

OPIS Behaviour Policy

School Mission:

OurPlanet International School Muscat aims to foster a multicultural and inquiry-led learning environment in English and Arabic that promotes sustainability and celebrates Oman's unique cultural identity.

School Vision:

OurPlanet International School Muscat believes in creating lifelong learners who will build a better and more sustainable Oman and wider world.

IB Learner Profile Attributes:

Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Objectives:

- a) Promote the school's mission statement in line with the IB ethos motivated by a mission to create a better world through education.
- b) Provide opportunities for students to develop self-confidence by experiencing success in learning and by becoming aware of the needs of others through self-discipline based on respect for others.
- c) Provide a warm, happy, secure environment by establishing a school community where pupils, teachers, parents and all staff enjoy a sense of belonging and positively contribute to it.
- d) Provide opportunities for students to develop a positive and confident approach to conflict management and resolution.
- e) Create an environment in which students respond positively in and outside the class, taking responsibility for their own choices.

Rights and Responsibilities

Student's Rights	Student's Responsibilities
<ul style="list-style-type: none"> ● To be taught in line with the school curriculum at the level appropriate to their development ● To be treated with dignity, fairness, care and respect by 	<ul style="list-style-type: none"> ● To follow the teacher's instructions, essential agreements and rules, inside and outside the classroom ● To respect all members of staff and other students

<p>other students, teachers and other staff</p> <ul style="list-style-type: none"> ● To a safe, secure and positive environment ● To learn without the disruption of other students 	<ul style="list-style-type: none"> ● To take care and respect their own and school property ● To attend school and be punctual ● To take responsibility for their actions and behaviour ● To allow other students to learn free from disruption
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Teacher's Rights	Teacher's responsibilities
<ul style="list-style-type: none"> ● To be treated with respect by students, parents and colleagues ● To teach unhindered from students disruption ● To apply this Behaviour Policy when necessary ● To a secure, supportive work environment ● To material and human resources for implementation of school curriculum ● To prepare, collaboration and reflection time 	<ul style="list-style-type: none"> ● Teach all students according to the school curriculum towards meeting group or individual needs ● Maintain a positive learning environment, applying the Behaviour Policy when necessary ● To act professionally ● To respect all students, parents and colleagues ● To ensure students are safe and under supervision at all times ● To reach other members of staff for help and support and advice in specific situations

Parent's Rights	Parent's Responsibilities
<ul style="list-style-type: none"> ● To information regarding the school's curriculum and policies ● To access the child's teacher (by appointment) to discuss school related matters ● To be informed when the child is displaying challenging behaviour at school (as per 	<ul style="list-style-type: none"> ● To be part and support their child's school career ● To ensure their child attends daily and is punctual ● To inform the school if their child is not able to be punctual or to attend.

<p>Behaviour Policy) or/and learning difficulties</p> <ul style="list-style-type: none"> ● To a fair treatment for their child ● To express their views 	<ul style="list-style-type: none"> ● To ensure their child gets sufficient sleep, food and hygiene to enable their effective learning ● To support Behaviour Policy ● To take responsibility for their child behaviour and discipline challenges and to partner with the school to support the child in overcoming these ● To attend school meetings when requested ● To support the teachers and other staff in a constructive way
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Philosophy:

Our mission at OPIS is to be a community driven school. This sense of community extends to our beliefs on how behaviour is modelled. We believe that we learn our behaviours from our environment and that this environment can be used to lead us in both positive and negative ways. Other key parts of our mission are for us to become open-minded, life-long learners and global citizens. To achieve these goals we implement the philosophy of restorative practices. Every stakeholder at OPIS aims at living the IB Learner Profile Attributes so that students become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Restorative practices is a practice that encourages the building of positive relationships within a school community through adequate care and support. The focus is to repair a relationship and come to a resolution. Examples of this may be as simple as a genuine apology or committing to give a compliment each day for a period of time.

Restorative practices allow individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual affected by the behaviour. In order for this action to be taken the individual needs to have time to reflect on their behaviour, acknowledge that they have damaged a relationship and make a plan on how the relationship can be restored. Whenever possible the consequence should have a direct relationship to the inappropriate behaviour. For example, the consequence of littering could be cleaning a portion of the playground. The consequence of misrepresentation of facts could be investigating the cause and writing an apology.

The subject/homeroom teacher shall be the initial person to deal with the issue and inform all necessary parties. In primary school, a [Reflection Sheet](#) is completed, and a copy is filed in the school main office. It is the responsibility of the homeroom teacher to communicate with the parents after receiving the information. Students of concern are discussed with the Head of Learning Support Department, and teachers. It is the responsibility of duty teachers to inform the homeroom teachers. In middle/high school all teachers are responsible for logging inappropriate behaviour in the Student Support Log. Students of concern will be discussed during weekly meetings.

The issuing of sanctions and follow-up:

- The school fully supports staff members in making reasonable and appropriate decisions about sanctions. However, the school also requires that teachers understand this policy and remain in line with the guidelines provided. Inconsistently applied sanctions are unfair and may be detrimental to the wellbeing of students. Staff who do not follow this policy will be invited by a member of SLT to discuss their actions; continued ignorance of this policy may lead to the staff member being placed on a support plan.
- Teachers should make every effort to make students aware of the reasons for the sanctions issued after discussing the issue with the SLT, who will make a final decision. Students need to be honest about their conduct, and mindful of the school expectations concerning respect for teachers and the need to refrain from defiance.
- Students will find their sanctions are an opportunity to reflect on their behaviour, and take steps to work towards more positive behaviour.
- Staff should encourage this improvement, through follow-up conversations and provision of work.
- Parents can also encourage this improvement process, by speaking with their child about their actions, and liaising with staff to determine the best way to cooperate to achieve the desired result in terms of behaviour.
- Parents may believe that the selected sanctions are not commensurate with their child's behaviour, in which case they may privately approach the Head of Year or member of SLT to discuss.
- While the school welcomes parental involvement and feedback, it is respectfully requested that parents do not publicly argue against decisions made by school staff. Such actions undermine the behaviour policy of the school, and lead students to believe that rules may not apply to them. This counteracts a key aspect of the school's 'hidden curriculum'.
- After any instance of negative behaviour, once a sanction has been determined and logged appropriately, thought will also be given to the ongoing support

required by the student, and how best to reintegrate the student with the student body. In minor cases, this will be determined by the teacher; in more serious cases, Heads of Department/Year, SLT and the School Counsellor will decide upon the best course of action, on a case by case basis.

- The general rule is that sanctions are only effective if they are accompanied by an explanation and a plan for preventing the same or similar behaviour from occurring again.

EY1- PYP1 (Early Years)

Instances of inappropriate behaviour:

- Deliberate disruption in teaching and learning condition
- Biting or hitting friends
- Snatching toys
- Littering
- Vandalism
- Teasing
- Inappropriate moving around i.e. running out of class.
- Tardiness/ Being late to school (Speak to parents)
- Disrespect/ non-compliance
- Physical abuse or fighting
- Verbal abuse
- Unsafe play
- Tantrum

Application

ADULT MODELLING

To encourage Social and Emotional Development, build trust, and set expectations in a positive learning environment.

- Modelling of kindness through roleplay, classroom activities, language used and politeness.
- Modelling sharing of toys, by demonstrating the importance of sharing with generosity and cooperation.
- Modelling of respect through roleplay, indoor and outdoor activities and observing how adults interact with other adults.
- Modelling of emotional regulation through the first Unit of Inquiry (*identifying emotions, what can we do when we have that emotion*) Positive coping strategies.
- Modelling of conflict resolution by staying calm during discussions, listening to other perspectives, and finding solutions that satisfy all parties.

POSITIVE REINFORCEMENT STRATEGIES

To help shape learning and development in a powerful and meaningful way and to contribute to a positive learning environment.

- Praise and encouragement immediately when a student exhibits positive behaviour.
- Celebrating the achievements (small and milestones) to help boost self-esteem and aid motivation.
- A consistent approach when using positive reinforcement to ensure behaviour continues throughout the year.
- An individualised approach is important to tailor the positive reinforcement to suit the individual needs, learning styles and preferences.
- Redirecting negative behaviour refocusing the attention on positive behaviour.
- Use of language rather than saying 'stop walking' using 'walking feet' or 'please walk.'
- Creation of a social story.

CONFLICT RESOLUTION

To help shape learning and development in a positive way to help students deal with conflicts.

- Use prompting questions to help students express what happened, how they feel and what can be done to make the situation better.
- Encourage empathy to understand how students feel in a certain situation.
- Throughout the year teacher problem-solving skills through the use of [Kelso's Wheel](#).
- Encourage calm-down strategies of what they can do when they feel a certain emotion.
- Promote active listening without interrupting.
- Encourage apologies and forgiveness. Asking questions to promote action with forgiveness 'what can I do to make you feel better?'

CONSEQUENCES

Logical and planned interventions from first call:

- Modelling of the above.
- Speaking to the child 1:1 and informing the parents via email about what happened.
- If continued speaking 1:1 does not resolve the issue then a 'time-in' of their age in minutes. Upon completing the 'time-in' reflection of the situation, what happened, how it made others feel and the action to be made better. Email sent to parents. *Start to fill in behaviour log.*

- If the above is not resolved, have a meeting with the parents and the Homeroom teacher to begin individual goal setting.
- If there is still no resolution, student will meet with the EY Coordinator and communication sent home.
- EY teacher, homeroom teacher and parent to meet.

FURTHER ACTION

If the behaviour is of a serious nature beyond the developmental learning of the student, then straight intervention with the EY Coordinator to deal with the situation.

- Racism
- Stealing from the bags of students
- Malicious hitting or kicking
- Purposely breaking objects

Lower Group (PYP2 through PYP3)

Instances of inappropriate behaviour:

- Deliberate disruption in teaching and learning condition
- Off task
- Profanity
- Littering
- Vandalism
- Teasing or bullying
- Inappropriate moving around in school campus/ skipping classes
- Using electronic devices without permission
- Tardiness/ Being late to school
- Disrespect/ non-compliance
- Sexual and racial harassment
- Physical abuse or fighting
- Verbal abuse
- Cheating
- Theft
- Unsafe play
- Dress code violation

Level 1

Low-level, minor, infrequent behaviours that do not significantly interrupt the teaching and learning of others.

CONSEQUENCES

Logical and planned interventions. Least to most intrusive. May include:

- Verbal reminders from the teacher
- One-to-one reflection with teacher
- Time-out in case of infrequent yet repetitive behaviours
- Reflection sheet

Level 2

Persistent or repeated behaviours that disrupt the teaching and learning.

CONSEQUENCES

Planned team support, which may involve teachers, parents, counsellors, and administrators. May include:

- Parent communication book
- Online communication portals (iCampus communication)
- Thinking Chair for Reflection for 10 minutes
- Parent call

Level 3

Repeated behaviours, extreme violence, dangerous or illegal behaviours while under school jurisdiction.

CONSEQUENCES

Planned team support which will involve parents, teachers, counsellor, administrators, and other support agencies as appropriate. May include:

- Conference with parents
- Social and behavioural goal setting in the three-way conference
- Involvement of the counsellor and principal
- Social and behavioural goal setting in the four-way conference

Middle Group (PYP4 through MYP Grade 9)

Instances of inappropriate behaviour:

- Inappropriate moving around school campus/ skipping classes

- Tardiness/late to school
- Dress code violation
- Littering
- Off task
- Unsafe play
- Non-compliance
- Vandalism
- Deliberate disruption in teaching and learning
- Profanity
- Teasing or bullying
- Disrespect
- Cheating
- Theft
- Verbal abuse
- Violence towards self, others or property
- Possessing or accessing pornographic materials
- Playing explicit or violent computer games on campus
- Leaving school without permission, truancy
- Use and distribution of tobacco or alcohol or other forms of substance abuse
- Interfering in any way other person's intellectual property or work
- Possessing dangerous items or weapons
- Sexual and racial harassment
- Racial or homophobic language or actions
- Inappropriate use of electronic devices such as computer hacking or phishing

Level 1

Level 1 Low-level, minor, infrequent behaviours that do not significantly interrupt the teaching and learning of others.

- Inappropriate moving around school campus/ skipping classes
- Tardiness/late to school
- Dress code violation
- Littering
- Off task
- Non-compliance
- Unsafe play

CONSEQUENCES

Logical and planned interventions. Least to most intrusive.

May include:

- Reflection based on [Kelso's Wheel](#)
- Problem-solving through discussions with teachers
- Clear direction of behaviour
- Choice of actions to repair the damage created

Report sent home to parents

- [Reflection Sheet](#)

Level 2

Persistent behaviours that disrupt the teaching and learning, or repeated Level 1 behaviours.

- Vandalism
- Deliberate disruption in teaching and learning
- Profanity
- Teasing or bullying
- Disrespect
- Cheating
- Theft
- Verbal abuse

CONSEQUENCES

Planned team support, which may involve teachers, parents, counsellors, administration. May include:

- [Reflection Sheet](#)
- Time-out
- In-school suspension (after school study hall for academic violations)
- Conference with counsellor and teacher
- Individual behaviour plan on instances of repetitive acts
- Report to be sent to parents to make them aware and help the students acknowledge the harmful effect their behaviour has on others
- Parent call in case of frequent repetition

Level 3

Repeated Level 2 behaviours, extreme violence, dangerous or illegal behaviours while under school jurisdiction.

- Violence towards self, others or property
- Possessing or accessing socially negative materials
- Leaving school without permission, truancy
- Use and distribution of products that are forms of substance abuse
- Racism, homophobia, sexism
- Interfering in any way other person's intellectual property or work
- Possessing dangerous items or weapons
- Sexual and racial harassment
- Inappropriate use of electronic devices such as computer hacking or phishing

CONSEQUENCES

Planned team support which will involve parents, teachers, SEN Head, administrators, and other support agencies as appropriate. May include:

- Report sent to the family
- Reporting to parents via official channels
- Time-out
- In-school suspension (after school study hall for academic violations)
- Three-way conference with Head of School-SEN Head-Parent
- Suspension
- Expulsion

APPENDIX: Promoting Positive Behaviour

Positive behaviour is best encouraged by example, and by having clear, high expectations of students. Using a rewards system is proven to promote and maintain the very good standard of student behaviour.

Good behaviour is encouraged

- ❖ Through positive praise
- ❖ Leading by example – being a positive role model
- ❖ Offering meaningful rewards (certificates and public recognition/praise)
- ❖ Recognising small achievements
- ❖ By making children feel special
- ❖ By recognising that everyone needs to be heard
- ❖ Through effective teaching and learning
- ❖ By enabling access for all to a differentiated curriculum
- ❖ Through consistent classroom management across the school
- ❖ By setting clear boundaries and clear expectations in line with the school values
- ❖ By ensuring children know WHY good behaviour is necessary
- ❖ Through eye contact and smiling
- ❖ Through open, honest communication between home and school.

Class teachers can reward behaviour with any of the following strategies:

- ★ Smiles
- ★ Positive praise and encouragement
- ★ Celebrating good behaviour/success
- ★ Positive comments to parents - telephone or email
- ★ Recommendation for certificates
- ★ Sent to SLT/HoS to reinforce success and praise