(QR CODE to Agenda)

PROMOTING GOOD BEHAVIOUR POLICY

Nursery and primary EEB1

1. Objectives of the policy of promoting good behaviour

This policy aims to create a caring, respectful and safe school climate in which every student can learn, grow and thrive. It is directed at the adults in our school community with pupils at its core.
It is in line with the values of the European Schools: respect, tolerance, responsibility, cooperation and openness to diversity. There is a child friendly version for pupils in the school agenda with pictures.

Its objectives are to:

- Foster a positive climate based on trust, caring, and mutual respect.
- Promote a calm, safe and learning-friendly environment.
- Guarantee every pupil the right to feel safe, respected and protected within the school.
- Encourage responsible behaviour and the active participation of everyone in the life of the school.
- Help pupils make responsible choices and take responsibility for the consequences of their actions.
- Develop students' social and emotional skills, teaching them to express their emotions and resolve conflicts constructively.
- To ensure educational coherence and solidarity between the school and families.
- To guarantee a fair and educational response to inappropriate behaviour, favouring reflection, reparation and dialogue.

2. Guiding Principles

Education before punishment

Every behaviour is a learning opportunity. The objective is to help the student recognise and take responsibility for inappropriate behaviour and to help the student understand, reflect and progress.

Mutual respect and solidarity

All members of the school community — students, teachers, assistants, staff and parents — owe each other respect and kindness.

Adult cooperation at school and at home

All Adults must apply the rules fairly, and consistently, so that students can refer to them with confidence.

Shared responsibility

The proper functioning of the school is based on positive attitudes shared by all.
These expectations apply in every school living space — in the classroom, in the courtyard, in the canteen, in the hallways, and during outdoor activities. Dialogue is privileged at each stage.

Valuing the positive

Good behaviours are recognised, encouraged and valued to promote right choices and to strengthen students' self-esteem and commitment.

Fairness and proportionality

Responses to inappropriate behaviour consider the situation, the age of the student and his or her background.

3. Behavioural expectations / What is good behaviour?

Respect for people

Everyone has the right to respect, regardless of their origins, language, culture, gender or abilities and age.
Hurtful, mocking or discriminatory words, gestures or attitudes are never tolerated.
Disagreements are resolved through dialogue and mutual listening. We are a KiVa school (anti bullying) and promote its values.

Attitude to learning

Students actively participate in activities and strive to do their best.
They listen to instructions; respect speaking time and contribute to a serene working climate.
Error is considered a normal stage of learning and an opportunity to progress and grow

Respect for the premises and the equipment

The spaces of the school are shared: everyone contributes to keeping them clean and orderly.
School equipment, whether collective or personal, is used with care.
Any deliberate damage must be repaired, materially or symbolically.

Safety and well-being

The students move calmly and respect the safety instructions.
They adopt non-violent behaviours, attentive to others and to themselves.
Any situation of discomfort or danger is reported immediately to an adult.

Community spirit

Everyone participates in collective life with respect and solidarity.
The school values cooperation, mutual aid and inclusion.
The good behaviour of everyone contributes to the well-being of all.

4. School Community Commitments

Living together is based on the involvement of all the actors of the educational community.
Everyone, at their own level, has an essential role to play in maintaining a serene and respectful climate.

What is expected of students

Students are encouraged to adopt an active and responsible attitude in the life of the school.

They undertake to:

- Listen, cooperate and participate positively in classroom activities and school life.
- Respect others, adults and peers alike, in their words and actions.
- To welcome differences and contribute to a climate of inclusion and solidarity.
- Take care of the premises, the equipment and the environment.
- Act safely and thoughtfully, following instructions and reporting any dangerous situations.
- Seek to understand and repair their mistakes, rather than running away from responsibility.
- Go to SEN assistant, Psychologist, Assistant Deputy Director, Deputy Director, Supervisor, coach, teacher etc when they need help

What is expected of staff members

Each Staff member is responsible for the framework and the climate of trust within the school.

They undertake to:

- Lead by example through respectful, consistent and fair behaviour.

- Implement caring, structured and clear educational practices.
- To value students' efforts, progress and positive behaviours to strengthen their motivation and self-esteem.
- Promote dialogue, active listening and peaceful conflict resolution.
- Maintain explicit expectations and apply them consistently and fairly.
- Take the time to build relationships of trust and mutual respect with students.
- Collaborate with colleagues and management to ensure a common, consistent and balanced approach to sensitive situations.
- Ensure regular, transparent and respectful communication and collaboration with families.
- Be available and react to pupils' concerns

What is expected of parents

Parents, as adults, are essential partners in the implementation of the promoting good behaviour policy. Each class has parent representatives which can be contacted to help when trying to resolve class behaviour concerns.

They are invited to:

- Support the values of respect, responsibility and cooperation promoted by the school.
- Encourage their children to adopt positive behaviour and to accept the consequences of their actions.
- Maintain an open, constructive, courteous and respectful dialogue with teachers and the educational team (both oral and written) with children's best interest central.
- Trust the school in its educational mission (academic, social and emotional development of pupils) and collaborate in situations requiring joint monitoring.
- Engage in collaborating with external experts if necessary.
- Collaborate with the school to come to appropriate solution together.

5. Dealing with inappropriate behaviour

The school considers that behavioural deviations are part of the learning process.
The adults, at home and at school, accompany the students to understand the consequences of their actions, to repair if necessary and to progress in self-control.

Principles of action

The response to inappropriate behaviour must be educational, proportionate and consistent.
The student is an actor in the repair: he participates in the search for solutions. Behaviour reflection is prioritised.
Dialogue is always privileged before any more formal measures.
Adults, at home and at school, work as a team to ensure consistency in the answers provided with the children's best interest central.
The school communicates with parents as soon as the situation requires it.

Distinguishing between inappropriate behaviour and harassment

Not all inappropriate behaviour is harassment.

Inappropriate behaviour is an isolated act, often impulsive or linked to a one-off conflict. It can be corrected through dialogue, reparation, and learning the rules of mutual respect.

Conflict, on the other hand, is characterized by the repetition of intentional acts (mockery, exclusion, threats, verbal or physical violence) directed against the same person, resulting in an attack on their dignity or well-being.

In a situation of harassment, there is an imbalance of power. These situations require a coordinated intervention by the educational team, in compliance with the procedures established by the school and the principles of confidentiality and protection of the student concerned.

https://www.kivaprogram.net/
https://www.eeb1.com/fr/kiva_eeb1/

Our school actively participates in the KiVa program, a prevention and intervention system against school bullying developed by the University of Turku (Finland). This program aims to promote empathy, collective responsibility and the courage to act in situations of exclusion or bullying.

Response steps for inappropriate behaviours

The interventions follow a graduated logic, adapted to the seriousness and repetition of the facts and according to scale of gravity:

1. A reminder of the rule
   The adult calmly explains the expected behaviour and helps the student understand it.

2. Repair
   The student is invited to repair the harm caused, materially (tidying up, cleaning, replacing) or symbolically (apologizing, doing a favour, helping).

3. Time for reflection
   If the behaviour persists, a moment of hindsight is proposed (supervised break, reflection sheet, individual interview) to identify what happened and how to act differently.

4. Enhanced dialogue
   In the event of a repeat offence or more serious behaviour, a formal exchange is organised between the pupil, the teacher and, if necessary, a member of the management. Parents are informed.

5. Exceptional disciplinary measure
   For serious situations (physical violence, threats, deliberate damage, serious lack of respect), measures may be taken according to the general school regulations. They remain exceptional and always accompanied by educational follow-up.
   1st warning = 1 day of suspension
   2nd warning = 3 days of suspension
   3rd warning = decision made by disciplinary council

See Appendix 1.

Educational Follow up

Each situation is an opportunity to learn how to:

- Recognize your emotions and those of others.
- Identify the consequences of your choices.
- Find strategies to manage conflicts peacefully.
- Strengthen self-confidence and responsibility.
- In particular cases, close attention is paid (to the pupils involved) over a longer period of time.
- Use restorative practice in the classroom in order to move on.

5. Conclusion – A Shared Commitment

The promoting good behaviour policy involves the entire school community: pupils, teachers, assistants, staff and parents.
It is based on the belief that respect, trust and cooperation are the foundations of a harmonious learning environment.

Each adult in the school has the responsibility to set an example, to support with kindness and to value behavioural progress as much as academic progress.
Each student, at his or her level, learns to become an actor in his or her own behaviour and to contribute to the collective well-being.

This policy aims to build a safe, respectful and inclusive school, where everyone can learn, express themselves and grow in a climate of justice, respect and mutual consideration.

The person for overseeing the promotion of good behaviour in our school and to be contacted in repeated/serious cases is the Assistant Deputy Director of Primary of the school site Uccle or Berkendael.

APENDIX 1

OUR GOLDEN RULES



- ✓ **We are gentle –** we don't hurt others, we are kind in gestures and words
- ✓ **We are kind, helpful and show respect to all**
- ✓ **We work hard –** Trying our best and allowing others to learn
- ✓ **We look after property –** we don't waste or damage things
- ✓ **We follow instructions and safety rules**

GOLDEN RULES AND EXAMPLES OF POSITIVE BEHAVIOURS

We are gentle, kind, helpful and respectful towards everyone

What I did 😀	What happens next
🤝 I saw a classmate fall.	I told an adult and I may be asked to accompany my classmate to the infirmary.
🤝 I held the door open for someone.	My act of kindness and respect helps make my school a more pleasant place.
🤝 I take part in the “Playground Buddy” programme.	I help younger P1/P2 pupils and model positive behaviours for them.
🤝 I included someone in my game or group.	Nobody feels left out and everyone can take part.
🤝 I helped a classmate who was sad or alone.	My classmate feels supported and nobody is excluded.
🤝 I respected differences in culture, language or habits.	Our multicultural school remains welcoming to everyone.
💬 I used polite and respectful words.	The atmosphere in the class/school becomes more pleasant for everyone.
💬 I listened to someone who had a different opinion from mine.	Everyone feels respected despite differences.
💬 I noticed a possible bullying situation.	I told an adult and the KiVa team was able to help.

We work seriously and think before we act

What I did 😀	What happens next
💬 I solved a conflict by speaking calmly.	Together we found a peaceful solution.
🧠 I took time to think before acting.	I was able to make a calmer and more responsible choice.
🧠 I tried to understand why I was angry.	I better understand my emotions and can manage them more effectively.
🧠 I recognised my mistake and tried to repair it.	I show that I can take responsibility for my actions and improve.
🧠 I thought about the consequences of my actions.	I make better decisions for myself and others.
🤝 I respected quietness in the corridors or in the canteen.	Others can learn, work and eat peacefully.

We take care of equipment, our school and the planet

What I did 😀	What happens next
🌍 I picked up litter in the playground and put it in the bin.	I respect my school and other pupils notice and do the same. Our school becomes cleaner and more environmentally friendly.
🌍 I was careful not to waste water or paper.	I help protect the environment and respect the school.
🌍 I turned off the lights when leaving the classroom.	We save energy and help take care of the planet.
🌍 I respected the trees, plants and animals around the school.	I help protect nature and biodiversity.
🧼 I left the toilets clean after using them.	Other pupils find a clean and pleasant place to use.

We follow instructions and safety rules

What I did 😀	What happens next
🎯 I respected the rules in the playground.	Everyone can play safely and have fun.
🎯 I encouraged a classmate during a sports activity.	Everyone feels confident to participate.
🎯 I accepted the result of a game without arguing.	Activities remain enjoyable for everyone.
🎯 I played fairly and respectfully.	Games take place in a spirit of respect and good sportsmanship.
🧼 I washed my hands with soap.	I help protect my health and the health of others.
🧼 I coughed or sneezed into my elbow.	I help limit the spread of germs.

What I did 😔	What happens next
I brought a forbidden item to school.	The item will be confiscated, and my parents will be informed. It will not be returned directly to me: my parents will have to come to school to collect it.
I am not respecting the classroom or school rules. I am disrupting the class and preventing my classmates from studying calmly.	I will receive a reminder of the rule and a verbal warning. If my behaviour continues, I will be seated alone at a table or temporarily removed from the classroom (for one lesson, half a day or a full day depending on the severity). I will then continue my work in another class. If it happens again, my parents **and/or** the school management will be informed.
I used intentional physical or verbal violence. I insulted another student. I was disrespectful towards a pupil	I will receive a reminder of the rule and a warning. **AND** I will have to apologise (in writing from P3 onwards) and may be asked to complete a reflection sheet. I may lose part of my break time and carry out a community-service task. In serious or repeated cases, my parents **and/or** the school management will be informed. If my actions are considered bullying, the KiVa team will be involved immediately.
I was disrespectful towards an adult.	I may be excluded from certain activities (for example: playing football, moving around the school alone, or taking on a classroom responsibility). I will have to apologise (in writing from P3 onwards) and complete a reflection sheet. I may lose part of my break time and carry out a community-service task. My parents and the school management **will be** informed.
I stole or damaged material.	I will have to repair or replace what was damaged. I will have to clean or tidy what I messed up. I will have to apologise (in writing from P3 onwards) and complete a reflection sheet. I may lose part of my break time and carry out a community-service task. The school management and my parents **will be** informed.
Behaviours of particular seriousness *(examples: inappropriate use of technology, endangering oneself or others, threats towards a student or an adult, any physical or verbal aggression towards an adult, racism…)* Taken on a case-by-case basis but also including repeated incidents	I will be immediately sent to the assistant of the deputy director to discuss my behaviour. My parents will be contacted. A meeting between the school and my family may be organised. I may be sent home for the rest of the day or sanctioned with 1 to 3 days at home. My participation in a school outing or trip may be suspended. As a last resort, the disciplinary council may be convened.

Each situation will be examined on a case-by-case basis.
In the event of a temporary exclusion, the reintegration into the group is carefully prepared, ensuring the well-being and safety of everyone involved and class restorative practices.