

Living together in our BMIS Primary Community

At BMIS, living together as an international community is a learning opportunity to help us become tolerant, principled and lifelong learners. We believe that to achieve our goals, we need to promote a safe and caring environment that promotes wellbeing. Citizenship and international-mindedness underpins the IB programmes and is brought to life in classrooms through the Learner Profile.

Behaviour

In order to create a safe and caring environment for students, teachers and parents in our community, Primary has developed an inclusive behaviour policy, based on the work by Lee Canter's Assertive Discipline® philosophy as well as our Primary essential agreement guidelines. Both highlight the importance of rights and responsibilities and are fundamental to our Behaviour Policy.

The relationship between rights and responsibilities is pivotal to behaviour expectations for our PYP students. To preserve these rights for everyone, it is necessary for us to uphold and honour our responsibilities. It is through choice, reflection and action that we will develop life skills, as well as attitudes and attributes, from our IB Learner Profile which are necessary, inside and outside the school community.

PYP teachers and students work together to build classroom essential agreements that are consistent and aligned with the BMIS Golden Rules.

Teachers, students, parents and administrators are committed to working together to address disciplinary matters with the aim to help students develop strategies to self-regulate behaviour and take responsibility for their chosen actions.

The following rights guide our Behaviour Policy:

- ★ To learn, teach and express him or herself without being interrupted
- ★ To be able to play, work, read, study, teach or spend time quietly and peacefully without unwelcome interference
- ★ To be treated fairly, and have their feelings and cultures respected
- ★ To look after and protect our belongings and environment

We believe discipline is best dealt with in a positive way. We encourage the BMIS community to hold high expectations of student's behaviour and to promote our Golden Rules

We are honest at all times

We respect each other, use appropriate language and listen to each other

We reflect on our learning and our behaviour; we learn from our mistakes

We accept responsibility for being organised, ready for class with appropriate resources and on time

We collaborate to find solutions to our conflicts

Anti-Bullying

Bullying involves repeated action, abuse of power and an intention to cause harm. There have been many attempts at a definition but the one we at BMIS have settled on is Johnstone, Munn and Edwards (1991).

“Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else.”

We understand that most harm caused by bullying is preventable. We foster the development of lifelong skills and empower our students by increasing their self confidence, and helping them to develop positive peer relationships. We continuously guide our students in their development of making choices and how consequences affect ourselves as well as our environment.

In Primary we believe all human beings are compassionate by nature; our behaviour is shaped by our choices and our understanding of others. We learn from our mistakes, giving us the opportunity to succeed. Therefore, conflict resolution strategies are put in place to meet the needs of all parties involved in a conflict. As a whole section, we work together to empower all personnel to assist children in dealing with minor conflicts as they arise.

We provide our children with the space and support to be able to express what is bothering or hurting them in a particular situation. We also teach students strategies to stay in touch with their emotions, find ways to identify how they would like to be treated, and safely express themselves. These conflict resolution strategies, allow students to express these ideas and come to agreements that promote harmonious relationships.

As a Primary school we created an Anti-Bullying pact. We have committed to the following;

WE PROMISE TO...

Make friends with those who are being left out.

Care for others and not be passive bystanders.

Get help from an adult we feel comfortable with.

Stand together to make good changes and stop any bullying in our school

Parent Support

If you notice anything out of the ordinary please let us know. Together we can support and guide our children.

Some points that parents should look for:

- Patterns of absences
 - Reluctance to go to school/use school transport
 - In younger children, constantly saying their tummies hurt
- Tearfulness, bruising, torn or dirty clothing.
- Belongings missing, asking for extra money.

- Volatility of moods.
- Aggression towards siblings or other children in their class
- Change in friendship patterns.
- Dip in academic progress.

Possible ways to support

<i>Strategies Teachers and Parents can use for a Victim</i>	<i>Strategies Teachers and Parents can use for Bullies</i>
<ol style="list-style-type: none"> 1. Assure the victim that efforts will be made to stop the bullying. 2. Reassure the victim that the bully's actions are unacceptable. 3. Ensure that the victim does not believe the taunts of the bully. 4. Give the victim feedback about the action that has been taken. 5. Listen, observe, and do not increase the stress on the victim by demanding details, information etc. 6. Create a climate of trust where pupils can 'tell.' 	<ol style="list-style-type: none"> 1. Ensure that the bullies are quite sure that their behaviour is considered unacceptable Make sure that the bully knows what sanctions will be applied if a further instance of bullying occurs. 2. Explore the bullies' reasons for the bullying. 3. Support the bullies in their attempts to change their behaviour. 4. Investigate the possibility that the bully is compensating for some perceived inadequacy. 5. Engage them in social skills training. 6. Ensure adults act as appropriate role models.

Ongoing Procedure

<p>STEP 1 - First instance of bullying reported</p>	<p><i>The first response to an act of bullying is the responsibility of the adult who witnessed it. Teacher's discretion should also be used when dealing with the first occurrence.</i></p> <ul style="list-style-type: none"> A. Class teacher will talk with the students involved. B. In Primary, PYP Co, head teacher will be tasked with dealing with the issue. C. Incident reported on Managebac to keep a record of patterns in behaviour D. Consequences given to students (Based on Behaviour policy) E. Parents notified.
<p>STEP 2 - Second instance of bullying reported</p>	<p><i>Repeated behaviour - A pattern is beginning to take place</i></p> <ul style="list-style-type: none"> A. Victim - Counselling B. Bully to be seen by the PYP Coordinator and head teacher. Parents of both bully and victim notified. C. Bully and his parents sign contract that warns of any repeat will result in possible suspension. D. Incident logged on Managebac
<p>STEP 3 Third instance of bullying</p>	<p><i>Repeated behaviour - Pattern has been consolidated, further immediate actions to be taken</i></p> <ul style="list-style-type: none"> A. Head Teacher meets with parents of both parties <ul style="list-style-type: none"> a. Parents present during bully's interview <ul style="list-style-type: none"> i. Review signed contract ii. Identify sanctions to be enforced b. Parents present during victim's interview <ul style="list-style-type: none"> i. Counselling ii. Strategies to cope with emotional issues B. Incident logged on Managebac
<p>STEP 4 Fourth instance of bullying</p>	<ul style="list-style-type: none"> A. Referral to the Director. B. Exclusion from school