

Flipper International School

Students Behavioral Policy

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ADDIS ABABA, ETHIOPIA

Introduction

Flipper International School strives to provide a safe, secure, and motivating learning environment where students grow into independent thinkers, active community members, and ethically responsible individuals. This Behavioral Policy is designed to ensure that students adhere to the standards that promote respect, responsibility, and personal growth. The policy aims to create an inclusive, respectful, and focused atmosphere conducive to learning.

Aims

It is a primary aim of Flipper International School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school's behavior policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behavior policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all students fairly and apply this behavior policy in a consistent way.

This policy aims to help students grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognizes and promotes good behavior, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behavior, rather than merely deter misbehavior or misconduct.

Teaching and non-teaching staff responsibility

1. Role of the Dean of Students (DoS) Principal and Vice Principal

The Dean of Students (DoS) and the Vice Principals are responsible for ensuring the consistent implementation of the school's behavior policy throughout the school. They are also required to report to the Principal when requested, assessing the effectiveness of the policy. Additionally, the Principal, Vice Principals, and DoS are accountable for the health, safety, and welfare of all students.

The DoS plays a key role in supporting staff by enforcing the school's behavior standards and assisting teachers with policy implementation. The DoS is responsible for maintaining records of serious incidents, including bullying, and addressing these issues promptly.

In cases of severe misbehavior, the DoS has the authority to issue fixed-term exclusions. For repeated or exceptionally serious misbehavior or misconduct, the DoS may recommend permanent exclusion. This decision is made in consultation with the Principal, Vice Principals, and, if necessary, the Discipline Committee. These actions are taken only after notifying the principal and considering all relevant factors.

2. The role of teachers

- **Class room Management and students' behavior**

Classroom management and teaching methods significantly influence student behavior. The classroom environment communicates to students how much their efforts and contributions are valued. Factors such as teacher-student relationships, behavior management strategies, furniture arrangement, resource accessibility, and classroom display all affect student behavior. Classrooms should be organized to encourage independence and initiative.

Furniture should be arranged to promote on-task behavior, especially for group work. Resources should be organized to minimize confusion and disruption. Teaching should prioritize inquiry, addressing students' needs and planning accordingly. Good behavior needs to be planned for, as it doesn't occur by accident. Responsibility for maintaining good behavior rests with everyone involved in the everyone in the school community teaching staff and non-teaching staff, students, parents and community. Students must show respect and cooperate with everyone in the school community.

All staff members must actively uphold school behavior expectations. Ignoring behavioral incidents implies condoning them. Core strategies to ensure good behavior include:

- Implementing best practices in teaching and learning.
- Providing feedback through positive words and setting achievable targets that encourage a positive learning mindset.
- Avoiding over-reliance on others (Principal, VPs, DOS) to address behavioral issues, as this can undermine a teacher's authority and hinder learning. Teachers must assert authority in setting behavior expectations and should only refer to the stage system in certain cases, or when decisions from other stakeholders are needed.
- **Building Positive Relationships**

Teachers play a crucial role in shaping positive behavior in the classroom, and it is important for them to actively recognize good behavior that goes beyond expectations. They must be mindful of factors that may impact behavior, such as their own mood, changes in the timetable, or the accessibility of resources. A balance of rewards and consequences should be maintained, avoiding collective punishment for actions of individuals. Teachers should strive to understand their students as individuals, recognizing their unique learning styles and personal needs to build both confidence and positive relationships. In situations where a student may be too agitated to listen, teachers can use humor effectively to manage behavior and create a more relaxed environment. Furthermore, it is essential for teachers to provide clear instructions and explanations for actions and consequences, ensuring that students have a full understanding of expectations and outcomes.

3. The Role of Students Counselor

The Student Counselor plays a pivotal role in shaping and contributing to the creation of a positive, supportive, and productive educational environment. This involves guiding students on:

- Behavioral expectations
- Providing individualized support
- Engaging in conflict resolution and mediation
- Implementing behavioral interventions
- Promoting positive behavior among students

His/ Her role goes beyond merely enforcing rules; she/he offer essential guidance, support, and strategies to help students understand and manage their behavior in ways that foster both personal development and the well-being of the school community. By working collaboratively with teaching staff, parents, and students, counselors help cultivate a school climate that nurtures both academic achievement and social success, ensuring a holistic approach to student growth and behavior management.

4. The Role of Non-teaching Staff

Non-teaching staff play a vital role in fostering a positive school environment by modeling appropriate behavior and ensuring that high expectations are clearly communicated to students. It is essential for non-teaching staff to be familiar with the school's behavioral policy, as this enables them to consistently reinforce positive conduct. Should any inappropriate behavior occur, non-teaching staff are responsible for promptly informing the class teacher, homeroom teacher, or DOS so that the matter can be addressed and followed up in accordance with established guidelines. This collaborative approach ensures that all members of the school community work together to maintain a respectful and supportive learning environment.

5. The Role of Parents/Guardians

Parents and guardians are required to agree to a Home School Agreement (Parent-School Behavior Agreement) when enrolling their child at the school. By signing this agreement, parents commit to adhering to the school's policies and supporting the actions taken by the school. If there are any concerns regarding sanctions, parents are encouraged to first address these with the DOS, Vice principal class

teacher, and then, if necessary, the principal. The school works closely with parents and guardians to ensure that children receive consistent messages about expected behavior both at home and at school, particularly through the use of a communication book, phone call and email. It is essential that parents and guardians actively support their child's learning and cooperate with the school. Additionally, parents are expected to familiarize themselves with the school's behavioral policy and work with their children at home to reinforce positive behavior. The school may take appropriate action regardless of whether parents are fully aware of the policy, as it is their responsibility to be informed.

Promoting Positive Behavior and Creating a Consistent Learning Environment

Effective teaching and learning can only occur in an environment that is well-organized. Encouraging positive behavior depends on the commitment of everyone in the school community teaching staff and non-teaching staff, students, parents and community. Consistent practices throughout the school are essential to ensure that students understand the behavioral expectations. The school must develop that includes both behavior management and rewards. This policy encourages active participation from all members of the school community to help every student reach their full potential.

Proper expectation

1. Classroom Behavior: Active Participation, Staying on Task, Following Instructions, Respect for Teachers and Peers

- Be punctual, attend classes regularly, and come fully equipped to work.
- Follow instructions promptly and without argument.
- Speak politely and refrain from loud talking, interrupting, teasing, or name-calling.
- Keep hands, feet, and objects to yourself.
- Stay on task and allow others to do the same.
- Focus on learning in all activities.
- Bring necessary equipment and complete assignments to the best of your ability.
- Record homework in your planner and submit it on time.
- No eating, chewing gum, or drinking except water in the classroom.
- Enter and exit classrooms quietly and sit where assigned.

- Respect and accept staff authority, as they are responsible for your well-being.
- Treat staff with professionalism, cooperate, and show a genuine desire to learn.

2. Interactions with Peers: Kindness, Inclusivity, and Preventing Bullying or Harassment

- Speak kindly and politely to peers, and think before speaking.
- Stay quiet if you have nothing nice to say and avoid using inappropriate language.
- Cooperate with classmates during lessons and respect their personal space.
- Be considerate in hallways and move around the school responsibly, carrying bags carefully.
- Queue properly, avoid physical contact, and respect others' personal space.
- Report any issues with peers to staff.
- Focus on your work without disturbing others.
- Celebrate the achievements of others as well as your own.

3. School Property: Care for Equipment, Facilities, and Resources

- Dispose of trash properly and take pride in classrooms and shared spaces.
- Keep the school clean, free of graffiti, and respect all school property.
- Follow specific rules in specialized areas like labs, sports facilities, bathroom and ICT rooms etc....
- Report any damage to staff immediately.
- Be in the right place at the right time, including during snack and lunch.
- Eat and drink only in designated areas. No chewing gum anywhere.

4. Attendance: Expectations for Punctuality, Attendance, and Reporting Absences

- Ensure regular and timely attendance at all classes.
- Report absences promptly following the school's procedure. (please refer the students attendance policy)

5. Uniform and Appearance: School Pride and Grooming Standards

- **School Uniform:** Wear the official school uniform with pride, ensuring it is neat, clean, and worn correctly. Alterations or modifications that do not align with the school's standards are not allowed. Proper school shoes and socks must be worn at all times.
- **Grooming Standards:**

- **Boys' Haircut:** Boys must have a clean, short, and neat hairstyle. Unusual colors, excessive length, or styles that distract from the professional environment are not permitted.
- **Girls' Hair and Nails:** Girls should ensure their hair is neatly groomed and tied back if it is long, to minimize distractions and maintain a tidy appearance. Nails should be kept neat and clean. The use of artificial nails or nail installations is not permitted.
- **General Appearance:** Maintain a well-groomed appearance that reflects the school's values of respect and responsibility. Personal hygiene should be maintained at all times.

6. Prohibited Items:

The following items are strictly prohibited in school:

- Smart Watches, Mobile Phones, iPad, Laptops except special need students who need special assistive device recommended by the school professional.
- Toys or games unrelated to schoolwork
- Any other items that may cause distraction or disruption during school hours(splash, lotions.

Consequences for Misbehavior:

At our school, while we focus on promoting positive behavior, we also understand the need to address actions that go against our values. Consequences for misbehavior will be fair, consistent, and appropriate to the severity of the actions. They will be clearly communicated to all students and enforced with the goal of fostering personal growth and responsibility.

These consequences may include:

1. **Verbal Warning:** A reminder of the school rules and expectations, ensuring students understand what is expected of them.
2. **Reflection Time:** A designated period for students to reflect on their behavior, understand its impact, and consider how they can improve in the future.
3. **Loss of Privileges:** Temporary loss of privileges such as extracurricular activities, break time, or participation in special events.

4. **Parental Involvement:** A meeting with the parents or guardians to discuss the behavior, understand its causes, and collaborate on an action plan for improvement.
5. **Detention:** In cases of more severe or repeated misbehavior, detention may be assigned to help the student reflect on their actions and take responsibility for correcting them.
6. **Suspension:** For serious breaches of behavior that disrupt the learning environment or compromise the safety of others, a temporary suspension from school may be implemented.
7. **Expulsion:** In extreme cases where a student's actions threaten the safety or well-being of others, expulsion may be considered, even if it's a first-time incident. Such behavior will not be tolerated, and expulsion will be a last resort. Every effort will be made to address the issue before it reaches this stage.

Consequences of Unacceptable Behavior at FIS(as a CODE OF Conduct)

1. Verbal Warning

Behavior: Minor disruptions (talking out of turn, distracting others)

- Talking loudly during class, interrupting others
- Making unnecessary noises, such as tapping or clicking pens
- Engaging in side conversations or gossiping during lessons
- Being off-task (e.g., looking at other distractions) without disturbing others
- Playing with objects
- Talking while the teacher or others are speaking
- Distracting peers from their work or class discussions
- Not raising hand or waiting for permission to speak

Description: A reminder or caution for inappropriate behavior, giving the student a chance to correct their actions.

2. Reflection Time

Behavior: Disrespectful behavior or failure to follow directions

- Speaking rudely to peers or the teacher
- Refusing to follow instructions or directions given by the teacher
- Ignoring classroom rules or routines

- Engaging in behavior that disrupts the learning environment, like talking back or arguing
- Rolling eyes, sighing loudly, or using body language that communicates disrespect
- Disrespecting the ideas and/or feelings of others
- Avoiding responsibility for their actions
- Not engaging in tasks when expected or required
- Failing to complete class work, homework, group work, and submit it on time

Description: A student is asked to reflect on their actions in a quiet setting, allowing them to think about how their behavior affects others.

3. Loss of Privileges

Behavior: Inappropriate behavior during class activities, breaking rules (e.g. Not following classroom procedures)

- Not following classroom procedures (e.g., taking too long to start class, walking around unnecessarily)
- Using classroom materials incorrectly or damaging them
- Refusing to participate in class activities (e.g., group work, collaborative tasks)
- Misusing technology for non-educational purposes (e.g., gaming, texting during ICT class)
- Distracting others during work or study time

Description: The student loses certain privileges (like recess, class parties, field trip etc..) as a consequence of their actions.

4. Parental Involvement

Behavior: Repeated disruption, or failure to follow class expectations

- Continual disrespect toward peers and authority figures
- Consistently failing to turn in assignments on time
- Chronic tardiness to class or school
- Lack of effort in academic tasks, leading to poor grades
- Engaging in disruptive behavior repeatedly despite previous warnings or sanctions

- Habitually ignoring instructions or assignments, showing little commitment to learning
- Difficulty in managing social interactions, leading to conflicts with classmates

Description: A phone call, email, or written communication is made to inform parents about the student's behavior and seek collaboration for improvement.

5. Detention

Behavior: Repeated tardiness, not following school rules, or more serious disruptions (e.g., verbal altercations, skipping class)

- Arriving late to class or school repeatedly
- Skipping classes without permission
- Engaging in verbal altercations or arguing with the teacher or classmates
- Consistently breaking classroom rules after prior warnings
- Not following instructions or rules despite repeated reminders
- Being involved in arguments or shouting in the classroom
- Deliberately distracting others or refusing to stop when asked
- Leaving class or school grounds without permission
- Engaging in disruptive behaviors such as verbal bullying

Description: The student is required to stay after school (or during lunch/break) to complete assignments or reflect on their behavior.

6. Suspension

Behavior: Fighting, bullying, repeated disrespectful behavior, or serious rule violations (e.g., defiance, damaging property)

- Cheating on assignments (Class work/home work/project)
- Engaging in physical fights or assaulting another student or staff member
- Repeated bullying or harassment of other students
- Accidentally or unintentionally damaging or vandalizing school property
- Severe defiance or disrespect toward staff (e.g., refusing to follow instructions or using offensive language)
- Threatening others, either verbally or physically
- Engaging in dangerous or unsafe behaviors that put others at risk
- Breaking major school rules that severely disrupt the educational environment

- Violating the rights of other students, such as taking personal belongings without permission

Description: The student is temporarily removed from school, either in-school or out-of-school, to separate them from the learning environment. Students will sign a final warning during this time. In addition, the disciplinary action including community service in the school, depending on the case days, weeks, months, terms and the whole year.

7. Expulsion

Behavior: Violent acts (e.g., physical assault), severe bullying, possession of drugs or weapons, or repeated, serious infractions

- Any form of theft or stealing school property or another student's belongings
- Engaging in gambling or any other illegal acts or offenses
- Possession or use of drugs, alcohol, or smoking on school premises
- Absence without valid justification, or absence beyond the expected date
- Vandalizing, breaking, or deliberately destroying school property
- Creating disturbances during the examination, engaging in cheating, or inciting others to take the exam on their behalf or give the exam to others
- Insulting, harassing, or attempting physical violence against any school staff
- Physical bullying or threatening physical harm to fellow students, or unlawfully taking their property
- Possession of dangerous sharp objects, weapons, or items that could cause harm
- Bringing electronic devices during exams for inappropriate purposes (e.g., cheating)
- Physical violence or violation of a female student's rights, including sexual harassment
- Engaging in sexual activity or sexual misconduct within the school
- Engaging in religious or political activities in school
- Engaging in group violence or participating in illegal group activities
- Any behavior that deviates from the country's cultural values or engages in illegal actions
- Consistently arriving late for school beyond the acceptable limit
- Failure to consistently adhere to the school's uniform policy after previous communication with parents

Description: The student is permanently removed from the school due to extremely serious or repeated violations of school policy.

Additional Notes:

- After receiving a verbal warning, if there is no improvement or implementation of the required actions, further disciplinary measures, including expulsion, may be considered.
- Electronics brought to class will not be returned until the end of the year.
- Any incident that occurs will be recorded, and both students and parents will be required to sign.