



## Code of Conduct

*Reviewed: June 2024*

### Introduction

At the Futuraskolan International School of Stockholm we believe that learners have the right to be educated in a safe and non-discriminatory environment. To create a safe environment for all our learners we have created a Code of Conduct that rests on three basic rules:

- **respect for themselves;**
- **respect for others;**
- **respect for their own and others' property.**

All learners are entitled to be treated with respect, courtesy and consideration by every other learner, teacher, and school employee. We also believe in our core values of Progressiveness, Energy, and Respect (PER). **(P)** We believe in looking forward, continuously evolving and striving to be visionaries. **(E)** We are engaged and try to see every problem as an inspiring challenge. **(R)** We are receptive, humble and tolerant. We are proud and clear about what is right and wrong.

In the following, you will find our behavioral expectations and consequences of breaking these school rules. The Code of Conduct is made in cooperation with our learner Council representatives who provide the voice of our learners. All learners are made aware of our school rules and consequences. They will be notified of charges against them and be provided the opportunity to respond to those charges.

### Behavioral Expectations

Futuraskolan International School of Stockholm has developed our learner Code of Conduct in order to foster a positive and safe learning environment for our learners and staff. We believe in the importance of supporting the child by focusing upon academic, personal, social, and emotional growth. The school aims to develop, in our learners, a sense of personal responsibility and an understanding that we are responsible for our actions. We should treat learners, teachers, school staff, parents, and other members of our school community with respect. Harmony and productive positive energy can be achieved when we work together, respect the rights of others, carry out our responsibilities and treat each other with dignity.

### Our Personal Goals

We have the following behavioral expectations linked to our goal words that are from our IPC and IMYC curriculum.

Respectful	We show respect to all people in our school and school property. We treat others the way we like to be treated ourselves. We celebrate our cultural differences and beliefs.
Thinker	We think before we act. We make thoughtful decisions. We provide others with a listening ear.
Communicator	We listen to each other. We respect the opinion of others. We communicate our feelings and thoughts honestly in a respectful way. We share our ideas.



Collaborator	We support others and help them if needed. We communicate our feelings and thoughts, ideas in a respectful way. We listen to each other. We treat each other equally within a group. We make sure that everyone is included and has a responsibility within the work that has to be done. We make compromises, we can not have it our way all the time. We look at our varied talents and use those to make teamwork successful.
Adaptable	We are flexible. We are progressive and open for change.
Ethical	We know the difference between right and wrong. We aim to always make the right decisions. We are reflective of our own behavior. We show responsibility for our own behavior. We think for ourselves, not for others.
Empathetic	We treat others the way we like to be treated ourselves. We support others and help them if needed. We listen to each other. We include one and other in activities.
Resilient	We show a growth mindset. We say ' I can't do it <i>yet</i> ' instead of 'I can't do it'. We never give up! We try/work hard to achieve our goals. We do our best . We believe in ourselves .

### **Our Restorative Justice Approach**

Futuraskolan International School takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

### **Unacceptable Behavior**

Futuraskolan International School of Stockholm also recognizes that behaving properly is a process, and that learners will not always behave properly or reach expectations; they need guidance and reinforcement. If a learner misbehaves, they will always be given a chance to correct their behavior, however, unacceptable behavior will not be tolerated if it continues. We expect learners to respect our Learner Code of Conduct. This code is to be maintained during all school events, off and on campus.



The following is a list of examples of unacceptable behaviors and their possible consequences, at the staff members discretion consequences may change depending on the frequency or severity of action:

Behavior	Amount of chances	Consequence
<b>Middle school only:</b> Coming late to school	3 chances in one subject	Detention Conversation
Disruptive behavior in class <ul style="list-style-type: none"> <li>- Not following classroom rules</li> <li>- Being disrespectful</li> <li>- Being dishonest</li> <li>- Not having the right material with you, to participate in class</li> </ul>	3 chances in one subject After every official warning a learner will get an official warning card sent home; a green and orange card. After these two official warnings a teacher can give out a mindful reflection/detention form. The learner will have a new set of chances after every term.	<b>First time:</b> Detention Conversation/ Mindful reflection form will be filled out with teacher involved and behaviour checklist <b>Second time:</b> <a href="#">Primary school:</a> Mindful reflection <a href="#">Middle school:</a> Detention Conversation
Inappropriate language <ul style="list-style-type: none"> <li>- Disrespectful words towards staff and peers</li> <li>- Racial comments</li> <li>- Ethnic slurs</li> </ul>	0	<a href="#">Primary school:</a> Mindful reflection <a href="#">Middle school:</a> Detention Conversation
Violence <ul style="list-style-type: none"> <li>- Fighting in or outside of school (on school property).</li> </ul>	0	<a href="#">Primary school:</a> Mindful reflection <a href="#">Middle school:</a> Detention Conversation/ in-school suspension
Play-fighting	1 in	<b>First time:</b> Detention Conversation/ Mindful reflection form will be filled out with teacher involved and behaviour checklist <b>Second time:</b> <a href="#">Primary school:</a> <a href="#">Mindful Reflection Form</a> <a href="#">Middle school:</a> Detention Conversation
Bullying	Report to learner support as soon as you see signs of bullying behaviour.	Action Plan goes in place straight away.

	<p><b>Bullying</b> is the use of force, threat, or coercion to abuse, intimidate or aggressively dominate others. The behavior is repeated. One essential prerequisite is the perception, by the <b>bully</b> or by others, of an imbalance of social or physical power, which distinguishes <b>bullying</b> from conflict.</p>	
Forcing another learner to break school rules	<p>If it involves disruptive behavior in class , 3 warnings. If it involves more severe behavior , 0 warnings.</p>	<p><b>Primary school:</b> Mindful reflection <b>Middle school:</b> Detention Conversation</p>
Theft	0	<p>Primary school: Mindful reflection Middle school: Detention Conversation and meeting with parents, principal and mentor.</p>
Vandalism	0	<p><b>Primary school:</b> Mindful reflection <b>Middle school:</b> Detention Conversation and meeting with parents, principal and mentor. Learner can be asked to help repair damage.</p>
Leaving school campus without permission/ Skipping Class	0	<p><b>Primary school:</b> Mindful reflection <b>Middle school:</b> Detention Conversation</p>
Use of cell phone on school property	0	<p><b>Primary school &amp; Middle school:</b> Teacher involved in confiscating the cell phone away for the rest of the day. The parents will be informed by email.</p>
Plagiarism or mis-use or representation of work with AI	0	<p>During detention time a in depth discussion and understanding on. The learner will also have to do a similar assignment again with only the</p>



		possibility of Pass or Fail. If the offense happens twice within one academic year, parents are called in for a meeting with the teacher and Vice Principal.
Cheating on Assignment/Test/Quiz	0	<b>Middle school (All):</b> Detention Conversation <b>Grade 8 and 9:</b> 1 week loss of lunch privileges, as well as, detention. Immediate non-passing grade with replacement assignment given
Improper Use of Technology (Social Media use, Disrupting AppleTV, Gaming, Improper communication, photographing without consent)	0	<b>Primary School:</b> Mindful Reflection <b>Middle School (All):</b> Detention first offense and <i>Removal of iPad privileges until parental meeting</i>

### Appropriate Action and Consequences

As a private school, Futuraskolan International School of Stockholm reserves the right to take appropriate disciplinary action, including placing a learner on a Lunchtime or Break Detention, Internal Suspension, asking a learner to withdraw, or expulsion for activities considered detrimental to the welfare of the school. Parents will be contacted for all offenses deemed serious enough by the administration to warrant disciplinary action. Any illegal act committed on the school campus may be reported to the appropriate authorities. Under no circumstances will corporal punishment be administered by the school.

### Mindful reflections, Restorative Justice, and Detentions

Mindful reflection and/or detentions can be assigned by the mentor teacher, classroom teacher, vice principal, principal, school counselor, learner and learning support coordinator or fritids staff. It is the responsibility of the person assigning the detention to notify the parents of the reasons for the detention. Mindful reflection/detention can be given from Grade 3. A mindful reflection/detention sheet will be sent home and signed by a parent or guardian with the signed sheet being returned to the Mentor (in middle school)/classroom teacher (in primary school). An extra copy will be given to the detention supervisor.

When a learner in Grade 1 or 2 is showing inappropriate behavior and has had two official warnings, the learner will fill in a reflection form with the teacher involved.

At the Futuraskolan International School of Stockholm we believe that when inappropriate behavior occurs we should teach our learners strategies to deal with certain feelings or emotions in a different way. For our primary school learners we have chosen mindful reflection as a strategy to teach them when inappropriate behavior occurs. A mindfulness reflection session consists of a reflective talk about the behavior that occurred and a mindfulness session. In Middle school learners will be reflecting during their detention time. They will fill in a reflection sheet and have a reflective talk with the detention



supervisor. We aim to practice **Restorative justice** which is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Restorative Justice shifts the focus of discipline from punishment to learning and from the individual to the community and allows learners to have a voice in their consequences.

If the offense is considered serious enough, particularly in the case of using profanity or inappropriate physical contact, a mindful reflection/detention can be assigned immediately and the parents will be informed.

### **Suspension**

The Principal also has the option of suspending a learner for a period of up to ten days for serious violations of school rules and regulations. In cases resulting in suspension, the following procedures will be followed:

1. The Principal shall inform the learner and his/her parents in writing of the alleged breach of rules.
2. The learner shall have the opportunity to explain to the Principal his/her version of the incident or misconduct.
3. After due consideration of the case, the Principal shall make the decision as to whether suspension is warranted and for what period of time. This process shall take place as soon as possible after the infraction.

The following type of actions may lead to either Internal Suspension (a consequence requiring the learner to work isolated from his/her peers on school grounds for a specified amount of time)

Fighting, bullying, harassing or threatening a fellow learner	Leaving school grounds without authorization	Vandalism or theft of school or personal property
Disregard for school or personal property	Possession, distribution, sale or use of illegal or harmful drugs or alcohol	Carrying or using dangerous weapons or objects
Endangering the welfare of others	Repeated violation of school rules.	

### **Additional Information:**

-A learner is expected to complete a given consequence (detention/suspension/loss of lunch privileges), if time is missed due to absence, the consequence will be extended.

-Repeated offenses of behavior can result in loss of lunch privileges for Middle School learners.