



GIS Behaviour Policy

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Table of contents

1. Mission Statement
2. Preamble
3. Scope
4. Expectations
5. Reinforcement of positive behaviour
6. Unacceptable behaviour
7. Warning system

Level 1 – Verbal warning

Level 2 – Written warning

Level 3 – Principal’s office

Level 4 – Principal’s office

8. Serious incidents
9. Sanctions
10. Further information
11. Required procedures
12. Bullying
13. Reporting bullying
14. Strategies for environmental change
15. Coping strategies
16. Attendance
17. Lateness
18. Ignoring deadlines
19. Implementation
20. Review cycle
21. Appendices

A: Incident report form

B: Reflection form

C: Action plan

D: Meeting summary

E: Behaviour check form

GIS Behaviour Policy

1. Mission statement

GIS's mission is to provide authentic international education to foster an enthusiasm to explore and the security to pursue individual goals. As a growth-oriented school, we aim to cultivate highly skilled and responsible global citizens rooted in our local community.

2. Preamble

At GIS, we believe that a safe and secure environment at school is a prerequisite for effective learning. To this end, we strive to create an inclusive and collaborative environment where everyone's voice is heard and students' opinions and feelings are respected. We assist students in acquiring appropriate social skills in line with the IB learner profile through our curriculum, well-being programme as well as everyday interaction. We set clear boundaries and communicate school rules to the entire school community with a view to helping students become self-regulated individuals who understand that mutual respect is the foundation of healthy relationships.

3. Scope

School rules, as outlined in this document, apply at all times at school and school events (e.g. discos, trips and sleepovers) as well as on the way to and from school. The regulations may also apply at times when school is not directly responsible for students, provided that the students' behavior is sufficiently related to school matters and has an impact on the school environment. While the school believes that cooperation with parents is essential in establishing a good school environment, GIS is not responsible for resolving disputes between families.

4. Expectations

At GIS, students are expected to:

- Respect themselves and others
- Respect school property
- Act proactively when they are aware of something dangerous
- Try to resolve/deescalate minor conflicts using the strategies taught
- Inform adults of situations they are not able to resolve
- Reflect on and draw conclusions from their own actions
- Understand that their actions have an impact on themselves, others and the environment.

5. Reinforcement of positive behaviour

At GIS, we facilitate the development of appropriate social skills through:

- Age-appropriate curriculum
- Modelling appropriate behaviour
- Assemblies
- Well-being programme
- Peer and teacher recognition of positive actions
- Reward systems.

6. Unacceptable behaviour

Unacceptable behaviour includes but is not limited to:

- a. Inappropriate language including that on clothes (e.g. foul language or racist slurs)
- b. Violent/disrespectful/disruptive/dangerous behaviour
- c. Use of electronic devices without permission
- d. Use and/or possession of tobacco, alcohol or other illicit substances
- e. Bullying
- f. Intimidation
- g. Deliberate violation of school rules.

7. Warning System

Level 1 – Verbal Warning

If a student fails to follow the class rules then they should be given a verbal warning. It must be clear to the student that this has been issued; it must also be clear what they have chosen to do wrong. At this point the teacher need not take any further action.

Level 2 – Written Warning

If there is continued misbehaviour, a student may receive a written warning. This will take the form of an e-mail to the child's parents informing them of the incident. For example: A repeated act, refusal to comply with teacher's request, a blatant breach in school regulations, racist slurs, etc. If another child is involved their parents will also be notified. In normal situations the matter is considered resolved after the written warning is issued. In the event of more than one written warning in a short time frame, parents may be called in to the school for a meeting. Students may also be placed on a report card for an agreed period of time.

Level 3 – Principal's office

Level 3 is considered a fairly serious offence. When a level 3 warning is reached the student will be referred to the principal of the school. The principal will then decide on the appropriate course of action. The parents will be duly informed in writing.

Level 4 – Principal's office

Level 4 is considered a very serious offence and may result in the student being sent home. The student may be sent home or may be required to work independently. In any event, the parents will be duly informed by phone. In the event of the student being sent home the parents will be required to collect their child.

8. Serious Incidents

Any serious incidents will be immediately directed to the principal. In the event of a serious incident, the above warning system would be bypassed and the issue would be addressed immediately. Examples of serious incidents include, but are not limited to:

- Violence
- Substance abuse
- Inappropriate sexual behaviour.

9. Sanctions (only those listed in the document can be used, so a detailed list is needed)

The following sanctions can be used, depending on the severity of the offence:

- a. Cautioning and counselling against such behaviour
- b. Oral reprimand
- c. Participation in a guided reflection process designed to teach alternative behaviour
- d. Temporary removal from the classroom
- e. Exclusion from extracurricular activities
- f. Detention
- g. Mobile phones may be confiscated. In the first instance, the mobile phone can be retrieved by the student. On repeated occasions, it must be retrieved by the parents of the student
- h. A meeting with parents may be requested to discuss the inappropriate behavior and measures to take
- i. Being put on a report card
- j. An order to perform tasks before or after school to rectify damage to school property or assets which the pupil is directly responsible for
- k. Suspension from instruction for individual lessons or for the rest of the day (Independent Schools Act /Friskolelova § 310)

- l. Exclusion from instruction for longer than the rest of the school day up to three days for year levels 8 to 10 (Independent Schools Act /Friskolelova § 310)
- m. Moving a student to another local school (Independent Schools Act § 33, first section)¹
- n. Legal action – in extreme cases official organisations may need to be contacted.

10. Further information

- a. Physical disciplinary actions and collective punishment are not allowed
- b. An external support agency/person can be contacted if needed
- c. The student is obliged to comply with the sanctions imposed. By noncompliance, new sanctions within the framework of what is stipulated in this provision may be imposed upon the student
- d. On suspicion of criminal offenses, the school will ask for police assistance to carry out inspections or other measures
- e. The student's parents / guardian shall, as far as possible and at the earliest opportunity, be notified verbally of the school's request for police assistance. Parents / guardians shall always be notified in writing that the school applied for police assistance
- f. Objects that are used in a dangerous, provocative or offensive manner can be confiscated. Confiscated items may be returned to parents / guardians. Illegal objects and illegal drugs are delivered to the police
- g. In the case of deliberate damage or vandalism of school property and equipment, the student may, besides the sanctions above, be held liable for monetary damages, cf. Damages Act (Skadeerstatningsloven § 11). Parents are liable for damages c.f. Damages Act (Skadeerstatningsloven § 12), currently up to NOK5000.

The same applies to loss or damage to books and other equipment.

If students break other students' / staff's belongings, the school's reactions must be in line with the framework of the code of conduct, point 8g.

11. Required procedures

¹ In special cases, student transfer to the public school in their district may be requested. Other measures should have been implemented before this is implemented. Cf. Private School Act § 3-3. The home municipality makes this decision if and when necessary. The decision can be appealed to the Ministry of Education.

In the use of sanctions, these procedural rules will apply in addition to the Independent Schools Act/Friskolelova § 39:

- a. The school must ensure that the decision is taken on a justifiable basis
- b. The incident is documented
- c. The student is given the opportunity to explain him/herself orally to the person who will make the decision. This also applies when there is an oral reprimand
- d. In cases where a verbal reprimand is not the only reaction for violations of school rules, the decision and choice of action shall be in writing and justified
- e. Prior to making a decision on expulsion, the school will assess whether it is possible to use other sanctions or support measures
- f. In severe cases, the child's parents / guardians will be informed as soon as possible.

12. Bullying

At GIS, we use Utdanningsdirektoratet's (Norway's Ministry of Education) definition of bullying:

Bullying is repeated negative or malicious behaviour by one or more persons towards a pupil who has difficulty defending himself. Repeated teasing in an unpleasant and hurtful manner is also bullying. The conduct must take place twice or more times a month to be considered bullying.

Any behavior to this effect with the use of electronic devices is also considered a form of bullying (cyberbullying).

13. Reporting bullying

All members of GIS community are responsible for reporting suspected cases of bullying. Students and parents can approach any staff member they trust. Staff members report suspected cases to the principal or the board if they suspect if the principal is the perpetrator. Students and parents can also inform the school anonymously by email (URsafe@gjovikis.no) or by dropping a message in a box located in front of the main office.

14. Strategies for Environmental Change

- a. Teachers get the students to engage in activities to reflect on their behaviour through assemblies, homeroom activities, units of inquiry, etc. Such activities could include reflection sheets, role-play, presentations, quizzes or other

- b. Pastoral care programme
- c. Buddy systems (within and across school divisions)
- d. Review of school policies each academic year
- e. Supervision during break times
- f. Parent conferences each term
- g. Referral to School Nurse
- h. Referral to family counselling
- i. Involvement of community-based organizations
- j. Engage in community awareness events and planning sessions.

15. Coping strategies:

We encourage students to use strategies to cope with difficult situations before they report them to adults:

- a. Tell them to stop
- b. Take 3 deep breaths
- c. Ignore (but not tolerate)
- d. Move somewhere else
- e. Think calm thoughts
- f. Self-talk
- g. Talk it out
- h. Talk to teacher
- i. Count backwards
- j. Do something else
- k. Take a break
- l. Make a deal
- m. Share and take turns.

16. Attendance

Research shows that regular attendance at school is one of the most important factors in students' academic success. In an IB school, many of our inquiry projects, in both the MYP and PYP, are ongoing projects spread over several lessons. Missing one of these lessons can leave a student struggling to catch up and make it considerably harder for them to achieve success in the project.

17. Lateness

Students who arrive late for school are required to sign in at the school office, a record is kept of the late arrivals, and parents will be informed when tardiness becomes a problem. Consistent late arrival to school can have a negative effect on student learning,

and parents are expected to ensure that children arrive at school on time.

18. Ignoring deadlines

At GIS, teachers plan and schedule assignments in advance, in a collaborative fashion in order to avoid assigning excessive amounts of work. Deadlines are made clear in advance and students are expected to approach teachers in advance to discuss any challenges.

19. Implementation

All school staff are responsible for the implementation of the policy. The policy is presented and explained to new staff during in-service days prior to the start of an academic year. Returning staff are responsible for reviewing the policy at the start of the academic year and are encouraged to seek clarification if unsure about any aspect of the policy.

All community members are responsible for implementing the section of the policy regarding bullying, especially reporting suspected cases of bullying.

20. Review cycle

The policy is reviewed annually by all stakeholders, including the Board at the end of the academic year

21. Appendices

- a. Incident report form
- b. Reflection form
- c. Action plan
- d. Meeting summary
- e. Behaviour check form

Appendix A: Incident report form



Incident report

Student name:	Reported by:
Students involved: <ul style="list-style-type: none">••	Witness(es): <ul style="list-style-type: none">••
Date:	Location:
Description of the incident: <ul style="list-style-type: none">••	
Action(s) taken: <ul style="list-style-type: none">••	
Parent contact made on: dd/mm/yy	via: email/phone/face-to-face conversation/letter
Date:	Signature:

Appendix B: Reflection form



Behaviour reflection form (Grades 4-10)

Name:

Date:

Reflecting on my behaviour will help me make better choices in the future.

Answer the following questions:

1. Describe what happened:

2. Who was involved?

3. How did you feel?

4. How did your behaviour make other people feel?

5. Explain why this behaviour was inappropriate.

6. How can you correct the situation that resulted from your behaviour?

7. Describe a better way to handle this situation in the future:

Date:

Student signature:

Notes:

Appendix C: Action Plan



Action Plan

Student:	Grade:	Date:
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Reported problem:

Duration of intervention:

Goals:

-
-
-

Actions (who & what)

-
-
-
-

FOLLOW-UP

Date:	Observations:	Reported by
dd/mm/yy		
dd/mm/yy		
dd/mm/yy		

Appendix D: Meeting summary



Meeting Summary

Student name:	Date:
Location:	Present:
Meeting purpose:	Meeting requested by:
Discussion items: (who & what)	
Action items: (who & what)	
Next meeting:	Minutes written by:

Appendix E: Behaviour check form

Lesson check to develop successful approaches to learning.

NAME _____ DATE _____

Please show this form to your teacher for each lesson today, for feedback on your progress, and return it to your homeroom teacher at the end of the day.

This lesson check will continue for _____ days before review.

S = Satisfactory, D = Developing C = Concern

Grade ____	Day _____	Prepared for class	Followed directions/ school rules	Completed work	Comment	TEACHER SIGNATURE
Lesson 1 08:30 – 9.15						
Lesson 2 9.15 – 10.00						
Recess (if applicable)		NA		NA		
Lesson 3 10.30 – 11.15						
Lesson 4 11.15 – 12.00						
Lunch break (if applicable)		NA		NA		
Lesson 5 12.50 – 1.35						
Lesson 6 1.35 – 2.20						
Lesson 7 2.20 – 3.05						