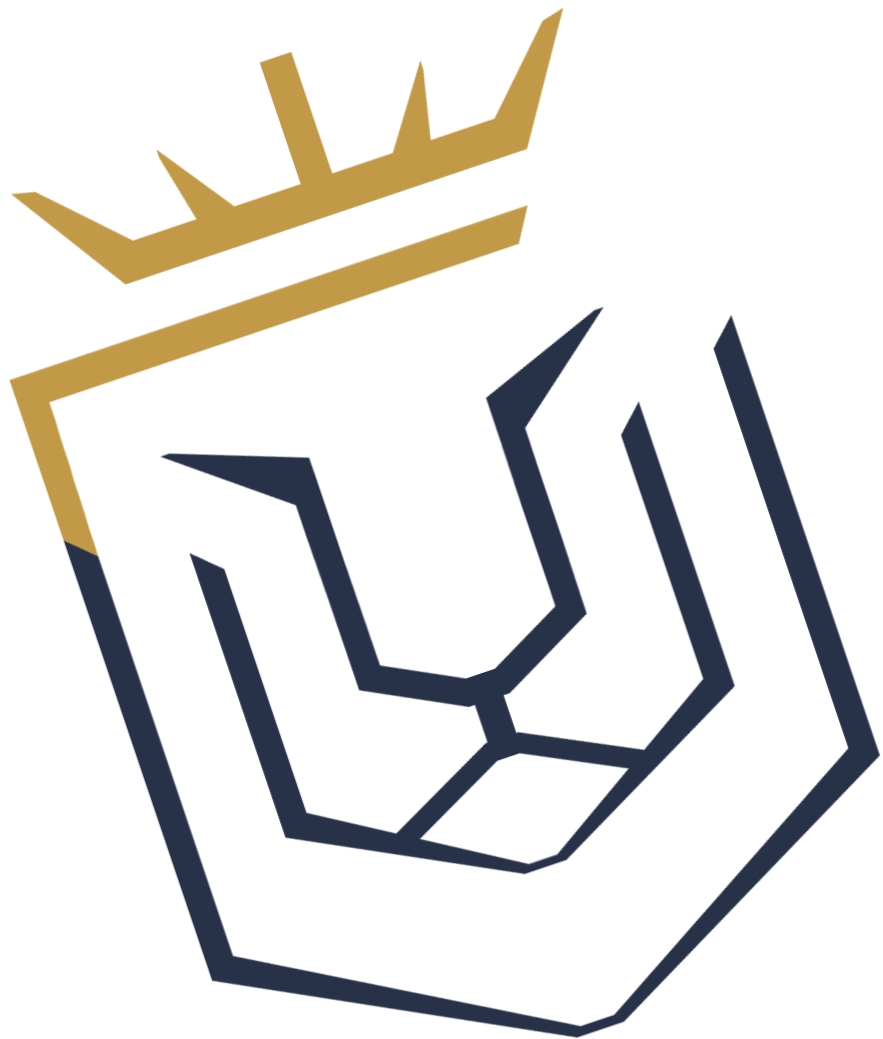




Nobel Algarve
BRITISH INTERNATIONAL SCHOOL
LAGOA

Behaviour Policy





LEVEL 1			
RESPECT, LEARNING, INTEGRITY, COMMUNITY			
	Behaviours	What to do	By Whom?
L1	<ul style="list-style-type: none">- Continued disruption and interrupting.- Unkindness / rudeness- Not listening- Answering back- Disrespectful body language- Swearing / use of inappropriate language.- Carelessness- Eating in class/chewing gum- Not engaging in the lesson- Not being prepared to learn- Lack of effort in class- Not completing homework- Disruption of the learning environment- Disorganisation- Reacting negatively to making a mistake- Not telling the truth/ being dishonest- Not following through with an agreement/commitment- Bad sportsmanship or inability to work with others- Engaging in gossip/spreading rumors- Inability to understand right from wrong- Language or actions that discourage or upset others.- Language or actions are not supportive or considerate of others.- Prejudice/discrimination (race, sexuality, gender, physical appearance, disability, nationality..)- Not allowing others to share their opinion- Incorrect uniform	<ul style="list-style-type: none">- The teacher engages directly with the student for an educational purpose, aiming to foster mutual understanding regarding the reasons behind the behavior and guiding the student to acknowledge its inappropriateness.- Move the student within the classroom if appropriate.- Inform form tutor/class teacher- Log on behaviour log	<ul style="list-style-type: none">- Subject/class teacher to act*Form tutor/class teacher to review behaviour log





LEVEL 2			
RESPECT, LEARNING, INTEGRITY, COMMUNITY			
	Behaviours	What to do	By Whom?
L2	<ul style="list-style-type: none">- Repeated L1- Unkindness / rudeness directed towards others with the intention of harm- Aggressive use of bad language/swearing- Unauthorised absence- Deliberately not engaging or refusal to take part in learning tasks- Not able/willing to control impulsive behaviour- Deliberately preventing or disrupting learning within a group setting.- Inability to reflect honestly on mistakes or poor behaviour- Deliberately being dishonest/lying- Copying others work- Cheating- Using a mobile phone- Intimidating others- Disrespectful language or actions of the beliefs of others eg; religion, politics- Continued lack of correct/appropriate uniform	<ul style="list-style-type: none">- The teacher engages directly with the student for an educational purpose, aiming to foster mutual understanding regarding the reasons behind the behavior and guiding the student to acknowledge its inappropriateness.- Move the student within the classroom if appropriate- Reflection time if necessary, at break or lunchtime (parents must be informed)- Inform form tutor/class teacher before sending message home- Message home cc'ing form tutor/class teacher, Director of Pastoral and Head of Section- Log on behaviour log- If required conflict resolution intervention by the Director of Pastoral/Head of Section or Form tutor.	<ul style="list-style-type: none">- Subject/class teacher to act <p>*Form tutor/class teacher, Director of Pastoral and Head of Section to review behaviour log</p>





LEVEL 3			
RESPECT, LEARNING, INTEGRITY, COMMUNITY			
	Behaviours	What to do	By Whom?
L3	<ul style="list-style-type: none">- Repeated L2- Deliberate refusal to follow reasonable instructions- Continued defiance- Vandalism- Deliberate destruction of property belonging to the school or others.- Serious absence concerns- Plagiarism / academic dishonesty – using someone else's work- Lying or dishonesty related to any L3 or L4 situations across this policy.- Deliberately missing school or lessons- Deliberately letting someone else take the blame for something they did- Taking photos or recording others (students or staff) without permission- Intentional language or actions towards others that are prejudiced or discriminatory (race, sexuality, gender, physical appearance, disability, nationality, religion)- Intentional language/actions that attempt to humiliate or ridicule the beliefs or characteristics of others- Threatening behaviour or language- Harassment- Physical violence	<ul style="list-style-type: none">- The teacher engages directly with the student for an educational purpose, aiming to foster mutual understanding regarding the reasons behind the behavior and guiding the student to acknowledge its inappropriateness.- Move the student within the classroom if appropriate- Reflection time if necessary, at break or lunchtime (parents must be informed)- Log on behaviour log- Inform form tutor/class teacher, Director of Pastoral and Head of Section before sending message home- Message home cc'ing form tutor/class teacher, Director of Pastoral and Head of Section <p>* Director of Pastoral / Head of Section:</p> <ul style="list-style-type: none">- If required conflict resolution intervention by the Director of Pastoral/Head of Section or Form tutor.- IBP- Behaviour monitoring/report	<ul style="list-style-type: none">- Subject/class teacher to act <p>*Director of Pastoral and Head of Section to follow up: contact with parents/in person meeting</p>





LEVEL 4			
RESPECT, LEARNING, INTEGRITY, COMMUNITY			
	Behaviours	What to do	By Whom?
L4	<ul style="list-style-type: none">- Repeated L3- Verbal or physical abusive behaviour- Intentional violent actions- Bullying- Dangerous weapons in school- Sharing of personal information or images of others online or through chat- Smoking/vaping in school- Drug or alcohol use in school- Academic dishonesty linked to external examinations- Theft- Engaging in known illegal activity- Explicitly deliberate and aggressive racist, xenophobic, homophobic, transphobic or sexist comments/actions (including online)	<ul style="list-style-type: none">- Report immediately to Director of Pastoral and Head of Section- Log behaviour on behaviour log <p>Consequences:</p> <ul style="list-style-type: none">- Internal suspension (up to 3 days depending on the severity of the behavior.) executed by Head of School and Head of Section- External suspension (1st 3 days) (2nd 5 days) executed by Head of School and Head of Section- Permanent exclusion executed by Head of School	<ul style="list-style-type: none">- Teacher/member of staff who witnessed behaviour to report immediately to Director of Pastoral and Head of Section- Director of Pastoral and Head of Section will address student and contact parents- Director of Pastoral and Head of Section will report to Head of School

L1 x 2 = L2

L1 x 3 = L3

L2 x 2 = L4

L3 x 2 = L4

L1 + L2 = L3

L2 + L3 = L4





Conflict resolution intervention and Restorative practices

Conflict resolution focuses on addressing disputes by finding solutions acceptable to all parties. It often involves communication, negotiation, and compromise.

Key steps will include:

- The facilitator will ensure a neutral environment where everyone feels heard.
- Ground rules will be set where all students agree on respectful communication, active listening, and mutual respect during discussions.
- All students will share their perspectives on the situation without interruption.
- Together all students, with the support of the moderator, will explore the root causes of the conflict (e.g., misunderstandings, unmet needs, or miscommunication).
- The moderator will help students express their feelings and needs constructively as well as helping students understand others perspectives.
- The goal is to find a mutually agreeable resolution, the students work collaboratively with the intention to generate possible solutions or positive outcomes.
- Follow-up sessions may be scheduled if necessary.

Restorative practices focus on repairing harm and rebuilding relationships rather than simply punishing the offender. They emphasize accountability, empathy, and community healing.

Key steps will include:

- Restorative practices rely on willing participation from all students, this includes the person who caused harm acknowledging their actions and taking responsibility for the harm caused.
- Discussions center on how the actions affected the students and students are encouraged to express how they felt and what they need to heal.
- Both those who caused harm and those affected by the harm participate, the students work together to determine how the harm can be repaired and trust restored.

The goals of Conflict Resolution and Restorative Practices

- To build empathy and understanding among the student community.
- To foster accountability and personal growth.
- To restore trust and relationships within the community.
- To prevent future conflicts by addressing root causes and improving communication.

Both approaches emphasize collaboration, understanding, and healing, creating a supportive and respectful environment.





Internal suspension

The goal of an internal suspension is to correct behavior while keeping the student in a structured and educational environment. It balances discipline with opportunities for reflection and growth. An internal suspension consists of:

1. The student is removed from their regular classroom and is expected to work in the library under supervision.
 - The student is expected to complete assigned schoolwork during the suspension. Teachers may provide specific assignments to ensure continuity of learning.
 - Failure to engage with the work might lead to additional consequences.
2. The student will be required to reflect on their behavior through:
 - Writing a reflection or apology.
 - Attending a counseling or restorative session with a school counselor or mediator.
 - Participating in exercises designed to help them understand the impact of their behavior on themselves and others.
3. Parents or guardians will be notified about the internal suspension, including:
 - The reasons for the suspension.
 - Expectations for the student during the suspension.
 - The follow-up steps proposed by the school after the suspension ends.
3. Students reintegration to the regular school day
 - After the internal suspension, there will be a meeting with the student (parent/guardian may also be asked to attend) to discuss a reintegration plan: This will consist of discussing how the student can avoid future issues and a behavioral contract or agreement.

External suspension

The primary goals of an external suspension are to: emphasize the seriousness of the behavior, protect the school environment from disruption or harm and provide the student with time to reflect on their actions and understand the consequences.

External suspensions are reserved for severe or repeated infractions, such as substance possession or consumption on the school premises, violence, bullying, theft, or other actions that pose a risk to the safety and well-being of others.

1. The student is removed from the school premises
 - The student is required to stay at home and is not allowed to attend school or participate in any school-related activities (e.g., sports, clubs, or events).
 - The duration is specified by the school; in the first instance an external suspension will last for 3 days, for a repeated occurrence the suspension will last 5 days, a third offence will result in a permanent exclusion.





2. Parents or guardians will be notified about the internal suspension, including:

- The school formally informs the student's parents or guardians of the suspension, the notification may be provided in writing, via email, or through a meeting.
- This communication typically includes: The reason for the suspension, the length of the suspension and any terms or conditions for the student's return.

3. Explanation of the Incident

- The school will provide parents with details about the behavior or incident that led to the suspension, information regarding other students has the right to be withheld if deemed necessary for safeguarding purposes.
- A disciplinary report will be shared, if requested.

4. Provision of Academic Work

- The school will provide assignments, materials and work instructions for the student to complete during the suspension to avoid falling behind academically.
- It is the student's responsibility to complete the work and return it upon their return to school.

3. Students return to school

- The student will be required to attend a meeting (parent/guardian may also be asked to attend) with members of the SLT and agree to a behavioral contract outlining expectations and consequences for future infractions.

4. Follow up and mentoring

- After returning to school, the student's behavior may be closely monitored.
- Support systems such as mentorship will be provided to help the student reintegrate successfully, as well as counseling to help address underlying issues and reduce the likelihood of repeated behavior.
- Restorative practices and conflict resolution may also be practices in which the student is expected to engage.

5. Impact on record

- The suspension will be recorded in the student's internal disciplinary record.
- In severe cases, it could have long-term implications. The school has the right to inform other schools of behavioral incidents that lead to the external suspension and any written recommendations requested that are given by the school could be affected.





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.

