

CODE OF CONDUCT

A COMMITMENT TO OUR VALUES AND OUR MISSION



CODE OF CONDUCT

The ISZL Code of Conduct fosters a positive, safe, and inclusive environment where every individual feels valued and empowered. It promotes positive behaviour, repairs harm, and ensures that teaching and learning thrive.

OUR CODE OF CONDUCT EMPHASISES THE IMPORTANCE OF ALL ISZL COMMUNITY MEMBERS' COMMITMENT TO OUR VALUES:

WE RESPECT

We show care, compassion, empathy, and fairness, valuing diverse perspectives and cultures while taking responsibility for actions to build trust and positive relationships.

WE MOTIVATE

We embrace challenges with determination, curiosity, and confidence, fostering growth through lifelong learning, adaptability, and innovation.

WE ACHIEVE

We cultivate well-being and self-awareness through balance and reflection, encouraging personal growth and continuous improvement. Our Understanding of Behaviour.

OUR UNDERSTANDING OF BEHAVIOUR

- Behaviour is a learned and dynamic response, shaped by internal and external factors.
- A whole-school approach emphasises teaching positive behaviour and clear expectations.
- Restorative Practices guide reflection, accountability, and repair of harm, ensuring appropriate consequences.

OUR WHOLE-SCHOOL APPROACH

- Developing environments and systems that prioritise well-being.
- Alignment with the IB Learner Profile and Approaches to Learning (ATLs).
- Active teaching of self-awareness, empathy, and collaborative skills.



CLARITY AND COLLECTIVE RESPONSIBILITY

While the concepts in the ISZL Code of Conduct apply to all, this document is primarily focused on students. Building a positive and safe community is a shared responsibility, and clear, respectful communication is essential. Parents and guardians are key members of our community, and their commitment to our values and expectations is vital. For all adults, the Code of Conduct also addresses behaviours that conflict with our school's principles.

Together, we uphold a respectful and thriving environment by recognising that behaviour is a response. Our focus is on understanding the underlying reasons behind actions rather than solely addressing the actions themselves. Preventative approaches like social-emotional learning (SEL), restorative circles, and inclusive teaching practices are our most powerful tools for supporting student growth and reducing barriers before challenges arise.

THE IB LEARNER PROFILE AND THE APPROACHES TO LEARNING

ISZL integrates the IB Learner Profile and Approaches to Learning (ATLs) to encourage positive behaviour and community responsibility. The Learner Profile serves as a foundation in Social-Emotional Education, classroom meetings, and restorative circles to teach self-awareness, empathy, and accountability. These concepts are reinforced through discussions, visible signage in learning spaces, and positive recognition within the community.

The ATLs — Thinking, Communication, Research, Self-Management, and Social Skills — support the development of positive, collaborative behaviours for all community members. The shared language of the Learner Profile and ATLs is consistently communicated and referenced throughout our community.



BELOW ARE EXAMPLES OF HOW THE IB LEARNER PROFILE INFORMS OUR APPROACH TO BEHAVIOUR.

01

INQUIRERS:

Students are encouraged to ask questions about their behaviour and its impact on others.

02

KNOWLEDGEABLE:

Teaching students about the functions of behaviour (e.g., attention, escape, sensory needs) helps them recognise and regulate their actions.

03

THINKERS:

Students learn to analyse the consequences of their actions and consider alternative solutions.

04

COMMUNICATORS:

Students are supported in expressing their needs and emotions effectively while respecting others' perspectives.

05

PRINCIPLED:

Positive behaviours are rooted in shared values like fairness, honesty, and accountability.

06

OPEN-MINDED:

Students explore how behaviour affects the community and appreciate differing viewpoints.

07

CARING:

Behaviour expectations are designed to nurture kindness and consideration for others.

08

RISK-TAKERS:

Students are encouraged to take positive risks, such as engaging in restorative discussions.

09

BALANCED:

The importance of mental, emotional, and physical balance is reinforced through proactive strategies.

10

REFLECTIVE:

Students regularly evaluate their behaviour and consider how they can improve.



RESTORATIVE PRACTICES

We are a Restorative Practices community at ISZL that prioritises intentional social-emotional learning. We believe that these practices contribute to promoting a safe, compassionate, and reflective environment.

Restorative Practices is a framework for building healthy communities, fostering well-being, and creating a sense of belonging. Guided by the 80/20 rule, 80% of our efforts focus on proactive measures such as building relationships, encouraging understanding, and nurturing a positive community.

The remaining 20% is dedicated to repairing harm by addressing its root causes, resolving conflicts constructively, and setting meaningful, appropriate consequences. At ISZL, students engage in various aspects of Restorative Practices.

They may sit in circles to discuss positive behaviours that benefit the class or school community, such as:

- **AFFECTIVE STATEMENTS:**

Expressing feelings about behaviour. For example, instead of reprimanding a student for tardiness, a teacher might say, "I'm concerned you're late again because I must re-teach the lesson, which isn't fair to you or the class."

- **RESTORATIVE QUESTIONS:**

Inviting reflection. A teacher might ask, "What were you thinking at the time?"

- **WAYS TO MAKE THINGS RIGHT:**

Encouraging accountability. A teacher might ask, "How did your actions affect others, and what can you do to make things right?"



THE ISZL LEVELLED RESPONSE TO BEHAVIOURS

As a community, we recognise that there are some behaviours that occur in our environment that detract from or negatively impact the learning experience of our students. Our differentiated and developmentally appropriate approach takes into account the needs of all students. For situations that occur outside of school that directly impact the school context, the divisional leadership teams will consult and

determine if the levelled response is applicable. In cases of academic integrity violations, we utilise the Levelled Response system as well. As referenced in our Academic Integrity Policy, we take these concerns seriously, and they will be dealt with accordingly. As with all behaviours, the developmental stage of the student, impact, and intent are considered in our response and actions taken.





CHARACTERISTICS

COMMON EXAMPLES

RESTORATION AND RESPONSE

LEVEL 1 | MILD BEHAVIOUR: MINOR AND/OR COMMON

Level 1 behaviours are considered developmentally expected.

They may be considered **minor** or **common**.

- **No/low harm** and/or with **low/no intent**.
- **No pattern** of behaviour, **isolated** or **impulsive**.

- **Actions** | Boundary-pushing physical acts towards self or others. Words or jokes not suited for context or setting (e.g. use of swear words to express emotion)
- **Learning** | Inconsistent and/or distracting engagement with learning and/or incompletion of tasks. Persistent absence (e.g. 90% attendance).
- **Environment** | Not following rules or norms for physical or digital space, materials, or tools that may lead to minor damage or harm.

RESTORATION | RESTORATIVE CONVERSATION

- **Response** | Responding adult will seek to resolve in the moment.
- **Examples:** Review norms or agreements; remind, reteach, redirect; you break it, you fix it; apologies; temporary loss of privilege; problem-solving conferences; reflective activities; increased supervision.
- **Recommended:** **DOCUMENT** and/or **follow up with person(s) and/or parent (email or call).**

LEVEL 2 | MODERATE BEHAVIOUR: INAPPROPRIATE AND/OR PROBLEMATIC

Level 2 behaviours are considered developmentally inappropriate and/or problematic.

- **Moderate harm** and/or **some evidence of intent**.
- **Emerging patterns** of behaviour and/or more **problematic, impulsive acts**.

- **Actions** | Disruptive or boundary-crossing acts towards self or others, including inappropriate gestures. Problematic language such as swearing at another person, jokes or comments targeting individuals/groups.
- **Learning** | Low engagement with learning and/or frequent incompletion of tasks. Work that does not meet age-appropriate academic integrity expectations. Problematic absenteeism (e.g. 80-90% attendance).
- **Environment** | Harmful breaches of safety rules or norms for physical or digital spaces, materials or tools, including taking items without permission. Infrequent and/or impulsive leaving or entering of spaces without permission.

RESTORATION | RESTORATIVE INTERVENTION In addition to level 1:

- **Response** | Follow up in collaboration with the Grade Level/Team Lead and/or Assistant Principal;
- **Examples:** Behavioural Intervention Plan; Possible early pick-up, after-school detentions and/or in-school suspensions.
- **Required:** **DOCUMENTATION** and **in-person or virtual partnership meeting with person(s) and/or parent.**

LEVEL 3 | INTENSE OR SIGNIFICANT BEHAVIOUR: ABUSIVE, ILLEGAL

Level 3 behaviours have a significant or intense impact on personal and community learning, safety and well-being.

- **Significant harm** and/or **evidence of purposeful intent** to cause harm to self or others.
- **Clear patterns** of behaviour with elements of **pre-planning, coercion** and/or **victimisation**.

- **Actions** | Peer-on-Peer abuse, including harassment. Abusive language such as swearing or demeaning or threatening comments towards another person or identity group. Harmful, non-consensual or illegal physical behaviours or gestures involving self or others. Possessing, selling or exchanging illegal substances or items.
- **Learning** | Persistent or disruptive non-engagement with learning or refusal to engage or complete tasks. Significant breaches of academic integrity. Significant absenteeism (e.g. lower than 80% attendance).
- **Environment** | Intentional breaking of safety rules, norms or laws for physical or digital spaces, materials or tools, including destruction of property or vandalism. Routine and/or willful leaving or entering of spaces without permission.

RESTORATION | FORMAL RELATIONAL REPAIR PROCESS.

In addition to level 1 and 2:

- **Response** | Follow up by the divisional leadership teams in consultation with the Designated Safeguarding Lead and Director/Deputy Director.
- **Examples:** Family or student continuing enrollment contract; mandate to seek sustained outside services.
- **Required:** **DOCUMENTATION** in **secure safeguarding platforms** and **in-person meeting held with person and/or parents.**

LEVEL 4

Severe Behaviours that cannot in good faith be reasonably restored or are deemed as beyond level 3 may result in a hold or termination of enrollment (student), access privileges (parents) or contract (staff) in consultation with, or at the discretion of, the Director and Deputy Director.