



UWC East Africa Primary Behaviour Procedures

Mission Statement

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 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.

Student Rights and Responsibilities

These rights and responsibilities form the basic expectations for UWCEA Primary students.

Students have the right to:	Students have the responsibility 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 UWCEA 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 agreements ○ complying with all teacher directives ○ completing all assigned work ○ fulfilling all extra-curricular 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.

SETTING	STUDENT BEHAVIOUR EXPECTATIONS
Classrooms Transitions	Adhere to the classroom agreements Demonstrate acceptable use of technology Walk in an orderly, quiet manner, ensuring that lessons are reached on time
Mealtimes/Dining Hall Assemblies & Gatherings	Wash hands before eating Walk at all times Sit down while eating in designated areas; use appropriate table manners Clean up the area when finished eating; return plates, cutlery etc, throw away any rubbish Take responsibility for spilled food or other accidents Talk using indoor voices In Arusha, sit quietly on the steps around the performance area until the teacher on duty collects them Remain seated Respect performers and show appreciation in appropriate ways In Arusha, no consumption of food or drink in the Performance Area. In Moshi none in K-Hall.
Bus	Show respect to bus driver and all passengers at all times Wear seat belts and stay seated while on the bus Use inside voices Be prompt for pick-ups and dismissal Use respectful language Store all belongings safely
Playground	Play in designated, supervised areas Stay within boundaries Be respectful of trees and landscaped areas Use good sportsmanship and fair play Use playground equipment safely and respectfully Be inclusive in games Line up sensibly when the bell rings

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

Responsibility to **LEARNING**:

- Demonstrating appropriate behaviour in classrooms
- Demonstrating appropriate behaviour inside and outside of classrooms
- Demonstrating appropriate use of technology

POSITIVE CONSEQUENCES Include:

PYP Learner Profile/Attitude awards in Share Time/Primary Gathering Complimentary notes/Managebac to the student from students/teacher/admin Complimentary notes/Managebac home to the parents from teachers/principal Community-wide recognition (Gatherings, Assemblies, Grade Level Meetings etc.)

Avoiding conflict, looking for warning signs and creating diversions is the best way to avoid issues escalating.

Early Childhood

Stage	Behaviour	Appropriate Sanction	Comment
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 telling off Statement of inappropriate behaviour and consequence of repeating it Change of seating 5-minute playground cool-down time Tactically ignore	Not recorded No other staff member involved Teacher on duty deals with playground incidents
2	Repeated Stage 1 behaviour Deliberate disruption Accidental damage through carelessness Minor challenge to authority Repeatedly annoying other children Playground skirmishes Harming someone Damage to school/pupil property	Child to be separated from class or group Repair/clean-up of damage Sent to EC teacher Sent to PYPC	Incidents recorded Parental contact if needed Reported to EC Teacher Repeated incidents reported to HoP/DHoC Possible referral to counsellor
3	Repeated Stage 2 behaviour Leaving class without permission Deliberate rudeness to adults Harmful/offensive name calling Directed swearing at another child Bullying Running out of the classroom or school Verbal/Physical abuse to staff Extreme danger or violence Stealing Serious Fighting Intentional physical harm to others	Sent to EC Teacher Sent to another teacher Sent to PYPC Sent to HoP/DHoC Possibility of child sent home	Incidents recorded Parental contact Reported to EC Teacher Repeated incidents reported to HoP/DHoC Possible referral to counsellor

PYP 1-6

Stage	Behaviour	Appropriate Sanction	Comment
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 telling off Statement of inappropriate behaviour and consequence of repeating it Change of seating 5 minute playground cool-down time Tactically ignore	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	Child to be separated from class or group Write a letter of apology during a break time Detentions to complete unfinished work Complete behaviour sheet Repair/clean-up of damage	Peer mediators Teacher on duty to report incident to class teachers Repeated incidents reported to PYPC
3	Repeated stage 2 behaviour Leaving class without permission Deliberate rudeness to adults Harmful/offensive name calling Directed swearing at another child Bullying Running out of the classroom or school Repeated challenge to authority Verbal / Physical abuse to staff Extreme danger or violence 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 School 'Community Service' Behaviour Chart Behaviour Log monitored by class teacher/PYPC/DHoC Technology rights withdrawn	Incidents recorded Parental contact Reported to class teacher Incident referred to PYPC Repeated incidents reported to DHoC Possible referral to counsellor

Stage	Behaviour	Appropriate Sanction	Comment
4	Repeated stage 3 behaviour Fighting in the classroom More serious playground incidents Intentional harm to others Throwing dangerous objects Serious challenge to authority Bringing the school into disrepute Vandalism/Graffiti Stealing Persistent bullying Racist incidents Truancy Inappropriate use of technology	Formal telephone call to parents Meeting with parents Possible recompense for damaged property. School 'Community Service' Behaviour chart 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	Parents informed Class teacher to immediately involve HoP/DHoC Placed on SEN/Welfare/LS register Parental contact recorded
5	Repeated stage 4 behaviour Extreme danger or violence Very serious challenge to authority Physical abuse 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 and HoC

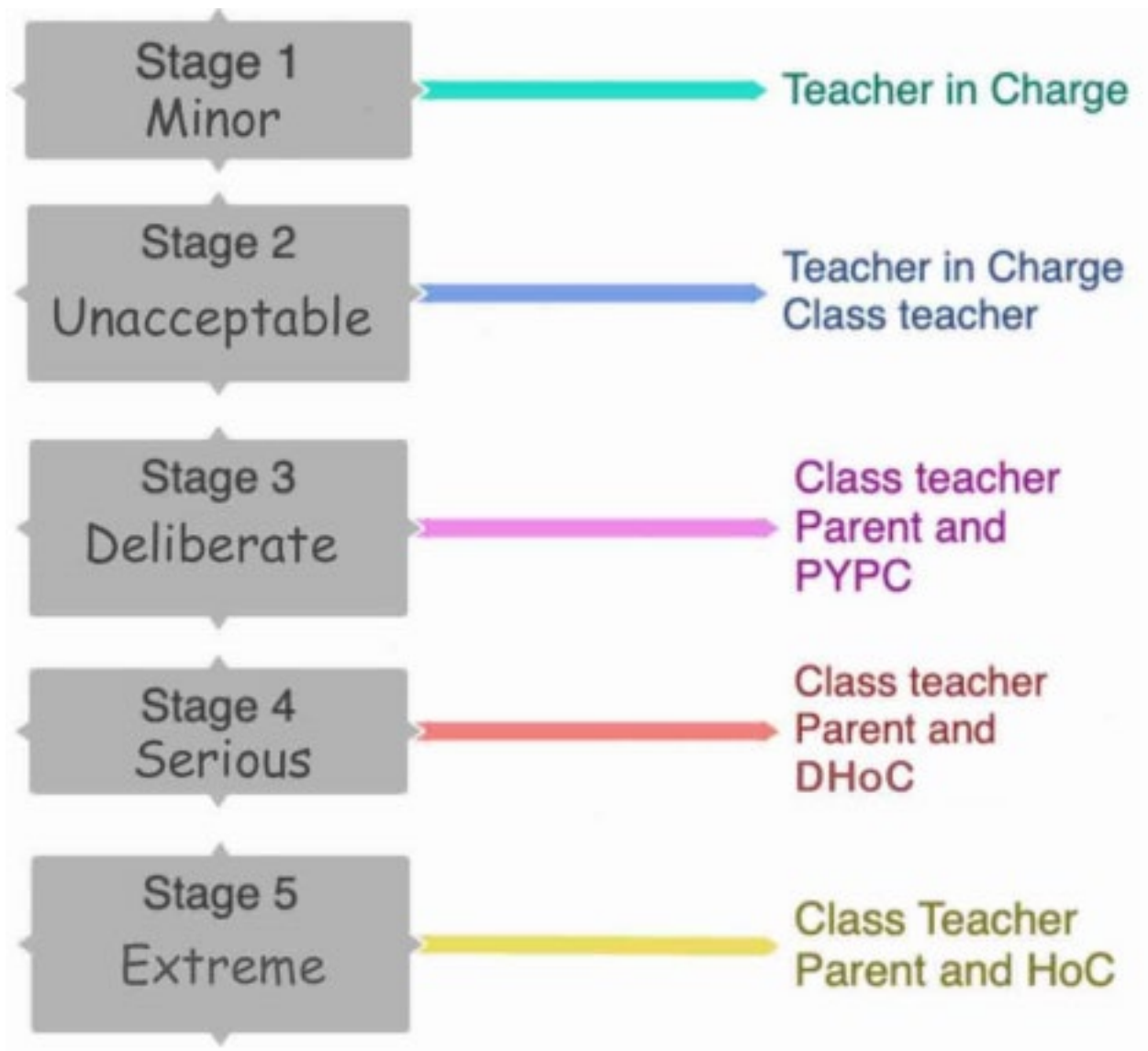
Dealing with Aggressive and/or Poor Behaviour and Pre-empting Inappropriate Behaviour

At all times your interactions will have a big impact on how the children will respond to you and others. We always listen; listen to all sides of the story before making assumptions or issuing sanctions, there are always two sides to a story.

We are always 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. Use physical intervention as a last resort. Do not greet a child's anger with your own, be calm and rational. When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.

Early warning signs that a child may have an outburst—physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adult's reaction will have huge consequences on the child—do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc. However, remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important these are not viewed as rewards which can be associated with poor behaviour.

Behaviour Reporting and Handling Flow Chart



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