

Integrity and Dignity at SSiS

1. Pedagogical Profile

At SSiS, we want every child to feel secure and comfortable, and to be supported by the school community.

The school achieves this through employing teachers who have a high level of expertise in leadership and relationship competence.

This indicates:

- Teachers accompany and lead the children in their development with respect and appreciation.
- Teachers take responsibility for their relationship with children and parents, and cultivate an open dialogue among all parties.
- Teachers cultivate the community and a sense of belonging through regular class and school events.

2. Code of Conduct

We believe that all children have the right to work and play in a safe, nurturing and purposeful environment. In order to achieve this, all members of the school community need to be aware of the behavior expectations.

These are:

- Always show respect to others – treat them in a way you would like to be treated.
- Always solve conflicts in a respectful way – we do not tolerate any verbal or physical violence.
- Always respect property – help to protect our school environment.

3. Policy

Education and Prevention; Supervision and Intervention; Consequences and Procedure

3.1 Education and Prevention

We believe that a school environment is a place where peaceful togetherness can be experienced and practiced. We achieve this by developing the children's social competence, their sense of belonging to our community and supporting them in how they can contribute to an environment characterized by mutual respect is an integral part of our education. We know that secure emotional relationship between the children and the caregivers are of uttermost importance for learning.

SSiS places a strong emphasis on community building activities such as, Morning circles and welcome assemblies after holidays on a regular basis. Talent Shows, Class camps (P3-P6), Project week in mixed age groups (KG- P2), Advent Event, Summer Night Event, Outings, Sports days, weekly class councils (P1-P6), Buddy System within classes for new class mates and Buddy classes for new P1 classes at the beginning of the new academic year.

3.2 Supervision and Intervention

We believe in supportive leadership. We actively support and guide children in successful mastering of social conflicts and intervene immediately with logical consequences if necessary (e.g. a firm talk, exclusion of games, separation, etc.).

- School rules are clear to all members of the School community.
- Establish a close/tight information network among all staff. Direct report to the class teacher about incidents in class or outside the class room.

3.3 Consequences and Procedures

Inappropriate and disrespectful behavior towards teachers and peers or disturbance of learning are addressed and handled immediately by and at the discretion of the involved teachers with logical consequences. Information to class teacher, if necessary. This **can lead** to Step 1 of consequences.

Physical and verbal violence, damaging of property **automatically leads** to Step 1 of consequences. Depending on the severity of incident Step 1 and 2 can be skipped by the Management.

- 1) Class/English/Science teachers or Management send report to parents about the incident with a clear message that we do not accept any verbal or physical violence, damaging of property or repeated disruptive behavior in and outside classrooms.
- 2) Parents Talk
- 3) Warning letter, temporary suspension, other measures
- 4) To be expelled

The above procedure does not alleviate our pedagogical responsibility to work with the children in accordance with our pedagogical profile at the individual or class level (Education and Prevention).

At all escalation steps we work with logical consequences and expect an appropriate apology.