

Good behaviour policy

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INTRODUCTION

This Good Behaviour Policy is part of procedural documents composing the Pupil Well-Being Strategy of EEB2, among which the School Regulations and the General Rules of the European Schools.

It is also in line with the document 'Pupil's Well-Being Policy Framework of the European Schools' (Ref. : 2022-01-D-6-en-2) approved by the Board of Governors in April 2022 and with the general aims of the European Schools to encourage tolerance, co-operation, communication and openness to others both within and outside the school.

The policy describes the general principles and our expectations in terms of behavior management, the systems and processes we have in place to promote and manage behavior, and the tools we have in place to make this possible.

A holistic education gives importance to the well-being of pupils and staff in a school. If a person feels content, self-confident, fulfilled and respected, then they will most probably do better educationally or professionally. Our well-being has become a priority we need to give more focus to. Over the years, we have implemented a number of pioneer initiatives and projects in the area of well-being, a topic that became one of the central aspects in our school.

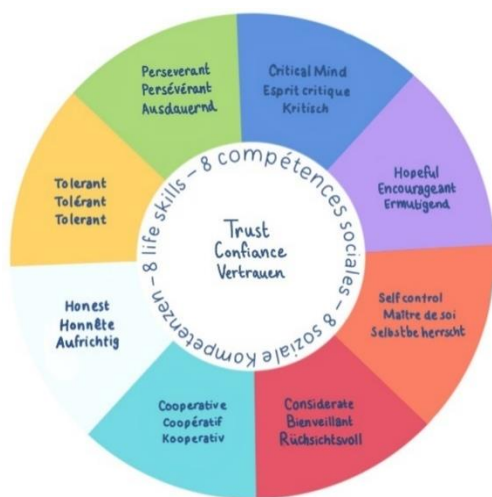
DEFINITION & FRAMEWORK

Behaviour can be defined as the manner of conducting oneself towards or before others. This includes individual or group responses to particular situations or specific conditions and circumstances.

All members of the EEB2 community: pupils, parents and staff members at EEB2 are expected to conduct themselves in an appropriate and respectful manner towards others and the school environment at all times.

Good behaviour and its mastery in school are crucial if pupils are to learn and reach their full potential.

By following this policy, our aim is to ensure that pupils feel safe at school, can work in a peaceful, productive learning environment, can expect their parents and staff work together to support them and to use positive reinforcement methods, be free from inappropriate or threatening behavior, abuse and intimidation, and make good choices and take the responsibility for their actions and decision.



Our 'good behavior policy' falls under the umbrella / framework of the 8 life skills project. We expect all the members of our school community to be honest, cooperative, considerate, tolerant, perseverant, hopeful with the needed critical mind and able to self-control.

Trust, also in our disciplinary approach, is key. The school's values are the basis of **POSITIVE behaviour** in our school and are rooted in the European Schools principles.

EUROPEAN VALUES

We believe it is essential to remind our entire school community of the foundational values of the European Union and, by extension, those of European Schools.

We refer to the Treaty on European Union, with reference to Article 2: *"The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law, and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society where pluralism, non-discrimination, tolerance, justice, solidarity, and equality between women and men prevail."*

In addition, the EU has established guidelines regarding hate speech through various directives and regulations. The Framework Decision on racism and Xenophobia of 2008 is one of them. It obliges member states to criminalize public incitement to violence or hatred against groups based on race, color, religion, descent, or national or ethnic origin.

As a school, and even more as a European School, we are deeply committed to upholding these fundamental values and we uphold a zero-tolerance policy toward racism and hate speech. We also want to protect minorities and we will continue doing so. We take our responsibility in safeguarding democratic principles very seriously.

While we strongly support students' right to express their opinions and even critic the school, it is crucial that this is done within the framework of respect for European values. Our educational advisors remain available to listen to students' suggestions and concerns, ensuring open dialogue within a respectful environment.

We sincerely appreciate the role that parents and staff play in raising awareness, promoting, and protecting these core values, also amongst our children and students. We count on the cooperation and support of our whole school community in fostering a respectful and inclusive school environment.

A COLLECTIVE APPROACH

Good behaviour is a fundamental value of the whole school community. Prevention is the most effective way to counter any deviation from good behavior and the school aims to create a positive environment to encourage pupils to behave appropriately.

While parents/legal representatives have primary responsibility for raising and educating their children, the school has a pedagogical role in creating awareness of what constitutes good behaviour and **promoting positive behaviour** at school and in a community.

Teachers, advisors, supervisors and other **staff members** help students

- developing self-esteem
- promoting positive behaviour in school at all times,
- discussing and outlining clear expectations with their pupils in relation to good behaviour in order to foster a positive, caring and supportive atmosphere at our school premises and among the whole school community

To enable this, our school staff is required

- Being visible and approachable at school
- Ensuring the invigilance duties
- Being mindful of the safety, security and well-being of all.
- Actively intervene in case of problems and inform/communicate /seek help when needed

- Organizing or participating in age related workshops, excursions, activities, project weeks, school trips, ...
- Engaging in Class Time Moment; keep an open dialogue with students, work on prevention level and to promote & build positive class/group dynamics
- Promoting positive behaviour by highlighting positive behavior, setting clear limits in line with our regulations and contributing in the prevention activities organized by the school.
- Giving good example themselves

Our **parents/ legal representatives** are key too, in reinforcing our approach by

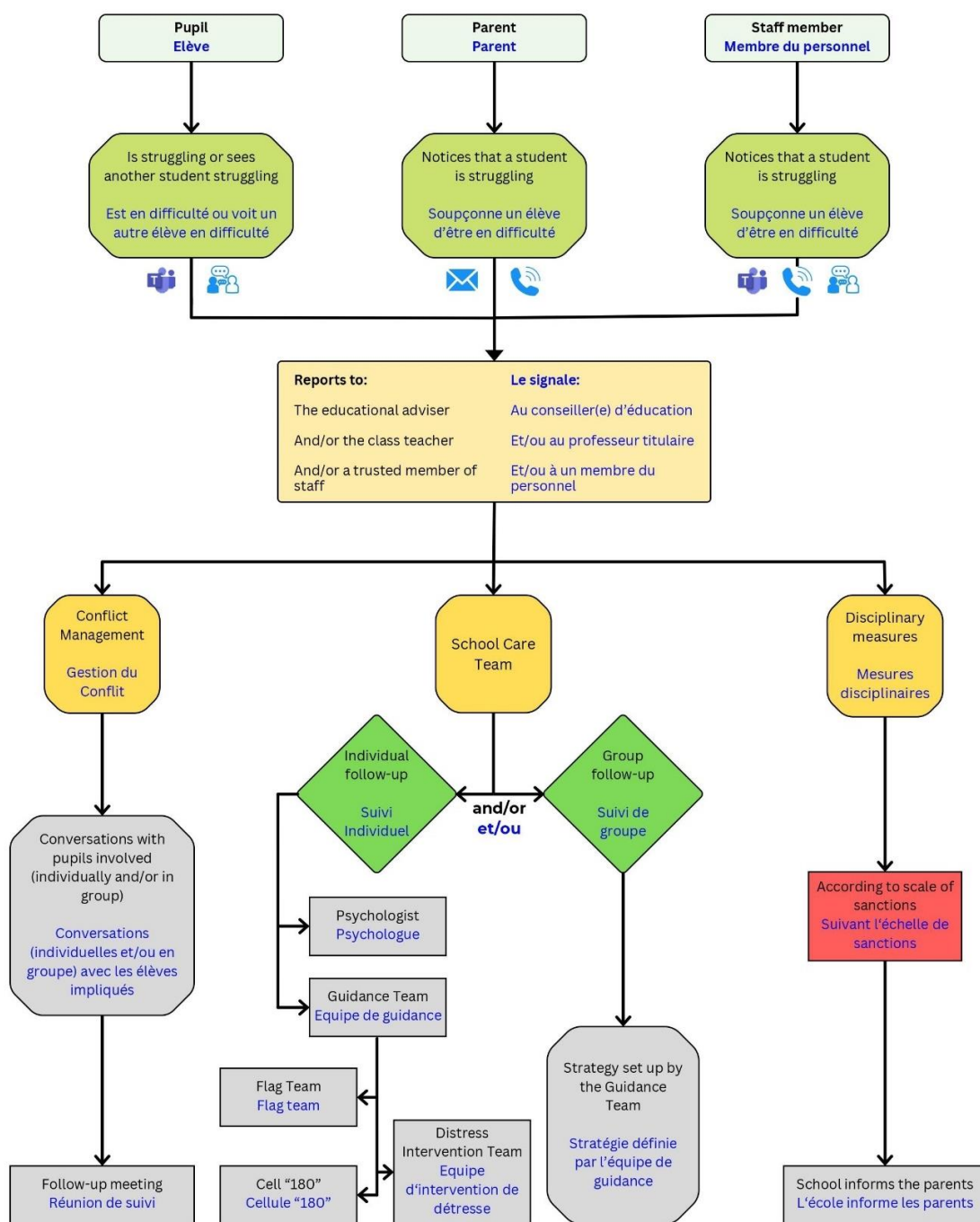
- Agreeing with our school regulations and policy (= automatically done by signing the relevant online documents beginning school year)
- Encouraging respect towards others in the education of their child and giving good example
- Supporting the school when a disciplinary follow-up, in line with the sanction scale, is given to their child
- Being respectful in their communications towards our staff members
- Monitoring and intervening on social media level -mobile devices

Our **students** are expected to

- Be kind towards themselves and others
- Act in line with the school regulations, policies, and 8 life skills framework
- Build up and maintain respectful, healthy relations with their peers where consent is key.
- Participate actively in the Class time moment, workshops, activities, excursions...
- Report issues concerning themselves or others, immediately to the educational adviser or another adult trust person at school
- Take responsibility for own actions in case of disciplinary breaches.

INTERVENTION AT SCHOOL

In the following flowchart you can find the ways to contact the school for students, parents and staff members and the way the intervention takes place in school.



DISCIPLINARY FOLLOW-UP

A disciplinary approach, especially in such a big school as ours, is essential to establish clear boundaries to promote safety, protect others, and encourage students to take responsibility for their actions.

A disciplinary sanction intends also a learning process, often accompanied by a pedagogical or community task. This to avoid a possible similar situation and to learn from mistakes.

By the extranet tools '**disciplinary report**' and '**mobile devices**', 'staff members can report possible issues. After this, the educational advisers of the students' year group will define the follow-up in line with the regulations. Parents can consult the reported issues by the extranet tool for parents.

A **transparent sanction scale** is included in our school regulations where different levels of sanctions (depending on the gravity of the issue) lead to different possible sanctions. Case by case and in line with this scale we aim this way to maintain an honest and consequent approach.

For **children with special needs**, sanctions (remedial or deprivation) are sometimes necessary, as they are for other children. All behaviour that compromise respect and safety are usually subject to disciplinary actions. Behaviour that is directly related to a disorder is not usually sanctioned.

Sanctions can help children to change their behaviour and learn new skills. The school recognizes that children with special needs may sometimes need additional explanation to understand certain rules, the purpose of the follow-up and why their behaviour is unacceptable. The cognitive development of the pupil will be taken in account at all times to inform decisions about sanctions. In specific cases, behaviour plans may be put in place in consultation with parents and concerned staff.

REGULATIONS AND POLICIES

The General Rules of the European Schools, along with our own school regulations (revised annually), form the foundation for living together in harmonious and peaceful environment.

You can find these regulations on our website, along with all our key policies that support a safe and supportive environment for living, growing, choosing, and learning: [EEB2 School Regulations & Policies](#). By enrolling a child in our school, alignment with- and support for the regulations and policies are expected from students and their parents.