

# Eerde Behaviour & Conduct Policy



<b>Coordinator:</b>	Robert de Bruin - Principal
<b>Last reviewed:</b>	13.05.2021
<b>Date for next review:</b>	August 2021

## Contents:

Contents:	1
Introduction:	2
Aims:	3
Roles and Responsibilities:	3
Procedure:	9
Behaviour Expectations	9
Positive behaviour	10
Eerde Code of Honour	10
Classroom rules	10
Negative Behaviour & Consequences	11
Suspension and Expulsion	11
Drugs, Alcohol, Tobacco and Electronic Cigarettes	11
Dangerous Items - such as weapons	12
Behaviour in Boarding	12
Bullying	12
Supporting Students - inc external agencies	13
Local Police Liaison	13
Recording Behaviour Incidents	14
Communication with Parents	14
Reasonable Force	14
Searching, Screening and Confiscation	14
Student Consultation	15
Associated Policies and Publications	16
Equality Impact Assessment	17
Policy Review	18



## Introduction:

At Eerde, our mission is to help students develop into successful, engaged and responsible young adults with strong global connections; in possession of life-long learning skills and friendships forged for life.

We strive to provide our young people with the opportunity to develop academically, athletically, artistically and ethically and to achieve their full potential. Through offering a nurturing environment, in which inquiry based and experiential learning, personal development and diversity are valued, we aim to develop students who have the confidence, ambition and skills they need to make a positive difference.

## Our Guiding Statements - We are.....



### Confident

We develop confidence in our abilities and ideas, in order to work towards achieving our dreams and future aspirations.

We celebrate success and we feel proud of ourselves, each other and our school



### Caring

We think of others and care about others' needs. We are friendly, collaborative and build positive relationships

We take care of ourselves and value healthy lifestyles and choices



### Reflective

We identify our strengths and our areas for improvement

We reflect on our actions, our behaviour and our treatment of others



### Balanced

We value personal and social development, as well as academic development

We strive to achieve a healthy balance between those areas of our lives that we value and those we need to develop



### Critical

We examine evidence and use reason to arrive at conclusions.

We question assumptions, traditions, and conventional wisdom

We challenge and innovate, always striving to be independent thinkers



### Responsible

We are ambassadors for our family, our friends, our school and our community

We consider our impact on the planet and society and strive to be responsible global citizens



### Cooperative

We value our community and strive to work together to help each other fulfil our potential as a school and as individuals

We understand that our community extends beyond the walls of our school to the local community and wider world



### Diverse

We seek to understand each other, recognising our similarities and celebrating our differences

We recognise that different values, traditions and customs can all be right, striving for a culture of mutual respect and tolerance



We wish to promote good behaviour at Eerde. In line with our Guiding Statements, we believe that all students should have the opportunity to thrive in an environment which is structured, balanced and safe.

Key to a strong community is promoting positive behaviour and preventing poor behaviour as much as possible. However, when poor behaviour occurs it is important to have in place a system which ensures a consistent and effective approach.

The Eerde community consists of students and staff members from across the globe. Many of our students live in our boarding accommodation and so are away from their usual care givers and support network. It is imperative that Eerde looks at behaviour holistically and sets clear expectations which help our students to grow and succeed.

## Aims:

- to create an ethos that makes everyone in the school community feel valued and respected;
- to promote good behaviour by forging sound working relationships with everyone involved with the school;
- to promote tolerance and understanding of difference;
- to promote self-discipline and proper regard for authority among students;
- to prevent all forms of bullying among students by encouraging good behaviour and respect for others

## Roles and Responsibilities:

### **Role of the Supervisory Board**

The Supervisory Board, has:

- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the School Director to ensure that school personnel and students are aware of this policy;
- the support of the School Director, Principal and school personnel in maintaining high standards of behaviour;



- nominated a Link Governor to visit the school regularly, to liaise with the School Director and to report back to the Board;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the School Director**

The School Director will:

- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among students;
- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all students are aware of the policy, the school rules and expectations of them;
- ensure all school staff are aware of the policy;
- promote a culture in which good behaviour is recognised and acknowledged appropriately;
- determine an appropriately-graded series of actions to be followed where behaviour is unacceptable, to be applied fairly and consistently and without humiliating or degrading students;
- work with staff, students and parents to ensure the school rules will encourage good behaviour, tolerance and respect for others;
- apply disciplinary sanctions to students where required and in a manner consistent with the policy;
- oversee the management of the school's Sanction and Incident records which contain details of incidents and sanctions imposed;
- record in the Incident Log details of any necessary student restraint used;
- ensure contact is made with students' parents regarding their child's behaviour;
- review the contents of the school's Sanctions Log annually or when the need arises;
- review records of incidents of restraint recorded in the Incident Log
- monitor the effectiveness of this policy;
- annually meet with the Principal and Link Governor on the effectiveness and development of this policy



### **Role of the Principal and Course Coordinators**

The Principal and Course Coordinators will:

- work closely with teachers to ensure that appropriate standards of behaviour are set and maintained in class and that lessons are well- planned, interesting and demanding so as to contribute to maintaining good discipline;
- work closely with Tutors and the Committee for Support and Safeguarding to ensure that any concerns about student behaviour are considered first in the light of the student's safety and welfare;
- liaise with the Pastoral and Boarding Manager/ Boarding Team on any behavioural issues occurring in boarding;
- ensure that behavioural issues, even those which are low level, are recorded on Managebac, to allow for monitoring;
- ensure that the consequences for misbehaviour, as laid out in this policy, are applied for all disciplinary issues and work holistically to incorporate all aspects of student behaviour, both in school and boarding;
- work closely with students to ensure they understand the school's aims in the context of behaviour and discipline and can voice their views accordingly;
- apply disciplinary sanctions to students where required and in a manner consistent with the policy;
- report incidents to the School Director as appropriate;
- monitor the progress of students who are under disciplinary measures to ensure no sanction is applied longer than necessary;
- ensure that parents and parents' representatives are kept informed of issues involving their children's behaviour as appropriate;
- monitor and evaluate this policy;
- meet with the School Director and Link Governor to evaluate and review the policy, when required;

### **Role of the Pastoral and Boarding Manager and Boarding Team**

The Pastoral and Boarding Manager and Boarding Team will:

- work closely to ensure that appropriate standards of behaviour are set and maintained in boarding;
- work closely with Tutors and the Committee for Support and Safeguarding to ensure that any concerns about student behaviour are considered first in the light of the student's safety and welfare;
- liaise with the Principal and Course Coordinators on behavioural issues in boarding;
- ensure that behavioural issues, even those which are low level, are recorded, to allow for monitoring;
- ensure that the consequences for misbehaviour, as laid out in this policy, are applied for all disciplinary issues and work holistically to incorporate all aspects of student behaviour, both in school and boarding;



- work closely with students to ensure they understand the school's aims in the context of behaviour and discipline and can voice their views accordingly;
- apply disciplinary sanctions to students where required and in a manner consistent with the policy;
- report incidents to the School Director as appropriate;
- monitor the progress of students who are under disciplinary measures to ensure no sanction is applied longer than necessary;
- ensure that parents and parents' representatives are kept informed of issues involving their children's behaviour as appropriate;
- monitor and evaluate this policy;
- meet with the School Director and Link Governor to evaluate and review the policy, when required.

### **Role of the Committee for Student Support and Safeguarding (CSS)**

The Committee for Student Support and Safeguarding will:

- assist in the monitoring and tackling of poor behaviour, considering student wellbeing and concerning patterns that may appear as a result of poor behaviour;
- consider student behaviour holistically, taking into consideration academic achievement, relationships with other students, relationships outside the school community, emotional wellbeing, physical wellbeing, special educational needs (SEN) and any additional external contributing factors;
- offer support to students whose behavioural choices are affecting their academic progression or general wellbeing;
- ensure that behavioural issues, even those which are low level, are recorded on Managebac, to allow for monitoring;

### **Role of Head of Student Life and Enrichment**

The Head of Student Life and Enrichment will:

- assist in the monitoring and tackling of poor behaviour, considering student wellbeing and concerning patterns that may appear as a result of poor behaviour;
- act as a liaison between the school and Committee for Student Support and Safeguarding, where necessary, to share behavioural concerns;
- consider student behaviour holistically, taking into consideration academic achievement, relationships with other students, relationships outside the school community, emotional wellbeing, physical wellbeing, special educational needs (SEN) and any additional external contributing factors;
- offer support and counselling to students whose behavioural choices are affecting their academic progression or general wellbeing;
- ensure behaviour expectations are covered at induction for new students and at the beginning of every school year;



- ensure a Tutor programme is in place which promotes good decision making and choices and promotes Eerde's anti-bullying message;
- liaises with the student body on developing the school's approach to rewards and sanctions.

### **Role of Tutors**

Tutors will:

- act as a point of contact for students in their tutor group;
- liaise with other staff, Course Coordinators and the Principal regarding the well-being, academic development and behaviour of their students;
- promote good behaviour and challenge poor behaviour;
- apply all rewards and sanctions fairly and consistently;
- deal appropriately with any unacceptable behaviour;
- log behavioural concerns, even those which are low level, in the appropriate manner;
- deliver the tutor programme to their students and promote autonomy and personal responsibility.

### **Role of School Personnel**

School personnel will:

- encourage good behaviour and respect for others in students;
- be aware of this policy;
- apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst students;
- deal appropriately with any unacceptable behaviour;
- contact the Course Coordinator, Principal or School Director with concerns about student behaviour and discipline;
- log behavioural concerns, even those which are low level, in the appropriate manner;
- provide well-planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management, including positive restraint of students;
- ensure the health and safety of the students in their care;
- identify problems that may arise and to offer solutions to the problem



## Role of Students

Students will:

- be polite and well-behaved at all times;
- show consideration to others;
- complete feedback on behaviour as part of the feedback system;
- make suggestions about school behaviour through student consultation;
- obey all health and safety regulations in all areas of the school;
- not make unacceptable remarks against fellow students or school personnel;
- abide by the Eerde Code of Honour and School and Boarding Guide;
- actively participate in helping to achieve the Guiding Statements.

## Role of Parents/Carers

Parents/carers are encouraged to:

- have good relations with the school;
- support good behaviour;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;

## Role of the Data Protection Officer (if necessary)

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;
- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- ensure data management is strengthened and unified;
- monitor compliance with the GDPR and other data protection laws, in line with the Eerde IBS Data Protection Policy.



## Procedure:

(see also Eerde School and Boarding Guide and Eerde Code of Honour)

## Behaviour Expectations

Eerde IBS is a multicultural community that embraces diversity across cultures, religions, ethnicities, gender and sexual orientation. We want to provide our students with an open, tolerant and safe environment. A feeling of safety and acceptance is crucial to enabling students to discover and fulfil their ambitions.

The staff and faculty of Eerde International Boarding School are committed to creating a safe, positive and challenging learning environment which empowers students with the knowledge, skills and confidence to fulfil their aspirations and to act to be better in their communities. Students are encouraged to demonstrate responsible behaviour and growth in their capacity for self-control and self-management while showing respect for themselves, others, the environment and property. We believe in a consistent and fair code of conduct and effective classroom management. When problems arise, we will work positively to find solutions.

We view our students as responsible youngsters who are committed to our Guiding Statements and to:

- Learning – showing up to class on time, engaging with their learning, allowing others to learn and completing classwork, homework and assignments on time
- Respect – respectful of themselves and others, of difference and diversity and of the Eerde community
- Caring – not causing harm to other people or themselves verbally, physically or emotionally
- Considerate – showing respect for the school and school property, the environment and the rules of Eerde IBS

Classroom rules and consequences are established in the first week of school. These rules set out the expectations of respect and responsibility.



## Positive behaviour

Positive behaviour and a commitment to the Eerde community spirit is essential in such a close school environment. Good behaviour is praised and recognition is given to students for areas of achievement such as:

- Exceptional contribution to the school community
- Working hard to demonstrate the Guiding Statements
- Academic achievement
- Artistic, sporting or cultural achievement
- Acts of particular kindness or care

Methods of recognition may include: school awards or prizes, mention in the staff and parent newsletters, certificates or commendations.

## Eerde Code of Honour

Behaviour expectations are laid out in the Eerde Code of Honour. The Code of Honour is sent to all students prior to enrolling at the school and they are asked to sign it, thereby agreeing to abide by the school rules.

The code of Honour sets out:

- Students' rights
- Students' responsibilities
- Expectations of students
- Dress code

See - ***The Eerde Code of Honour***

## Classroom rules

At Eerde, teachers should exercise their own good judgment in controlling student behaviour within the classroom. However, in general the following principles should be adhered to:

- Teacher should ensure that all individuals are recognised and respected within the classroom
- Teachers should ensure that all students are able to experience success



- Teacher should ensure that students are engaged in inquiry based, student-centred learning activities
- Teachers should ensure that students arrive on time, and that they not be permitted to leave class in order to procure drinks or snacks
- Teachers should ensure that students only use electronic devices to enhance learning

## Negative Behaviour & Consequences

In addition to the Eerde Code of Honour, an outline of behaviours which are unacceptable can be found in Appendix 2 of this policy - **The A-B-C Code of Conduct**.

Students failing to follow the school rules will be subject to the measures outlined in Appendix 1 of this policy - **Misbehaviour Consequences**. The aim of these consequences is to support students to reflect on and improve poor behaviour. The measures in place are set out across three levels, according to the severity of the negative behaviour.

## Suspension and Expulsion

For very serious incidents and repeated inability to act in accordance with the Code of Honour it may be necessary for the Management Team to consider suspension or permanent exclusion from the school.

## Drugs, Alcohol, Tobacco and Electronic Cigarettes

Drug and alcohol education is delivered through the tutor programme at Eerde, it encourages students to be aware of the risks and take seriously their own safety and wellbeing. For students suffering from addiction or substance misuse issues the school will aim to support and help as much as possible. However, we must consider the wellbeing of the whole community.

Therefore, at Eerde IBS we do not accept the use or possession of illegal drugs or substances, alcohol, electronic cigarettes or any tobacco products. Students who possess, have used or use these items at school are immediately referred to the Principal for corrective action. Any student found to be possessing, consuming or providing tobacco or alcoholic beverages on campus or during school-led



activities off-campus will be suspended and may face expulsion. Students under the influence of or providing alcoholic beverages will also be subject to expulsion.

Eerde may choose to confirm suspicion of substance use in rare cases. If this route of action is taken tests may include: breath analyser, urine test, hair sample test. We also reserve the right to conduct room searches and search lockers and belongings if it is suspected that dangerous items or substances are in a student's possession.

## Dangerous Items - such as weapons

The safety of students at Eerde IBS has top priority. Weapons, replica weapons and items resembling weapons as well as fireworks are prohibited on school grounds and activities/outings organized by the school. Objects of this category are confiscated immediately and the student will be subject to disciplinary action.

## Behaviour in Boarding

Though boarding students are also included in the general school rules, we do not want to wholly bring school sanctions into their home environment. Therefore the Boarding Team will use sanctions which aim to address minor issues through a more informal and parental style approach. Examples of the types of sanctions used in Boarding can also be found in Appendix 1 - Misbehaviour Consequences.

## Bullying

One of the principles of Eerde International Boarding School (Eerde) is that our students can feel safe, confident and enjoy their journey of becoming lifelong learners. As such, Eerde does not tolerate bullying and we make it clear that the school is a place where the students are important and respected, seen, challenged and heard.

Bullying of all types is not acceptable whether it be physical, verbal, digital/virtual or emotional. Anyone who witnesses bullying has an obligation to report it to a member of staff and anyone who feels they are being bullied should speak to a member of staff they feel comfortable with so the situation can be addressed.

See - ***Eerde's Anti-Bullying Policy***



## Supporting Students - inc external agencies

Eerde appreciates that often behaviour issues can be an indication of other, underlying, welfare issues. Therefore we also seek to support our students as much as possible with any issues they may be having.

Our Committee for Student Support and Safeguarding maintains a register of those students posing a cause for concern and support plans which may need to be in place. The committee liaises closely with teaching and management staff to ensure a holistic approach to behaviour monitoring.

Eerde also has in place a Tutor Programme which promotes personal development and preventative education, offering an additional level of pastoral support.

Where required, Eerde may seek the assistance of outside agencies to respond to behaviour, special educational or welfare needs of students. We currently work with a provider called HK Zorg (educational psychology professionals) and may seek expertise from other providers where directed by parents or where HK Zorg are unable to provide assistance.

## Local Police Liaison

Eerde is connected with the local Ommen Police Department and has specific officers allocated to give advice, offer preventative support, attend the school in any such cases where they may be required etc. The school aims to work closely with the police liaisons in order to ensure that any issues can be dealt with swiftly and efficiently and within the confines of Dutch law. We may call on the police to support in such cases as:

- Illegal behaviour/ offences
- Searching or confiscation - where necessary
- Advice on preventative measures - such as talks with students

Details of our Police Liaison can be found in the Eerde Safeguarding and Child Protection Policy.



## Recording Behaviour Incidents

All behaviour incidents are recorded on Managebac (school database). For serious incidents a reporting form exists to record specific details. This can be found in Appendix 6 of this policy - **Eerde Behaviour & Conduct Policy Appendix 6\_Behaviour Incident Record Form**

Behaviour records will be kept on a student's record along with all other information, inline with our Data Protection Policy.

## Communication with Parents

General behavioural information is shared with parents as part of the termly reporting process. Parents also have access to Managebac, and are able to check in on their child's behavioural record as and when they wish.

At stage 2 of our *Misbehaviour Consequences* (appendix 1) the Course Coordinator or Principal may invite parents to engage in a more formal discussion about their child's behaviour, with a view to combining efforts to support positive improvements.

When a student is subject to a suspension or permanent exclusion, parents will be contacted immediately for discussion and a formal letter will be sent to them detailing what has taken place and the measure being taken. An example letter to parents can be found in Appendix 10 to this policy.

## Reasonable Force

Eerde wishes to avoid the use of reasonable force, if at all possible. However, if the need should arise, details of how and when it can be used are laid out in **Eerde Behaviour & Conduct Policy\_Appendix 8 Reasonable Force**

## Searching, Screening and Confiscation

In certain cases it may be necessary to search students or their belongings and to confiscate items which may pose a threat to themselves, other students, staff or the school more generally. Details of Eerde's procedures for this can be found in



## **Eerde Behaviour & Conduct Policy\_Appendix 9 Searching, Screening and Confiscation**

### Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Principal and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or social issues)
- Open Class discussion (on a variety of matters relating to the school and/or social issues)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends Eerde International Boarding School will be encouraged and given the opportunity to provide feedback on every aspect of school life during their time with us.

A separate policy exists for student consultation which explains these processes in more detail.



## Associated Policies and Publications

This policy has been written with reference to and in accordance with the following policies and publications:

- Eerde IBS Anti-Bullying Policy
- Eerde IBS E-Safety Policy
- Eerde IBS Safeguarding and Child Protection Policy
- Eerde Code of Honour
- Eerde School and Boarding Guide
- Eerde IBS Personal Development, Extra-Curricular and Enrichment Policy
- Eerde Role of the Tutor



## Equality Impact Assessment

We are also committed to [Articles 2 and 14 of the United Nations Convention on the Rights of the Child](#) and therefore, have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Therefore, this policy has been equality impact assessed to ensure that it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Students	School Personnel	Parents/carers	Board	School Visitors	Wider School Community		
		✓	✓	✓			✓		
Question	Protected Characteristics							Conclusion	
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'
<b>YES</b>									<b>Yes</b>   <b>No</b>
<b>NO</b>	✓	✓	✓	✓	✓	✓	✓	✓	
<b>UNSURE</b>									✓
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'
<b>YES</b>	✓	✓	✓	✓	✓	✓	✓	✓	<b>Yes</b>   <b>No</b>
<b>NO</b>									
<b>UNSURE</b>									✓
<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.								



## Policy Review

Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator. The contents of this review will be monitored on a termly basis through Termly Review meetings.

<b>Date of Last Review:</b>	
<b>Date of Next Review:</b>	
<b>In the last 12 months....</b>	<b>YES/NO</b>
An up to date copy of the Eerde Code of Honour has been issued to all students and parents on induction and at the start of the academic year	
An up to date copy of Eerde's Code of Honour is on the public website	
Behaviour expectations are displayed in the school and Boarding Houses for staff and students	
Behaviour expectations are included in the School and Boarding Guide	
All staff have been made aware of the Behaviour Policy	
All staff have been made aware of the expectations for using reasonable force (appendix 8)	
Key members of school staff have been trained in reasonable force	
All staff have been made aware of the expectations for searching, screening and confiscations (appendix 9)	
Behaviour issues are discussed by the CSS in their regular meetings (every 2 weeks)	
Drugs, alcohol and tobacco education has been conducted with all students (IMYC and above)	
Number of students on Sanctions - Level 1	
Number of students on Sanctions - Level 2	
Number of students on Sanctions - Level 3	
Number of permanent exclusions	
Number of suspensions	
Number of recorded incidents where physical restraint was required	
All level 2 and above sanctions have been communicated to parents	



<b>Types of Behaviour/ Incident - level 2 and above</b> (please indicate number of each in past 12 months)					
Continuous lateness to lesson		Physical Aggression to peers		ICT abuse	
Disruption of others' learning		Argumentative with staff		Smoking / Substance use	
Verbal aggression to peers		Damage to property		Prejudice based language	
Truancy from Lesson		Physical Aggression to Staff		Prejudice based bullying	
Dangerous behaviour		Poor behaviour on school visit		Physical bullying	
Verbal aggression to staff		Fails to follow sanctions		Emotional/ Verbal bullying	
Mobile phone/ device use		Stealing		Cyber bullying	
Other - please specify:					

<b>Is this policy being implemented fully, with all outlined procedures followed as prescribed?</b>	YES/NO
<b>If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...</b>	
<b>How are staff made aware of this policy?</b>	
<b>Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?</b>	



**Monitoring the Effectiveness of the Policy**

**Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...**

