



International School of Western Australia

BEHAVIOUR POLICY

At the International School of Western Australia (ISWA) we aim for every community member to feel safe, recognised, included and respected. Our Purpose is to 'Empower students' unique development in an inclusive, inquiry-focused environment, to thrive in the world'.

In the design of this environment, it is important for all community members to support the development of caring interpersonal relationships, and for students to understand both their rights and their responsibilities to others. Our behaviour is guided by the International Baccalaureate Learner Profile, and by the Commitments which our community came together to identify (see page 2).

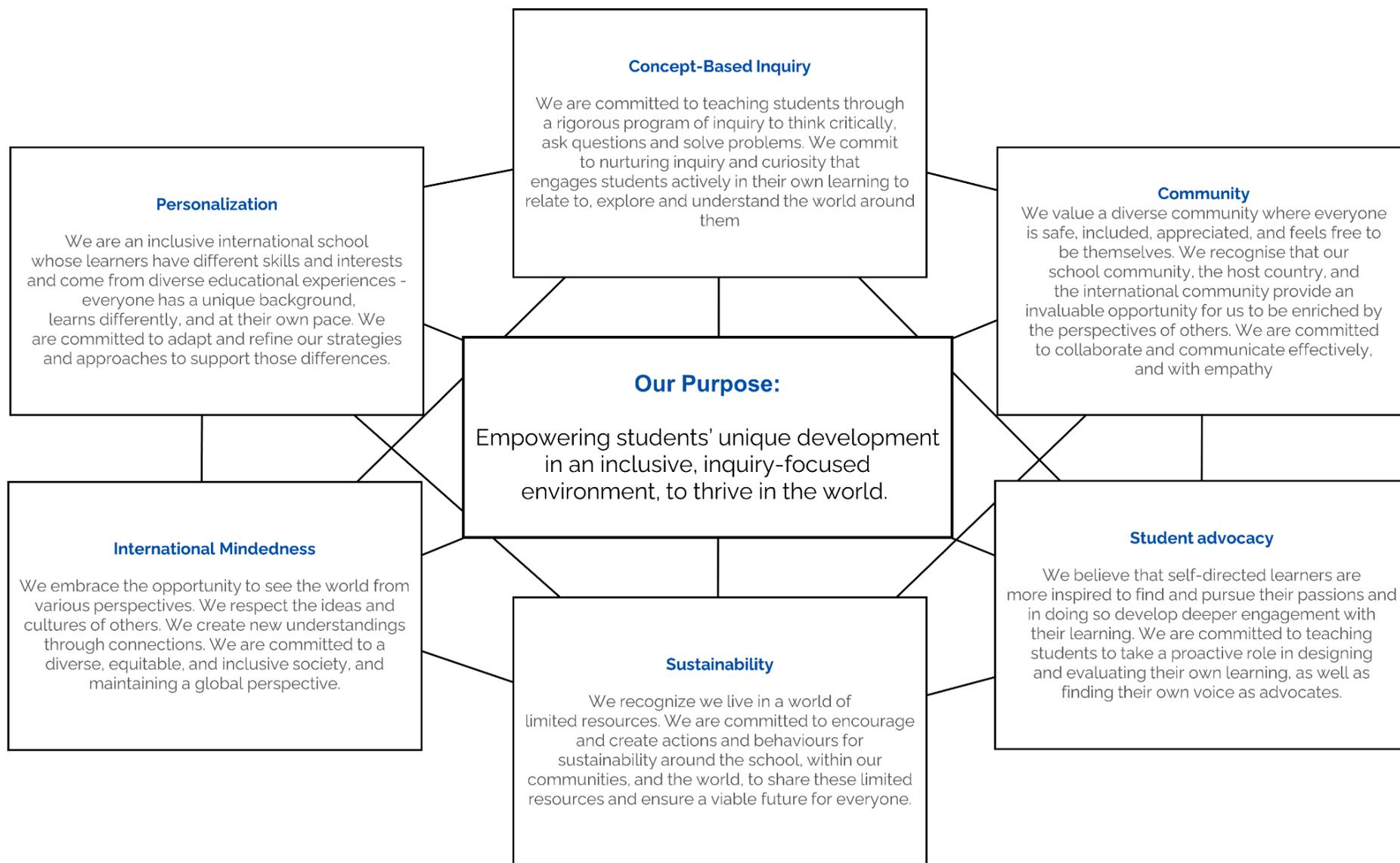
IB Learner Profile

As an IB World School, ISWA utilises the IB Learner Profile, which describes a broad range of human capacities and responsibilities that imply a commitment to help all members of the school community learn to respect themselves, others and the world around them:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

These attributes define our behaviour and confirm our responsibility to each other and to the wider community. As an international school we intentionally cultivate a culturally diverse community, and seek to understand our place in the world and how we can include and support others. Our behaviour should help others to thrive.

Parents are expected to understand and support the school's behavioural expectations and aims, and work as partners throughout any disciplinary process. Mixed messages between school and home are detrimental to student wellbeing and learning



Behaviour Policy

We will enable students to:

- Take responsibility for their own behaviour, reflect and provide solutions for improvements (i.e. learn from their mistakes)
- Appreciate other perspectives
- Understand citizenship, their rights and their responsibilities towards others
- Advocate for themselves and others
- Be upstanders
- Have a voice in the teaching and learning process
- Demonstrate the attributes of the Learner Profile

Accordingly we will:

- Establish common rights, responsibilities and processes and ensure that these are known and observed
- Discuss and display class-based rules and routines. These may include: settling, seating plans, cues for discussions, appropriate movement around the classroom, how to get help with learning tasks, noise levels etc.
- Employ negotiable, contextual and age-appropriate consequences for minor transgressions, that align with our Purpose and Commitments and the Learner Profile
- Seek to understand why poor behaviour occurs and support improvement
- Encourage students to regulate their emotions and use their strengths to overcome adversity
- Avoid unnecessary confrontation
- Be mindful of dignity and integrity in all behaviour management contexts
- Move from least intrusive to most intrusive management strategies
- Tune in to our own emotional triggers, remain calm, use positive and culturally appropriate corrective language.

Consequences for persistent challenging behaviour

For repeated misdemeanours such as:

- Repeated disruptive or distracting behaviour in class, co-curricular or playground
- Repeated lack of preparation for class
- Repeated non-submission of assessment tasks
- Repeated improper dress
- Repeated late arrival for or missing class

Step one:

- Discussion with relevant teacher, plan/ideas for improvement to which student will be held accountable

Step two:

- Teacher will contact the parent as a partner in the improvement process
- Homeroom teacher and/or Curriculum Coordinator informed and may have input
- New plans for improvement and support developed

Step three:

- Teacher and Homeroom teacher or Curriculum Coordinator will meet with parents as partners
- Head of Primary or Secondary involved in discussions and expectations for improvement

Step four:

At the Head of School's discretion and following discussion with teachers and parents, there may be cause for:

- Probation
- Reduction of privileges
- Suspension.

These steps may not be in order, depending on the seriousness or repetitiveness of the transgression. If behavioural expectations are not met after these interventions, they may be considered major negative behaviours and result in further consequences as outlined below.

Consequences for major negative behaviours

* This may be one off, not necessarily repeated behaviour

This category involves extremely negative behaviour which threatens the rights, wellbeing and/or safety of others, is illegal or majorly transgresses the Learner Profile or Purpose and Commitments of the school. This may include but is not limited to bullying, intimidation, discrimination or harassment of any kind (virtual or physical), theft, assault, drug, alcohol or substance abuse, dealing in illicit substances or vandalism.

At the discretion of the Head of School or Principal, consequences may include but are not limited to:

1. Suspension, during which time the student may be asked to:
 - Perform community service
 - See an external counsellor or psychologist
 - Plan restitution to affected community members
 - Research consequences and impact of their transgression, and prepare a report or presentation of their learning
2. Expulsion
 - Illegal behaviour at school, on school property or at a school event will result in expulsion, and the police may be informed
 - If a student has already been suspended, a second major transgression will likely result in expulsion
 - Threats to the safety of other students or staff will likely result in expulsion.

Decisions about expulsion are at the discretion of the Principal, after consultation with teachers, students and parents. Parents and students have the right to appeal to the Board of Directors.