



**International Schools  
of Egypt**

**Student Behaviour**

**Philosophy**

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The International Schools of Egypt are based on two schools. Molière and the International British School of Alexandria (IBSA), the IBSA follows the National Curriculum for England and Wales and therefore all our beliefs are underpinned by what is considered good practice in the UK with amendments for local laws, Ministry of Education rules and traditions. Molière’s philosophy is largely in line with the IBSA. Our behaviour philosophy reflects our school vision and mission statement for the students shown overleaf.

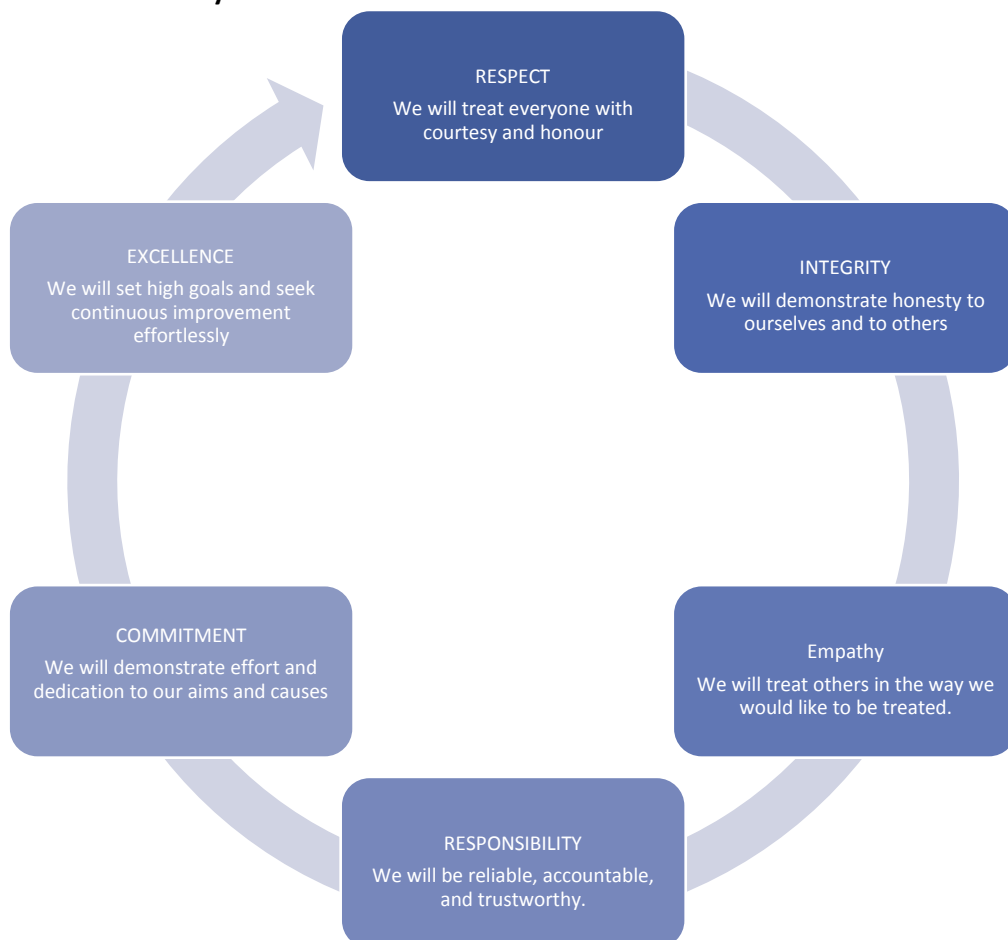
## SCHOOL VISION

We will inspire and guide students to become outstanding citizens of the world, with high aspirations and the drive and determination to advance themselves, for the benefit of others, their community, and their country.

## Mission

Our mission is to educate all students to achieve their individual potential as well-rounded, lifelong learners and empower them to become compassionate, confident, and responsible global citizens.

### The key elements to meet the vision for our ISE students.



## Behaviour Philosophy.

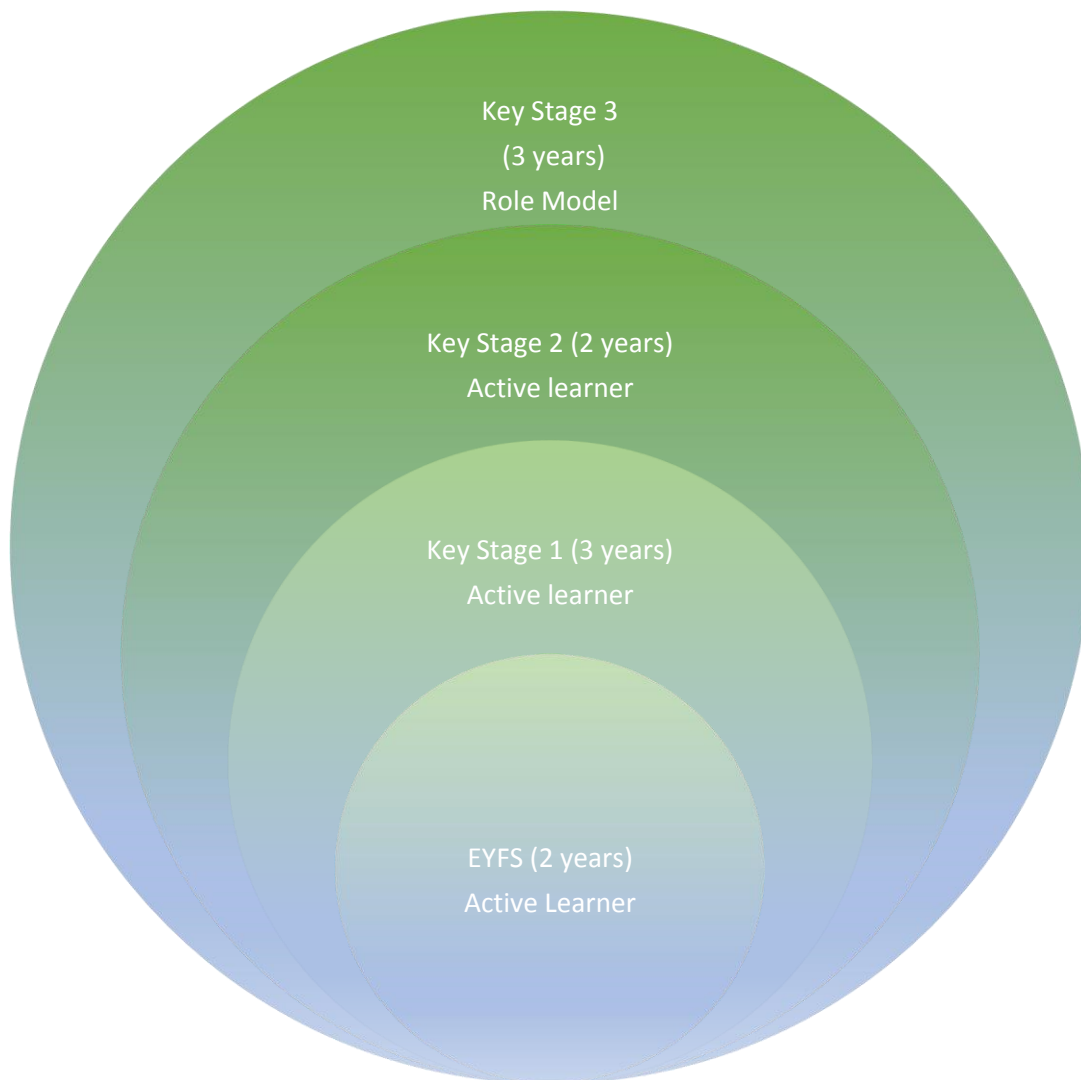
Our holistic approach to student's education begins with clear and age-appropriate standards of behaviour. These are designed to support student social development as they get older. As they

mature students are held to great accountability. In each key stage, there are goals which they can aim for and attain.

Our first aim is to encourage an active learner. This requires the student to develop good social and academic habits, these are then further built on throughout Key stage 3, where they can become a Role Model for the other students. You can see we give greater responsibilities However we expect increased accountability over a wider domain as the student increases in age and maturity.

### Student Goals

Outlined below are the goals the students can aim for From Early Years to the end of Key Stage 3.



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Increasing accountability and responsibility

## EYFS to Key Stage 2 standards of behaviour.

In Early Years, Foundation Stage and up to the end of primary school, young children are learning to socialise and become active learners and as such we need to set boundaries and targets for behaviour that will support them in the future as they mature. Young children will and do make mistakes. As a school we provide a sympathetic, caring discipline system that enables them to learn from those mistakes and reward them for good behaviour and meeting specific targets. The IBSA's Mission and Vision statements outline the developmental goals and future qualities that we want our students to have when they leave us as young adults. So, we established our behaviour policy ensuring that our young children's behaviours and attitudes continually develop towards those goals. This starts in our Foundation Stage and Primary Department.

Our behaviour policy is based and reported on in 4 key areas.

1. Manners
2. Development of self
3. Interactions with others
4. Looking after your Environment.

Each one of these are levelled so that the students have clear targets to aim for and maintain. They are:

1. Active young learner
2. Improving
3. Some concern
4. Serious concern

Our detailed Behaviour targets can be found on the website in Information for parents.

### Sanctions EYFS and Primary

There will be times when the rewards for meeting targets will have to be replaced with sanctions to discourage inappropriate behaviour. Be assured that the sanctions will be both reasonable, age appropriate and relevant to the type of behaviour that is undesirable.

In brief we follow a stepped approach giving the student an opportunity to consider their actions and behaviour before they move forward to the next level. By providing students with a clear set of codes of behaviour to follow they come to understand that their actions have logical consequences.

*Parents are often defensive when their child have sanctions applied and will confuse their child's character with behaviour. When we apply sanctions, they are not based on a student's character, we are countering a student's behaviour and providing the students with logical consequences for that behaviour, ensuring the student understands why the sanction was applied and how to avoid them in future.*

Sometimes the behaviour is extreme, causes harm or is offensive (this is more likely in older students). This type of behaviour requires an urgent and severe sanction to ensure that the student learns this is totally unacceptable.

Our policy outlines the types of stepped and urgent sanctions that are outlined above.

## Key Stage 3 standards of behaviour.

In Key Stage 3 students are becoming young adults and as such we set the bar for their behaviour extremely high. The emphasis is more based on the academic domain and this ensures that their studies are treated with the focus they require for them to achieve their academic goals whilst at the same time developing their character. Our behaviour policy is based and reported on in 4 key areas.

- Behaviour for Learning
- Attitude for learning
- Engagement with homework.
- Attendance

Each one of these are levelled so that the students know where they are and have clear targets to aim for and maintain. They are:

1. Role Model
2. Good
3. Some concern
4. Serious concern

Our detailed Secondary Behaviour Policy with the specific targets can be found on the website.

## Sanctions Key Stage 3

There will be times when the rewards for meeting targets will have to be replaced with sanctions to discourage inappropriate behaviour. Older students are more aware of the impact of their actions and as such are dealt with in a more mature way. Our sanctions will be reasonable, age appropriate and relevant to the type of behaviour that is undesirable.

Like primary we still follow a stepped approach giving the student an opportunity to consider their actions and behaviour before they move forward to the next level. By providing students with a clear set of codes of behaviour to follow they should already understand that their actions have logical consequences.

*Parents are often defensive when their child have sanctions applied and will confuse their child's character with behaviour. When we apply sanctions, they are not based on a student's character, we are countering a student's behaviour and providing the students with logical consequences for that behaviour, ensuring the student understands why the sanction was applied and how to avoid them in the future.*

Sometimes the behaviour is extreme, causes harm or is offensive. This type of behaviour requires an urgent and severe sanction to ensure that the student learns this is totally unacceptable. Sometimes the behaviour is so extreme that it will result in expulsion from the school community. This is a last resort, and all possible steps are taken to stop escalation to this sanction.

The types of stepped and urgent sanctions are outlined in the Behaviour Policy.

