

BEHAVIOR MANAGEMENT POLICY

Applies to all staff (teaching and administration) working in the school.

Monitoring and review: This policy is subject to continuous monitoring, refinement, and audit by the School Management, who will undertake a complete annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. All staff will be informed of the updated/reviewed policy, which will be made available to them electronically, or by hard copy on request.

This policy will be reviewed by the School Management no later than August 2027 or earlier if significant changes to the systems and arrangements occur or if legislation, regulatory requirements, or best practice guidelines are required.

Introduction

ISCDIP encourages students to adopt the highest standards of behavior, principles and moral standards and to respect the ethos of the school. Promoting the emotional and personal well-being of all of our students is central to our students' development. ISCDIP is an inclusive community. The best interest of our students is at the core of everything we do, and we expect students to behave at all times in a manner that reflects the best interests of the community. We aim to teach our students to have and to demonstrate respect for each member of the school community. We believe that positive relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We develop our students' teamwork and leadership skills through participation in the Student Life Organization® (SLO®), and a wide range of curricular and extra-curricular activities and programs. We expect students to be ready to learn and to participate in school activities. They should attend school and lessons regularly and punctually.

A high level of self-discipline and good behavior is expected at all times. Students are encouraged to understand and appreciate the many benefits to be derived from respecting rules. They are encouraged to be considerate towards others, and to take care of their surroundings (including the buildings, equipment and furniture). If disciplinary codes are contravened, students are held accountable. We want students to understand what is expected of them and why, as well as the consequences of negative behavior.

Whilst ISCDIP has set guidelines for disciplinary matters, a disciplinary consequence is not automatically given to a student without considering the mitigating circumstances surrounding the infraction, wherein an investigation should always be conducted. Supervised advising session is the most commonly used disciplinary consequence/action, and students may be assigned such time within school hours, after school, or on Saturdays. If the supervised advising session does not result in improved behavior, the Head Supervisor confers with the Director who also interacts, as required, with the appropriate AQC, the Student Life Coordinator and the Social Worker in an effort to ascertain the root of the problem and take the most appropriate action.

All members of staff are expected to contribute to disciplinary standards both, by enforcing the rules, and by always setting a good example and being positive role models, in line with the MOE's Code of Conduct for Educational Professionals (September 2022). ISCDIP staff are committed to excellence, aiming to achieve a spirit of trust and cooperation with all members of the school community. The highest standards of professionalism, respect and integrity are expected from staff. We expect the highest values and standards of behavior inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. We expect students to treat staff and each other with consideration and good manners, and to respond positively to the opportunities and demands of school life. Everyone has a right to feel secure, safe, listened to, cared for and to be treated with respect at ISCDIP. Harassment and bullying, in any form, will not be tolerated. Our Anti-bullying policy is available for students, parents and staff members.

Involvement of Students in Ensuring Good Behavior

Experience shows that the ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them. The SLO® offers all our students interesting and attractive opportunities to make a difference in their school, improve their academics, participate and/or lead activities they enjoy and/or excel in, as well as create the appropriate atmosphere to enjoy school and have fun. The SLO® program is run principally by students for students; it has a major impact on the daily functioning of the school, including the standards of behavior.

Discipline Procedures

The purpose of both rewards and consequences is to promote good behavior. A graduated structure of formal rewards and sanctions to complement fewer formal measures is necessary. Formal rewards include SLO® Merit points. The purpose of a reward is to recognize worthy achievement or effort, to motivate and encourage. The purpose of a consequence is to correct, to deter or, on occasion, to protect. The imposition of a consequence should never be an act of retribution. Designated staff members will keep a written record of all instances of serious misbehavior.

Rewards

It is our belief that the best way to ensure the highest standards in both behavior and work is to create a positive ethos where the self-confidence and self-esteem of students is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual respect between students and between staff and students will lead not only to harmonious relationships but also to the fulfilment of the students' potential both academically and socially.

Discipline should:

- be constructive and purposeful
- be clearly defined and understood within a graduated framework
- be preventive rather than reactive, whenever possible
- balance freedom and responsibility
- be part of, not in conflict with, pastoral care
- be explored and better understood through the advising sessions
- be supported by, and reflected in, the standards expected and upheld day to day
- be practiced by the whole community, not just by a few individuals
- involve guardians whenever necessary
- be systematic and consistent, but also flexible
- combine sensitively both rewards and consequences to develop students' accountability skills
- be fair and, where possible, help students and parents to appreciate the fairness

Positive Behavior and Self Discipline

ISCDIP encourages positive behavior and self-discipline. Our aim is to reward and encourage good behavior. Consequences help us to set boundaries, to manage challenging behavior and to develop students' accountability skills. The Director and all concerned staff undertake to apply any consequences fairly, and, where appropriate, after due investigative action has taken place. The consequences used will be reviewed annually but will not involve any form of unlawful or degrading activity. Students will initially be reasoned with to seek a change of attitude or behavior, or given a reprimand, including advice on how to improve. Once consequences are deemed necessary, they may include:

- Midweek and/or Saturday supervised advising sessions
- Withdrawal of privileges
- Confiscation for a specified length of time of property that is being used inappropriately or without consideration
- Assistance with useful, but not demeaning tasks; community service around the school site
- Withdrawal from a school trip or team event
- A Report Book (a system of regular signing in to promote accountability and positive behavior)
- Withdrawal from lessons or activities- the social worker shall intervene (in cases where the presence of the student is disruptive to the educational process)
- Temporary suspension (suspension from school for a short period in alignment with the local educational authority's guidelines)
- Holding/ Stopping the registration for the next academic year (in alignment with the local educational authority's guidelines)
- Permanent expulsion, which will take place after aligning with the local education authority's guidelines

All parents and students should be aware of the more serious consequences, including suspension and expulsion, that the Director can impose for serious breaches of the rules and regulations. Examples of serious breaches of the rules and regulations include:

- Disrespecting the values/culture of the country
- Persistent disruptive behavior that is impacting the learning and/or safety of others
- Bullying
- Physical or verbal assault/threatening behavior
- Racist or sexist abuse
- Sexual harassment/misconduct
- Alcohol, tobacco (including vape) and drug abuse
- Theft
- Damage to property or belongings

Corporal Punishment and use of Restraint

Staff or any person working in ISCDIP must not use, or threaten to use, corporal punishment or any form of punishment which could have an adverse impact on the child's long-term wellbeing. Any use of restraint by staff will be reasonable, proportionate and lawful and in line with the school's Child Protection Policy and the MOE's Code of Conduct for Education Professional (Sept 2022). Restraint will be used only when immediately necessary, and for the minimum time necessary, to prevent a student from doing or continuing to do any of the following:

- committing a serious or criminal offence
- injuring themselves or others
- causing damage to property or belongings
- engaging in any behavior prejudicial to good order and discipline at the school or to the students, whether the behavior occurs in a classroom or elsewhere

Every member of staff will report to the Director immediately after s/he has needed to restrain a student physically. Parents will always be informed when it has been necessary to use physical restraint on their child.