



ISTANBUL
INTERNATIONAL
COMMUNITY
SCHOOL

Behavior Policy

Last updated Aug 2016

Introduction

Mission Statement

Through its challenging curriculum and strong staff-student relationships, IICS provides a caring environment that inspires each student to excel and to be inquisitive, creative, compassionate, balanced and internationally-minded.

Contents

Guiding Principles.....	2
Developing responsible and successful academic behaviors	2
Developing responsible and successful community behaviors	3
Managing poor behavior	3,4
Management of seriously poor behavior	5
Suspension and expulsion	5,6
Procedures	7,8

The IICS community includes all students, parents, teaching staff, support staff and outsourced staff.

Guiding Principles

A positive, supportive and connected community is the cornerstone of IICS. It is the collective responsibility of all members of the community to build and maintain this environment.

Every member of the school community has a right to fully participate in an environment that is safe, supportive and inclusive. Everyone should be treated with respect and consideration regardless of age, position, race or gender.

Respectful, personal relationships between all members of the community should be continually fostered through social and professional activities, the establishment of clear systems for raising concerns and resolving conflicts and through providing opportunity for all members to have a voice. Policies and practices should be transparent, equitable and consistently applied.

All aspects of school interaction should be seen as opportunities to model good behavior and develop the skills and understanding of the students in this area. Infractions of this policy should be dealt with pro-actively but in the spirit of learning - students should experience consequences for poor choices but where possible be given opportunities to make amends or 'redeem' themselves.

The development of positive behavior is seen as important to support the functioning of our community but also as a key contribution to the successful life-long learning of our students as espoused within the IB ATL structure.

Developing responsible and successful academic behaviors

Students are expected to:

- Actively participate in classes
- Support the learning of their peers
- Act with integrity and honesty in all academic work (see Academic Integrity Policy)
- Complete assignments on time
- Attend school punctually
- Be prepared for lessons
- Be punctual for classes – *manage visits to the Nurse or counselors during break times where possible*
- Manage technology so it supports learning rather than distracts –

Keep phones switched off and away unless they are being used for academic purposes in secondary. Not to be used during school time for Primary.

Close laptop lids when not actively using the device

Staff members are expected to

- Support a learning environment that encourages collaboration, active participation, and student input.
- Ask for student feedback and listen to their views
- Give feedback to students on their ATL as well as their subject development
- Follow the school Academic integrity policy procedures
- Assign home/extended tasks with clear lead time and achievable deadlines
- Allow negotiation of deadlines **prior** to the set date
- Follow up student absence

Developing responsible and successful community behaviors

Students are expected to:

Take care of each other

- Be inclusive
- Look after new students
- Stand up against negative behavior
- Contribute to/support school initiatives

Speak positively and thoughtfully

- refrain from using bad language, discriminatory slang
- ensure that all can be included in conversations – English is the common language, not excluding people by using other languages

Dress appropriately

- different cultures and people respond to dress styles in different ways – the aim is to avoid offending or distracting others
- shorts, skirts and tops should provide sufficient coverage in order to keep from being a distraction to others or a preoccupation for the wearer. No bare midriffs.
- dress should not contain references to drugs, alcohol or sex or wording which might offend
- dress should be practical for the varied activities a student will encounter

Respect the physical environment and resources

- not taking or borrowing items without asking
- taking care of school property
- not wasting resources, recycling where possible
- cleaning up after themselves

Limit public displays of affection to holding hands/friendly hugs

Managing poor behavior

All staff members are responsible for holding students – whatever their age – accountable for maintaining positive behavior. Students should be polite, considerate of others' safety and well-being at all times.

Students should be calmly and firmly called on their behavior. General outcomes might be an apology, to repeat the action correctly, or repair damage etc. Repeated or very poor behavior should be communicated to the student's homeroom teacher.

Below may be found examples of responses to the usual range of behaviors that may be encountered from older and younger students.

Consistent responses from all staff members make a huge difference – bending of the rules or minor infractions should not be ignored...

Primary

All students should be treated with care and sensitivity. Developing and nurturing the PYP attitudes and learner profile should be the focus of everything we do with students. Behavioural difficulties or problems should be brought to the attention of the Principal or Special Needs/ Counsellor. Educational concerns should be referred to the Special Needs/Primary Counsellor. In both instances, the teacher must use the special needs referral form on Google docs.

In instances of inappropriate behaviour, students **should not be sent out of the classroom to stand outside or, in the case of subject lessons, back to the classroom.** Students who pose consistent problems should be reported to the Principals who will set up a meeting of all teachers involved and the Special Needs/Primary Counsellor.

Dealing with A Serious Incident of Inappropriate Behaviour

All such incidents need to be logged by the class teacher in the cumulative file and must be reported to the Principal.

Step 1

Time out in a buddy teacher's room

Step 2

Time out and discussion with the Principal

Step 3

Time out and discussion with the Principal, followed by a scheduled meeting with teacher, administrator and parent

The child will be included in the second portion of this meeting. It may be appropriate to involve the Special Needs/Primary Counsellor. Plan of action to be devised with all parties informed. Feedback from plan of action to be scheduled

Step 4

In school suspension

Meeting as in Step 3 will occur. Head of School will be formally informed.

Step 5

Out of school suspension. Meeting as in Step 3 but with Head of School in attendance.

This process is hierarchical however depending on the severity of the incident; the teacher and administrator concerned may decide to omit certain steps.

Student Absences

Students are expected to attend every day that school is in session.

Mobile Phones

Whilst we recognise that it is valuable for students to have mobile phones at school to ease communication with parents particularly on the bus at the end of the day, it has become necessary to ask all students to adhere to the following guidelines:

- **The care of the mobile phone is the responsibility of the student.**
- **Mobile phones are only to be used in an emergency during school time.**

Any improper use of phones will result in them being confiscated and parents contacted.

Secondary

	Observed behaviors	Possible responses
Attendance	<p>Late arrival to school</p> <p>Repeated late arrival to school</p> <p>Persistent late arrival to school</p> <p>Persistent absences</p>	<p>Make sure students sign in late book</p> <p>Discussion with student Email or call home</p> <p>Inform VP who will discuss with student and parents</p> <p>Note to VP. VP will contact parents to look into the situation.</p>
Punctuality	<p>Late arrival to class</p> <p>Persistent late arrival</p> <p>Skipping class</p>	<p>Student should apologize and offer reason – if none forthcoming teacher should follow up without disrupting class</p> <p>Discussion with student – email to homeroom teacher</p> <p>Report to VP copy to homeroom teacher. VP will meet with student and determine consequences.</p>
Respectful interaction	<p>Domineering or arrogant behaviors</p> <p>Unintended mildly racist\sexist \disrespectful comments</p> <p>Racist sexist homophobic deliberately disrespectful comments</p>	<p>Feedback to student Discuss with homeroom teacher/counselor</p> <p>Feedback to student Discuss in class Inform counselor</p> <p>Inform VP Remove from class Discuss in class if appropriate</p>
Appropriate dress	<p>Midriff, excessively short skirts or shorts, offensive or inappropriate language or references on clothes, underwear clearly showing</p> <p>Persistent inappropriate dress</p>	<p>Send to Brenda St. George to change into more appropriate clothing. Quick e-mail to VP. (Students may already have clothing to change into)</p> <p>As above and e-mail VP. VP will contact parents.</p>
Illicit substances	<p>Student attends class smelling of tobacco.</p> <p>Behaving strangely, possibly drug related</p>	<p>Inform student you will be asking VP to follow up – email VP</p> <p>Email or discuss with counselor</p>

	Found smoking or suspicion of drug use or selling	Report immediately to VP. Student will be suspended and parents will be contacted.
Phones	Student using phone inappropriately during class Student consistently using phone inappropriately during class.	Remove phone from student until the end of the lesson. Discussion with student at the end. Remove phone and give to VP or receptionist after lesson. Student needs to see VP to get phone back at the end of the day. VP will e-mail parents.
Late work	Student misses deadline for assignment	Student asked to submit work the next day. Work submitted late will not receive the same credit as work of a similar quality submitted on time. Teacher should e-mail parents and CC VP.
Plagiarism	Parts of all of an assignment have been plagiarized Plagiarized work is submitted for a second time	See Academic Integrity Policy. Student asked to redo plagiarized sections. Teacher e-mails home to explain what needs to be done and CC's VP. Notes are added to the School Information System. Meeting with student to explain situation. Details and evidence sent to VP. VP will e-mail home and meet with parents. No marks awarded for work. Notes are added to the School Information System.
Missing work	Work is not submitted within x days of deadline	0 recorded on ManageBac. Parents contacted. Score will impact final achievement levels.

Add misuse of tech bit.....

Management of seriously poor behavior

Any behavior that continually disturbs the learning or well-being of others, or continually flouts the general rules of the school is considered serious. This should always be referred to the senior managers of the school.

Suspension and expulsion

Expulsions may only be carried out by the Head of School after agreed procedures have been followed.

Suspensions may only be carried out by the Head of School, Principals and Vice-Principals.

Suspension

This is a serious sanction that is used where a pupil's behavior goes beyond that which is acceptable within the school community. It is designed as a sharp reminder to the student of where the boundaries lie and a good way to ensure parent involvement.

Record is made of a suspension and placed in the student's file for the remainder of the school year; removal is dependent upon no repeat of the behavior. In some instances a student may be internally excluded. Suspensions would normally be for one to two days depending on nature and severity of behavior and not longer than five days.

Parental Cooperation

Parental cooperation forms part of the contract between school and parents. A refusal to abide by the terms of a suspension or an expulsion may be considered a breach of contract.

Expulsions

A decision to expel a student will only be taken as a last resort when a wide range of strategies for dealing with disciplinary issues have been employed to no avail **or** if an exceptional unprecedented offence has been committed.

The main categories of misconduct which may result in expulsion or removal are:

- Supply, possession or use of certain drugs and solvents or their paraphernalia, tobacco and alcohol.
- Violence (actual or threatened) against a member of the school community
- Persistent bullying, physical, verbal or emotional, occurring inside or outside the school premises, including racism and homophobia. Cyber-bullying is considered as seriously as face-to-face interaction, comments on Facebook or other social media are considered.
- Misconduct of a sexual nature, supply or possession of pornography, accessing pornography on the school premises.
- Possession or use of firearms or other weapons including BBguns
- Serious theft or vandalism including computer hacking
- Persistent attitudes or behavior which are inconsistent with the school's ethos and discipline
- Other serious misconduct towards a member of the school community or which brings the school into disrepute, on or off school premises.

Procedures

An issue which could result in suspension or lead to expulsion will be investigated thoroughly and fairly. All parties involved will be allowed to state their case, written statements would normally be taken.

If necessary, a staff member may require a student to show contents of pockets or bags and \or search contents of their locker. A staff member may look at a student's online profile, the contents of facebook pages or ask to see phone messages if the issue involves these media.

If the issue is deemed to be one deserving suspension:

The senior manager dealing with the incident should contact the parents, explain the situation and organize for the child to be sent home. The executive secretary would then arrange a meeting with the senior manager and parents to discuss the student's re entry to school.

This meeting would be summarized in a letter sent home to parents and a copy placed in the students file.

The student would have a disciplinary warning placed in their file for the remainder of the school year. Students receiving more than two disciplinary warnings would be considered for expulsion.

If the issue is one considered for expulsion:

The student is likely to be suspended pending the investigation. Parents would be contacted as above and be informed of the issue and the procedure by a senior manager

Investigation of a complaint or rumour of serious misconduct would be conducted by relevant members of the senior staff teams. The outcomes would be reported to the Principal and Head of School.

The student involved will have the opportunity to state his or her case.

Parents and student would be informed of the outcomes of the investigations.

The school leadership Team would review the outcomes of the investigations, response from students and parents and make the decision.

The IICS Board Chair would be informed of the situation and the decision.

Depending on gravity of behavior the following aspects would be considered in the decision making process:

- Level of acceptance of responsibility by the student and apparent understanding of the situation.
- Level of support from parents for the student and the school's process
- Prior behavior record of the student

Parents would be required to attend a meeting with their child at which the outcome would be communicated and next steps agreed.

If the outcome is expulsion, the student's leaving status would be determined as expelled, removed or withdrawn