

WINS Behavior Policy

Introduction and general principles

The School recognizes its obligation to ensure that students grow in their understanding of themselves and the effect their behavior has on those around them.

Our students are expected to abide by high standards of discipline, honesty and morality.

1. Bullying is not tolerated within the WINS Community. We expect everyone to be valued as an individual and treated with respect, courtesy and consideration. Any bullying must be reported immediately.
2. Students must create an open and honest relationship with WINS staff which is respectful and accepts their authority.
3. Students must be familiar with the school dress code, daily routine, computing code of conduct, and fire drill. These are published in Managebac.
4. Students must respect and uphold the classroom learning environment, the school surroundings, especially shared areas.
5. Students must be self-disciplined and organised: turn up at the right place, at the right time with the right kit.

The purpose of the behavior policy is to promote good behavior by making clear the the boundary between acceptable and unacceptable behaviour and the relevant rewards and sanctions that may be applied.

By establishing and maintaining an environment in which everyone is happy, secure and valued, we ensure that all members of the School community can flourish. This policy therefore applies to all students (Early Years, PYP, MYP and DP)—including specific applications according to the age of the students.

In WINS we have adopted a PBI system (Positive Behavior Intervention) since the early stages of the IB continuum as we strongly believe that through supporting positive behavior we are enhancing learning throughout the community. At the same time we believe in promoting a sense of individual responsibility, where students are given clear boundaries and rules to abide by.

The Reward and sanction system adopted in the MYP and the DP aims at building a stimulating and supportive environment, in which all members of the community feel safe, respected and valued and take responsibility for their own actions.

The purpose of the Reward and sanctions system is to promote good behaviour; helping students become more self-disciplined and preventing bullying.

Through an approach to behavior that combines positive reinforcement and sanctions we aim at increasing the students sense of responsibility. This will be promoted through providing the right setting in which each individual will be able to make their own choices and stick with the consequences of their actions.

Early years (Nursery/Pre-K and Kindergarten) and Primary Year program (PYP)

Positive behaviour improvement (PBI)

In the PYP, we have adopted a positive behavior intervention support system to reinforce behaviors and respond to any behavior infractions. This is with the shared aim of creating a culture that is positive, supportive, and safe for students and promotes learning and teaching.

Positive behavior, both in terms of academic achievement(s) as well as service and community related behavior will be rewarded in several ways:

- positive comments both oral and written from the teachers
- celebration during school events
- award certificates awarded at the Graduation Ceremony

The school has appointed a PBIS committee of teachers who are in charge of developing and promoting the school culture of reinforcing positive behaviors and supporting and guiding teachers in this approach.

WINS's PBIS is organized around three key phrases:

- Be safe
- Be responsible
- Be respectful

Different appropriate behavior patterns for each category are identified for the various places within the school and students are educated to follow these basic rules of behavior.

Success at following the rules and showing positive behavior patterns is praised by all teachers both verbally and by giving students WINS Winner tags.

At General Assemblies we celebrate students for their positive behavior achievements through programs including Learner Profile Awards.

Opportunities to come together as a community include classroom meetings, PYP assemblies, and other celebrations. At these events, positive behaviors aligned with the IB Learner Profile are celebrated and are also opportunities to reflect as a classroom or a school.

Example Expectations from the school community are as follows:

Student

Co-construct classroom essential agreements with their peers and teachers

Hold themselves accountable to their essential agreements

Reflect on their behavior to make principled choices

Teachers

Foster a caring learning environment where students feel safe and supported

Collaborate with students to create classroom essential agreements aligned with the IB Learner Profile

Share the classroom essential agreements with families

Celebrate student success

Model the IB Learner Profile

Communicate with families and the school community

Families

Reinforce the IB Learner Profile and the WINS Behavior Policy

Communicate any concerns or ways to best support the child with teachers

Support teachers' decisions, comments and practice to promote their children's positive behavior

School

Model the IB Learner Profile

Collaborate to create essential agreements for learning and teaching

Middle Years Program and Diploma program

1. MYP Essential Agreement

At WINS, we want to foster a community of individuals who treat each other with respect, take responsibility for their own actions, and make sure that the environment is safe for everyone. Being respectful, responsible, and safe helps make sure that everyone in our community can work together toward similar goals.

In WINS we have an essential agreement on how everyone in the MYP should behave so that we can ensure that our community is able to encourage everyone to be respectful, responsible and safe.

The essential agreement says that students should:

- *Always be punctual and ready for class or other meetings.*
- *Be kind to other people and respect their needs and differences.*
- *Follow the classroom rules that are outlined by each of the teachers.*
- *Respect the boundaries of other people, recognizing they can be different for ours.*
- *Help people around us and be part of a team.*

- *Be careful while playing during recess, always making sure that others are safe.*
- *When we feel safe to, remind others about correct behaviors.*
- *Be willing to listen to the concerns of others.*
- *Give and receive constructive feedback, considering someone else's opinions and feelings.*
- *Ask for help when we feel like we need it.*
- *Report problems or concerns to teachers.*

2. Rewards and Sanction system (MYP/DP)

In the MYP and in the DP Rewards and sanctions are used to support good behavior and self-discipline in all aspects of school life.

Students on all teams are expected to follow the essential agreement for the MYP and DP, and the code of conduct indicated in the Reward and Sanction system of WINS MYP/DP Behavioral Policy.

In WINS we consider all teachers as mentors and life coaches for the students, with the shared aim of creating a safe and stimulating learning environment for all children at the school. Students are expected to play an active role in this and cooperate by following the school regulations and any further indications provided by the teachers or staff members

Good behavior is rewarded through commendations and prizes.

2.1 REWARDS

There are 3 types of rewards:

- Academic Rewards
- Community service
- Extra-curricular Rewards

A certain amount of points will be allocated, within each category, according to the type of achievement, as outlined in the table below:

2.1.a Academic Rewards

Reward	Points
Teacher Commendations for class and prep work (awarded by teachers)	5
Referral to MYP Coordinator for individual pieces of work (awarded by teachers)	15

At the end of the year, the students will be recognized for their academic achievements with an Academic award.

The Reward table below provides criteria used to give reward and allocate prizes, as well as actions to be taken for each reward.

Reward	Teacher	Programme coordinator
Teacher Commendations for class and prep work (5 point for each Commendation)	Teacher records commendation on MB and send Commendation at home	Totals up Commendations at the end of each month and email School Manager and Academic Dean If a student gets 15 Commendations the Programme Coordinator will organize a meeting with the Academic Dean
Referral to MYP Coordinator (cc Academic Dean) for individual pieces of work	At the discretion of a teacher Referral to School Manager is recorded on Managebac	Exceptional work is highlighted, and the Academic Dean and School manager are made aware. The Academic dean will see the students to congratulate him/her for their achievement.

2.1.b Community service rewards (Service and Action Points System Criteria)

All Service and Action Experiences will be assigned points according to the fulfillment of the following criteria on a scale going from 0-5, with 0 meaning the descriptor has not been covered at all, and 5 meaning it has been covered to its fullest extent. Students, advisors and the CAS coordinator will assign the points: students will do so in the form of a self-reflection at the end of each experience. Advisors and the CAS Coordinator on the basis of evidence gained throughout the experience itself by watching the student(s).

- **Perseverance and Commitment:** the state or quality of being dedicated to an activity.
- **Pro activity:** creating or controlling a situation rather than just responding to it after it has happened.
- **Social Impact:** the effect on people and communities that happens as a result of the experience.
- **Challenge:** to be faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.

Legend

0. -1 No evidence at all:	Student has not shown any effort
1. Elementary evidence:	Student has shown very little effort
2. Mediocre evidence:	Student has shown some effort, just the minimum amount
3. Satisfactory evidence:	Student has shown an average degree of effort, more than just what is necessary
4. Good evidence:	Student has gone beyond what is strictly necessary and shown a lot of effort
5. Excellent evidence:	Student has gone beyond expectations.

- There are formal awards for Community service, delivered to the students in the end of Year Ceremony.
Furthermore, the house with the most points will be awarded the “Community Service Prize” during the End of the Year Promotion Ceremony.

2.1.c Co-Curricular (Sports, GEMS Event and competitions)

Point swill be allocated for participating in GEMS social and competitive events. Points will be awarded on a monthly basis by GEM Coordinators (Debbie/Struan)

Reward	Points
Attendance % (Bonus)	5
Individual participation	1 for each participant (max 10)
MVP (Most valuable player)	5
Sportsmanship/Team spirit	5
Results	1st -30 points 2nd-20 points 3rd-10 points

2.2 SANCTIONS

In case a student engages in inappropriate behavior, teachers and staff will intervene to raise awareness of what is happening and interrupt a negative behavior pattern. Inappropriate behaviour can take multiple forms and will have different consequences depending on its gravity.

Teachers have therefore power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school during school related activities (such as school trips, extracurricular events, etc..)

The power to discipline also applies to all paid staff with responsibility for students and includes all teachers, teaching assistants, and members of staff who complete duties (for example with clubs) which require that individual to take responsibility for the behaviour of students. If an adult is unsure on how to deal with the behavioural issue, they should seek clarification from the Programme Coordinators who will liaise with the Academic Dean and the School Manager.

Any sanction given by staff in charge must meet the following criteria:

- a) Be Reasonable

- b) Be tempestive (The decision to sanction the student must be made on school premises or while the student is under the charge of member of staff)
- ⇨ Must take into account other legislation and other school policies eg in respect of disability, special educational needs;
- d) Sanctions may occur when the student mis-behaves while she/he is taking part in any school-organised or school-related activity or
 - Travelling to or from school ⇨
 - Wearing school uniform
 - In some other way identifiable as a student at the school
 - Their behaviour could have repercussions for the orderly running of the school ⇨
 - Poses a threat to another student or member of the public or
 - Could adversely affect the reputation of the school

Corporal punishment is not allowed under any circumstances.

We also consider important to involve parents and keep them informed when students have displayed particularly poor, or particularly good, behaviour. Nevertheless, parental consent is not required for detentions.

Sanctions, such as detentions, can be issued by a teacher. Detentions will be issued during the normal school day: from 8:30am until 4:00pm, Monday to Friday. It extends to respectively 17:00 or 18:00 for those students attending after school (doposcuola)

There are different levels which are used to reflect the nature of the behavioural issue. Each Level and type of behavioural issue will be dealt with accordingly.

Level 1	<ul style="list-style-type: none"> • A pupil fails to complete suitable class or prep work (poor work) • A pupil does not meet deadlines (late work) for formative assessment (after first warning/new deadline)
	<ul style="list-style-type: none"> • A pupil shows poor behaviour in any aspect of school life (low level disruptive behaviour, late to class)
Level 2	<ul style="list-style-type: none"> • A pupil does not meet deadlines for summative assessment

	<ul style="list-style-type: none"> • A student mis-behaves in a manner which causes distress to the member of staff and / or other students: Ex. a lack of respect (rude words/attitude) towards a teacher or towards others, repeated disturbance in class, continued being late to class
	<ul style="list-style-type: none"> • Over a period of time a pupil has accumulated several behavioural notes
Level 3	<ul style="list-style-type: none"> • Serious misbehavior: ex. breaking safety school rules, unjustified absences, vandalism • A pupil does infringe Academic Honesty in any form of assessment
Level 4	Suspension. This is used for serious offences.
Level 5	Expulsion

The table below illustrate the consequences of inappropriate behavior and the type of action that must be taken by WINS staff, for different type of misbehavior.

ACADEMIC SANCTIONS: Middle School

Behaviour issue	Sanctions
Level 1	<p>The teacher must frame the boundaries of good behavior*</p> <p>A verbal warning is given.</p> <p>The verbal warning is recorded on MB, visible to parents.</p> <p>Programme Coordinator and AD are informed through MB</p>
Continued Level 1	<p>The student will be put in Behavioral detention (during morning recess time)</p> <p>The incident is recorded on MB, visible to parents</p> <p>Programme Coordinator and AD are informed through MB</p>
Level 2	<p>The teacher must frame the boundaries of good behavior*</p> <p>A verbal warning is given.</p>

	<p>The verbal warning is recorded on MB, visible to parents.</p> <p>Programme Coordinator and AD are informed through MB</p>
Continued Level 2	<p>The student will be put in Behavioral detention (during lunch recess time)</p> <p>The incident is recorded on MB, visible to parents</p> <p>Programme Coordinator and AD are informed through MB</p>
Level 3	<p>The student will be put in Behavioral detention (during lunch recess time)</p> <p>The incident is recorded on MB, visible to parents</p> <p>A meeting with parents will be organized</p> <p>Programme Coordinator and AD are informed through MB</p>

<p>Suspensions and Internal Suspensions (Level 4)</p>	<p>Some breaches of School Rules might necessitate the use of a suspension from School. This option will be used when an offence merits a period of reflection away from School and might include any offence where the safety of other students has been compromised.</p> <p>During internal suspension students will attend only lessons and academic commitments. Restrictions on personal freedom will be put in place, including spending break time in Reception, confiscation of mobile phones and community service replacing any co-curricular activities.</p> <p>There will be no official tariff for the length of a suspension – each case will be considered by Academic Coordinators and Academic Dean.</p>
<p>Expulsion (Level 5)</p>	<p>If a student is awarded three suspensions, then their future at the School may be called into question. If the suspensions are awarded in quick succession (within a School year) and the offences are sufficiently serious then the student may be asked to leave the School.</p> <p>A suspension may also be supported by other sanctions.</p> <p>Expulsion</p> <p>The following are to be considered serious discipline issues, that can lead to exclusion from the school.</p> <ol style="list-style-type: none"> a. Tampering with a fire or safety device or ignoring health and safety rules b. Purchase or consumption of alcohol c. Gambling or betting d. Inappropriate or unpleasant misuse of communication devices e. Theft of property or identity f. Possession or misuse of fireworks, fire-arms, knives

	<p>or other weapons</p> <p>g. Inappropriate sexual behaviour</p> <p>h. Possession, supply or misuse of drugs or substances or paraphernalia of drugs and substances</p>
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Anti-bullying

WINS is committed to providing a safe, caring and friendly environment for all students, therefore any form of bullying is unacceptable. WINS teachers and staff members take responsibility for helping students understand all the different forms bullying can take and the harm it can do and the effects thereof. All incidents of bullying or suspected bullying will be investigated and dealt with appropriately.

Any student who feels they are being bullied or is aware of bullying taking place is encouraged to immediately tell a teacher or a member of staff.

Policy review

The Academic Dean and the School manager are in charge of the policy revision process that involves the Program Coordinators

The Academic Dean, the School manager have drafted the policy on the basis of indications provided by IB documents. Teachers will be asked to provide feedback on the draft, and the policy will be updated accordingly if the input is consistent with IB guidelines and the school vision.

The policy will be revised on a yearly basis and either confirmed as is or modified accordingly. The School Manager and Academic Coordinator will be in charge of approving the new version and sharing it with the school community through the school website and on Managebac.

The most updated version of the policy is made available to teachers and all stakeholders on Managebac.

The policy is also available for teachers on the Managebac Teachers' Group.

The policy was last updated in July 2020