

International American School Behavior Policy



Graphic source: <https://mudgeerabaspecs.eq.edu.au/support-and-resources/behaviour-management>

Policy Purpose:

Students perform best in a safe and structured environment. The objective of this policy is to give students and teachers clear guidelines on how to maintain a suitable classroom atmosphere in a positive and cooperative way. The first step should always be to open a dialogue on concerning behavior and attempt to improve the classroom environment before resorting to more serious measures. The majority of behavior issues can be handled effectively in the classroom.

Section I. Student Rights:

Commented [MR1]: This should explain why we have this policy. What is this policy for? We do not want our school to focus heavily on discipline and punishment.

- To be provided with an environment conducive to an engaged learning experience
- To be respected by his or her peers and teachers
- To express conflicts in confidentiality with teachers or administrators as it concerns his or her studies
- To feel safe in the classroom and free from any levels of bullying or intimidation

Section II. Student Expectations:

- Come to lessons prepared and on time
- Ensure all food and drink, with the exception of water or beverages approved by the teacher, are put away
- Ensure all mobile technology devices are stored in a locker or the classroom phone storage unit, unless a device has been approved by the teacher as per the Digital Learning Policy
- Give one's attention to the lesson and the teacher's direction
- Refrain from disturbing the classroom dialogue, as in speaking out of turn or interrupting another student's contribution
- Complete classroom tasks to the best of one's ability
- Seek and ask for help when it is necessary
- Treat fellow students, teachers and members of the school staff with respect
- Be aware of the environment with respect to other people's needs
- Move around school in a sensible and safe manner
- Respect school property
- Leave places as found; cleanup after oneself
- Respectfully represent the school while off school grounds
- Respect the codes of conduct as outlined in the school's Dress Code, Digital Learning Policy and Bullying Policy

Section III: Stages of Misbehavior and Procedure

Stage	Behaviors	Steps to take	Procedure
Stage 3	• Continuous severe disruption in class or disrespect shown to members of the school community • Evident insubordination • Evidence of bullying behavior, including forms of cyber-bullying	Administrators have the option to take the following actions: • After school detention • Loss of privileges for an extended period (phone, lunch/break recess) • Lunchtime duty	Behavior note in Managebac is created including all pertinent details and history regarding the incident(s). The parent notification box is checked.

	• The use of violent or intolerant language • Forms of sexual harassment, including inappropriate language and/or touching • Inappropriate use of school technology and social media) • Egregious academic dishonesty • Cutting school • Fighting, use of violence • Smoking and/or vaping on or around campus • Use of illegal substances • Damaging school property • Reckless behavior that endangers the health and safety of self or others	• Additional task • Meeting with parents • Behavior Improvement Plan (BIP) • In School Suspension • Suspension • Referral to school counselor • School community service assigned	School Counselor is involved and/or notified about the situation.
Stage 2	• Unresolved classroom disruption • Disrespecting members of the school community online and/or in person • Confrontations with students and/or teachers online and/or in person • Verbal or physical threats to students or staff • Use of foul language • Breaking school policies, including the Digital Learning Policy, Internet Usage Policy and Dress Code • Academic dishonesty	(HR) Teachers, try 1 or two of these before moving to the next stage • Permanent seat change • Hallway meeting or private conversation • Brief or extended time-out in another location with or without an assignment • Lunchtime detention/reflection (overseen by a teacher or administrator) • Office detention/reflection • Lunchtime duty • Task(s) specific to the situation (e.g., online bullying scenario reflection) • Loss of privileges temporarily (phone, lunch/break recess)	1. Check-in with the HR teacher to discuss/approve appropriate response. 2. Behavior note in Managebac is created including all pertinent details and history regarding the incident(s). The parent notification box is checked.
Stage 1	Classroom disruption:	Teachers, try 2 or 3 of these before moving to the next stage:	Teachers, who took intervention actions for the behavior, should

	• Talking or giggling during instruction • Distracting others during instruction • Late arrival • Leaving the room without permission • Disruptive noises and/or nonverbal distractive behavior • Classroom rule breaking • Talking back to teachers disrespectfully • Unauthorized technology use	• Give the “teacher look” • Use proximity • Give non-verbal hand signals (to listen, to focus, to watch, etc.) • Say student’s name • Point to class rules • Comment on other students who are on task • State class rule(s) out loud to entire class • Verbal re-direct (stop inappropriate behavior or resume appropriate behavior) • Ask student a question about the assignment • Brief cool off in the hallway and/or go get some water	inform the homeroom teacher(s) by adding a behavior note to managebac. The parent notification box is unchecked.
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Stage 1: Teacher Intervention Actions

Teachers should take an active role in helping to prevent behavior issues from escalating. This would include the use of verbal warnings and methods that help to indicate to a student or group that their behavior is not acceptable. Teachers should also regularly reflect on their own classroom management and planning identify changes that will encourage students to behave.

Stage 2: Homeroom Teacher Intervention Actions

Teachers are expected to take an active role in resolving regular tensions and/or issues that occur under their supervision. If a situation is not diffused on the spot through the use of warnings, teachers have the right to issue sanctions with the goal of facilitating meaningful reflection on the part of the student.

All Stage 2 Intervention Actions are to be followed by reporting in Managebac within the student’s Behavior profile and a meeting with the appropriate homeroom teacher. A description of the behavior, with relevant details, is to be provided along with the identified follow-up action.

Stage 3: Administrative Intervention Actions

Student behavior that has not been corrected within Stage 2 may advance to Stage 3 where members of the Administration take direct action.

Administrative intervention involves mediation and dialogue with the affected students and parents with the goal of the offending students recognizing their lapse in judgment and corrective steps in behavior. Constructive dialogue also serves to identify sources for behaviors and unseen barriers that a student may be experiencing. Administrators may choose to include the School Counsellor in this stage. It is important to note that documentation of Stage 1 and Stage 2 interventions will be reviewed at this point.

Section IV: Stage 3 Actions Explained

Behavior Improvement Plan (BIP)

Students who reach multiple Stage 3 sanctions or whose negative behaviors are deemed damaging to the school's culture will receive a BIP. The duration of the BIP may last anywhere from 2 – 4 weeks. Students with a BIP must place the document on the teacher's desk at the beginning of each lesson. Failure to maintain the BIP throughout its duration, including the issue of parent signatures and bringing the document each day to school, will result in either an increase in the length of the BIP or further sanctions.

Success of the BIP depends on the following attributes:

- Having a numerical system (behavior points) for each lesson, rather than letter grades
- Having the parents on board from the onset and linking earned points to incentives at home (i.e. student gets privileges if he/she earns a certain number of points on BIP)
- Responding to individual needs of student; i.e. adopting new after school activities like swimming to balance body/mind; getting after school lessons in English to improve communication, ability to remain involved in class, etc.
- Remaining positive and showing daily interest; student is motivated to earn his/her points and sees this as good attention

Where applicable, teachers are expected to provide meaningful and clear comments on the BIP, identifying and praising positive behaviors throughout the process.

In-school Suspension

Failure of students to follow the BIP, a detention given whilst on a BIP, an accumulation of more than two BIPs or any agreed upon "severe offence" will result in an in-school suspension and an administrative meeting with parents and the Homeroom Teacher. The length of the suspension will be set in accordance with the infraction and the student's history. The student will report directly to the office in the morning and remain there for the duration of the day, under supervision.

At-home Suspension

Should a student's action or series of actions cause damage to the school community and its daily functioning, at-home suspension is warranted. The length of the suspension is determined by the Administration. Students serving at-home suspensions are expected to keep up with their coursework and will receive information about missed classes from their teachers. Before and after the serving of an at-home suspension, the student will sit in a meeting with Administration to discuss the issue and address a meaningful course for change.

Expulsion

Should the steps outlined in the Behavior Management Policy fail to solve the behavioral issues of the student and the ongoing negative impact to the school community, the school reserves the right to nullify the student's Educational Agreement and remove the student from school.

Section V. Reporting:

All Stage 2 Teacher Intervention Actions need to be described and reported in Managebac in the student's Behavior file. Homeroom Teachers automatically receive notifications regarding these incident reports. Homeroom Teachers are responsible for taking an active role in resulting actions, including mediation/reconciliation and organizing parent meetings.

If a Stage 2 detention is being served, the subject teacher involved is responsible for sending an email home to the student's parents while cc'ing the Homeroom Teacher and members of Administration.

If a behavior has reached Stage 3, Homeroom Teachers are responsible for providing reports and background information to a member of Administration who will follow-up with Administrative Intervention Actions, including carrying out of investigations and determining resulting actions. The following Administrators are responsible for adding the summative Stage 3 reports in Managebac within the student's behavior profile:

- Vice Principal: High School Grades 9-12
- Head of Elementary: Grades 5-8
- Assistant Head of Elementary: PreKG-4

Stage 3 behaviors related to IB students should also be reported to the IB Coordinator.

Section VI. Outcomes:

Should the procedures detailed in the Behavior Management Policy fail to resolve conflicts with a student's involvement in the school community, the school reserves the right to uphold the following potential outcomes:

- Extended school at-home suspension
- Nullification of student's Educational Agreement and expulsion of the student from the school