

Good Behavior Policy

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European School Mol

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1. Introduction: Why a Positive Good Behavior policy?

Good behavior in schools is central to a good education. Schools need to manage behavior effectively, so that they can provide calm, orderly, safe and supportive environments. The European School Mol is a caring community built on mutual respect and trust for everyone. It aims at offering the pupils /students the highest educational opportunities for learning in a multilingual and multicultural environment, which children and young people want to attend to learn and thrive. Being taught how to behave positively is vital for children to succeed personally and successfully navigate the communities they inhabit.

The present document concerns the Positive Behavior Policy of the school. It is based on the European Schools' document "Pupil's Well-Being Policy Framework of the European Schools" (2022-01-D-6-en2). This framework also includes policy guidelines in the area of Child Protection, Anti-Bullying, Mental Health, Anti-Substance (Ab)Use and Health, Safety and Security.

The policy also includes the approaches and strategies which are implemented by the school both to promote positive behavior and those which are used in cases of misbehavior. As such it involves a prevention and an intervention part when cases of misconduct appear or continue after the pre-intervention approaches are covered. The policy is in line with the general aims of the European Schools to foster tolerance, co-operation, communication and concern for others, both within and outside the school. It includes expectations, structures, and procedures for meting these expectations and for organizing a school community around shared values to maintain discipline and order by integrating pedagogically well-informed approaches for achieving best results so that students to flourish in safety and dignity.

Conclusion: The Positive Behavior policy helps pupils, teachers, other members of staff, parents/guardians to work together for a happy, safe and effective school.

2. Theoretical backgrounds

Annex 1: A theoretical perspective on behavior

The value of a theory

Theories do not only help us to know what to do but more importantly to be able to explain why we do what we do, this is our practice. In fact, if you get a theory, you have a road, you have a way to go ahead. They also predict events and in doing so they guide us in our practice. Practice which lacks a coherent set of ideas and explanations leave us 'unsafe' and 'doubtful' about our actions, especially if these concern the promotion of good behavior as well as the management of students unacceptable and/or offensive behaviors. Teachers' beliefs about the nature of childhood and adolescence influence both their educational and disciplinary decisions and color everything that happens in the classroom or any school setting. Their personal opinions, their socio-cultural background but also their professional experience put constraints on viewing realities and interactions in an objective way. Between a puritanical view of children as needing order and control and a romantic view of children

as innocent but immature to understand there is the humanistic approach of Carl Rogers who views children as humans capable of behaving in the 'right' or 'wrong' way.

Behavioristic model

The basic principle of this model is that behavior is controlled by the responses it receives. In pedagogical terms it means that environmental factors can make behaviors more or less likely to occur. A link between the stimulus (behavior) observed and the consequences that are followed is made, so that by modifying the consequences that follow a specific behavior a big probability is brought that the former can be modified accordingly. In line with this claim if a behavior is positively reinforced (e.g. praise, social status gaining) it is expected to be repeated, whilst if it is negatively reinforced (e.g. lack of praise, lack of social rewards, presentation of aversive discipline) the behavior is expected to be decreased until it is finally eliminated. Behavioristic interventions start by defining, in observable and measurable terms, the behavior whose frequency and intensity needs to be increased or decreased. These interventive approaches are based on 'Applied Behavior Analysis'(ABA) with recorded observation of the behavior. The context in which the behavior tends to occur is also observed and recorded. Entities such as mind or will are not considered at this low-disruption level(s). Based on this information an individual intervention plan can be designed and implemented in successive steps, which might be modified at the process, if this is needed. Assessment of the individual intervention plan is made during and after its implementation. This approach is mainly applied for younger children (Nursery, P1 children) but when social rewards are implemented (smile, internal satisfaction, social approval) it can also be applied in older children too at a first level intervention. The supporters of Cognitive behaviorism or Neo-Behaviorism suggest that behaviors are motives driven, although they still recognize the influence of the consequences on eliciting particular behaviors. Integrating observation analysis and discussion with the students result in individual behavior modification plans for students who must modify their conduct. Positive and negative reinforcement techniques are the key 'tools' in the hands of the school staff. Considering the suggestions of Cognitive Behaviorism reinforcers either positive or negative should not be the same for every student, but they must be student's 'motives tailored'. The Neo-Behaviorist Model interventions look more appropriate for being applied with Primary school students.

Social-Cognitive Model

Social cognitive theory focuses on the reciprocal interaction of the person, environment, and behavior, like behaviorism, the supporters of the socio-cognitive model still recognize the social nature of behavior, The main operative constructs in the theory are 'outcome expectancies' and 'self-efficacy'. Behavior is viewed as not happening randomly but as serving 'a function', it aims at gaining something. Therefore, pupils select to model these specific behaviors if they view them as being rewarded in different ways(gaining power, gaining status, gaining specific rewards). If such a behavior is positive the modeling practice is beneficial. If a behavior needs to be changed, the motives of the pupils who display it are 'unraveled' and understood by the teaching staff, who will discuss with the pupil at a second level intervention. Self-efficacy reflects a subjective estimate of the amount of personal control

an individual expects to have in any given situation. Self-efficacy refers to the pupil's self-belief of his/her ability to change his/her behavior. It is a crucial factor in goals setting and the ability to exert control over internal and external situations. If a behavior needs to be changed the pupil's self-efficacy to do so must be strengthened. Applied Behavior Analysis' (ABA) is still implemented. Positive and negative reinforcement are also used but they need to be 'person-tailored' as motives and preferences of the pupils indicate different positive or negative reinforcers are effective for different students. Develop a 'individual behavior modification plan' responsive to the pupil' needs and the environmental stimuli which can induce or eliminate a specific behavior. The' individual behavior modification plan' is designed based on the goals to be attained, steps to be progressively taken, reinforcers to be used, ways for being assessed in terms of its effectiveness. The teachers must identify the conditions that generate pleasure and discomfort, which incite some pupils to specific action or inaction regarding spontaneous as well as instructed behavior. The principles of this model can be applied in pupils of all ages, --preferably with primary school students. (P2-P5) but also S1-S2.

Humanistic Approaches

These approaches emerged from humanistic education and is associated with the psychology movement of Maslow and Rogers. They view students' behaviors as carrying messages of their desires and their needs. Therefore, they consider the characteristics of students-not concentrating solely on their behavior which must be changed – on the other hand they consider how the students' needs are met withing an educational environment. These approaches act from a place of compassion for the students and are person-centered instead of behavior centered. In Carl Roger' phenomenological approach the construct of self-concept and of the discrepancy between the 'ideal' and the 'real self' that the student view makes a source of behavioral and emotional difficulties the student experiences. How the student view themselves and how they value themselves makes the central part of this behavior modification approach. The 'self' concept is influenced by the experiences a student has and the way he/she interprets these experiences, and it can be 'distorted' based on inaccurate perceptions and interpretations. The teacher/psychologist/therapist try to facilitate a student's self-discovery regarding his strengths, weaknesses, aspirations, fears rather than directing it by someone else to change the negative thoughts into positive ones.

Problem solution approaches

These approaches focus on the students themselves to offer solutions which they evaluate as solving the problem of disruptive behaviors. The main point is to assist the students to gain self-awareness of their positive personal resources strengths, skills, powers of self-reflection, self-control and creativity) and to use these resources to change a situation and achieve a better quality of life for themselves.

Define /describe the **situation** (avoidance of using the term 'problem')

Encourage the students discuss about how this situation affects **their lives** but also the lives of their close ones (school, family, school work, friends, other peers etc.)

Encourage the students reflect on the possible reasons that give rise to the specific situation and if **they themselves** would like to change it

Encourage the students to talk about the benefits they view for themselves if the situation would be replaced for another one which they themselves would like to be.

Discuss with the students if they believe **they** can change it and what kind of support /what factors they view as effective in supporting them to succeed or whom to refer to when they feel in such a need for support (ex. discussion with the school psychologist, discussion with the director, having some 'time out' for emotional burden release, etc.)

Decide with the students what steps can be taken and these that cannot.

Make a plan (of meetings for further discussions and for monitoring the situation)

Make a compromise /contract with the students/families/professionals/experts of the school (those involved in the behavior support group of the school.

Sometimes the key to changing your behavior is to consider what kind of person your current behavior makes you, what kind of person you'd like to be, and how adopting new behaviors might help you achieve that goal.

3. Purpose of the Positive Good Behavior Policy

This document aims to describe the school's expectations about how each member of the school community (pupils, staff and parents) will help to create a positive school climate that will support and promote positive behavior. It sets out the school's expectations of behavior and provides an explanation of the agreed ways which will be used to promote positive behavior and manage misbehavior.

The policy aims to

- offer **the students** educational opportunities to build and maintain positive/socially acceptable ways of relating to adults and peers and learn how to develop or strengthen attitudes of respect, tolerance, empathy, cooperation, fairness, politeness, kindness, and attitudes of taking personal responsibility.
- support **the school staff** to take professional decisions about creating and maintaining order and discipline in all schools' settings. Our staff views the students' misconduct as situations in which personal control is missed and is regained through their support and through the implementation of pedagogical approaches specifically designed for this purpose.

- make students' parents and guardians aware of school promoted values and conduct expectations, but also partners in the procedures which the school implements for the positive prosocial behaviors to be reinforced and the non -positive ones to be addressed.

The school's positive behavior policy aims also to ensure consistency of expectations across the school by:

- describing the positive behavior expected of all members of the school community
- providing simple, practical rules for pupils and school staff which recognises the behavior expected within the school. By setting such behavior goals this will guide pupils towards appropriate positive behavior.
- serving as a practical tool to teach and encourage pupils, through praise, encouragement and leading by example, and show that they can and should make appropriate choices with regards to the way in which they behave.

4. Basic/Important guiding principles underlying the good behavior policy

Positive discipline in our school is not conceived as a mere set of rules and consequences that have been traditionally obedience orientated. Its basic aim is to maintain values orientated positive behavior manifestations rather than rules compliance behaviors, although the school communicates its expectations in clear, positive, descriptive, observable, measurable ways within an assertive disciplinary context. Proactive, humanistic, restorative approaches make the hallmark of our school's positive behavior policy. Reactive and disciplinary measures on the part of the school are also taken in a graded and person tailored approach in terms of age level, nature of offence, severity of offence, but other factors might be also considered.

Our Good Behavior Policy is influenced by basic theoretical models regarding human behavior as well as by pedagogical practice regarding positive school discipline. Theories can be conceived as particular sets of ideas supported by scientific research evidence. They offer explanations and interpretation about specific phenomena and inform practice. Implementing an approach of theoretical eclecticism, we guide our plans, processes, and responses to challenging behavior manifestations in theoretically based professional ways.

We see behavior as communicating messages of what a student thinks, feels, or needs at a specific time interval. Some messages are easy to understand. For those who seem to be more complicated the school has structures and processes to make them clearer and respond to them (school psychologist support, support teams of school staff, specific models of intervention being put into practice) in the best interest of the students.

The school responses to students' non-positive behavior incidents are value-driven and educationally founded, underlying dignity and respect for every student. The responses and disciplinary measures follow a graded approach of implementation regarding the nature, severance and intensity of misconduct. Although the fairness of implementation across the school is a key factor of the policy, in some cases, it is tailored to the individual.

The school has established a plan for promoting, sustaining, and monitoring the Behavior Policy over time.

5. Preventative/Proactive part of the Good Behavior School Policy

As an educational setting the school has structures and processes that promote the proactive/preventative part of the school policy, as follows:

A friendly welcoming environment

The school maintains procedures and organizes events for the welcoming of the new students and their families in the school. Induction activities take place for the new pupils to develop a sense of being known, cared for. Their adjustment in an inclusive culture school environment is monitored and confirmed aiming at the wellbeing of the new pupils.

Clarity of school's aims, values and expectations

The school communicates to the students and their families its objectives and the regulations ensuring order and discipline in the school but also the intervention measures which are delivered when these regulations/expectations are not reached.

Quality of class management

Teachers use a variety of managerial practices to ensure that the students clearly understand what is expected from them and support them to fulfill these expectations which are demonstrated as specific, descriptive, direct, simple rules to be followed. Apart from the general rules concerning safety inclusiveness and courtesy, rules for procedures (e.g., walking in and out of classroom, making transitions between teaching activities, walking in the hall, canteen time rules, etc.) are planned, modeled, and taught in successive step and are instituted to be followed.

Quality of teaching

The school ensures high quality recruitment procedures for its staff in accordance with the regulations of the European school system and with the school's specific needs. Teachers are high level professionals regarding academic knowledge and working experience and cooperate regularly during the school year. Evaluation procedures are implemented at various levels for the teaching staff. In service training programs are offered to the staff on pedagogical days but also internal processes are

implemented for self-evaluation, reflection and feedback. A climate which fosters effective learning is at the heart of all education activities of the teachers.

A good Behavior school plan

On going coaching, staff training and cooperation, organization of staff-parents-experts individual or collective meetings, internal and external processes for good behavior progress recording, assessment, and maintenance.

Implementation of competence-based curricula

The Eight key competences for lifelong learning, enabling students to attain personal fulfillment, to understand social inclusion and active citizenship are integrated in our Curriculum and teaching processes which enable students to develop social skills for cooperation and peaceful living, attitudes of inclusiveness, respect for difference, respect for one's own and other's rights, tolerance, consideration, and critical thinking for taking decisions to act and react mindfully.

Schools specific Programs

The school runs specific programs to offer students opportunities to learn and enjoy themselves through creative and engaging indoor activities, as well as to relax and enjoy a quiet time library session during break times. The EMO team provides emotional and social support to students and educates them to develop self-awareness, self-discipline, and self-control, enabling them to gain a broader perspective on situations, behavior manifestations, specific incident and encourage them to take personal responsibility for preventing infringements of the school's rules and regulations or for restoring unacceptable situations.

The KIVA Program

Our school is a KIVA school, meaning that there is a zero-tolerance policy to acts of bullying either of physical, verbal, or social nature. The KIVA program runs in our school and offers teaching sessions and activities to students for them to gain deep understanding of the phenomenon and its harmful effects for the whole school community. The program also offers the students ways to cope and act against bullying manifestations either for themselves or for their peers. The students and their families are informed how to report and gain support from the school's staff but particularly from the members of the KIVA team in our school.

Quality of supervision in the school premises

Active supervision outside of the classrooms is implemented to prevent misconduct or to address it immediately when it occurs. Teachers on duty carefully observe students' activities in various areas of the school building at different time slots throughout the school day. They pay close attention to what is going on so that misconduct is prevented, or they act immediately and effectively when it occurs, with an aim to safeguard a caring, safe and enjoyable environment for the students when they are outside their classrooms for various reasons.

Delivery of positive feedback & rewarding positive behavior

Meaningful attention and positive reinforcement are delivered by teachers to those students who behave according to the rules of the class/school and follow the teachers' instructions so that they are motivated to repeat appropriate behavior. **Positive feedback** also conveys the message that the best way to gain the teachers' attention is to obey/conform rather than to disrupt. Students recognize the importance of high standards in their work and behavior.

Positive praise is an incredibly powerful motivator for children and can be used effectively to encourage children to acquire skills and develop appropriate behavior. Praise focuses on the pupil's effort and when teachers offer authentic, specific and deserved praise it encourages lifelong learning too.

In our school all staff will recognise and acknowledge positive behavior, both in general terms for the class and for individual pupils.

Praise will be applied by all staff.

- Praise can take many forms but must always highlight the positive behavior, for example, identifying the positive behavior and verbally thanking the pupil, or a smile and thumbs up, a written word of thank you, informing parents/guardians after school or an email praising the pupil's behaviour.

The Subjects of Religion and Ethics

Although human moral values underpin all direct and indirect teaching and all aspect of the school's social life, the specific subjects of religion and ethics are taught in our school to support the students to understand, thin and reflect upon values, human rights issues but also to enrich their social and cooperative skills for a lifelong peaceful coexistence and a future active citizenship.

Educational Support Programs

Educational support programs which are implemented in our school offer systematic learning opportunities to our students for them to overcome their learning difficulties, so that possible misconduct resulting from the students' feelings of boredom, lack of motivation or low self-esteem will be prevented, or at least minimized.

Challenge Education Programs

Our school runs additional challenge based educational activities for students in order to encourage them to develop deeper subject knowledge and essential 21st century competences, such as innovation and creativity, flexibility, collaboration, communication and highly engaging attitudes, These competencies support our students to consider broader perspectives for social phenomena before taking decisions, minimizing impulsivity and lack of self-control for preventing potential or actual conflict.

6. Standards and expectations of our school behavioral policy:

Pupils are expected to behave in a way that makes it possible for everyone to learn and the teacher to teach. This means following the school rules which form part of our positive behavior plan.

The positive behavior policy is explained and taught to all pupils and a copy sent to parents/guardians.

We are Respectful

To ourselves (be safe, be courteous, be polite, be kind, take good care of own safety, refrain from any kind of harm or risk taking, be model of prosocial behavior, keep self-esteem high and social image positive, clearly communicate one's own social and emotional boundaries to others)

To everyone near and around us (treat anyone considering their feelings, appreciate anyone's perspective and socio-cultural background, refrain from acts of violence, aggression, humiliation, risk taking against others, keep up with an inclusive attitude towards peers and anyone around you. use friendly and socially acceptable language for peers, school staff and any other adult, keep others comfortable within their social and emotional boundaries, accept No as an answer)

To our school physical environment (take care of and be responsible for keeping clean and tidy school's interior and exterior spaces, do not keep waste, report any damage observed or made accidentally for being restored)

To others' belongings (refrain from touching or from using other's belonging without the holders' permission, make necessary requests using polite verbal and social ways, when this is needed. Accept and show understanding to one's own willingness to keep own belongings for self-disposal.

To the school property (take care of keeping school's property and resources in the best possible quality, take permission and personal responsibility of using school resources for a limited time, even when being a member of group learning task. (Library books, laboratory material etc.)

To learning (listen to the teacher's instructions attentively and others' points of view calmly, do not disturb the flow of the teaching session, keep discussion of the topic, take advantage and use the school's additional resources, take a positive stance to lifelong learning, share your knowledge and skills with others, keep to the time framework of a learning session, keep quiet if you have nothing relevant to say)

We are Responsible

For being good role models (recognize and regulate emotions, behave according to the school's expectations, set boundaries to what is said and done and think reflectively upon it, understand that other students observe and may model one's behavior, take personal responsibility for one's own mistakes and misconceptions, do not diffuse personal responsibility for group misbehavior in which you are a member, refrain from excusing one's self with making responsibility displacements to other peers or persons)

For being trustworthy (being reliable, try to keep promises, keep secrets for yourself, refrain from gossiping, spreading rumors and backbiting, being friendly, kind, and tolerant)

For making the right behavior choices (adhere to the core expectations of the school, refrain from modeling or engaging in unacceptable conduct)

For restoring our 'socially distorted' identity (recognize that I made a mistake, refrain from techniques of moral disengagement, take the right decision)

We are Ready

To support each other (show genuine interest in other people's difficulties, stress and bad times, be empathetic to other's cognitive and emotional issues, help peers and others -but do not support peers to avoid taking the consequences of their wrongdoing using techniques of displacement or diffusion of responsibilities)

to intervene, to stand by for others instead of being a bystander

to tolerate others outburst and 'difficult' moments

to be patient, nice and kind to those who need our understanding

to empathize with other's feelings and support the development and sustainability of a sense of belonging in a warm, safe, caring community.

to express our feelings in a clear calm verbal way and to listen attentively to the feelings of others

To learn, to pursue excellence, to be innovative, to develop knowledge skills and attitudes for living and succeeding in a shared future peaceful citizenship.

7. Reactive part of the Good Behavior School Policy

a. What is it?

The assertive discipline model highlights the importance of teachers/ school staff being assertive and set limits in behavior manifestations by communicating disapproval for unacceptable behavior but also expressing pleasure and approval for positive/expected/prosocial behaviors. Although the focus is mainly on proacting rather than reacting activities, behavior which does not conform to the school's expectations cannot be ignored.

When the core values of the school discipline policy are breached interventive measures are put in place so as the restoring of unacceptable behaviors turning them into positive alternatives is pursued. The school deploys targeted intervention processes to support the pupils who fail to meet the schools' expectations. Literature informed and pedagogically based intervention approaches follow a graded scheme of implementation considering the nature, the severity, the frequency of 'offences' the age of the 'offender', his/her specific characteristics, the characteristics of the situation. Although layered interventions are implemented across schools based on their approaches and general principles, they can be specifically tailored too.

b. Responding to inappropriate behavior

There is a need to register disapproval when misbehavior occurs and ensure that effective learning and teaching can take place. Behavior which is unacceptable cannot be ignored. **However, it is extremely important that pupils understand it is the behavior which is unacceptable and not them.**

Interventions will be implemented if a pupil is engaging in any of the following:

- breaking school/class rules
- affecting the education and well-being of other pupils
- preventing the teacher from teaching
- failing to follow instructions
- refusing a member of staff after three requests
- a serious incident e.g. leaving the classroom, school building, or school grounds without permission
- repeated breaches of the school rules that lead to unreasonable high-level disruption of pupil's right to learn
- any form of bullying, harassment or discrimination which is racist or sexist
- physical violence or verbal aggression directed towards any member of the school community
- use of object/weapons to hurt others
- vandalism leading to significant damage of school property and resources.

When pupils are unable to follow the Golden Rules, it is important that the actions taken are:

- understood by pupils, staff and parents/guardians
- fair
- consistently applied according to the school 's behavior policy
- a logical response to and realistic to the misbehavior displayed.

c. Levels of misbehavior and incidents

Misbehavior and incidents are divided into *five levels*. These levels are defined in the positive behavior policy, but it is not possible for the examples given to be exhaustive. But the following framework shows how incidents are dealt with. The list of levels does not mean that they can be imposed only in the order given. For serious breaches of the positive behavior policy the actions of level 4 or 5 may immediately be implemented.

The level of responses which will apply is:

Level 1 (low level intervention)

- a reminder by staff of the behavior, which is expected, with the pupil given time to rectify the behavior

Level 2 (low/moderate level intervention)

- a verbal warning and the pupil given a further chance to rectify the behaviour

Level 3 (moderate/intense level intervention)

- time out to reflect on the behavior and to allow the pupil to regain calm in a quiet, safe space before restorative action is discussed. If a pupil is removed from the class assignments will be planned for and provided by the class teacher to ensure that the pupil continues to learn in a managed environment. Parents will be notified in such a case.

Level 4 (intense/serious level intervention)

- in collaboration with the class teacher and parents/guardians, the pupil will be supported by the school's CARE team to devise a plan to improve positive social skills/behavior. This, for example, may make use of a daily diary. The teacher will report about key behavior targets which have been discussed with regards to the behavior of a pupil (an example target could be, 'Taking part in games during playtime without confrontation'). These report cards aim to improve communication between the pupil, school staff and parents/caregivers about the pupil's behavior. These interventions are tailored to the behavioral needs of a pupil.

Level 5 (serious level intervention)

- immediate involvement of school management including the Director.

Repeated and continuous misbehavior will be recorded by the school to be used as part of an individual intervention plan. All incidents which require time out and/or further action will be recorded by the school. Any incidents deemed by staff to be of a serious nature will not follow the above hierarchy and school management will be involved immediately.

Level of Intervention	Nature of offences	Intervention (acts taken)	Who is involved / responsible for the intervention	School level N/P/S	Literature based model/models
1 st /low level intervention	<p>Any behavior that breaches the core principles of the policy/ minor offences</p> <ul style="list-style-type: none"> • It occurs suddenly with no prior occurrence. • It lasts for a few minutes. • It happens accidentally, • It does not harm others, • It is evident in very young or young children. • It seems to be unprovoked. 	<ul style="list-style-type: none"> • Inhibition / Ignorance (negative reinforcement) • Reminder of expectations (visual, verbal, social) • Positive reinforcement of an opposite or near opposite behavior • Time out strategy (self-reflection, emotional relaxation, avoidance of re-offending) 	Teaching staff	N/P/S	<p>Classical /Operant Behaviorism</p> <ul style="list-style-type: none"> • Positive and negative reinforcement

<p>2nd/middle level intervention</p>	<p>Any behavior that breaches the Core principles of the policy/minor but repeated offences</p> <ul style="list-style-type: none"> • After the 1st level of intervention has been implemented • It occurs frequently. • It directly affects the students in question and/or others. • It seems to be unprovoked. • It is evident in students of all ages (Nursery, Primary, Secondary) 	<ul style="list-style-type: none"> • A discussion between the class teacher or the teacher in charge of the student is made in a private context. • The student is supported to understand the social and emotional importance of complying with the school's rules. /Expectations • Explanations for the necessity of the behavior of concern to be terminated are offered to the pupil. • Positive reinforcement is also abundantly used in this level. • Negative reinforcement techniques/negative consequences are also specified. • The student is informed that the school will proceed to the next stage if his /her unacceptable behaviour continues. • The rewarding results after the termination of the unwanted behaviour are also made clear to the student. 	<p>Teaching staff</p> <p>The parents <i>may</i> be informed</p>	<p>P/S</p>	<p>Neo- Behaviorism/Cognitive Behaviorism</p> <ul style="list-style-type: none"> • Positive and Negative Reinforcement • Motives • Applied Behavior Analysis <p>Socio-cognitive model of behavior</p> <ul style="list-style-type: none"> • Modeling • Motives • Outcomes expectancies • Self -efficiency • Techniques of moral disengagement
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<p>3rd /intense level intervention</p>	<p>Any behaviour that breaches the core principles of the policy</p> <ul style="list-style-type: none"> • It concerns behaviors at a middle level of intensity and/or seriousness that may continue or appear at first time. • After the 2nd level of intervention has been implemented • It may occur once, without prior occurrence. • It directly affects the students whose behaviour is in question and/or others by • It might be provoked or unprovoked. • It is usually evident in students attending the last classes of Primary and all the classes of Secondary. 	<p>Discussion with the student</p> <ul style="list-style-type: none"> • The behaviour is presented as a problem which must be solved. The student is supported to find alternatives and solutions and discuss about and reflect upon • The meaning he/she gives to his conduct and the situation related to it. • His/her feelings • his/her needs • his/her motives • the different ways of changing the behavior. • his/her efficiency to change the behavior. • to agree to follow an individual behaviour intervention plan (reinforcers are also selected and agreed) • A social skills development program is necessary to be included in the individual plan. • Monitoring of the individual behaviour intervention plan is made. • The student and the parents are aware of the results • Decisions are taken according to the results. 	<ul style="list-style-type: none"> • The Management Team (accordingly) • EMO Team • School psychologist • School behaviour support group • The student's parents cooperate with the school 	<p>P/S</p>	<p>Neo- Behaviourism/Cognitive Behaviourism</p> <ul style="list-style-type: none"> • Positive and Negative Reinforcement • Motives • Applied Behaviour Analysis <p>Socio-cognitive model of behaviour</p> <ul style="list-style-type: none"> • Motives • Results expectancies • Self -efficiency • Techniques of moral disengagement <p>Humanistic /Phenomenological approaches.</p> <p>Problem-focused cognitive Model</p>
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<p>4th /serious level intervention</p>	<ul style="list-style-type: none"> • Poses serious threats of harm (physical, emotional, social) to themselves and/or to other people in the school. • It is usually evident in students attending the secondary cycle. 	<ul style="list-style-type: none"> • The imposition of sanctions for the protection of the school's order, safety, and well-being of the whole school community members. • The disciplinary policy group of the school with the cooperation of the family and experts will decide about the nature of the sanctions to be imposed. • Care is still taken for the student who may need a particular behaviour therapeutic program to follow. 	<p>Disciplinary Policy Group</p> <p>Cooperation of the school with</p> <ul style="list-style-type: none"> • family • Internal experts/ therapists/ psychologist(s) <p>The support of external agencies may be recommended (Psychological/Health services, community services)</p>	<p>P/S</p>	<ul style="list-style-type: none"> • Ecosystemic Model • Activities from all behaviour models which underlie the previous stages of intervention can be used at this stage through an eclectic approach (a mixture approach) • Discipline in the European Schools • Doc. 2014-03-D-14-en-13(Art. 40-44 <i>General Rules of the European Schools</i>)
<p>5th / continuous serious level intervention OR very serious/dangerous</p>	<ul style="list-style-type: none"> • Poses serious threats of harm (physical, emotional, social integrity) to themselves and/or to other people in the school 	<ul style="list-style-type: none"> • The breaches of discipline are to be reported in writing to the director on the first working day after the incident. • The director can decide to exclude the pupil for max 3 	<p>Director</p> <p>Management team</p> <p>Disciplinary council</p> <ul style="list-style-type: none"> • Consequence/ 	<p>S</p>	<ul style="list-style-type: none"> • Ecosystemic Model • Activities from all behaviour models which underlie the previous stages of intervention can be used at this stage through an eclectic approach (a mixture approach)

level intervention	<ul style="list-style-type: none"> It concerns pupils attending the secondary cycle. 	<p>working days because of the incident.</p> <ul style="list-style-type: none"> Or the director can decide to return the pupil to the parental care of the parents in attending the disciplinary council. The disciplinary council can decide all the measures mentioned above (level 1,2,3,4 interventions) as well as expulsion or exclusion from the school. 	<p>punishment of behavior</p> <ul style="list-style-type: none"> Rehabilitations assignment Support (by internal or external professional to avoid future incidents) In case of permanent exclusion a period of support to continue the students learning can be agreed upon to 		<ul style="list-style-type: none"> Discipline in the European Schools Doc. 2014-03-D-14-en-13(Art. 40-44 <i>General Rules of the European Schools</i>)
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Annex 2: A practical look at behavior in ES Mol Nursery and Primary school

The Nursery –Primary ‘Golden Rules’

Nursery- primary pupils are expected to behave in a way that makes it possible for everyone to learn and the teacher to teach. This means following the school rules which form part of our positive behavior plan.

The positive behavior policy is explained and taught to all pupils and a copy sent to parents/guardians.

The school has golden rules which are the core of our behavioral policy. These golden rules are clearly displayed throughout the school as positive reminders.

Our golden rules

- **We are respectful**

This means we are polite, courteous, kind and look after each other. We value these qualities and attitudes since they are the basis of good relationships with teachers and staff and help us form lasting friendships.

- **We listen to each other**

This means we listen to and value everybody’s opinions, contributions and ideas. We listen and learn to disagree without getting into conflict. We use respectful ways of resolving difficulties.

- **We walk calmly**

This means we walk in the corridors and the paths around school to keep ourselves and others safe.

- **We stay safe**

This means we are careful in the playground. We are aware of others, and we look after ourselves and other pupils. We follow instructions in the swimming pool and sports hall. We stay safe online. We think carefully about who we make friends with online and about what we say and post.

- **We take care of our school**

This means we look after the furniture, materials and displays in our school. We use the recycle bins and take care of the nature surrounding our school.

Our 5 golden rules

1 We are respectful.



2 We listen to each other.



3 We walk calmly.



4 We stay safe.



5 We take care of our school.





School Rules

Travel to and from school

Pupils have an important role to play in upholding standards of good behavior in the wider community. Therefore, the same high standard of behavior that is expected in school, is expected on school buses, local De Lijn buses and taxis, when travelling to and from school.

- pupils are expected to be polite, remain calm and follow any instructions given by bus monitors and drivers
- pupils are expected to walk to the school bus/taxi parking/bus stop outside the school calmly, using the school paths and zebra crossings. Pupils follow the instructions of the supervisors at zebra crossings and at the bus and taxi parking areas.

This ensures that the school bus and parking area remain safe for all our pupils, staff and visitors.

School Campus

Our school is very proud of our beautiful, green campus and it is important that pupils learn to look after the environment. Before and after school pupils, parents and visitors are expected to be respectful of the school environment.

- pupils are expected to care for the planting and trees which surround our school by not playing on, climbing on or damaging them
- pupils are respectful of the school environment by using the paths when entering, leaving and moving between buildings on the school premises
- bins and recycling bins are available throughout the school, pupils are expected to use these to keep our campus litter-free and safe for wildlife.

Promoting positive behavior during the school day

Corridors

Pupils are expected to

- walk calmly in the school corridors
- move quietly between classes and arrive on time
- pupils are expected to walk on the path to and from the canteen, sports hall and swimming pool
- toilets, should only be used before school, at breaktimes or lunchtimes. The class teacher may, however, allow toilet breaks during class time. Pupils are expected not to disturb teaching by walking quietly and calmly to the nearest toilets and returning promptly.

Classrooms

To ensure that all pupils are able to enjoy learning we expect pupils to:

- arrive on time
- line up calmly and quietly in the playground when asked and before entering the school building
- place outdoor jackets and schoolbags in their designated place neatly
- have the correct equipment/materials
- be ready to listen and respond to the first instruction of the class teacher or other teaching staff
- follow the classroom rules
- use the correct voice level
- to look after classroom furniture and equipment so that it is enjoyable and safe for everyone to use
- in the ICT classroom follow the rules for the care and use of the school computers
- mobile phones, although currently allowed in the school, should not be seen or heard
- be respectful and polite towards other pupils, teachers and all members of school staff.

Playtime during breaks and lunchtimes

Play is extremely important for both learning and social development. It is a natural learning tool which helps children develop their fine and gross motor coordination. Children also learn a multitude of valuable skills, for instance: understanding and following the rules of a game whether traditional or imagined by the children; coping with winning and losing; self-regulating their emotions (e.g. anger); resolving conflict situations; listening to others with a different point of view and further developing communication skills. For playtime to be an enjoyable and valuable experience for all pupils:

- pupils are expected to share and take care of playground toys and equipment
- at the end of playtime pupils are expected to tidy play equipment away
- pupils are expected to follow the instructions of playground monitors/supervisors
- although playground problems and confrontations will be resolved by the monitors/supervisors at the time, serious or repeated instances will be recorded and reported to the class teacher.

School restaurant

As well as being an important part of the schools healthy lunch policy, ([healthy-living-lunch-policy-1668077262.pdf \(esmol.be\)](https://www.esmol.be/healthy-living-lunch-policy-1668077262.pdf)) lunchtime should be an enjoyable and sociable experience for all pupils and staff, therefore

- pupils who are eating a school lunch are expected to collect their cutlery and tray and wait in line in a calm, quiet manner
- pupils are expected to be polite and mannerly when asking for and paying the restaurant staff for their lunch
- pupils, whether having a school lunch or packed lunch, are expected to sit at their designated table and enjoy their lunch in a calm manner
- when supervisors/monitors have signaled that lunchtime has finished, pupils will place their trays, plates, cutlery, glasses and any leftover food in the appropriate place
- pupils will line up and wait calmly until the supervisor/monitor signals that pupils can return to the primary school
- lunchtime supervisors/monitors will also promote the expected positive behaviors outlined throughout the positive behavior policy.

Rewards

Positive praise is an incredibly powerful motivator for children and can be used effectively to encourage children to acquire skills and develop appropriate behavior. Praise focuses on the pupil's effort and when teachers offer authentic, specific and deserved praise it encourages lifelong learning too.

In our school all staff will recognise and acknowledge positive behavior, both in general terms for the class and for individual pupils.

Praise will be applied by all staff.

Praise can take many forms but must always highlight the positive behavior, for example, identifying the positive behavior and verbally thanking the pupil, or a smile and thumbs up, a written word of thank you, informing parents/carers after school or an email praising the pupil's behavior.



*Annex 3:
Internal Regulations of the
Secondary Cycle*

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Internal Regulations of the Secondary Cycle ES Mol

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Introduction

Each member of our school community is expected to perform the tasks assigned to him conscientiously and with full dedication. Moreover, students are expected to enrich school life both by their own personal efforts and by their contributions as team members.

The contact between nationalities represented in our school and their respective cultural traditions must be considered as an enriching experience and a contribution to real integration.

Everyone has a right to express their opinions freely, provided that in doing so, they observe the utmost respect for traditions and the religious, political and philosophical convictions of all members of the school community. Any form of propaganda for whatever ideology will be judged incompatible with the principles of the education the school provides.

Everyone has the duty to refrain from behaviour that could disrupt the proper functioning of the school. Pupils are only allowed to put up notices or to organise sales with the Management's prior permission.

All pupils must comply immediately with the instructions given to them by members of the school staff. In the interest of well-ordered school life, pupils must be respectful and follow the instructions given to them inside and outside the classroom.

1. Arrival at School and Traffic Code

1. When pupils arrive at the school, they must go to the school yard immediately. Under no circumstances should they remain in the car park or near the bicycle shelters. Until the first bell rings, pupils can stay in the courtyard or in the entrance hall, but they are not allowed to proceed to the classrooms. Pupils may stay in the courtyard or in the forecourt shelter until the first bell rings. When the first bell rings, pupils should proceed immediately to their classrooms where the teachers will be waiting for them. Lessons begin when the second bell rings. The names of absentees are electronically registered on SMS at the beginning of each lesson.
2. All members of the school community – teachers, pupils, parents – as well as visitors to the school, are legally obliged to drive slowly and with due care while on the school grounds. In addition, designated roads must be used. Under no circumstances are drivers, cyclists or motorcyclists allowed to drive through the courtyard or make use of pathways reserved for pedestrians. The designated zebra crossings should be used by pedestrians as much as possible.
3. Pupils may come to school by bike, scooter, moped or car but they are not permitted to use these vehicles during the school day. Pupils can use their scooters, mopeds and cars only for their journeys from home to school and back. For the rest of the school day these vehicles must remain stationary.
4. Vehicles may be parked only in the designed areas. Mopeds and bicycles may be left in the cycle sheds next to the staff car park if they are secured with a solid lock. Pupils' cars must always be parked in the student car park.
5. As soon as a vehicle is causing annoyance (e.g. noise, smoke, illegal parking) or posing a threat to others' safety (speeding, driving carelessly, etc.), the Management can decide to ban it from the school grounds temporarily or permanently.
6. We strongly recommend that pupils riding bicycles wear helmets. This is compulsory if they are riding a scooter or moped.



7. A pupil who arrives late in class will also have their tardiness electronically registered by the teacher. They will not be excluded from class, however the teacher may decide upon this when it becomes more of a habit than a once-off occurrence. If a pupil is regularly registered late, this can lead to disciplinary measures.
8. Absences of teachers are announced on the electronic boards of the secondary school. The names of replacement teachers are listed as well. Pupils must attend all the replacement lessons and study hours.

2. Accessing the school grounds

All members of the school community are insured by school insurance during their lessons or hours of attendance, as well as on the journey to and from the school on the most direct route.

Admittance to the school grounds will be denied to all those who do not belong to the school community and who have not arranged a visit. Visitors with appointments will be provided with a visitor's badge, which they must wear while on school premises.

Visitors who intend to come to the school for a prolonged period of time or visit the school frequently will have to request special permission from the Administrator, who will determine the administrative implications. They should also arrange insurance for this period with the school administration.

3. Student cards

Everybody on campus - staff, students and visitors - has to visibly wear an identification badge at all times.

Pupils receive one of the three types of school cards (badges) based on the agreement between their legal representatives and the school.

RED CARD

Pupils are not allowed to leave the school during school hours. They are in school each day from the beginning to the end of the school day. This is a logical choice for pupils using the boarding school or the school bus.

YELLOW CARD

Pupils have permission to stay at home in the morning until their first real lesson starts and return home after their last real lesson of that day. They are not allowed to leave the school grounds during lunch break or free lessons immediately before and/or after the lunch break.

GREEN CARD

Pupils have permission to stay at home in the morning until their first real lesson starts and return home after their last real lesson of that day. During teaching hours immediately before and/or after the lunch break pupils may go home if they have no lessons.

This applies specifically to pupils who live in the neighbourhood (provided that parents are at home).

The management reserves the right to decide allocation of this card, based on the student's residential address and the request of the parents. If a free period falls between two lessons, the pupil is never allowed to leave the school premises.

In exceptional cases, you can contact the educational advisors to ask permission for your child to leave the school, even with a red card.



4. Absences and Absenteeism

The following regulations apply to our school:

1. If a pupil is absent, the parents inform the school in the morning by phone or by email:
 - a) LIST-MOL-SEC-PED-TEAM@eursc.eu
 - b) Educational Advisors: +32 (0)14 56 31 47 or +32 (0)14 56 31 37
2. If a pupil has not been able to attend lessons for one or two days on medical grounds, he or she must present a valid letter of excuse, signed by the parents on account of illness on the day of his or her return or the parents can send an email to the Educational Advisors (LIST-MOL-SEC-PED-TEAM@eursc.eu). For medical visits a medical certificate must be presented on return to school.
3. A pupil who has been ill for more than two days must present a medical certificate on the day of his or her return.
4. If a pupil does not comply with the regulations as specified in 2 and 3 above, the absence will be considered as unauthorised and therefore sanctions may be applied. (See 6 below.)
5. A medical certificate is always compulsory when a pupil misses a B-test (and any announced test in year 7) or an examination.
6. Truancy will be punished with a detention period at lunchtime, initially and on a Wednesday afternoon for subsequent offenses. Frequent truancy can lead to a hearing of the Discipline Committee.
7. Moreover, the Management insists that parents should not ask for exemption from lessons for their children during the week before or after the holidays. Only in fully justified cases will the school give permission to such a request, which should be sent to the Director in writing, not less than two weeks before the requested absence.
8. As stated in the general rules of the European Schools, more than 10% absence in any subject during an academic year, may have consequences for promotion and participation in examinations.
9. At the beginning of the school year, the sports teachers will inform students about the regulations for sports and swimming classes.

5. Free periods

Pupils must spend their free periods in the study or in the library, these can be silent study periods, open study periods (board games, comics, group study, etc.) or sports-related, based on the decision of the educational advisors.

Pupils, including those in S6 and S7, may not use the sportsgrounds during any other lessons or free periods, except under the supervision of a teacher or an Educational Advisor.

Exceptions:

1. During the 5th and 6th period students should go to the sports grounds, the canteen or the library, and to the ICT room 213 in the 6th period only.
2. S6 and S7 students have the privilege of spending their free periods in their own room at the back of the Domus. This privilege can be withdrawn in case of abuse. They are still welcome to the library.
3. Any regulations regarding Student Card holders (see Article 3 above).



6. Breaks

1. During breaktime, short break, lunch break and early lunch, pupils are under the supervision of the teachers in the courtyard, in the canteen, in the gyms and in the sports grounds. During lunch breaks, they may also use the ICT rooms.

The pupils are not allowed to be:

- on the grounds of the Primary and the Nursery School,
 - in the corridors of the 2nd floor secondary school building, 1st floor only to visit the educational advisors and the library. Ground floor access is for locker use only.
 - in the car parks and the cycle sheds
 - behind the tennis courts which are located at the far end of the sport fields.
2. Pupils can only use the sports fields under supervision.
 3. Ball games are only allowed on the sport fields. No ball games, no bouncing or kicking balls in the buildings or the school courtyard is permitted.. Balls can be stored in the lockers or in the office of the Educational Advisors.
 4. Skateboards, frisbees, roller skates and other toys are only allowed in the playground behind the gym and only at times when there is supervision. The use of safety equipment is strongly recommended.
 5. Lunch break activities (period 6) will be listed on the information boards in the main hall.

7. Electronic Devices

All mobile phones must be on silent mode and cannot be used during the lessons, unless students receive different instructions from the teacher.

Personal stereos, (CD-players,) MP3-players, iPods, laptop computers, PDAs (portable game console) and other electronic devices can only be used in the classroom with the authorization of the teacher.

Taking photographs or making recordings of any person within the school community without their consent is strictly forbidden.

The school canteen is a device free area in the school. No electronic devices can be used inside the canteen building.

8. Food, drinks, smoking

1. Eating is not allowed inside the secondary school building.
2. Students that want to bring drinks to class, should have these in resealable containers. Canned drinks are not allowed in the secondary school building.
3. Packaging, wrappings, food waste and empty cans and the like must be disposed of in the correct recycling bin. Staff members will immediately reprimand the offenders. Those who litter the school grounds will be asked to clean them.
4. Hot meals and sandwiches are provided by the canteen. Please do not bring pizza or French fries to school. Ordering food from external companies is not allowed either.



5. Smoking is strictly prohibited on the school premises and in the school surroundings, except for the smokers' corner at the main gate and only at two specified times a day:
- During the morning break, between periods 3 and 4, the smokers' corner is open for pupils of 18 year and older provided that they have written permission.
 - During lunch break, 5th and 6th period unless they have a class, pupils of age with permission can also go to the smokers' corner.

The permission mentioned above must come from the parents, in writing or from the pupils themselves when they are 18 years of age or older. The person who signs the permission/request takes full responsibility for the time the student spends outside the school premises.

A green card gives pupils permission to go straight home. It DOES NOT allow them to go into the smokers' corner unless they have the permission to go there, following the rules above.

The school reiterates the health problems smoking can cause.

Energy drinks and alcoholic beverages are forbidden in the school. The possession of or use of illicit substances or any kind of drugs on the school premises will lead to severe disciplinary measures.

9. Coats and school bags

Blocking exits and corridors with personal belongings may cause injury or hamper evacuation of the building in emergency situations.

Therefore, we ask you to place your school bag in your locker, under the benches in the corridors or where they do not hinder people passing by. Please, also use the coat hangers provided.

10. Theft Prevention

A. SECONDARY SCHOOL BUILDING

1. Use a locker in the corridors and Write your name on any valuable objects: calculators, mobile phones, etc.
2. Do not bring large sums of money to school.
3. Never leave any money or valuables in bags or unattended jackets.
4. Write your name on bags, coats and sportswear.
5. Lock up your bicycles.
6. Do not leave your bag unattended.
If you have the suspicion that something has been stolen from you, you must inform the class teacher and/or the Educational Advisors immediately by means of a written report stating what is missing, from where, when this happened and other details. It goes without saying that pupils caught stealing will be severely punished.
7. If you lose your school badge, you must inform the educational advisors immediately as well as contact the canteen personnel in order to block your badge to prevent misuse by others.

The Management and staff will do their utmost to deal with theft and we ask pupils for their support by respecting the recommendations mentioned above.



B. SPORTS & SWIMMING POOL

It is the sports teachers' responsibility to ensure that sports and swimming lessons are carried out in a safe environment. For this, we ask for pupils' cooperation by respecting the property of others and by observing the following rules:

1. Pupils should not wear expensive clothes or accessories (jewellery, watches, etc.) on days when they have P.E. lessons.
2. Pupils must not bring large sums of money or other valuables (mobile phones, iPods, etc.) to P.E. lessons.
3. Before the lesson starts, pupils can deposit wallets, watches, jewellery and other valuables in the Gym safes.

Immediately after the lesson, the pupils must remember to collect their valuables. They can do this only with the teacher's permission.

Neither the school nor the teacher will accept liability for damaged or lost possessions. We trust that everybody understands the importance of cooperating in the prevention of theft in our school.

11. Library

To ensure a quiet environment to read and study, please follow these regulations:

1. Coats and bags remain at the appropriate places near the entrance. Only bring along what you need to work inside the library.
2. Enter the room in time.
3. Do not leave the room without permission within a 45-minute period.
4. Keep quiet inside the library and do not disturb anyone.
5. Do not move tables nor chairs without permission.
6. Food, drinks and chewing gum are not allowed. Only use electronic devices for reading and studying.
7. The computers can only be used for schoolwork.
8. You can print text documents up to a maximum of 10 pages per week for school assignments.
9. Please return books and magazines to the correct place on the shelves.
10. You can find our catalogue on readingcloud.net. Enter your school e-mail, date of birth and European School Mol to login.
11. You can borrow 3 books at the time for a 3-week period.

12. ICT Policy - Rules

ICT resources at the European School Mol are meant for educational purposes, that is, for school work. When using them users must:

1. Respect and protect the privacy of others

Use only assigned accounts. Do not make your personal access details available to others.

Do not view, use, copy or distribute passwords, personal information or data which you are not authorized to access.

2. Respect and protect the integrity, availability, and security of all electronic resources. Respect school property:

Do not damage hardware, software or data. Do not install or remove software without prior authorisation. Report damaged or malfunctioning resources immediately to your teacher or to a member of the staff.



3. Respect and protect the intellectual property of others:

Do not download or make illegal copies of copyrighted material (music, films, software, etc). Do not plagiarise.

4. Respect the members of school community and the school's public

Image:

Communicate only in ways that are kind and respectful.

Do not threaten, spread lies, be deceitful, defame or spread slander about people or organisations, especially about members of our school community.

Do not search, browse or distribute material of racist, sexist or other offensive content insulting to human dignity.

Do not send spam, chain letters, or other mass unsolicited mailings.

Do not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Only with the permission of teachers pupils may:

- Change the computer settings (desktop, background, etc.)
- Download files
- Install software
- Use their own CDs or USB sticks
- Use e-mail, chat rooms or newsgroups.

Consequences for violation of the above rules

Violations of these rules can result in disciplinary action, including the loss of privileges to use the school's information technology resources. Furthermore, the intentional damage of hardware, or of the system, can lead to being liable to pay for the repair costs.

Student Login

At the beginning of the year students will receive login information to allow access to school computers and all necessary software applications.

Supervision and Monitoring. School and network administrators monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any pupil or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement if required.

School website

<http://www.esmol.eu> offers a lot of useful information about our school. If you would like to contribute with some information that you think may be relevant for the school community, please contact the Management.

13. Senior Pupils' Common Room ("Domus")

The Domus has a multipurpose hall for exams, theatre and music performances, in-service trainings, career's advice office, counselling and psychologist office, learning support classroom, and the senior pupil's common room.

The use of the senior pupils' common room (Domus) is a privilege that the 6th and 7th year pupils at the European School of Mol may keep, provided they use it properly observing the following rules:



1. The Domus can only be used during free periods and breaks. If a pupil deliberately misses a lesson to stay in the Domus he/she will be forbidden from using it for the rest of the semester.
2. All the class representatives of the 6th and the 7th years will be part of the Domus committee. They will elect a chairperson from S6+S7 of the Domus committee for the school year. The chairperson of the Domus committee will check regularly if something needs to be repaired and notify the Educational Advisors.
3. It is the responsibility of the chairperson to ensure that the room is kept clean and that any damages are reported.
4. The Domus is meant for study, reading, social interaction, listening to music, relaxation and recreation. The volume of music should allow other pupils to have a quiet conversation or do some reading or studying.
5. Pupils who intentionally damage school property in the Domus will be asked for repair and / or replacement costs. They will also be excluded from the Domus for the school year and will face other disciplinary measures.
6. In case of general misbehaviour, including not keeping it clean and tidy or any serious incident in the Domus, the Management may close the Domus for as long as it is considered necessary.



Appendix: time table

Monday/Tuesday/Thursday/Friday

Period	Start	End
1	8:30	9:15
2	9:20	10:05
3	10:10	10:55
break		
4	11:15	12:00
5	12:05	12:50
6	13:00	13:45
7	13:50	14:35
8	14:40	15:25
9	15:30	16:15

6th period: lunch break

Wednesday

Period	Start	End
1	8:25	9:10
2	9:15	10:00
3	10:05	10:50
break		
4	11:00	11:45
5	11:50	12:35