



INTRODUCTION

The Behaviour Policy at Nobel Algarve British International School establishes the ways in which all members of the school community will contribute to the learning environment and 'creating a culture of praise'. Students are expected to attend school, be well motivated to learn and to behave well. In order to achieve these high standards, it is very important that all students are aware of positive behaviour expectations, which have been established by the school. The conduct of students around the school should be a clear reflection of the policy and also our 'vision' for Nobel Algarve British International School, as outlined in our school prospectus. Nobel Algarve British International School will be a place where individuals feel valued and learning is enjoyed and the school aims to be a vibrant inclusive learning community which enables all students to achieve and be the best they can be. Nobel Algarve is a well ordered, disciplined school, with very high expectations of students.

AIMS

The school will be at the leading edge of high quality, inclusive and innovative teaching and learning practice. We are dedicated to raising aspirations, expectations of success, educational achievement and will empower pupils to play their full part in society. Therefore, the overarching mission of our behaviour policy is to:

- Recognise and respond sensitively to the talents and needs of every pupil and provide the most appropriate means of developing their full potential.
- Ensure that equality of opportunity is available to all.
- Develop understanding and respect for all.
- Build a community based on justice and a sense of personal responsibility while ensuring reconciliation and forgiveness.



OBJECTIVES

The objectives of the Nobel Algarve British International School Behaviour for Learning Policy are to:

1. To develop a culture in which Pupils can self-regulate behaviour with a clear understanding of why behaving in particular ways is conducive to learning.
2. To ensure that Nobel Algarve British International School is a safe and nurturing environment for all members of the school community and any external visitors.
3. To ensure all members of the school community are treated with respect and treat others with respect.
4. To ensure that pupils are cognizant of acceptable behavioural standards and that when they fall short of those expectations, we follow agreed and enshrined procedures, and sanctions applied fairly and consistently.
5. To ensure that, where appropriate, sanctions are married to restorative conversations and support for pupils to modify behaviour in the future.
6. To maintain a warm atmosphere with relationships between pupils and staff built upon the notion of genuine mutual respect.

The shared values which underpin our behaviour expectations are:

RESPECT: Yourself, Others and Our Environment.

REWARDS AND RECOGNITION

Reward	Reason	Issued by	Recorded by	Frequency
House Points	<ul style="list-style-type: none">• Achieved something exceptional.• Made considerable effort.• Used initiative.• Mastered a skill. <i>See table below</i>	Your form teacher or class teacher	The teacher who issued the points, on SEI	In any lesson or activity 1 -3 per lesson
Achievement Postcards	You have done something the school is proud of, your family will be proud too.	Your form teacher or class teacher	The teacher	Teachers should give 10 postcards a year



100% Attendance Certificate	You have attended school every day	Your form teacher	Academic Leadership Group	Termly
Attainment Award	You have achieved the highest grade in this subject this term	Head of Department for each subject	Academic Leadership Team	Termly
Achievement Award	You have contributed significantly to the subject this term	Head of Department for each subject	Academic Leadership Team	Termly
Honours Board	Achieved average 5 (0-5) or 17 (0 - 20) Achievement in sport	Head of National Section	Head of National Section	Each year
Head of School Achievement Tea	You have become a role model for pupils and staff at Nobel Algarve School and have made a significant impact to the life of the school exceeding targets for success	The Head of School	The Head of School	Half Termly
House Board	Updated weekly	Head of Values and Traditions	Head of Values and Traditions	Weekly
School Cup	Best house over the academic year	Head of Values and Traditions	Head of Values and Traditions	At the end of the academic year



The table below shows how House Points can be awarded

Achievement	Enjoyment / Effort	Kind
<ul style="list-style-type: none">• Achieved something exceptional• Exceeding Expectations• Made considerable effort• Challenging yourself to do more• Mastered a skill	<ul style="list-style-type: none">• Organisation• Tenacity (not giving up)• Energy• Positive Attitude• Contributing Ideas• Volunteering answers and asking questions• Used initiative	<ul style="list-style-type: none">• Helping Others• Representing the school in an exemplary manner

OUTLINE AND GUIDE TO SCHOOL SANCTIONS

We recognise that students can only toe the line if they know where the line is. At Nobel Algarve, we expect the very highest standards of our students and we are clear with students about what these are. If students do not meet these expectations, a number of supporting measures will be put in place to help them do so. All sanctions will be an opportunity for pupils to understand, reflect upon and correct what went wrong.

These sanctions may include:

1. Detentions
2. Report cards
3. Contact with parents
4. Meetings with parents
5. Removal of social time
6. Exclusions (fixed or permanent)

In deciding on the nature of a sanction, the school will make a decision based on the evidence in relation to the balance of probability. This means that a pupil may be given a sanction for an action/involvement in an incident that he/she denies. We will always conduct a thorough investigation and, when deciding the nature of sanction for a more serious incident, previous behaviour/information will be taken into consideration.



CONSEQUENCES

Consequences enable staff to teach and instil good behaviour. The C1/C2/C3 progression underpins this idea: students are given opportunities to make good choices and reminded of the consequences for them if they continue with inappropriate behaviour, so they have the chance to stop.

'Choose the right path'

	Examples of actions leading to consequences	Likely consequences
C1	RESPECT YOURSELF <ul style="list-style-type: none">• Lack of effort in class• Lateness• Inappropriate behaviour in class or around school• Incorrect school uniform• Lack of equipment• Lack of homework RESPECT OTHERS <ul style="list-style-type: none">• Disruption of a lesson [eg: talking, preventing others learning, arguing with students]	One behaviour point Reprimand. The staff member who issued the points, adds to the behaviour tracking sheet

Follow the school rules & NO FURTHER CONSEQUENCES

C2	<ul style="list-style-type: none">• Repetition of any C1 offence or lack of response RESPECT YOURSELF <ul style="list-style-type: none">• Continuing disruption/lateness• Continued lack of effort in class• Continued lack of homework RESPECT OTHERS <ul style="list-style-type: none">• Disruption of a lesson [eg: talking, preventing others learning, arguing with students]	Two behaviour points Reprimand. The staff member who issued the points, adds to the behaviour tracking sheet
-----------	--	---

Follow the school rules & NO FURTHER CONSEQUENCES



C3	<ul style="list-style-type: none">• Repetition of any C2 offence or lack of response <p>RESPECT YOURSELF</p> <ul style="list-style-type: none">• Lack of progress due to effort during one lesson• Failure to bring equipment on three occasions [reset termly]• Truancing from a lesson• Plagiarism <p>RESPECT OTHERS</p> <ul style="list-style-type: none">• Persistent disruption/inappropriate behaviour/lateness/refusal to follow instructions• Rudeness to students or staff• Minor acts of vandalism to school property / other student's items <p>Red line incidents where a C3 would be issued immediately</p> <p>RESPECT YOURSELF, OTHERS and OUR ENVIRONMENT</p> <ul style="list-style-type: none">❖ Unacceptably late to one lesson [guide time 5 minutes]❖ Mobile phone out or used. [C3 and confiscated until the end of day when a parent must pick it up]❖ Use of forbidden electronic items in school hours❖ Going out of bounds❖ Chewing gum❖ Swearing❖ Eating and drinking in a classroom❖ Play fighting or other aggressive play	<p>A consequence like detention or loss of privileges</p> <p>May involve removal from lesson</p> <p>Report to the Academic Leadership Group</p>
-----------	---	--

Follow the school rules & NO FURTHER CONSEQUENCES



<p>BIP</p> <p>B1</p> <p>B2</p>	<p>Behaviour Improvement Programme closely monitors students who are getting too many consequences that causes disruption to teaching, their own learning and others' progress.</p> <p>4 or more consequences in a week [or single incident more serious than a C3]</p> <p>6 or more consequences in a week</p>	<p>Consequence set my head of phase or coordinator</p>
<p>C4</p>	<p>RESPECT YOURSELF, OTHERS and OUR ENVIRONMENT</p> <p>Some examples might include (list not exhaustive):</p> <ol style="list-style-type: none">1. A serious (or persistent) breach of school rules, as stated above. (1-3 days)2. Persistent disruptive behaviour. (1-3 days)3. Persistent display of attitude or behaviour which is in contrast with the ethos and values of the school. (1-3 days)3. Persistent truanting (of more than one lesson) (1-3 days)4. Extreme defiance to a member of staff, including plagerism. (1-3 days)5. Extreme rudeness including swearing. (1 – 10 days)6. Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism, bullying, including cyber bullying. (1-10 days)7. Any misconduct of a sexual nature, including sexting, upskirting supply and possession of pornography or indecent images. (1-10 days)	<p>Exclusion from school for a fixed period of time</p>



	<p>8. Inappropriate use of social media and/or technology, including serious cases of bullying. (1-10 days)</p> <p>9. Damage to school property, vandalism, or graffiti. (1-3 days plus remuneration for damages caused)</p> <p>10. Use of discriminatory or abusive language either in school or on social media. (1-5 days)</p> <p>11. Any behaviour outside of school that brings the school into disrepute. (1-5 days)</p> <p>12. Cheating in an exam or plagiarism of homework/coursework. (1-5 days)</p> <p>13. Sexual harassment. (1-10 days)</p> <p>14. Setting off the school fire alarm without good reason. (1-5 days)</p> <p>15. Tobacco consumption or vaping (1-5 days)</p> <p>16. Deliberate or serious damage to school and / or students property (compensate payment of damages / 1 – 5 days)</p>	
C5	<p>Only the Head of School shall have the discretionary power to exclude permanently any pupil, after consultation with the CEO.</p> <p>Some examples might include (list not exhaustive):</p> <ul style="list-style-type: none">• Being in possession of an offensive weapon.• Possession of and/or supplying drugs.• Serious and on-going bullying.• Assault on a pupil.• Assaulting a member of staff.• Serious threatening behaviour to staff or other pupils.• Extremely serious damage of school property or building.	Permanent exclusion



	• Serious sexual or indecent behaviour.	
--	---	--

Note: Bullying behaviour and abuse – verbal, physical, sexist, homophobic or racist – theft and bringing the school into disrepute are always serious and may lead to C3-C6 depending on the severity of the incident.

THIS LIST IS NOT SUPPOSED TO BE EXHAUSTIVE. IT INDICATES THE SERIOUSNESS OF THE BEHAVIOUR AND THE MINIMUM YOU COULD EXPECT TO RECEIVE A SANCTION.

SANCTIONS

To begin with staff will normally issue a verbal warning about inappropriate behaviour unless the behaviour is sufficiently serious to warrant an immediate sanction. Then the following will be used as part of our Consequences System.

Issuing of sanctions

If a student is to be excluded for a fixed term, a member of the School Leadership Team will issue a serious sanction. This may be an internal or external exclusion from the school for a defined period. Exclusions are recorded on a student's disciplinary record and in school records. The Head of School may alert an appropriate senior governing body.

The student's parents will be informed about the nature and duration of the exclusion and any discussion of permanent exclusion will first involve a meeting with the Head of School. In making decisions about fixed term exclusions, the Head of School and Leadership Team will consider any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case.

Permanent exclusion would only take place once all other options had been explored and exhausted, including one-to-one interventions. Some circumstances may require immediate exclusion for the safety of others in the school community.

An external exclusion constitutes a clear warning about continued membership of the school and this warning may be regarded as final. Our schools are very reluctant to sanction students with an external fixed term exclusion more than twice in any stage of their school career.



During a temporary or fixed-term internal exclusion, students will typically undertake some reflective work to reflect on and consider their actions. Student may also access homework and details about work missed.

Following any external exclusion, the Head of School will consider the evidence, the nature of the incident and the student's record in the school. If a temporary exclusion is deemed sufficient the student will normally meet with the Head of School before returning to lessons.

In no circumstances shall the school or its staff be required to divulge to parents or others, any confidential information or the identities of students or others who have given information that has led to serious sanctions.

Absence from school during disciplinary investigations

In some instances, the school may require parents to withdraw their child from school pending the investigation of an allegation, complaint, or incident. This is a neutral, not disciplinary, measure to allow an unimpeded investigation and may also be taken for the good of the student by separating him or her from school pressures. The Head of School will make any such decision in consultation with senior staff.

Permanent exclusion / withdrawal of a student from school

The decision to permanently exclude a student is not taken lightly and the best interests of all members of the school community must be given weight whilst making every effort to act with due regard for the future of the student who has engaged in significant misconduct. A student may be permanently excluded if, after appropriate consultation, the Head of School is of the opinion that:

- the student's conduct (whether on or off school premises, in or out of term time) has been prejudicial to good order or School discipline or to the reputation of the school.
- it is not in the best interests of the student or of the school, that he/she remains at the school.

In making decisions about a permanent exclusion, the Head of School will consider any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case.



Some parents, after due consideration, may choose to voluntarily withdraw their child rather than the school imposing permanent exclusion. However, it must clearly be understood that the Head of School reserves the right to insist on permanent exclusion. In addition, if a parent has treated the school, members of its staff or any member of the school community unreasonably to a point that leaving the school is in the best interests of the student or the school, the Head of School can ask the parents to remove their child from the school. This would also be considered as voluntary withdrawal, not permanent exclusion.

Following the permanent exclusion of a student or following their withdrawal from the School, the Head of School will write to the parents to communicate the following:

1. The student's status as a leaver
2. Arrangements for transfer of any course or project work to the student, parents, or another school
3. The conditions under which the student may re-enter school premises in the future.

Financial aspects

There will be no refund of school fees following permanent exclusion of a student on disciplinary grounds and payment of any outstanding fees and extras is required. The refund of prepaid fees will be made.

Directors' review of a permanent exclusion on disciplinary grounds

Parents aggrieved at the Head of School's decision to exclude their child permanently may make a written application for a Directors' Review. In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek. A directors' review of the Head of School decision should take place within seven working school days. The nominated director will communicate directly with the parents prior to conducting the review. The director has the authority to uphold the permanent exclusion, rescind the exclusion, convert the exclusion into a further fixed-term exclusion or change the leaving status to 'withdrawn'. Parents will be informed in writing of the outcome.

CONFISCATION

this will apply to items which are forbidden in school, contrary to uniform rules, items which are harmful to others, or which are being used in a way contrary to rules or in an inappropriate place or time. Low value items, such as foodstuffs being consumed in a corridor, will be confiscated, and discarded. Other items will normally be kept until the end of



the day but there is a scale for extending this period of time for repeat offenders (please see Confiscation Procedures below). This may be shortened in the case of mobile phones, which may be important to student safety. However, such discretion will not be shown where a phone has disrupted the good order of the school. The school reserves the right to require a parent to come into school for the item to be returned, or to pass the item to the police.

Confiscation procedures

Once a member of staff has received the confiscated item(s) from a student they will follow these instructions:

- Inform the student how many days the item(s) has been confiscated for and therefore when the student can collect it(them) from reception at the end of that given day
- Take an envelope
- Write precisely what the contents of the envelope are
 - Write the student's name (all in block capitals please)
 - Write the student's Year group and Form
 - Write the date you confiscated the item(s)
 - Write the date the item(s) will be returned to the student
- Place the item(s) in the envelope and seal the envelope, checking it is secure and that nothing can fall out
- Take the item to reception and hand it in

Time for which an item is confiscated and consequences:

The following 'escalating' scale would be applied for repeat offenders:

1st and 2nd occasion Member of staff to inform Head of Section who will call parent and carer and collected by a parent and C2.

3rd occasion return in a week's time (5 school days) – member of staff to inform Head of Section who will call parent and carer to inform / discuss, and they will be required to come and collect the item(s). A C3 detention will be issued.

Other occasion(s) parent to come to school to retrieve item(s) and a sanction of a C3 detention or in aggravated incidents may result in an internal removal, or a fixed period of exclusion, or permanent exclusion.



IMPLEMENTATION OF THE POLICY

While the policy sets out a level of response that is normally appropriate to misconduct, staff are expected to exercise judgement according to the individual circumstance of the case. Special or individual circumstances might lead to a lower sanction to be set. Repeat offending or other aggravating circumstances may lead to the listed sanction being increased.

1. GENERAL RIGHTS AND DUTIES

- To be respected, respecting others;
- Benefit from the hygiene and good working conditions, while contributing to keep them, collaborating with all the School sectors and keeping the school building clean and preserved;
- To be assiduous and punctual regarding internal timetables, and to be responsible for the efficient execution of each one's own tasks;
- To treat the remaining community members cordially, respecting the rules of social interaction, by thanking, greeting, giving way, etc.;
- To respect the norms which were stipulated by the School and to contribute so that it is a pleasant space;
- To respect the fact that this is a Smoke Free School, which means that it is not allowed for any school community member to smoke inside the School, without any exception on any school space.