

Eerde Behaviour & Conduct Policy



Coordinator:	Academic Director - Amy Ramsey
Last reviewed:	August 2023
Date for next review:	August 2024

Contents:

Contents:	1
Introduction:	2
Aims:	3
Behaviour Expectations	3
Eerde Community Guidelines - Our 10 Golden Agreements	3
Behaviour Considered Unacceptable	5
Positive Prevention of Negative Behaviour	7
Promoting a Positive School Culture	7
Clear Expectations and Rules	7
Positive Behavioural Interventions and Supports	7
Positive Reinforcement	7
Restorative Consequences and Approaches	8
Restorative Consequences Matrix	8
Restorative Approaches	8
Suspension and Expulsion	9
Classroom rules	9
Drugs, Alcohol, Tobacco and Electronic Cigarettes	9
Dangerous Items - such as weapons	10
Bullying	10
Supporting Students - inc external agencies	10
Local Police Liaison	11
Communication with Parents	11
Reasonable Force	12
Searching, Screening and Confiscation	12
Student Consultation	12
Associated Policies and Publications	13
Appendices	13



Introduction:

At Eerde, our mission is to help students develop into successful, engaged and responsible young adults with strong global connections; in possession of life-long learning skills and friendships forged for life.

We strive to provide our young people with the opportunity to develop academically, athletically, artistically and ethically and to achieve their full potential. Through offering a nurturing environment, in which inquiry based and experiential learning, personal development and diversity are valued, we aim to develop students who have the confidence, ambition and skills they need to make a positive difference.

Our Guiding Statements - We are.....



Confident

We develop confidence in our abilities and ideas, in order to work towards achieving our dreams and future aspirations. We celebrate success and we feel proud of ourselves, each other and our school



Reflective

We identify our strengths and our areas for improvement
We reflect on our actions, our behaviour and our treatment of others



Critical

We examine evidence and use reason to arrive at conclusions.
We question assumptions, traditions, and conventional wisdom
We challenge and innovate, always striving to be independent thinkers



Cooperative

We value our community and strive to work together to help each other fulfil our potential as a school and as individuals
We understand that our community extends beyond the walls of our school to the local community and wider world



Caring

We think of others and care about others' needs. We are friendly, collaborative and build positive relationships
We take care of ourselves and value healthy lifestyles and choices



Balanced

We value personal and social development, as well as academic development
We strive to achieve a healthy balance between those areas of our lives that we value and those we need to develop



Responsible

We are ambassadors for our family, our friends, our school and our community
We consider our impact on the planet and society and strive to be responsible global citizens



Diverse

We seek to understand each other, recognising our similarities and celebrating our differences
We recognise that different values, traditions and customs can all be right, striving for a culture of mutual respect and tolerance



We wish to promote good behaviour at Eerde. In line with our Guiding Statements, we believe that all students should have the opportunity to thrive in an environment which is structured, balanced and safe.

Key to a strong community is promoting positive behaviour and preventing poor behaviour as much as possible. However, when poor behaviour occurs it is important to have in place a system which ensures a consistent and effective approach, at Eerde we believe this should be a restorative approach as much as possible.

The Eerde community consists of students and staff members from across the globe. Many of our students live in our boarding accommodation and so are away from their usual care givers and support network. It is imperative that Eerde looks at behaviour holistically and sets clear expectations which help our students to grow and succeed.

Aims:

- to create an ethos that makes everyone in the school community feel valued and respected;
- to promote good behaviour by forging sound working relationships with everyone involved with the school;
- to promote tolerance and understanding of difference;
- to promote self-discipline and proper regard for authority among students;
- to prevent all forms of bullying among students by encouraging good behaviour and respect for others

Behaviour Expectations

Eerde Community Guidelines - Our 10 Golden Agreements

1. Respect for Self and Others

- a. Treat all individuals with kindness, dignity, and respect, regardless of their background, beliefs, or personal characteristics.
- b. Use inclusive language and avoid engaging in discriminatory behaviour or harassment.

2. Personal Safety and Well-being

- a. Adhere to safety protocols and guidelines set by the school, such as fire safety regulations, curfew, and reporting any potential hazards or concerns.
- b. Take responsibility for personal hygiene, cleanliness, and maintaining a healthy lifestyle.



3. Academic Engagement and Achievement

- a. Attend classes regularly, arrive on time, and actively participate in academic activities and discussions.
- b. Complete assignments and study diligently to achieve personal academic goals.

4. Responsible Use of Technology

- a. Use technology devices and internet resources responsibly, adhering to the school's acceptable use policy.
- b. Respect privacy and refrain from cyberbullying, hacking, or engaging in any illegal activities online.

5. Positive Communication and Conflict Resolution

- a. Engage in open and respectful communication, actively listening to others' perspectives and expressing thoughts and concerns appropriately.
- b. Resolve conflicts peacefully, seeking mediation or assistance from staff when necessary.

6. Personal Accountability and Integrity

- a. Take responsibility for one's actions and choices, recognizing the consequences they may have on oneself and others.
- b. Maintain academic integrity by refraining from plagiarism, cheating, or engaging in dishonest practices.

7. Personal Property and School Resources

- a. Respect personal belongings and school property, not causing damage or theft and ensuring they are used appropriately.
- b. Use shared resources responsibly and considerately, keeping common areas clean and tidy.

8. Celebrating Diversity

- a. Embrace and celebrate the diversity within the school community, showing respect for different cultures and traditions.
- b. Demonstrate inclusive behaviour that is not derogatory, disrespectful, discriminatory or offensive towards any group.

9. Positive Community Engagement

- a. Contribute positively to the boarding school community by participating in After School Activities, volunteering, or supporting fellow students.
- b. Foster a sense of belonging and camaraderie by engaging in collaborative projects and demonstrating teamwork.

10. Compliance with School Policies and Rules

- a. Familiarise oneself with the school's policies, rules, and expectations in the Student Handbook, and adhere to them at all times.
- b. Seek clarification or guidance from staff if any policies or rules are unclear.



These behaviour guidelines are essential for creating a safe, respectful, and conducive learning environment within Eerde International Boarding School. By following these guidelines, students can maximise their learning potential, build positive relationships, and contribute to a thriving and inclusive community.

Behaviour Considered Unacceptable

This list is not exhaustive, but sets out the behaviours we consider unacceptable, as laid out in our **Restorative Behaviour Matrix**. Also see **Student Behaviour Information** for classroom rules, boarding rules and dining room rules.

Behaviour of Concern - lower level behaviour which we seek to avoid
<p>Behaviour in Class</p> <ul style="list-style-type: none">• Lateness• Mild to moderate disruptive behaviour during class• Low level verbal abuse/ swearing• Low level disrespectful, rude or defiant behaviour - such as not listening, failing to follow instructions, unnecessary interruptions etc• Use of mobile phone, headphones, other media devices in class• Food/ drink in class
<p>Behaviour in School</p> <ul style="list-style-type: none">• Littering• Low level verbal abuse/ swearing• Low level disrespectful, rude or defiant behaviour - such as not listening, failing to follow instructions etc• Lateness to a school event• Mild to moderate disruptive behaviour during a school event or activities
<p>Behaviour in Boarding</p> <ul style="list-style-type: none">• Lateness general• Late to breakfast• misuse of electrical devices,• Failure to be in rooms at the agreed times,• Not sleeping at the required times,• Use of phone during dinner,• Failure to keep one's room to acceptable and agreed standards of hygiene and cleanliness,• Failure to keep noise levels to an acceptable level (to the extent it negatively impacts on those they live with),• The bedroom is not tidy enough for cleaners to clean,• Leaving the kitchen or common areas in a mess.• Low level disrespectful, rude or defiant behaviour - such as not listening, failing to follow instructions etc
Seriously Concerning Behaviour - behaviour which is more disruptive and damaging to the school community
<p>Behaviour in Class</p> <ul style="list-style-type: none">• Serious/ persistent disruptive behaviour during class• Using abusive language towards another student or staff member, or otherwise acting with disrespect towards a student or a member of staff• Unexcused absence from class - skipping class• Leaving class without permission



Behaviour in School

- Serious/ persistent disruptive behaviour during school activities
- Using abusive language towards another student or staff member, or otherwise acting with gross disrespect towards a student or a member of staff
- Overt Defiance to Staff
- Low-Level Vandalism - Damaging or defacing other's, boarding or school property
- Taking or use of another person's property without permission
- Gross dishonesty
- Leaving site without permission
- Bullying behaviour (depending on the level of behaviour this could become a Major Concern at the discretion of the School Management)
- Being a bystander to any bullying behaviour.

Behaviour in Boarding

- Being in another person's bedroom without the door open.
- Using abusive language towards another student or staff member
- Low-Level Vandalism - Damaging or defacing other's, boarding or school property
- Taking or use of another person's property without permission
- Gross dishonesty
- Overt Defiance to Staff
- Disrespect to staff or students
- Leaving site without permission
- Bullying behaviour (depending on the level of behaviour this could become a level 3 at the discretion of the School Management)
- Being a bystander to any bullying behaviour.

Majorly Concerning Behaviour - behaviour which has a serious impact on the community and is completely unacceptable

Behaviour in School

- Violence against another student or a boarding parent
- Serious bullying, whether in person or on social media
- Other types of threatening conduct
- Discrimination or discriminatory behaviour
- Seriously irresponsible/ dangerous behaviour which puts individuals or members of the community at risk
- Use, possession or distribution of cigarettes including e-cigarettes.
- Use, possession or distribution of alcohol
- Use, possession or distribution of drugs
- Use or possession of dangerous items such as weapons
- Distribution of indecent or pornographic materials or images
- Engagement in sexual behaviour of any kind
- Theft`
- High-Level Vandalism

Behaviour in Boarding

- Violence against another student or a boarding parent
- Serious bullying, whether in person or on social media
- Other types of threatening conduct
- Discrimination or discriminatory behaviour
- Seriously irresponsible/ dangerous behaviour which puts individuals or members of the community at risk
- Use, possession or distribution of cigarettes including e-cigarettes.
- Use, possession or distribution of alcohol
- Use, possession or distribution of drugs
- Use or possession of dangerous items such as weapons
- Distribution of indecent or pornographic materials or images
- Engagement in sexual behaviour of any kind
- Theft`
- High-Level Vandalism
- Leaving boarding house after hours.



Positive Prevention of Negative Behaviour

Promoting a Positive School Culture

We will foster a positive school culture through various means, including regular community-building activities, celebrations of diversity, and promoting respectful communication and empathy in our Social and Emotional Learning Curriculum. Our staff will serve as role models by displaying positive behaviour and reinforcing pro-social actions through praise and recognition.

Clear Expectations and Rules

We have established clear behavioural expectations and rules that are communicated to all students, staff, and parents/guardians. These expectations will be reviewed periodically to ensure their relevance and effectiveness. Expectations and rules will be consistently applied and enforced across all areas of the school, including classrooms and boarding houses. Part of these expectations is the **10 Golden Agreements**, however, the remainder can be found in the **Eerde School and Boarding Guide**. These are reviewed in partnership with the school community on a regular basis..

Education and Skill Development

We will provide ongoing education and skill development opportunities for students to promote positive behaviour, self-regulation, conflict resolution, and empathy. Tutors, Teachers, and other staff members will incorporate social-emotional learning into the curriculum, focusing on skills such as emotional intelligence, problem-solving, and effective communication.

Positive Behavioural Interventions and Supports

Positive Reinforcement

Engagement with the Eerde Guiding Statements and with our 10 Golden Agreements contributes to a positive community and to successful outcomes for all students. We wish to celebrate positive contributions to our community whenever we can this may be in a number of ways, such as:

- In the moment - we want to celebrate positivity as soon as it happens, therefore staff are encouraged to praise positive contributions as they happen



- Positive behaviour notes in Managebac (our school communication system)
- Positive behaviour emails to students or parents
- Assembly “shout outs” for good work or positive contributions - we maintain a commendations list and give thanks to those making positive contributions every Monday in assembly
- Achievement Awards each term for those who have really made an effort or achieved significantly well

Restorative Consequences and Approaches

Restorative Consequences Matrix

In instances where a student’s behaviour damages the learning environment in the classroom or the boarding house community, the **Restorative Behaviour Matrix** will be utilised when addressing the behaviour. The matrix outlines a range of restorative consequences based on the severity and nature of the behaviour, emphasising the opportunity for growth, learning, and repair. In line with our **Safeguarding and Protection Policy**, should any behaviour be caused by underlying child safeguarding concerns addressing these will take priority.

All behaviour is logged to ensure patterns in behaviour can be collected and identified.

Restorative Approaches

Restorative Approaches will be implemented to address any harm caused by negative behaviour, focusing on repairing relationships, understanding the impact of actions, and promoting accountability.

Restorative practices may include mediation, circles, restorative conferences, and structured conversations, involving all parties affected by the behaviour. Staff and Peer Mentors will receive annual training to ensure they have developed the skills to conduct these interventions.

Restorative Reflections

When a student behaves in a way that contravenes our **10 Golden Agreements**, this requires time and support to help them reflect on what caused this behaviour so they can learn the alternative options open to them in the future. Students will then be required to spend a minimum of 20 minutes with the member of Staff witnessing the behaviour, their Tutor, Course Coordinator or Boarding Mentor to complete a Restorative Reflection which centres around questions in both cognitive and restorative behaviour theory.



Suspension and Expulsion

For very serious incidents and repeated inability to act in accordance with the **10 Golden Agreements** it may be necessary for the Management Team to consider suspension or permanent exclusion from the school.

Classroom rules

At Eerde, teachers should exercise their own good judgement in controlling student behaviour within the classroom. However, in general the following principles should be adhered to:

- Teacher should ensure that all individuals are recognised and respected within the classroom
- Teachers should ensure that all students are able to experience success
- Teacher should ensure that students are engaged in inquiry based, student-centred learning activities
- Teachers should ensure that students arrive on time, and that they not be permitted to leave class in order to procure drinks or snacks
- Teachers should ensure that students only use electronic devices to enhance learning

Drugs, Alcohol, Tobacco and Electronic Cigarettes

Drug and alcohol education is delivered through the tutor programme at Eerde, it encourages students to be aware of the risks and take their own safety and wellbeing seriously. For students suffering from addiction or substance misuse issues the school will aim to support and help as much as possible. However, we must consider the wellbeing of the whole community.

Therefore, at Eerde IBS we do not accept the use or possession of illegal drugs or substances, alcohol, electronic cigarettes or any tobacco or nicotine products.

Students who possess, distribute, have used or use these items at school are immediately referred to the Academic Director. In the first instance the wellbeing of the individual is considered as paramount and a supportive approach is adopted. We understand that for many young people substance abuse is a coping mechanism for emotional distress and mental health concerns. In order to target the underlying cause, and to avoid repeat concerns, it is possible that we may adopt one or more of the following strategies:

- An education programme - external or internal
- Counselling and support services
- Restorative meetings and reflections



- Referral to rehabilitation services
- A personalised behaviour plan
- Close contact with parents and carers

Continued concerns, major infractions distribution to others or addiction issues considered too severe to be handled by the services on offer in school may lead to Eerde requesting that a student leave the school.

Eerde may choose to confirm suspicion of substance use or to support recovery through substance use testing. If this route of action is taken tests may include: breath analyser, urine test, hair sample test. We also reserve the right to conduct room searches and search lockers and belongings if it is suspected that dangerous items or substances are in a student's possession.

Dangerous Items - such as weapons

The safety of students at Eerde IBS has top priority.

Weapons, replica weapons and items resembling weapons as well as fireworks are prohibited on school grounds and activities/outings organised by the school. Objects of this category are confiscated immediately and the student will be subject to disciplinary action.

Bullying

One of the principles of Eerde International Boarding School (Eerde) is that our students can feel safe, confident and enjoy their journey of becoming lifelong learners. As such, Eerde does not tolerate bullying and we make it clear that the school is a place where the students are important and respected, seen, challenged and heard.

Bullying of all types is not acceptable whether it be physical, verbal, digital/virtual or emotional. Anyone who witnesses bullying has an obligation to report it to a member of staff and anyone who feels they are being bullied should speak to a member of staff they feel comfortable with so the situation can be addressed.

See - ***Eerde's Anti-Bullying Policy***

Supporting Students - inc external agencies

Eerde appreciates that often behaviour issues can be an indication of other, underlying, welfare issues. Therefore we also seek to support our students as much as possible with any issues they may be having.



Our Committee for Student Support and Safeguarding maintains a register of those students posing a cause for concern and support plans which may need to be in place. The committee liaises closely with teaching and management staff to ensure a holistic approach to behaviour monitoring.

Eerde also has in place a Tutor Programme which promotes personal development and preventative education, offering an additional level of pastoral support.

Where required, Eerde may seek the assistance of outside agencies to respond to behaviour, special educational or welfare needs of students. We currently work with a provider called Breintje Beer and may seek expertise from other providers where directed by parents or where Breintje Beer are unable to provide assistance.

Local Police Liaison

Eerde is connected with the local Ommen Police Department and has specific officers allocated to give advice, offer preventative support, attend the school in any such cases where they may be required etc. The school aims to work closely with the police liaisons in order to ensure that any issues can be dealt with swiftly and efficiently and within the confines of Dutch law. We may call on the police to support in such cases as:

- Illegal behaviour/ offences
- Searching or confiscation - where necessary
- Advice on preventative measures - such as talks with students

Details of our Police Liaison can be found in the Eerde Safeguarding and Child Protection Policy.

Communication with Parents

General behavioural information is shared with parents as part of the termly reporting process. Parents also have access to Managebac, and are able to check in on their child's behavioural record as and when they wish.

Where behaviour becomes a serious concern the Course Coordinator or Academic Director may invite parents to engage in a more formal discussion about their child's behaviour, with a view to combining efforts to support positive improvements.



When a student is subject to a suspension or permanent exclusion, parents will be contacted immediately for discussion and a formal letter will be sent to them detailing what has taken place and the measure being taken.

Reasonable Force

Eerde wishes to avoid the use of reasonable force, if at all possible. However, if the need should arise, details of how and when it can be used are laid out in ***Eerde Behaviour & Conduct Policy_Appendix 8 Reasonable Force***

Searching, Screening and Confiscation

In certain cases it may be necessary to search students or their belongings and to confiscate items which may pose a threat to themselves, other students, staff or the school more generally. Details of Eerde's procedures for this can be found in ***Eerde Behaviour & Conduct Policy_Appendix 9 Searching, Screening and Confiscation***

Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Council (which will meet regularly and also be consulted by the Academic Director)
- An appointment system and means of contact with the Academic Director and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or and social issues)
- Open Class discussion (on a variety of matters relating to the school and/or and social issues)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends Eerde International Boarding School will be encouraged and given the opportunity to provide feedback on every aspect of school life during their time with us.

A separate policy exists for student consultation which explains these processes in more detail.



Associated Policies and Publications

This policy has been written with reference to and in accordance with the following policies and publications:

- Eerde IBS Anti-Bullying Policy
- Eerde IBS E-Safety Policy
- Eerde IBS Safeguarding and Child Protection Policy
- Eerde School and Boarding Guide
- Eerde IBS Personal Development, Extra-Curricular and Enrichment Policy
- Eerde Role of the Tutor

Appendices

- Eerde Behaviour & Conduct Policy_Restorative Behaviour Matrix v1.1
- Eerde Behaviour & Conduct Policy_Student Behaviour Information
- Eerde Behaviour & Conduct Policy_Searching, Screening and Confiscation
- Eerde Behaviour & Conduct Policy_Reflection Form v1.1
- Eerde Behaviour & Conduct Policy_Reasonable Force

