



# Viking International Behaviour, Good Order, Positive Discipline & Restorative Justice Policy

*Effective Date: 1 January 2025*

*Last Reviewed: November 2025*

**1. Purpose:** Viking International School (VIS) aims to provide a **safe, respectful, inclusive, and orderly learning environment.**

This policy integrates:

- **Bekendtgørelse om Fremme af God Orden**
- **Friskoleloven §§1–2, including §1a: Danish democratic values**
- **Barnets Lov (2024–2025)**
- **Positive Discipline (Jane Nelsen)**
- **Restorative Justice (Evans & Vaandering)**
- **VIS Well-Being Framework**
- **Child-centred, trauma-informed practices**

This unified policy establishes:

- Behaviour expectations
- Preventative teaching of social-emotional skills
- Positive Discipline approaches
- Restorative processes
- Consequences for unsafe or harmful behaviour
- Rights and responsibilities of students, parents, and staff

## **2. Foundational Principles**

VIS's Behaviour Policy is grounded in:

### **2.1 Danish Democratic Values**

Respect, equality, participation, dialogue, responsibility.

### **2.2 Positive Discipline Principles**

- Connection before correction
- Belonging and significance
- Kindness and firmness together
- Focus on solutions, not punishment

- Long-term skill-building
- Teaching self-discipline
- Encouraging rather than enabling

### **2.3 Restorative Justice Principles**

- Harm is addressed
- Relationships are repaired
- Students reflect, restore, and reintegrate
- Responsibility is owned
- Community well-being is prioritised

### **2.4 Barnets Lov: The Child's Best Interest**

- The child's voice is heard
- Proportionality is maintained
- Decisions include best-interest assessments

### **2.5 Neurodiversity & Trauma Awareness**

Behaviours are understood in context; consequences must account for:

- ADHD
- Autism
- Trauma
- Emotional regulation challenges

Support plans are created as needed.

## **3. VIS School-Wide Behaviour Expectations**

### **Be Kind**

- Use kind words and actions
- Include others
- Help others when needed
- Treat people with empathy and care

### **Be Respectful**

- Listen when others speak
- Respect personal space and belongings
- Follow adult instructions
- Show appreciation for diversity
- Use appropriate language

### **Be Responsible**

- Make safe choices
- Be honest
- Take care of school property
- Own your actions
- Try your best in learning and behaviour

## **4. Definition of Unacceptable Behaviour**

Examples include:

- Physical aggression or threats
- Bullying or harassment

- Discriminatory language or actions
- Damage to property
- Unsafe behaviour (running indoors, climbing where unsafe, etc.)
- Digital misconduct
- Refusal to follow safety instructions
- Leaving school grounds unsupervised
- Use/possession of tobacco, alcohol, vapes, or drugs
- Sexualised behaviour

## **5. Prevention Through Positive Discipline**

VIS teaches behaviour proactively through:

### **5.1 Class Agreements**

Co-created at the start of the year → promotes ownership.

### **5.2 Explicit SEL Instruction**

Taught weekly in the curriculum.

### **5.3 Problem-Solving Circles**

Used to strengthen peer relationships.

### **5.4 Class Meetings**

Used to build cooperation and address small issues.

### **5.5 Encouragement Instead of Praise**

Students are supported to develop intrinsic motivation.

### **5.6 Modelling Leadership & Self-Regulation**

Staff demonstrate calm, respectful communication.

### **5.7 Logical and Natural Consequences**

Consequences teach—not punish.

Examples:

- Clean what was damaged
- Write an apology or repair harm
- Take a break to calm the nervous system
- Re-do work that was rushed or destructive

## **6. Restorative Justice at VIS**

When harm occurs, VIS seeks to repair relationships through:

### **6.1 Restorative Conversations**

Using questions such as:

- What happened?
- Who was affected?
- How were they affected?
- What needs to be done to repair the harm?

### **6.2 Restorative Circles**

Facilitated group process to rebuild trust.

### **6.3 Reparation Tasks**

Meaningful actions to restore damaged relationships or property.

### **6.4 Reintegration Processes**

Used after suspensions or major incidents.

## **7. Behaviour Tiers and Responses**

VIS applies a **graduated approach**, escalating only when necessary.

### **7.1 Tier 1 – Minor Behaviour**

Examples:

- Calling out
- Low-level disruption
- Minor disrespect
- Off-task behaviour

**Responses:**

- Non-verbal signals
- Gentle reminders
- Choices offered
- Brief “take a break”
- Logical consequences
- Teacher-led restorative conversation

### **7.2 Tier 2 – Moderate Behaviour**

Examples:

- Repeated minor behaviour
- Unsafe play
- Property misuse
- Inappropriate language
- Exclusion of others

**Responses:**

- Parent communication
- Targeted support (SENCO)
- Behaviour Support Plan
- Restorative circle
- Removal from class for reflection
- Temporary loss of privileges

### **7.3 Tier 3 – Serious Behaviour**

Examples:

- Bullying
- Aggression
- Hate speech
- Threats
- Significant property damage
- Leaving school grounds
- Sexualised behaviours

**Responses:**

- Leadership-led investigation
- Formal Behaviour Contract
- Supervised internal suspension
- Exclusion from trips/events
- Reparation actions
- Mandatory restorative meetings
- External agency involvement (if needed)

**7.4 Tier 4 – Critical Behaviour**

Examples:

- Violence causing injury
- Serious threats
- Possession of weapons
- Drugs/alcohol use
- Sexual harm

**Responses:**

- Immediate removal from class
- Leadership intervention
- Parents called immediately
- Risk assessment
- Suspension
- Possible expulsion (with Board chair collaboration)
- Police/social services (if required by law)

A **Barnets Bedste Assessment** must be completed for any suspension or expulsion.

**8. Individual Education Plans (IEP)**

Required for children with:

- SEN needs
- Behaviour linked to neurodiversity
- Trauma history
- Persistent moderate/serious behaviours

Plans include strategies, goals, and adjustments—NOT just consequences.

**9. Parents' Responsibilities**

Parents are expected to:

- Reinforce VIS expectations
- Attend meetings when asked
- Support behaviour plans
- Communicate collaboratively
- Follow VIS communication guidelines

**10. Child Participation**

Students have the right to:

- Be heard
- Explain their perspective
- Have decisions explained in age-appropriate language

- Participate in solutions
- Have a supportive adult with them

## **11. Documentation & GDPR**

VIS documents:

- Significant incidents
- Restorative meetings
- Behaviour plans
- Suspensions/expulsions

Retention:

- Safety/well-being cases → until age 30
- Other behaviour records → 5 years

## **12. Links to Other Policies**

This policy must be read with:

- Safeguarding & Child Protection Policy
- Anti-Bullying & Antimobbestrategi
- Complaints Policy
- Digital Safety Policy
- Equity & Diversity Policy

## **13. Appeals**

Parents may appeal:

- Suspensions
- Expulsions
- Other serious behaviour decisions

Appeal route:

1. School Leadership
2. Board of Directors
3. DCUM (bullying-related only)