International School of the Gothenburg Region

Middle Years Program

Behavior Policy

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General Principles

At ISGR, we:

- Respect ourselves
- Respect others
- Respect our environment

All school members - students, staff, and parents - are expected to strive to meet this standard at all times. If someone fails to do so, action must be taken. If you feel that a school community member has failed to meet these principles, you should speak up.

Situations and people are complex, so the school response to such events can vary with the circumstance. However, we have guiding principles for appropriate school responses.

We have classified potential issues as either Step 1 or Step 2 offences. Please note: this list is not meant to be exhaustive.

Any time a school member participates in "conduct unbecoming ISGR," action may be initiated.

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Practices

Step 1 events may include, but **are not limited to**:

- Chronic tardiness
- Chronic unpreparedness (for class or assessment tasks)
- Repeated inappropriate or aggressive language
- Persistent insults and/or harassment
- Consistent refusal to work with particular students
- Suspicion of theft
- Intentional damage to school property (minor damage)
- Unresolved disrespectful behavior towards a member of ISGR community

Appropriate responses to Step 1 events may include:

- Home contact
- Documentation of incident in student record
- Parent/Student/Teacher meeting
- Self-reflection exercise
- Incident reports for acts of aggression
- Temporary loss of privileges
- Mediation
- Relevant project
- Discussion and reflection meetings with mentors/advisors
- Behavior progress reports - reports that occur consistently over a short period of time (every Friday for one month, for example), providing updates on behavior

This list is not intended to be seen as exhaustive. There will be events/actions that are not mentioned specifically. Therefore, it may be necessary to add behaviors and appropriate responses.

Step 1 behaviors are those that go beyond common classroom or hallway disruptions, or common disruptions that are not resolved.

Step 2 behaviors are more serious.

Step 2 events may include, but **are not limited to**:

- Intentional damage to school property (major damage)
- Any behaviour that discriminates (such as racial, homophobic or transphobic comments) based on economic status, race, colour, national or ethnic origin, language group, religion, gender, sexual orientation, gender identity, age or ability
- Any violent or bullying behaviour (physical, verbal, social) that intentionally hurts (physically, socially or emotionally) another person
- Using technology to intentionally abuse or bully another person;
- Using technology to interfere with the positive climate of the school;
- Threatening an individual or group of people;
- Using alcohol, smoking (including e-cigarettes), or illegal drugs;
- Wearing clothes and other materials that depict violence, profanity or discrimination;
- Truancy (refusal to go to school); and
- Any form of illegal activity

Appropriate responses to Step 2 events may include any from Step 1, and:

- Referral to EHT
- Documentation of incident in student record
- Parent/Student/Mentor/Administrator meeting
- Behaviour contract
- Behaviour management plan
- Reflection day (in-school suspension)
- Home Tutoring (temporary out of school suspension)
- Police involvement

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Behavior Policy Access and Review

Access to Information:

All teaching staff have access to the behavior policy. Parents and students are presented with the behavior policy in the parent handbook and at the start of the school year.

Review of Behavior Practices:

At the beginning of the school year in August teaching teams review behavior expectations and practices. At the end of the school year in June, teaching teams reflect on and review behavior practices.

Review of the Behavior Policy:

The behavior policy is annually reviewed by the programme coordinators and principals and reviewed every 3 years by the school community including teachers and parents.

The principals are responsible for ensuring this process is done collaboratively and by all stakeholders.

Roles and Responsibilities

The roles and responsibilities for the implementation of and review process include the following members of the school community:

Principals: Ensure the implementation of the Behavior Policy.

Deputy Principal: Documentation, plan for team reflection sessions. Communicate the Behavior Policy to all stakeholders.

Parents: Provide feedback on the Behavior Policy and be familiar with its contents.

Teachers: Uphold the expectations of the Behavior Policy, as well as providing feedback.

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