

## **POSITIVE BEHAVIOR DEVELOPMENT**

Our aims are to make sure that the students' different talents, academic, social, emotional and physical aspects are developed in a safe environment where they feel happy, and they are cared about and to raise our students as global citizens.

Each student is an individual and a significant member of the school community.

Our work is centered around creating a "Positive School Climate."

Our teachers keep reinforcing the positive behaviors needed for the learning to occur. Non-violent and helpful behaviors are always appreciated and awarded.

In our school, the lessons are planned to ensure that the students learn by having fun and assume the responsibilities that improve their self-confidence. Students' being active and their being in the center of the learning contribute to the development of positive behaviors.

In order to make the Positive School Climate sustainable for the school, the school and classroom rules should be determined and internalized by the students. Information and guidance about how the rules can be set will be discussed at the group meetings.

## **BULLYING**

In group activities, being respectful towards each other, providing support to those who need help, and the philosophy of accepting the students who look/think differently are explained to the students through stories or in other curriculum areas. Everyone in the school knows that bullying is not tolerated and that physically (punching, kicking) and emotionally/verbally (name calling, humiliating) disturbing behaviors are not accepted and must be reported.

## **OUR SCHOOL PROCEDURE**

- The teacher who was in the place where the Negative Behavior was displayed talks to the student.
- If the teacher who talks to the student about the negative behavior deems it necessary, s/he informs the student's classroom teacher. The classroom teacher talks to the student about his/her behavior. When the classroom teacher deems necessary, s/he informs the counselor and vice-principal about this meeting.
- Depending on the nature of the behavior and need, the vice-principal can talk to the student individually. Depending on the need, the counselor can talk to the student individually. If the vice-principal deems it necessary, the classroom teacher is invited to the meeting.
- If the negative behavior is repeated or persists, the student is reported to the counselor/vice-principal in writing and the issue is discussed by the Learning Support Team. If the vice-principal/counselor/classroom teacher deems necessary, the parent is informed.
- If the negative behavior persists, a meeting is held with the participation of the parent, (if necessary, the student), and the related persons depending on the nature of the issue (vice-principal, classroom teacher, counselor, PCG Counselor and the Principal). The repetition and frequency of this meeting is decided by the school administration.
- In case of disrupting the class, using violence and displaying disrespectful behaviors towards teachers, the parents are invited to the school and a common approach to be adopted is decided, the things to be done for the student in the

school are determined, and the decision that the student needs professional help from outside the school is reported to the parent.

- The restorative circle and the circle time practices are the methods applied for developing positive behaviors. These activities are carried out with the involvement of the whole class or in small groups.

## **STUDENT PROGRESS PROGRAM (SPP)**

This program is run by a team consisting of the principal, vice-principal, PCG department head, counselors to support the academic, behavioral, personal, and learning processes of the students.

- In cases that require long-term work and monitoring,
- When the student has different academic, behavioral, personal (social, emotional) characteristics, s/he is referred to the SPP.
- If a Behavior Development Plan is created or if it is deemed necessary, the parent is informed, and s/he is asked to cooperate.

### **The procedure to apply in case of negative student behaviors:**

(The following steps are taken due to negative behaviors)

- ✓ The teacher should stay with the student during the break.
- ✓ The teacher should make eye contact with the student (by keeping social distance).
- ✓ The teacher should talk to the student to help him/her understand the reason of the punishment.
- ✓ The student should be encouraged to explain why s/he preferred that behavior and why s/he needed it.
- ✓ The teacher should explain the student how the others are influenced by his/her behavior and what consequences s/he caused.
- ✓ The teacher should provide guidance about how to correct the behavior.
- ✓ The teacher should explain the student what is expected from him/her (this should be explained to the younger students very briefly, beginning with 1-2 steps). (THIS FLOW SHOULD BE FOLLOWED WHEN TALKING TO THE STUDENT.)

## **CONSEQUENCES**

- Losing the break time or lunch break

The teachers can deprive the students of using the break time or lunch break due to the following reasons:

- Persistent objection – disrupting group work
- Behaviors that endanger others, such as fighting,
- Persistently violating the school or classroom rules
- Acting disrespectfully towards an adult in the school (depending on the nature of the behavior)
- Aggressive behavior – verbally or physically

A student who is told that s/he will not be allowed to go out of the classroom during the break time can stop displaying the negative behavior and start to participate in the class. In that case, the teacher can take the initiative to cancel the punishment.

The teacher will follow the above-mentioned steps **(the procedure to apply in case of negative behaviors)**.

- **School Changing Advice**

The parents can be advised to change the school in following cases:

- Persistent bullying (persistently humiliating another student or physical, emotional or verbal harassment).
- Refusing to cooperate when the education or wellness of his/her own child or other children is under risk.
- Persistently violating the school and/or classroom rules.
- Severely damaging the school property or school building.

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