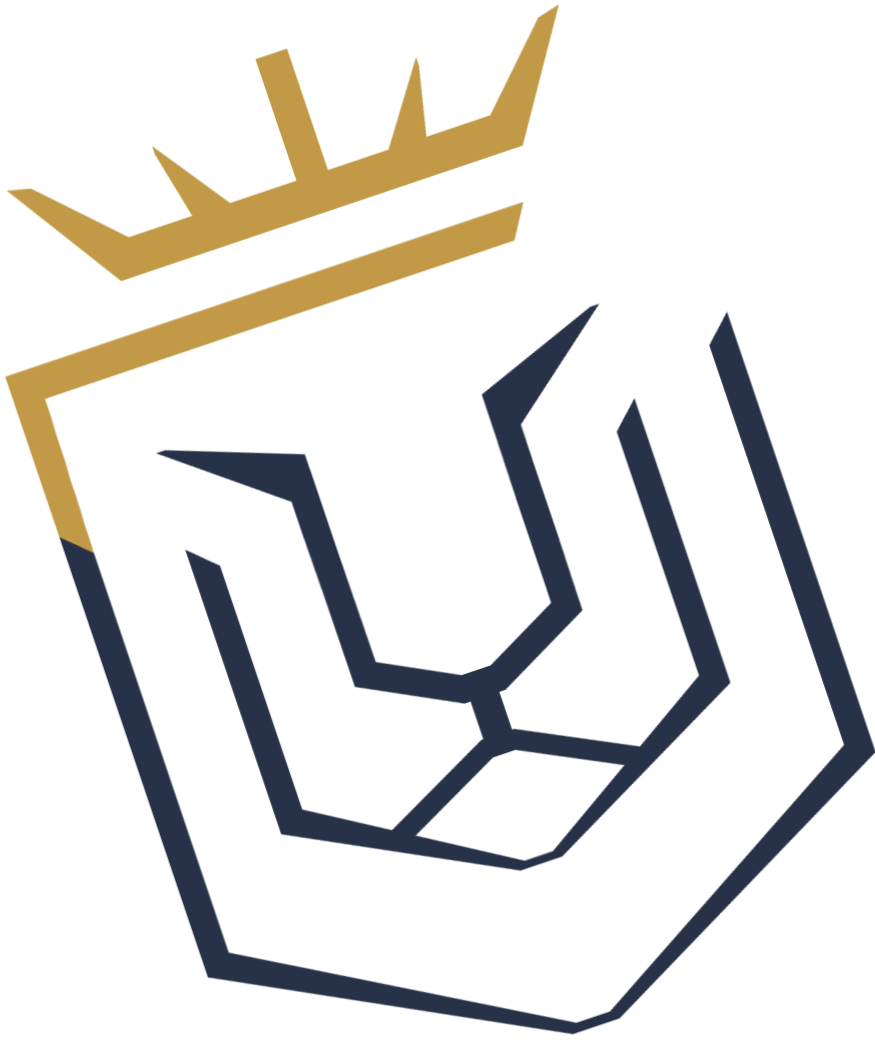
Behaviour Policy

for the Primary Section

Date: 2025

Review: 2026



1. Introduction

At Nobel Algarve, we are committed to fostering a positive, safe, and inclusive learning environment that nurtures students' personal, social, and academic development. We believe that promoting good behaviour is a shared responsibility between students, staff, and parents. This policy outlines our expectations for behaviour, rewards for positive behaviour, and sanctions for inappropriate behaviour.

2. Aims and Objectives

The objectives of this behaviour policy are:

- To create a safe, respectful, and supportive school environment.
- To encourage students to develop self-discipline, responsibility, and empathy.
- To promote high standards of behaviour that enable effective teaching and learning.
- To provide clear guidance on rewards for positive behaviour and sanctions for inappropriate behaviour.
- To ensure consistency in behaviour management across the school.

3. School Expectations

We expect all students to:

- Show respect for themselves, their peers, and all staff members.
- Behave in a manner that supports learning and well-being.
- Follow school rules and procedures both inside and outside the classroom.
- Take responsibility for their actions and understand the consequences.

4. Rewards and Recognition for Positive Behaviour

We value positive reinforcement. Students who display good behaviour, academic effort, and social responsibility will be recognised through a variety of rewards. These include:

4.1 Informal Recognition

- Verbal Praise: Acknowledging students' efforts in class or during school activities.
- Positive Notes/Emails Home: Teachers may send written communications to parents highlighting specific achievements or positive behaviours.
- Classroom Responsibilities: Students showing leadership may be given responsibilities such as being a monitor or class leader.

4.2 Formal Recognition

- House/Dojo Points: Students earn points for positive actions (such as good manners, helpfulness, and academic achievement). Points contribute towards house recognition.
- Certificates/Awards: Presented during assemblies or class time for outstanding behaviour, improvement, or achievements
- Celebration Assemblies: Special assemblies to publicly acknowledge and reward students who have consistently demonstrated exemplary behaviour or achievements.
- Golden Time/Free Choice Time: Extra free play or activity time as a reward for a week of good behaviour.
- End-of-Term Awards: Special awards (e.g., for most improved behaviour, best role model, etc.) presented during end-of-term celebrations.

4.3 Group or Whole-Class Rewards

- Class Treats: When the entire class works together and meets behaviour goals, they may earn a collective reward such as extra playtime or a fun activity
- House Competitions: Points can be collected by houses, with rewards like a group outing or certificates.

5. Sanctions for Inappropriate Behaviour

We recognise that children will occasionally make poor behaviour choices. Our response to inappropriate behaviour is intended to be fair, consistent, and proportionate. Sanctions will be based on the severity and frequency of the behaviour.

5.1 Informal Sanctions (Low-Level Incidents)

- Verbal Warning: A reminder of expected behaviour and the opportunity to correct it.
- Time-Out/Reflection Time: Short period of time away from the activity (within or outside the classroom to a buddy class) to reflect on behaviour.
- Restorative Conversations: One-on-one discussions with teachers or staff to reflect on behaviour, explain its impact, and find solutions.

5.2 Formal Sanctions (Mid-Level Incidents)

- Missed Break Time: Students may lose part or all of their break time to reflect on their behaviour.
- Written Reflection: The student writes about what happened, why it was inappropriate, and how they will improve.
- Behaviour Report Card: A report card monitored daily or weekly by the teacher or school leadership to track improvement.
- In-School Detention: For more serious breaches, students may stay back during lunch to complete work or reflect on behaviour.

5.3 Serious Incidents (High-Level Incidents)

For repeated or serious behaviour violations (e.g., bullying, violence, defiance, theft), stronger sanctions may be applied. These could include:

- Referral to Senior Leadership: Escalation of the matter to senior management, such as a Deputy Head or Head.
- Parent Meetings: Parents are involved in addressing ongoing or severe behavioural issues.
- Class Exclusion: Temporary removal from class, typically for 1-3 days, depending on the severity.
- Suspension: Temporary removal from school, typically for 1-3 days, depending on the severity.
- Exclusion: In extreme cases, or where behaviour presents a risk to others, a student may face permanent exclusion from the school.

5.4 Typical behaviours that should be recorded

A – Low-Level Behaviours (Minor, but happening often and but recordable, for tracking patterns)

- Talking out of turn / calling out repeatedly in class
- Not following instructions the first time given
- Interrupting others during lessons or activities
- Wandering around the classroom without permission
- Off-task behaviour (daydreaming, refusal to start work)
- Playing in an unsafe manner (e.g., rough play without intent to harm)
- Minor rudeness or cheeky responses to staff or peers
- Minor misuse of equipment or resources
- Being unkind (isolated incident – e.g., excluding a peer from a game)
- Incomplete home learning without a valid reason
- Minor lateness to class after break or lunch
- Low-level disruption in corridors or shared spaces (e.g., running indoors)

B – Mid-Level Behaviours (More serious or repeated behaviours, requiring formal sanctions)

(May involve loss of privileges, reflection time, or referral to phase leader)

- Persistent disruption of learning after warnings
- Persistent refusal to follow reasonable instructions
- Repeated unkindness or targeted exclusion of peers
- Disrespectful language or tone towards staff or peers
- Misuse of ICT (e.g., off-task internet use, sending unkind messages in school)
- Leaving the classroom without permission
- Dishonesty (e.g., lying about behaviour or actions)
- Throwing objects without intent to harm but causing disruption
- Unsafe behaviour on playground equipment despite reminders
- Interfering with others' property without permission
- Repeated incomplete homel earning or failure to bring necessary equipment
- Play fighting that escalates despite being told to stop

C – High-Level Behaviours (Require referral to Senior Leadership and parental involvement)

- Physical aggression (hitting, kicking, pushing with intent to harm)
- Verbal aggression (shouting abuse, name-calling with intent to hurt)
- Bullying (repeated, targeted behaviour causing distress)
- Threatening behaviour towards staff or pupils
- Serious defiance / refusal to follow key safety instructions
- Theft (taking others' belongings without permission and intent to keep)
- Damage to school property or others' belongings (deliberate vandalism)
- Bringing dangerous or prohibited items into school
- Leaving school premises without permission
- Serious misuse of ICT (e.g., cyberbullying, accessing inappropriate content)
- Discriminatory language or behaviour (racist, sexist, homophobic remarks)
- Spitting at someone
- Biting
- Any behaviour that puts self or others at significant risk of harm

6. Restorative Approach

In cases of conflict or harm, we embrace a restorative approach to discipline. This means:

- Restorative Conversations: Students are encouraged to understand the impact of their actions, apologise where necessary, and make amends.
- Peer Mediation: When appropriate, trained students or staff may facilitate conflict resolution between peers.
- The goal of these practices is to repair relationships and build a positive community, rather than focus solely on punishment.

7. Special Considerations

We recognise that certain students may have additional needs (such as emotional, social, or learning challenges) that impact their behaviour. In such cases:

- Staff will liaise with the Head of Inclusion to develop individualised behaviour plans.
- Additional support, such as mentoring or counselling, may be provided.
- Staff will use positive behaviour strategies tailored to the child's specific needs.

8. Monitoring and Review

This policy will be regularly reviewed by school leadership, in consultation with staff, parents, and students, to ensure it remains effective and fair. Behaviour patterns will be tracked, and adjustments made to improve the overall school environment.

9. Communication

This policy is available to all members of the school community, and parents will be informed of any significant sanctions applied to their child. Regular updates about student progress, behaviour, and recognitions will be communicated through parent-teacher meetings and school reports.

Class dojo will be used to inform parents of low-level behaviours, it will appear as a neutral point with a short description of the behaviour.

This behaviour policy ensures that all students understand the boundaries of acceptable behaviour while recognising and rewarding their efforts to contribute positively to the school environment.