



MEF INTERNATIONAL SCHOOL BEHAVIOUR PROCEDURE - PRIMARY SCHOOL

STATEMENT OF AIM

At MEF International School, our overarching aim is to cultivate an environment that consistently nurtures positive behaviour and emotional well-being in each student. By doing so, we believe we are equipping our students with essential life skills that will not only serve them within the school's confines but also in the broader world. Our policy, therefore, provides a comprehensive framework of support, designed to ensure that each student, irrespective of their individual circumstances, feels empowered to achieve their distinct potential. This framework is grounded in the principles of Positive Behaviour Interventions and Supports (PBIS) and Restorative Practices, as well as our core values: safety, respect, and responsibility.

RATIONALE

The foundation of any thriving educational institution lies in the behaviour and attitudes of its students. Positive student behaviour is not merely a desirable outcome; it is a crucial ingredient for an environment that fosters academic excellence, creativity, and socio-emotional development. At MEF IS, we believe that embedding values such as safety, respect, responsibility, and the elements of the IB Learner Profile is essential for holistic student growth. Our dedicated staff plays a pivotal role in this by embodying these values, offering guidance, and providing consistent feedback.

GUIDELINES

- **Building Strong Relationships:** Building strong relationships and clear behavioral expectations lay the foundation for positive student behavior.
- **Staff's Role:** Beyond teaching, staff members establish robust routines, ensuring a safe, respectful, and responsible environment. By treating students with fairness and consistency, staff nurture a purposeful, constructive, and welcoming learning space.
- **Families' Role:** We expect families to not only endorse the school's core values but also to actively support the school's drive toward instilling positive behavior in their children. This is achieved by helping their children adhere to the school's mutual agreements.
- **Rewarding Positive Behavior:** Recognitions include verbal accolades, extrinsic and intrinsic rewards, acknowledgments in assemblies, showcasing commendable work, and giving out special certificates.
- **Restorative Practices:** We employ restorative practices, treating issues as learning opportunities. Students are taught about the repercussions of their actions, fostering empathy and the need for making amends. This might involve mediation, apologies, building relationships, or reparations.

- Interventions and responses: Some instances may demand additional corrective measures, such as disciplinary actions or even expulsion. However, our primary response remains restorative, emphasizing the repair of harm and reinforcement of positive behavior.
- Parents' Collaboration: Parents play an indispensable role in their child's education. Their collaboration with the school, especially in reinforcing positive behavior, is pivotal. Parents will be informed proactively about any concerns related to their child's well-being or conduct.

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A. MEF IS PRIMARY SCHOOL SHARED AGREEMENTS

1. Expectations for Learning

- Punctuality is key; always be on time for school.
- Actively listen and adhere to instructions.
- Consistently engage in tasks and maintain respect for peers.
- Proactively seek assistance when required.
- Give your utmost effort in all academic endeavors.
- Treat both school and personal property with respect.

2. Expectations for Play

- Share equipment and play areas with others.
- Play in a friendly and positive manner.
- Be responsible and play safely in the play area.
- Run only in safe, open spaces.
- Keep our school clean and litter-free.
- Line up in a quiet and timely manner.

3. Expectations for Wet Weather Breaks

- Utilize teacher-provided activities and tools.
- Play within assigned wet weather zones.
- Maintain indoor voice levels, acknowledging that others may be working.
- Walk indoors and exercise caution.
- Reserve ball games and other such activities for outdoor settings or in the gym.
- Always respect and adhere to teacher directives.

- Collaborate in cleaning and maintaining the play area.

4. Expectations for Dealing with Others

- Emulate the attributes of the IB Learner Profile.
- Exhibit kindness, politeness, and care in interactions.
- Use language that is respectful and appropriate.
- Value the importance of both speaking and listening.
- Take responsibility for personal belongings.
- Be respectful of the views, emotions, and rights of others.

5. Expectations for School Clothing

- Inappropriate clothing can be a health and safety issue.
- Clothing projects an image of kindness, respect, and responsibility..
- For ECC students a set of clean clothing should be stored at school.
- The school's sports uniforms should be worn for physical education classes.
- Students are encouraged to wear hats and use sunscreen when outdoors.
- Dress according to the climate and time of the year.
- See the '[Dress Code Agreement](#)' which has been read and signed by all students/parents.

6. Expectations for Riding the Bus

- Always remain seated and buckle up on the bus.
- Respect the seating arrangements made by the bus monitor or teacher.
- Only disembark at approved stops.
- Follow directives regarding bus amenities from the driver or monitor.
- Refrain from eating or chewing gum, unless provided in emergencies.
- Ensure the bus remains clean by using bins for disposal.
- Be punctual and ready for pickups and drop-offs.
- Treat co-passengers and their belongings with respect.

7. Expectations for the lunch room

- Navigate the lunchroom with care, being mindful of others.
- Sit down while eating.
- Speak softly when conversing.
- Store outdoor wear neatly.
- Exhibit good table manners.
- Use plates and trays as directed.
- Clean up your area before leaving.
- Be respectful to the lunchroom staff.
- Make informed, healthy food choices.

8. Expectations for moving around school

- Always walk, ensuring safety.
- Stay aware of your surroundings and peers.

- Maintain noise levels, keeping in mind other ongoing activities.
- Exercise caution on stairs, especially near younger students.
- Practice courtesy when using doorways, allowing others to pass if necessary.

B. PRIMARY SCHOOL BEHAVIOR PROCEDURE

To ensure a safe, respectful, and responsible learning atmosphere, the school applies specific supports and interventions tailored to distinct behavioral levels. This framework enables students to achieve holistic development and positively engage with the community.

At the onset of each academic year, teachers collaborate with students to establish mutual behavioral agreements.

Level One Incidents - Classroom Managed

Level one incidents are those that are minor breaches of the school expectations and values; do not seriously harm others; do not violate the rights of others in any serious way, and are not part of a pattern of problem behaviors.

1. Giving timely redirections and reminders.
2. Facilitating reflection sessions to help students introspect and understand their actions.
3. Using restorative practices to support student learning from the incidents.
4. Seeking the school counselor's guidance for persistent patterns, who will then offer strategic interventions.

Should patterns persist, the incident escalates to Level Two, involving the Deputy Principal and following Positive Behavior Interventions and Supports.

Level Two Incidents - Administration Level

Level two incidents are those that seriously violate our core values and expectations, including: disrespect towards a member of staff, high levels of refusing/defiance, throwing dangerous objects, skipping a class, and serious digital misuse. The teacher who observes the behaviour should fill in a [behaviour referral form](#) in a timely manner indicating the incident type, explanation of behaviour and actions taken.

First incident:

- **Step One** - The teacher will meet with the student, reteach the behavior expectation, and document the incident.
- **Step Two** - A conference will be held between the Deputy Principal and student, who will reflect on their behavior, and review strategies to move forward in a way that reflects our values and expectations. The student will complete a restorative action aligned with the incident. The student's parent/guardian will be notified of the incident by email.

- **Step Three** - the student will meet with the school counselor who will provide counseling and work on assisting the student in applying replacement behaviors, conflict resolution, and restorative practices.

Second incident - The above actions will be carried out, and:

- A conference with a parent/guardian will be arranged.

Third Incident - The above actions will be carried out, and:

- A behaviour plan will be enacted, revised, or reviewed, which will include targeted interventions and supports to assist the student in managing behaviour.
- A meeting will be arranged with the student's parent/guardian to discuss the behavior plan.

Continued Problem Behaviors:

Persistent level 2 behaviors after applying these interventions with fidelity signal the need for escalation to Level 3 procedures.

Level Three - Administrative Level

Level three incidents are defined as behavior of such intensity, frequency, or duration that the safety of the student or others is likely to be placed in serious jeopardy. These behaviors are those that significantly violate the rights of others and/or put others/self at risk of harm and therefore include: deliberately hurting others, fighting, vandalism, theft, and [bullying](#). All result in an immediate referral to the Deputy Principal. The teacher who observes the behaviour should fill in a [behaviour referral form](#) immediately indicating the incident type, explanation of behaviour and actions taken.

Lower Primary (ECC to Grade 2):

At this foundational stage, children are still in the early phases of cognitive, social, emotional, and physical development. Their understanding of cause and effect, empathy, and impulse control is continually growing. Recognizing this, our behavioral interventions focus on creating "reflection spaces" where these young learners can take moments to calm down and process their emotions and actions under guidance. Socially, they're navigating the basics of interactions and often express complex feelings through behavior, due to not yet having the language skills to articulate them. Our responses are thus geared towards helping them recognize and verbalize these emotions, with an emphasis on education and guidance rather than punishment. It's also worth noting that younger children naturally possess high energy levels and might struggle with staying seated or quiet. With this in mind, our interventions allow for dynamic movement and activity, catering to their physiological needs.

First Incident:

- Safe Removal & Reflection: Instead of immediate suspension, the child is taken to a designated "reflection space" where they can calm down and, when ready, discuss their actions.
- Documentation: A basic record of the incident is made.

- Parental Collaboration: Parents/guardians are partners in this process. An immediate communication will be made to discuss and understand the incident further.
- Guided Counseling: Regular and proactive check-ins with students will be emphasized over reactive counseling.

Second Incident:

- Safe Removal & Guided Reflection: The child is guided to reflect on the harm caused and ways to amend it.
- Restorative Discussion: Facilitate a dialogue, where appropriate, between affected parties to understand and resolve the issue.
- Behavioral Insight Session: Instead of a formal contract, engage the student in an age-appropriate discussion about expected behaviors and simple guidelines to follow.

Third Incident:

- Safe Removal & Extended Reflection: A longer reflection period might be warranted, with staff guiding the child through understanding their actions.
- Behavior Plan Development: In collaboration with parents, teachers, and school counselors, a customized behavior plan will be crafted for the child. This plan will include clear expectations, supportive strategies, and any necessary accommodations or interventions tailored to the child's unique needs.
- Parental Conference: Engage in a detailed discussion with parents/guardians to strategize on supportive measures both at school and at home, emphasizing the newly developed behavior plan.

Upper Primary (Grade 3-5):

By the developmental stage students exhibit notable advancements in cognitive, social, and emotional faculties. They possess a more refined understanding of their actions, the consequences that ensue, and the feelings of their peers. This enhanced cognition allows for more structured behavioral interventions, like restorative-focused in-school suspensions, enabling students to work comprehensively through the repercussions of their actions. Socially, they have a firmer grasp of norms and expectations and are better equipped to manage and articulate their feelings. Our approaches at this stage are designed to recognize patterns in behavior, address root causes, and hold students accountable in ways aligned with their developmental stage. Physically, these older primary students can better regulate their impulses and adapt to structured environments. Hence, the interventions deployed are more controlled and systematic.

First incident:

- Safe Removal: The student will be safely and promptly moved from the environment where the incident occurred.
- Documentation: A comprehensive record, inclusive of potential witness accounts, will be created.

- **In-School Suspension:** The student will serve an in-school suspension in a controlled setting while ensuring continued academic engagement. The duration is decided upon the incident's severity.
- **Parent/Guardian Communication:** Immediate contact will be made with the student's guardian to apprise them of the incident. A meeting might be scheduled.
- **Counseling Intervention:** The student must attend a counseling session with the school's counselor, focusing on understanding and addressing the root behavioral causes.

Second incident:

- **Safe Removal:** Consistent with the first incident protocol.
- **Detailed Documentation:** All facets of the incident will be meticulously recorded.
- **Out-of-School Suspension:** The student will serve a duration outside of school. The length will correlate with the severity and pattern of behaviors.
- **Mandatory Guardian Conference:** Reentry to school will necessitate a collaborative discussion with parents/guardians, students, and school authorities about behavior, repercussions, and preventive measures.
- **Behavioral Plan:** A behavior plan will be developed and initiated to support the student to meet school expectations.

Third incident:

- **Safe Removal:** Immediate removal remains consistent.
- **Thorough Documentation:** A complete account of the incident will be made.
- **Extended Suspension:** A prolonged out-of-school suspension will be instated.
- **Comprehensive Behavioral Assessment:** To identify the root causes and determine necessary support, a full behavioral evaluation will be performed.

In chronic or severe disciplinary cases, a student's enrolment may be terminated to preserve the educational rights of others and/or to preserve a safe and engaging learning environment.

C. INAPPROPRIATE DEVICE USE

Students found using their electronic devices inappropriately will face the following responses:

- **1st incident** - the electronic device is kept by the Deputy Principal until the end of the school day. If this occurs towards the end of the day, then the device is kept for the following day.
- **2nd incident** - the electronic device is kept for 24 hours overnight, but may not be kept over a weekend or holiday.
- **3rd incident** - the parents must come to school to pick up the electronic device.
- **4th incident** - the student may lose the privilege of having an electronic device during the school day for a certain period of time, i.e. 2 weeks, 1 month, indefinitely.

D. BEHAVIOR ON THE SCHOOL BUS

Students are expected to follow our core values and expectations at all times on school buses. When students do not, incidents will be managed as follows:

1st Incident:

- Incidents are reported to the Deputy Principal through the bus company representative.
- The Deputy Principal meets with the student or students involved. A restorative action is assigned.
- The parents are informed by the Deputy Principal.

2nd Incident:

- The parents are informed by the Deputy Principal of continuing unacceptable behavior by phone and official letter.
- The Deputy Principal will meet with the student involved and reinforce bus behaviour expectations and guidelines. A restorative action is assigned.

3rd Incident:

- If the behavior expectations continue to be unmet the Parents are required to attend a review meeting.

4th Incident:

- If the issues are not resolved the student will be excluded from the bus temporarily or permanently by the bus company and school administration.

Document History		
Date	Details	Responsible
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April 2022	Policy updated	Brett Warfield