



ISD Behavior Management Policy

Philosophy

We are an international community that shapes the future of learning, empowers innovation and inspires positive action, to effect change locally and globally. As we strive to acquire the attributes of the **IB Learner Profile and ATL skills (Approaches to Learning)**, we create a safe and supportive school environment where students and adults learn to effectively collaborate as they become their very best. Responsible and accountable behavior is an essential condition for effective teaching and learning to take place.

Behavior Expectations

Each member of our school community has the right to be treated with respect, courtesy and consideration. All members have the right to be informed of this policy, including the responsibility to know and adhere to it. Members of the community will receive positive reinforcement as well as clear consequences laid out in this policy that focus on the individual responsibility for behavior.

Based on the attributes of the IB Learner Profile and the ATLs, behavior expectations for members of the ISD community rest on **four basic principles**.

- **Be Safe:** We are caring. We use language and actions that help others feel emotionally and physically safe. We behave in a way that allows others to feel safe anywhere in the school, and to share their feelings and opinions freely without the fear of ridicule.
- **Be Respectful:** We are open-minded. We speak and act with respect, which means treating people, places, and things with kindness. We notice and celebrate the good in others.
- **Be Responsible:** We are principled and reflective. We have the ability to choose our own thoughts, words, actions, and attitudes and we are accountable for them. We are mindful of personal property and the property of others.
- **Be Ready to Learn:** We are knowledgeable, inquirers, thinkers and communicators. We arrive to class on time and are prepared to engage in collaborative, productive teaching and learning.

Classroom Essential Agreements should be created in alignment with the school-wide expectations and support the development of the IB Learner Profiles. Student ownership of behavior agreements for individual classrooms is expected to create a relationship between rights and responsibilities. They should be positively framed (no “can’t or don’t”), understood by all, applicable to a broad range of situations and finally be based on the four principles.

Learner Profile behaviors and ATL skills should be recognized frequently in class and in assemblies.

Unacceptable Behavior

By providing a clear list of unacceptable behaviors, all are aware of the positive behavior for learning through classroom agreements and the unacceptable behaviors that interfere with learning. The unacceptable behaviors will be in the Staff, Student and Parent Handbooks but not on classroom walls. The table below includes (but not limited to) behaviors that are considered unacceptable. They will be discussed at the beginning of the year and periodically throughout the year when deemed necessary at an age-appropriate level.

Physical	<ul style="list-style-type: none"> Hitting, slapping, punching, pushing, kicking, spitting, biting, licking, pinching, scratching Throwing things Running indoors Encouraging someone to harm someone else Doing anything that puts one’s safety or the safety of others at risk *Intentional damage to or disregard of school property *Sexual assault
Verbal	<ul style="list-style-type: none"> Mean and hurtful name calling or teasing Spreading rumors Encouraging other students not to like or befriend someone including new students Use of offensive, vulgar language *Sexual harassment *Bullying
Non-verbal	<ul style="list-style-type: none"> Inappropriate clothing or lack thereof Threatening or obscene gestures Removing or hiding the property of others and school Failure to properly follow safety procedures associated with Covid-19 (when required) *Stealing *The use of drugs on school property, including tobacco and alcohol *The possession of potentially dangerous materials

Cyber	Sharing or posting inappropriate messages Logging into or using someone else's social network profile Pretending to be someone else online Sharing someone's work without their permission *Taking, sharing, or posting photographs, videos or any other types of images of someone without their knowledge and explicit permission *Accessing or posting inappropriate content *Encouraging others to access or post inappropriate content
Academic	Being late to class according to the ISD Attendance Policy Being disruptive in the classroom or during school activities and events Failure to follow the instructions of the teacher Regarding actions of academic misconduct, including lying, cheating, plagiarism, and collusion, see ISD Academic Integrity Policy .
Bystanding	Being a bystander to the above behaviors without speaking up or reporting it

* *Major Unacceptable Behavior* - the Principal will be notified immediately due to high risk of damage or harm to the social, emotional, or physical wellbeing or safety of community members. If a student damages school property, the school administration may require reimbursement for the replacement or repair cost of the damaged property.

Intervention Procedures

1. **First minor infraction:** Teacher or staff involved handles the behavior and records it into Managebac, which automatically informs the PYP homeroom teacher or MYP advisor.
2. **Second minor infraction:** Teacher or staff involved handles the behavior and records it into Managebac. PYP homeroom teacher/MYP advisor informs parents. PYP homeroom teacher/MYP advisor holds a conversation with the student to determine logical consequences.
3. **Third minor or first major infraction:** Teacher or staff involved handles the behavior and records it into Managebac. PYP homeroom teacher/MYP advisor informs the principal in writing. Within 24 hours, the principal holds a conversation with the student and informs parents. An improvement plan is created for repeated minor infractions, which, depending on the situation, may include sending the student home for the remainder of the day. For major infractions, the student does not return to class until the principal has spoken with the parents to arrange an urgent conversation to collaboratively create an improvement plan that is agreed upon by the student, parents, homeroom teacher/advisor and principal. The principal communicates information to staff.
4. **Fourth minor or repeated major infraction:** Teacher or staff involved immediately informs the principal, who holds a meeting within 24 hours that includes the student, parent, and school director to discuss consequences, which may include suspension or expulsion. The director communicates information to staff. The principal records information into Managebac.

5. **Any subsequent infraction:** A decision on next steps is to be made by the ISD Senior Leadership team most likely involving expulsion of the student from ISD. Information is communicated to staff.

** Any behavior can be brought directly to the Principals if it should be deemed harmful to any staff or student's social, emotional or physical wellbeing.*

Intervention for all other unacceptable behaviors should follow the following procedures, taking into account the use of IB Learner Profiles and Approaches to Learning (ATLs) as clear guidelines for positive behavior.

ManageBac is used to record both unacceptable and praiseworthy behavior, which is visible to the Managebac administrators, the PYP homeroom/MYP advisor, the teacher who writes up the offense, and the parents. PYP homeroom/MYP advisors should frequently check the ManageBac behavior log of a student. Upon identifying a pattern of unacceptable behavior, the PYP Homeroom teacher/MYP class advisor will notify the principal in writing.

Bullying and Harassment

The school will not tolerate harassment or bullying at any time by any member of the community (student, teacher, administrator, office staff, parent), contracted staff, or visitor.

We define bullying as **an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that causes physical, social and/or psychological harm**. It can involve an individual or group misusing their power, or perceived power, over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have negative, long term effects on those involved, including bystanders. If there is suspicion or evidence of bullying related incidents, such will *immediately be reported to the Principal* and fully investigated and followed through to resolution and shared with relevant parties. Bullying is considered a major offense.

Although the following **do not** constitute bullying, these conflicts will be addressed and resolved.

- single episodes of social rejection or dislike that does not lead to persistent negative actions
- single incidents of nastiness or spite
- single incidents of mutual arguments, disagreements or fights between equals
- random acts of aggression or intimidation

Harassment is the creation of a hostile environment by speech or conduct. Not all unpleasant speech or conduct constitutes harassment. However, conduct or communication, be it verbal or written (including notes, graffiti or electronic communication), that is either intended to or reasonably could be expected to create an intimidating, hostile, or offensive environment constitutes harassment. Harassment may be subtle and ambiguous or direct and overt. It may

arise between students, between a student and an adult, including visitors to the school, and between adults.

It is not, therefore, possible to give a complete list of conduct that constitutes harassment. The following are examples of conduct prohibited by this policy:

1. Persistent and unwelcome requests for a personal or physical relationship, including a dating relationship.
2. Unwelcome and offensive jokes, remarks or epithets, including, but not limited to, those based on race, color, religion, age, gender, sexual orientation, physical appearance, national origin, or disability.
3. Speech or the display of materials (including, but not limited to, any display of materials on the internet or otherwise by electronic means) that is intended to be demeaning or degrading or reasonably could be considered so.
4. Physical contact including, but not limited to, violence, patting, pinching, hugging or kissing that is unwelcome, persistent, and/or intentional.

Education and Prevention - The prevention of harassment and bullying requires a thoughtful educational program. Each year, Administrators and counselors will discuss bullying and harassment with Faculty, Staff and students so that everyone will understand the intention of this policy, how to take action and the possible consequences of violating the policy. Reflecting their joint responsibilities, parents are urged to support school efforts by discussing the issues covered by this policy at home and to address any questions to the administration.

Mobile Telephone Use

Students are not allowed to take photos of each other unless directed by the teacher and used in class for educational purposes. For specific information, see [ISD Student Mobile Phone Use Policy](#).

IT Devices

PYP students are not allowed to take photos of each other unless directed by the teacher and used in class

for educational purposes. Students are only allowed on teacher approved educational websites and apps. See IT Policy for further info. For specific information, see [ISD Student Laptop Use Policy](#).

Search and Confiscation

It is our first priority to ensure that students are in a safe and secure environment and any items that may jeopardize the safety of other students or themselves will be taken from students. Members of the Senior Leadership Team have the authority to search a locker

without the pupil’s consent. School personnel are not authorized to frisk (conduct a pat down) or search a student’s possessions. However, if a student is suspected to be in possession of an item that jeopardizes the safety of others, a pupil and their possessions may be searched and police may be called. Data that violates privacy laws may be erased before returning electronic items. Any cigarettes, e-cigarettes, alcohol or drugs confiscated in school will be returned to the parent or destroyed.

Off Campus Behavior of Students

The ISD Leadership Team reserves the right to consider the unacceptable behavior of students on their way to or from school, on school trips, or on public social media, that falls below expectations. The Leadership Team will consider the effect such an action may have on other ISD students. It will also consider how such an action affects the reputation of the school, including if it happened at a time when the student is in some way identifiable as an ISD student. Such an act might also influence any possibility of said student acting as an ambassador for the school in the future.

Teacher in charge will deal with the situation when it arises , trying to settle the situation calmly. Teacher in charge will let the Principal know of what occurred as soon as returning to school. Intervention procedures will be followed.

Sporting events - On or Off Campus/Extracurricular activities (Before and After school)

Good sportsmanship is expected of all students who participate, either as participants or as spectators, in any form of school-related sports or extracurricular activities. Good behavior rests upon the 4 basic principles. Teacher in charge or adult leading activity will let ASA Coordinator know of any unacceptable behaviors. ASA coordinator will let the Leadership team know and intervention procedures will be followed.

ISD Behavior Policy	
Initial Implementation	2019
Last Review	2020
Last Update	2021-22
Next Review	