



PREMJERS
international school

BEHAVIOUR POLICY

Primary Years Programme (IB PYP)

| Approved **August 2025**

INTRODUCTION

International School Premjers is an IB World School authorized to offer the IB Middle Years Programme (MYP) and the IB Diploma Programme (DP), and is a candidate school for the IB Primary Years Programme (PYP). The addition of the IB PYP to our educational offer allows for a coherent and successive educational experience for our students by providing a seamless transition from primary to secondary education, fostering continuity in learning, and ensuring the development of well-rounded, globally-minded individuals who are equipped with the skills and knowledge needed to excel in the IB Middle Years Programme (MYP) and beyond.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

INTERNATIONAL SCHOOL PREMJERS MISSION STATEMENT

At International School Premjers, we are committed to providing a comprehensive and rigorous secondary education that nurtures inquiring, knowledgeable, and compassionate young people.

Our mission is to help our students grow into lifelong learners who embrace intercultural understanding, reflect on themselves, and strive to create a more just and inclusive world.

Through academic excellence and personal development, we empower them to overcome challenges, respect diverse perspectives, and actively contribute to a humane and equitable global community.

VISION

We are able to contribute to the diversity and peace in the world as responsible global citizens equipped with good knowledge, showing care and compassion, promoting innovative ideas and committed to making a difference.

CORE VALUES

To envision and to accomplish the mission of our school, we have our core values:

- open-mindedness
- collaboration
- respect
- taking action
- appreciation

Philosophy

At International School Premjers (ISP), we believe that positive behaviour is foundational to academic excellence and personal growth. In alignment with our mission to nurture inquiring, knowledgeable, and compassionate young people, our Behaviour Policy promotes respect, responsibility, intercultural understanding, and reflective practice.

As an IB World School offering the Primary Years Programme (PYP), we recognize that behaviour development is part of learning. Students are guided to become:

- Reflective and self-aware
- Respectful of diverse perspectives
- Responsible global citizens
- Compassionate and principled individuals

At ISP, behaviour education is about shaping principled, compassionate, and reflective young people. Our approach emphasizes restorative practices, proactive guidance, and character development.

Through partnership, guidance, and shared responsibility, we create a safe, caring and respectful school environment where every child can thrive and contribute meaningfully to a diverse and peaceful world.

Purpose

The purpose of the Behaviour Policy is to promote good behaviour by clearly defining the boundaries between acceptable and unacceptable behaviour and the relevant rewards and disciplinary procedures that may be applied. By establishing and maintaining a safe, caring and respectful school environment in which everyone is happy, secure, and valued, we ensure that all members of the School community can flourish. Furthermore, the Behaviour Policy will develop an awareness of how students' personal actions affect others and the overall School community.

This policy applies to all students in the PYP.

Behaviour Expectations

Students are expected to demonstrate respect, open-mindedness, responsibility, and appreciation.

1. Students must understand, respect, and take responsibility for following the School Internal Regulations, including the Positive Behaviour Rules, daily routine, and Computing Code of Conduct.
2. The School does not tolerate bullying either physical, verbal, cyberbullying, or social exclusion. We actively teach empathy, digital citizenship, and responsible communication. Any bullying must be reported immediately. All reported incidents are investigated promptly and seriously, and are handled confidentially.

3. We teach our students to respect themselves and others; respect cultural, linguistic, and individual differences; respect school property and the environment, including the classroom learning environment, the school surroundings, especially shared areas.
4. Students are encouraged to build respectful and trusting relationships with ISP staff and accept appropriate guidance and authority. Students are expected to listen actively to others, accept different viewpoints, and engage in dialogue respectfully.
5. Students are expected to develop self-discipline and organisational skills by arriving prepared and on time.
6. Students are expected to work cooperatively in groups, resolve conflicts peacefully, support peers in learning, make thoughtful choices, and reflect on behaviour and its impact.
7. Students are expected to demonstrate appreciation by expressing gratitude, recognizing others' efforts, celebrating diversity, and achievements.

Essential Agreements

At ISP, we believe that students take greater ownership of their behaviour when they actively participate in creating shared expectations. In alignment with the IB PYP philosophy, each class collaboratively – students and teachers - develops Essential Agreements which reflect the school's Mission, Vision, Core Values, and promote respect, collaboration, open-mindedness, and responsible action. They are displayed in classrooms, revisited regularly when necessary, and serve as a reference point for reflection and conflict resolution.

Through this process, students develop agency, accountability, and a shared understanding of how their choices impact the learning community.

Reflection Forms

Reflection is a key element of the IB PYP and an essential part of behaviour development. When students do not meet agreed expectations, they are asked to complete a Reflection Form as a restorative learning tool.

Reflection Forms:

- Encourage students to describe what happened
- Help students identify which Essential Agreement was not upheld
- Support students in understanding how others were affected
- Guide students in identifying strategies for improvement
- Promote responsible action to repair harm
- Reintegrate positively into the community

Reflection Forms are not punitive; they are structured opportunities for students to think critically about their behaviour and make positive changes. Parents are informed when reflection becomes part of a repeated behaviour concern.

This process reinforces our commitment to nurturing reflective, principled, and compassionate learners who strive to contribute to a respectful and inclusive school community.

Alignment with the ATL skills and IB Learner Profile

Behaviour development is closely connected to the Approaches to Learning (ATL) skills, particularly social skills, self-management skills, and communication skills, as well as the IB Learner Profile attributes. Students are encouraged to be:

- **Principled** – Acting with integrity and honesty
- **Caring** – Showing empathy and compassion
- **Reflective** – Considering their actions and learning from them
- **Open-minded** – Valuing different cultures and perspectives
- **Balanced** – Managing emotions and behaviour appropriately

Teachers explicitly develop the ATL skills, teach and model these attributes across all Units of Inquiry.

Positive Behaviour Rules

At International School Premjers, our Positive Behaviour Rules are organized around three key guiding principles: **Be Safe**, **Be Responsible**, and **Be Respectful**. These simple and consistent expectations provide a shared language for behaviour across all learning environments, including classrooms, playgrounds, common areas, and online spaces.

	Be Safe	Be Responsible	Be Respectful
In the Classroom	<p>When entering the classroom, calmly go to your seat.</p> <p>Keep only what is necessary for the lesson on your desk: notebooks, textbooks, writing materials.</p> <p>Keep your bag next to your desk so that the aisle remains clear.</p>	<p>Come to class prepared (all homework completed).</p> <p>Control your behaviour and emotions.</p> <p>Leave your workspace clean and organized.</p> <p>Throw rubbish in the bin.</p>	<p>Arrive before the lesson begins.</p> <p>Speak politely and calmly, and only when given permission.</p> <p>Listen carefully to your classmates and your teacher.</p>
In the Hall	<p>Walk calmly. Do not run.</p> <p>Play games only in appropriate places.</p> <p>Sit on chairs and poufs.</p> <p>Use the calming corner for its intended purpose.</p>	<p>Follow and maintain order.</p> <p>Treat toys, board games, and other school property with care.</p> <p>Throw rubbish in the bin.</p>	<p>Greet all adults and students you know.</p> <p>Treat national and school symbols with respect.</p> <p>Speak politely with teachers, technical staff, and classmates.</p>
In the Dining Room / Cafeteria	<p>Wash your hands before eating.</p>	<p>Maintain order at the table.</p>	<p>During breaks, stay in the dining room / cafeteria only to eat.</p>

	<p>Upon entering the dining room / cafeteria, calmly go to your seat.</p> <p>Eat calmly and quietly.</p>	<p>Take empty dishes to the designated area.</p>	<p>Stand at the end of the line.</p> <p>Respect the work of cafeteria staff (maintain cleanliness).</p> <p>Express gratitude.</p>
In the Cloakroom	<p>Leave outerwear in the designated place.</p> <p>Have a change of shoes.</p> <p>After changing clothes, leave the cloakroom.</p>	<p>Take and use only your own belongings.</p> <p>Give found items to the school staff or place them in the “Lost and Found Box”.</p>	<p>Greet when entering and say goodbye when leaving.</p> <p>Follow staff instructions.</p> <p>Respect your own and others’ property.</p>
In the Lavatory	<p>Use the lavatory for its intended purpose.</p> <p>Stay in the lavatory only when necessary.</p> <p>Keep floors dry.</p>	<p>Leave it clean and tidy.</p> <p>Use lavatory supplies and hygiene products appropriately.</p>	<p>Wait outside if it is occupied.</p> <p>Respect the work of technical staff (maintain cleanliness).</p>
In the Library	<p>Enter and leave quietly.</p> <p>Keep food and drinks outside the library.</p>	<p>Use your time in the library fully for studying, personal development, or work.</p> <p>Respect every reader’s needs and opinions; maintain silence and order.</p>	<p>Take care of school property – books and workbooks.</p> <p>Handle books with care.</p>
In the Gym	<p>Change clothes calmly in the changing room only.</p> <p>Use sports equipment only with the teacher’s permission.</p> <p>Follow the sports teacher’s instructions.</p>	<p>Use sports equipment only for its intended purpose.</p> <p>After the lesson, return and organize the equipment.</p> <p>Wear appropriate sports clothing.</p> <p>Take and use only your own belongings.</p>	<p>Respect other students’ different abilities during physical activities.</p> <p>Show good sportsmanship - win or lose with dignity.</p> <p>Be quiet when the teacher is speaking.</p> <p>Change clothes after the sports lesson.</p>
In the Computer Lab	<p>Enter and leave the computer lab calmly.</p> <p>Keep food and drinks outside the computer lab.</p>	<p>Use computers and digital devices only with the teacher’s permission and for learning purposes.</p>	<p>Handle all equipment with care and use it for its intended purpose.</p> <p>Respect school property and shared resources.</p>

	<p>Use electrical equipment safely and do not touch cables or plugs without permission.</p> <p>Report any technical problems or damage to the teacher immediately.</p>	<p>Log in using your own account and keep your passwords private.</p> <p>Follow the Computing Code of Conduct.</p> <p>Visit only approved websites related to your task.</p> <p>Shut down the computer properly after use.</p> <p>Leave your workspace clean and organized.</p>	<p>Respect others' work - do not access, copy, or change another student's files.</p> <p>Communicate politely and appropriately in all digital environments.</p> <p>Follow the teacher's instructions and listen when others are speaking.</p> <p>Be mindful of others' learning by keeping noise levels low.</p>
In Transport	<p>Board through the middle and/or rear doors.</p> <p>Exit through the front door.</p> <p>While the vehicle is moving, remain seated or standing still.</p>	<p>Pay for the journey on time or show your e-ticket.</p> <p>Maintain order.</p> <p>Look after your belongings.</p>	<p>Treat others with respect.</p> <p>Offer your seat to elderly people, mothers with children, and people with disabilities.</p> <p>Speak quietly.</p>
On the Stairs	<p>Walk carefully, watching your step.</p> <p>Hold the wall or handrail.</p> <p>If there is congestion, wait aside.</p> <p>After cleaning, stairs may be slippery - walk slowly and carefully.</p> <p>Running, jumping, or pushing on the stairs is dangerous and may cause injury.</p>	<p>Remember to walk slowly and carefully without pushing others or falling.</p>	<p>Be cautious if younger students are ahead of you.</p> <p>Let younger students pass first, then proceed.</p>
During Assemblies and Gatherings	<p>Enter and leave the assembly area calmly and quietly.</p> <p>Walk carefully and remain in designated areas.</p> <p>Sit appropriately and keep aisles and exits clear.</p>	<p>Arrive on time and prepared.</p> <p>Listen attentively to speakers and presenters.</p> <p>Participate appropriately when invited.</p>	<p>Show respect to speakers, performers, guests, and peers.</p> <p>Applaud appropriately to acknowledge effort and achievement.</p> <p>Maintain silence while others are speaking or performing.</p>

	Follow teachers' and staff members' instructions at all times.	Remain seated unless permitted to move. Represent the school positively during internal and external events.	Use polite language and positive body language. Demonstrate appreciation for the contributions of others.
In the Playground	Play safely and follow playground rules at all times. Use playground equipment only for its intended purpose. Wear appropriate clothing and footwear for outdoor play. Stay within designated play areas. Inform a teacher immediately if someone is hurt or if there is a problem. Avoid rough play, pushing, or dangerous behaviour.	Follow the instructions of teachers. Take turns and share equipment fairly. Return equipment to its proper place after use. Keep the playground clean and dispose of litter in bins. Solve minor conflicts calmly or seek adult support when needed.	Include others in games and activities. Use kind and appropriate language. Respect others' space, feelings, and ideas. Show good sportsmanship - win or lose with dignity. Care for school property and the natural environment.

Positive behaviour will be recognized and celebrated in several ways:

- Positive oral and written feedback from teachers
- Celebration and acknowledgment during school events
- Award certificates presented at the End-of-School-Year Ceremony

Community Agreements – Positive Consequences

At International School Premjers, Community Agreements are developed collaboratively to promote a safe, respectful, and supportive learning environment. When students consistently uphold these agreements and demonstrate positive behaviour aligned with our core values, their efforts are recognized and celebrated.

Examples of Positive Behaviour in Action	
Respect for others:	<ul style="list-style-type: none"> • Greeting others • Praising others • Helping others • Welcoming and caring for new students

	<ul style="list-style-type: none"> • Reporting bullying
Respect for self:	<ul style="list-style-type: none"> • Being truthful • Independently dressing/undressing • Being principled when conflicts arise
Respect for Learning:	<ul style="list-style-type: none"> • Demonstrating appropriate behaviour in/outside of classrooms • Demonstrating appropriate use of technology
Respect for Property	<ul style="list-style-type: none"> • Storing belongings in an appropriate place • Picking up trash • Helping sort trash • Reporting damage in the school building, on its territory, to facilities and/or equipment • Reporting theft • Placing found items to the “Lost and Found” box, or returning them to a teacher, the school office, or a student

Community Agreements – Negative Consequences

When Community Agreements are not upheld, consequences are applied in a fair, consistent, and restorative manner. At International School Premjers, negative consequences are intended to guide learning and reflection rather than punish. Students are supported in understanding the impact of their actions, taking responsibility, and repairing any harm caused.

Three Levels of Incident

	Definitions and Examples	Response
Minor Behaviour Concerns	<p>A one-off or atypical behaviour that didn't result in serious harm to self, others or property and which occurred spontaneously.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Being late • Disrupting the learning process • Incomplete work • Minor disrespect (teasing, gossiping, not respecting one's work and the work of others) • Being dishonest • Not following classroom essential agreements • Bringing games / toys / electronic equipment that is not permitted 	<ul style="list-style-type: none"> • Verbal reminder (up to 3) • Restorative conversation • Reflection form • Informing parents (via email, phone, or in person)

	<ul style="list-style-type: none"> • Unpermitted use of mobile phones in school • Littering 	
Repeated or Moderate Concerns	<p>A behaviour which might be repeated or which shows a degree of premeditation and which results in more serious harm to self, others or property.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Repeated disruption • Plagiarism or cheating in assessments • Inappropriate language • Minor peer conflict (pushing, shoving, rough play, scratching, tripping, throwing objects, touching without consent) • Inappropriate touching of self / others 	<ul style="list-style-type: none"> • Restorative conversation • Reflection form • Informing parents (via email, phone, or in person) • Individual Behaviour Agreement between a student and a teacher with monitoring • Temporary loss of privileges
Serious Behaviour Concerns	<p>A behaviour which causes severe damage to property or to others and which shows disregard for the safety and wellbeing of others.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Bullying • Physical aggression (fighting, biting) • Defiant behaviour - for example answering back or refusing to follow adult instructions • Social exclusion, discrimination or intimidation • Verbal or online harassment • Insulting comments about intelligence, size, ability, race, colour, religion, gender, physical appearance, ethnicity or sexuality 	<ul style="list-style-type: none"> • Immediate intervention • Meeting with school leadership/governing body • Informing parents (via email, phone, or in person) • Formal Parent Meeting • Behaviour Monitoring Plan • Suspension (internal or external, depending on severity)*

	<ul style="list-style-type: none"> • Using/possessing objects that could cause serious injury • Damage to property (broken windows, table scratches, writing on walls and other objects, defacing bathroom or other areas, etc.) • Deliberately damaging property of others • Stealing 	
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All incidents are documented appropriately. Damaged property will result in a bill to the family of the student at fault.

*** Internal Suspension**

The student may be internally suspended, meaning they are temporarily removed from regular classes and supervised in a designated area within the school. During this time, the student completes assigned academic work and participates in a structured reflection process. Parents are formally notified. A reintegration meeting is held before the student returns fully to class.

*** Removal from School for the Day**

In cases of serious misconduct, the student may be sent home for the remainder of the school day. Parents must immediately collect their child and attend a face-to-face meeting with the PYP Coordinator, Head of School, and/or a member of the governing body and the counsellor to determine next steps.

*** External Suspension**

The student may be externally suspended from school for one to three days, depending on the severity of the behaviour. A formal behaviour and reintegration plan will be developed prior to the student's return.

*** Expulsion**

As a final step, expulsion may be considered in cases of severe or repeated misconduct that significantly threatens the safety or wellbeing of the school community. This decision is made on a case-by-case basis by the Head of School in consultation with senior leadership and the members of the governing body.

All procedures are implemented in alignment with the School's Safeguarding and Child Protection Policy, ensuring student dignity, confidentiality, and wellbeing at all times.

Support for Staff

Behaviour data is reviewed regularly by the PYP Coordinator, school counsellor and pedagogical leadership team to identify patterns and inform proactive strategies. The school counsellor will offer strategies for specific students. The pedagogical leadership team is available to support staff members to address particular students or parents. Quarterly meetings of teachers with the PYP coordinator will identify patterns of behaviour across subjects and colleagues can offer strategies that are working for them.

Policy Review

This policy will be reviewed annually to ensure alignment with:

- The IB PYP philosophy
- International School Premjers Mission, Vision and core Values
- Best practices in international education.

Students may contribute feedback on behaviour expectations through class meetings and student council discussions.