



Good Behaviour Policy

Secondary Cycle

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1. Introduction and objectives

This policy has been developed to provide a comprehensive set of guidelines for pupils, teachers, legal representatives and other individuals who wish to promote the desired behaviour of pupils at school and to clarify the measures in place to guide the pupils.

The policy follows the general aims of 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 we have in place to promote and manage behaviour, and the tools that are available to make this possible.

This Good Behaviour Policy is inspired by the Brussels III Good Behavioural Policy and 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 and inspired by the Being happy is probably one of the most common dreams human beings have. Feeling well within ourselves and safe is a common desire. In recent years, we have started to speak 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 or professionally.

This document will focus on the Secondary cycle. The nursery and primary cycle have their own Good Behaviour Policy and they all form part of a whole school approach to promoting Good Behaviour. The document explains the Pupil Code of Conduct (**Annex 2**). Legal representatives and pupils are required to sign a copy of the Pupil Code of Conduct at the beginning of each school year to indicate their agreement and commitment to follow it.

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

- 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

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 pupils
- 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



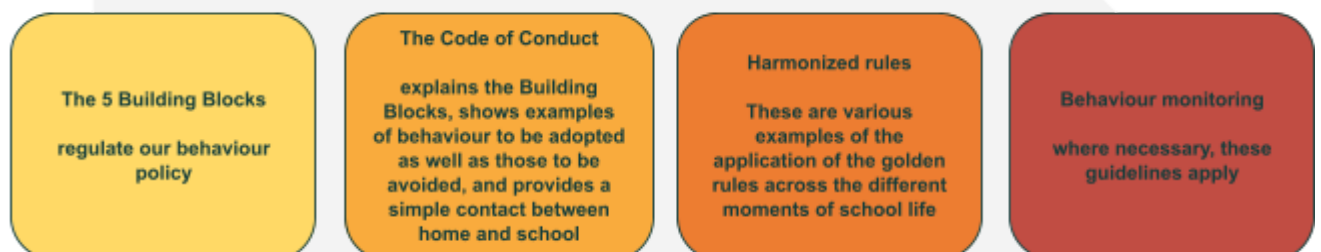
- Apply a consistent approach and method to inappropriate behaviour
- Seek contact with the legal representatives at an appropriate moment when the unacceptable behaviour needs to be discussed and worked on together
- Create a positive classroom climate by providing time for dialogue and reflection
- Give lessons in a calm and positive environment
- Are supported by legal representatives when it comes to managing behaviour
- Take due account of special circumstances and conditions of vulnerable pupils
- Are treated professionally and respectfully by other staff, legal representatives and pupils
- Treat legal representatives 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 is open to visitors who have been granted access to enter the school premises 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 legal representatives.

We expect legal representatives to:

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

The Framework of the Good Behaviour Policy





2. The 5 Building Blocks of Good Behaviour

The 5 Building Blocks of Good Behaviour are simple and universal. They also 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 by renouncing any form of physical, verbal or psychological violence.
- **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.

Copies of the 5 Building Blocks are available in **Annex 1**.

3. Pupil Code of Conduct

At SEEH, all 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 contributes to 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 by renouncing any form of physical, verbal or psychological violence.</p>	<ul style="list-style-type: none"> ● Respect and learn about people of different cultures, religions, nationalities, gender/ sexual orientation/identity, 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 attack or 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 teachers and other staff● Try to speak at an acceptable volume and always use balanced and respectful 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 your belongings and your materials in the same way you take care of the belongings of the class and the other pupils● Respect your work and the work of others● Keep school premises clean and leave them as you would like to find them● Be careful and responsible in the schoolyard● Bring the materials (books, copybooks, stationery, etc) you need to learn to school every day● Develop eco-responsible behaviours (littering, green spaces, etc)

At the beginning of each school year, pupils and legal representatives receive **a new copy of the code of conduct**. They should read the code of conduct together and sign it to show their agreement and willingness to abide by it. A copy of the letter that is sent to legal representatives can be found in **Annex 2**.

Behaviour that is unacceptable:

- Any form of physical, verbal and/or psychological violence, incitement or assault
- Vandalism
- Mocking, disrespectful, degrading or threatening behaviour at school and/or during online lessons
- Making fun of disabled pupils or pupils with learning problems
- Discriminating against people on the grounds of their ethnicity, gender, religion, preferences or sexual orientation
- Being rowdy in class, in line or in the corridors
- Using profane, insulting or vulgar language or gestures
- Bringing electronic devices inside the school premises
- Taking or sharing pictures or videos without the express consent of other people
- Inappropriately using an electronic device on school premises or on school activities, when this is not allowed by the teacher for class support or research purposes.
- Smoking
- Using or bringing dangerous objects (such as matches, sharp objects like knives, etc.)
- Possession, consumption or sale of alcohol, drugs and other substances dangerous to health on school premises or school-related activities for use by yourself or other pupils



4. Harmonisation of the 5 Building Blocks of 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 teaching pupils what is and what is not acceptable. The 5 Building Blocks should be used as a simple reference for the expected standard of behaviour within the school.

This means that:

- If a pupil does not remember a specific detail, he or she can always be reminded of how to behave based on the knowledge of the 5 Building Blocks
- Other examples of appropriate behaviour that may not be included in the specific rules can always be brought to mind by referring to 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.

	Work and play together!	Choose friendship!	The right to be different!	Calm, happy and safe!	Show respect!
	We behave in a way that allows everyone to work and play in harmony in a spirit of solidarity and cooperation	We express ourselves and behave respectfully and politely by renouncing any form of physical, verbal or psychological violence	Each one of us is unique and precious. We are all equal despite our differences	We act and move calmly through the school for our safety and well-being	We respect each other and our school, our personal belongings, the work of others and the displays
In the schoolyard	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 rule when I am in the schoolyard	I enjoy being with others in the schoolyard and I am aware that my friends and I need to share the space with others when we are playing our games	I pay attention to the equipment in the schoolyard, I leave the schoolyard clean and put my rubbish in the bins
In the toilet	I leave the toilet clean, flush the toilet and wash my hands	I do not write or draw on the toilet cubicle walls	I leave others alone at the toilet, I don't fool around in the toilet	I respect the hygiene rules	I don't throw anything on the floor, I don't waste water or paper
During Physical Education	I try to learn, as I do in class, I always wear my appropriate sportswear	I listen carefully to the teacher and follow his/her instructions	I engage in team playing, 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 provided by the teacher
When using ICT equipment	I use my time to learn and develop my ICT skills	I share the material fairly with others	I remain calm	I engage calmly in the lesson and cooperate with my friends. I follow and respect the rules set out in the ICT pupil charter	I respect the equipment provided
Music/ Art room	I am always trying to learn something new	I share the material fairly with others	I listen carefully to my teacher and peers I listen carefully to performances and recordings	I enter and leave the room quietly, I pay attention to the equipment and musical instruments	I play appropriately
In Special Rooms (e.g. Kazantzakis, library)	I use my time in these rooms to do my work, study, read or choose a book	I am polite, I listen and follow the instructions given to me by the adult present in the room	I respect the others working around me by being silent, I also respect the material/ resources provided to me by the school, and I respect everyone's literary choices	I stay calm and I behave in a quiet manner	When I leave the room, I leave the place neat and tidy as I expect to find it. In the library, I put the books back in their place, I don't eat because it could damage the books, I don't write in the books
In the corridors	When the bell rings and I am given the approval to leave the class, I move calmly to my next lesson paying attention to others	I do not play around and I speak without shouting, I do not sit in the corridors	I remain calm and try my best to help the flow of traffic, by letting others pass and not blocking their way	I don't remain in the corridors before the start of period 1, during the break time or during lesson time	I don't eat in the corridors



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. This policy document deals with behavioural issues. A separate anti-bullying policy document is implemented.

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. It aims not to punish, but to promote empathy, to provide safe strategies to help victims of bad behaviour and to improve the behaviour of victimizers.

The school will generally tackle behaviour in a graded approach as explained below. However, there may be exceptional circumstances where the graded approach does not apply due to the seriousness of the situation and certain upper levels of action need to be activated immediately.

Behaviour	Actions
Level 1 Making it difficult for everyone in the classroom to learn and difficult for the teacher to teach. <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- Show no respect for others- Inappropriate physical contact etc.	Level 1 <ul style="list-style-type: none">- The teacher gives a Level 1 verbal and written warning in the pupil's diary (identify the behaviour, and indicate areas for improvement) or through another communication means (e.g. by email)- The pupil needs additional time to reflect or discuss with the teacher- The pupil may be seated alone in class to be able to focus and complete work, not sitting with peers- The teacher should also consider the possibility of the pupil apologising to other people who have been affected by the misbehaviour- The pupil is also asked to offer ideas of how they can remedy the misbehaviour



<p>Level 2</p> <p>A pupil has already received a Level 1 warning but continues to engage in similar unacceptable behaviour (e.g. insolence, defiance, rudeness, continuous disruption in class etc.)</p> <ul style="list-style-type: none">- The teacher gives an oral and written Level 2 warning.- A more serious incident occurs that leads to greater disruption in the classroom or activities- His/her actions or insults deliberately hurt another pupil.	<p>Level 2</p> <ul style="list-style-type: none">- The teacher gives a Level 2 verbal and written warning in the pupil's diary (identify the behaviour, and indicate areas for improvement)- The pupil is referred to the Class Teacher to discuss the pupil's misbehaviour- The teacher and legal representatives may need to have a conversation without the pupil- The pupil is asked to apologise and commit themselves not to repeat the misbehaviour. This can be either an explanatory drawing or in writing for older pupils.- The pupil is also asked to offer ideas of how they can remedy the misbehaviour- The pupil may be asked to leave the classroom, taking an absence, and to report to the Deputy Director, who keeps a record of who is sent out of class- Work may be fixed. The pupil may lose part of the recess and be required to do an activity that benefits the school community (e.g., help a teacher out in the class or help out in the library, etc.)
<p>Level 3</p> <p>A pupil with a Level 2 warning continues to engage in similarly unacceptable behaviour as defined in Level 2 and/ or engages in more serious misbehaviour such as theft, serious misuse of school property, major breaches of the code of conduct)</p> <ul style="list-style-type: none">- The teacher gives an oral and written Level 3 warning	<p>Level 3</p> <ul style="list-style-type: none">- The pupil may be excluded from certain activities.- An email is sent to legal representatives to inform them and to advise them on behaviour- Legal representatives are invited to meet with the teacher and/or the Class Teacher, and the pupil to discuss the behaviour and set targets for improvement
<p>Level 4</p> <p>A pupil has received a Level 3 warning but continues to persistently disrupt school life, or the pupil is violent or the actions are dangerous or the pupil is violent or threatening (for example, vandalism, violence, persistent provocation, major breaches of the code of conduct, etc.)</p> <ul style="list-style-type: none">- Any other incident left to the discretion of the school director	<p>Level 4</p> <p>The pupil is referred to the Deputy Director of the Secondary cycle.</p> <ul style="list-style-type: none">- informs the legal representatives of the incident- speaks with the pupil together with the Class Teacher- A meeting with legal representatives is convened. The Deputy Director and the Class Teacher are present. Other professionals may also be invited



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Level 5

Disciplinary measures may be considered if the situation is serious or aggravates over time.

Disciplinary measures have the purpose of educating and training and are in line with Chapter VI of the [General Rules of the European Schools](#)

Level 5

Serious breaches of discipline 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.

In accordance with Articles 40 to 44 of the General Rules, a pupil who fails to observe the school rules and general rules on communal life within the school shall be subject to disciplinary measures.

There are several disciplinary measures that can be imposed. In the secondary cycle, these include:

- 1) Reprimand (This measure may be given with any of the previous levels)
- 2) Extra work (This measure may be given with any of the previous levels)
- 3) Warning and/or sanction by the Director
- 4) Warning and/or sanction by the Director on a proposal from the Discipline Council
- 5) Temporary exclusion from the school
 - by the Director, for a maximum of three working days
 - by the Director, on a proposal from the Discipline Council, for a maximum of 15 working days
- 7) Exclusion from one or more school trips organised during the current school year
- 8) Expulsion from the school decided by the Director on a proposal from the Discipline Council

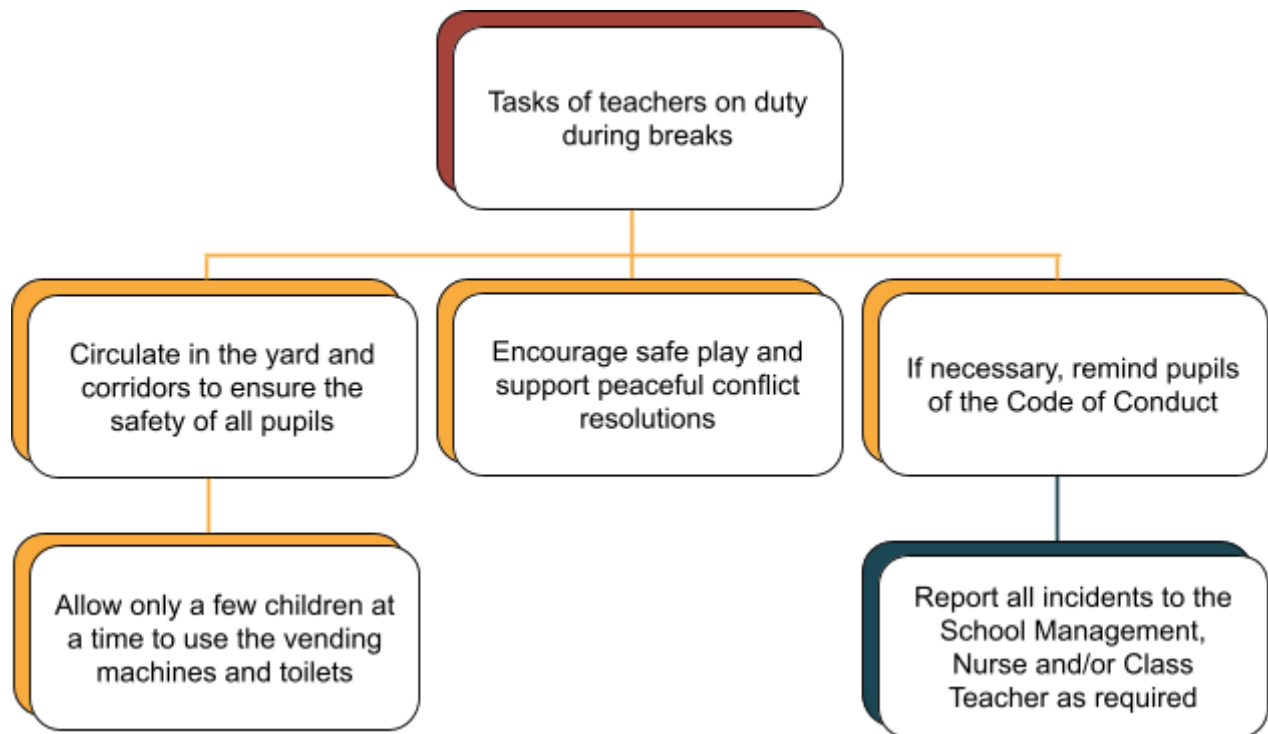
Disciplinary measures listed from points 3 to 8 are entered in the pupil's file. The school will develop a retention policy for each of these records so as to have a fair and transparent system applicable to all pupils.

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 Discipline Council.

Information about Disciplinary Councils may be found in Articles 40 to 44 of the General Rules of the European Schools and this includes the possibility of appeal against a temporary exclusion.



7. Responsibilities of Teachers on Duty





THE 5 BUILDING BLOCKS OF GOOD BEHAVIOUR



- **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 and politely by renouncing any form of physical, verbal or psychological violence.
- **The right to be different!** Each one of us is unique and precious; we are all equal and worthy of respect despite our differences.
- **Calm, happy and safe!** We act and move calmly through the school for our own happiness, safety and well-being.
- **Show respect!** We respect ourselves, our school, our personal belongings, the work of others and the displays.



Annex 2: PUPIL CODE OF CONDUCT - INTERNAL RULES

SEEH: PUPIL CODE OF CONDUCT

I understand and agree that:

1. I will show respect for myself, my peers, my teachers and all other members of the school community and neighbourhood.
2. I will work to the very best of my ability and allow others to do the same. I will not disturb my classmates.
3. I will arrive at school and in class on time, with my exit card, books, materials, homework and diary.
4. I will dress in an appropriate manner suitable for school not to cause disturbance, distraction or offence.
5. I will behave politely and, in a manner, appropriate to a public place.
6. I will not use profane or vulgar language or gestures, or make offensive comments of a racial, ethnic, religious, gender or sexual nature.
7. I will not fight, use force or intimidate any member of the school community, nor bring any dangerous objects or a weapon of any kind to school.
8. I will not bring to school, distribute at school or use in school any drug, including alcohol, nor enter school under the influence of one.
9. I will not smoke on the school site.
10. I will not bring any electronic device inside the school premises, nor inappropriately use an electronic device when this is not allowed by the teacher.
11. I will respect the rules of good behaviour as stated in the SEEH ICT charter.
12. I will read our internal rules "Living Together" and I will respect them.
13. I will not forget the points which help us to live in an orderly and pleasant school (see 'Points to remember' on the back of this sheet).
14. I understand that sanctions may be applied in accordance with the Internal Rules and the Good Behaviour Policy. I understand that such sanctions aim to improve the behaviour that led to the sanction/s.
15. I will accept any sanctions given in accordance with the Rules of Procedure, and will improve the behaviour that led to this sanction.

X.....

(cut here and take this to the Class Teacher)

I have read and understand and accept the SEEH Code of Conduct. I understand that it is my responsibility as a pupil and representative of SEEH to follow this code, and I am aware of the fact that sanctions will be applied if I do not.

<p>I, the undersigned, (name)..... pupil in class declare to have read the rules of procedure and to have understood the rules and principles. I undertake to respect them throughout my schooling. Signature.....</p>
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<p>I/We, the undersigned legal representatives of the pupil (name of the pupil) declare that they have read the rules of procedure in our presence and that they have understood the rules and principles. They, therefore, undertake to respect them throughout their schooling. Signature(s).....</p>
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Annex 3: POINTS TO REMEMBER

- Always carry your exit card with you
- Arrive punctually to all your lessons (being late for class on 3 occasions will count as one absence without a reasonable explanation)
- Always carry the necessary material/equipment for your classes
- Leave any valuable objects at home
- Remember that since this is a Greek public school, you are not allowed to have mobile phones or any other electronic device or game that has an image and audio processing system inside the school premises
- Hand in the explanation for your absence on the second day of your absence at the latest otherwise the explanation cannot be accepted
- Inform the Deputy Director of the Secondary Cycle if your teacher is absent
- During breaks classrooms are locked and you need to stay in the schoolyard unless otherwise instructed
- After the break, wait for your teacher to go to your classroom
- Go to the schoolyard or the Kazantzakis' room (depending on the weather) if you have a free lesson during the day unless otherwise instructed
- If you have to leave school during the lessons bring a note from your legal representatives in advance in order to get permission
- Speak to the Secretary if you have lost or forgotten your exit card
- Do not play ball games unattended by a member of the educational team
- Photographs and videos must not be taken on the school grounds
- Do not play truant, otherwise:
 - your legal representatives will receive a warning letter from the Director
 - in the rare cases of repeated trancies, you will have to appear before the Discipline Council

Note: truancy refers to isolated periods of absence from lessons during the day which cannot be reasonably explained and is not expressly authorised by the Deputy Director of the Secondary Cycle. Arriving at a lesson 5 or more minutes late on 3 occasions will count as one absence which is not reasonably justified.