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Good Behaviour Procedure

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1. Introduction

Being happy is probably one of the most common dreams human beings have. Feeling well within ourselves is a common desire. In recent years, we have started to speak about well-being much more. In schools, the philosophy of education goes beyond success in examinations and high-quality teaching. A holistic education gives importance to the well-being of pupils and staff in a school. If a person feels content, self-confident, fulfilled and respected, then they will most probably do better educationally or professionally. A good sense of well-being is achieved when a number of factors, support and services are in place. Behaviour management is one of these factors.

In our school, the general experience of pupil behaviour is a positive one. Most pupils know what is acceptable behaviour and are cooperative, as well as, being supported by their teachers, other school staff and also their families. However, as do other schools, there are moments when the behaviour manifested is not the desired behaviour and thus each school needs to have a clear procedure on the management of behaviour and the promotion of good behaviour.

The procedure is in line with the general aims of the European Schools; to encourage tolerance, co- operation, communication and openness to others both within and outside the school.

This Good Behaviour Procedure forms part of the Well-Being Strategy of the European Schools. Such strategy also includes a procedure in the area of Child Protection, Anti-Bullying, Anti-Substance Abuse and Health and Safety.

2. Definition and Reference to Values of the School

Behaviour is the way one acts or conducts themselves, especially in relation to other persons and/or situations. In schools, we expect all persons to behave well. Pupils' good behaviour is especially important and is a necessary condition to learning. All persons in a school benefit when there is good behaviour. When behaviour is good, learning is not disrupted, teaching can take place and parents have the knowledge that their child is in a safe, supportive environment, while school staff can carry out their duties serenely and productively. In general, in the European Schools, pupils behave correctly. In the instances, where misbehaviour occurs it is important for each school to have clear procedures that are graded in nature in accordance with the severity of the manifested behaviour.

3. Intervention

A Good Behaviour policy should include gradual actions that are taken by the school so that the correction of the misbehaviour so as to engage and propose a learning process for the pupil concerned. It is important to tackle and deal with inappropriate behaviour in an educational manner and in a graded approach in accordance with the nature and severity of the manifested behaviour.

Most elements of misbehaviour will occur in a classroom setting and this is the first place that behaviour management comes into place. In the few cases, where misbehaviour continues, escalates or manifests itself in a severe way, then the consequences of dealing with the situation need to correspond, always having as its ultimate aim an educational value.

Steps to be taken by the school in case of continuous misbehaviour and the intervention of the care team are as follows:

1. The class teacher will communicate the steps with the students involved and their parents will also be notified.
2. The class teacher or educational advisor will discuss the misbehaviour with the students involved and the care team.
3. The educational advisor or school psychologist will discuss behaviour management in the class, and parents will be informed.
4. If the misbehaviour continues, the care team will discuss further steps to be taken.

4. Follow-up

Any situation of misbehaviour necessitates observation and follow-up if needed. School staff know well that at times misbehaviour is often contained, overcome and matters progress smoothly. At other times, misbehaviour can be a symptom of deeper difficulties that need to be monitored and addressed so that each and every child can come to school in a serene manner and learn to develop to their full potential.