

Behaviour Management Policy

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Philosophy

International Talent Academy (hereafter referred to as ITA or the school) is committed to providing a wellbeing learning and working environment for its community. By wellbeing we mean the conditions in which the cognitive, social, emotional, physical and spiritual needs of our students can be met.

Wellbeing in school is supported by positive relationships, opportunities to achieve meaningful goals, opportunities to make choices, health and safety, personal growth and a positive learning experience. In doing so, we are guided by the following Values and the Mission of our community:

- sustainability
- respect
- transparency
- teamwork
- individuality
- integrity (mindfulness)
- equality

Mission: We nurture a new generation of happy and harmonic people by unlocking their potential through a supportive educational environment and rigorous education.

By creating a culture of wellbeing, we recognize the need for certain rules and agreements to support the educational and nurturing function of the school. For us, education is not about setting limits and restrictions, but about helping students to achieve respect for themselves and others, to make informed decisions and to take responsibility for them. Discipline is a tool for teaching responsibility. The ultimate goal of discipline is self-discipline.

This document describes the principles for engaging students in the school's culture of well-being and discipline that we apply based on Dr. Marvin Marshall's Raise Responsibility System.

The role of members of the school's community

School:

- Develops leadership with a focus on student well-being.
- Considers pupils' wellbeing in curriculum design and delivery.
- Views inappropriate student behavior as an opportunity for educational experiences.
- Values positive interpersonal relationships as a driver of well-being.
- Respects the social, economic, and cultural status of students' families.

Teachers:

- Provide students with educational experiences that develop character, self-regulation, appropriate behavior, curiosity, courage, resilience, ethics, and leadership in a manner appropriate to their age and needs.
- Respect and support students in their learning and use an honest approach to teaching.
- Demonstrate an example of appropriate behavior and commitment to the school community, responding to infractions in a timely manner.
- Demonstrate high expectations for learning outcomes and demanding standards of student behavior.
- Demonstrate professionalism and collaboration in their work.

Parents:

- Actively involved in their child's education and have overall responsibility for their child's welfare.
- Maintain appropriate communication with school staff when their child's welfare is a subject of concern.
- Respect and support their children in their learning and take an honest approach to parenting.
- Are familiar with the principles set out in this document and assist their children in understanding and implementing them.
- Support their children in dealing positively with bullying situations at school.

Students:

- Make efforts to ensure their well-being, the well-being of other students, and a school-wide positive climate.
- Demonstrate appropriate behavior that respects individuality of personality, differences and diversity of cultures.
- Strive to be at levels C and D on the System for Increased Responsibility.
- Show zero tolerance and respond to incidents of bullying by reporting the situation to school staff and trying to protect the victim.

Raise Responsibility System

Dr. Marvin Marshall's Raise Responsibility System effectively promotes self-discipline by enabling students to recognize acts of misconduct, evaluate their own behavior, make deliberate and informed decisions, develop a plan of action, and take responsibility. Dr. Marshall's methodology can be found in more detail in his books:

For teachers and school staff, "Discipline Without Stress, Punishment, and Rewards. Discipline without Stress Punishments or Rewards: How Teachers and Parents Promote Responsibility & Learning.

For parents, Parenting Without Stress: How to Raise Responsible Kids While Keeping a Life of Your Own.

Below are the levels of appropriate and inappropriate behavior, where levels **A** and **B** are below the line of acceptable behavior and levels **C** and **D** are the model of reference behavior in school. Understanding these levels by all members of the school community is critical to ensuring student well-being.

<p style="text-align: center;">D</p>	<p style="text-align: center;">Democracy Internal Motivation</p>	<p>The highest level of behavior, the student:</p> <ul style="list-style-type: none"> ● develops self-discipline; ● demonstrates initiative for appropriate behavior; ● does good things because it is the right thing to do; ● demonstrates responsibility because it is the foundation of democracy.
<p style="text-align: center;">C</p>	<p style="text-align: center;">Cooperation External Motivation</p>	<p>An appropriate and acceptable level of behavior, student:</p> <ul style="list-style-type: none"> ● is attentive; ● strives to be consistent with his or her environment; ● resists peer pressure that may be inappropriate
<p style="text-align: center;">B</p>	<p style="text-align: center;">Bullying Inappropriate behavior</p>	<p>An unacceptable/inappropriate level of behavior, the student:</p> <ul style="list-style-type: none"> ● interferes with others; ● gives others pointers; ● violates community rules and establishes his/her own rules and routines.
<p style="text-align: center;">A</p>	<p style="text-align: center;">Anarchy A major enemy of civilized behavior</p>	<p>Lowest level of behavior:</p> <ul style="list-style-type: none"> ● lack of order; ● lack of purpose and chaotic; ● lack of control; ● dangerous/violent behavior.

Consequences of Inappropriate Behavior Matrix

Any behavior that interferes with the teaching and learning process and negatively impacts the well-being of students is unacceptable in the ITA community.

In cases where a student's behavior falls outside of the agreed upon expectations or the unacceptable behavior is systematic, the actions below are taken.

<ul style="list-style-type: none"> • The teacher has a discussion with the student regarding the student's level of behavior. • The student is helped to increase responsibility and make directed choices. • If necessary, a record of inappropriate behavior is made. 	<p style="text-align: center;">Level B single</p>	<p style="text-align: center;">Level B systematically</p>	<ul style="list-style-type: none"> • The teacher has a discussion with the student regarding the student's level of behavior. • The student is helped to increase responsibility and make guided choices. • The student writes a reflective essay. • A record of inappropriate behavior is made. • Parents are notified if necessary.
<ul style="list-style-type: none"> • The Deputy Principal has a discussion with the student regarding the student's level of behavior. • The student is helped to increase responsibility and make directed choices. • The student completes a self-diagnostic form. • A record of inappropriate behavior is made. • Parents are notified. • If necessary, parents are called to the school to draw up a probation agreement. 	<p style="text-align: center;">Level A single</p>	<p style="text-align: center;">Level A systematically</p>	<ul style="list-style-type: none"> • The Deputy Principal has a discussion with the student regarding the student's level of behavior. • The student is helped to increase his/her responsibility and make directed choices. • The student completes a self-diagnostic form (up to 3 times). • A record of inappropriate behavior is made. • Parents are called to the school to draw up a probation agreement. • If necessary, the vice-principal initiates the expulsion process.

Disciplinary Violations

Violations are categorized into 2 levels:

Notices (Level B)

- talking during class, disturbing others' learning;
- using chewing gum on school property;
- failure to complete class work and/or homework;
- summative assessment work is not handed in on time;
- a single lateness;
- eating or drinking during class or in an inappropriate place;
- failure to keep order in the classroom, corridor, cafeteria (garbage, dishes not cleaned up after meals, unattended items, etc.);;
- failure to comply with the rules concerning the student's appearance;
- use of a cell phone at an unauthorized time.

Handled by whom

Handled by the tutor, the teacher on duty or the subject teacher. In all cases the tutor is informed. The tutor or subject teacher decides on the measures to be taken against the student.

Possible measures of influence on the student are determined in accordance with the matrix "Consequences of inappropriate behavior".

Violations (Level A)

- a willful violation of safety procedures that could result in serious consequences;
- deliberate and/or knowing lateness
- knowingly giving incorrect information (cheating, lying, etc.);
- showing disrespect and insulting another person, including the use of profanity;
- damaging school or other people's property;
- skipping lessons without a valid reason, without consulting the administration;
- leaving the School before the end of the school day without the permission of the tutor or administration;
- violation of safety regulations during trips and excursions outside the School;
- being in places where it is prohibited (technical rooms, warehouses, etc., where there is restricted access);
- first violation of the Academic Honesty Policy.

By whom handled

Handled by the Deputy Principal in collaboration with the tutor or subject teacher.

Possible measures to be taken against the student are determined according to the matrix "Consequences of inappropriate behavior".

Серьезные нарушения (Уровень А)

- repetitive offenses (three times or more);
- use of unauthorized electronic devices during exams, quizzes, and other assessment papers and/or cheating;
- acquiring and/or distributing examination papers prior to the examination;
- gaining an unlawful advantage during an exam;
- second violation of the Academic Integrity Policy;
- use of physical force against members of the school community;
- theft, fraud, forgery, possession of stolen property;
- discovering and concealing, distributing, receiving, or agreeing to receive offensive material;
- threatening or intimidating behavior, teasing (verbal, physical, including mimicry, using information technology and social media);
- provocative actions (verbal or physical);
- posting discrediting information about the School, any kind of discrediting comments by students of the School on the Internet or in any other format;
- use of other people's user data (logins, passwords, etc.) by students;;
- hacking or placing unauthorized programs inside the School's computer system;
- use or possession of prohibited substances (cigarettes, including electronic cigarettes, alcohol, drugs, etc.) on the School premises;
- appearing on the School premises under the influence of alcohol or drugs;
- repeated disobedience to the teacher's demands;
- being rude or insulting on the basis of gender, race or other grounds towards a student, teacher, School staff, violation of their privacy;;
- use of prohibited websites;
- using any type of information technology on school premises to access, store or distribute pornographic or offensive material;
- the presence of a student in premises intended for the opposite gender;
- behavior that poses a danger to others;

- use or possession of items that are dangerous to others (weapons, acids, poisons, etc.);
- conspiracy to disrupt the operation of the School;
- involvement in criminal gangs or communities;
- refusal and/or failure to comply with disciplinary action.

By whom handled

Handled by the Deputy Principal in conjunction with a tutor or subject teacher.

Possible consequences for the student are determined in accordance with the Consequences of Inappropriate Behavior matrix.

Expulsion from the School

In the absence of positive dynamics in the student's behavior and/or refusal to follow the recommendations of the school, the supervising Deputy Principal initiates the issue of expulsion of the student from the school.

Matrix of Expected Behavior - Learner's Code

	RESPECT	CONSCIOUSNESS	LEARNING
IN CLASSROOMS AND LEARNING AREAS	<ul style="list-style-type: none"> ● I'm attentive. ● I raise my hand to ask. ● I speak respectfully ● I ask permission to use other people's things ● I work in a team ● I take care of my surroundings ● I respect appearance requirements 	<ul style="list-style-type: none"> ● I do not physically or psychologically harm myself or others ● I am only in authorized areas ● I use school property properly ● I keep track of my belongings ● I use recess effectively and do not walk around the school during lessons 	<ul style="list-style-type: none"> ● I'm organized ● I am prepared ● I complete tasks on time ● I am not afraid of mistakes - I learn from them. ● I strive for development ● I am persistent and consistent
IN PLAYGROUNDS AND SPORTS FIELDS	<ul style="list-style-type: none"> ● I share inventory. ● I keep the order. ● I engage the passive ● I am attentive and considerate of my surroundings ● I put the inventory back in its place 	<ul style="list-style-type: none"> ● I do not physically or psychologically harm myself or others ● I am dressed for the weather ● I do not go outside the authorized area or off school property ● I run where I am allowed to run ● I use equipment for its intended purpose 	<ul style="list-style-type: none"> ● I adhere to the rules of the game and norms of behavior ● I think about solutions to my problems before I act ● I am punctual ● I return to class on time
WHILE EATING	<ul style="list-style-type: none"> ● I wash my hands before eating ● I follow adult instructions ● I clean up after myself with garbage and dishes ● I do not play with food ● I ask permission to play or get out of an adult's sight 	<ul style="list-style-type: none"> ● I do not physically or psychologically harm myself or others ● I eat while sitting at a table in the designated area of my classroom. ● I talk without raising my voice 	<ul style="list-style-type: none"> ● I try to apply nutritional knowledge and choose foods that are good for me ● I try to reduce waste - I save inventory and take as much food as I can eat ● I use a drinking water bottle
TOILET	<ul style="list-style-type: none"> ● I don't make noise in the bathroom. ● I respect the privacy of others ● I keep the restroom clean ● I wait my turn if all stalls are occupied 	<ul style="list-style-type: none"> ● I do not physically or psychologically harm myself or others ● I go to the bathroom ● I flush after myself and use a toilet brush. ● I wash my hands with soap and water ● I am careful on wet floor surfaces ● I tell an adult about problems ● I go to class after toileting 	<ul style="list-style-type: none"> ● I go to the restroom when assigned and do not walk to school during classes ● I try to use the restroom during recess or breaks ● I save water
MOVING AROUND THE SCHOOL	<ul style="list-style-type: none"> ● I move about quietly, respecting the right of others to learn ● I use the paths and pathways of the school. ● I take care of the school's green spaces. ● I move on the right side on stairs. 	<ul style="list-style-type: none"> ● I do not physically or psychologically harm myself or others ● I try to travel with my class or group ● I prepare to get out of the car in advance and do not cause congestion in the drop-off zone 	<ul style="list-style-type: none"> ● I follow a teacher or adult ● I move to a designated place without distractions
ASSEMBLIES	<ul style="list-style-type: none"> ● I am punctual ● I respect state and school symbols ● I respect the people around me ● I support speakers with applause 	<ul style="list-style-type: none"> ● I do not physically or psychologically harm myself or others ● I share my opinions when I think they are appropriate. ● I prepare for and take responsibility for my statements ● I vote thoughtfully and try to contribute to discussions 	<ul style="list-style-type: none"> ● I listen, observe and learn ● I reflect on the information and try to apply it to my own development.

Appendix 1: Reflective Essay

- 1. Describe clearly and in detail:**
- 2. What did I do?**
- 3. What can I do to prevent the situation from happening again?**
- 4. What will I do?**

Appendix 2: Self-diagnosis form

Describe the problem that caused you to receive this assignment (self-diagnostic form).

Tell what level of behavior your actions belonged to.

Describe why you see yourself at this level.

When you act at this level, what should the teacher's response be?

Would you want the class to behave this way toward you? Why?

Write three solutions to this problem that you could apply if you acted more responsibly.