



GREENWOOD INTERNATIONAL SCHOOL & KINDERGARTEN

BEHAVIOUR POLICY

Objective:

Effective, long-term discipline results from positive relationships between teachers and students. Behavior Management should be based on the encouragement of constructive and positive behavior, and the sensitive curbing of aspects of misbehavior. Through praise, encouragement, respect, and recognition we aim to enhance the development of self-discipline.

Membership of a community sometimes requires modification of personal behavior for the general good and safety of all members. Students, parents, support staff and teachers must be clear about the standards of behavior that are expected from all members of the Lindisfarne community. Furthermore, all members of the community should know the consequences of positive and negative behavior.

Procedure:

Clear Expectations:

Communicate clear behavior expectations to all students, staff, parents, and guardians through the school's code of conduct and policies. Ensure that these expectations align with the school's values of respect, responsibility, kindness, and inclusivity.

Education and Prevention:

Integrate social-emotional learning (SEL) programs, character education initiatives, and anti-bullying and diversity training into the curriculum to promote positive behavior, empathy, conflict resolution skills, and appreciation for diversity.

Early Intervention:

Implement proactive strategies such as positive reinforcement, praise, and recognition to reinforce desired behaviors. Intervene promptly and supportively in instances of minor misbehavior to prevent escalation.

Consistent Enforcement:

Enforce disciplinary measures consistently and impartially, considering the nature and severity of the infraction, the student's age and developmental level, and any mitigating factors.

Documentation and Communication:

Document behavioral incidents thoroughly, maintaining confidentiality and privacy as appropriate. Communicate with parents or guardians regarding their child's behavior, progress, and any interventions or consequences imposed.

Rules:

Rules are required to protect students' rights to be and feel safe at school, to be treated with respect and to learn. Rules at Greenwood International School and Kindergarten include:

- Act Safely.
- Show Respect to Others.
- Show Respect to Yourself.
- Show Respect for Property.
- Show Respect for the Environment.

Vandalism:

Vandalism, includes the destruction, defacement, or damage to school property, which is strictly prohibited. Students found guilty of vandalism will face disciplinary action, which may include restitution for damages,

parental notification, suspension, or expulsion depending on the severity of the offense.

Disrespecting Religious Beliefs:

Respect for diverse religious beliefs and practices is fundamental at Greenwood International School & Kindergarten. Any behavior that harms, ridicules, or discriminates against someone based on their religious beliefs is unacceptable and will be addressed through disciplinary measures. Students are encouraged to engage in respectful dialogue and demonstrate tolerance and understanding towards different religious perspectives.

Bullying and Body Shaming:

Bullying, harassment, and body shaming in any form, including verbal, physical are unacceptable and will not be tolerated. Students who engage in bullying behaviors will face disciplinary consequences, including but not limited to counseling, mediation, suspension, or expulsion, depending on the severity and impact of their actions. The school is committed to fostering a culture of kindness, empathy, and mutual respect, where every student feels safe, accepted, and supported.

Writing on school wall:

Writing on walls or other school property without permission is considered vandalism and is subject to disciplinary action. Students are expected to respect school property and facilities, and any instances of unauthorized graffiti or defacement will be addressed through disciplinary measures, educational interventions, and community service aimed at promoting responsibility and respect for shared spaces.

Rights and Responsibilities:

- To take firm action against pupils who harass or denigrate teachers or other school staff on or off premises – engaging external- support services, including the police, as appropriate.
- To ensure the whole school community is informed about the principles of the behavior management policy.
- To establish and clearly communicate measures to ensure good order, respect, and discipline.
- To ensure the school-behavior policy does not discriminate against any pupil on, e.g., grounds of race, gender, disability, or sexual orientation.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behavior strategies.
- To support, praise and, as appropriate, reward pupils' good behavior.
- To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- To ensure staff model good behavior and never denigrate pupils, parents, or colleagues.
- To promote positive behavior through active development of pupils' social, emotional, and behavioral skills.
- To keep parents informed of their child's behavior. Not to bring inappropriate or unlawful items to school and to respect the School Behavior.
- To show respect to school staff, fellow pupils, school property and the school environment.
- To contribute to the development of the school- Behavior Management policy.
- To be kept informed about their child's progress, including issues relating to their behavior.
- To expect their children to be safe, secure, and respected in school.

- To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved, as necessary.

Disciplinary committee:

- To help ensure that their child follows instructions by school staff and adheres to school rules.
- To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- To ensure school staff are aware of any educationally related or other personal factors that may impact upon their child's behavior.
- To be prepared to work with the school to support their child's positive behavior.
- To attend meetings with school staff, if requested, to discuss their child's behavior.
- Teachers have to maintain an anecdotal record for all students in their class.

Suspension & Expulsion Policy:

- Teachers have to maintain an anecdotal record for all students in their class.
- Anecdotal should be shared with parallel subject teachers who are teaching in their class.
- Any behavioral issues observed should be recorded in the document.
- On the 1st complaint teacher must give verbal instructions to the student.
- On the 2nd complaint the teacher must call parents to inform them about the misbehavior of their ward in school.
- After 2 complaints, upon 3rd complaint teachers must write an email to the parents to raise concern about their ward's misbehavior in school.
- On the 4th complaint student will be restricted from the school for 3 working days.
- Teachers are not supposed to give any type of corporal punishment to students.
- Teachers cannot use any abusive language in school such as dum, stupid.

Following a suspension, the student and a parent/guardian will be required to meet with the class teacher, the Stage Coordinator, Principal, Head of School, or a combination of these people, to discuss re-entry to the school.

Re-entry meetings may address expectations of the school for behavior, a statement of future consequences for repeated behaviors, behavioral contracts or agreements and timeframes for reviews of behavior and achievement. Re-entry meetings are not intended to be punitive but rather to communicate goals and support strategies for the future.

Collaboration with Parents, it is the responsibility of the class teacher and the school to inform parents about their child's behavior. Methods for communication may include:

- Notes in diaries.
- Emails.
- Phone calls.
- Face to face discussions.
- Letters.

Where possible, the school will collaborate with parents when there are concerns regarding behavior. It is intended that the parents and the school can affect behavioral change through a joint approach to behavior.

Conclusion:

These procedures will be reviewed periodically, or in the event of any information or incident that indicates the need for a review or following relevant legislative or organizational change.

Educators and family feedback is considered in the review process. Any changes to policies are communicated to parents and educators verbally and non-verbally through newsletters and emails.

Principal

Greenwood International School & Kindergarten