INTERNATIONAL SCHOOL OF MOROCCO

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Pupil behaviour expectations and policies

All pupils at the International School of Morocco have the right to learn and grow in a safe and caring environment.

Introduction

At ISM we teach and model respect in all that we do: respect for self, respect for others and respect for our environment. This is our "golden rule" and applies to all interactions within the community, on and off the premises: in the classroom, on the playground, on the bus, during field trips and at community functions. Pupils are expected to model respect in their actions and with their words.

Character education

Character education is an important aspect of the ISM curriculum and is an integral part of daily i nstruction and school life. The ISM character traits are attributes and appropriate behaviours for achieving in school and into adulthood as good citizens of positive, well-rounded character. These traits are deliberately taught, modelled and reinforced throughout the ISM curriculum and by all ISM leadership, teaching staff and support staff.

Members of the ISM community are: reflective, inquisitive, principled, creative, adventurous, compassionate

Classroom management

Teaching and support staff will ensure that pupils know and understand what is expected from them in terms of behaviour. Rules and expectations are posted in each classroom, including the ISM character traits.
All teachers shall have in place a classroom management system that has been clearly explained and is understood by all parties involved: pupils, parents and co-teachers.
An effective classroom management system relies on consistency and follow-through. More than one system may be in place for different levels of reinforcement: individual, small group or whole group.

Whenever possible teachers should strive to use positive methods of discipline and guidance that encourage self-esteem, self-control and personal responsibility. These methods include:

- Using praise and encouragement of good behaviour instead of focusing only on unacceptable behaviour.
- Reminding a pupil of behaviour expectations daily by using clear, positive statements
- Redirecting behaviour using positive statements

Effective classroom management does not rely solely on systems of rewards and/or punishments. Other strategies for managing learning and behaviour include:

- Seating and room arrangements to keep all pupils within the teacher's sight and minimize distractions or conflicts
- Clearly assigned jobs and responsibilities so that all pupils have an important role within the classroom community
- Efficient, well-practiced procedures for transitions, cooperative learning and independent work
- Scheduling/sequencing of activities to allow for a balance of movement/ sitting still, structured learning/choice time, teacher centred/cooperative learning and so on.
- Consistent teaching and reinforcement of problem-solving skills
- Efficient use of instructional time throughout the day

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Inclusion and Reasonable Adjustments

In accordance with the United Kingdom's Equality Act (2010), the school is committed to making reasonable adjustments to behavior expectations and practices for pupils with Special Educational Needs and Disabilities (SEND) or vulnerable children. Teachers and support staff will proactively adapt classroom management systems, environmental layouts, and communication cues to ensure all pupils can successfully meet behavioral expectations without disadvantage.

School wide procedures

Certain school wide procedures, signals and terms will also be taught and used consistently by all. For example:

- Quiet signal: One hand raised. When pupils see the signal, they should repeat it, until all have seen and repeated the signal and everyone is listening.
- Bathroom: Raise fist in the air and twist.

Teaching problem-solving

The High Scope 6-step mediation process may be used for solving pupil conflicts that have become emotionally escalated:

1. Approach calmly
2. Acknowledge children's feelings
3. Gather information
4. Restate the problem
5. Ask for solutions & choose one together
6. Give follow-up support

More information on this process can be found in the High Scope handbook or at highscope.org

Language

As a multilingual community we also model respect with the ways in which we use our various languages. Language skills must be used to include, not exclude. Examples of using language to exclude might be speaking a different language to block someone from participating in a conversation or social activity or making derogatory comments about a bystander.

Strategies for behaviour modification

In cases where pupils are not following the ISM expectations for behaviour and more positive methods are ineffectual, the following consequences may be imposed:

- Removal of privileges (responsibilities, participation in extra-curricular activities, field trips, etc.)
- Brief, supervised separation or time out from the group
- Removal from an activity or lesson (particularly in cases where the pupil's behaviour is distracting or depriving classmates of appositive learning environment)
- Keeping in at recess or lunch time

There must be no harsh, cruel or unusual treatment of any pupil. The following are prohibited:

- Punishment associated with food, naps or toilet training
- Hitting, pinching, shaking or biting
- Humiliation or ridicule
- Harsh, abusive or profane language

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- Corporal punishment of any kind

- **Zero tolerance**:

The following behaviours will not be tolerated at ISM. Acts of this nature will be reported directly to the Director and may result in suspension or expulsion.

  - Bullying (physical, verbal, online)
  - Abusive language (racial or gender slurs, profanity)
  - Violence (or threats of)
  - Sexual harassment or other inappropriate behaviour of a sexual nature (physical or verbal)
  - Theft
  - Destruction of property
  - Cheating and plagiarism
  - Repeated infringements of school rules

In cases where serious behaviour issues persist over a period of time, be sure to keep a record of dates of incidents along with sanctions given as well as meeting dates with parents. Be sure to keep the Teaching and Learning Leader informed of incidents and sanctions and invite him/her to parent meetings. Remit the incident form to the Adminsitration manager for proper logging. If there is no improvement in behaviour then the Teaching and Learning Leader and or the Director will meet with parents to discuss attendance options or further enrolment in the school.
In cases of zero tolerance inform the Director immediately. Parents may be contacted and the child/pupil may be removed immediately from school premises.

- **The role of parents**

The ISM pupil behaviour guidelines and policies are included in the Parent-Pupil Handbook that is given to every family at the start of each academic year. Parents are aware, therefore, of the guidelines and expectations for behaviour in the school. If the values encouraged at school are also given credence at home, then this consistency creates the kind of environment where growing and learning can effectively take place for all pupils.

We are very conscious of the importance of having strong links with parents and good communication between home and school. We will inform parents if we have any concerns about their child's welfare or behaviour and likewise encourage parents to please inform their child's teacher of any concerns they might have.

Reviewed: October 2026