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PYP Behaviour Policy

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Be Kind, Be Safe, Be Responsible

UWC East Africa Mission

UWC East Africa makes education a force to unite people, nations and cultures for peace and a sustainable future. We are committed to developing balanced global citizens who are empowered to act responsibly in a complex world.

UWC East Africa Values

UWC East Africa is a member of the UWC movement. We live and learn together as part of a community that values:

1. A safe, collaborative and caring community.
2. A sense of belonging, acceptance and tolerance.
3. A holistic and diverse portfolio of learning experiences.
4. An education in a global context that promotes an appreciation and understanding of multiple perspectives and interdependence of individuals, societies and environments.
5. Innovation over perfection within a supportive community where learners are motivated to embrace personal challenge and reflection.
6. The ambition of students to demonstrate initiative and take on leadership roles.
7. Opportunities to engage with the culture and nature of East Africa.
8. A shared responsibility and a collective duty of care for ourselves, each other and the environment.
9. A healthy lifestyle and active pursuits.
10. The happiness and well-being of our community.

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Student Rights and Responsibilities

These rights and responsibilities form the basic expectations for UWC East Africa PYP students.

| Students have the <u>right</u> to. | Students have the <u>responsibility</u> to. |
|---|--|
| <ul style="list-style-type: none"> • be treated with respect, courtesy and consideration by teachers, administrators, school personnel and classmates. • a clean, safe, respectful environment conducive to learning and access to curricular and extra-curricular learning opportunities. • discuss academic matters and voice opinions in a respectful manner to faculty, administrators and school personnel. • confidentiality and fair and accurate maintenance of their academic and disciplinary records. • well-constructed lessons that contribute to student achievement, corresponding to the UWC East Africa mission statement. • have access to appropriate and necessary equipment to facilitate successful completion of assigned work. • be informed of the school rules and procedures by which the school is governed and the process by which discipline will be applied. | <ul style="list-style-type: none"> • respect their classmates, teachers and school staff and their views, rights, cultures, property and learning. • contribute to the learning environment by <ul style="list-style-type: none"> ○ arriving to class on-time, prepared with all appropriate materials ○ following classroom rules/agreements ○ complying with all teacher directives ○ completing all assigned work ○ fulfilling all extracurricular commitments. • use appropriate language and maintain respectful behaviour with teachers, school staff and classmates. • maintain academic integrity by not cheating, plagiarising, or facilitating cheating or plagiarism by another student. • participate actively and appropriately in all lessons and strive to achieve optimal success in all courses. • treat all school facilities and equipment with respect and contribute to a clean, tidy and safe environment to ensure that all students have equitable access. This includes helping to recycle and acting responsibly with resources. • familiarise themselves with all school and classroom expectations and accept consequences for personal behaviour with dignity and honesty. |

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| SETTING | STUDENT BEHAVIOR EXPECTATIONS |
|----------------|--------------------------------------|

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| | |
|-------------------------|---|
| Classrooms | Adhere to the classroom agreements; Demonstrate acceptable use of technology |
| Transitions | Walk in an orderly, quiet manner, ensuring that lessons are reached on time |
| Mealtimes/Cafeteria | <p>Wash hands before eating; Walk at all times</p> <p>Sit down while eating in designated areas; use appropriate table manners</p> <p>Clean up the area when finished eating; return plates, cutlery etc, throw away any rubbish. Take responsibility for spilled food or other accidents</p> <p>Talk using indoor voices</p> <p>Sit quietly until the teacher on duty collects them.</p> |
| Assemblies & Gatherings | <p>Remain seated</p> <p>Respect performers and show appreciation in appropriate ways</p> <p>No consumption of food or drink during assemblies/gatherings</p> |
| Bus | <p>Show respect to bus driver and all passengers at all times</p> <p>Wear seat belts and stay seated while on the bus</p> <p>Use inside voices</p> <p>Be prompt for pick-ups and dismissal</p> <p>Use respectful language</p> <p>Store all belongings safely</p> |
| Playgrounds | <p>Play in designated, supervised areas; Stay within boundaries</p> <p>Be respectful of trees and landscaped areas</p> <p>Use fair play and be principled</p> <p>Use playground equipment safely (no hanging on goal posts)</p> <p>Be inclusive in games</p> <p>Line up sensibly when the bell rings in the playground</p> |

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COMMUNITY AGREEMENTS – POSITIVE CONSEQUENCES

| EXAMPLES OF POSITIVE BEHAVIOURS IN ACTION |
|---|
| Responsibility to OTHERS: Respecting others Praising others Helping others Welcoming and caring for new students Following acceptable use policy when using technology Reporting bullying |
| Responsibility to SELF: Being truthful Being principled when conflict arises Following acceptable use policy when using technology Reporting bullying |
| Responsibility to PROPERTY: Storing belongings in the appropriate place Picking up litter Reporting damage in bathroom, landscape, facilities and/or equipment Reporting theft Returning lost items to 'lost and found', a teacher, the office or a student Property brought from home is the responsibility of the child |
| Responsibility to LEARNING: Demonstrating appropriate behavior in classrooms Demonstrating appropriate behavior inside and outside of classrooms Demonstrating appropriate use of technology |
| POSITIVE CONSEQUENCES Include: PYP Learner Profile and Attitude awards in Share Time/Primary Gathering Complimentary feedback to the student from students/teachers/administrators Complimentary feedback home to the parents from teachers/administrators Community-wide recognition (Gatherings, Assemblies, Grade Level Meetings, etc.) |

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PYP Stages

| Stage | Behaviour | Appropriate Sanction | Reported to |
|-------|---|---|--|
| 1 | Annoyances Calling out Wandering about the classroom Running in school buildings Ignoring minor instructions Silly noises Pushing in the line Talking out of turn Minor playground incidents | Eye contact Reminders Verbal reminders Statement of inappropriate behaviour and consequence of repeating it Change of seating 5 minute playground cool-down time Strategically monitor Celebrate positive behaviour of others | Not recorded No other staff member involved Teacher on duty deals with playground incidents |
| 2 | Repeated Stage 1 behaviour Refusal to work Unacceptable output Offhand comments Deliberate disruption Accidental damage through carelessness Minor challenge to authority Repeatedly annoying other children Non-directed swearing Spitting Playground skirmishes Harming someone Damage to school/pupil property Refusal to work Unacceptable output | Child to be separated from class or group Repair/clean up of damage Sent to teacher Sent to PYPC Write a letter of apology during a break time Students given supported time to complete unfinished work Complete behaviour sheet | Peer mediators Teacher on duty to report incident to class teachers Repeated incidents reported to PYPC Incidents recorded Parental contact if needed Where necessary, seek support from the Inclusion department |
| 3 | Repeated Stage 2 behaviour Repeated challenge to authority Verbal/Physical abuse to staff Extreme danger or violence Leaving class/campus without permission Deliberate rudeness to adults Harmful/offensive name calling Directed swearing at another child Bullying Stealing Serious fighting Intentional physical harm to others | Internal suspension or time out Formal telephone call to parents Meeting with parents Possible recompense for damaged property | Incidents recorded Parental contact Reported to teachers Repeated incidents reported to HoP/DHoC Seek support from the Inclusion department. |
| 4 | Repeated Stage 3 behaviour Repeatedly leaving the class without permission Fighting in the classroom More serious playground incidents Intentional harm to others Throwing large/dangerous objects | Formal telephone call to parents Meeting with parents Possible recompense for damaged property Community service within school Behaviour chart | Parents informed Class teacher to immediately involve HoP/DHoC Placed on Inclusion/Welfare register Parental contact recorded |

| | | | |
|---|---|--|---|
| | Serious challenge to authority Verbal abuse Swearing Bringing the school into disrepute Vandalism/Graffiti Persistent bullying Racist incidents Truancy Inappropriate use of technology | Behaviour log monitored class teacher/HoP/DHoC Technology rights withdrawn Possible suspension Withdrawal from school events and trips Internal exclusions Possibility of child sent home | |
| 5 | Repeated Stage 4 behaviour Extreme danger or violence Very serious challenge to authority Physical abuse Running out of school Possession of a dangerous weapon Smoking | Immediate suspension for a fixed term Possibility of child sent home | All incidents reported to class teacher and parents Requires immediate involvement of the HoP/DHoC/HoC |

Pre-empting Inappropriate Behaviour and/or Dealing with Aggressive Behaviour

Avoiding conflict, looking for warning signs and creating diversions is the best way to avoid issues escalating. Try to distract, relocate or change the activity instead.

Mistakes are regarded as being an important part of the learning process. Building a safe learning environment for students provides a place for both making mistakes and learning from mistakes.

Always listen; listen to all sides of the story before making assumptions or issuing sanctions, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they are upset, frustrated or angry.

Always be respectful of others; never belittle, humiliate or deliberately embarrass children. Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice. If you feel that you are losing your temper, stop or walk away, ask someone else to deal with the situation.

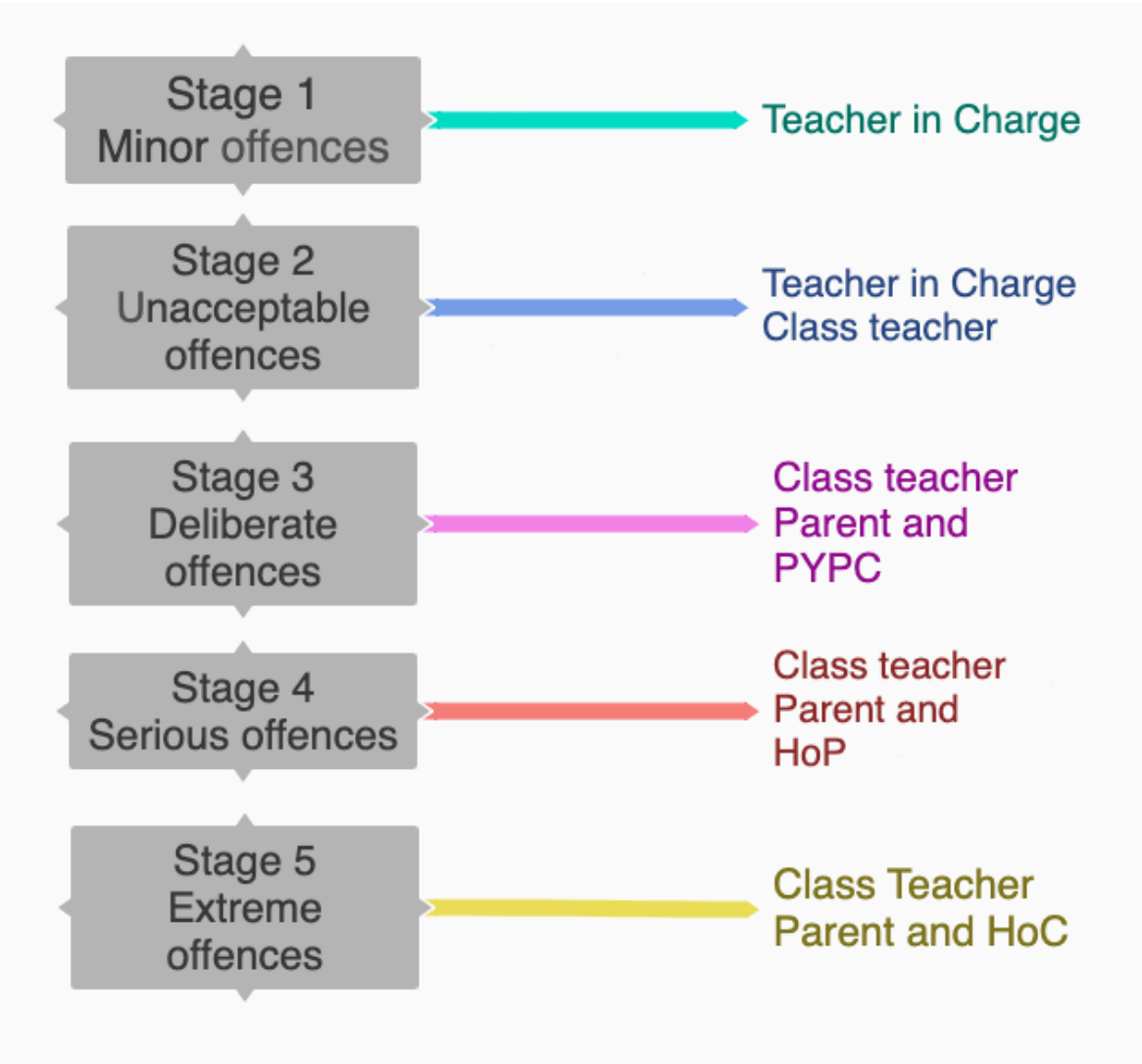
Always put child safety first and only use physical intervention as a last resort to ensure students do not harm themselves or others.

Order of action

1. Class Teacher meets with child.
2. Class Teacher meets with child and parent.
3. Class teacher and PYPC/DHoC meet with child
4. Class teacher and PYPC/DHoC meet with child and parent.
5. Parent meets with HoC.

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Behaviour reporting and handling flow chart



Appendix 1: Printable resources

Behaviour Policy Classroom Overview

These rights and responsibilities form the expectations for UWC East Africa PYP students.

| Students have the right to. | Students have the responsibility to. |
|---|---|
| <ul style="list-style-type: none">• be treated with respect,• a clean, safe, respectful environment• discuss academic matters and voice opinions in a respectful manner• fair and confidential records• well-constructed lessons• access to resources• know what their behaviour expectations are | <ul style="list-style-type: none">• respect others• contribute positively to the learning environment• maintain academic integrity• participate actively and appropriately• treat all school facilities and equipment with respect and contribute to a clean, tidy and safe environment• familiarise themselves with all school and classroom expectations |

Behaviour reporting and handling flow chart

