to the appropriate authorities.
- Use of lighters, matches, explosive materials and aerosols without the supervision of a staff member
- Chewing gum in any part of the school, on the busses or in the playground
- Sweets, eating or drinking of anything other than water without teacher approval
- Possession of pornographic material at school or during a school controlled event

Vandalism and Theft

- Lack of respect for other people's property (examples include: deliberately damaging property, writing on objects). Students or their parents will be held liable for any such damage to school property.
- Damaging bathrooms or other areas in school
- Littering
- Intentionally damaging landscape
- Purposely mishandling equipment
- Stealing/hiding or purposefully taking objects that belong to the school or others

Electronic Devices

- The use of personal music players and headphones in class unless working independently and with permission from the teacher.
- Mobile phones should not be used or heard during school time without teacher approval or during approved times. Inappropriate use of phones, including cameras on the phones, will result in short-term confiscation.
- Use of phones or cameras for harassment, bullying or dishonesty will be regarded as serious matters. If there are persistent problems, students will be asked to leave their phones at home
- Use of school electronic equipment to transmit messages or images which are inappropriate or threaten any person involved with the school in such a way that it causes them to be humiliated or fearful
- Proven disruption of, or unauthorised entry into, school databases or secure information

Dress Code (PS&MS)

- Wearing clothing displaying inappropriate wording, profanity, drugs or alcohol
- Wearing hats, caps, or hoods inside the classroom
- Clothing that is unsuitable for the school day

Playground Rules

- Play in a safe, caring and friendly manner.
- Students stay within the playground boundaries.

- Students stay outdoors unless given permission by a supervising adult.
- Balls repeatedly going out of the school boundaries will be put away.
- Playground equipment must be used respectfully and put away by the people who used it.

Personal Property

- The school **does not accept responsibility** for the loss or damage of your personal property. This includes toys and games used for breaks. If these items cause a disruption, students may be asked to keep them at home.
- You should avoid bringing large sums of money to school, or – if absolutely necessary – give cash to a member of staff for safe-keeping as soon as possible.
- To avoid loss of mobile phones or cameras, they should only be brought to school if absolutely necessary.
- If you bring a laptop computer to school keep with you or put it in a secure location when not in use.
- Your bicycle should be locked when it is left outside the school building.
- Lockers are available for hire at the Middle School, and you are strongly encouraged to lock your valuables in your locker during the school day, if possible.

E Consequences for Unaccepted Behaviour

Primary and Middle School Sanctions

Should a student fail to follow the expectations that the school has established, the following will apply. The levels of consequences are flexible depending of the frequency and severity of the infraction and will be decided by the administration.

- A verbal warning will be issued, and parents may be informed.

If there are further and repeated occurrences:

- The student will be sent to an alternative learning environment and parents will be notified.
- A formal warning will be issued, and parents, staff and the student will take part in a discussion to try to identify needs with a view to resolving the problem.
- The student will likely be put on a monitoring system.
- The student will be referred to the principal. A decision will be made in the best interests of all students as to whether the student is able to remain at the school.
- The student may be suspended for several days.
- In extremely serious cases, they may be expelled from the school.
- If a student is suspended or expelled, fees for the period of suspension or for the remainder of the semester after expulsion cannot be refunded.

The school may levy charges for certain offences; for example, damage to books, equipment or other school property. The charges will relate to the costs of replacement or repairs.

High School Sanctions

There are number of sanctions that can be employed by the high school in the event that unacceptable behaviour has been identified.

Report

This is when a student is placed on report by their contact teacher. Students must obtain a signature/comment from each subject teacher and report back to their contact teacher at the end of the week. Students can be placed on report because of a concern about attendance or behaviour. The term of report can be extended at the contact teacher's discretion. Parents / Guardians and the Head of Pastoral will be notified when a student is placed on report.

Compulsory Study Support (CSS)

At the discretion of the contact teacher in consultation with a subject teacher(s) a student can be placed on CSS. This supervised study can take place during free periods or after school in some circumstances. This is not

to admonish but to create a structured study plan for students who fail to meet deadlines, complete assignments and are at risk of failing without a compelling excuse. Parents / Guardians will be informed as well as the IB Coordinator in such cases.

Suspension

If the student has behaved in a disruptive manner or neglects to fulfil his/her academic obligations the student can be suspended from school for up to 5 days. The decision to suspend a student is made by the Principal of the school after consultation with the student's teachers. Before any decision about suspension is reached, the student will be asked to explain his/her actions to the school administration.

Expulsion

When a student continues in demonstrating a conduct which in a serious manner disturbs the learning environment of the school, or when a student is in serious breach of his duties he/she may be expelled by the Principal for the remainder of the school year. In such cases *Fylkesmannen i Vestfold* (County Administration Officer) can also make the decision that the student cannot continue his/her further high school education § 3-10.

The parents/guardian will be informed by the school of any case of expulsion/suspension and have the right to appeal to the administration in writing within a week after receiving written notification of the expulsion/suspension. In some cases, it is imperative that action is taken immediately.

An expelled student is obliged to pay full fees to the end of the academic year. A suspended student is obliged to pay full fees for any periods of suspension.

F Safe Learning Environment

Skagerak International School, has a "zero tolerance" policy towards bullying. Bullying is defined as unwanted, aggressive behaviour among people that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

Skagerak International School encourages everyone to be self-confident and caring towards each other, to help others who are not being treated fairly or find people to help. Our curriculum embodies the mission statement for the IBO which states:

'The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.'

Proactive Measures by the School

- Staff practice with the students how to assert oneself and to report any instances of being treated in a disrespectful manner.
- Students that have more difficulty making friends are assisted with social skills to help them in their peer group.
- Meetings are used to discuss acceptable and unacceptable behaviour.

Proactive Measures by the Staff to Prevent Bullying

- Staff are to be aware of the relationships between students inside the classroom and outside.
- They understand that adults must intervene right away when someone is bullied.
- They look for bullying behaviour on a daily basis, such as an individual or group of people who either repeatedly ignore or consistently treat someone in a demeaning way, or target an individual with negative acts.
- Staff look for people who cannot defend themselves, have few friends, and also individuals who stand by when another person is bullied.
- Staff look for individuals who defend themselves aggressively but are then manipulated by others in order to get a reaction.
- When a staff member sees or suspects that a person is being bullied, it is reported to administration immediately, in addition to ongoing classroom activities mentioned above.

School Measures for Instances of Bullying

If someone is bullied by another person, we do the following:

- Listen to and act upon their concerns.
- Give them reassurance and support.
- Share what has happened with their parents, explaining that the individual who did the bullying is being helped to adopt more acceptable ways of behaving.

If someone bullies another person, we do the following:

- Refrain from labelling students who bully as 'bullies'.
- Intervene to stop the individual from harming others.
- Explain to the individual why their behaviour is not acceptable.
- Help them to recognize the impact of their actions.
- Ensure that they receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour.
- Recognise that these individuals may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- Discuss what has happened with their parents and work out with them a plan for handling their behaviour.
- Follow national requirements for Opplæringsloven §9A (The Pupil's School Environment Law), where necessary (see below)

Cyberbullying

Cyberbullying is bullying that takes place using electronic technology. The protocol is the same for cyberbullying as for the bullying. Examples of cyberbullying include:

- Mean text messages or emails
- Rumours sent by email
- Logging into someone's account
- Inappropriate posts or messages (embarrassing pictures, videos, websites, or fake profiles).
- Deliberately excluding others

The school's Acceptable Network Use Agreement, which everyone signs before using the school's network, describes in detail appropriate netiquette and unacceptable use of the school's network. The agreement is reviewed with everyone at the beginning of the year.

Opplæringsloven §9A (The Pupil's School Environment Law)

ALL EMPLOYEE AND OTHER ADULT RESPONSIBILITIES:

- **Be aware** whether pupils have a positive and safe psychosocial environment
- **Intervene** in cases of bullying, violence, discrimination or harassment.
- **Report** to the Management in writing if a teacher or adult suspects or are aware of a pupil who does not have a positive and safe Psycho-Social environment.

ADDITIONAL MANAGEMENT RESPONSIBILITIES

- **Investigate** all situations where students, parents or other relevant parties report problems with the psychosocial environment
- **Take appropriate action** in relation to all identified problems.

PUPILS' RIGHTS & RESPONSIBILITIES:

*Pupils have the **right** to:*

- Be respected by others and have their property respected
- Be treated and valued as an individual
- Be free from all forms of bullying

- Be part of a safe and productive school environment

*Pupils have a **responsibility** to:*

- Be accountable for their own behaviour
- Show respect for others as well as their property
- Show respect for the teaching and learning in the classroom
- Be punctual and prepared for class time, meetings, appointments and deadlines
- Be respectful of their school by keeping the school and its grounds clean and tidy
- Be a positive ambassador for the school

The §9a Process at Skagerak

Skagerak follows specific steps for the §9a process that follows the national law. This process is reviewed annually by management and teachers. For the specific timeline, please see Appendix 1.



The following procedures are to be followed in identifying and handling any suspected or reported incidents of a compromised learning environment:

- Employees and Other Adults report the behaviour to the fitting Vice-Principal writing.
- The Vice-Principal will arrange a meeting with the Kontaktlærer and the individuals that have been documented in the §9a Referral Form.
- The Vice-Principal will then follow the process as outlined above within the five-day framework.
- The Vice-Principal will keep the Principal informed of the matter.
- After discussion with the Principal, and if the situation warrants it, an Action Plan will be activated by the Vice-Principal and oversight will be provided by the Principal.

After an agreed period, the concerned parties will meet to discuss any issues or concerns that might have arisen following the implementation of the Action Plan.

G Documentation of Student Behaviour

Records of behaviour incidents and follow up are kept in the School's Learning management system (ManageBac) by both teachers and administration. Notification of parents is based on the discretion of the administration. If bad behaviour happens in the classroom during lessons, the subject teacher enters a comment and next step. The contact teacher will get a notification for every entry automatically. With serious incidents, the subject teacher may choose to contact parents directly. The contact teacher will contact parents if a pattern of repeated unaccepted behaviour occurs.

Appendix 1 The Annual Review of §9a Process at Skagerak

To be conducted during the Start of Year In-service by the Vice-Principal of each School.

Themes/Goals for the School Year		Date	VP Initials
Employee Routines	Management has reviewed the plan for a safe and good school environment.	August	
	All employees have received the plan and can locate it on the school server/platform.		
	All employees have been trained in Chapter 9A and are familiar with all procedures to be followed.		
	A common understanding of what constitutes offensive behaviour and bullying at school has been compiled. Students are included in the process.		
	All employees understand the duties involved and how they are to be exercised.		
	All employees have received document UDIR-3-2017 :		
Action Plan	The school has a plan for preventative measures against offensive behaviour and bullying (comparable to the current Plan for a Safe and Good School Environment).	June	
	The plan contains descriptions of specific goals and actions/what will happen.		
	The plan has an overview of the time period and responsibility for implementation.		
	The plan has a schedule for evaluation.		
	The plan states when and how the measures are to be addressed in the school's various forums for collaboration.		
	The plan states how all work is to be documented.		
Preventative Measures	Management and employees have made plans for how students and guardians can be involved in work with the school community, including channels such as Student Council, Parent Council, School Environmental Committee and the School Board.	June	
	Specific plans have been made to prevent offensive behaviour and bullying in all grade levels (Pastoral and Social Skills Programme)		
	Teachers have planned how the school's work against bullying will be presented and discussed at a parent's meeting at the start of the school year.		
	Management has planned the school-wide preventative measures against offensive behaviour and bullying for the school year.		
	All students have been trained in their rights, duties and responsibilities. The contents of Chapter 9A , where students can find more information on how to proceed if they themselves or others feel violated or bullied.		
	Management has reviewed and revised the school's plan for work on individual cases in accordance with the Education Act, Chapter 9A.		
The school will create an action plan for inquiries into measures or when the school considers measures necessary.			
Measures will be evaluated and documented.			