



Conduct and Behavior Policy



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Vision

To provide a unique and culturally diverse educational experience to the local and expat community in the greater Sandnes area. We aim for our students to be kind, caring, and respectful young people who thrive in meeting their individual learning needs and goals by practicing resiliency and a growth mindset. We strive to develop confident global citizens who will be prepared to meet the needs and challenges of the future and help make the world a better place for everyone.

Mission

Sandnes International School contributes to making the world better by providing its students with a holistic international education. To this end, students are encouraged to take meaningful action and lead change in a safe and positive learning environment. Every individual learners' needs are supported, their differences are respected and their unique qualities are valued and nurtured.

Values

Be Safe	Be Kind	Be Responsible	Be Respectful
Prioritize safety in all actions and decisions.	Show compassion and empathy towards others.	Take ownership of your actions and their consequences.	Treat others with dignity and consideration.



Community agreement

We are **open minded** when we appreciate our own cultures and backgrounds, we strive to see others points of view, and we are willing to learn and grow together.

- We include everyone in our work during lessons and our social activities during breaks.

We are **caring** by showing empathy, compassion and being inclusive, and we act to make a positive difference in the lives of others and in the world around us.

- We greet each other when we meet
- We are honest, polite, and nice to all the people at school
- We care for our peers both inside and outside school hours

We are **reflective** when we thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

- We participate actively in class activities and listen and reflect on other's ideas
- We respect the perspective of others even if they are in disagreement with our own

We are **principled** when we act with **integrity** and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take **responsibility** for our actions and their consequences.

- We arrive on time to class, keep good working conditions in the classroom, and do our tasks as told to by the educators. This includes handing in homework and projects on the agreed time
- We follow the SdIS Behavior Agreements for all areas inside and outside the school
- We keep good order in our belongings and the area of the school

We show **respect** when we care how our actions impact ourselves and others.

- We work against bullying and teasing
- We respect and care for our belongings and the belongings of others



Policy for conduct and behavior

§1: Legal basis

The policies for conduct and behavior for Sandnes International School are determined by the school board 5.5.2023 and in effect from 1.8.2023

The policy has been consulted by the student council, parent council and the union club. The policy is based on "Forskrift om ordensreglement for offentlige grunnskoler i Sandnes kommune» and is built around the IB Learner Profile.

§2: Purpose

The policy for conduct and behavior at Sandnes International School shall contribute to promote values such as care, respect, wellbeing, tolerance, open mindedness, balance and reflection. The policies shall serve as a foundation to achieve a safe learning environment for the students.

The school shall collaborate with students and parents in the work to achieve the goals.

The policy shall contain rules for what constitutes conduct that promotes an excellent learning environment, what is not acceptable behavior and what happens if the rules are breached. The reaction the student receives must be proportionate to the student's behavior. The school must, as far as possible, investigate the factors behind the breach of rule, and guide the student by explaining the consequences the breach may have for the student and/or others.

The core of the policy is to ensure a safe, positive and developmental learning environment. The students learn in collaboration and in the presence of others. Measures that ensure good working conditions in the classroom, and the safety and wellness of students in breaks, lay the foundation of what can be regulated.

§3: Scope

The policy is mainly aimed at students at Sandnes International School (SdIS). It is important that staff and parents are familiar with the policy. The policy also applies to the SdIS SFO (After School Program).

The policy applies to all activities under the auspices of the school, regardless of time and place. The policy is in effect during lessons that take place outside of school premises, including school trips. The policy is also in effect on the way to and from school, including on the bus. The policy also applies to digital communication on the school's networks, computers, learning management systems, etc. The school can only regulate student behavior during school time, i.e. in the time where the children are students. Exemptions from this apply when pertinent to a situation closely tied to the school and the behavior may directly impact the school situation for the students. This means that the school may have a responsibility for bullying happening after school hours, for example online or during after school activities. It will be the school's responsibility to investigate and insert measures if a student does not have a safe and good school environment in accordance with the Education Act §12-4.

§ 4: Responsibility

§ 4-1. General responsibility of students, staff and parents

The school is a place of learning and work for both children, young people and adults. Students, parents and school staff have a co-responsibility for creating a good school environment. All individuals are expected to take care of one another and be respectful. It is critical that everyone in school takes a stance against bullying, violations, discrimination, vandalism and drugs. The students shall participate in creating a good school environment and have responsibility for ensuring that the rules are followed. The MYP students must be made aware of which rules apply to conduct, and which rules apply to behavior, as a basis for the



assessment in conduct and behavior.

§ 4-2. Special responsibility for staff cf.

§ 4-2-1. Duty to inform

The Head of School/Director is responsible for ensuring that the policy for conduct and behavior is made familiar for students and parents at the beginning of each academic year. The policy must be available on the school's website. The policy must be discussed in class by their homeroom teacher as a topic with the students before the end of August each academic year and in the first parent meeting each autumn.

§ 4-2-2. Duty to act

The staff's duty to act follows the Education Act § 12: All personnel at the school shall pay attention to making sure that the students have a safe and good school environment, and interfere against violations such as bullying, violence, discrimination and harassment as far as it is possible. All who work at the school shall notify the Head of School/Director if they suspect or know that a student does not have a safe and good school environment. The Head of School/Director shall notify the proper authorities in severe cases.

When it is suspected or known that a student does not have a safe and good school environment, the school must immediately investigate the case. When a student says that the school environment is not safe and good, the school must, as far as appropriate measures exist, ensure that the student gets a safe and good school environment. The same applies when a survey uncovers that a student does not have a safe and good school environment. The school must ensure that involved students are heard. The best for the students shall be a core consideration in the school's work.

The school shall make a written plan when measures are made in a case. The plan must contain a description of:

- Which issues the measures shall solve
- Which measures the school has planned
- When the measures shall be carried out
- Who is responsible for carrying out the measures
- When the measures shall be assessed

The school must document what is being done to fulfill the activity plan cf. the first to fifth paragraph. The duty to act is increased if someone working at the school violates a student, cf. the education act § 9A-5.

§ 5: The rights of the students

The students shall participate in the school's planning and carrying out of work to create a safe and good school environment cf. the Education Act § 9A-8 and §9A-2. The student council is an important collaboration partner when developing a policy for conduct and behavior. The policy for conduct and behavior shall give the students necessary information about, and frames that support, good behavior and good conduct. The students shall have knowledge about what is given attention in the assessment of conduct and behavior both for the sake of day to day issues and because the basis of assessment in conduct and behavior is largely determined by what degree the student follows the policy for conduct and behavior. It is not permissible to lower the grade in behavior or conduct if the issue is not regulated in the policy.

§ 6: The basis of assessment in conduct and behavior

The basis of assessment in conduct and behavior is given in the by law to the Education Act § 3-5, 1.- 3 paragraph: the basis of assessment in behavior and in conduct is tied to which degree the student behaves in line with the conduct and behavior policy at the school.



The basis for assessment in conduct is linked to whether the student is prepared to learn, and how the student's work habits and work effort are. This means, among other things, whether the student is punctual, follows up on work that is to be done, and has the necessary aids and equipment. - 5 - The basis for assessment in behavior is linked to how the student behaves towards fellow students, teachers and other employees in and outside the education system. This means, among other things, whether the student shows consideration and respect for others.

Students in MYP shall receive their own grades in both conduct and behavior. The grade shall inform the student and the parents of the student of the student's attitude to policy and to commonly recognised norms for behavior. The assessment shall reflect the preconditions the student has. Absence may also factor into the assessment when the grade in conduct and behavior is to be determined. The reason for the absence determines if it affects assessment in behavior or conduct.

Absence from lessons (MYP)

The school must determine clear rules for absence and late arrival in its local rules. It must describe when late arrival becomes absence for a full lesson, and the school's reactions for late arrival. (see School Absence Plan)

§7: Rules for conduct and behavior at Sandnes International School

§7.1: Rules for conduct, being principled and respectful.

Students at SdIS display good conduct by:

- Being on time for lessons and appointments
- Being prepared for lessons
- Placing their phone at the agreed location and keeping it there until the teacher says otherwise
- Completing school tasks within the agreed deadline
- Bringing required equipment
- Following the school rules regarding notification and documentation in case of absence.
- Approved absence includes health related absence, granted absence by application or absence outside of student or parental control
- Taking care of own property, the property of others and school property
- Participating in keeping the inside and outside area of the school clean and neat
- Placing outside clothes and shoes in the correct place

§ 7.2: Rules for behavior: being kind, being safe, being responsible, being respectful.

Behavior is related to how the student shows care and respect for others. Students at SdIS shall participate in creating a good learning environment through good behavior.

Students at SdIS display good behavior by:

- Being present in lessons
- Showing respect for the learning and contributing to a good working environment
- Contributing and taking a co-responsibility in the learning community
- Treating other students and adults with respect, tolerance, and care – for example regarding use of language and the way they address and talk about others
- Exercising good digital judgment and following rules for use of digital devices (AUP, Acceptable Use Policy)
- Taking care of the computer or tablet borrowed from the school, ensuring to charge it daily, use it at the appropriate place (own desk in classroom, other places determined by the teacher)



- Visiting internet sites and use applications approved by the teacher
- Taking care of the school building, inventory, books, learning materials and other property to ensure that they are not subject to destruction, vandalism and unnecessary wear and tear and consumption
- Respecting school rules for conduct and behavior
- Respecting rules for playing football and basketball, including limiting ball sports to the designated areas
- Following the rule of not throwing snowballs on school grounds during school time
- A teacher may decide that phones may be used for learning, and if so, respecting this and not using the phone for other things than what has been agreed with the teacher for the lesson

Behavior that is not acceptable:

- Offending or violating others, by bullying, using violence, discriminating or harassing, cheating, attempting to cheat or use of plagiarism, collusion or duplication of work
- Being under the influence of, using, distributing or possessing snus, tobacco, cigarettes, e-cigarettes, alcohol, narcotics or other drugs
- Carrying or using objects that may cause injury to persons, buildings or inventory
- Taking or sharing photos, videos or audio files of other students or adults without consent
- Seeking or publishing content of racist, homophobic, transphobic, pornographic or otherwise offensive character on the school's digital devices and networks
- Disturbing lessons, for example by use of electronic equipment
- Leaving school grounds during school time without permission

§ 8: Measures that may be used when rules are breached

Breach of the policy for conduct and behavior may be followed up in multiple ways, partially assessed based on the severity of the breach, partially based on the frequency of the occurrences and partially based on the expectations of the student. It is often sufficient with an informal verbal correction, one or several guidance conversations with the student as a part of their continuous education or increased dialogue with parents.

Continuous conversation with students is important to ensure:

- Students reflect on own conduct and behavior and how they can develop
- Students know how their own conduct and behavior is assessed against the policy
- Students receive guidance in how they can improve their conduct and behavior if necessary

In other cases, it may be necessary for the school to enforce a consequence. Only measures described in § 8.2 may be used. Before a decision of a consequence is made, the student must have the right to explain themselves verbally to those who are making the decision. Collective, physical or violating punishment shall not be used. See however § 10 regarding emergency law and emergency protection. Students are obliged to comply with imposed sanctions. In the event of non-compliance, new sanctions may be imposed. For students in MYP, breaches of the rule may also have consequences for the grade in conduct and behavior.

All sanctions must be such that the students must understand which rules have been broken and why the school must react to this. The sanctions shall be in reasonable proportion to the violation of the rules. Measures should come as close to the breach in time as possible. If possible, the student should be given the opportunity to show good behavior and correct their own mistakes. In all cases shall be dealt with in accordance with these regulations, consideration of the students' best interests shall be fundamental. The school shall safeguard the students' right to be heard in matters concerning them.

The following measures will be implemented at SdIS:

- Stage 1: Formal Verbal Warning

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- Stage 2: Formal Written Warning
- Stage 3: Removal

*Please refer to the [SdIS Disciplinary Procedures document](#) for details.

§ 8.1. Confiscation of possessions

Dangerous possessions may be confiscated by the school. Illegal possessions will be confiscated and handed over to the police. Other confiscated possessions will be returned to the parents of the student after teaching hours.

Objects that are used in breach of school rules or school policy, will be temporarily confiscated.

If the school confiscates cigarettes, tobacco, snus or alcohol from underage students, these possessions will be returned to parents.

§ 8.2: Disciplinary Procedures

Sandnes International School will use the following procedure to any breach the rules for conduct and behavior.

Warning/mark to student and/or parent (verbal/written)	School staff
Restrictions in use of the school's digital devices (as outlined in the ICT policy)	School staff
Digital devices that without consent are used to photograph or record others shall be confiscated. If it is suspected that the photographs or recordings are offensive, the digital device shall be handed over to the police. The student's parents shall in these cases always be notified by the school, even if the police also contact them.	School staff in consultation with School Leadership Team (SLT) member
Confiscation of objects that are used in a dangerous or provoking manner.	School staff
Orders for tasks to repair damage caused to the school's property or assets.	SLT member
Agreement with parents that a student is held back at school after school to ensure that other students get home safely.	School staff
Order to compensate for damage - Liability for damages (According to the Act on damages § 1-2 p.2).	School Leadership Team (SLT) member
Change breaks for individual students in terms of time, place and duration.	SLT member

<p>1st-7th grade: expulsion from single lessons or the rest of the day (Education Act § 9A 11(4)). Prior to the decision on sanctioning, the student must have been given the opportunity to explain himself or herself verbally to the person who is to make the decision (cf. § 9A-10). Parents must be notified before the expulsion takes place. Students in grades 1-7 are picked up by parents when expelled unless otherwise agreed. In the event of expulsion, the Head of School shall write individual decisions of more than 2 hours' expulsion in accordance with the Public Administration Act §2. The Head of School can delegate to the teacher to expel a student from their own lessons for up to 2 hours. In such cases, the school's duty of supervision of the student must be taken care of in a responsible manner.</p>	<p>SLT member</p>
<p>8th – 10th grade: expulsion from lessons for up to three days (Education Act §9A-11(1)). Prior to the decision on sanctioning, the student must have been given the opportunity to explain himself or herself verbally to the person who is to make the decision (cf. § 9A-10). Parents must be notified before the expulsion takes place. In the event of expulsion, the Head of School shall write individual decisions of more than 2 hours' expulsion in accordance with the Public Administration Act §2.</p>	<p>SLT member</p>
<p>Decide a temporary or permanent change of class.</p>	<p>SLT member</p>
<p>Decide a temporary or permanent change of school in special cases, which is a special measure authorized in the Education Act § 8-1. Before an individual decision is made, the student must be heard (cf. Education Act § 9A-12). The possibility to use change of school as a consequence is authorized in law and is not dependent on this policy (see Education Act § 8-1 and circular Udir-2-2015).</p>	<p>The board in consultation with the SLT member</p>
<p>Illegal drugs and dangerous objects must be seized and handed over to the police. In such cases, the student's parents must always be notified by the school, regardless of whether the police also contact them.</p>	<p>SLT member</p>
<p>Serious violations of the penal code - for example, aggravated violence, aggravated threats, arson, use of explosives, aggravated vandalism or aggravated theft - must normally be reported to the police. In such cases, the student's parents must always be notified by the school, regardless of whether the police also contact them.</p>	<p>SLTmember in consultation with the board</p>
<p>Press charges of criminal offenses. The Head of School handles the case, which is sent to the board.</p>	<p>SLTmember in consultation with the board</p>

§ 9: Proceedings in case of violation of the policy

The school and the school board must comply with the case processing rules that follow from the Public Administration Act when processing cases in accordance with these regulations.

In all cases dealt with in accordance with the policy, consideration of the student's best interests shall be a fundamental consideration in line with Article 3 no.1 of the Convention on the Rights of the Child. The school



shall also safeguard the student's right to be heard, cf. art.12.

Before a decision is made on measures and sanctions, the student must have been given the opportunity to explain themselves verbally to the person who is to make the decision. The student also has the right to bring a person with them.

The student's parents must receive information about the content of the case and the decision that the school has made. In the event of serious violations of the policy, information should be provided before any measures are implemented. In the case of less serious violations, information must be provided as soon as possible after the incident.

For the most serious measures in the event of a breach of the policy, an individual decision shall be made in accordance with section 2 of the Public Administration Act. This requires writing, justification and the right to appeal.

The County Governor (Statsforvalteren) will be the appeal body for individual decisions in primary and lower secondary school, cf. the Education Act § 15-2.

§ 10: Emergency law and emergency defense

Employees have a duty to try to stop violence, fighting, vandalism, etc. As far as it is safe, the employer must intervene immediately, and if necessary, use physical force to defend life and health. However, the intervention must not be more intrusive than what is necessary, cf. Penal Code § 17 emergency law, or § 18 emergency defense.

The force must not have characteristics of punishment against individual student(s). The law concerning emergency law and emergency defense does however give grounds to intervene in such a way that is otherwise deemed unlawful. This rule of exemption is very strict. It is only permissible to use emergency law or emergency defense in extraordinary cases, for example when one must use force to defend life or health.

When in extraordinary and acute situations and there is danger of the student harming themselves or others, it will be necessary to stop the student, for example by separating the student from the rest of the group and placing the student in their own room for a shorter period of time. The student must be under the supervision of at least one adult. When such a measure is implemented, one must immediately notify the Head of School and the parents of the student. The information about the measures and the reason for the measures must be logged in on the Behavior Management Reporting Sheet (Google spreadsheet).

It is important to be aware that schools do not have a legal basis for the use of force in the Education Act. The use of force is limited by:

- the provisions of the Penal Code
- parts of the Education Act which stipulate that students shall not be physically punished or subjected to other abusive treatment
- the Convention on the Rights of the Child

The duty to intervene must therefore be assessed against the limit of what is legal. The staff at the school must be prepared for how an emergency law or emergency defense situation can be handled.

Annual Cycle

August:

- Read, understand and reflect on the policy
- Read, reflect and discuss the policy with students. Make Essential Agreements for classrooms to be posted.

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September:

- Inform about the policy and the essential agreement with parents during the first parents' meeting/Open House .

January:

- Review the classroom Essential Agreements.



References and Acknowledgements

- All current legislation including the Independent School Act (*Privateskoleloven*), the Education Act (*opplæringsloven*) and associated bylaws
- IB Standards and Practices, the IB Learner Profile and other steering documentation from the IBO.
- Essential agreements for all classrooms, shared spaces.
- *Forskrift om ordensreglement for offentlige grunnskoler i Sandnes kommune*
- *Meeting student diversity*

. [Transition to an inclusive and equitable learning environment](#)

(Reference to: Tromsø International School, Conduct and Behavior Policy, March 20, 2023)



Appendix: I Sandnes International School Behavior Agreements & Procedures

Introduction

As per Sandnes International School's Conduct and Behavior Policy, and to support all students' rights, we have created a set of **Behavior Agreements** for everyday behavior in and around the school. These support § 7.2: **Rules for Behavior**, in a more specific way.

Be kind.
Be safe.
Be responsible.
Be respectful.

Procedures

All students are taught what the **Behavior Agreements** mean in our school setting and strive to understand them and demonstrate them at all times. These **Behavior Agreements** are posted throughout the school and referenced when needed.

1. Students understand that they may be given up to 3 reminders to follow **SdIS Behavior Agreements**.
2. At the 3rd reminder, the student will be asked to complete the [SdIS Behavior Reflection Sheet](#) (appendix ii.). When completed, the teacher signs it, the student signs it and it is to go home with the student to be discussed and signed by the parents.
3. The **Behavior Reflection Sheet** is to be returned to school by the student the next day after the incident.
4. If the **Behavior Reflection Sheet** is not returned signed, the next day, the parents will be notified by email or phone call and the student will lose a privilege that day.
5. If the parent does not respond to the email or phone call, a meeting will be called for parents and students to discuss supporting the child to follow **SdIS Behavior Agreements** as well as the procedure and follow through for completing the **Behavior Reflection Sheet**.
6. Should the child complete 3 Behavior Reflection sheets within 1 month, this will be considered a **STAGE 2** of the school's **Code of Conduct**, and a Formal Written Warning will be sent to parents by the principal. From then on, the school's Code of Conduct will be in effect concerning all sanctions etc., at the discretion of the principal.

Appendix: ii Reflection Sheets

Student Behavior Reflection Sheet V1.0

Student's Name: _____

Today's Date: _____

SdIS Behavior Agreements

Be Kind

Be Safe

Be Responsible

Be Respectful

1. What you were doing? (explain in detail) Where were you at the time?

I was _____

2. What was the rest of the class doing at the time?

They were _____



3. What should you have been doing?

I should have been _____

4. Which of the **SdIS Behavior Agreements** were you not following?

5. How does your behavior affect the learning and teaching?

When I _____, then _____

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____



Student Behavior Reflection Sheet V2.0

Student's Name _____ Today's Date: _____

SdIS Behavior Agreements

Be Kind

Be Safe

Be Responsible

Be Respectful

Draw what you were doing.

Draw what the class was doing at the time.

Draw what you should have been doing.

Circle which SdIS Behavior Agreements did you not follow?

Be Kind

Be Safe

Be Responsible

Be Respectful

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____



Appendix III. Example of a Student Behavior Plan

For those students who have recurrent behavior plans, can they create their own plan with their own reflections on how they can help themselves or what would help them to remember or stop themselves before they repeat the behavior.

What would be an attainable reward (not money/cost involved) if they follow the guidelines?
For example: What would be something they would be happy to do, create, learn, plan, play ect... at school, with a friend or a small group of friends?

The plan should include what the consequences would be if they don't follow their guidelines.

This plan can be done on a Student Behavior Contract - 9A, or a teacher made template.



Appendix IV. Student Behavior Contract - 9a

Please click on [THIS LINK](#) for access to the template.

Please note that this document is in **Reference to UDIR: The Education Act § 9 A-2: The right to a safe and good school environment:**

"All pupils have the right to a safe and good school environment that promotes health, well-being and learning." The right to a safe and good school environment according to Section 9 A-2 is individual, and it is the student's own subjective opinion that determines whether the school environment is safe and good.

That the school environment should be safe means, among other things, that the students should not be harmed and that the students should feel that the school is a safe place to be. Security is also about knowing that the school will take action if something happens. If the school environment is safe, but not good, the school must also act.

In matters concerning the school environment, the school and school owner have a duty to act in accordance with the activity duty in oppl. § 9 A-4 and § 9 A-5, so that the student's right to a safe and good school environment is fulfilled. - [UDIR website](#), *School Environment UDIR 3-2017*



Addendum to SdIS Conduct and Behavior Policy

Examples of Inappropriate Behavior	Discipline Procedure		
	Stage 1: Minor	Stage 2: Significant (repeated occurrences)	Stage 3: Severe
PHYSICAL HARM	Action:		
Such as, but not limited to: -pushing, shoving, hitting, fighting -rough play -biting, scratching, tripping -throwing objects -using/possessing objects that could cause serious injury	<ul style="list-style-type: none"> • Adult Intervention – empower student to resolve problem 	<ul style="list-style-type: none"> • Adult Intervention • Teacher informs relevant School Leadership Team (SLT) member; teacher or administrator will be designated to manage case depending on significance 	<ul style="list-style-type: none"> • Adult Intervention • Teacher informs School Leadership Team (SLT) member. • Administrator informs parents; parent conference may be required by the Head of school/Director.
	Consequences:		
	<ul style="list-style-type: none"> • Discussion; verbal warning • Action – making it "right" or Apology of Action, student completes a Behavior Reflection Sheet; signed by parent and returned to teacher, Possible Time Out FORMAL VERBAL WARNING will be issued by the SLT member. 	<ul style="list-style-type: none"> • Action – making it 'right' (formal apology, apology of action), student completes a Behavior Reflection Sheet: signed by parents and returned to teacher, etc.) • Additional student consequences to be determined by teacher or Administrator • Loss or partial loss of school privileges for specific amount of time • Possible Behavior Contract/Plan 	<ul style="list-style-type: none"> • Action – making it 'right' (formal apology, apology of action, etc.) • Complete Behavior Reflection sheet; signed by parents and returned to administrator • Loss of school privileges for specific amount of time • Possible Behavior Contract • Suspension: In School or Out of School
	Reporting:		
<ul style="list-style-type: none"> -Homeroom teacher keeps track of individual's incidents; if repeated and/or becoming significant, teacher reports to the parents and the relevant School Leadership Team (SLT) member who will determine next steps. 	<ul style="list-style-type: none"> • Teacher informs the relevant School Leadership Team (SLT) member • Teacher or administrator informs parents via a FORMAL WRITTEN WARNING, a parent conference may be required 	<ul style="list-style-type: none"> • Teacher or Administrator document incident • Administrator informs parents; parent conference may be required by the Head of School/Director. 	



Examples of Inappropriate Behavior	Discipline Procedure		
	Stage 1: Minor	Stage 2: Significant (repeated occurrences)	Stage 3: Severe
EMOTIONAL HARM	Action:		
<p>Such as, but not limited to:</p> <ul style="list-style-type: none"> -teasing -name calling -verbal harassment -purposeful humiliation -insulting comments about intelligence, size, ability, race, color, religion, ethnicity, gender -profanity -gossiping -exclusion of others from games, conversations, etc. -intimidation, bullying, or abusive behavior. -being dishonest, lying -stealing 	<ul style="list-style-type: none"> • Adult Intervention – empower student to resolve problem 	<ul style="list-style-type: none"> • Adult Intervention • Teacher informs relevant School Leadership Team (SLT) member; teacher or administrator will be designated to manage case depending on significance 	<ul style="list-style-type: none"> • Adult Intervention • Teacher informs School Leadership Team (SLT) member. • Administrator informs parents; parent conference may be required by the Head of school/Director.
	Consequences:		
	<ul style="list-style-type: none"> • Discussion; verbal warning • Action – making it “right” or Apology of Action, student completes a Behavior Reflection Sheet; signed by parent and returned to teacher, Possible Time Out <p>FORMAL VERBAL WARNING will be issued by the SLT member.</p>	<ul style="list-style-type: none"> • Action – making it ‘right’ (formal apology, apology of action), student completes a Behavior Reflection Sheet: signed by parents and returned to teacher, etc.) • Additional student consequences to be determined by teacher or Administrator • Loss or partial loss of school privileges for specific amount of time • Possible Behavior Contract/Plan 	<ul style="list-style-type: none"> • Action – making it ‘right’ (formal apology, apology of action, etc.) • Complete Behavior Reflection sheet; signed by parents and returned to administrator • Loss of school privileges for specific amount of time • Possible Behavior Contract • Suspension: In School or Out of School
	Reporting:		
<ul style="list-style-type: none"> -Homeroom teacher keeps track of individual's incidents; if repeated and/or becoming significant, teacher reports to the parents and the relevant School Leadership Team (SLT) member who will determine next steps. 	<ul style="list-style-type: none"> • Teacher informs the relevant School Leadership Team (SLT) member • Teacher or administrator informs parents via a FORMAL WRITTEN WARNING, a parent conference may be required 	<ul style="list-style-type: none"> • Teacher or Administrator document incident • Administrator informs parents; parent conference may be required by the Head of School/Director. 	



Examples of Inappropriate Behavior	Discipline Procedure		
	Stage 1: Minor	Stage 2: Significant (repeated occurrences)	Stage 3: Severe
ACADEMIC/CLASS	Action:		
<p>Such as, but not limited to:</p> <ul style="list-style-type: none"> - plagiarism/cheating - inappropriate clothing - disrupting class - rude and disrespectful behavior - disrupting the learning process - not respecting one's work and the work of others - not following classroom agreements - using games/toys or electronic equipment such as phones that are not permitted in the school or not permitted to be used during school hours 	<ul style="list-style-type: none"> • Adult Intervention – empower student to resolve problem 	<ul style="list-style-type: none"> • Adult Intervention • Teacher informs relevant School Leadership Team (SLT) member; teacher or administrator will be designated to manage case depending on significance 	<ul style="list-style-type: none"> • Adult Intervention • Teacher informs School Leadership Team (SLT) member. • Administrator informs parents; parent conference may be required by the Head of school/Director.
	Consequences:		
	<ul style="list-style-type: none"> • Discussion; verbal warning • Action – making it "right" or Apology of Action, student completes a Behavior Reflection Sheet; signed by parent and returned to teacher, Possible Time Out FORMAL VERBAL WARNING will be issued by the SLT member. 	<ul style="list-style-type: none"> • Action – making it 'right' (formal apology, apology of action), student completes a Behavior Reflection Sheet: signed by parents and returned to teacher, etc.) • Additional student consequences to be determined by teacher or Administrator • Loss or partial loss of school privileges for specific amount of time • Possible Behavior Contract/Plan 	<ul style="list-style-type: none"> • Action – making it 'right' (formal apology, apology of action, etc.) • Complete Behavior Reflection sheet; signed by parents and returned to administrator • Loss of school privileges for specific amount of time • Possible Behavior Contract • Suspension: In School or Out of School
	Reporting:		
<ul style="list-style-type: none"> -Homeroom teacher keeps track of individual's incidents; if repeated and/or becoming significant, teacher reports to the parents and the relevant School Leadership Team (SLT) member who will determine next steps. 	<ul style="list-style-type: none"> • Teacher informs the relevant School Leadership Team (SLT) member • Teacher or administrator informs parents via a FORMAL WRITTEN WARNING, a parent conference may be required 	<ul style="list-style-type: none"> • Teacher or Administrator document incident • Administrator informs parents; parent conference may be required by the Head of School/Director. 	



Examples of Inappropriate Behavior	Discipline Procedure		
	Stage 1: Minor	Stage 2: Significant (repeated occurrences)	Stage 3: Severe
ADDITIONAL	Action:		
<p>Such as, but not limited to:</p> <ul style="list-style-type: none"> -damaging property -writing on objects -defacing bathroom or other areas in school -destroying landscape -purposely mishandling equipment in order to break or damage -stealing/hiding or purposefully taking objects that belong to the school or others -inappropriate behavior on bus 	<ul style="list-style-type: none"> • Adult Intervention – empower student to resolve problem 	<ul style="list-style-type: none"> • Adult Intervention • Teacher informs relevant School Leadership Team (SLT) member; teacher or administrator will be designated to manage case depending on significance 	<ul style="list-style-type: none"> • Adult Intervention • Teacher informs School Leadership Team (SLT) member. • Administrator informs parents; parent conference may be required by the Head of school/Director.
	Consequences:		
	<ul style="list-style-type: none"> • Discussion; verbal warning • Action – making it "right" or Apology of Action, student completes a Behavior Reflection Sheet; signed by parent and returned to teacher, Possible Time Out <p>FORMAL VERBAL WARNING will be issued by the SLT member.</p>	<ul style="list-style-type: none"> • Action – making it 'right' (formal apology, apology of action), student completes a Behavior Reflection Sheet: signed by parents and returned to teacher, etc.) • Additional student consequences to be determined by teacher or Administrator • Loss or partial loss of school privileges for specific amount of time • Possible Behavior Contract/Plan 	<ul style="list-style-type: none"> • Action – making it 'right' (formal apology, apology of action, etc.) • Complete Behavior Reflection sheet; signed by parents and returned to administrator • Loss of school privileges for specific amount of time • Possible Behavior Contract • Suspension: In School or Out of School
	Reporting:		
<ul style="list-style-type: none"> -Homeroom teacher keeps track of individual's incidents; if repeated and/or becoming significant, teacher reports to the parents and the relevant School Leadership Team (SLT) member who will determine next steps. 	<ul style="list-style-type: none"> • Teacher informs the relevant School Leadership Team (SLT) member • Teacher or administrator informs parents via a FORMAL WRITTEN WARNING, a parent conference may be required 	<ul style="list-style-type: none"> • Teacher or Administrator document incident • Administrator informs parents; parent conference may be required by the Head of School/Director. 	

Note: Any of the mentioned behaviors that are bullying due to repetition and intent as well as that which could cause serious injury will be treated as Stage 3 Severe. *Reference to: Hagesund International School Disciplinary Procedures*