## Policy Statement

A properly administered student behaviour management system promotes a healthy school environment, helps students to better know and understand themselves and their actions, and fosters the self-discipline necessary to provide for a lifetime of success. To honor that spirit, discipline should be carried out with dignity and guidance, an approach that allows school staff and parents to support students in forming healthy values and positive, lasting habits. This approach helps motivate students to maintain positive relationships with their classmates and teachers, and gives them the skills they need to navigate difficult situations in their lives.

## Scope

This policy applies to all teachers, staff members, students and parents.

## Reason

Our goal as a school is to maintain a safe, healthy, and nurturing environment. In order to do so, we have clear expectations for student behaviour, guided by our IRESPECT values and Community Code of Conduct, and associated rules and policies, as well as a clear set of consequences when expectations are not met.

## Principles

1. The school shares its IRESPECT values and Community Code of Conduct (see Appendices A and B) with all students, parents/carers, teachers, and staff at the beginning of each term and makes them readily available on the school website and in guides/manuals designed for specific audiences.

2. In their behaviour management and instruction, all classroom teachers reinforce schoolwide values and create a learning environment that promotes respect and
personal responsibility. Their behavior management is pre-emptive and positive. Their lessons are taught in a developmentally- and age-appropriate manner that engages students and provides opportunities for all students to succeed.

3. When a student's behaviour is inconsistent with the school's values and/or Community Code of Conduct, teachers and school staff work with the student to find a reasonable solution. The student will be asked to explore the impact that his/her actions have on the school community.

4. At all times, teachers and other school staff aim to discover the motivating factor(s) behind a student's action(s).

5. At all times, teachers and other school staff attempt to align natural consequences to inappropriate actions.

6. Whenever possible, teachers and school staff operate from a restorative perspective (or “mending fences”)—i.e., we acknowledge that a student's behaviour can damage relationships between students and/or adults on campus; we help the student repair any damaged relationships.

Procedure

Green School teachers, staff, management, parents and other community members are committed to cooperating and participating in the application of the following procedures:

Summary of the “Preemptive Responsive Protocol”

The school's behavioural management system is guided by the “Preemptive Response Protocol” (see below). As per the five steps of the Preemptive Response Protocol, teachers are the first point of contact for any student involved in behaviours that may be inconsistent with the school's IRESPECT values and/or the Community Code of Conduct. For inappropriate behaviour that persists (i.e., after 3 warnings), teachers and/or other school staff involve parents and keep lines of communication open between parents and the school. If the issue persists after initial reflection forms, discussions, and attempts at modifications, the school requests an initial meeting with parent/s. If the issue persists further, the relevant Learning Neighbourhood Coordinator and/or counsellor becomes involved. If it continues to escalate and/or is of a serious nature, the Learning Neighbourhood Head and possibly the Head of Academics become involved. Serious infractions, such as fights or open defiance, are addressed immediately by the Learning Neighbourhood Head and Head of Academics.
Documentation

Accurate and complete documentation is integral to managing student behaviour. As they are involved, documentation should be completed by the classroom teacher, buddy/homeroom teacher, counselor, Learning Neighbourhood Head, and Head of Academics. Documentation allows the school to track student behaviours as we work to find better and more effective ways to prevent such behaviours in the future.

Search and Seizure

There are times when the staff may suspect that a student is in possession of items that are harmful or banned by the school. In these situations, staff has the right to search a student (and/or his/her locker, backpack, or other items), seize items, and take disciplinary measures, as defined in this policy.

Persistent behaviours: “Preemptive Response Protocol”
Behaviours are positively and proactively addressed using the process outlined in the Preemptive Response Protocol pyramid above with a descriptive explanation that follows. Examples of Level 1, 2, and 3 infractions may be found in Appendix C.

**Step One**

The classroom teacher is responsible for addressing behavioural concerns in the classroom on a day-to-day basis. Organisation of the classroom and expectations are set and students are regularly and creatively informed of these expectations.

**Step Two**

When a behaviour or set of behaviours persists, the teacher may send the child to their Learning Neighbourhood Coordinator or buddy teacher (in Primary) or homeroom teacher (in Middle and High School). The buddy teacher/homeroom teacher is a teacher who is assigned to a class/subject teacher as an additional support and provides a space for the child to reflect on their behaviour and complete a reflection form before they can re-enter their regular classroom. This step is referred to by teachers and students as “receiving an IBH (Invitation to Better Habits).” The classroom teacher will notify the parent/s on the day of the referral to the LN Coordinator/buddy teacher/homeroom teacher. He/she will first attempt to do so via phone or in-person, when possible, as these means are preferred. If the classroom teacher is unable to reach the parent in-person or via phone, then an email shall be sent.

**Step Three**

If a student's behaviour is consistently disruptive, unsafe or unkind, the student and the child has received 3 IBH reflections (in most cases), then the student shall meet with the Learning Neighbourhood Head (LNH). The LNH speaks to the child regarding the ‘iRespect self-assessment’ (available anytime from the Head of each LN) to highlight his/her level of inappropriate behaviour, and may be asked to complete another reflection form. The LNH will contact the child's parent/s to arrange a meeting. At this stage, the child will likely discuss his/her behaviour with the school counsellor, as well. The counsellor may initiate a Behaviour Modification Plan (available anytime from the Head of each LN) as part of the parent meeting. Details are documented and available to all teachers.
Step Four

The Learning Neighbourhood Head along with the counsellor and any other specialist teachers will ensure that the child has a session with the counsellor, who will initiate (or update) a Behaviour Modification Plan. The LNH will meet with the student at regular intervals, depending on needs. A Behaviour Monitoring Card (available from the Head of each LN) will also be developed and a review meeting arranged in a week's time. Parents will be notified.

Step Five

The child is referred to the Head of Academics for discipline related to a serious infringement or ongoing disruptive behaviours. The Head of Academics will employ a restorative justice approach, with both the student and a student advocate present. Should suspension or expulsion be a consideration, a second meeting will be held with the parents present.

- Any sanctions that result in the suspension of a child from a curricular or extracurricular activity, or requires community service, may only be given by the Learning Neighborhood Head.
- Any sanctions that result in expulsion from Green School may only be given by the Head of Academics.
- All out of school suspensions and expulsions from Green School will be noted on the student's final student records.
- There are times when students may be suspended from Green School while an investigation into an incident is taking place and final decisions are being discussed by the parties involved. This is done to protect all children involved as does not go on a student's final record.
- In cases where expulsion is possible, the student will be suspended first for 3 days for all parties to have time to discuss and be heard.

Appeals

If a person wishes to appeal a decision made regarding behavior, then we will follow the Complaints and Grievances Management Policy.

Confidentiality

All parties involved in behaviour issues are obliged to maintain confidentiality on all aspects of the matter at all times. Breaches of confidentiality will be dealt with under the provisions of the Community Code of Conduct.
Related Policies

Community Code of Conduct
Learning Support Policy
Off Campus Behaviour Policy
Use of Electronic Devices Policy
Dress Code Policy
### Appendix A: Green School IRESPECT Values and their accompanying behaviours

<table>
<thead>
<tr>
<th>Value</th>
<th>Behaviours</th>
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| Integrity | • I stand up for what is right  
• I am honest, I tell the truth  
• I do what is right even when no one is looking  
• I keep my promises |
| Responsibility | • I put in my best effort to do my work neatly and carefully  
• I take good care of my things and books  
• I accept I have made a mistake and apologize when necessary  
• I come to school ready for the day  
• I perform my assigned duties without reminders and with enjoyment |
| Empathy | • I care for my friends and help them when they need it  
• I try to understand and share my friend’s feelings  
• I think about how my friend will feel before I say something |
| Sustainability | • I use paper thoughtfully  
• I throw garbage in the right bins  
• I keep my environment clean and take care of plants and animals  
• I bring my lunch and snack in reusable boxes  
• I try to carpool as much as I can  
• I turn off lights and water faucets when not using |
| Peace | • I try to solve problems with my friends  
• If I cannot stop someone’s wrong behaviour, I move away  
• I speak kindly and respectfully  
• I try to understand what someone is trying to say |
| Equality | • I understand that people are different and it is Okay to be different  
• I do not bully anyone  
• I do not make fun of anyone  
• I do not judge someone or form opinions |
| Community | • I can work together with all my classmates  
• I enjoy doing things with my classmates  
• I help other children and people  
• I like being a part of my school and take care of my school |
| Trust | • I know that my teachers and parents love me, I can tell them anything  
• My teachers and friends can rely on me  
• I speak the truth  
• I do not touch or take someone else’s things without asking |
Appendix B: Green School Community Code of Conduct

CODE OF CONDUCT

In order to support a peaceful, safe and caring school environment our community expects students, parents, carers, faculty, staff, board members, and visitors to exhibit the following positive behaviours. Relatedly, we cannot tolerate the following disruptive behaviours, which breach our Code of Conduct:

<table>
<thead>
<tr>
<th>EXPECTED BEHAVIOUR</th>
<th>EXAMPLES OF INCONSISTENT, DISRUPTIVE BEHAVIOURS</th>
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<tbody>
<tr>
<td>Behave in a respectful and appropriate manner</td>
<td>• Using loud, offensive, or profane language</td>
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<td></td>
<td>• Displaying temper that shows a lack of restraint and respect</td>
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<td></td>
<td>• Behaving in a way that intentionally or repeatedly causes offence, which includes acts of racism, sexism, ageism, and other forms of discrimination</td>
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<td></td>
<td>• Threatening or causing actual bodily harm to a member of school staff, board, visitor, parent/carer, or student</td>
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<td>• Using physical aggression and/or intimidation towards an adult or child; including physical punishment of one's own child on school premises</td>
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<tr>
<td>Respect the school, its property, and its employees</td>
<td>• behaviour which interferes or threatens to interfere with the operation of a classroom, school office, teaching area, playing field, or any other area of the school grounds</td>
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<td></td>
<td>• Theft, damage or wilful destruction of school property, - including the property of vendors or invited guests</td>
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<tr>
<td>Respect other's privacy, rights, and culture</td>
<td>• Inappropriate taking of and/or distribution of photographs/video/media</td>
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<td>• Approaching someone else's child in order to discuss or chastise him/her because of the actions of this child towards his/her own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)</td>
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<tr>
<td>Communicate using a positive, caring, and respectful tone</td>
<td>• Abusive or threatening e-mail, text, voicemail, phone, or social media messages or other written communication</td>
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<td>• Defamatory, offensive, untruthful or derogatory comments (including gossip) regarding the school or any member of the school community, at the school, on Facebook, or other social media sites. (See Appendix 1)</td>
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<tr>
<td>Set a good example by acting in a socially-acceptable manner</td>
<td>• Any involvement in the use, creation or distribution of pornography or sexually explicit materials and/or behaviour</td>
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<td>• Smoking, consumption of alcohol, or use of other drugs whilst on school property or at school-sponsored events, other than responsible use of alcohol by adults at school-sanctioned events</td>
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Appendix C: Levels of Misbehaviour

DESCRIPTORS

Level 1: Misbehaviours at this level represent minor infractions of procedures, which regulate the orderly operation of Green School, its environment, its users, and the teaching and learning process. Involvement in an incident on this list may result in the loss of certain classroom privileges, break and/or lunch recess privileges, and/or a conference with parents. A behaviour support plan may be developed, if needed, depending on the situation, the student's behaviour, or the frequency of the behaviour.

Level 2: At this level, misbehaviours include those for which the frequency or seriousness tends to disrupt the teaching and learning environment of the School. Involvement in an incident on this list results in a group meeting (with the Learning Neighbourhood Head and/or counsellor, teachers, student and parents/guardians). If the misbehavior is ongoing in nature, a detailed behaviour support plan intended to curtail noted behaviour is implemented. Violations at this level may result in multi-day in house suspension or short-term out of school suspension. Degree of suspension is dependent on violation.

Level 3: The consequences of these misbehaviours may have a lasting effect on the individual or may pose a threat to the health, safety and security of others and/or the reputation of Green School. Incidents at this level are very serious and involve a meeting with the student, parent, and school administration, as well as a review/revision of any previous behaviour support plan(s). Violations at this level may result in a multi-day and possibly multi-week suspension, as well as possible expulsion from Green School. Degree of suspension is dependent on violation.

Level 4: Represented in this level are acts that are criminal in nature, present a direct threat to the welfare of others, or result in violence to persons or damage to property. The school may be obliged to inform the relevant authorities for any student's misbehaviour that infringes on Indonesian law.

SAMPLE BEHAVIOURS, BY LEVEL OF INFRACTION

<table>
<thead>
<tr>
<th>LEVEL 1 INFRACTIONS</th>
<th>SAMPLE BEHAVIOURS</th>
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<tr>
<td>● Showing disrespect for others (defiant, inappropriate behaviour in class, vulgar language, disrespect after being asked by staff to change behaviour)</td>
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<td>● Not respecting the surrounding environment (pulling branches, green leaves, defacing garden areas, etc.)</td>
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<td>● Littering</td>
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<td>● Exchanging money or goods for non-school purposes or events</td>
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<td>● Being deliberately late to school or class</td>
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<td>● Violation of Dress Code including not wearing shoes outside of the HOS</td>
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<td>● Minor defacing of School property</td>
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<td>● Wearing a motorbike without a helmet</td>
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<td>● Hindering the progress of other students</td>
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<td>● Use of offensive language, obscene gestures, swearing, etc.</td>
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<tr>
<td>● Inappropriate use of the Internet or other ICT resources (no games, FB or other social websites, etc.)</td>
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- Continued failure to complete work to a deadline (after multiple suggestions from classroom teacher)

**Level 2 Infractions Sample Behaviours**

- Repeats a previously addressed behaviour or engages in more serious examples of behaviour at Level 1
- Theft of or purposeful harm to personal or School property
- Extreme defiance and/or disruptive behaviour (yelling at a teacher, throwing objects, running from classroom, etc.)
- Bullying, intimidation, teasing or ostracizing of other students (verbal, physical, and/or online)
- Antisocial behaviour e.g. minor scuffles, pushing, taunting, etc. after being redirected by classroom teacher
- Cheating or copying another's work: Plagiarism
- Truancy from lessons or leaving the School site or school-related activities without permission
- Continued use of obscene language or gestures
- Possession or distribution of offensive material or weapons of any sort including pocket knives
- Inappropriate use of recording devices on School premises

**Level 3 Infractions Sample Behaviours**

- Repeats a previously addressed behaviour or engages in more serious examples of behaviour at Level 1 or 2
- Possession, use or sale of stolen property
- Tampering with devices designed to ensure the health, safety and security of others
- Continued Plagiarism from Level 2
- Repeated stealing
- Vandalism
- Fighting
- Gambling
- Physically or verbally threatening other students
- Possession, use or sale of tobacco during school hours (hours include departure from home to school and returning home)
- Serious acts of defiance that threaten or harm an employee or student of the School
- Bringing Green School into disrepute through activities on or off-site

**Level 4 Infractions Sample Behaviours**

- Threatening other students with a weapon of any kind
- Possession, viewing or distribution of pornographic materials
- Inappropriate body contact or indecent exposure
- Possession, use or sale of alcohol, prescription medications (legal or not), drug related articles and illegal drugs
- Extortion of other students