



Good Behaviour Policy

Nursery and Primary Cycle

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1. Introduction and objectives

This policy has been developed with the intention of providing a comprehensive set of guidelines for pupils, teachers, parents/legal representatives and others who wish to promote the good behaviour of children at school and to clarify the measures in place in order to guide the pupils.

The policy follows the general aims of the European Schools: to encourage tolerance, co-operation, communication and openness to others both at school and outside school. It describes our expectations and general principles in terms of behaviour management, the systems and processes that are in place to promote and manage behaviour, and the tools that are available to make this possible.

This Good Behaviour Policy forms part of the Well-Being Strategy of EEB III.

Being happy is probably one of the most common dreams human beings have. Feeling well within ourselves is a common desire. In recent years, we have started to talk about well-being much more. In schools, the philosophy of education goes beyond success in examinations and high-quality teaching. A holistic education values the well-being of pupils and staff at school. If a person feels content, self-confident, fulfilled and respected, then they will most probably perform better educationally at school or professionally at work.

At our school, over the years, a number of initiatives and projects have been implemented in the area of well-being over the years. The next step is to have a clear policy framework encompassing key areas that are intrinsically linked to well-being. The EEB III Well-Being Strategy will be an over-arching strategy which will include a number of policy or procedural documents that focus on a particular issue and contribute to well-being. This work has started, but there are still a number of policy documents that need to be drafted and published. These include:

- **Educational Support Guidelines (published in September 2020).**
- **The Anti-Bullying Policy**
- **A Good Behavior Policy.**
- **Child Protection Procedures (which will deal with cases of alleged child abuse)**
- **An Anti-Harassment Policy for Staff**
- **An Anti-Substance Abuse Policy**

This document will deal specifically with the Good Behaviour Policy and will focus on the Nursery and Primary cycle. The intention is to finalise this and then start to work on a similar document for the Secondary cycle, leading to a whole school approach to promoting good behaviour. Once this policy is published an information session for parents/legal representatives will be held and staff will receive training on the policy.

The document explains the code of conduct (**Annex 2**). A copy of the code of conduct is to be signed by parents/legal representatives and pupils at the beginning of each school year to show their agreement and willingness to abide by it.

With this Good Behaviour Policy, we aim to ensure that children:

- feel safe at school;
- are able to work in a peaceful environment, rich in educational discoveries;
- are supported by teachers and parents/legal representatives working together to help them in the best possible way;
- feel protected from inappropriate or threatening behaviour, abuse and intimidation;
- make good decisions and take responsibility for their actions.

We also aim to ensure that the school staff:

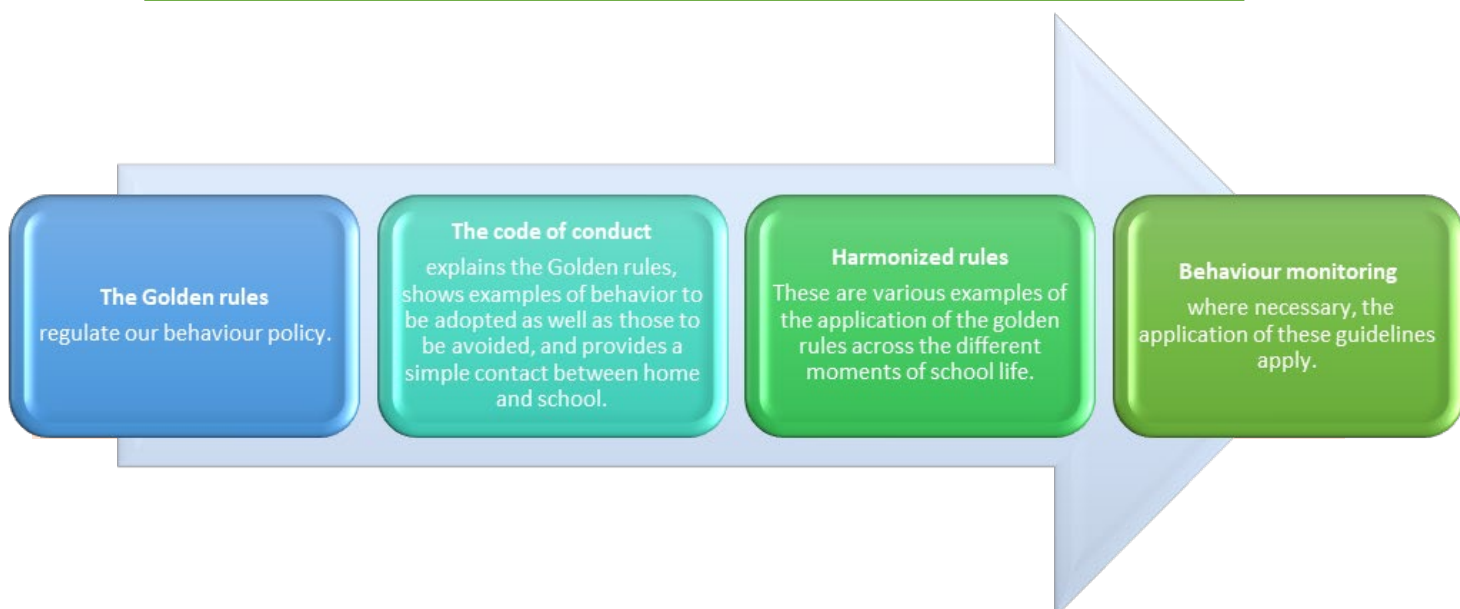
- promote positive behaviour within the school at all times;
- maintain clearly defined expectations:
- regularly highlight positive behaviour:
- take time to build positive relationships with children:
- enable children to develop their self-esteem
- Be visible within the school
- Be vigilant about the safety of pupils
- Communicate any problems or concerns with the appropriate staff member
- Apply a consistent approach and method to inappropriate behaviour
- Seek contact with the parents/legal representatives at an appropriate moment when the unacceptable behaviour needs to be discussed and worked on together
- Create a positive classroom climate by providing time for dialogue and reflection
- Give lessons in a calm and positive environment;
- Are supported by parents/legal representatives when it comes to managing behaviour;
- are treated in a professional and respectful manner by other members of staff, parents/legal representatives and pupils;
- are protected from inappropriate or threatening behaviour, as well as any form of abuse or intimidation.

The school welcomes authorised visitors and expects them to respect this policy and to act as positive role models for the children. The success of this policy also depends on the full and consistent cooperation of all parents/legal representatives.

We expect parents/legal representatives to:

- support the school in dealing with inappropriate behaviour;
- fully support their children's positive behaviour with encouragement and praise;
- inform the school of any problems or concerns that may affect the children's behaviour at school;
- treat staff members in a courteous and professional manner in all their communication with staff, both in person and in writing. While opinions and feedback are always welcome and important, communication needs to be respectful to the staff member concerned and also to their profession;
- collaborate and cooperate with the school when a behavioural problem is identified.

The framework of the Good Behavioural Policy





We introduced our Golden Rules in September 2018. These rules are simple, universal and tend to simplify the many codes were already in place within the school. All elements of our Good Behaviour Policy, including the code of conduct, and the specific rules and codes for different times of the day are based on these simple principles.

- **One for all and all for one.** We behave in a way that allows everyone to work and play in harmony in a spirit of solidarity and cooperation.
- **No to violence, yes to friendship!** We express ourselves and behave respectfully and politely.
- **Don't laugh at them, laugh with them. No-one is perfect.** Each one of us is unique and precious. We are all equal despite our differences
- **Let us be calm and happy.** We act and move calmly through the school for our safety and well-being.
- **Giving and receiving respect.** We respect ourselves, our school, our personal belongings, the work of others and the displays.

A poster of our Golden Rules can be found in **Annex 1**.

3. Code of conduct

At the European School Brussels III, all pupils have the right to an education which offers them every opportunity to reach their full potential. The management team, the teaching staff, the support team and other staff all work together to create the circumstances in which this can be achieved. The whole school community has a role to play to this process.

Our code of conduct sets out in simple terms examples of the behaviour expected every day in every aspect of school life.

Golden Rules	Examples of behaviour
<p>One for all and all for one We behave in a way that allows everyone to work and play in harmony in a spirit of solidarity and cooperation</p>	<ul style="list-style-type: none"> • Work well and do your best with the other children in the class. • Help your classmates/other pupils when they are in need • Complete all your assignments on time and to the best of your ability.
<p>No to violence, yes to friendship! We express ourselves and behave respectfully and politely.</p>	<ul style="list-style-type: none"> • Respect and learn about people of different cultures, nationalities and language backgrounds, especially since we are a multicultural school. • Talk about your feelings/say what you think • Treat others with tolerance and respect. • Be responsible for your actions and words. • Be friendly and cooperative. • Use friendly and appropriate language. • Solve your problems by talking with others.
<p>Don't laugh at them, laugh with them. No-one is perfect Each one of us is unique and precious, we are all equal despite our differences.</p>	<ul style="list-style-type: none"> • Respect yourself, other pupils, teachers and all other adults. • Do not make fun of others • Do not try to humiliate others • Be polite to each other • Appreciate the positive characteristics in all others • Cooperate and enjoy the time with your friends

<p>Let us be calm and happy We act and move calmly through the school for our safety and well-being</p>	<ul style="list-style-type: none"> • Be courteous, behave appropriately. • Take responsibility for your actions and words. • Treat others as you would like to be treated • Work constructively with others in your group. • Follow and respect the instructions of teachers and supervisors. • Try to speak at an acceptable volume and always use acceptable language
<p>Giving and receiving respect We respect each other and our school, our personal belongings, the work of others and the displays</p>	<ul style="list-style-type: none"> • Take care of your belongings, your school books and your gym gear in the same way you take care of the belongings of the class and the other pupils • Respect your work and the work of others. • Keep school premises clean and leave them as you would like to find them (toilets, playgrounds, etc) • Be careful and responsible in the playgrounds. • Bring the materials (books, copybooks, stationery, etc) you need to learn to school every day.

At the beginning of each school year, pupils and parents/legal representatives receive **a new copy of the code of conduct.**

They should read the code of conduct together and sign it to show their agreement and willingness to abide by it.

A copy of the letter that is sent to parents/legal representatives can be found in **Annex 2.**

Behaviour that is unacceptable:

- Any form of physical and/or verbal violence, incitement or assault
- Vandalism
- Mocking or threatening behaviour at school and during online lessons.
- Using swear words or other bad language
- Being rowdy in class, in line or in the corridors.
- Using or bringing dangerous objects (such as matches, sharp objects like knives, etc.)

4. Harmonisation of the Golden Rules

In general, our pupils behave well and respectfully. However, like all schools, we have instances of bad behaviour that need to be tackled with an educational approach to teach pupils what is and what is not acceptable. The Golden Rules should be used as a simple reference for the standard of behaviour expected within the school.

This means that:

- If a child does not remember a specific detail, he or she can always be reminded of how to behave based on the knowledge of the five Golden Rules;
- other examples of appropriate behaviour that are not included in the specific rules can always be brought to mind by referring to the Golden Rules. The following table presents concrete examples of the application of The Golden Rules during the different times of the school day.



	One for all and all for one We behave in a way that allows everyone to work and play in harmony in a spirit of solidarity and cooperation	No to violence, yes to friendship! We express ourselves and behave respectfully and politely.	Don't laugh at them, laugh with them. No-one of us is perfect Each one of us is unique and precious. We are all equal despite our differences	Let us be calm and happy We act and move calmly through the school for our safety and well-being	Giving and receiving respect and receiving respect We respect each other and our school, our personal belongings, the work of others and the displays
In the playground	I behave safely for others and myself.	if I feel I am having difficulties, I ask an adult to help me find peaceful solutions.	I respect others and follow the rules when I am playing.	I follow my teachers' instructions to tidy up and move around after playtime	I am careful with the equipment in the playground and put back the things I have moved at the end of playtime. I leave the playground clean and put my rubbish in the bin.
In the canteen	I stay in my seat until I am told I can leave	I listen to and follow instructions from adults	I respect everyone's different eating habits and customs.	I move and eat calmly. I only leave the table when an adult says I can.	I respect the food served at the table. I am careful with my cutlery. I respect the canteen staff.
In the library	I use my time in the library to read, choose a book or listen to a story	I am polite to the librarian if I need help.	I respect everyone's literary choices.	I walk quietly in the library and I behave in a quiet manner in the library.	I put the books back in the right place. I don't eat because it could damage the books. I don't write in the books. I take off my coat and hang it up.
In the toilet	I leave the toilet clean, put all my toilet paper in the toilet, and I flush the toilet and wash my hands.	I do not write or draw on the toilet walls.	I leave others alone in the toilets. I do not play in the toilets.	I wash my hands with soap and water and dry them with a dry paper towel.	I don't throw anything on the floor. I don't waste water or paper.
At the gym/ swimming pool	I try to learn as I do in the classroom. I always wear the appropriate sportswear.	I listen carefully to the teacher and follow his or her instructions.	I engage in team activities. I do not laugh at others when they are practising a sport or when they are changing to play a sport.	I play fairly and support weaker members of the team. I am tidy in the changing rooms.	I put the equipment back where I found it I only use the equipment in the gym. I always have my sports bag with me during lessons and take it with me after the lesson.
When using ICT equipment	I use my time to learn	I share the material fairly with others	I remain calm	I engage calmly in the lesson and cooperate with my friends	I respect the equipment provided.
Music room	I am always trying to learn something new	I share the material fairly with others	I listen carefully to my teacher and peers and I listen carefully to performances and recordings	I enter and leave the room quietly. I am careful with the equipment and musical instruments.	I play appropriately.

5. Misbehaviour vs Bullying Incidents

It is important to clearly distinguish between bad behaviour and bullying. The definition, identification and intervention of both phenomena need to be distinct. This policy document deals with behavioural issues. A separate policy document is currently being drafted and will be published as the EEB 3 Anti-Bullying Policy which will also give detailed information about the KiVa programme implemented in the nursery and primary cycle.

In the nursery and primary cycle, EEB III implements the KiVa approach to deal with cases of bullying. KiVa is an anti-bullying programme that has been developed by the University of Turku in Finland. It is an evidence-based programme that has been successfully implemented in many schools in different countries. KiVa offers a wide range of tools and materials to tackle bullying both in terms of intervention and prevention. More information about KiVa will be found in the EEB III Anti-Bullying Policy.

6. Behaviour management system

This document is intended to harmonise the actions that are taken when children's behaviour at school becomes unacceptable. It aims to provide useful descriptions of the different types of inappropriate behaviour, but is not an exhaustive list.

When analysing a behavioural difficulty, the school will also need to assess if this behaviour is linked to a possible condition or special need the child may have. In this case, the issue may not only be a behavioural one, but one where the Educational Support team may need to be involved and other actions taken.

Teachers and other members of staff can develop their own systems in the classroom to promote positive behaviour, but the following framework of how to deal with different issues should be applied as consistently as possible.

The philosophy of conflict mediation is based on a formative approach to the pupil and to promote empathy and to provide safe strategies to help victims of the bad behaviour

Behaviour	Actions
Level 1 Making it difficult for everyone in the classroom to learn and difficult for the teacher to teach. <ul style="list-style-type: none"> - Not using good manners (bad words, hitting) - Noisy and irresponsible movement within the school. - Disrespecting other people's property. - Behaving in a dangerous way. - Not staying focused on learning in class. - Showing no respect for others. 	Level 1 <ul style="list-style-type: none"> - The teacher gives a Level 1 verbal and written warning in the agenda (identifying the behaviour, and indicating areas for improvement). - The child needs additional time to reflect or discuss with the teacher. - The child may be seated alone in class to be able to focus and to complete work, not sitting with peers. - The teacher should also consider the possibility of the child apologising to other person/s who have been affected by the misbehaviour. - The child is also asked to offer ideas of how they can remedy the misbehaviour.

<p>Level 2</p> <p>A child has already received a Level 1 warning, but continues to engage in similar unacceptable behaviour.</p> <ul style="list-style-type: none"> - A more serious incident occurs that leads to greater disruption in the classroom or activities - His/Her actions or insults deliberately hurt another child. 	<p>Level 2</p> <ul style="list-style-type: none"> - The teacher gives a Level 2 verbal and written warning in the agenda (identifying the behaviour, and indicating areas for improvement) - The teacher and parents/legal representatives may need to have a conversation without the child. - The child is asked to apologise and promise not to do the same thing again. This can be either an explanatory drawing for younger children or in writing for older children. - The child is also asked to offer ideas of how they can remedy the misbehaviour. - The child may be asked to leave the classroom for a period of time in a neighbouring class with the consent of the teacher. - Work must be fixed. The child may lose part of the break time and be required to do an activity that benefits the school community (e.g., helping teacher out in the classroom or helping out in the library, etc). - The teacher may ask the pupil to complete Annex 3 or 4 (depending on the age of the child)
<p>Level 3</p> <p>A child with a Level 2 warning continues to engage in similar unacceptable behaviour.</p> <ul style="list-style-type: none"> - 	<p>Level 3</p> <ul style="list-style-type: none"> - The teacher gives an oral and written Level 3 warning - The child may be excluded from certain activities. - An email is sent to the parents/legal representatives to inform them and to advise them on behaviour. - The parents/legal representatives are invited to meet with the teacher and the child to discuss the behaviour and set targets for improvement. - The child fills in a reflection form to examine his or her behaviour more closely see Annex 3 or 4. - Annex 5 is addressed to the parents/legal representatives - There may be need of a conversation between the school psychologist and the child - This may also be the time to involve the school Care Team.¹

¹ Class teachers and external supervisors may inform the Care team. The Care team consists of the Deputy Director of the N/P Cycle, the Assistant Deputy Director of the N/P, the school psychologist and a Kiva coordinator. The Care team proposes concrete actions to be taken and provides some guidance to the pedagogical team.

Level 4

The child has received a Level 3 warning but continues to persistently disrupt school life, or the child is violent or the actions are dangerous or the child is violent or threatening.

- The child makes an inappropriate remark.
- Any other incident left to the discretion of the school director.

Level 4

The Assistant Deputy Director of the Nursery and Primary cycle informs the parents/legal representative of the incident.

- The child fills in a reflection form to review his/her behaviour and to suggest improvements. In some cases, a discussion between the parents/legal representatives, the educational team, and the Deputy Director of the nursery and primary cycle meets to discuss the situation.
- This may also be the time to involve the school Care Team.
- There may be need of a conversation between the school psychologist and the child.
- Disciplinary Council.
- Temporary exclusion from school possible.

Level 5

Disciplinary measures may be considered if the situation is serious or aggravates over time. Disciplinary measures have the purpose of educating and training and are in line with Chapter VI of the General Rules of the European Schools

<https://www.eursec.eu/BasicTexts/2014-03-D-14-en-10.pdf>

Level 5

Serious breaches of discipline are reported to the Director and a written report from the cycle concerned is submitted to the Director on the first working day following the incident.

There are number of disciplinary measures that can be imposed. In the nursery/primary cycle these include:

- 1) Reprimand.
- 2) Extra work.
- 3) Detention.
- 4) Warning and/or sanction by the Director.
- 5) Warning and/or sanction by the Director on a proposal from the Discipline Council.
- 6) Temporary exclusion from the school
 - by the Director, for a maximum of three working days
 - by the Director, on a proposal from the Discipline Council, for a maximum of 15 working days.
- 7) Exclusion from one or more school trips organised during the current school year.

Expulsion for the school is not possible in the nursery/primary cycle as a result of a disciplinary procedure.

Disciplinary measures listed from point 3 to 7 are entered in the pupil's personal file. The school will develop a retention policy for each of these records so as to have a fair and transparent system applicable to all pupils.

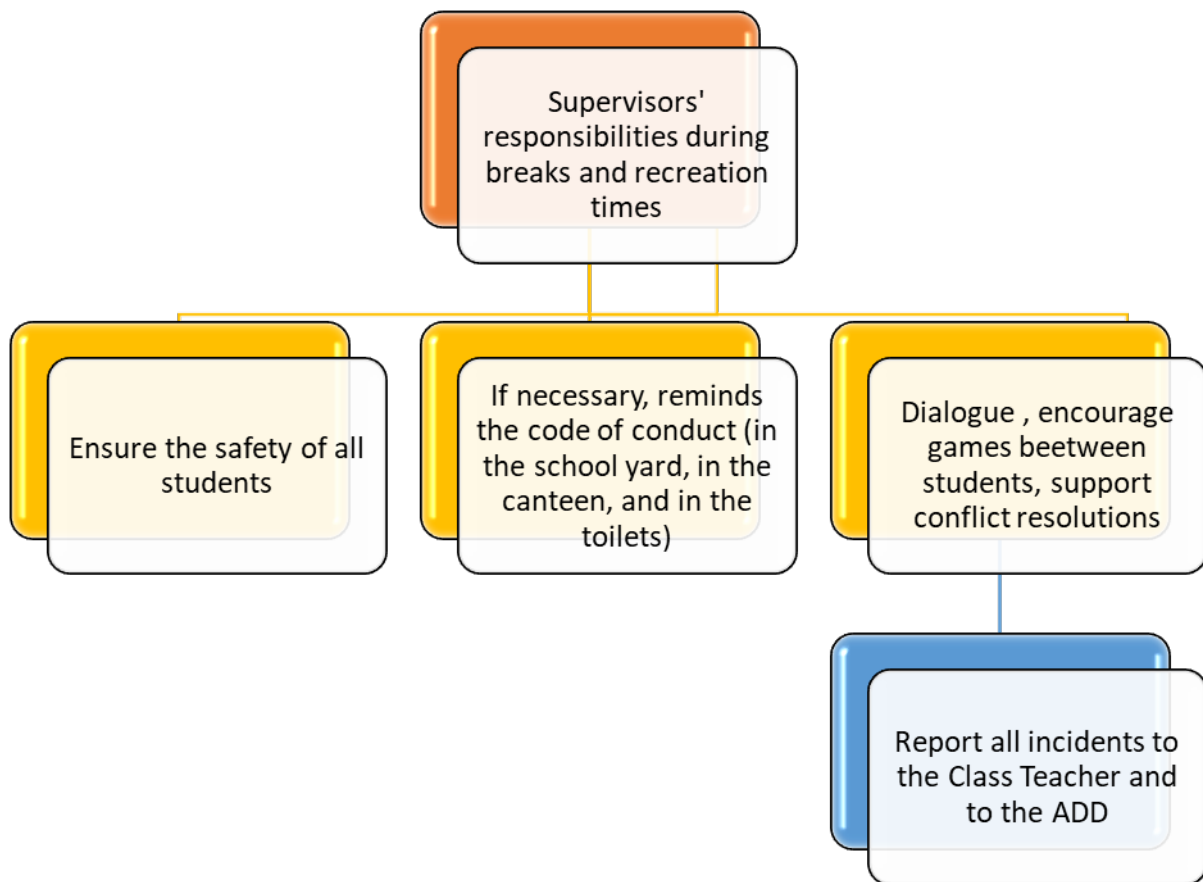
In a serious case, involving a risk to safety or health in the school, the Director may, as a precaution, return a pupil to the care of his/her legal representatives pending the convening of the Discipline Council.

The pupil's legal representatives shall be informed of all disciplinary measures, with the exception of reprimands.

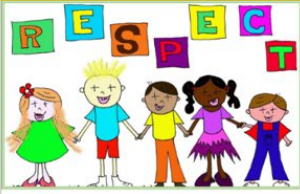
Information about Disciplinary Councils may be found in Article 44 of the General Rules of the European Schools and this includes the possibility of appeal against a temporary exclusion.

7. Supervisor's responsibilities during break/recreation times

Description of the supervisor's tasks



OUR GOLDEN RULES



NOS GOLDEN RULES



One for all and all for one!

We behave in a way that allows everyone to work and play in harmony, in a spirit of solidarity and cooperation.

Be a buddy, not a bully.

We speak and behave respectfully and politely.

Tears of joy, not tears of fear. Perfection is but an illusion.

We are all unique and special. We are all equal despite our differences.

Keep calm and be happy!

We act calmly and move safely through the school for our own safety and wellbeing.

Giving respect comes back ten-fold.

We show self-respect and we respect our school, our personal belongings, the work of others and the displays.



Annex 2: CODE OF CONDUCT - INTERNAL RULES

At the European School of Brussels III, pupils benefit from an education that enables them to give the best of themselves and to reach their full potential. The management team and teaching staff are committed to developing the best possible conditions for learning. The whole school community is involved in this process.

Basic principles

It is essential that every member of the school community masters and reflects the values promoted by the school:

- Respect for one's self, peers, teachers and all adults
- Respect for people from other cultures and nationalities
- Respect for personal property and that of others
- Courtesy, politeness and good manners
- Honesty, trust and effort
- Responsibility for one's words and actions
- Sense of friendship and cooperation
- Tolerance of others

Rules of School Life

These principles are the basis of the way our school functions and must be integrated by the pupils:

- 1) Respect everyone I meet at school (pupils, teachers, supervisors, administrative and service staff).
- 2) Respect my environment at school.
- 3) Work well, do your best and respect the work of others.
- 4) Arrive at school on time with all my school materials, homework and agenda.
- 5) Be polite and kind to others.
- 6) Avoid rude language and gestures and accept the opinions of others.
- 7) Not to use force or violence to solve my problems but to call on an adult reference or the KIVA team
- 8) Leave my personal and valuable items at home.
- 9) Leave my mobile phone switched off at the bottom of the school bag – throughout the school day - its exceptional use must be requested by my parents from the class teacher.
- 10) Do not forget the gestures that help us to live in an orderly and pleasant school.

The following behaviours are unacceptable:

- Physical violence
- Vandalism
- Extortion, threatening attitude
- Rough behaviour
- Agitation in the classroom, in the line or in the corridor
- Use of dangerous objects (matches, sharp objects such as knives, etc.)
- Use of mobile/smartphone phone when not authorised to do so

These rules have been drawn up for the safety and well-being of the pupils and to ensure that the school remains a place of learning.



I, the undersigned, pupil (name).....in class.....
Declares that I have read the rules of procedure and have understood the rules and principles of good behaviour.
I undertake to respect them throughout my time at school.

Signature:

I/We, the undersigned parents/legal representatives
From the pupil (name of the pupil)

Declare that he/she has **read the rules of procedure in our presence and that he/she has understood the rules and principles of good behaviour.**

He/she therefore undertakes to respect them throughout his/her time at school.

Signature(s).....

Annex 3: SELF REFLECTION SHEET - P1 & P2

My surname:	
My first name	
My class	

This document is completed by the pupil with the help of a teacher using a drawing or by simple sentences.

<p>1) What happened?</p>
<p>2) What have I done?</p>
<p>3) How do I feel? (Sad, lonely, guilty, embarrassed, not concerned, good, angry, ...)</p>
<p>4) How can I behave better?</p>

Date:

Pupil's signature:

Signature of parents/legal representatives:

Teacher's signature:

(Once these sheets are completed by a pupil and worked upon, they are stored in the office of the Assistant Deputy Director for the Nursery and Primary Cycle and are not placed in the pupil's personal file. The sheets are kept until the pupil is in the cycle so that if there are recurring incidents, there is a history of the situation and further actions can be planned. The sheets will also remain with the Assistant Deputy Director for one year after the pupil has transitioned to the secondary cycle, if applicable).

Appendix 4: SELF REFLECTION SHEET - P3, P4 and P5

My surname:	
My first name	
My class	

Due to the fact I did not follow the school rules, I need to think about what happened and what I can change about my behaviour so that it does not happen again.

I know that I must not use physical and/or verbal violence again.

My Reflections:

<p>1) This is what happened, with a special mention of my own. E.g. I am involved in a conflict. In the conflict I hurt a friend. I am angry.</p>
<p>2) The consequences of my behaviour (on myself, on others, the notion of ownership) E.g.: I felt pain. Other pupils were injured. My parents are worried.</p>
<p>3) What should I do to solve the problems. How can I behave in the best way? Ex: I must take time to calm down. I should not have physical contact and conflict with others. I find peaceful solutions with other children.</p>
<p>4) What happens if I don't improve my behaviour?</p>

Date:

Pupil's signature:

Signature of parents/legal representatives:

Teacher's signature:

(Once these sheets are completed by a pupil and worked upon, they are stored in the office of the Assistant Deputy Director for the Nursery and Primary Cycle and are not placed in the pupil's personal file. The sheets are kept until the pupil is in the cycle so that if there are recurring incidents, there is a history of the situation and further actions can be planned. The sheets will also remain with the Assistant Deputy Director for one year after the pupil has transitioned to the secondary cycle, if applicable).



Annex 5: Letter to parents/legal representatives

Date:

Ref:

Dear Parents,

Please talk to your child and remind them of the importance of following the rule(s):

It is important that every child adheres to our codes of conduct and follows the Golden Rules strictly. Please talk to your child about his or her attitude and remind him or her of the importance of behaving well at school.

Please complete and sign the following letter, before returning it to your child's teacher.

I hereby confirm that I have discussed this behaviour with my child and reminded him/her of the importance of behaving well at all times at school.

Additional comments:

(Once these sheets are completed by a pupil and worked upon, they are stored in the office of the Assistant Deputy Director for the Nursery and Primary Cycle and are not placed in the pupil's personal file. The sheets are kept until the pupil is in the cycle so that if there are recurring incidents, there is a history of the situation and further actions can be planned. The sheets will also remain with the Assistant Deputy Director for one year after the pupil has transitioned to the secondary cycle, if applicable).