



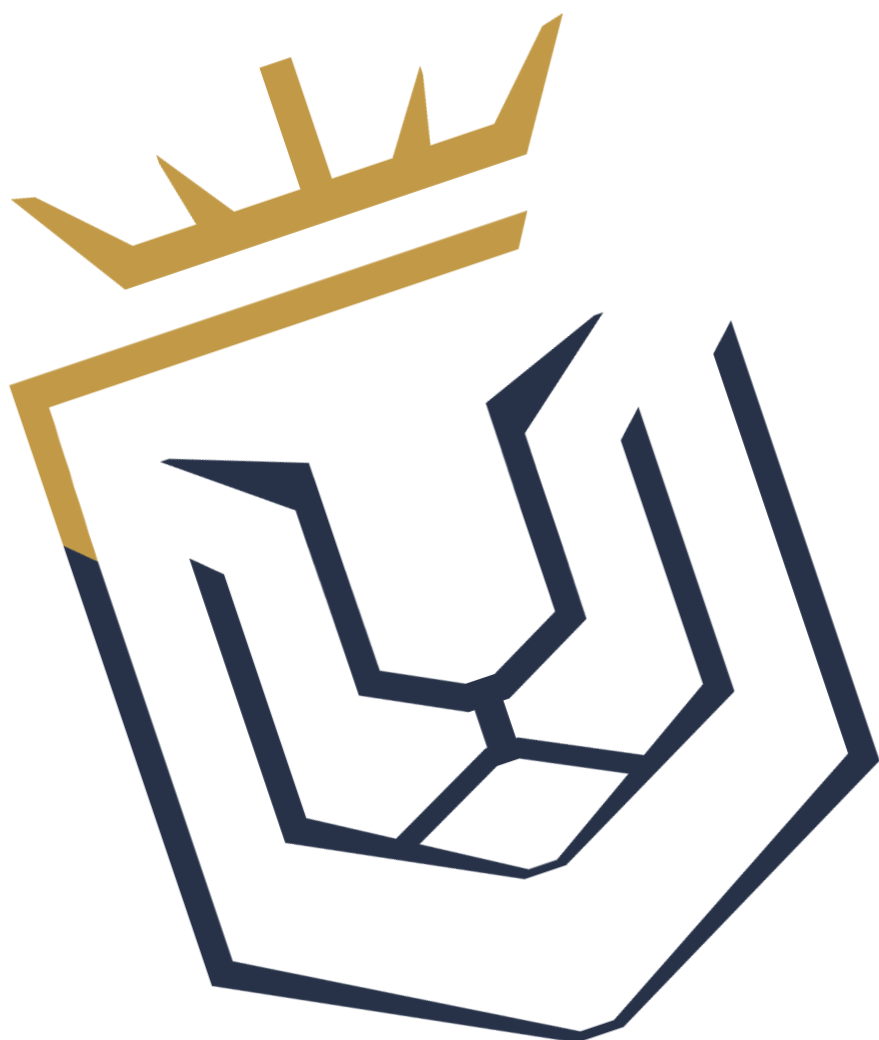
Nobel Algarve
BRITISH INTERNATIONAL SCHOOL
ALMANCIL

Behaviour Policy

for the Secondary School

Date: 2025

Review: 2026





1. Introduction

At Nobel Algarve British International School, Almancil, we are committed to creating a positive, safe, and inclusive learning environment where every student is supported to achieve their full potential — academically, socially, and personally.

We believe that promoting positive behaviour is a shared responsibility among students, staff, and parents. This policy outlines our expectations for conduct, systems for recognising and rewarding positive behaviour, and consequences for behaviour that does not meet our standards.

Our approach nurtures a respectful, caring community built upon our core values of integrity, responsibility, empathy, and excellence.

2. Aims and Objectives

This policy aims to:

- Foster a safe, respectful, and supportive environment.
- Encourage students to develop self-discipline, accountability, and empathy.
- Promote high standards of behaviour that support effective learning.
- Provide clear, consistent guidelines for rewards and sanctions.
- Ensure fairness, consistency, and opportunity for improvement through target setting and reflection.

3. School Expectations

At Nobel Algarve British International School, Almancil, students are expected to:

- Show respect for themselves, peers, staff, and the wider school community.
- Conduct themselves in a way that promotes calm, purposeful learning.
- Follow school rules and procedures both in lessons and around the campus.
- Take responsibility for their actions and reflect on their impact.
- Represent the school positively within the local and international community.

These expectations are underpinned by our Non-Negotiables, which define the essential standards of conduct required from all students across the Secondary School.

3A. Non-Negotiables

In all classrooms and common areas of the Secondary School, the following are non-negotiable standards:

1. We move around school calmly.
2. We show respect for ourselves, others, and the environment.
 - No talking when a teacher or another student is speaking in class.





- The language we use is appropriate and respectful both in and outside the classroom.
 - 3. We are punctual and attend school every day.
 - 4. We remain in the correct areas of the school, including assigned seating plans in lessons.
 - 5. We do not chew gum, use mobile phones on site, or wear inappropriate items to school.
- These non-negotiables apply at all times and are referenced throughout this policy in rewards and sanctions.

4. Rewards and Recognition

Positive behaviour is encouraged and celebrated at Nobel Algarve British International School, Almancil. Reinforcement, encouragement, and praise are key motivators in building a positive school culture. Rewards are linked not only to conduct and achievement but also to students' personal targets and their efforts to make positive choices.

5. Sanctions for Inappropriate Behaviour

We acknowledge that students may occasionally make poor choices. Our response is fair, consistent, and restorative, helping students reflect, set new targets, and learn from their actions. Failure to uphold the Non-Negotiables will normally be recorded as a C1 or C2 behaviour depending on frequency and context. Repeated breaches may lead to escalation.

5.1 Informal Sanctions (Low-Level – C1)

- Verbal Warning – reminder and opportunity to make a better choice.
- Reflection Time – short pause to refocus.
- Restorative Conversation – reflection on impact and next steps.
- Subject Teacher Detention (15–20 min). For persistent C1 behaviours or minor Non-Negotiable breaches (e.g. chewing gum, lateness). Parents informed by email. These can occur at breaktime, lunchtime or when the subject teacher is on duty at these times.

5.2 Formal Sanctions (Mid-Level – C2/C3)

For repeated low-level issues, more serious misconduct, or behaviour that impacts the school community.

- **Loss of Break/Lunchtime Privilege.**
- **Written Reflection** on behaviour and improvement or create a reflective presentation on the topic to be presented to the Student Council.
- **Expectation Report (3 weeks):** may be subject-specific or all-subject and includes agreed targets reviewed weekly. A second report for similar issues escalates to a high-level report with the Key Stage





Leader/Head of Phase.

- **Form Tutor or HoD Detention (30–45 min).** Parents are notified by email.
- **Friday Assembly/Afternoon Detention (FAD):** led by a HoD or SLT member, issued by Form Tutor or HoD for serious or persistent issues. Students complete a written reflection and target sheet signed by parents. The second detention will be held from 4:15 – 5:15pm on Friday. Two FADs in one term trigger referral to Head of Secondary and awareness to Head of School.
- **Restorative Parent Meeting:** with parents, students, and Form Tutor or HoD to review behaviour, discuss progress, and set measurable targets for improvement.
- **Community Service (Restorative Action):** where a student's actions have caused harm to the school environment or property, a supervised community task such as litter picking, cleaning, or assisting staff may be assigned to promote responsibility.
- **Removal from Representation:** for persistent C2/C3 behaviours or failure to meet targets, students may lose the privilege to represent the school in sports teams, clubs, performances, or external events until sustained improvement is demonstrated.

5.3 Serious Incidents (High-Level – C4/C5)

For repeated or serious breaches (e.g., bullying, aggression, or significant defiance):

- **Referral to Key Stage Leader or Head of Phase.**
- **Intervention Parent Meeting** with SLT to agree on a structured improvement plan with targets.
- **Expectation Report (High-Level)** monitored by Key Stage Leader/Head of Phase.
- **Internal Exclusion** – supervised reflection and target-setting session.
- **Suspension (1–3 days) or Permanent Exclusion** – for extreme cases.
- **Head of School involved** in all C4/C5 cases.

6. Restorative Approach

At Nobel Algarve British International School, Al Mancil, we use restorative practices to help students understand the impact of their actions and develop better strategies.

This includes Restorative Conversations, Peer Mediation, Restorative Parent Meetings, and Community Service tasks to repair harm caused to the school environment and rebuild trust.

7. Special Considerations

Some students may have additional needs that influence behaviour. Staff work with the Head of Inclusion and Pastoral Team to implement Individual Behaviour Plans, provide mentoring, and adapt strategies to suit individual needs.





8. Monitoring and Review

The Senior Leadership Team reviews this policy annually. Behaviour trends, including adherence to the Non-Negotiables, are monitored and used to inform action plans and pastoral focus areas.

9. Communication

Parents are informed promptly of incidents or sanctions via email. Progress, targets, and behaviour are reviewed during meetings and reports.

10. Monitoring and Communication of Behaviour

Roles and Responsibilities

Subject Teachers

- Record all behaviour incidents in the behaviour log **on the same day** they occur.
- **Inform parents promptly** when an incident occurs.
 - **C1 (Low-Level):** Usually managed with the student; inform parents if patterns of repeated low-level behaviour emerge.
 - **C2 / C3 (Mid-Level):** **Parents and HODs must be informed** outlining what occurred, actions taken, and next steps.
 - **C4 / C5 (High-Level):** Refer immediately to Key Stage Leaders. Parents are contacted by **Key Stage Leaders** to discuss the incident and any sanction or support plan.
- Issue and supervise detentions when appropriate, ensuring parents are **notified in advance** and that consequences are **restorative and constructive**.
- Collaborate with **Form Tutors, Heads of Department, and Key Stage Leaders** to ensure consistency and continuity of communication.

Form Tutors

- Review behaviour logs for their tutor group **at least fortnightly**, identifying trends, concerns, or repeated incidents.
- **Contact parents proactively** when patterns of concern arise. Placed the student on a tutor or behaviour report.
- Communicate both **positive updates** and **areas for improvement** to maintain strong home-school relationships.
- Liaise with **Key Stage Leaders** when further intervention is required, particularly where previous communication has not led to improvement.





- Use tutor time to reinforce behaviour expectations.

Heads of Department (HODs)

- Monitor behaviour trends within their subject area, ensuring all staff **consistently contact parents** when necessary.
- Support teachers in communicating with parents following repeated or serious subject-related incidents.
- Use Department Meetings to review departmental behaviour data, share good practice, and address emerging concerns.
- Organise **restorative meetings** that may include parents where appropriate, ensuring focus on repairing relationships and restoring learning.
- Escalate ongoing or unresolved concerns to **Key Stage Leaders**, ensuring **parent communication is fully documented and reviewed**.

Key Stage Leaders

- Take overall responsibility for **persistent or high-level behaviour** within their phase.
- Contact parents for all **C4/C5 incidents** or when previous interventions have not led to improvement.
- Hold **behaviour review meetings** with parents, students, and relevant staff to set clear targets and shared strategies for improvement.
- Share and celebrate **positive behaviour progress** with parents through praise calls, emails, or recognition letters to reinforce improvement.

Head of School

- Oversee and review all **C4/C5 incidents**, ensuring investigations are thorough, fair, and outcomes are clearly communicated to parents **both verbally and in writing**.
- Promote a **culture of open and transparent communication** between home and school, reinforcing the message that partnership is key to maintaining positive behaviour.
- Monitor the **consistency and quality of parental communication** across the school through regular feedback.





11. Target Setting and Student Reflection

Target setting is central to behaviour improvement at Nobel Algarve British International School, Almancil. Each phase sets age-appropriate expectations and targets for students related to learning attitude, organisation, and respect. Targets are discussed in Form Tutor time, Restorative Parent Meetings, and Expectation Report reviews.

Students reflect regularly on choices, progress, and strategies for improvement. Meeting targets contributes to reward systems and celebration assemblies.

12. Staff – Parent Communication

Positive and timely communication between teachers and parents is essential to support student progress and wellbeing. Both parties are expected to communicate respectfully and work collaboratively to resolve concerns and celebrate successes. Responses to messages or enquiries should normally be made within 48 hours during the working week, ensuring that issues are addressed promptly and constructively in the best interests of the student. When communication is delayed or not constructive, concerns can escalate unnecessarily, making it harder to resolve issues effectively and swiftly.

13. Summary for Teachers and Staff

All staff are expected to apply the policy consistently and predictably, maintain calm communication, focus on choices and outcomes, use restorative language, and communicate clearly with parents.

Further guidance is detailed in Appendix A, B and C.

Appendix A

The table below outlines examples of behaviours for each category (C1–C5). This list is not exhaustive, and the school reserves the right to alter the category of any behaviour depending on the individual circumstances.

LEVEL	RESPECT CATEGORY	EXAMPLE BEHAVIOURS
C1	Respect Yourself	• Lack of effort in class • Lateness (less than 5 minutes) • Inappropriate behaviour in class or around school • Incorrect school uniform • Lack of equipment • Lack of homework
	Respect Others	• Disruption of a lesson (e.g. talking, preventing others from learning, arguing with students) • Chewing gum





C2	Respect Yourself	• Continued disruption or lateness • Continued lack of effort in class • Continued lack of homework
	Respect Others	• Repetition of disruption in a lesson (e.g. talking, preventing others from learning, arguing with students)
C3	Respect Yourself	• Lack of progress due to poor effort during a lesson • Failure to bring equipment on three occasions (reset termly) • Truancing from a lesson • Plagiarism
	Respect Others	• Persistent disruption, inappropriate behaviour, or lateness • Refusal to follow instructions • Rudeness to students or staff • Minor acts of vandalism to school or other students' property
	Red Line Incidents (Immediate C3)	• Unacceptably late to a lesson (guide: 5 minutes or more) • Mobile phone out or used during the day • Use of forbidden electronic items during school hours • Y10 –12 - Inappropriate use of their own personal device, breaching the ICT agreement • Going out of bounds • Swearing • Eating or drinking in a classroom • Play fighting or aggressive play
C4	Respect Yourself, Others and Our Environment	• Serious or persistent breach of school rules • Persistent disruptive behaviour • Persistent defiance or negative attitude toward staff • Persistent truancing (more than one lesson) • Extreme rudeness or defiance toward staff • Theft, blackmail, physical violence, threatening behaviour, drug or alcohol abuse, smoking, intimidation, racism, or bullying (including cyberbullying) • Misconduct of a sexual nature (e.g. sexting, upskirting, possession of pornography or indecent images) • Inappropriate or harmful use of social media or technology • Damage to school property, vandalism, or graffiti • Use of discriminatory or abusive language in school or online • Behaviour outside school that brings the school into disrepute • Cheating in an exam or plagiarism of assessed work • Sexual harassment • Setting off the fire alarm without good reason • Tobacco consumption or vaping • Serious or deliberate damage to school or student property
C5	Respect Yourself, Others and Our Environment	• Possession of an offensive weapon • Possession or supply of drugs • Serious and ongoing bullying • Assault on a pupil • Assault on a member of staff • Serious threatening behaviour toward staff or pupils • Extremely serious damage to school property or buildings • Serious sexual or indecent behaviour





Appendix B – Teacher Communication Guidance

- Focus on choices and outcomes: “The choice is to talk or to focus so everyone can learn.”
- Keep tone calm, factual, and neutral.
- Deliver consequences as a matter of fact.
- Be consistent and predictable.
- Use restorative follow-up: “What choice was made? What choice could be better next time?”
- Communicate clearly with parents using factual examples.
- Avoid labelling, sarcasm, or vague communication.

Appendix C – Friday Assembly/Afternoon Detention (FAD) Process

1. C1: Addressed by subject teacher.
2. C2: Addressed again by teacher, communicated home by email.
3. C2/C3: Referred to HoD/Form Tutor for persistence.
4. C2/C3: HoD/Form Tutor detention applied; home informed.
5. Referral to KS Coordinator (added to FD Log).
6. Friday Assembly Detention (FAD): supervised by HoD or SLT member. Student completes reflection and target sheet, sent home for signature.
7. One further referral allowed per term before formal meeting with Head of Secondary and awareness of Head of School.

Appendix D: Mobile Phone Procedure

Nobel Algarve British International School, Almancil does not students to have mobile phones on campus. These must be left at home or deposited at reception on arrival. If a student is caught with their mobile phone on campus, the following procedure is followed:

1st Instance of phone in school

The phone will be confiscated and taken to the Front Office.

The teacher will ensure Front Office has the full name and class/form of the student.

Front Office will notify parents that the phone has been confiscated and must be collected by a parent.

If the parent is unable to come and collect the phone before 4:30pm, this can be collected the following day.





2nd Instance of phone in school

The phone will be confiscated and taken to the Front Office.

A standard letter will be sent to parents informing them that their child will not be permitted to bring their phone to school again and any incidents involving this child and their mobile phone in future will result in the child's position in the school being under review.

