



# Aoba-Japan International School

## *Leading Positive Change*

### **A-JIS Conduct Policy**

This is a revised version of the Conduct section in the 2014/15 family handbook.

#### **Introduction**

A spirit of community shapes the A-JIS experience. We are dedicated to developing global-minded, compassionate, collaborative students inspired to learn so they can *lead positive change in the world*. In doing so we foster five core values in students during their time with us: Global Leadership, Entrepreneurship and Innovation, Effective Communication, Wise Risk Taking, and Effective Problem Solving. We also value and promote the IB learner profile attributes as they align with our core values and mission statement. These are being: Principled, Open Minded, Caring, Risk-takers, Balanced, Reflective, Communicators, Inquirers, Knowledgeable, and Thinkers.

#### **Objective**

The purpose of this guide is to give students, parents, teachers, and staff an overview of our objective to develop and support positive behaviours, self-discipline, and respect among all members of our school community. It also makes clear the roles we all play in maintaining a safe, respectful, and caring environment for all.

#### **Restorative Approaches**

We primarily adopt a restorative approach to support our students to learn from their mis-behaviours.

*... whole-school restorative approaches build healthy school climates by creating space for people to understand one another and develop relationships; when things go wrong, restorative approaches create space to address needs, repair relationships, and heal. Restorative practices provide meaningful opportunities for social engagement that foster empathy and mutual responsibility for the well-being of individuals and the community. Proactive practices intentionally build trust and understanding within the community to ensure a healthy supportive climate and environment. When things go wrong, restorative practices engage those affected and create space so that individuals and communities can effectively identify, understand, and address harms and needs—this facilitates healing.*

Kidde, J. (2017) *Whole-School Restorative Approach Resource Guide: An orientation to a whole-school restorative approach and guide toward more in-depth resources and current research*. Agency of Education, Vermont, USA.



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### **Strategies to Meet Positive Behaviour Objectives:**

To achieve positive behaviours students, parents, teachers, and staff are expected to:

1. ensure that behavioural expectations and agreements are clear
2. be effective role models and implement the learner profiles within our own behaviour
3. have a consistent approach to the adherence to and implementation of the behaviour policy
4. intervene effectively in misbehaviour when it occurs
5. handle behavioural incidents compassionately
6. lead and participate in regular discussions about behaviour at home, during homeroom classes, and lessons
7. foster collaboration between the school, students, and parents in developing lifelong learners
8. report behavioural issues and concerns to the relevant personnel so that they can be recorded through our communication platform

### **Shared Discipline Routine: Minor Misbehaviour and Disruptions**

Minor disruptions are dealt with by teachers within the context of the class. If moderately disruptive or disrespectful behaviours occur we follow a four-level approach:

1. **First instance:** Discuss this issue, making the reason, and possible consequences for continued negative behaviour clear.
  - a. Inform the Grade Core Team members to discuss during the weekly team meeting.
2. **Second instance:** Give a second warning making the reason clear and reiterating while applying initial consequences for continued negative behaviour.
  - a. Report this to the Core Team and record the incident in the communication platform (currently Engage daybook), stating in writing that this is the second instance of this behaviour.
3. **Third instance:** Report the incident to the Core Team and set up a student-teacher conference with the reporting teacher, a member(s) of the core team, and the student(s). The purpose of this meeting is to discuss the issue and set a formal behaviour management plan.
  - a. Record the incident & plan in the Engage daybook and notify all relevant teachers and parents.
4. **Fourth instance:** Report the incident to the Core Team. The Core Team is to then notify leadership and set up a parent-teacher conference with parent(s), a member(s) of the core team, the student, and a member of the leadership team in order to review the initial behaviour management plan and make amendments.



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### **Shared Discipline Routine: Severe Misbehaviours and Disruptions**

Severe misbehaviours and disruptions are dealt with by teachers within the context of the school community. The difference between 'moderately' and 'severely' misbehaviour and disruption are understood in terms of social norms and specific expectations shared by the school community. The level of severity is a matter of professional judgement on the part of the teacher, the Core Team members, and/or the Pedagogical Leadership Team.

When dealing with a serious issue such as reported self-harm and illegal activities teachers are expected to respond based on the steps outlined below:

1. The adults in the school notify the school leadership member immediately.
2. The leadership then informs the Head of School and an internal investigation is conducted.
3. The investigation findings are analysed.
4. Based on the analysis of the findings a decision\* is made by the Head of School or Principal.
5. Parents are informed and a meeting is convened to share the findings a decision with the parent.

\*Depending on the nature of the incident parents may be involved in the decision-making stage.

### **Consequences for severe Misbehaviours and Disruptions: Stand-Down**

A stand-down is when a student is removed from the school for a period of fewer than five (5) days. The Head of School or Principal has the authority to do this. Stand-downs provide the opportunity for the school, student and their families to look at the problem and work together to try and stop the behaviour from happening again. A student will not be stood down simply because they have broken a school rule or misbehaved.



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A stand-down can be used for:

1. continual disobedience (regularly or deliberately disregarding rules or refusing to do as they are told) which is harmful or dangerous to other students and/or members of the school community.
2. gross misconduct (serious misbehaviour) which is harmful or dangerous to other students and/or members of the school community.
3. any situation where the student needs to be temporarily removed from school for the student's own safety or the safety of others while deliberations or an investigation is proceeding.

When a stand-down has been implemented, the Principal will contact the parents to inform them, and then send a formal letter/email regarding the stand-down. Parents can ask to meet the principal, or the Principal may ask to meet with parents. The student can be at the meeting and families may bring a support person, too. The stand-down takes effect the day after the principal's decision is made. In some cases the school will send the student home straight away, however the stand-down officially begins the next day. The student will be able to return to school on the date given in the Principal's letter, but the student may also be required to go to school for guidance and counselling during the stand-down period. The stand-down period can be lifted, shortened or withdrawn by the Principal before it expires.

### **Consequences for severe Misbehaviours and Disruptions: Suspension**

A suspension is the formal removal of a student from school by the Head of School or Principal for a period exceeding five (5) days. The suspension process allows time for an investigation or deliberation that can lead to the cancellation of enrollment. It may be that the head of School will decide to lift the suspension with or without some conditions or extend the suspension with some conditions. As with a stand-down, the Principal must determine whether a suspension is warranted on any of these grounds:

1. continual disobedience (regularly or deliberately disregarding rules or refusing to do as they are told) which is harmful or dangerous to other students
2. gross misconduct (serious misbehaviour) which is harmful or dangerous to other students and/or members of the school community.
3. behaviour that risks serious harm if the student is not suspended.



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The principal may consider what information parents and/or carers can give, but there is no requirement to involve parents and/or carers before a suspension. The Head of School or Principal will immediately inform parents that they have decided to suspend the student and the reason for doing this. Parent will also receive a formal letter/email regarding the suspension, information about the suspension meeting and options on how to attend the suspension meeting. At the meeting, the Head of School or Principal may:

1. lift the suspension without conditions.
2. lift suspension with conditions—the student may return to school full-time but must comply with conditions that are ongoing and reasonable.
3. extend the suspension—the student may not attend school and must comply with conditions that are reasonable.
4. cancel the student's enrollment.

### **Consequences for severe Misbehaviours and Disruptions: Cancellation of Enrollment**

The Head of School has the authority to cancel a student enrollment if the student can not meet the expected student behaviour conditions. The decision to cancel student's enrollment is based on:

1. the findings of the school investigation into the student's behaviour.
2. a lack of compliance by the student to meet the school's behaviour expectations.
3. unsatisfactory progress by the student to meet the conditions set out by the school.

If a student has their enrollment cancelled the family does not receive a refund for the outstanding time remaining during the semester in which the cancellation occurred.

### **Right to Appeal**

As student and/or family have the right to appeal to the A-JIS Board regarding the cancellation of enrollment. Written application to appeal is to be forwarded to the A-JIS Board Chair.