

H-FARM International School Venice

Behaviour Policy

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H-FARM International School: A Distinctive Education

At H-FARM International School, we believe that the future depends on the quality of the education delivered today. Our approach to education is designed to foster lifelong learning opportunities for all, aligning with both the United Nations Development Goals and the International Baccalaureate (IB) ethos. Our mission is to prepare internationally minded citizens who are capable of thriving in an ever-evolving world and who possess the drive and skills to contribute positively to society.

Mission Statement

We empower students to shape their future in a rapidly changing global community. Through innovative learning environments, relationships founded on compassion and respect, and a commitment to academic and personal excellence, we cultivate confident, creative, and collaborative lifelong learners who are prepared for the challenges and opportunities of the modern world.

Our Educational Philosophy

H-FARM fosters curiosity, adaptability, and resourcefulness in both students and teachers. Our mantra, “Is there another way? Is there a better way?” encapsulates our belief that learning is a continuous, dynamic process. We encourage a growth mindset in our community, driving us all to move from knowledge acquisition to making a positive impact.

Six Domains of Learning Success

At H-FARM, success is multifaceted. We celebrate six dimensions of learning success that ensure our students are well-rounded individuals:

1. **Emotional Success:** Fostering self-awareness and emotional well-being.
2. **Learning Success:** Encouraging a genuine love for learning.
3. **Community Success:** Developing a strong sense of responsibility toward family, friends, and the wider community through cultural literacy and inclusion.
4. **Language Success:** Building effective and confident communication skills in multiple languages.
5. **Prepared for the Future:** Equipping students with technological competencies and an innovator’s mindset.
6. **International-Mindedness:** Cultivating open-minded, empathetic global citizens who value diverse perspectives.

Six Principles of Learning

To support our mission of fostering lifelong learners, we adhere to six core principles of learning. These guide our approach to teaching and learning:

1. **Ask Better Questions:** Encouraging students to formulate deep, probing questions that drive learning forward.
2. **Explore Connections:** Promoting interdisciplinary thinking and the ability to make meaningful connections across subject areas.
3. **Apply Knowledge:** Ensuring students can transfer their learning to new, real-world contexts.
4. **Collaborate to Create:** Fostering a learning environment where collaboration—both with peers and technology—fuels creativity and innovation.
5. **Evidence Learning:** Encouraging reflection and the documentation of learning processes and outcomes.

6. **Reflect on Process and Product:** Instilling a habit of critical self-reflection to refine both the learning journey and the final outcomes.

By integrating these domains of success and principles of learning, we aim to create an environment where students can thrive both academically and personally, building the skills, mindset, and values to navigate the complexities of the future.

Executive Summary

1.1 Audience and responsibilities

This policy is intended for all H-FARM International School Venice staff, students and parents. All those involved in fostering positive student behaviour are required to familiarise themselves with its contents.

All staff, from mentors to pedagogical leadership team, are responsible for implementing this policy. Regular internal training and support ensure effective behaviour management.

1.2 Key Points

This policy provides a consistent approach to managing behaviour at H-FARM International School Venice. The aim is to develop a community where *responsibility*, *respect*, and positive *relationships* thrive. Students are encouraged to take responsibility for their behaviour, develop self-discipline, and understand the consequences of their actions.

2. Introduction

2.1 Policy Statement

H-FARM International School Venice is committed to nurturing well-rounded individuals who are equipped for a dynamic future. We foster a community where students feel valued, safe, and encouraged to express their individuality while respecting others. This policy outlines the expectations and procedures for promoting positive behaviour across the school.

2.2 Aims

The Behaviour Policy aims to:

- Establish clear guidelines for managing behaviour consistently.
- Cultivate an environment where initiative, responsibility, and positive relationships are prioritised.
- Promote self-discipline, independence, and respect for others.
- Encourage care for oneself, others, and the space around us, fostering a community built on mutual respect and shared responsibility.
- Use restorative approaches to resolve conflicts and improve behaviour.
- Promotes a safe and inclusive environment for all H-FARM community

2.3 H-FARM Philosophy

At H-FARM International School Venice, we believe that the quality of education delivered today directly shapes the future. Our philosophy is rooted in a commitment to lifelong learning, international-mindedness, and preparing students to thrive in a rapidly changing world. In alignment with the United Nations Development Goals and the International Baccalaureate, our mission is to empower students to become globally aware citizens capable of making a positive impact.

Our guiding principles are reflected in our focus on:

- **Curiosity and Innovation:** We encourage our community to constantly ask, "Is there another way? Is there a better way?" This mindset drives our commitment to growth and lifelong learning.
- **Compassion and Respect:** We emphasise relationships and emotional well-being, ensuring every student feels seen, heard, and valued.
- **Creative and Critical Thinking:** Our educational approach prioritises creativity, problem-solving, and the application of knowledge in real-world contexts.
- **Collaboration:** Learning is enhanced through collaboration, both within our community and with global partners. We foster a culture where diverse perspectives are respected and valued.
- **Digital Fluency:** Students and teachers alike are encouraged to engage with technology as both a learning tool and an area of expertise, ensuring they are prepared for the ever changing future.

Our principles of learning focus on asking better questions, exploring connections, applying knowledge to new contexts, and reflecting on both process and product. We celebrate six dimensions of learning success: emotional, social, learning, community, language, and preparedness for the future.

2.4 Core Principles

These norms are supported by the following principles at H-FARM International School . We ask every student to:

1. **Respect Yourself:** Strive for personal growth, well-being, and integrity in all actions.
2. **Respect Others:** Foster and advocate a culture of kindness, empathy, and collaboration.
3. **Respect Our Environment:** Show appreciation for our beautiful campus by maintaining and caring for it.
4. **Act with Integrity:** Be honest and transparent in your dealings with others, including academic honesty and ethical behaviour.
5. **Pursue Excellence:** Strive for personal and academic excellence in all endeavours.

3. Practice and Procedure

Rights and Responsibilities:

- Everyone has the right to be heard and respected.

- Everyone has the right to learn in a safe environment.
- No one should be subjected to harmful, cruel treatment, or bullying

Behaviour Expectations:

- Move safely and respectfully within the school environment.
- Use respectful language and listen when others speak.
- Follow instructions to ensure learning and safety.
- Show kindness and consideration toward others.
- Use technological devices responsibly and adhere to the school's rules regarding phone usage.
- Take care of both school property and your personal belongings. Lockers are provided for all students.
- Be punctual and come prepared for every class.
- Actively engage in classroom activities and discussions.
- Be respectful of the school environment.
- All contributions to class discussion must be respected.

Behavioral Interventions and Supportive Actions:

The behaviour management strategy follows a step-based approach that progressively escalates depending on the nature and frequency of behavioural issues. The steps are as follows:

- **Step 1:** Teacher reminds the student of the behaviour expected within the classroom, paying attention to the Classroom Agreement.
- **Step 2:** First warning is given, with strategies implemented to prevent escalation.
- **Step 3:** Students may be asked to reflect on their behaviour during a designated reflection period or through a written reflection form, encouraging self-awareness and accountability, as outlined in the restorative practices we've incorporated to support personal growth.
- **Step 4:** Students may be asked to reflect on their behaviour during lunch or break time. Actions taken with an emphasis on restorative justice.
- **Step 5:** The student may be asked to leave the classroom, with the HOP informed.
- **Step 6:** Referral to Head of School and parental contact.

Step	Action
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Step 1	Teacher reminds the student of the behaviour expected within the classroom, paying attention to the Classroom Agreement.
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Step 4	Students may be asked to reflect on their behaviour during lunch or break time. Actions taken with an emphasis on restorative justice.
Step 5	The student may be asked to leave the classroom, with the HOP informed.
Step 6	Referral to Head of School and parental contact.

Behaviour categories and corresponding consequences are outlined here.

Managing Persistent Behaviour Issues:

In cases of persistent behavioural issues, a holistic approach is adopted, involving consultation with the Learning Support Department, the mentors, and the Heads of Programme to establish underlying causes and develop tailored interventions.

Encouraging Positive Behaviour:

Our strategy encourages proactive approach, visibly celebrating student success, peer support initiatives, and consistent recognition of exemplary behaviours aligned with our principles of creativity, collaboration, and compassion.

Acknowledging academic and social excellence:

At H-FARM Venice, we celebrate positive behaviour by recognising students' growth in key areas such as creativity, digital fluency, and collaboration. By focusing on these dimensions, we reward achievements that align with our distinct educational philosophy, such as demonstrating a growth mindset, engaging in reflective practices, and collaborating effectively within our innovative learning environments.

Logging Behaviours:

All behaviour incidents are logged on our management system, with regular reviews to track progress and inform necessary interventions.

Code of Conduct: Our school's Code of Conduct is grounded in the core values of respect, compassion, and a dedication to learning. It reinforces our commitment to fostering digital fluency, creativity, and global-mindedness, in alignment with the attributes of the IB Learner Profile.

Encouraging Positive Behaviour:

The school environment fosters a culture where students are encouraged to take initiative, engage in reflective learning, and collaborate actively with both peers and teachers. Behaviour management emphasises personal growth and responsibility, ensuring that the positive learning atmosphere is maintained for all, without being disrupted by a few.

Recognition and Rewards:

PYP:

Students in the PYP are recognised for their commitment to the Learner Profile, and celebrated in Community Gatherings and in discussions with parents.

MYP:

Students can earn reward points for their house in M1-3 and certificates by exhibiting behaviours that reflect H-FARM's core values, such as critical thinking, creativity, and collaborative problem-solving. To further recognize and reinforce positive behaviour, H-FARM also sends acknowledgement letters home as a form of recognition.

Behavior Management Procedures

Consequences are applied in a structured manner, focusing on accountability while providing opportunities for restorative practices and personal growth. For more serious incidents, involvement from senior leadership is required.

Consequences

Behaviours and their corresponding consequences are categorised into levels, ranging from minor classroom disruptions to more serious incidents that may require major intervention or temporary or permanent removal from the learning environment. Our approach emphasises learning from mistakes and promoting positive behavioural changes.

Report Cards and Monitoring:

Students may be placed on behaviour report cards if issues persist, allowing for close monitoring and targeted interventions.

4. Assessment and Record Keeping**PYP:**

Issues and concerns about behaviour are tracked on internal documents (Student Notes) and appropriate escalation is completed. Parents are informed of behaviour issues as per the escalation process.

MYP:

All behaviour-related records are documented on the Learning Concerns Bulletin, with reports logged appropriately based on the incident level. Monitoring and assessment are essential to ensuring consistency and fairness in managing student behaviour.

Significant Incidents: Any behaviour incidents considered significant must be officially recorded on Managebac, including detailed behaviour notes to maintain a comprehensive record. This will be agreed on with the Head of Program before records on ManageBac are made.

Minor Incidents: For day-to-day monitoring of minor incidents, the bulletin may be used as a tool for tracking. However, it is important to ensure that any issue of serious note is escalated and formally recorded on Managebac.

5. Digital Device and Phone-Free Policy

At H-FARM International School Venice, we prioritise creating an environment conducive to focused learning, meaningful human connections, and academic excellence. Research and observations highlight that excessive use of phones and digital devices can lead to distractions, reduced concentration, and negative impacts on mental health and social interactions. To support these goals, we have implemented clear guidelines on the appropriate use of phones and digital devices during the school day.

5.1 Phone-Free Policy

To minimise distractions and enhance students' ability to engage with their learning and peers:

PYP Students do not bring Mobile phones to school unless exceptional circumstances are agreed with the HOP.

MYP Students

Every morning during homeroom time, MYP students are required to place their phones in a box dedicated to that purpose. The phones will be returned to the students at the end of the school day. With this initiative we aim to provide students with an environment where both their academic performance and social interactions can flourish.

In the event of late arrival or early exit, students are required to pass by the school office and hand/collect their phones.

MYP students failing to comply with this rule will face consequences as per MYP Behaviour policy.

DP Students

To minimize distractions and encourage stronger engagement in learning and social life, the following rules apply to DP students:

- Before lessons: All mobile phones must be switched off. Mobile phones and smartwatches **must be placed in the designated collection box** in the classroom at the start of each lesson. Earphones may only be used if explicitly requested by the teacher.
- During lessons: Phones and smartwatches remain in the collection box until the end of the lesson.
- End of lesson: Phones and smartwatches may be collected before leaving the classroom.
- During breaks and lunchtime: Phones must **not be visible or used in the DP Canteen**. This time is dedicated to socializing, rest, and in-person connection.
- During study periods: Students are strongly encouraged not to use their phones or smartwatches. Study periods should be dedicated to academic work, reading, or other constructive activities. If a student's academic performance does not align with expectations, or if misuse of devices is observed, the school reserves the right to confiscate or restrict access to devices and will involve the family.

Consequences for Inappropriate Phone and/or Smartwatch Use

- First Offense: Phone is confiscated for the rest of the day and the incident is recorded.
- Second Offense: Phone is confiscated, incident is recorded, and parents are notified via email.
- Third Offense: Phone is confiscated, incident is recorded, and a meeting with parents is scheduled. The student will be required to deliver their phone to the school office every morning for a set period.
- Fourth Offense: Suspension from school.

5.2 Other Digital Devices Use

Digital tools like iPads play a vital role in enhancing the learning experience. However, their use must align with the principles of respect, responsibility, and academic integrity.

- **iPads and MacBooks:** iPads and MacBooks are essential tools for learning and should be used exclusively for educational purposes during school hours. Unauthorised watching of videos, accessing social media, playing games, or making recordings are strictly prohibited at all times.
- **School-Issued Devices:** Students are required to use school-issued devices for their coursework to ensure consistency and security in our learning environment. The use of personal devices during school hours is not permitted, as it can hinder monitoring and limit the effectiveness of the school's technological support. All students must bring their school-issued device, fully charged, to each class.

Consequences for Inappropriate Use of school issued device:

- Immediate confiscation of the device. Use may only be authorised by a member of staff during this time.
- Restricted access to specific apps or the internet.
- Parental notification and further disciplinary actions for repeated offences.

Through these guidelines, we aim to create a balanced learning environment where students can benefit from technology while maintaining focus on their academic and social growth.

6. Linked Policies

This policy should be read alongside related policies, including:

- [Child Protection](#)
- [Dress Code](#)
- [MYP and DP Use of Technology](#)

7. Support and Intervention

At H-FARM International School Venice, we believe that a supportive and inclusive approach is key to nurturing every student's growth, well-being, and ability to thrive within our community. Our focus on early intervention, tailored guidance, and collaborative solutions ensures that students receive the help they need to succeed.

7.1 Counselling Services

Students who demonstrate ongoing behavioural challenges will be referred to the school counsellor for targeted support and intervention. Our counselling services aim to address underlying issues, promote self-awareness, and equip students with strategies for positive behaviour change. At times, the counsellor may also advise the family to seek additional treatment outside of school.

7.2 Behavioural Plans

For students requiring additional support to meet the school's behaviour expectations, individualised behaviour plans may be developed. These plans are tailored to each student's unique needs, focusing on clear goals, consistent monitoring, and regular feedback to foster growth and accountability.

7.3 Parental Involvement

We view parents as essential partners in their child's educational journey. In cases where significant behavioural issues arise, parents will be actively involved in the process. Together, we will collaborate to create a supportive environment that aligns with the values and expectations of the school, ensuring the best outcomes for the students.

8. Monitoring and Review

This policy will be reviewed annually by the Pedagogical Leadership Team.

The school will ensure that all students and parents are informed about this policy at the beginning of each academic year and whenever updates are made. Regular reminders will be communicated through assemblies, newsletters, and parent-teacher meetings.

APPENDIX: Details of consequences and responsibilities

The examples provided in this document are intended to serve as general guidelines for addressing specific behavioural expectations. The Head of School and Head of Programs reserve the right to evaluate each incident on a case-by-case basis. Depending on the severity and frequency of the infringement, they may determine and implement alternative or additional consequences as deemed appropriate. All decisions will be made in accordance with the school's policies and in the best interest of maintaining a safe and supportive learning environment.

Behaviour Expectation	Examples (including but not limited to)	Actions	Consequences
Move safely within the school environment.	Two (or more) students on a scooter or a bicycle Carrying or using sports equipment inappropriately in crowded areas or inside the school Accessing areas not related to school grounds or activities, such as restricted or off-campus locations during school hours, without permission.	Immediately stop the student (if possible) or the behaviour Issue a verbal warning Record the issue on the student's file Report chronic issues to the mentor and the HoP	First incident: Behaviour note Second incident: Behaviour note and parental involvement Third incident: Behaviour note and suspension of the service (if applicable) or from school
Safety and Security Violations	Leaving the school premises during school time unauthorised Adhering to school bus rules and expectations	Any action necessary will be taken to ensure the student is in a safe situation,	First incident: Behaviour note, parental involvement and suspension if deemed necessary Second incident: Suspension
Use technology responsibly and follow school rules. <i>For mobile phone usage please refer to the specific section</i>	Wearing headphones/earphones during school without permission from a member of staff- This refers to both lesson and break times. Inappropriate use of the mobile phone (inappropriate text messages/images, films, recordings, cyberbullying and taking pictures of classmates/staff without their consent.) Accessing	Confiscate the device (if applicable) Bring it to the school office (if applicable) Issue a warning and remind the students of the expectation Record the issue on the student's file Report chronic issues to the mentor and the HoP	First Incident: Verbal warning and confiscation for rest of the day (in case of mobile phone usage) Second incident: Verbal warning and confiscation for rest of the day (in case of mobile phone usage) Behaviour note and parental involvement Third Incident: Verbal warning

	inappropriate content Playing games on iPads/computers without permission		Parents need to come and collect the device Behaviour note and parental involvement Suspension
Use respectful language, listen to others, maintain a positive attitude towards others and show respect for personal space	Speaking rudely or disrespectfully Resistant behaviour directed towards staff members following a request that has been made Offensive words and/or Attitudes, that counter the value of inclusivity Bullying, teasing Intimidation, forms of harassment (including digital), threatening behaviour	Challenge the behaviour. Ask to desist. Issue a warning providing a reminder of expectations. Record the issue on the student's file Report chronic issues to the mentor and the HoP	First Incident: Verbal warning Second incident: Behaviour note and parental involvement Third Incident: Behaviour note and parental involvement Possible suspension and/ or counselling
Take care of school property and personal belongings and respect others' belongings	Misuse of classroom equipment Causing damage to any part of the school environment including any room, corridor, shared facility, or common space. Stealing equipment of any type from school premises. Littering	Address the behaviour immediately Issue a verbal warning Report the issues on the student's file Report chronic issues to the mentor HoP	First Incident: Verbal warning Second Incident: Behaviour note Possible restitution for damages Third Incident: Behaviour note Behaviour note and parental involvement Possible suspension or school service as restitution
Participate actively, maintain a respectful demeanour and take responsibility for your actions.	Arriving late to class Refusing to participate in activities	Address the behaviour immediately Issue a verbal warning Report the issues on the student's file	First Incident: Verbal warning (depending on the severity). Second Incident: Record a behaviour

	Displaying a negative attitude Ignoring instructions from teachers Cheating (please refer to the Academic Honesty policy)	Report chronic issues to the mentor and the HoP Any academic dishonesty will result in immediate '0' grade being awarded with a possible retake considered.	note Notify parents Possible detention or loss of privileges Third Incident: Record a behaviour note Notify parents Parental involvement Possible suspension or further disciplinary action
Take care of your health and well-being by avoiding harmful behaviours.	Smoking and/or vaping on school grounds (school buildings, boarding facilities, library, etc). Possession of illegal substances	Issue a warning providing a reminder of expectations. Confiscate the device (if applicable) Report the issues on the student's file Report the incident to the HoP	First Incident: Verbal warning Immediate parental notification Behaviour note Possible suspension Second incident: Suspension Behaviour note Referral to counselling or intervention programs Third Incident: Extended suspension or expulsion Mandatory counselling Involvement of law enforcement if necessary
To demonstrate good timekeeping consistently arriving on time for all subject lessons, and	Arriving late Repeatedly arriving late or non	Record lateness or absenteeism Record lateness or absenteeism and	First Incident: Verbal warning and record behaviour

scheduled activities.	attendance. Multiple consecutive absences Unnecessary and excessive exits from the classroom.	report to HoP Report to HoP for a disciplinary measure and parent contact.	Second Incident: Record a behaviour note Notify parents Possible detention or loss of privileges Third Incident: Record a behaviour note Notify parents Parental involvement Possible suspension or further disciplinary action for repeated offenders.
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