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Embassy International School Behaviour Policy

Preamble and purpose

Embassy International School considers itself to be a community with aspirations expressed through our vision and mission statements and underpinned by our core values.

The purpose of this policy is to explicitly state this and define what this means in practical day to day terms.

Behaviour means actions (including lack thereof) which represent the manifestation of decision processes and reveal a relationship between an individual and the values they are basing themselves on.

General decorum

Members of the school community should actively promote conduct exhibiting our core values: respect, cooperation, communication, enquiry, resilience, morality, thoughtfulness and adaptability, and embodying our mission statement: humility, engagement, diligence as well as driving towards realisation of our vision statement: to create a community of internationally minded global leaders who care about making everyone's tomorrow a better tomorrow.

Members of the school community should actively promote compliance with, and activation of, all policies listed on the school website and in technical documentation published internally. Lunch room procedures and common table manners should also be actively observed.

The school promotes positive approaches to behaviour and the members of the school community likewise should support a positive approach to behaviour modelling and modification.

General communication and specific feedback between peers should be shared in a polite and respectful manner, with due discretion and sensitivity.

Scholastic ramifications

The Academic Honesty Policy describes specific aspects of scholastic conduct; engagement and integrity are of paramount importance and must feature in the positive behaviour model amongst pupils and staff.

The Homework Policy supports the scholastic process beyond the classroom and should be considered as an area of behaviour policy.

Adaptation

Respect demands that children and staff must be given reasonable opportunity to adapt to the aspirational aspect and high expectations of the Embassy International School community.

This means that where a person needs help in adapting they will be assigned a mentor, if one has not appeared. They will be given direct support in the form of instruction in the school's expectations from senior members of staff. Opportunity will be given for alignment with the school's behaviour expectations, as will feedback.

If a child fails to respond to support and intervention, then the parents/guardians will be requested to meet with school representatives to aid the process of adaptation.

If parents/guardians do not support the child in this process of adaptation then this will be considered a breakdown of cooperation with parents and can be considered a reason for exclusion from school, as defined by the exclusions policy.

Each individual is different and the time needed for, and passage of, the adaptation process will necessarily be different in every case. Progress in adaptation must be timely, demonstrable, and continuous until completed. If, however, progress in adaptation stops or falters significantly before an acceptable form of behaviour, in agreement with the aspirations of EIS, has been reached, or is felt to be inadequate, the Heads of School reserve the right to exclude a pupil or dismiss a member of staff, giving reasons for doing so.

Incidents of violation

Violations of specific areas of policy which relate to behaviour and aspiration are subject to a demand for adaptation as described above and will involve specifically stated positive actions. In some cases this is described in separate policy.

Reports

In the class teacher/form tutor section of the reports there will be an assessment grade concerning attitude towards the school's vision, mission and core values, the extent to which the pupil is creating a better tomorrow in the context of the school and its community.

A monthly indicator will be sent at the end of the month to all parents from year 1 upwards by the class teacher/form tutor stating how each pupil has been assessed in the given month.

The grades will be described thus: Outstanding Contributor, Contributor, Compliant with school culture, Needs Improvement, Damaging school culture, Exclusion zone.

If improvements are required a plan will be agreed with pupils, teachers and parents, in writing and signed by all parties. Specific actions will be defined and described. A copy of this will be kept in the pupil's file.

Conclusions

It is impossible to list or define all situations and behaviours which exist. The **spirit** of this policy should be understood as well as the word. The Heads of School reserve the right to interpret what behaviours are to be considered positive and appropriate and in agreement with the school's aspirations, giving explanations for their interpretations where necessary.

Lindsay Davidson, Head of School

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