

UWC East Africa Secondary 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.

Aims and Objectives of UWC East Africa Secondary Behaviour Procedures

UWC East Africa regards the Secondary Behaviour Procedures as fundamental to effective teaching and learning as well as collective safety and wellbeing. The aims of the Procedures are to:

- promote self-discipline and respect for others
- promote a high standard of behaviour through a range of positive strategies and a restorative approach
- promote high self-esteem
- ensure fairness of treatment for all to ensure the welfare of all
- ensure a consistency of response
- provide a safe environment free from disruption, bullying, violence, discrimination and any forms of harassment where everyone in the school community feels safe, confident, valued and motivated to learn
- encourage a positive partnership with parents
- support students to become lifelong learners and reach their full potential academically, emotionally and socially
- enable children to understand that the correct behaviours enable them to be effective learners
- foster a positive attitude to life

UWC East Africa aims to have a consistent approach to behaviour and the details below offer a guide to assist all staff:

The school will implement a 4-tier structure, offering staff an understanding of who is to respond to various behavioural incidents/issues as they occur and how they should advance concerns should intervention prove unsuccessful.

There will always be outlying situations that do not fit into this structure and will, therefore, be subjected to the discretion of the staff.

These procedures should be used alongside the relevant handbook/s which contain further information on aspects of student behaviour.

The following should be considered:

- Behavior is a communication issue, if it is more than that it might fall outside the scope of this structure
- All students should respect the rules outlined in the UWC East Africa Student Code of Conduct at all times (Appendix A)
- Issues of academic integrity are covered in our Academic Integrity Policy (Appendix B) • If a student shows repeated unresolved behaviour, he/she will be moved to the next tier at the discretion of the staff member/s involved
- At each stage, the member of staff who is managing and responding to the behaviour, is responsible for contacting parents, if applicable, and recording the behaviour (whether positive or negative) on ManageBac.

Student Rights and Responsibilities

These rights and responsibilities form the basic expectations for UWCEA Secondary 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 as referenced in the Student Handbook. 	<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 ○ following the dress code. • use appropriate language and maintain respectful behaviour with teachers, school staff and classmates. • maintain academic integrity and follow Academic Integrity Policy. • 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.

Secondary Students

Stage	Behaviour	Appropriate Sanction	Comment
1	<p>Minor disruptions (eg: calling out, wandering, noise)</p> <p>Missing homework/classwork</p> <p>Lateness</p> <p>Dress code violation</p> <p>Accidental damage to materials</p> <p>Lack of equipment</p> <p>Non-directed swearing</p> <p>Unintentional rudeness to others</p> <p>Wandering between class</p> <p>Bicycle use in walkways</p> <p>Using mobile phones/headphones without permission</p>	<p>Establish a classroom warning system</p> <p>Establish subject specific guidelines and clearly explain, post and practice</p> <p>Change of seating</p> <p>Tactically ignore</p> <p>Make up work/time</p> <p>Explain why certain behaviour may be seen as rude and what is acceptable</p> <p>Community/Academic Support</p>	<p>Teacher</p> <p>(it is at the discretion of the staff but highly suggested that warnings be documented)</p>
2	<p>Major classroom disruption or repeated minor disruptions</p> <p>Repeated missed/refusal to work</p> <p>Repeated lateness</p> <p>Skipping class</p> <p>Directed or repeated swearing</p> <p>Intentional rudeness to others</p> <p>Bullying</p> <p>Inappropriate use of technology</p> <p>Using spaces without permission or supervision (art room, computer lab, pool, etc.</p>	<p>Inform mentor</p> <p>Community/Academic Support</p> <p>Meetings with parent/student</p> <p>Behavior Contract</p> <p>Restrictions</p> <p>Counseling/conversation</p>	<p>Mentor/Tutor</p> <p>Head of Department or Coordinator</p> <p>Counsellor (social-emotional reasons behind behaviour)</p>
3	<p>Deliberate damage of property</p> <p>Physically harming others</p> <p>Aggressive refusal to adhere to school policy</p> <p>Bringing the school into disrepute</p> <p>Stealing or "borrowing without permission"</p> <p>Incidents of discrimination</p> <p>Possessions considered to be dangerous depending on accompanying behaviour</p>	<p>Internal exclusion</p> <p>Disciplinary Committee</p> <p>Involve parents</p> <p>External exclusion</p> <p>Suggest outside intervention/assistance</p>	<p>Deputy Head of Campus</p> <p>Head of Campus</p>

Stage	Behaviour	Appropriate Sanction	Comment
3B	<p>Consumption, possession and/or distribution of:</p> <ul style="list-style-type: none"> tobacco, vaping and other related products alcohol on school property and school sponsored activities <p>Possessions considered to be dangerous</p> <p>Being on campus under the influence of alcohol or other</p> <p>Violence of any kind including hazing, bullying, harassment or any other form of abuse</p> <p>Assault, including but not limited to verbal, physical and sexual</p> <p>Sexual misconduct</p>	<p>Fine and charitable donation at HoC discretion</p> <p>Formal contact with parents by HoC and Discipline Record logged</p> <p>Requires immediate involvement of HoC or SMOD</p> <p>Referral to the Disciplinary Committee</p> <p>Suspension, fixed term</p> <p>Possible Expulsion</p>	Head of Campus Director

Stage	Behaviour	Appropriate Sanction	Comment
4	<p>Consumption, possession and/or distribution of:</p> <ul style="list-style-type: none"> drugs for recreational or other non-medically prescribed purposes <p>Being on campus under the influence of drugs</p>	<p>Referral to the Disciplinary Committee for likely Expulsion</p>	Head of Campus Director

Secondary Students – Residential time

Stage	Behaviour	Appropriate Sanction	Comment
1	<p>Disruptive behaviour during study time</p> <p>Inappropriate dress code</p> <p>Accidental damage to facilities</p> <p>Inability to follow residential daily and weekend routine/schedules</p>	<p>Singular intervention with residential parents and mentors</p> <p>Community Support (with a residential focus)</p>	<p>Teacher on Duty/Mentor</p> <p>Assistant Residential Parent</p> <p>Residential Parent</p> <p>(it is at the discretion of the staff but highly suggested that incidents/issues be documented)</p>
2	<p>Repeated stage 1 behaviour</p> <p>Missed curfew</p> <p>Disrespectful to staff and peers</p> <p>Entering the opposite genders room</p> <p>Entering the wrong aged residence without permission</p> <p>Inappropriate use of technology and social media</p>	<p>Campus restrictions; For example, student is not allowed to go off campus (even to Sable/Woodlands) for social activities; student can only go out for school related trip (CAS, OP, Project Week)</p> <p>Informal contact with parents by Residential Parent or HoRL</p>	<p>Residential Parent</p> <p>Head of Residential Life</p>
3	<p>Repeated stage 2 behaviour</p> <p>Deliberate damage of property</p> <p>Leaving campus without permission</p>	<p>Campus restrictions</p> <p>Formal contact with parents by HoRL</p>	<p>Head of Residential Life</p> <p>Deputy Head of Campus</p> <p>Head of Campus</p>

Stage	Behaviour	Appropriate Sanction	Comment
3B	<p>Consumption, possession and/or distribution of:</p> <ul style="list-style-type: none"> • tobacco, vaping and other related products • alcohol on school property and school sponsored activities • Possessions considered to be dangerous <p>Being on campus under the influence of alcohol or other</p> <p>Violence of any kind including hazing, bullying, harassment or any other form of abuse</p> <p>Assault, including but not limited to verbal, physical and sexual</p> <p>Sexual misconduct</p>	<p>Fine and charitable donation at HoRI/ HoC discretion</p> <p>Formal contact with parents by HoRL/ HoC and Discipline Record logged</p> <p>Requires immediate involvement of HoRL/ HoC or SMOD</p> <p>Referral to the Disciplinary Committee</p> <p>Suspension, fixed term</p> <p>Possible Expulsion</p>	<p>Head of Residential Life</p> <p>Head of Campus Director</p>

Stage	Behaviour	Appropriate Sanction	Comment
4	<p>Consumption, possession and/or distribution of:</p> <ul style="list-style-type: none"> • drugs for recreational or other non-medically prescribed purposes <p>Being on campus under the influence of drugs</p>	<p>Referral to the Disciplinary Committee for likely Expulsion</p>	<p>Head of Campus Director</p>

Commendations

When students exceed our expectations in terms of behaviour, teachers may award and record house points for that student using the agreed upon method. House points are intended to support student development of positive and healthy habits, celebrate student success, and strengthen the House system.

House points should be awarded for the following behaviours:

- Demonstration of IB Learner Profile skills
- Demonstration of ATL skills
- Outstanding effort
- Initiative
- Supporting others
- Clear and fair leadership

This list is not exhaustive and teachers should use their professional judgement to determine when individual students are displaying behaviours above our expectations. In addition to receiving House points, awards may be given to students in the following categories:

- Sportsman/Sportswoman of the Quarter/Year
- Honour Roll
- Continual demonstration of IB Learner Profiles
- Completion of OP trips
- Demonstrating attributes of UWC East Africa Guiding Statements values

Additional rewards may be given at the teachers' discretion.

Late Work

All assignments should be completed by the deadline set by the teacher, administrator, school or IB Organisation. This means that, unless other arrangements have been made, students must be prepared to submit assessments or make presentations at the beginning of the class on the day the assignment is due, or at the stated submission time. Missing a major assignment or summative assessment because of an absence is not considered a valid reason. Students should not bring important assignments on memory sticks or disks and expect to print/submit them on the deadline day.

M1 and M2

For students in M1 and M2, the development of organisational skills is still one of their major learning objectives. In order to facilitate the development of these skills, late assignments will be dealt with by the subject teachers.

Teachers may still insist on this procedure being completed, particularly for summative assessment deadlines and when the homework is essential for the classwork. However, this should be made clear to the students when the deadline is being set. If a student consistently fails to meet deadlines, teachers should refer the student to the MYPC.

M3 to D2

If a student fails to submit an assessment by the specified deadline, the assessment will potentially be ineligible for credit. This holds true whether the student was present for the class or not-an absence on the day of an assessment does not automatically qualify for an exception. Students who are absent on the day of an assessment must present a note immediately upon their return to school.

Teachers may agree to accept an assignment simply for the purposes of providing guidance or feedback, but it will not count toward the student's mark for the course. In order to receive special consideration and permission to receive credit for the assignment despite the late submission, the student must make an official appeal to the MYPC or DPC.

The Appeal

Any student who hands in work after a stated deadline must submit an application via email for an appeal to the MYPC or DPC. The student should attach all supporting documentation (e.g. notes from parents) and explain their situation thoroughly. The appropriate coordinator will then evaluate the application, consult with the teacher, and make a determination as to whether the work will be accepted and under what conditions.

Once the late work appeal is submitted the students have 24 hours from the original deadline to submit the work for it to be graded. If the work is not submitted after 24 hours, an after school Academic Support will be set where the student must complete their work.

Note to Students

Even upon a successful appeal for an extension on a late assessment, a note of the application for the appeal will be added to a student's file, along with the report. Frequent applications for extensions of deadlines are a clear indication, not only to UWC East Africa, but also to future schools and universities to which they may apply, that a student's commitment to their studies is insufficient. A history of unmet deadlines could adversely affect a student's school record and detrimentally impact future applications to other educational institutions. Maintaining an assignment agenda, tracking work and meeting deadlines is the best way to ensure that students will leave UWC East Africa with a complete and positive record of success.

Appendix A: UWC Student Code of Conduct (2019)

Pursuing the UWC mission – to make education a force to unite people, nations, and cultures for peace and a sustainable future – requires a commitment to the following values: international and intercultural understanding, celebration of difference, personal responsibility and integrity, mutual responsibility and respect, compassion and service, respect for the environment, a sense of idealism, personal challenge, action and personal example.

At the heart of the UWC ethos is respect for self and others in all our actions and words in all circumstances, including online. This means that we must think about the common good and be able to rise above our individual desires and needs in order to create fully integrated communities. In short, our ideals require good-heartedness from all members of the UWC community and a recognition that cultural norms are diverse.

The common Code of Conduct is required to make expectations clear. Students who accept a position at a UWC school or college commit to the pursuit of a healthy lifestyle, one that avoids potential harm to self and to others.

Therefore, the following are not acceptable:

- Consumption, possession and/or distribution of
 - drugs for recreational or other non-medically prescribed purposes
 - tobacco, vaping and other related products
 - alcohol on school property and school sponsored activities
- Sexual activity in student rooms and any other shared or public spaces
- Violence of any kind including hazing, bullying, harassment or any other form of abuse
- Assault, including but not limited to verbal, physical and sexual
- Stealing or "borrowing without permission"

Each school or college will have clear expectations regarding:

- Attendance (at all classes and activities)
- Academic integrity
- Respect for curfew and/or quiet times
- Alcohol 'off campus'

Individual UWC schools and colleges may have additional standards on these issues that reflect the laws, cultural norms and circumstances of the country in which they are located. The expectation is that the UWC Common Code of Conduct will be followed both in action and spirit. Those who breach the Code may lose the right to remain in their UWC school or college.

Appendix B: Academic Integrity

UWC East Africa is committed to academic integrity and will ensure that all students in the IB Diploma and Middle Years Programmes are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard. All information pertaining to academic integrity can be found in our Academic Integrity Policy.

Appendix C: Disciplinary Committee

A Disciplinary Committee meeting can be called by any member of the Campus Leadership Team to consider disciplinary action for a student and must be called if an administrator considers that this disciplinary action may result in suspension or expulsion.

The Heads of Campus, Deputy Heads of Campus, Programme Coordinators and (in the case of residential students) Heads of Residential Life are members of this committee and may attend. The student's Mentor and Residential Parent (if applicable) should also attend.

Prior to the meeting, an administrator will interview various students concerned in order to obtain the facts of the matter and students will be asked to write a statement detailing these facts and any contributory factors. The committee will invite the student(s) concerned into the meeting in which circumstance the student may ask another student or a teacher (who is not a member of the committee) to accompany them. In the meeting, all the relevant facts will be stated and considered, including any factors which may have influenced events. The student's circumstances, previous breaches of expectations and other aspects of his/her personal history may also be considered. The committee will then recommend a decision on disciplinary action (if any) to the Head of Campus/Director who will advise the student and his/her parents or guardians. The decision of the Director is final but, in the event that a student is expelled from the school, that decision must be ratified by a meeting of the Board's Expulsions Committee.

Cancellation of Suspensions

In the event that a student is suspended from school for a period not exceeding three days, the student can apply to have that suspension cancelled nine months after the event. The decision to cancel any suspension would be made by the Head of Campus in consultation with the Deputy Head of Campus and Head of Residential Life (where appropriate). The suspension can only be cancelled if the student has been continuously enrolled at UWC East Africa for the previous nine months, has adhered to UWC East Africa's stated expectations of student behaviour and has, therefore, not received any restrictions, suspensions or other severe disciplinary sanction in the period since the suspension. The effect of any cancellation of a suspension would be to ensure that the punishment is not mentioned in any school references or other documents pertaining to the student and that neither the school nor the student would be required to declare that suspension to any subsequent school, college, university or employer. However, if the student subsequently acts in a way which is considered a serious breach of expectations, the previously cancelled suspension could once more be taken into account when considering further action. Any suspension for longer than three days cannot be cancelled.

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