



Port Said Integrated International School



BEHAVIOR POLICY

2021 - 2022



All members of PIS Community, whether students, faculty, staff or administrators have the obligation to uphold the high standards of academic integrity and professional responsibility which form the ethical pillars of PIS. Through this behavior policy, the PIS community affirms the importance of academic honesty, respect for other community members, and the expectation that students will conduct themselves in accordance with the highest standards of professionalism.

School Core values

- Respect
- Honesty
- Tolerance
- Commitment
- Responsibility
- Integrity

The principles

The school believes that in order to enable teaching and learning to take place, desired behavior in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by:

- Promoting desired behavior and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behavior.
- Promoting early intervention.

- Providing a safe environment; free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and guardians.
- A shared approach which involves them in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Roles and responsibilities

- The School Administration will establish, in consultation with staff and parents, a policy for the promotion of desired behavior and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. The Chairperson and Board of Trustees will support the school in maintaining high standards of desired behavior of students and staff.
- The School Administration will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and administration, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff has a key role in advising the School Administration on the effectiveness of the policy and procedures. They also have responsibility, with the support of the School Administration, for creating a high quality learning environment, teaching positive behavior for learning and implementing the agreed policy and procedures consistently.

- School Administration and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and guardians will be expected, encouraged and supported to take responsibility for the behavior of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behavior and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behavior and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable.

Procedures

The procedures make it clear to the students how acceptable standards of behavior can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Student expected behavior

PIS expects the highest standard of behavior from its students while in school. They must be courteous and co-operative at all times. Thus all students will:

- Respect the authority of all staff including academic, administrative and support staff and address them politely;
- Respect the dignity of fellow pupils and show understanding and tolerance of their differences;
- Avoid using any form of vulgar or abusive language;
- Refrain from bullying and report any instances of bullying immediately;
- Be punctual for class, registration and assembly;
- Behave with politeness, holding doors when appropriate and giving way to adults;
- walk in an orderly manner;
- knock politely on the classroom door before entering;
- Say Please, Thank-you, Sorry and Excuse Me as appropriate;

Property

The school insists that students must not tamper with other people's property or mishandle and abuse school property. Such abuse of property will be treated as a major breach of school rules. **Parents will be liable for any damage to property caused by a student.** To show due care and respect for the school grounds and property, students will:

- Use the numerous litter bins provided;
- Eat and drink in the designated areas only at break time;
- Not deface buildings, furniture and equipment;
- Not use Astro-turf courts without permission;
- Not participate in any form of vandalism, including abuse of ICT resources;
- Not interfere with any safety equipment.

Learning

The school endeavors to create the best possible conditions and facilities for learning. All students must:

- Bring the necessary textbooks and equipment to class;
- Be attentive and hardworking to achieve their maximum potential;
- Carefully record all homework and coursework including deadlines.

REWARDS

A school ethos of encouragement is central to the promotion of desirable behavior. Rewards are an integral means of achieving this. They have a motivational role in helping students to realize that desirable behavior, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

PROMOTING GOOD STUDENT BEHAVIOUR

- Staff will praise students when they see good behavior.
- Staff will tell students clearly what is expected of them.
- Students will remember what is asked of them.
- Rules are consistent, fair, and will be kept.
- Rules will be regularly reviewed with staff and students.
- Responsibilities and expectations will be matched to individuals and their development.
- Staff will regularly inform students' parents of exemplary behavior as well as achievement (letter of commendation, PTM's, or informally via a note in the students channel book or phone-call).
- When students have worked hard to support others, in or out of school, they will be commended – exemplary acts will be commended in the morning assemblies or in classroom.

SANCTIONS

Sanctions are needed to respond to undesirable behavior. However, prior to any sanction being issued all solution focused strategies will have been actioned.

Orientation

The School Administration will ensure that appropriate orientation on all aspects of behavior management is provided to support the implementation of the policy.

UNACCEPTABLE BEHAVIOUR

Students will always be given a chance to consider their behavior. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation.

EXAMPLES OF MISBEHAVIOUR

Talking while not permitted during sessions	Ongoing prevention of teaching from occurring	Refusal to cooperate with staff	Disruption from outside classroom
Offensive language to students or staff	Physical abuse to students or staff	Discriminatory language	Forgetting equipment, channel book, homework,...etc
Fighting	Wasting time	Rudeness to staff	Interruptions
Refusal to leave classroom	Making fun of others	Arriving Late	Eating in class
Throwing paper	Mobile phone use	Play fighting	interfering with other students' possessions
throwing objects likely to harm others	Preventing others from working	Graffiti	Cheating in exams or assignment
Vandalism	Bullying	Uniform and appearance Issues	Roaming school without permission

Range of possible interventions and disciplinary actions:

- Use nonverbal cues/signaling.
- Reinforce positive replacement behaviors.
- Provide special work assignment.
- Require the student to complete a written reflection/apology for misbehavior.
- Withhold student privilege(s).
- Contact student's parent.
- Hold a parent and student Meeting.
- Provide small group character-building and social skills workshops and orientations.
- Refer student to social worker, school counselor or School Administration.
- Require student to return property, pay for property, pay restitution for property damages, or assign student to an approved supervised service to school.
- Exclude the student from participating in extracurricular/co-curricular programs, trips or activities (temporarily or permanently).
- Initiate a Behavior Intervention Plan for student as deemed necessary to help improve student's behavior.
- Offer student supervised Classroom clean-up as an alternative to suspension.
- Marks deduction.
- Assign student to an in-school suspension. (Internal)
- Suspend student from school. (External)
- Suspend student temporarily from bus transportation for bus-related offenses.

School Behavioral Discipline Bylaw

PIS apply the Ministerial Decree No. 179, Issued on 17 May, 2015 and PIS internal regulations that form the framework of School discipline and aims at facilitating the educational process and removing any obstacles that might hinder it from reaching its goals. It also sets precautionary procedures against violence cases. Parents should be aware of all regulations that address students' violation of school policies and disciplinary actions as a consequence of such practices whether it is inside or outside the school (outside-school activities, trips, or on the school bus).

Note: School Regulations included in the Student-Parent Handbook is an integral part of School internal policy and is considered as complimentary to the Ministerial Decree No. 179, Issued on 17 May, 2015.

POLICY FOR RESTRICTIVE PHYSICAL INTERVENTION IN PIS.

Introduction

The school Behavior Policy outlines how staff at PIS create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. It is recognized that the majority of students in our school respond positively to the discipline and control practiced by staff. This ensures the safety and well-being of all students and staff. This policy on the use of restrictive physical interventions supplements the main Behavior Policy.

PURPOSE OF THE POLICY

The policy has been prepared for the support of all teaching and support staff who come into contact with students, to explain the school's arrangements for care and control. It aims to give clear guidance to all members of the school community so that any physical intervention they undertake is carried out in a way that supports the values and principles the school upholds. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff will fulfil their responsibilities in those circumstances.

PHYSICAL CONTACT

Physical contact is an essential part of human relationships and adults may use contact to prompt, to give reassurance or to provide support but in order to use it successfully, staff must adhere to the following principles:

- Be non-abusive, with no intent to cause pain or injury;
- Be in the best interests of the child and others;
- Have a clear educational purpose (e.g. to access the curriculum or to improve social relationships);
- Take account of gender, religious and cultural issues.

WHEN IS PHYSICAL INTERVENTION PERMISSIBLE?

The use of a restrictive physical intervention should be very rare. It should be avoided whenever possible and must be justifiable as being in the child's best interests. A restrictive physical intervention may be used:

- To prevent a student causing injury to themselves or others;
- To prevent damage to property. For example:
 - To break away or disengage from dangerous or harmful physical contact, for example, if a student has grabbed your arm in a threatening manner;
 - To separate a person from a 'trigger', for example by removing one student who responds to another with physical aggression;
 - To protect a student from a dangerous situation, for example, from injuring themselves or others, or from playing in a dangerously rough manner;
 - To prevent them throwing a heavy object at or near expensive equipment.

Note: A student absconding can only be restrained, if they are putting themselves at significant risk by leaving school premises.

RISK ASSESSMENT

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It should only be considered if other behavior management options have proved ineffective or are judged to be inappropriate. Before deciding to intervene staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any intervention will be carried out with the child's best interest at heart. **PHYSICAL CONTACT MUST NOT BE USED TO PUNISH A STUDENT OR CAUSE PAIN, INJURY OR HUMILIATION.**

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances they should take steps to minimize risks, for example, by calling for assistance and removing other students.

HOW STAFF MIGHT INTERVENE

When a physical intervention is justified, staff will use “reasonable force”. This is the degree of force “warranted by the situation”. It will “be proportional to the circumstances of the incident and the consequences it is intended to prevent”. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

A GUIDE FOR PARENTS AND GUARDIANS

In matters of behavior, we think it is essential that parents share our policy and are encouraged to work together in supportive adults to create a safe, nurturing and encouraging environment in which all students, regardless of their academic ability, have the opportunity to fulfill their full potential in PIS.

SCHOOL PRINCIPLES

As a school we believe that all people are of equal value and that showing respect to others, both adults and peers, is a keystone of good behavior that enhances learning. Ultimately students need to learn to be responsible for making good choices in their behavior. Students will be praised and encouraged whenever they work well and show consideration to others in the school.

SCHOOL RULES

Schools have to have rules, as with any other organization and these will be clearly set out. The expectations and desired behavior are for the benefit of all students and staff and we believe that parents are as enthusiastic as school staff to maintain school rules.

Our school aim to:

- Make everyone feels valued and safe in school
- Ensure that every student has an equal opportunity to learn to his or her fullest potential

Additional Support

It may be that as part of helping your child to get back on track and work within the boundaries set by the school, you will be invited to:

- Consult with the school staff.
- Be part of a school-based plan to support your child. We would hope you could actively support the plan.
- Attend meetings [formal and informal] with the School Administration, Social worker, Homeroom Teacher, and Subject Teacher, if and when appropriate at all stages of the intervention.
- Work alongside staff to consider the most appropriate way forward for your child.

Inappropriate Behavior

If difficulties arise, your child will be given a chance to consider their responses and the opportunity to make amends, to rebuild the relationship with others and to give and accept apologies. We may ask you to help us with this, if the difficulties continue.

Student disciplinary offenses and the responses to them should be designed to improve the student's behavior or prevent the student's behavior from continually interrupting the safe and orderly learning environment for other students. Students who demonstrate inappropriate behaviors are subject to disciplinary actions. **School Administration has the authority to review and assess each individual situation to determine, if any, the type and number of interventions and supports to use prior to any disciplinary action being taken.**

MANDATORY PARENTAL ACKNOWLEDGEMENT AND SIGNATURE FORM

I _____ The parent or guardian of _____ in grade _____ confirm that my child and I have read, understood, accept and agree to abide by all the rules and regulations of Port Said Integrated International School's "Behavior Policy" of the academic year 2021-2022.

Date: / /

Signature:

Note: Kindly print, sign and deliver this acknowledgement page to floor coordinator at school.