



SEEH Good Behaviour Policy

Primary Cycle
(Nursery and Primary)

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1. Introduction and objectives

This policy has been developed with the intention of providing a comprehensive set of guidelines for pupils, teachers, parents/legal representatives and to clarify the measures in place in order to guide the pupils.

The policy follows the general aims of the European Schools: to encourage tolerance, co-operation, communication and openness to others both at school and outside school. It describes our expectations and general principles in terms of behaviour management, the systems and processes that are in place to promote and manage behaviour, and the tools that are available to make this possible.

The Good Behaviour Policy, inspired by the Brussels III policy, is in line with the document 'Pupil's Well-Being Policy Framework of the European Schools' ([Ref.: 2022-01-D-6-en-2](#)) approved by the Board of Governors in April 2022.

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 talk about well-being much more. In schools, the philosophy of education goes beyond success in examinations and high-quality teaching. A holistic education values the well-being of pupils and staff at school. If a person feels content, self-confident, fulfilled and respected, then they will most probably perform better educationally at school or professionally at work.

At our school, over the years, a number of initiatives and projects have been implemented in the area of well-being. The next step is to have a clear policy framework encompassing key areas that are intrinsically linked to well-being.

The document explains the code of conduct (**Annex 1**). A copy of the code of conduct is to be signed by parents/legal representatives and pupils at the beginning of each school year to show their agreement and willingness to abide by it.

With this Good Behaviour Policy, we aim to ensure that children:

- Feel safe at school
- Are able to work in a peaceful environment, rich in educational discoveries
- Are supported by teachers and legal representatives working together to help them in the best possible way
- Feel protected from inappropriate or threatening behaviour, abuse and intimidation
- Make good decisions and take responsibility for their actions



Let's all work together for a safe
and happy school!

We also aim to ensure that the school staff:

- Promote positive behaviour within the school at all times
- Maintain clearly defined expectations
- Regularly highlight positive behaviour
- Take time to build positive relationships with children
- Enable pupils to develop their self-esteem
- Be visible within the school
- Be vigilant about the safety and well-being of pupils
- Communicate any problems or concerns with the appropriate staff member
- Apply a consistent approach and method to inappropriate behaviour
- Seek contact with the parents/legal representatives at an appropriate moment when the unacceptable behaviour needs to be discussed and worked on together
- Create a positive classroom climate by providing time for dialogue and reflection
- Give lessons in a calm and positive environment
- Are supported by parents/legal representatives when it comes to managing behaviour
- Take due account of special circumstances and conditions of vulnerable pupils
- Are treated in a professional and respectful manner by other staff, parents/legal representatives and pupils
- Treat parents and pupils in a professional and respectful manner both in person and in writing
- Are protected from inappropriate or threatening behaviour, as well as any form of abuse or intimidation

The school welcomes authorised visitors and expects them to respect this policy and to act as positive role models for the pupils. The success of this policy also depends on the full and consistent cooperation of all parents/legal representatives.

We expect parents/ legal representatives to:

- Support the school in dealing with inappropriate behaviour
- Fully support the children's positive behaviour with encouragement and praise
- Inform the school of any problems or concerns that may affect the children's behaviour at school
- Treat staff members in a courteous and professional manner in all their communication with staff, both in person and in writing. While opinions and feedback are always welcome and important, communication needs to be respectful to the staff member concerned and also to their profession
- Collaborate and cooperate with the school when a behavioural problem is identified.



2. The 5 Building Blocks to Good Behaviour

The 5 Building Blocks to Good Behaviour are simple, universal and tend to simplify the many codes already in place within the school. All elements of our Good Behaviour Policy, including the code of conduct, and the specific rules and codes for different times of the day are based on these simple principles.



- **Work and play together!** We behave in a way that allows everyone to work and play in harmony in a spirit of solidarity and cooperation.
- **Choose friendship!** We express ourselves and behave respectfully and politely.
- **The right to be different!** Each one of us is unique and precious. We are all equal despite our differences.
- **Calm, happy and safe!** We act and move calmly through the school for our safety and well-being.
- **Show respect!** We respect ourselves, our school, our personal belongings, the work of others and the displays.

3. Pupil Code of Conduct

At SEEH, pupils have the right to an education which offers them every opportunity to reach their full potential. The management team, the teaching staff, the support team and other staff all work together to create the circumstances in which this can be achieved. The whole school community has a role to play in this process.



Our code of conduct sets out in simple terms examples of the behaviour expected every day in every aspect of school life.

The 5 Building Blocks	Examples of positive behaviour
<p>Work and play together! We behave in a way that allows everyone to work and play in harmony in a spirit of solidarity and cooperation.</p>	<ul style="list-style-type: none"> • Work well and do your best with the other pupils in the class • Help your classmates/ other pupils when they are in need • Complete all your assignments on time and to the best of your ability, without disturbing others
<p>Choose friendship! We express ourselves and behave respectfully and politely.</p>	<ul style="list-style-type: none"> • Respect and learn about people of different cultures, nationalities and language backgrounds, especially since we are a multicultural school • Talk about your feelings/ say what you think • Treat others with tolerance and respect • Be responsible for your actions and words • Be friendly and cooperative • Use friendly and appropriate language • Solve your problems by talking with others
<p>The right to be different! Each one of us is unique and precious, we are all equal despite our differences.</p>	<ul style="list-style-type: none"> • Respect yourself, other pupils, teachers and all other adults • Do not make fun of others • Do not try to humiliate others • Be polite to each other • Appreciate the positive characteristics in all others • Cooperate and enjoy the time with your friends/classmates/ other pupils • Show tolerance with pupils with learning problems
<p>Calm, happy and safe! We act and move calmly through the school for our safety and well-being</p>	<ul style="list-style-type: none"> • Be courteous, behave appropriately • Take responsibility for your actions and words • Treat others as you would like to be treated • Work constructively with others in your group • Follow and respect the instructions of of teachers and other staff • Try to speak at an acceptable volume and always use acceptable language
<p>Show respect! We respect each other and our school, our personal belongings, the work of others and the displays</p>	<ul style="list-style-type: none"> • Take care of the belongings of other pupils in the same way that you take care of your own belongings • Respect your work and the work of others • Keep school premises clean and leave them as you would like to find them (toilets, playground, etc) • Be careful and responsible in the playground • Bring the materials (books, notebooks, stationery, etc) you need to learn to school every day

At the beginning of each school year, pupils and parents/legal representatives receive **a new copy of the Code of Conduct (Annex 1)**. They should read the Code of Conduct together and sign it to show their agreement and willingness to abide by it.



Behaviour that is unacceptable:

- Any form of physical and/or verbal violence, incitement or assault
- Vandalism
- Mocking or threatening behaviour at school and/or during online lessons
- Using swear words or other bad language
- Being noisy in class, in line or in the corridors
- Bringing and/or using dangerous objects at school

4. Harmonisation of the 5 Building Blocks to Good Behaviour

In general, our pupils behave well and respectfully. However, like all schools, we have instances of bad behaviour that need to be tackled with an educational approach to teach pupils what is and what is not acceptable. The 5 Building Blocks should be used as a simple reference for the standard of behaviour expected within the school.

This means that:

- If a child has difficulty remembering, he or she can always be reminded of how to behave based on the knowledge of the 5 Building Blocks
- The following table presents concrete examples of the application of the 5 Building Blocks during the different times of the school day.



**School of European Education, Heraklion
Primary Cycle**

	Work and play together! We behave in a way that allows everyone to work and play in harmony in a spirit of solidarity and cooperation	Choose friendship! We express ourselves and behave respectfully and politely.	The right to be different! Each one of us is unique and precious. We are all equal despite our differences	Calm, happy and safe! We act and move calmly through the school for our safety and well-being	Show respect! We respect each other and our school, our personal belongings, the work of others and the displays
In the playground	I behave safely for others and myself.	If I feel I am having difficulties, I ask an adult to help me find peaceful solutions.	I respect others and follow the rules when I am playing.	I follow my teachers' instructions during the break in order to stay safe.	I play games with my classmates and respect different opinions. I leave the playground clean and put my rubbish in the bin.
In the library	I use my time in the library to read or choose a book.	I am polite to the teachers in the library if I need help.	I respect everyone's literary choices.	I behave in a quiet manner in the library.	I put the books back in the right place. I don't eat because it could damage the books. I don't write in the books.
In the toilet	I leave the toilet clean, flush the toilet and wash my hands.	I do not write or draw on the toilet walls.	I leave others alone in the toilets. I do not play in the toilets as others need to use them.	I wash my hands with soap and water and dry them with a dry paper towel.	I don't throw anything on the floor. I don't waste soap, water or paper.
During Physical Education	I try to learn as I do in the classroom. I always wear the appropriate sportswear.	I listen carefully to the teacher and follow his or her instructions.	I engage in team activities. I do not laugh at others when they are practising a sport.	I play fairly and support weaker members of the team.	I put the equipment back where I found it. I only use the equipment which my teacher has allowed me to use.
When using ICT equipment	I use my time to learn	I share the material fairly with others	I remain calm and follow instructions	I engage calmly in the lesson and cooperate with my friends	I respect the equipment provided.
Music lesson	I am always trying to learn something new	I share the material fairly with others	I listen carefully to my teacher, peers and to performances and recordings	I enter and leave the room quietly. I am careful with the equipment and musical instruments.	I play and handle the instruments appropriately.



5. Misbehaviour vs Bullying Incidents

It is important to clearly distinguish between bad behaviour and bullying. The definition, identification and intervention of both phenomena need to be distinct from one another. This policy document deals with behavioural issues. A separate document, the anti-bullying policy of the school, will soon be available .

6. Behaviour management system

This document is intended to harmonise the actions that are taken when children’s behaviour at school becomes unacceptable. It aims to provide useful descriptions of the different types of inappropriate behaviour, but is not an exhaustive list.

When analysing a behaviour difficulty, the school will also need to assess if this behaviour is linked to a possible condition or special need the child may have. In this case, the issue may not only be a behavioural one, but one where the Educational Support team may need to be involved and other actions taken.

Teachers and other members of staff can develop their own systems in the classroom to promote positive behaviour, but the following framework of how to deal with different issues should be applied as consistently as possible.

The philosophy of conflict mediation is based on a formative approach to the pupil and to promote empathy and to provide safe strategies to help victims of the bad behaviour.

Behaviour	Actions
<p>Level 1</p> <p>The child is making it difficult for everyone in the classroom to learn and difficult for the teacher to teach.</p> <ul style="list-style-type: none"> - Not using good manners (bad words, hitting) - Noisy and irresponsible movement within the school - Disrespecting other people’s property - Behaving in a dangerous way - Not staying focused on learning in class - Showing no respect for others 	<p>Level 1</p> <ul style="list-style-type: none"> - The teacher gives a Level 1 verbal and written warning in the agenda (identifying the behaviour and indicating areas of improvement). - The child needs additional time to reflect or discuss with the teacher. - The child may be seated alone in class to be able to focus and to complete work, not sitting with peers. - The teacher should also consider the possibility of the child apologising to the other person/s who have been affected by the misbehaviour. - The child is also asked to offer ideas of how they can remedy the misbehaviour.



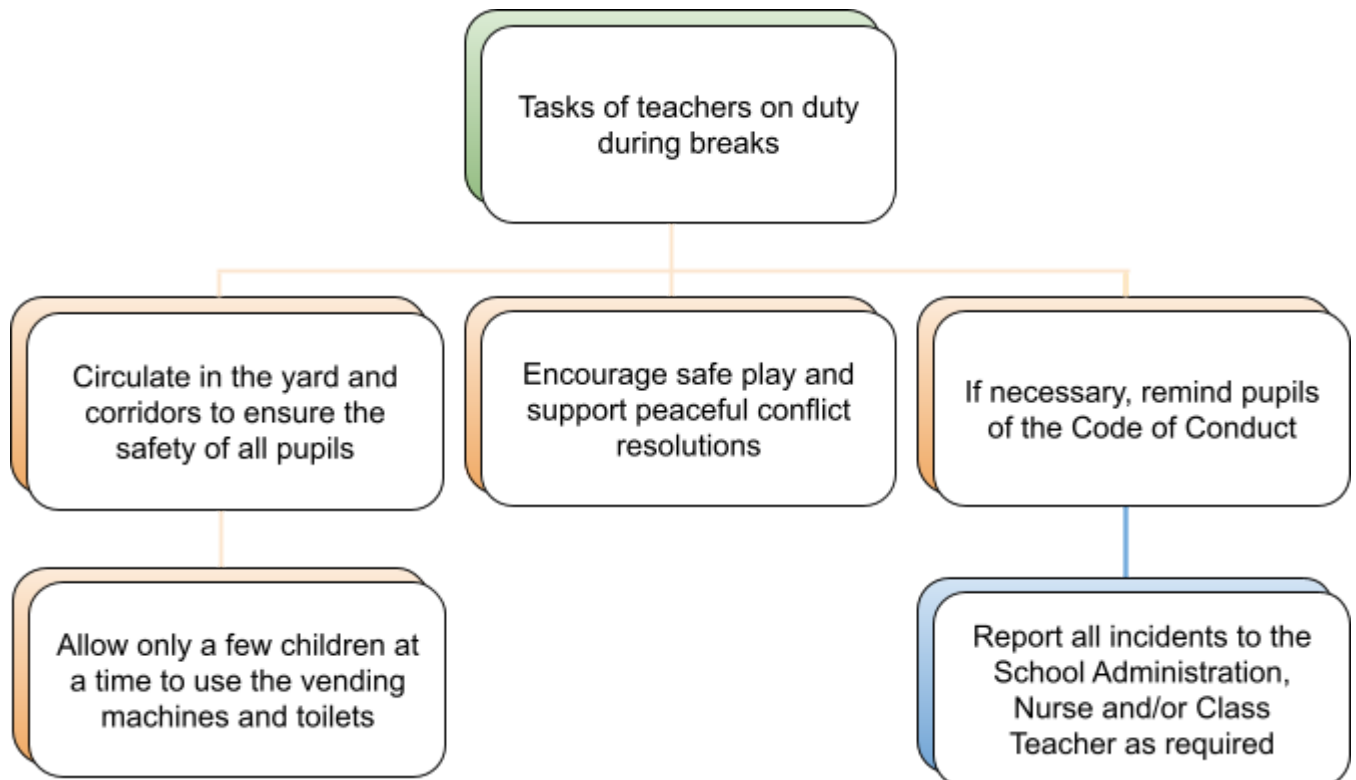
<p>Level 2</p> <p>A child has already received a Level 1 warning, but continues to engage in similar unacceptable behaviour.</p> <ul style="list-style-type: none">- A more serious incident occurs that leads to greater disruption in the classroom or activities- His/Her actions or insults deliberately hurt another child.	<p>Level 2</p> <ul style="list-style-type: none">- The teacher gives a Level 2 verbal and written warning in the agenda (identifying the behaviour, and indicating areas for improvement)- The teacher and parents/legal representatives may need to have a conversation without the child.- The child is asked to apologise and promise not to do the same thing again. This can be either an explanatory drawing for younger children or in writing for older children.- The child is also asked to offer ideas of how they can remedy the misbehaviour.- The child may be asked to leave the classroom for a period of time and visit the Deputy Director's office.- Work must be done. The child may lose part of the break time and be required to do an activity that benefits the school community (e.g., helping the teacher out in the classroom or completing a written task/project, etc).- The teacher may ask the pupil to complete Annex 2 or 3, depending on the age of the child.
<p>Level 3</p> <p>A child with a Level 2 warning continues to engage in similar unacceptable behaviour.</p>	<p>Level 3</p> <ul style="list-style-type: none">- The teacher gives an oral and written Level 3 warning in the agenda.- The child may be excluded from certain activities.- An email is sent to the parents/legal representatives to inform them and to advise them on behaviour.- The parents/legal representatives are invited to meet with the teacher and the child to discuss the behaviour and set targets for improvement.- The child fills in a reflection form to examine his or her behaviour more closely see Annex 2 or 3.- Annex 4 is addressed to the parents/legal representatives.- A conversation between the school counsellor/psychologist and the child may be required.



<p>Level 4</p> <p>The child has received a Level 3 warning but continues to persistently disrupt school life:</p> <ul style="list-style-type: none">-The child is violent or engaging in dangerous acts-The child is violent or threatening.-The child makes an inappropriate remark.-Any other incident left to the discretion of the School Director.	<p>Level 4</p> <p>The Deputy Director of the Primary cycle informs the parents/legal representative of the incident.</p> <ul style="list-style-type: none">• The child fills in a reflection form to review his/her behaviour and to suggest improvements. In some cases, a discussion between the parents/legal representatives, the educational team, and the Deputy Director of the Nursery and Primary cycle meets to discuss the situation.• A conversation between the school psychologist and the child may be required.• The Pedagogical Council meets to discuss the incident(s)
<p>Level 5</p> <p>Additional measures may be considered if the situation is serious or aggravates over time. These measures have the purpose of educating and training and are in line with Chapter VI of the General Rules of the European Schools.</p>	<p>Level 5</p> <p>Serious incidents are reported to the Director and a written report from the cycle concerned is submitted to the Director on the first working day following the incident.</p> <p>There are a number of measures that can be imposed. In the Primary cycle these include:</p> <ol style="list-style-type: none">1) Reprimand2) Extra work/tasks assigned3) Warning and/or sanction by the Director4) Warning and/or sanction by the Director on a proposal from the Pedagogical Council5) Exclusion from one or more school trips organised during the current school year. <p>Expulsion from the school is not possible in the Primary cycle as a result of a disciplinary procedure.</p> <p>Disciplinary measures listed from point 3 to 5 are entered in the pupil's personal file. The school will develop a retention policy for each of these records so as to have a fair and transparent system applicable to all pupils.</p> <p>In a serious case involving a risk to safety or health in the school, the Director may, as a precaution, return a pupil to the care of his/her legal representatives pending the convening of the Pedagogical Council.</p> <p>The pupil's legal representatives shall be informed of all measures, with the exception of reprimands.</p>



7. Responsibilities of Teachers on Duty





Annex 1: CODE OF CONDUCT - INTERNAL RULES

At the School of European Education, pupils benefit from an education that enables them to give the best of themselves and to reach their full potential. The management team and teaching staff are committed to developing the best possible conditions for learning. The entire school community is involved in this process.

Basic principles

It is essential that every member of the school community masters and reflects the values promoted by the school:

- Respect for one's self, peers, teachers and all adults
- Respect for people from other cultures and nationalities
- Respect for personal property and that of others
- Courtesy, politeness and good manners
- Honesty, trust and effort
- Responsibility for one's words and actions
- Sense of friendship and cooperation
- Tolerance of others

Rules of School Life

These principles are the basis of the way our school functions and must be integrated by the pupils:

- 1) Respect everyone I meet at school (pupils, teachers, support, administrative and service staff).
- 2) Respect my school environment.
- 3) Arrive at school on time with all my school materials, school agenda and my homework done.
- 4) Leave my personal and valuable items at home (toys, collector's albums, jewellery, etc.).
- 5) Leave my mobile phone and other devices at home. These items are forbidden for Nursery and Primary pupils.
- 6) Raise your hand in the classroom if you wish to speak.
- 7) Do your best to stay focused on learning in class.
- 8) Disrupting the lesson in any way is a sign of disrespect to the teacher and the rest of the class.
- 9) Listen to your teachers. They want what is best for you!
- 10) Follow all classroom rules.
- 11) Walk in a quiet and orderly fashion in the hallways. Running is prohibited.
- 12) Keep your voice low in the classroom, the corridors and the stairs, as not to disturb others.
- 13) Work well, do your best and respect the work of others.
- 14) Be polite and kind to others.
- 15) Avoid rude language, gestures and accept the opinions of others.
- 16) Avoid touching things which belong to others.
- 17) Try to solve problems without using force or violence. Call a teacher or other adult instead.
- 18) In the playground, talk to the teacher on duty regarding any arguments or issues.
- 19) Behave yourself on school trips.
- 20) Stay positive and act in the way you would like others to act towards you!**

The following behaviours are unacceptable:

- Any form of physical, verbal and/or psychological violence, incitement or assault



- Vandalism
- Intimidating or threatening behaviour at school and/or during online lessons
- Swearing and/or use of inappropriate language
- Causing disturbance in the classroom, in the hallways or in the line
- Possession or use of dangerous objects
- Use of mobile phone/smartphone when not authorised to do so

These rules have been drawn up for the safety and well-being of the pupils and to ensure that the school remains a place of learning.

I/We, the undersigned,, parents/
legal representatives of the pupil (name of the pupil),
in class declare that he/she has **read the rules of procedure in our
presence and that he/she has understood the rules and principles of good behaviour.**
He/she therefore undertakes to respect them throughout his/her time at school.

Signature(s):

Date:



Annex 2: SELF REFLECTION SHEET - P1 & P2

My surname	
My first name	
My class	

This document is completed by the pupil with the help of a teacher, using a drawing or by simple sentences.

1) What happened?
2) What have I done?
3) How do I feel? (Sad, lonely, guilty, embarrassed, not concerned, good, angry, ...)
4) How can I behave better?

Date:

Signature of parents/legal representatives:

Teacher's signature:

(Once these sheets are completed by a pupil and worked upon, they are stored in the office of the Deputy Director for the Nursery and Primary Cycle and are not placed in the pupil's personal file. The sheets are kept until the pupil is in the next cycle so that if there are recurring incidents, there is a history of the situation and further actions can be planned. The sheets will also remain with the Deputy Director for one year after the pupil has transitioned to the secondary cycle, if applicable).



Annex 3: SELF REFLECTION SHEET - P3, P4 and P5

My surname	
My first name	
My class	

Due to the fact I did not follow the school rules, I need to think about what happened and what I can change about my behaviour so that it does not happen again.
I know that I must not use physical and/or verbal violence again.

My Reflections:

1) This is what happened, with a special mention of my own involvement.
2) The consequences of my behaviour (on myself, on others, how I feel about my actions and whether I was at fault)
3) What should I do to solve the problems? How can I behave in the best way? (Should you take time to calm down, not be physical, control your anger, find peaceful solutions?)
4) What happens if I don't improve my behaviour?

Date:

Signature of parents/legal representatives:

Teacher's signature:

(Once these sheets are completed by a pupil and worked upon, they are stored in the office of the Deputy Director for the Nursery and Primary Cycle and are not placed in the pupil's personal file. The sheets are kept until the pupil is in the next cycle so that if there are recurring incidents, there is a history of the situation and further actions can be planned. The sheets may also remain with the Deputy Director for one year after the pupil has transitioned to the secondary cycle, if applicable).



Annex 4: Letter to parents/legal representatives

Date:

Ref:

Dear Parents,

Please speak to your child and remind them of the importance of following the rule(s):

It is important that every child adheres to our Codes of Conduct and strictly follows the 5 Building Blocks. Please talk to your child about his or her attitude and remind him or her of the importance of behaving well at school. Please complete and sign the following letter, before returning it to your child's teacher.

I hereby confirm that I have discussed this behaviour with my child and reminded him/her of the importance of behaving well at all times at school.

Additional comments:

Parent/Guardian signature

Date

(Once these sheets are completed by a pupil and worked upon, they are stored in the office of the Deputy Director for the Nursery and Primary Cycle and are not placed in the pupil's personal file. The sheets are kept until the pupil is in the next cycle so that if there are recurring incidents, there is a history of the situation and further actions can be planned. The sheets may also remain with the Deputy Director for one year after the pupil has transitioned to the secondary cycle, if applicable).