


ISR INTERNATIONAL SCHOOL
ON THE RHINE

ISR BEHAVIOUR POLICY

ACADEMIC YEAR
2025/2026

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| ISR Behaviour Policy | |  | |
| Applicable to | Schools and Kindergartens | | |
| Teams / Individuals | ISR Faculty, Parents, and Students | | |
| Publishing Channel | Versions of this policy will be published within the ISR Student-Parent Handbook, ISR Staff Handbook, ISR Orientation & In-Service Day sessions with all staff, ISR website and through ISR internal email | | |
| Updated By | Latest Publish Date | Monitoring Cycle | |
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Related policies and procedures

This policy statement should be read alongside our organizational policies and procedures, including:

- ISR Mobile & Electronic Device Policy
- ISR Child Safeguarding Policy
- ISR Anti-Bullying Policy
- ISR Code of Conduct
- ISR Acceptable Use Guidelines/Policy
- ISR Attendance Policy
- ISR Academic Honesty Policy

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Purpose of the ISR Behaviour Policy

ISR International School on the Rhine (ISR) is a culturally diverse community which fosters a passion and enthusiasm for learning. Respectful and considerate behaviour is an essential element in the ISR community. It is the responsibility of the school to promote and foster positive behaviour and to effectively address poor behaviour choices. The ISR Behaviour Policy seeks to outline the framework in which all members of the ISR community are expected to conduct themselves, ensuring a safe and supportive learning environment.

The ISR Behaviour Policy provides clear guidelines and expectations for behaviour, encourages personal responsibility and accountability, and promotes a culture of respect and kindness. It aims to be proactive as much as possible in fostering positive behaviour, reactive when necessary to address behavioural issues, and consistent across the school. By doing so, it ensures all students have the chance to learn and thrive in a positive atmosphere.

Related policies and procedures

This policy statement should be read alongside our organizational policies and procedures, including:

- ISR Student and Parent Handbook
- ISR Mobile & Electronic Device Policy
- ISR Child Safeguarding Policy
- ISR Anti-Bullying Policy
- ISR Code of Conduct
- ISR Acceptable Use Guidelines/Policy
- ISR Staff Handbook

Guiding Principles for the ISR Behaviour Policy

1) Whole-School Expectations

At ISR, we have consistent and clear behaviour policies in place that promote positive behaviour in all grade levels. While student behaviour will look different across the school, it is vitally important that expectations are set in Kindergarten as it is in Grade 12.

ISR students embody the motto “It’s Cool to be Good” and we acknowledge that the vast majority of ISR students follow our behaviour expectations most of the time.

2) Expectations and Learning Behaviours are Taught and Modelled by Teachers & Staff

Our staff play a crucial role in shaping student behaviour. All ISR staff members not only uphold the expectations but are also role models for positive behaviour.

Learning Behaviours are the behaviours that are necessary in order for a person to learn effectively in the group setting of the classroom. Teachers actively teach and model our behaviour expectations, demonstrating respect, empathy, and integrity in their interactions with students and each other.

3) Proactive Prevention

Our main goal is to prevent the misbehaviour or poor choice before it happens. This can be achieved in a number of ways, for example by ensuring that directions are given in a clear, consistent and timely manner and that students are noticed and praised often for appropriate behaviour .

4) Focus on Positive Behaviour with Rewards & Encouragement

We believe in the power of positive reinforcement to promote a supportive learning environment. Our approach emphasizes recognizing and celebrating acts of kindness, responsibility, empathy, and academic achievement. Through a variety of reward systems, including praise, certificates, and privileges, we encourage students

to demonstrate positive behaviour consistently.

5) Reliable & Well Documented Data

Using the Behaviour Support program of the Veracross ePraise platform, all behaviour incidents, both positive and negative, are well documented and tracked across the school. Teachers are continually tracking behaviours within the system to ensure that the data gives a full overview of the student's behaviour. This information is also accessible for the parents & students to review through the Veracross applications.

6) Transparent Communication Between the School & Families

Open communication is essential for building trust and fostering collaboration between the school and families. We are committed to maintaining transparent channels of communication, keeping parents informed about behaviour expectations, incidents, and disciplinary actions. By working together as partners in education, we can address challenges effectively and support students in their academic and personal growth.

7) Embodied in the ISR Student Leadership Council

The behaviour expectations and wider theme of living the motto "It's Cool to be Good" is a focus of the ISR Student Leadership Council. Their campaigns, events and communication are centered around this concept. The student leaders embody these values and use their leadership roles to uphold and encourage the behaviour expectations of the students they interact with at ISR.

The Role of ISR School Leaders

School leaders play a crucial role in maintaining and leading by example with regards to upholding behaviour expectations across the school. They set the tone for the entire school community by demonstrating and reinforcing respectful and considerate behaviour in their interactions with students, staff, and parents. School

leaders establish clear expectations through the ISR Behaviour Policy and ensure its consistent implementation throughout the school.

Moreover, school leaders provide guidance and support to teachers and staff in effectively managing and addressing behavioural issues, emphasizing proactive strategies and intervention when necessary. By fostering a culture of accountability and responsibility, school leaders create an environment where all members of the community feel valued and respected, contributing to a positive and conducive learning atmosphere at ISR.

The Role of ISR Faculty

(The following points are from PECE Program) The role of the faculty at ISR is to set up a safe, engaging environment where students have opportunities to explore, experiment and learn. This is done by creating a positive learning environment, where staff respond positively and constructively to student-initiated interactions in the learning environment. Staff are role models, teaching good social skills and behaviour. When educators use assertive guidance strategies (are consistent, respond quickly and decisively, and teach students to behave in acceptable ways) students learn to accept responsibility for their behaviour, and become aware of the needs of others and develop self-control. Students are less likely to develop behaviour problems when the members of the ISR community working with them are consistent and predictable from day one.

The ISR faculty is therefore expected to work together as a team, not only with one another, but also with students and parents. Finding time to meet to discuss, plan and problem solve with co-workers creates a network of peer support. Clear communication between students and parents can support smooth transitions between home and school.

The Role of ISR Students

All students are members of the ISR school community. To help the staff and students excel and enjoy positive supportive relationships, all members must take responsibility for their actions. Each student's relationship with staff and other

students (from the youngest to the oldest) must be based on mutual respect and care. It is expected that students, like the rest of us, will make mistakes. It is our hope that students will learn from their mistakes. The ISR Code of Conduct establishes reasonable boundaries for students and grounds for trust and if necessary, consequences for consciously not following the rules. By abiding by the Code of Conduct, we expect students to have a more productive and successful learning experience.

The Role of ISR Parents

Similarly, parents and guardians are active role models. We expect their conduct, inside and outside school, to positively influence their children and reinforce positive interaction with the school and other ISR community members. We value the close collaboration we have with our parents and guardians, and it is important that our school's values are shared and upheld to offer a stable and nurturing environment for the students in and out of the classroom.

Behaviour Comment on the ISR Report Card

All students in Elementary and Secondary school will receive a comment on their report card related to their adherence to the expectations of the ISR Behaviour Policy. This comment will reflect how well the student adheres to the behavioural guidelines and will be noted in the same format as the grading scale. This approach ensures that behavioural expectations are clearly communicated and consistently evaluated, reinforcing the importance of respectful and considerate conduct within the ISR community.

| Descriptive <i>Secondary School</i> | Descriptive <i>Elementary School</i> |
|---|--|
| Outstanding | Outstanding |
| Excellent | Excellent |
| Very Good | Very Good |
| Good | Good |
| Satisfactory | Developing |

| | |
|-------------------|----------|
| Needs Improvement | Emerging |
| Unsatisfactory | Not Met |

Reporting & Documentation of Behaviour Incidents

ISR faculty uses the following two mechanisms to report and document behaviour of students:

1. Veracross – Incident Reports
 - a. This is an internal electronic record of behaviour incidents for the duration of a student’s enrollment at ISR. This tool is used to record serious behaviour incidents or trends which are shared with families via the respective Academic Head.

2. Veracross – Behaviour Support Platform – ePraise
 - a. This is a platform used by ISR faculty to track both positive and negative behaviour interactions for a student on a regular basis. Families and students have access to this information via the ePraise section of the Veracross platform and parents can receive up to date notifications of their child’s behaviour progress.
 - b. The Behaviour Support Platform – ePraise - is connected to our positive behaviour recognition and students can achieve “ISR Merits” for displaying the values of ISR.
 - c. Students can accumulate “ISR Merits” for positive recognition, examples of which are detailed for each section of the school. Examples of “ISR Merits” can be found below.

Examples of ISR Merits within the Behaviour Support platform - ePraise

| Behaviour Description | ISR Merits |
|------------------------------|---------------------------|
| Responsibility | 2 Merits |
| Kindness | 2 Merits |
| Helping others | 2 Merits |
| Being a role model | 2 Merits |
| It’s Cool to Be Good | ISR Core Value – 3 Merits |
| Honesty | ISR Core Value – 3 Merits |

| | |
|---------------------|---------------------------|
| Integrity | ISR Core Value – 3 Merits |
| Exemplary behaviour | 4 Merits |

Student Expectations, Positive Reinforcement & Consequences - Further Defined

Kindergarten

Examples of Student Behaviour Expectations - Kindergarten

ISR Kindergarten is a caring community with expectations of high standards of good behaviour, appropriate to the age of the children. Our aim is to create an environment in which all children feel safe and valued. To achieve this, we encourage children to reflect upon and understand their own behaviours. We actively promote positive behaviour and respect for each other. Relationships should be based on fairness, honesty, courtesy, and consideration.

Aims

- To promote a positive ethos in the Kindergarten through encouraging an age-appropriate understanding of the values which underpin the whole school ethos.
- To create a consistent environment where good behaviour is expected and encouraged, using praise and positive modelling
- To build children’s social and emotional skills
 - To help children develop positive relationships and consideration of the impact of their behaviour on others.
 - To develop empathy for the needs and feelings of others.
- To help children develop a positive approach to learning
 - To help children learn to share adult attention, resources and to wait their turn.
- To help children learn new ways to behave
 - To ensure that all individuals are treated with respect and consideration regardless of race, ethnicity, religion, gender, or disability.
 - To help children develop self-respect, self-control and to take

responsibility for their own actions.

- To promote a partnership between home and Kindergarten.

“Positive behaviour management” is promoted and supported in the following ways:

- A carefully planned curriculum with Social Emotional Aspects of Learning.
- Effective management (environment, teaching methods, content).
- Adult role modelling.
- A consistent and clear message about behaviour management.
- Playtime and Lunchtime provision (opportunities for play, adult supervision).
- Extra-Curricular provision during and after the regular kindergarten day.

Our Behaviour Management Plan has three key aspects:

Setting Clear Rules & Expectations, Promoting Positive Behaviour, and Enforcing Logical Consequences

Everyone is expected to follow the expectations or “general rules”, which aid our young children to learn in a safe and happy environment. As children mature, they are involved in the process of developing class expectations.

The expectations apply to all kindergarten activities, on or off site. They apply to Extra Curricular Activities and to the Extended Day Care Program.

- We use kind words to explain how we feel.
- We use kind and helpful hands.
- We will always try our best.
- We take turns and share.
- We work together as a team.
- We will look after toys and equipment and tidy away.
- We will listen and wait for our turn to speak.
- We follow instructions carefully.
- We use kind words

- We use different voices in the group room and outside at playtime.
- We remember our manners.
- We sit quietly when required.
- we celebrate our diverse backgrounds

The expectations are displayed in the group rooms and educators and assistants refer to these daily. Rhymes and songs are used to help the children remember their responsibilities.

Examples of Positive Behaviour Reinforcement - Kindergarten

The key to promoting positive behaviour is praise and recognition. Children learn by copying prosocial behaviour. Educators and assistants model behaviour by saying: 'Good morning', 'please' and 'thank you' when interacting with the children. Staff speak calmly and quietly with the children attentively listening. We comment on and reward positive and **improving** behaviour.

Praise and rewards for positive behaviour and work are given to individuals and groups.

Recognition is given through:

- verbal and written praise
- stickers to add to "sticker charts"
- showing work to the Head of the Kindergarten
- Addition of items (pompoms, stars, bears) to the "class teamwork jar"
- Group celebrations
- Positive communication home
- Selection of activity/book for group
- Extra Free-Play or "Golden Time"

Examples of Consequences - Kindergarten

Our main emphasis is on promoting positive behaviour. However, there will be occasions when it will be necessary to consider the management of difficult and inappropriate behaviour. Expectations in Kindergarten are enforced to ensure we

maintain a safe and positive learning environment.

Unacceptable or difficult behaviour is defined as not following the rules, thereby causing harm or disruption to others and/or using hurtful or inappropriate language. A logical consequence or intervention, directly related to the action, should immediately be administered by the attending member of the kindergarten team.

A variety of low-level intervention strategies are used initially, such as non-verbal signals, reminders, and proximity to redirect and encourage children to stay on track. If inappropriate behaviour persists, then further action is taken.

Discussions with children have the following aim, to:

- clarify the situation.
- repair a situation.
- explain the consequence.
- ensure the child understands their responsibility for their actions.

If a child's behaviour presents a risk to the safety of themselves or another child or staff member, then immediate higher-level intervention is applied. Dependent on the nature of the misdemeanours the Group Teacher, in the first instance, may inform parents verbally or in written form at the end of the kindergarten day. Serious incidents will require a phone call to the parents and a follow-up meeting will be arranged. The actions agreed at any meeting with a parent will be recorded and kept on file. All incidents are reported to the Head of Kindergarten.

When children are behaving in an inappropriate manner, we will:

- speak to the child/children involved.
- explain why his/her behaviour was not appropriate.
- assist the child on how to improve his or her behavior.
- encourage the child to say sorry if another person was involved and/or hurt.
- help the children find a shared co-operative activity to support a positive relationship.
- use strategies to promote positive behaviour.
- if necessary, allow the children a calming time apart from other children.

For more serious or repeated unacceptable behaviour, staff may use a range of consequences to include:

- a short (2-5 minutes) time out from an activity or the playground so the child can observe acceptable behaviour and then be given the chance to practice it
- participation in “Restorative Practice”, children involved in an incident meet to discuss the problem, work to understand one another and agree on how to make things right
- a loss of privileges, participation in class trip or activity
- Parental Involvement
- implementation of a behaviour “success plan”
- referral to outside agencies for support and counselling.
- referral to specialist services if an “Additional Need” is impacting upon the child’s behaviour.
- Time out of kindergarten
- Involvement of the Head of Kindergarten/School Director

A child may be prevented from attending the group if he or she is disruptive, or staff have concerns relating to safety (parents will be notified in advance.) It is a long day for young children and some children may not be able to manage their behaviour as they become tired. Extreme unacceptable behaviour (i.e. Putting the safety of others or self at risk) will result in immediate removal from the group, a discussion with the child, and an email or telephone call to the parents to organize a meeting.

When considering logical consequence, all children will be treated according to their age and ability to understand, and appropriate interventions are implemented Staff adapt their language to the child’s level of comprehension, with more formal discussions held with the child’s parents.

In rare cases, if a child is unable to modify their behaviour and serious incidents continue to occur, the child’s place at kindergarten may be revoked.

Elementary and Secondary School – Grades 1-12

Examples of Student Behaviour Expectations – Elementary and Secondary School

These *Student Behaviour Expectations* examples highlight some of the key behavioural expectations for elementary school students in grades 1-12. By fostering a positive and respectful learning environment, teachers can help students develop essential social, emotional, and academic skills that will support their success in school and beyond.

- **Respect for Others:** Students are expected to treat their classmates, teachers, and other school staff with kindness and respect. This includes using polite language, listening attentively when others are speaking, following directions, and being considerate of others' feelings and perspectives. Following the school policies and procedures is a sign of respect for the institution and all those in it.
- **Respect for Diversity and Inclusion:** Students should demonstrate respect for diversity and cultural differences. This includes showing appreciation for classmates from different backgrounds, cultures, and experiences, and being inclusive and accepting of all members of the school community.
- **Following School Rules and Policies:** Students should adhere to the rules, policies, and expectations set forth by the school administration and individual teachers. This includes rules related to behaviour, dress code, attendance, academic honesty, and technology use as well as academic responsibilities such as how to positively contribute to classroom discussions, following directions, and completing assignments on time.
- **Safety Awareness:** Students should prioritize safety in the school environment. This includes following safety rules and procedures, such as walking calmly in the hallways, keeping hands and feet to themselves, and reporting any unsafe conditions or incidents to a teacher or other adult.
- **Responsible Use of Materials and Technology:** Students should use classroom materials, technology, and resources responsibly and respectfully. This

includes taking care of textbooks, supplies, and equipment, and following guidelines for appropriate use of computers, tablets, and other digital devices. As students move into Secondary School, this also includes following guidelines for appropriate use of school-issued devices, respecting copyright laws, and practicing good digital citizenship.

- **Responsibility for Learning:** Students are expected to take responsibility for their own learning and academic progress. This includes actively participating in classroom activities, completing assigned work to the best of their ability, and seeking help when needed.
- **Participation in Class Activities:** Students are expected to participate actively in class activities, discussions, and lessons. This includes asking questions, sharing ideas, and contributing to group discussions and projects.
- **Collaboration and Teamwork:** Students should learn to work effectively in teams and collaborate with peers on group projects and assignments. This includes sharing ideas, respecting others' contributions, and working towards common goals.
- **Effective Communication Skills:** Students are encouraged to develop effective communication skills, both verbally and in writing. This includes expressing ideas and opinions clearly and respectfully, actively listening to others, and engaging in constructive dialogue and debate.
- **Positive Social Skills:** Students are encouraged to develop positive social skills such as cooperation, teamwork, and conflict resolution. This includes working collaboratively with peers on group projects, resolving conflicts peacefully, and practicing empathy and kindness towards others.
- **Self-Regulation and Behaviour Management:** Students are taught and expected to manage their emotions and behaviour appropriately. This includes practicing self-control, following classroom routines, and using

positive strategies to cope with frustration or disappointment.

- **Time Management and Organization:** Students are expected to manage their time effectively and stay organized to balance academic responsibilities, extracurricular activities, and personal commitments. As students move into Secondary School, this includes prioritizing tasks, setting goals, and using tools such as planners or digital calendars to stay on track.
- **Resilience and Perseverance:** Students should develop resilience and perseverance to overcome challenges and setbacks. This includes staying motivated and focused, bouncing back from failures or disappointments, and seeking support when needed.
- **Critical Thinking and Problem-Solving:** Students should develop critical thinking and problem-solving skills to analyze information, evaluate arguments, and solve complex problems. This includes questioning assumptions, considering multiple perspectives, and drawing evidence-based conclusions.

Examples of Positive Reinforcement – Elementary and Secondary School

Reinforcing positive behaviours can create a positive learning environment in elementary school classrooms. Teachers can adapt and customize rewards based on the preferences and interests of their students. Some examples of positive reinforcement in an Elementary classroom may include:

- Positive Praise and Recognition
- Positive "ISR Merits" on ePraise (individual or whole class)
- Certificates or Awards
- Classroom Celebrations
- Positive Communication Home by Teacher or Academic Head
- Preferred Activities or Choices
- Recognition on Schoology and/or in an Assembly
- Leadership opportunities within the ELC/SLC

- Privileges and Special Opportunities
- Extra-curricular Activities or Events

Consequences of Inappropriate Behaviour – Elementary & Secondary School

We believe that students should understand why rules and boundaries are important and the connection to consequences. For this reason, we encourage teachers and administrators to have as much personal contact with students as possible and give direct, age-appropriate feedback when inappropriate behaviour occurs

Afterwards, prompt response to inappropriate behaviour is made by the administration. Parents or guardians are contacted as soon as possible by their child’s Academic Head.

Consequences may be assigned to students based on the incident or situation. School Leaders will always consider all factors in each situation prior to assigning consequences.

The following is a list of standard consequences due to inappropriate behaviour. This list should be viewed only as a guideline and not as an all-inclusive set of consequences as circumstances may vary from case to case and from student to student.

Level 1: These misdemeanors disrupt the normal functioning of the learning environment and are dealt with by the member of staff most directly involved.

| Behaviour | Consequence |
|---|--|
| LEVEL 1: Not Taking Responsibility Minor offences that disrupt the teaching and learning of others such as: • Lateness | LEVEL 1: Consequences are designed to promote responsible behaviour. Depending on the behaviour the |

| | |
|---|---|
| <ul style="list-style-type: none"> • Inappropriate dress (first time) • Materials not brought to class • Failure to complete homework • Draft deadline missed • Food brought to class/eating in hallway • Chewing gum • Littering/not cleaning up after self • Leaving valuables unattended • Bringing inappropriate items to school • Possession of mobile phone during the school day (not kept in cubby) | <p>following interventions are applied by the teacher:</p> <ul style="list-style-type: none"> • Verbal warning: provide feedback regarding behaviour and reminder of expectation • Discuss strategies for improvement • Extra work or correcting / improving unsatisfactory work • Stay after class or short break detention • After school detention • Email communication to parent/guardian • Discipline comment on student report • Confiscation of item • Report if necessary to appropriate administrator • Behavioural or Academic Probation with specified targets • Community Service |
|---|---|

Level 2: This level of misdemeanor is thought to be harmful to the ISR community. These misdemeanors are dealt with by the Academic Heads.

| Behaviour | Consequence |
|---|---|
| <p>LEVEL 2:</p> <p>These include behaviours that disrupt teaching and learning (or repeated Level 1) such as:</p> <ul style="list-style-type: none"> • Disturbing the learning environment | <p>LEVEL 2:</p> <p>Consequences are designed to allow students to reflect on their behaviour and plan improvement, which may involve the support of the</p> |

| | |
|--|--|
| <ul style="list-style-type: none"> • Interrupting/disrespecting teacher • Teasing, peer conflict • Frequent lateness to class • Hiding the belongings of others • Absent from class without permission • Plagiarism, collusion, lack of academic honesty • Failing to follow instructions • Not completing classwork • Missing Submission deadline • Rough play • Inappropriate language • Inappropriate displays of affection • Inappropriate computer use, offensive emails • Use of mobile phone during the school day • Repeated Level 1 Offences | <p>administrators, Academic Heads, counsellors, parents and teachers.</p> <ul style="list-style-type: none"> • Contract/daily report with specified targets • Regularly check in meetings with the Academic Head or Well-Being Counsellor in relation to repeated offence (ex: missed deadlines, dress code violations) • Conflict mediation/counselling • Temporary removal from class • Parent/teacher conference • Extra work or repeating unsatisfactory work • Lunch detention / loss of break time • After school detention • Limiting access to internet and/or email • Community service • Behavioural or Academic Probation • Suspension (maximum 5 days) (in school / out of school suspension) • Expulsion (immediate or end of academic year) |
|--|--|

Level 3: Misdemeanours at this level encompass behaviour deemed totally unacceptable at ISR. These misdemeanours will necessitate the involvement of the School Director/Head of School. Criminal offences may be referred to the appropriate civil authorities. A Level 3 situation may be a first-time serious offence or repeated a Level 1 / 2.

| Behaviour | Consequence |
|--|--|
| <p>LEVEL 3: Serious Offences or Repeated Level</p> <p>These include behaviours that are considered to violate the rights of others and/or are considered dangerous:</p> <ul style="list-style-type: none"> • Violence toward self, others or property • Vandalism or Damage to property (of school, oneself or others) • Verbal threats and/or intimidation • Discriminatory or racist incident • Fighting, particularly through physical means • Defiance towards ISR Staff • Bullying (as further defined in SPHB) • Cyber bullying (threats and intimidation via electronic devices and mobile electronic devices) • Physical aggression / altercation • Theft • Fraudulent activity • Plagiarism, collusion, lack of academic honesty on an externally moderated piece of work • Possessing dangerous items or weapons (including “toys”) • Possessing or accessing pornographic material • Computer hacking, trashing or tampering in any way with another | <p>LEVEL 3:</p> <p>Consequences are designed to demonstrate that students will lose privileges if they don't respect the rights of others. This may involve teachers, parents, counsellors, administrators, and other support agencies as appropriate.</p> <ul style="list-style-type: none"> • Suspension (maximum 10 days) (in school / out of school suspension) • Behaviour probation contract • In Parent/teacher/administer conference • No grade for report/automatic failing condition for diploma course • Report to the local authorities • Pay expenses if damage or repairs are necessary • Referral for outside counselling • Incident to be reviewed by School Director, Head of School and/or School Proprietor • Cancellation of School Contract (immediate or end of academic year) • Expulsion (immediate or end of academic year) |

| | |
|--|--|
| <p>person's work or intellectual property</p> <ul style="list-style-type: none">• Possession of hacking software; using programs to access passwords of other students or teachers and/or to remotely access computers of others• Using, possessing or distributing tobacco products (including e-cigarettes/vapes), alcohol or other chemical substances on school premises, field trips or any instance that places the school in disrepute• Violating external exam regulations• Violation of IB or IGCSE contract• Repeated Level 1 and 2 Offences | |
|--|--|

Supporting Students After a Behaviour Incident

The ISR faculty, including Academic Heads and Well-Being Student Counsellors, are committed to supporting students in improving and modifying their behaviour following a serious incident or suspension. This support may involve individual sessions with the student, meetings with families, or regular check-ins to ensure that the child is successfully reintegrated back into the school community. Our goal is to provide a supportive and structured environment that facilitates positive behavioural changes and fosters a sense of belonging and growth within the ISR community.

ISR Severe Student Behaviour Policy

At ISR, our commitment to fostering a safe, inclusive, and supportive learning environment is of paramount importance. The decision to expel a student or cancel a school contract is never taken lightly, and it is always considered as a last resort. The aim of this policy is to outline the procedures and criteria for student expulsion while emphasizing that this step is only taken when all other intervention strategies have been exhausted.

Expulsion/End of School Contract is a rare and serious measure that we strive to avoid whenever possible. It is our belief that every student deserves the opportunity to learn, grow, and succeed in a nurturing and safe environment.

Guiding Principles:

1) Last Resort:

- Expulsion is considered only after exhausting all other appropriate interventions and disciplinary measures.
- The decision for expulsion is a collective one, involving thorough consideration by the School Director, School Proprietor, Head of School/Academic Head, teachers, counselors, and relevant stakeholders.

2) Transparent Communication:

- Parents or guardians are kept informed throughout the disciplinary process.
- Students and their families are given opportunity to address concerns and provide input during the decision-making process.

3) No Surprise Principle:

- Students and their families will be provided with clear expectations of behaviour and consequences.
- There is a clear “paper trail” of incident reports that track the child’s behaviour issues over time. These reports will be shared with all stakeholders (including families).
- The possibility of expulsion will never come as a surprise, as students will be made aware of the potential consequences for violating school policies.

4) Educational Future:

- The school is committed to ensuring that the educational future of the student is not unduly affected.

- Alternative educational options and support systems will be explored to facilitate the student's continued academic progress. Such as, providing transcripts and supporting in the search for the next school when needed.

Procedures:

1) Identification of Concern:

- A serious concern is identified by a teacher, staff member, or the Academic Head.

2) Collaboration with Student's Family:

- Ongoing discussions and collaboration with the student's family to address the concerns.

3) Trial Period of Classroom Interventions:

- Various intervention strategies within the classroom, such as changes in the learning environment and behaviour journal, are implemented.
- At this stage the Academic Head is deeply involved in the follow-up & progress of the student in collaboration with the teacher(s).

4) Elevation to Outside Classroom Interventions:

- If classroom interventions prove ineffective, in-school suspension or out-of-school suspension may be implemented.
- At this stage, it should be clear to the family that the child is not on track and that there are serious concerns about the future of the student at ISR.

5) Behaviour Probation Contract:

- A Behaviour Probation Contract is signed by the student and family, acknowledging the need for behavioural change.
- A Behaviour Probation Contract signals a "last chance" effort for all stakeholders to keep the student at ISR.
- The Behaviour Probation must be time bound and limited to a specific amount of time (term/school year) and clearly outline the expectations for the student.

It must also clearly state what the consequences are if the child does NOT meet the expectations of the probation.

- If the family refuses to accept the Behaviour Probation, the school will initiate the process to end the school contract.

6) Request to Permanent Leave ISR, End of Contract:

- If the student fails to meet the conditions outlined in the Behaviour Probation Contract, or if there is a serious behaviour incident, a request may be made for the student to leave the school permanently, leading to the end of the contract.
- In the first instance, School Management will offer an opportunity to the family to withdraw their child from ISR at the end of the year/term.
- If the family is unwilling to withdraw their child, ISR may choose to end the school contract by issuing a termination of contract notice to the family. This decision is communicated in person and in writing to the family.

7) Immediate Expulsion for Severe Cases:

- In the most severe cases where a child cannot be reintegrated into the school community, the School Director and School Proprietor may make the decision to expel the student immediately.

Conclusion

This policy outlines our expectations for student behaviour, disciplinary procedures, and support mechanisms. It serves as a guide for ISR students, parents, and staff members to understand the procedures, expectations, and the potential consequences of their actions.

By adhering to these guidelines, we aim to create a learning community where every individual feels valued, respected, and empowered to reach their full potential.

We encourage active participation from all members of the ISR community in promoting a positive school climate. Through open communication, constructive feedback, and collaborative problem-solving, we can work together to maintain a safe, inclusive, and conducive environment for excellent teaching and learning outcomes.

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ACCREDITATION AGENCIES NCA CASI, NWAC AND SACS CASI)

ECIS-EDUCATIONAL COLLABORATIVE FOR INTERNATIONAL SCHOOLS

CIS-COUNCIL OF INTERNATIONAL SCHOOLS (MEMBER)

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