



# Positive Behaviour Policy

Guidelines for all Students, Staff and Parents/Guardians  
in our School Community



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This document has been prepared by the schools IB Coordinators and a team of teachers across all schools in 2017-2018 and revised in 2020-2021. Next intended review is 2022-2023.

\*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 Supporting Positive Behaviours within our Community

All our students deserve to have a positive, engaging and supportive learning environment where respect, kindness and team spirit is a given and an intrinsic part of our culture. The school community must work together and promote these values.

Negative behaviours will not be tolerated and everyone in our community should be aware that appropriate action will be taken therefore. The action taken will be determined by the severity of the behaviour and the frequency of it occurring.

Within the school environment, we know that students learn valuable life lessons. We hope these are positive ones. For everything else, we want to make sure that the student can 'make it right' by recognising how their behaviour has impacted others and to demonstrate that they have learned from that through positive action.

The following are examples of unacceptable behaviours within our school community.

### Physical Harm

- Throwing objects. *Examples include rocks; sand; snow; ice.*
- Engaging in violent behaviour where a student or any person associated with the school is physically harmed or threatened. *Examples include pushing; hitting; spitting; biting; scratching; tripping.*
- Any other action that poses a health and safety risk to any member(s) of the Skagerak Community.

## Emotional Harm

- Engaging in or threatening any form of behaviour or language that causes others to be humiliated or fearful. *Examples include teasing; name calling; gossiping.*
- The use of insulting comments about intelligence, size, ability, race, colour, religion, ethnicity, gender, or sexual orientation.
- The use of racially offensive words, comments and slang.
- Exclusion of others. *Examples include games; conversations; activities.*
- Profanity. Use of vulgar or obscene language and gestures.
- Harassment (verbal or sexual).

## Classroom Behaviour

- Not following the essential classroom agreements, created by each class as a community.
- Rude and disrespectful behaviours.
- The deliberate disruption of lessons through behaviour that is seen to be unreasonable by staff or other students including the unauthorised use of games, toys or other electronic devices during class teaching time.
- Not respecting one's work or the work of others.
- Plagiarism/cheating.
- Repeatedly failing to comply with reasonable requests by teachers or other persons who are acting on the School's behalf.
- 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.

## Prohibited Substances

- Nicotine products such as snus, cigarettes and vape pens are not allowed on campus and will be confiscated.
- Energy drinks are not permitted on school campus.
- Chewing gum in any part of the school (including the playground) and on school transport.
- Eating or drinking of anything other than water during class time without teacher approval.
- Behaviour that involves the use, storage, supply or abuse of alcohol, cigarettes / e-cigarettes, 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 unless under supervision of a member of staff.

## Vandalism and Theft

- Littering.
- Deliberately damaging the school's property and/or the property of others. If the student damages school property, the parents are held responsible for the damage. Parents will be expected to repair or replace the item/s with a cost up to 5,000 NOK for each single item damaged, aligning with Skadeerstatningsloven (Norwegian law of compensation) § 1-2.
- Purposely mishandling equipment.
- Stealing, hiding or purposefully taking objects that do not belong to you.

## Electronic Devices

- Use of school or personal electronic equipment and devices for harassment or bullying, or to transmit inappropriate or threatening messages or images will be regarded as serious matters.
- Students are not allowed to take pictures or videos of others without their consent.
- The use of the school internet to download, read or disseminate pornographic or racist materials is strictly forbidden and is a violation of Norwegian law.

## Dress Code

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

## E Managing Negative Behaviours in the Classroom

The classroom teacher is responsible for managing the behaviour within their classroom. It is also their responsibility to communicate and reinforce positive behaviours to their students. Should a student fail to meet these expectations the School will take the following steps.

### Level 1: Low Level

*Examples* Chewing gum in class; using offensive language; wearing inappropriate clothing; one-off disruptive behaviours during class teaching time (talking to friends, not listening to teacher); unauthorised use of device(s) during class-time.

#### Step 1

Verbal warning issued. Student expected to 'make it right' under the supervision of a teacher.

#### Step 2

If the behaviour is repeated for a second time, the student will be sent to an alternative, supervised learning environment. Incident recorded on the school's monitoring software. Parents or guardians are notified by email and / or telephone call.

#### Step 3

If negative behaviour continues after Step 2, action will be taken as for Level 2.

## Level 2: Frequent Disruption or Significant Unacceptable Behaviour

*Examples* Disrespecting any person or group of people within the school community (staff, student, visitor or parent); fighting; repeating Level 1 behaviour despite warnings.

### Step 1

The teacher will contact the parents/guardians by email and telephone. Incident recorded on school's monitoring software.

### Step 2

The contact teacher will inform the Head of School.

### Step 3

Formal warning issued to the student. Parents, staff and the student will take part in a discussion to try and identify needs with a view to resolving the problem.

If there are more than three Level 2 incidents in one term the student will be put on a monitoring system that is section specific through the respective contact teacher and Head of School. The Director of School will become involved.

### Step 4

The student will 'make it right' by writing a reflection and formal apology. These will be signed by the student's parents or guardians and returned to the Director of School.

### Step 5

If negative behaviour continues after Step 4, action will be taken as for Level 3.

## Level 3: Serious Incident or Continued Unacceptable Behaviour

*Examples* Bullying; possession of prohibited substances; alcohol consumption; theft; vandalism; physical harm. Continued level 2 behaviour despite warnings.

### Step 1

The student will be suspended (internally or externally) for a period of 1, 3 or 5 days. The duration will depend on the circumstances and severity of the incident.

### Step 2

There will be loss of school privileges (example break-time, school trip).

### Step 3

The student will 'make it right' by writing a reflection and formal apology. These will be signed by the student's parents or guardians and returned to the Director of School.

### Step 4

A decision will be made on whether the student is able to remain at the school. This decision will be made taking into consideration the best interests of all students and follows Norwegian Law.

## **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 daily, 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 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 psychosocial 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 in writing to the Head of School.
- The Head of School will arrange a meeting with the contact teacher and the individuals that have been documented in the §9a Referral Form.
- The Head of School will then follow the process as outlined above within the five-day framework.
- The Head of School will keep the Director informed of the matter.
- After discussion with the Director, and if the situation warrants it, an action plan will be activated by the Head of School and oversight will be provided by the Director.

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 Head of School.

Themes/Goals for the School Year		Date	VP Initials
<b>Employee Routines</b>	Management has reviewed the plan for a safe and good school environment.	<b>August</b>	
	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 <a href="#">UDIR-3-2017</a> :		
<b>Action Plan</b>	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).	<b>June</b>	
	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.		
<b>Preventative Measures</b>	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.	<b>June</b>	
	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 <a href="#">contents of Chapter 9A</a> , 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.		