



Europäische Schule RheinMain
The European School

European School RheinMain

Nursery and Primary



Behaviour Policy (EN)

Version 4

July 2023

Introduction

This policy has been developed with the aim of providing a full set of guidance for teachers, parents and all stakeholders regarding the promotion of desired behavior in the children of the school and to clarify the measures in place to guide children to achieve these aims.

The policy is aligned with the general aims of the European Schools, to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond.

This policy outlines our expectations and general principals in terms of behaviour management, our systems and processes to promote and manage behaviour and the schemes we have in place to ensure this happens.

By following this policy, our aim is to ensure that children:

- feel safe at school;
- can work in a peaceful, productive learning environment;
- can expect that their parents and staff work together to support them;
- be free from in-appropriate or threatening behaviour, abuse and intimidation;
- make good choices and take responsibility for their actions;
- be role models for Europe and our school.

The policy focusses on the positive behaviour of the children and the creation of a positive atmosphere in the school. We promote positive behaviour in the school at all times by:

- maintaining clear expectations;
- regularly praising positive behaviour;
- taking time to build relationships with the children;
- enabling children to develop self-esteem;
- being mindful of the safety of the children;
- communicating any issue or concern with the relevant staff, parent or guardian;
- having a consistent approach and course of action when dealing with inappropriate behaviour;
- promoting a positive climate in the classroom;
- assessing children positively with clear targets.

The policy has 4 main aims;

- All children are taught in a calm and positive environment;
- All children are treated with respect by all staff and pupils;
- All children are safe and free from inappropriate or threatening behaviour, abuse or intimidation;
- All children receive school support and parental support to manage behaviour and aid learning.

The policy's success is dependent on the full and consistent cooperation of all parents. Specifically we expect that parents:

- support the school when dealing with poor behaviour;
- fully support their child's positive behaviour through praise and encouragement;
- actively discuss the school rules with the child;
- inform the school of any issue or concern which may lead to poor behaviour;
- treat all staff with professional courtesy and listen to professional advice;
- collaborate and cooperate with the school when problems with behaviour are identified;
- do not judge, directly comment on or accuse other children without good reason.

All staff and visitors to our school should adhere to the policy so that our positive ethos runs through the school. This extends to:

- school management;
- administration, secretaries and caretakers;
- teachers;
- support teachers;
- parents and parent helpers;
- work experience children/adults;
- any other adult or visitor connected with the primary school, or wider school site.

The behaviour policy is broken into the following sections;

1. Our School Golden Rules which guide our whole behaviour policy;
2. Our Positive Rewards Scheme;
3. Our 'Behaviour Management System' which sets out how we deal with inappropriate behaviour, or when the golden rules are broken;
4. Our Social Curriculum 'MOVE' and how it fits into the policy
5. Our Reflection of Behaviour Policy and how children reflect on their behaviour.

The policy had a full review at the end of the school year 22-23 to be implemented from the start of school year 23-24.

Golden Rules

In September 2018 the 'Golden Rules' for the Primary School were launched. These rules are simple and universal and are intended to clarify the way we think about behaviour in and around the school.

The school sees the Golden Rules in the form of a hand, where every finger and thumb represents a 'Golden Rule'. The Golden Rules are written to encourage positivity.

Thumb	Thinkers - We think about and reflect on our learning and actions.	Denker – Wir denken über unser Lernen und unsere Handlungen nach.
Index	Inquirers – We are curious and always try our best.	Forscher – Wir sind neugierig und geben immer unser Bestes.
Middle finger	Communicators – We listen and talk to each other in a friendly way.	Kommunikativ – Wir hören einander zu und sprechen freundlich miteinander.
Ring finger	Tolerant – We are open-minded and embrace our differences.	Tolerant – Wir sind aufgeschlossen und schätzen unsere Vielfaltigkeit.
Little finger	Caring – We are respectful and care about each other and the world around us.	Hilfsbereit – Wir sind respektvoll und setzen uns für einander und unsere Umwelt ein.

The Golden Rules are displayed in every classroom and around core areas of the school (i.e. Mensa, sports hall, corridors etc.).

Additionally, from the start of the School year 23-24, the Primary School has a new Social Curriculum called MOVE (Make Our Values Evident). This is a taught program 45 minutes per week in all grades in P1-P5, with the ideas also starting in PP. These are the values that the school wants all students to develop in to be strong successful learners and members of society.

The values link together with our Golden Rules. Within the period, broadly two values will be taught within the bracket of one Golden Rule. This 'Golden Rule' will be celebrated at the assembly at the end of each period. In PP, the values are optional to follow, however the Golden Rule must be followed. In P1-P5 the whole format must be followed.

<u>Values</u>	<u>Golden Rule</u>
September – Responsibility	Period 1 – Thinkers 'MOVE OUR MINDS'
October – Respect	
November – Tolerance	Period 2 – Tolerance 'MOVE OUR LIMITS'
December – Gratitude	
January – Courage	Period 3 – Caring 'MOVE OUR HEARTS'
February – Empathy	
March – Patience	Period 4 – Communicators 'MOVE OUR VOICES'
April – Self-assertion	
May – Fairness	Period 5 – Inquirers 'MOVE OUR HORIZONS'
June – Kindness	
	Period 6 – all 'MOVE!'

At the termly assemblies, certificates will be awarded to children who excel in the Golden Rule which has been the focus for the term. This has been a feature of the Primary School since September 2018, and is a great way on celebrating good behaviour and valuing the community.

A new MOVE certificate will also be awarded at the discretion of the Homeroom Teacher at the end of each period. This can be given for getting an extensive amount of house points, showing great attainment and progression in the School Values, or showing a great commitment and dedication to ESRM. This certificate replaces the house point certificates that were present from 2018-July 2023. Homeroom teachers can give as many of these certificates as they wish at an assembly, as long as a good reason is given to celebrate the individual achievement.

Positive Reward System

At ESRM we are focused first and foremost on providing a positive atmosphere and recognising positive behaviour. Rewards though should not always be in a 'present' form, as children need to recognise that positive behaviour is what is expected, and should not be encouraged by a material reward. However, children need a way to be praised for good behaviour, good work or for other deeds as decided by the teacher, support teacher or school administrator.

In September 2018 a 'House System' was launched. All the children of the Primary School have been placed in a house, which they will remain in for their time at the school. All siblings will be in the same house, with a broadly equal amount of children in each house in each grade level. All teachers will also be assigned to a house.

The houses are named and coloured as followed:

- Romans (Red);
- Vikings (Green);
- Celts (Blue);
- Greeks (Yellow).

Children earn points in their class, with house points issued for a variety of reasons. These include (but are not exhaustive of):

- showing politeness/ showing excellent behaviour in line with the Golden Rules;
- demonstrating a caring attitude towards peers;
- working to the best of their ability;
- neat/ excellently produced work;
- sporting achievement;
- showing a positive attitude.

House points can be issued by any teacher or support worker in the school, however the points awarded should be realistic to the achievement. In book work house points should be indicated with 'HP' followed by the amount of points awarded. No points can be taken away.

Teachers should have a system to collect points in the classroom. From September 2023, it will not be required to have a points total for each child, just the running total for each House. The 'team effort' is by the joint achievement of gaining points for their house. The homeroom teacher needs to complete the house points in the school total sheet weekly on MSTeams.

This is the main reward system we have in the school, and should not be replaced by other methods. Other ways of rewarding behaviour in a classroom setting must sit at least alongside the house point system.

The prize for the winning house is knowing that you have contributed to that house winning the Grade and School Cup. This is to foster teamwork among the children. The house cup is awarded in the assemblies each month, and the points can be displayed on the TV Information screens in the school.

Anti- Bullying

In our school bullying is not accepted. Anyone who is aware of it should make sure that the victim as well as the aggressor is given appropriate help and support. We are very lucky that bullying is not part of the culture of teaching and learning at ESRM.

Bullying is the repeated use of physical or psychological violence with the intention of hurting another individual or group not capable of defending himself or themselves. Bullying usually causes the victim to feel pain, distress and fear. It does not just affect the bully and the person being bullied; it damages the atmosphere in class and the climate of the school.

Bullying takes many forms:

Physical

- Physical bullying includes hitting, kicking, slapping, pinching, biting, poking and choking. It also includes destroying personal belongings. Physical violence is 100% not accepted at ESRM.

Emotional

- Emotional bullying refers to the cases where a person is made to feel isolated and ridiculed largely through mechanisms such as being unfriendly, teasing, shouting, mocking, excluding, tormenting and ignoring.

Verbal

- Verbal bullies use words to hurt or humiliate another person. Verbal bullying includes name-calling, insulting, making racist comments, constant teasing and spreading false rumours, trying to convince peers to exclude or reject a certain person or people and cutting the victims off from their social connections.
- Swearing is 100% not tolerated at ESRM. This includes in all areas of the school, both inside and outside.

Cyber

- Cyber bullying is when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the internet, interactive and digital technologies or mobile phones.
- Cyber bullying and how to deal with cyber bullying will be taught in ICT and MOVE sessions, however no mobile phones/ smart watches are allowed to be used in the school during the school day. If a child brings a mobile phone/ smart watch to school for good reason, it must be 'off' and in the school bag. The school accepts no responsibility for phones brought into school. We encourage that phones are left at home.
- Apps like WhatsApp, Facebook etc. are aimed at children of 16 years +. Monitoring of social media is the responsibility of the parents, not the school.

We encourage children not to use such apps, as suggested by the legal age requirements.

Action to be taken

A proactive approach is taken to prevent problems from developing by raising awareness and suggesting strategies that promote a positive, supportive environment. This process involves all stakeholders from the children to the teachers to the parents.

At an individual level

- Teachers provide support, advice and suggestions to bullied pupils and their parents.
- Teachers respond to all incidents of aggressive behaviour and apply the procedures and sanctions that have been agreed upon.
- Teachers involve parents of offending pupils who do not modify their behaviour.
- The child develops skills in assertiveness, conflict resolution and mediation.

At a classroom level

Each teacher should raise awareness of bullying within their class so that:

- children understand that bullying is unacceptable and not to be tolerated.
- victims and bystanders understand that they should report incidents of bullying to their peers, teachers or parents. A clear distinction should be made with 'supporting friends and peers' and 'telling tales'.
- children understand that when they do not report bullying they are not only condoning the behaviour, but are themselves acting in an irresponsible manner.

At a school level

- The school provides for supervision, noting, reporting, investigating and dealing with incidents of bullying behaviour.
- The school gives special attention to the school climate so that it reflects our Golden Rules.
- All members of the school community have the responsibility not to ignore instances of bullying behaviour and to intervene when necessary.
- In some cases expert assistance might be sought.
- The school's Social Worker will likely be involved in any bullying case.

Advice when bullying is suspected

Advice to parents

- Watch for signs of distress in your child e.g. irrational and changeable behaviour; reluctance to go to school; change in sleeping patterns and/ or change in appetite; feels unwell regularly; damaged, torn or missing clothes or property.
- If you notice behavioural changes in your/ other children and/or bullying, report it to the school.
- Listen to your child's concerns remembering you do not have to have immediate answers.
- If you suspect bullying is going on, discuss it as soon as possible with the class teacher. Do not attempt to deal with it yourself.
- Remember your child may also be the bully.

Advice to pupils

- Remember – what may seem fun or funny to you, may not to others.
- Ask yourself: “Would I like to be treated that way?”
- Do not stand by when bullying occurs.
- Talk on behalf of the victim who may be too scared to speak effectively and/ or report the incident to a teacher.
- If you feel you are being bullied, do not bottle it up, but talk to someone you can trust, like a parent, teacher, friend, or educational counsellor.
- Remember it is not your fault if you are being bullied.
- Encourage and support the victim to stand up for him/ herself and to be assertive and encourage your classmates to do the same.

Bullying is 100% not tolerated at ESRM. However, we support all children that are bullied, with support given to the bully as well. Full documentation of incidents will be kept on file with the Head of Primary informed about reoccurring and/ or very serious bullying matters. When there is reoccurring bullying problems and interventions are not effective, then the matter will be dealt with the Head of Primary, who will decide how to proceed in line with the ‘General Rules of European Schools’.

Digital Consequences

ESRM is very lucky to have a growing digital program for all children from PP-P5. From P3, MSTeams is especially used frequently for homework and projects. ICT lessons as well as MOVE sessions look at the safe use of technology, and we ask that parents are part of these discussions.

When it is found that children misuse the technology in the school i.e

- Inappropriate messaging on MSTeams.
- Using another child's password.
- Trying to access non-school related material on the internet.

Then the access to all ICT apps will be suspended for one week. This will mean children cannot effectively use the ICT programs as provided by the school. The parents will also be informed by the Head of Primary. If there is a further misuse, then a parent talk with the Head of Primary will take place to discuss further consequences. Trust with technology and technology usage is pushed in the School, however consequences need to reflect when trust is broken.

It must be noted that the school will not get involved with unkind/ bullying behaviour when it involves messaging or use of WhatsApp, Instagram, Tik Tok or other such apps, as these apps have age limits above that of Primary aged students. If students use these applications it is on the sole responsibility of the legal guardian, including when there is improper usage.

The following information about WhatsApp should be referenced:

'If you live in a country in the European Economic Area (which includes the European Union), and any other included country or territory (collectively referred to as the European Region), you must be at least 16 years old (or such greater age required in your country) to register for and use WhatsApp.'

https://faq.whatsapp.com/695318248185629?locale=en_US&cms_id=695318248185629&draft=false – Stand July 2023

Reflection Forms

There will be times where the Golden Rules are broken, or instances of behaviour are unacceptable at our school. Children should be encouraged to reflect on their behaviour, understanding what has happened, what they have done and how they need to change such behaviour in the future. This reflection helps them understand why the situation is not acceptable for school and how they can amend their behaviours going forward.

At ESRM we have a reflection form for PP – P2 and P3 – P5. The reflection sheets are written in both English and German.

In PP-P2, the children will be supported (if needed) by an adult to fill out the sheet. The focus of the reflection will thus be in spoken form. The form can be written by any teaching member of staff along with the child.

In P3-P5 the children will be more independent and fill in the reflection sheet on their own. A teacher connected to the child will then review the sheet with the child 1:1 to ensure that the behavioural issue has been understood.

Reflection forms are kept by the class teacher for further reference if required. These sheets should be used for low level behavioral issues. For issues that are more serious, copies will be used as part of the communication with legal guardians.

Copies of the Reflection forms can be found in the appendix part of this policy.

Behaviour Management System

In this update, the management system to deal with continual poor behaviour has been reviewed to make the procedure simple and easier to understand. Principally, poor behaviour is not tolerated at ESRM, especially when it leads to a disruption of learning to that of the child in question or others.

The following behaviour is totally unacceptable at ESRM:

- physical violence,
- vandalism,
- bullying or threatening behaviour,
- using bad language, using swear words in any language,
- being disruptive in class, or any part of the school's grounds,
- bringing dangerous items to school (tools, knives, matches etc.),
- using a mobile phone during school hours.

The following issues will always be dealt and addressed by the Head of Primary:

- Racist language or behaviour
- Physical violence, especially that of punching, kicking or slapping with intent.
- Any behaviours linked with a sexual nature.

- Bullying
- Vandalism

In any of the above actions, the parents will be called for a meeting with the Head of Primary to discuss the issue, and the resultant consequences. Normally, such events will lead to either an internal or external exclusion of up to 2 days. A Disciplinary Council may be called dependent on the issue.

Every behaviour case should be treated individually. The goal of any behaviour intervention is to see the improvement in behaviour in a child. However, when such behaviours are not improved, then consequences need to be given to reflect the actions. Through good behaviour, good progression and attainment are the result for all learners, it cannot be that individuals affect this basic school philosophy.

Incidents on the playground naturally are dealt with, and it is the responsibility of the Homeroom teacher to deal with poor behaviour when it arises. Supervision Staff where possible should alleviate situations on the playground. Issues of behaviour in a specialist lesson must be dealt with that member of staff, although should also be communicated to the Homeroom Teacher. When a child gets hurt due to another student, then both the 'victim' and the 'responsible persons' parents must be contacted that same day, ideally by email.

Some children may have behaviours that are linked to their Special Educational Need. When this is the case (and can be supported), certain dispensation may be given, with these children being supported highly by the Educational Support Coordinator.

From the start of the 2023-24 school year, all homeroom teachers will have a behaviour log book in class where the teacher can log minor behavioural incidents as a log over time. The Deputy Head or Head of Primary can ask to see this log book whenever is required, with this being used as evidence when looking at a child's pattern of behaviour in class. This book must remain inside the classroom of the homeroom teacher and can be accessible

The following three step approach should be considered when evaluating a child's behaviour at ESRM, as well as the escalation of support needed:

<p style="text-align: center;"><u>Step 1</u></p> <p style="text-align: center;"><u>Homeroom Teacher</u></p>	<p style="text-align: center;"><u>Step 2</u></p> <p style="text-align: center;"><u>Support from Deputy Head</u></p>	<p style="text-align: center;"><u>Step 3</u></p> <p style="text-align: center;"><u>Support from Head of Primary</u></p>
<p>The Homeroom Teacher is the first port of call in dealing with behaviour issues. Different ways to deal with behaviour in the classroom setting must be used to develop a child's behaviour skills.</p> <p>When the class systems are not effective, the Homeroom Teacher calls a meeting with the Legal Guardian to discuss the behaviour issues in class. This is done when the patterns of poor behaviour are regular and are a pattern. Targets from the meeting should be noted in protocol/ minutes and sent to the parents.</p> <p>Year grade leaders and the School Social Worker can provide support to the Homeroom Teacher where needed.</p>	<p>If the behaviour does not improve after the meeting between the Legal Guardian and Homeroom teacher, then the Deputy Head must be informed by the Homeroom Teacher.</p> <p>As a first step, the Deputy Head will have a firm discussion about the behaviour and give tips for improvement.</p> <p>If the behaviour is continued, and is regular, then the Deputy Head will meet with the Legal Guardians to review the targets from the previous meeting and start new targets via the 'Green Book'. The Green Book must then be shown to the Head of Primary once a week on a Friday for 4 weeks.</p>	<p>The Head of Primary may extend the Green Book for a period of 8 weeks if required.</p> <p>If the behaviour does not improve, then the Head of Primary will meet with the Homeroom Teacher and Legal Guardians to discuss future targets/ consequences of sustained poor behaviour.</p> <p>Specialist external help may be required to support behaviour, as provided by external agencies. The school can give support an guidance where this support can be found.</p>

Green Book

A Green Book will be given to a student at discretion of the Deputy Head. This will have targets as assigned by the Deputy Head and agreed by the Legal Guardian that must be evaluated by the respective teachers every day. On a Friday, the Head of Primary will review children on a Green Book. It is hoped that the book gives a visual impact on a link of positive behaviours, and target when poor behaviour is the result.

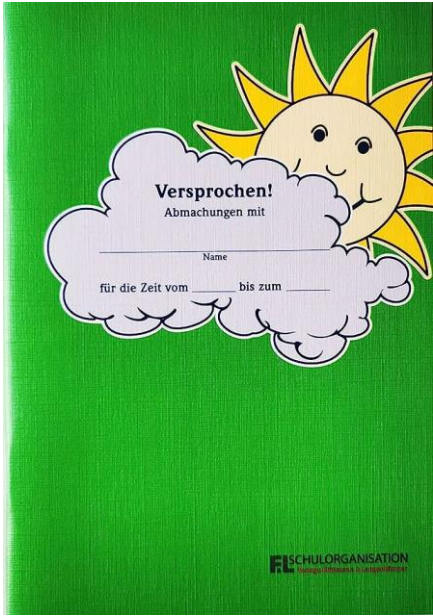
It is expected that parents are part of this document, discuss daily the achievements, and failures of the day and sign the document. It is only with the full partnership between home and school that improvement can be reached with an individual child.

The school will provide the Green Book.

Motto: _____ Woche vom _____ bis zum _____

Abmachungen	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
5 Zeilen (V2)					
Bemerkungen und Hinweise der Erzieher/innen oder Lehrkräfte und der Erziehungsberechtigten					Wochenübersicht
Unterschriften:	Erz. Ki/Ju Eht.	Erz. Ki/Ju Eht.	Erz. Ki/Ju Eht.	Erz. Ki/Ju Eht.	Erz. Ki/Ju Eht.

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Trips, After-School Clubs and Childminding

The values of the school, including the image of behaviour spans the full day at ESRM, irrespective of teaching or non-teaching time. Although clubs and Childminding will have their own behaviour management systems, the values of the school span the whole day. When there is continual poor behaviour, then Childminding/ responsible person will inform the Head of Primary. The elements as noted that are fully not tolerated at ESRM strongly apply to all areas of the school day. It goes without saying that the same positive behaviour is required on all school trips, with the consequences being given for poor behaviour if it occurs.

Positivity is the key at ESRM. When problems arise, then positive solutions are found. However, the positive and safe learning experience at the school must always be preserved.