

Code of Conduct and Behaviour Management Policy at CJD International School

Students at CJD International School are expected to behave in a manner that ensures the smooth running of classes and other school activities. They are also expected to respect their classmates' rights and all staff members at CJD International School Braunschweig-Wolfsburg.

The Code of Conduct is a set of rules outlining the norms and regulations of living and learning together at the International School Braunschweig-Wolfsburg. Every member of the school community is obliged to accept and follow the Code of Conduct and related policies.

Acknowledgment of the Code of Conduct and related policies is signed in school at the beginning of every school year.

IB Diploma students are required to adhere to the IB Code of Conduct and to sign the Academic Honesty Policy.

Additionally, Boarding House students are required to sign the Boarding House Code of Conduct.

Code of Conduct

Our school community consists of three equally important groups:

- Students
- Staff members
- Parents and legal guardians
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- To succeed in living by this code, EVERY MEMBER of our school community must:
- Contribute actively to meeting the obligations listed in this Code of Conduct
- Admit to and take responsibility for mistakes when they happen
- Treat one another fairly and support one another in meeting these obligations
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- EVERY MEMBER of our school community is obligated to:
- Treat one another with courtesy, respect, and tolerance
- Help create an environment free of fear, intimidation, and discrimination
- Empower one another to teach, learn, and work to the best of our abilities
- Offer praise, encouragement and support whenever possible
- Offer feedback and criticism in a way that is constructive and not degrading
- Treat the property of others with respect, including the personal effects of others and school facilities and teaching materials
- Adhere strictly to the fact that our school environment is and will always remain free from violence, cigarettes, drugs and alcohol. If any member of our school community fails to follow this code, appropriate consequences will be applied in accordance with German law and the school's Behavior Management Policy. This ensures a fair and safe environment for all.

The specific obligations of STUDENTS include:

- Attending class regularly and punctually
- Coming to lessons prepared with all required materials, textbooks and supplies
- Completing all class work and homework assignments, both written and oral
- Participating actively in class discussions and group work
- Contributing to a peaceful and productive classroom environment
- Coexisting peacefully with all other members of the school community
- Keeping the classrooms, school buildings and school grounds clean
- Wear my school uniform with pride
- Adhere to the school's policies, such as the Attendance Policy, the School Uniform Policy, the Policy on Use of Digital devices in School, and the Behaviour Management Policy

The specific obligations of PARENTS and GUARDIANS include:

- Being aware of my responsibilities in supporting my child's education
- Ensuring that my child attends school on time every day (except when ill)
- Showing active interest in and attention to my child's performance in school, including ensuring that my child completes all homework assignments
- Ensuring that my child has all the necessary school supplies on a daily basis
- Giving additional support and assistance to my child when they are struggling with a particular topic or class
- Attending and actively participating in school activities, meetings, and special events as often as possible, including parent conferences

The specific obligations of TEACHERS include:

- Progressing through the curriculum professionally and competently
- Actively engaging students in the learning process
- Adhering to scheduled lessons and break times with punctuality
- Working actively with parents and guardians to support students
- Offering feedback to students and parents regarding student progress
- Giving additional support and assistance to students who are performing poorly, particularly those who face specific learning challenges
- Participating actively in school events and activities

Behaviour Management Policy

1. Policy Statement

CJD International School is committed to providing a safe, inclusive, and nurturing environment for all students, from Early Years to the IB Diploma Programme. The Behaviour Management Policy outlines our approach to managing behaviour across all age groups, ensuring consistency, fairness, and support for every student. It categorises behaviours, details appropriate responses, and provides a structured framework for intervention, including steps that may lead to suspension or expulsion.

The teachers and Professional Educators are responsible for day-to-day age-appropriate behaviour management, while the coordinator and senior leadership team provide support and decision-making for more complex or severe incidents.

2. Purpose and Scope

Purpose:

- To establish clear expectations for age-appropriate behaviour.
- To outline strategies for identifying and managing a range of challenging behaviours.
- To provide a structured process for intervention and disciplinary measures, ensuring all actions are documented and communicated.

Scope:

- Applies to all students aged 4 to 18 across Early Years, Cambridge, and IB Diploma programmes.
- Covers the identification, categorisation, documentation, and management of challenging behaviours.
- Involves all teaching staff, support workers, and volunteers.

3. Definitions

Challenging Behaviour:

Any action by a student that disrupts the learning environment, endangers safety, or significantly deviates from expected developmental norms. Behaviours are interpreted in light of the student's age and individual circumstances.

Behaviour Categories:

- **Minor Behaviours:** Low-level incidents that typically require gentle redirection and positive reinforcement.
- **Serious Behaviours:** More persistent or intense actions that necessitate structured interventions and close monitoring.
- **Severe Behaviours:** High-intensity actions that compromise safety and well-being, requiring immediate intervention and potentially leading to suspension or expulsion.

4. Behaviour Categories and Examples

This is a general list of behaviours. It is not exhaustive but includes, though is not limited to, the following. These are general guidelines and should be used in combination with the specific **Code of Conduct** for each section (Early Years, Primary, Middle School, Secondary, and IB Programme).

Behaviour Type	Minor Behaviours	Serious Behaviours	Severe Behaviours
Verbal	- Loudly interrupting (e.g., calling out)	- Repeated unkind/derogatory remarks	- Regular targeted harassment (racist, sexist, homophobic, etc.)
Physical	- Pushing, scratching, kicking, tripping, or grabbing - Spitting - Throwing objects in frustration (not at an individual)	- Repeated physical actions (e.g., pushing, spitting) - Once-off hitting, biting, or throwing objects at others - Damaging property (school, teacher or peer)	- Causing significant bodily injury (e.g., bleeding, fractures) - Repeated instances of hitting, biting, or throwing objects at others
Non-Compliance	- Occasional refusal to participate - Occasional refusal to follow instructions	- Repeated refusal to follow instructions - Refusing to follow safety rules - Active resistance (e.g., running around the room)	- Regular refusal to participate or follow safety instructions

	- Not wearing school uniform in school - using cell phones - using iPads without permission		
Emotional/Reactive	- Loudly expressing frustration	- Repeated crying or difficulty calming down	- Intense emotional outbursts affecting safety (e.g., self-harm, running away) - Regularly crying and struggling to calm down (multiple times a day)
Social/Interaction	- Difficulty sharing or taking turns - Occasional exclusion of peers - Exclusionary language (e.g., "You're not my friend")	- Refusing to share or take turns - Repeated exclusion of others - Repeated teasing or bullying	- Targeted bullying or aggressive behaviour - Physical, mental, or emotional harm through exclusion or intimidation

5. Intervention and Response Procedures

Interventions are designed to be proactive, educational, and protective, applying the least restrictive measures necessary while ensuring the safety of all students.

General Principles:

- **Proportionality and Consistency:** Responses must match the intensity and frequency of the behaviour and be applied consistently.
- **Prevention and Early Intervention:** Establish clear routines, expectations, and reinforce positive behaviours.
- **Documentation and Communication:** Record all incidents with detailed notes and communicate consistently with parents/carers.

Detailed Intervention Guidelines:

1. **Minor Behaviours:**
 - a. **Response:**
 - i. Redirection and positive reinforcement.
 - ii. Verbal reminders of expectations.
 - b. **Follow-Up:**
 - i. Notify parents (e.g., via email/communication book/ManageBac).
 - ii. Log the incident in an incident report.
 - iii. More than three incidents of the same behaviour in six weeks escalate to serious behaviour.

2. **Serious Behaviours:**

a. **Response:**

- i. Temporary removal from group activities (students must not be left unsupervised).
- ii. One-to-one support and de-escalation strategies.

b. **Follow-Up:**

- i. Communicate with parents (via email and cc coordinators).
- ii. Document the incident thoroughly.
- iii. Arrange a parent meeting to discuss strategies.
- iv. If the behaviour recurs three times within the six weeks after this parent meeting, it triggers an IEP.
- v. Follow up with parents after six weeks

3. **Severe Behaviours:**

a. **Response:**

- i. Immediate removal from the situation for safety.
- ii. Follow emergency protocols.
- iii. Coordinator involved.
- iv. Immediately to assess the next step.

b. **Follow-Up:**

- i. Immediate suspension (to the coordinator's discretion)
- ii. Parent notification (phone call and email from coordinator)
- iii. Generate an incident report for parents.
- iv. Arrange a parent meeting to discuss IEP strategies before the student returns.
- v. If the behaviour recurs three times within six weeks, trigger the expulsion process.

6. **Suspension from school**

Suspension is considered for students who violate the school's Code of Conduct, engage in persistent disruptive behaviour, or pose a threat to the physical safety (this encompasses physical, verbal and sexual assault) and well-being of other students or staff. In extreme circumstances, the student will be suspended immediately. If the student is suspended, they must leave school immediately and may only return on the date specified by the school.

STUDENT'S NAME: _____

DATE OF BIRTH: _____

Signature Page for the School Rules

We have read and understood the current version of the school rules.

Place/Date: _____ Student's Signature: _____

Signatures of all contracting parties:

I hereby confirm that I have taken note of the current version of the school rules,
including the changes applicable for the school year.

School Year	Date	Student's signature
20__/20__		