

Aprendizes' Positive Behavioural Approach

Context:

1. Aprendizes is responsible to provide a harmonious environment, in which all students and staff enjoy the right to learn, teach and develop.
2. Aprendizes' overall principle is to create a favourable context to establish caring and honest relationships among all members of its Community, and with society in general. It is in a harmonious, just and safe environment that learning best takes place – academically, emotionally and socially.
3. The Aprendizes Community follows behavioural guidelines, as set out in the Star Rules, to ensure moral values, mutual respect and personal growth.
4. The students at Aprendizes should be able to enjoy their freedoms, in line with their gradual understanding of limits and responsibilities.
5. Depending on the specific issues with regard to behaviour, the focus for coordination lays within one or more of the following areas of the Aprendizes organization – Academics, Emotional Wellbeing, Behavioural Care.

General Principles for Action:

1. All adults – teaching and non-teaching staff alike – are Educators at Aprendizes and set example for students through their behaviour.
2. As priority, each adult takes direct responsibility to create a positive environment for safe relationships with students.
3. While the development of appropriate behaviour is a shared responsibility of the students, school and family, each person of our Community will take responsibility of their own actions.
4. We aim to separate between the dignity of an individual and behaviour.
5. The respect and tolerance to individuality implies both recognition of positive behaviour and correction of inadequate conduct.
6. In case of inadequate behaviour, the guidance is to prioritise restorative practice, and to establish a connection between action and consequence.
7. We follow a set of simple consequences for those that do not accept their responsibilities, or that slip from the guidance of the Star Rules.
8. Instances that adversely impact the school environment in a relevant manner are pro-actively and immediately acted upon, directly with the person(s) involved.

Aprendizes´ Star Rules



General Principles for Teachers and other Educators:

1. Use your responsibility for the learning environment to nurture productive relationships with students, parents and colleagues.
2. Establish and teach realistic high expectations - directly from the start of the year – explain and discuss the Star Rules with the group.
3. Maintain clear classroom routines throughout the year – timeliness, homework, moments of silences, etc. Ensure consistency with the expectations that were communicated.
4. Encourage positive behaviour in a consequent manner by means of praise and clarity. Apply consequences in a consistent and fair manner – positive, restorative and corrective. Always follow up and follow through.
5. Ensure that each student is valued, recognized and safe. Ensure respect for the backgrounds and circumstances of each student.
6. Resolve issues inside the class - to the extent possible. Use prevention strategies:
 - a) Attention – use the student’s name.
 - b) Gestures – use to communicate expected behaviour – e.g. finger on mouth.
 - c) Look – establish direct eye-to-eye contact.
 - d) Proximity – move closer to the student in question.
 - e) Pausing – gain attention and regain control.
 - f) Ignoring – do not attend to attention seeking behaviour.
 - g) Separation – deal with the situation not the student, remove the distraction, move the student to a separate place inside the room.
 - h) Warning – provide enough warning before applying consequences.
7. With priority, minor behavioural issues shall be addressed inside the classroom (or at the place where an event is occurring) by the relevant Educator.
8. Removal from class or activity is a measure only to be used with parsimony, and only after clear and sufficient warning. In this case, follow the process steps detailed here:
 - a) A student requested to leave the room will be instructed to immediately and directly report to section BCP, present in V1. The Educator immediately sends a message in Teams to the BCP (Behavioural Care Person) on the occurrence.
 - b) Only in cases of critical need for personal assistance, the Educator calls the BCP, who will decide on the person to be sent to the situation.
 - c) The student will be asked to fill out a Self-Evaluation form. Objective of the form is to stimulate the student’s reflection on the occurrence, impact and consequences.
 - d) Once filled out, the BCP will engage in conversation with the student, through a non-blame and non-violent communication approach.
 - e) The Teacher can specify additional subject matter work for the student to be completed.
 - f) The BCP will hear the relevant parties and Educators involved in the situation. Depending on the outcome, appropriate next steps or additional measures will be decided. These can include same day retention, community work, student work, revoking of privileges, or other.

The non-violent communication approach of all Educators is based on four aspects:

1. Observation - What is happening? What do you see, remember? What is your and my perspective? What is the consequence of my behaviour to others?
2. Feeling - What emotions and sensations do you feel? What do I feel?
3. Need - What do you need and value? What do I need and value?
4. Request - What actions/consequences would you like/expect to happen? How can you make good on the behaviour? How can the consequences caused to others be repaired? What would I expect from you?

Procedures for the Behavioural Care Person (BCP):

The BCP is integral part of the Wellbeing Team, the team that addresses emotional issues in general. The BCP specifically, is available to students and families at any time to assist in all behavioural matters. The work of the BCP is complementary to the primary tasks of the Teachers who will prioritize addressing and restricting behavioural issues of students, inside the scope of the class.

- As general principle for all Educators, any consequence applied shall be constructive and adjusted to the student's reality and context.
- In specific situations, as detailed above, a student can be demanded to leave the class and to immediately report to the BCP. There, the student will be received to fill in a Self-Reflection form on the behaviour.
- Any student sent to BCP will be subject to positive, restorative, corrective, or other appropriate measures. These measures will be decided by the BCP in collaboration with the relevant other adults, such as Teacher, Head, Coordinator, TFD (Team for Direction), as necessary.
- Measures are diverse, and can include additional study work, same-day after school retention, community work, revocation of privileges, or other.
- School retention typically, and as a minimum, occurs from 16.00-17.00 on the same day, but may be longer. The family will be notified by SMS and email of the retention.
 - Students will report at 15.55h to the place indicated by the BCP, and not move from there until attended.
 - During retention, the student will not be allowed to leave the assigned space. This means that students shall take care of needs BEFORE the start of the retention period - fetch things, go to the toilet, notify family, talk with others, etc.
 - The time during retention is reserved to make up lost learning time by working on school subject matters, homework, reading, or other, as oriented by the BCP.
- Students that do not comply with the orientations of the BCP can be subject to additional measures and/or suspension.
- Repeated suspension or other escalation, after decision by the TFD, can lead to definite expulsion from school.

General Principles and Recommendations for Families:

- We view that the members of the Aprendizes Community are partners – students, staff and families. Each owns part of the responsibility for the environment in which students can blossom. Ideally, the expectations of what happens at school, at home, among friends, and on the street are in line, with consistency of message and approach.
- We support an open and transparent dialog with families, to allow for better orientation and support for the students. We stimulate listening to each other and explaining, before reaching conclusions or making judgements.
- We expect families to subscribe to the Star Rules, to support the implementation of this behavioural policy, to stimulate their child to adhere to it, and to support the approach when appropriate.

Classification of Situations and Consequences:

MINOR SITUATIONS

Typical Description	Responsibility/Action	Typical Consequences	Some Examples
+Individual events that cause disruption to others or to learning by others – inside or outside the classroom	+Immediately dealt with by the adult present +Student shall be made clear what is the impact of their behaviour +Only exceptional minor situations shall be reported on ISAMS	+Adult makes expectations clear +Make up and make good +Being moved to other part of the room +Understanding impact of behaviour–reflection/brief discussion +Apology may be appropriate +Commitment to not repeat behaviour +Immediate consequences relevant to behaviour can be directly applied by adult, such as confiscating phone, not being admitted to class (lateness), refectory/lunch service, cleaning up, additional study work, pet-care, in-class measures	+Rudeness, disrespect, swearing +Running, playing in inappropriate place +Hanging out in toilets +Incorrect usage, or dirtying equipment without cleaning +Uncooperative behaviour, answering back +Being late, not completing homework, not bringing required material +Purposely making noise or gaining attention +Misusing technological devices +Not having done homework or not bringing required equipment +Not cleaning lunch table, making mess, dirty locker +Taking others’ properties like backpacks +Lack of care for nature, others, property, waste +Not using adequate or protective equipment/clothing

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MAJOR SITUATIONS

Typical Description	Responsibility/Action	Typical Consequences	Some Examples
<ul style="list-style-type: none"> +Repeated minor disturbances that have been addressed previously +Major and intentional disruptions to others or learning by others +Clear challenging to teachers to effectively teach +Meanness, aggressiveness, threats, harassment +Disrespect for safety of others, significant bullying 	<ul style="list-style-type: none"> +Immediately dealt with by the adult present +Student sent to Front Desk +BCP will follow up with (Head) Teacher, Wellbeing +If appropriate Formal individual student coaching plan may be implemented +Parents will receive notification and can be called for meeting +Documentation in ISAMS compulsory 	<ul style="list-style-type: none"> +Student demanded to leave class and directly go to Front Desk to fill in self-reflection form +Formal conversation with BCP/student about behaviour and consequences to others +Possible restorative practices can include additional study-work, community time, removal of privileges, same-day retention to make up for lost learning time +Monitoring to observe improvement 	<ul style="list-style-type: none"> +Repetition of minor behavioural situations +Wilful disobedience +Major disruptions to class +Repeated inadequate mobile phone usage +Throwing or intentionally damaging or dirtying objects +Leaving class or school without permission +Aggressive, abusive language or behaviour +Fighting +Major dishonesty

SEVERE SITUATIONS

Typical Description	Responsibility/Action	Typical Consequences	Some Examples
+Repeated major disturbances that have been addressed previously +Strong threatening, aggressiveness, violent behaviour +Major repeated disrespect +Illegal activities	+Immediately dealt with by the adult present +Student taken to Front Desk to fill in self-reflection form +Formal conversation between BCP, student, others involved +BCP/Wellbeing will coordinate definition of measures and formal support plan +Parents called for meeting +Documentation in ISAMS compulsory	+Student demanded go to talk to BCP +Formal conversations about consequences to others +BCP/Wellbeing/Coordination to define measures +Retention and Suspension +Additional study-work, community time, removal of privileges +Formal support plan and monitoring will be defined as condition to be readmitted to school +Outside support may be needed - Psychologist, Police, Rehab +Individual cases can lead TFD to decide on final expulsion	+Possession or consumption of drugs, alcohol during school time +Violence, vandalism +Bringing illegal or dangerous items to school +Causing major harm or dangers to others

Specific Rules:

The above guidelines provide the general framework for desirable behaviour. In addition, there are some specifics:

Phone/Technology Device Usage:

- At Aprendizes, computers/phones/devices shall be used as support to studies, not for entertainment.
- For all students, the main building and the villages are a phone free zone during regular hours.
- Only after orientation by the Educator, during class time, students may use their PC/device for academic purposes.
- In the secondary village and lounge, only A-Level students can use their phones. Phone usage by students from other year-groups is subject to confiscation and delivery to the BCP. At the end of the day, the phone can be retrieved.
- During break time, all students should privilege being outside with others, without phone usage.
- Repeated infringements shall be notified on ISAMS. Parents can be contacted and requested for meeting.

Nutrition:

- As integral part of the educational offering, Aprendizes prides itself for the quality of food cooked in-house. This food is organic, preferably locally and sustainably sourced, avoids usage of processed and industrialized ingredients, balanced, nutritious, healthy and tasty.
- The principles of the educational approach are set out in a detailed food policy. Dietary limitations are dealt with by the Kitchen Team, in collaboration with the Pedagogical area and Wellbeing Team, if appropriate.
- For consistency, students shall not bring food to school, which shall be confiscated.
- Access to the kitchen is restricted. The refectory is a common area and it is each person's responsibility to look after it and keep clean. Lunch times and queue dynamics shall be respected.
- Waste shall be minimized, only serving the amount of food that will be eaten. After finishing, the table shall be cleared of food left-overs. Plates, used napkins, glass and cutlery shall be taken to the pantry.
- The coffee bar is only for usage by adults.
- In case of infringement, the student will be called for repair/educational work in the kitchen. A behavioral notification can be made on ISAMS in more severe cases.
- On repetition, parents are contacted and a meeting can be requested. Other consequences can be applied.

Punctuality:

- Before start of class, a 5 minutes signal will sound.
- At start of class, another signal will sound and the Educator may close the door of the room.
- In order to avoid undue disturbances to the group, after door closure and start of the activity, the student can no longer be admitted to class. Each Educator is free to implement this guidance with more or less rigour to protect the best interests and the right to learn of the group.

Outside School Activities/Trips:

- The Aprendizes' positive behavioural principles also apply to any school group activity outside the school premises such as Trips/Camps. This does not depend if the activity was organized by the school or not.
- The principles also cover expectations for student behaviour during regular school hours, be it outside the school premises during breaks, and while being in the neighbourhood or elsewhere.
- Any (mis)behaviour reflects on the image of the students themselves and on the image of Aprendizes in general.
- To permit safety and organization, students shall follow the orientations and requests from adults present. In case of relevant infringement, appropriate consequences can apply.

Authorization to leave school during regular hours:

- During regular hours, a student shall only leave school independently, after permission by their care-takers.
 - Grades 5 and 6 can leave at the end of the day with authorization.
 - Grades 7 and 8 can leave at lunchtime, if authorized for the specific day. They are free to leave at the end of the day.

- Grades 9 and up can leave during the morning break, lunch and free periods, if authorized. They are free to leave at the end of the day.
- To facilitate supervision, permissions are preferably given early on. Incidental authorizations need to have been received by the Front Desk, BEFORE 10am of the same day, by e-mail. It is not permitted to call parents from the school to ask to leave. Students must organize themselves in advance. Authorizations after this time shall not be considered.
- Violations against permissions are classified as a major infringement with appropriate consequence, and parents are contacted. A notification on ISAMS will be made.

Safety while playing:

- One of the tasks of adult supervision during students' play is to help avoid unduly dangerous situations, and to reduce risks of injuries.
- In parallel, we value a level of freedom for students to allow them to strengthen their bodies, explore, and be creative. In this context, certain playful activities at school carry an inherent risk for accidents: contact sports, tree-climbing, skate boarding, bouldering, wood working, monkey bars, etc. As such risks can't be eliminated at all times, students are instructed to:
 - Only ride skateboards, scooters and roller skates with helmets.
 - Pre- and 1st cycle students are not allowed to sit on top of the monkey bars.
 - Trampolines to be used without shoes and by max. 4 people simultaneously.
 - Not to climb the trees of the amphitheatre.
 - Not to use equipment/tools inappropriately, and not to endanger other students in any manner.

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