



International School Delft Behaviour and Bullying Policy

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IB Learner Profile

‘The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB Learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.’

Making The PYP Happen - A Curriculum Framework For International Primary Education, 2009.

Philosophy:

The International School Delft (ISD) is committed to building and maintaining a school culture with students, staff and parents that supports the learning and well-being of all members of our community. Cooperation, support and respect are the foundations of our community and we work to provide an environment where all members feel safe and valued. We promote open communication based on understanding and respect.

At ISD we believe in the equality of all members and we believe that in order for our students to excel and realise their full potential we need to constantly work on developing and strengthening the partnership between home and school in all aspects of student development.

Objectives:

- To create a safe, ethical and responsible environment with guidelines that are understood by all
- To promote good conduct and behaviour
- To ensure, so far as is possible, that every student in the school is able to benefit from and make his/her full contribution to the life of the school
- To promote all attributes of the Learner Profile
- To promote responsible student action
- To promote the transdisciplinary skills
- To empower students to take responsibility for and to regulate their own behaviour
- To deal with behavioural issues that arise in a positive, constructivist manner
- To ensure that all our students have access to guidance and counselling throughout all grade levels

Essential Agreements

Our philosophy guides our beliefs on behaviour and as such we expect all members of our community to strive to follow the essential agreements outlined below;

At ISD our community, consisting of students, staff and parents, believe that:

- Everyone has the right to feel safe
- Everyone has the right to be heard
- Everyone has the right to be respected
- Everyone has the right to make mistakes
- Everyone needs to take responsibility for their own actions

Student Code of Conduct

Students at ISD are expected to behave in accordance with the school's mission statement and philosophy, which supports the International Baccalaureate's (IB) mission statement and Primary Years Programme (PYP) philosophy.

All students are expected to:

- Treat all members of the community with respect
- Respect the school's essential agreements
- Be polite to each other, staff, parents and visitors
- Show respect for school property, equipment and other students' possessions
- Show an appreciation of and respect for other peoples' cultures and cultural values
- Make new students feel welcome
- Model the attributes of the Learner Profile
- Model the Primary Years Programme attitudes

Consequences for breeches of Student Behaviour

Students are responsible for their actions and their behaviour. At ISD we believe in using the principles of restorative practices to help us deal with behaviour issues and to solve problems.

Restorative Practices

The key idea behind restorative practices is to look at the behaviour, or misbehaviour, and understand the reasons behind the actions. Once understood, we can determine who has been affected by this behaviour, how they have been affected and what we can do to restore or repair the damage that has been done. Below is an example of how this may work when dealing with two children, where we have seen one hit the other.

Firstly, we sit down with both students and give them an opportunity to tell the story from their side. It is very important, that each child is allowed to speak without being interrupted. This gives the **wronged party or victim** an opportunity to express their feelings in a controlled, respectful environment and to ensure that the student is able to explain how they have been personally affected by the incident. It also gives them an opportunity to confront the person who has committed the offence and ensures that the **offender** is able to see that their actions have consequences and do affect people. For the **offender**, it gives them an opportunity to verbalise why they committed the offence, and to share their feelings about the incident. Once this has been done, the work of repairing this relationship can begin. Together, the offender and the victim, along with the **mediator**, can come up with a way of repairing the harm done. This can take the form of financial compensation in the case of a child breaking a window, buying a new toy in the case of a child breaking another child's toy or a simple apology. The key idea being that both parties are happy with the solution, agree to it and resume with no ill-feeling towards the other, feeling of resentment or isolation. The

relationship is restored and both victim and offender have learned something and are able to put the incident behind them.

When applied in a school setting, restorative practices leads to a change in behaviour over time. Students learn and understand that their actions have consequences and that they affect others.

People often ask whether restorative practices means you don't discipline students? The answer to that question is no, we do take action to deal with unacceptable behaviour in children. However, the key difference is that students understand *why* they are being disciplined, and accept that the consequence is a justifiable action for their behaviour.

At ISD restorative practices are a key way to ensure that students begin to verbalise their thinking and understand their feelings for example of hurt, anger, frustration. The primary years span an important developmental stage in the emotional and social development of children. In order to guide and counsel students through this phase of development four key questions are used by the mediator/parent or teacher following an incident:

1. What were you thinking when...?
2. What are you thinking now?
3. On reflection, what affect has your action had on other people?
4. How can we solve this problem/How can we make sure this does not happen again/What support do you need to make sure this does not happen again?

These questions, or variations of the questions, can be used with any age group. Initially students find it difficult to verbalise their thoughts and often try to give you the answer they think you want to hear. It is necessary to walk them through the process and create an understanding that it *is a process* and it takes time.

Circle time

Circle time is a key component of our Personal, Social and Emotional (PSE) curriculum and as all our teachers are PSE teachers, this time is used to help develop and maintain a collaborative class and school community. Circle time is also used to help support students with PSE needs that may arise and to deal with issues that may affect the whole class. Teachers build circle time into their regular working week, however, when the need arises, circle time is used at their discretion to respond to instances.

Bullying

At ISD we have zero tolerance for bullying. We believe it is the responsibility of all members of our community to tackle all instances of bullying that occur within the school community. Bullying has a negative effect on all parties concerned and we believe that this is a serious issue that needs to be addressed by everyone.

This document aims to help prevent instances of bullying as well as help us deal with issues that may be regarded as bullying.

A policy document does not ensure that bullying never occurs. However, this document provides:

- Clear guidelines for expectations for all members of our community

If bullying occurs we have:

- An outline of suggestions for students
- An outline of suggestions for parents
- Guidelines on procedures for staff and adults working with students in our school

The basis for the policy is the application of our essential agreements which apply to all children and adults in our school community.

Essential agreements

- Everyone has the right to feel safe
- Everyone has the right to be heard
- Everyone has the right to be respected
- Everyone has the right to make mistakes
- Everyone needs to take responsibility for their own actions

Students

What can our students do if they feel they are being bullied or they think there is bullying happening in their class?

First and foremost children should speak to a teacher. This may be any teacher they feel comfortable speaking to.

If a child is not comfortable to approach a teacher on his or her own they can do so with a friend or with parents.

Once a child has informed a teacher of their suspicions the teacher speaks to their class teacher (if the student has not already spoken to their homeroom teacher) and either the Head of School or Deputy Head of School.

Next the class teacher meets with the children involved and begins dealing with the issue restoratively. The Head of School or Deputy Head of School may be included at this stage depending on the situation.

Following this discussion, a plan is drawn up to deal with the issue. This may or may not involve consequences for the children involved and may also involve circle time to help address the issue with the class.

The plan is implemented and monitored over a period of time to ensure that the issue is being dealt with. If students do not follow through and the bullying continues the next step is more formal and involves a meeting with the Head of School and parents of the children involved. The goal of this meeting is to produce an agreed course of action to be followed by **all** parties involved. The goal is to ensure that all students feel safe, supported and have the opportunity to express their feelings.

All students need ask for help when they need it, and all requests will be dealt with by teachers.

Parents

For parents it can be difficult learn that your child is either being bullied or is the one bullying. Parents need to be aware that the school may not be aware of any bullying occurring as it may happen outside the classroom. It is vital therefore that if parents have suspicions they should bring these to the attention of the school. If the school suspects incidences of bullying, an appointment is made to meet the parents of the children involved as soon as possible.

Below are some specific signs of bullying that parents should inform the school of.

It is possible your child is being bullied if:

- There are often minor health issues when it is time to go to school for example regular stomach ache or toothache.
- Your child constantly talks about how unhappy he/she is at school or in class
- Your child tells you he/she is being picked on or teased a lot by the same student(s)

It is possible your child has seen others being bullied if:

- Your child tells you another child is being regularly picked on by the same student(s)

It is possible your child is bullying others if:

- Your child tells you stories about how they make everyone else laugh when they do things to a certain child
- Your child always wants to get their own way
- Your child tells you they don't like a certain child and or doesn't want other children to play with them

As with all instances involving children it is vital for parents to first speak to their child to find out exactly what is happening. Parents need to be aware of the distinction between normal once off issues between children and sustained, targeted bullying. As a school we always advise parents to contact us should they have concerns regarding any of the instances outlined in this policy.

When parents contact the school about possible bullying incidents some of the steps the school may take are:

- The teacher makes an appointment to meet with you to further discuss the situation.
- We ask you to speak with your child about involving the teacher and let them know that the teacher wants to speak to them as well. Parents may be present for this meeting.
- The teacher speaks to the children involved, using the restorative chat procedure.
- The teacher contacts the parents of the other children involved to inform them.
- A plan is drawn up to deal with the incident and this is monitored by all involved for an agreed period of time. Once this period of time has passed a second meeting can be called to review progress. If the situation has not been resolved then the situation is brought to the Head of School who becomes involved at a more formal level.

Cyber Bullying

Cyber bullying is a form of bullying using electronic devices and the worldwide web. This form of bullying is very difficult for a school to monitor as it often takes place outside of school and is not always brought to the attention of the school. Examples of Cyber bullying include but are not limited to: sending abusive emails and text messages, posting embarrassing situations about other children on the net, purposefully excluding other children from class groups.

We ask all parents to help monitor their children's online activities and inform the school if they are concerned about the possibility of cyber bullying. As a school we have zero tolerance of cyber bullying.

Please be advised that this policy serves as a guide to what the school believes about student behaviour and conduct. It also serves as a guide to how we deal with instances where these expectations have not been met or children have not lived up to our essential agreements. However, as all children are different and have different needs there may be instances where the approaches differ, depending on the needs of the children.