ICSMILAN
INTERNATIONAL SCHOOL

POLICY DOCUMENT

Behaviour Management Policy

Whole-school behaviour expectations and response

Version	V1.2	**Status**	Draft
Audience	Internal	**Owner**	Head of School
Approver	Head of School	**Date approved**	26/08/2026
Last review	31/07/2026	**Next review**	26/08/2028

Part of the Globeducate Network

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Whole School Introduction

This document should be read in conjunction with the following documents:

Related documents and legal framework

- Inclusion Policy and Procedures
- Academic Integrity Policy
- Anti-bullying Policy
- General School Regulations
- Secondary Behaviour Curriculum (Secondary only)
- D.P.R. 24 June 1998, no. 249 (*Regolamento recante lo statuto delle studentesse e degli studenti della scuola secondaria*), as amended by D.P.R. 21 November 2007, no. 235 and D.P.R. 8 August 2025, no. 134
- School Regulations (Regolamento Scolastico), Home-School Agreement (Patto educativo di corresponsabilita) and Regolamento degli Organi Collegiali
- ICS Milan Privacy Notice and Data Protection Procedures

Philosophy

Our school is committed to providing a warm, caring and safe environment for all our students so that they can learn and grow in a relaxed and secure environment. We understand that students thrive best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We believe that everybody has the right to be treated with respect and dignity. This policy reflects the fact that most students behave appropriately and are rewarded accordingly. Our aim is to focus on what students do well, minimising attention given to inappropriate behaviour. All adults are required to act as a positive role model and to treat others with care, respect and courtesy at all times. By providing students with ourselves as positive role models we are also able to encourage positive behaviour.

Aims and Objectives of this Policy

- To ensure that students feel safe and respected at school.
- To protect each student's right to learn, work, play and grow in a secure and respectful environment.
- To teach students to take responsibility for their actions and to understand the consequences of acceptable and unacceptable behaviour.
- To encourage students to respect themselves, others and their environment.
- To ensure the use of positive reinforcement to highlight and promote good behaviour.
- To provide a clear set of rules, expectations and consequences for behaviour at ICS which all students, staff and parents are aware of.
- To promote independence and self-discipline so that each student learns to accept responsibility for his/her own behaviour.
- To provide opportunities to develop character and leadership skills

Our Beliefs

As a school community, we believe:

That students have the right to be safe and respected at school .

Students must be given opportunities to take responsibility for their actions and understand the consequences of their behaviour.

That all students have the capacity to learn, develop skills and grow in their understanding to be a positive member of the learning community.

That a clear set of rules and agreements provide the foundation for a thrivinglearning community.

All members of the school community have an important role in modelling, reinforcing, and nurturing, positive behaviour.

Relationships are the foundation of a positive school culture - support of our ICS Milan Mission and Values and those of the International Baccalaureate IB LearnerProfile are central to our Essential Agreements.

Our Values

As members of the ICS Milan Early Years and Primary School Essential, we value being:

Inclusive Caring Safe

These values provide the foundation in making decisions about how we behave and interact with one another. They place responsibility on us all to consider impact as well as invite reflection and dialogue. Our School Values can be used in a variety of flexible ways dependent upon the age and context of any given situation.

They can be used:

· as a question to encourage to self-reflection

· as a question to initiate a conversation

· a statement to reaffirm when an action is not aligned with our Essential Values

· as a decision-making tool for individuals to use to inwardly reflect on the impact their actions may have.

Early Years and Primary School

The basis of our behaviour management strategy is to encourage students to consider the feelings of others and to begin to understand what impact their actions are likely to have. Young children are naturally ego-centric, however as they grow and develop their sense of empathy begins to form alongside their social awareness and increased self-regulation and impulse control. These are understandings and skills that need constant, consistent, nurturing which we strive to provide throughout the Early Years setting.

Adults model positive behaviour, showing respect and using the appropriate language (verbal and non-verbal). Within the school environment we set clear and consistent boundaries for students. Behavioural expectations are inclusive, equitable and appropriate, and students learn what is expected of them. Positive behaviour is encouraged through positive reinforcement along with explicit, intentional teaching and opportunities for reflection. This will look differently as children move from Early Years through Primary. Our shared values and connection to the Learner Profile supports students, their teachers, and caregivers to adopt an aligned approach to behaviour management.

In the Primary School, we continue to build on the foundations and learning from the Early Years. The development of social-emotional skills, formation of personal identity, and importance of taking responsibility continue to be at the heart of nurturing all our students to become independent thinkers who make positive choices. We focus on helping students understand the consequences of actions and encourage learning from mistakes to enable them to grow in their empathy and understanding of being part of a community. At the start of each school year we discuss our Essential Agreements and spend time exploring these, reflecting on them and discussing what these look like in different contexts.

Promoting Positive Behaviour

We all learn better when we feel connected and part of a community. Therefore, we invest time to enable our students to get to know their teachers and peers as well as build understanding of routines and important rituals that are part of their school day. The first weeks of every school year are devoted to class building activities and ensuring the foundations are set for our students to be able to actively participate in learning. ICS Milan staff members utilize a variety of age-appropriate strategies to support positive behaviours, ensure students understand and respect rules and boundaries. These all contribute to building an Inclusive, Caring and Safe learning community. We also recognize that first and foremost, it is vital that all adults model positive behaviors through professional interactions within our community.

We promote and celebrate positive behaviour through:

the use of morning circles and opportunities to check-out at the end of lessons/end of the school day as part of our regular routines.

noticing and celebrating positive choices and behaviour in a consistent way.

encouraging whole class goals and community building to achieve these.

reflection time as part of our learning practices.

good news messages home.

· providing ongoing verbal positive feedback for students that is focused as much upon effort and progress as it is on achievement.

· development of student leadership roles awarding House Points.

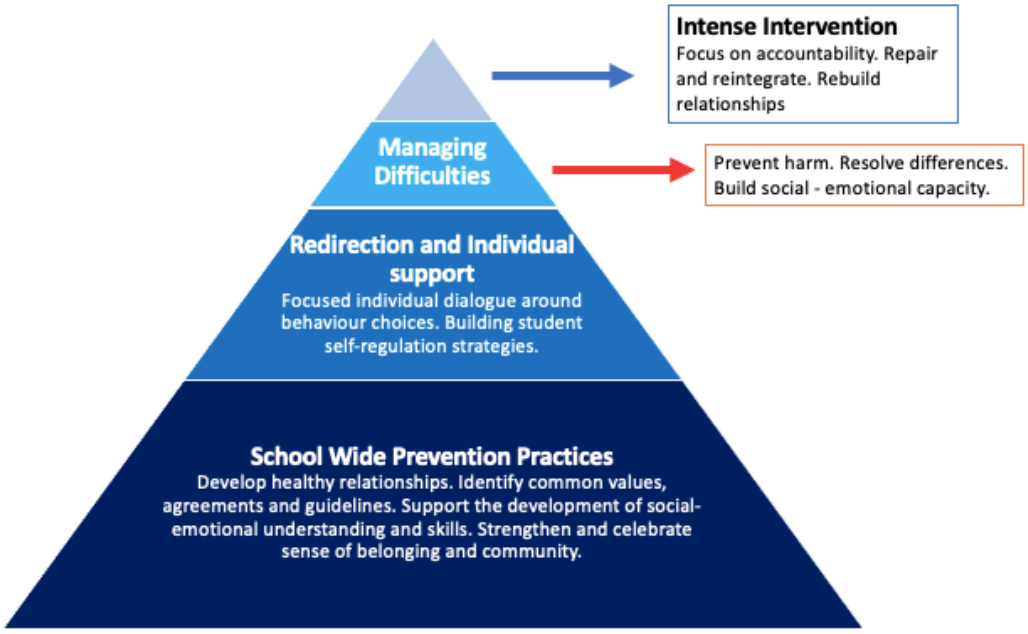
communicating feedback and compliments to families through authorised school channels, including email, written notes and Toddle/Tapestry.

School information management systems must be used in accordance with the ICS Milan privacy notice and approved data-protection arrangements. Staff use only authorised channels, share only information that is necessary for the educational purpose, and avoid placing sensitive detail in general family communications. The school maintains appropriate data-processing arrangements with each approved platform provider.

providing opportunities for students to praise and give compliments to one another through circle time and peer assessments.

recognition of the Learner Profile and attitudes in assemblies, certificates or paying compliments.

When we consider behaviour management at ICS Milan we use the diagram below to outline our whole school proactive approach. The majority of our focus is on preventative practices. This is the nurturing of a positive culture in which students are supported in their development of social-emotional and self-regulation skills. When we encounter behaviours that do not align with our values or adhere to our Essential Agreements diverse strategies are applied. In all situations, as the needs of the individual student escalate we work collaboratively and in partnership with the student's family.



Response to Unwanted Behaviour

Early Years

When dealing with unwanted behaviour, teachers will choose a method or strategy depending on the needs of each individual student. We recognise that all students react and respond differently to behaviour management just as they all have different ways of managing feelings and emotions. Any consequence to unwanted behaviour must be appropriate for the situation and the students involved. Consequences are always fair and consistent. When dealing with incidents of unwanted behaviour teachers consider the following:

- On occasion it may be necessary for a student to have some 'thinking time'. This allows the student a couple of minutes to calm down so that an adult is able to talk to them about what has happened and decide on a better choice.
- It is always made to clear to students that it is the behaviour that is not wanted, not them. They are always welcome.
- Unwanted behaviour is dealt with as it occurs and by one adult only. Love and attention is given to any student who has been harmed or upset. Empathy is shown to all students involved.

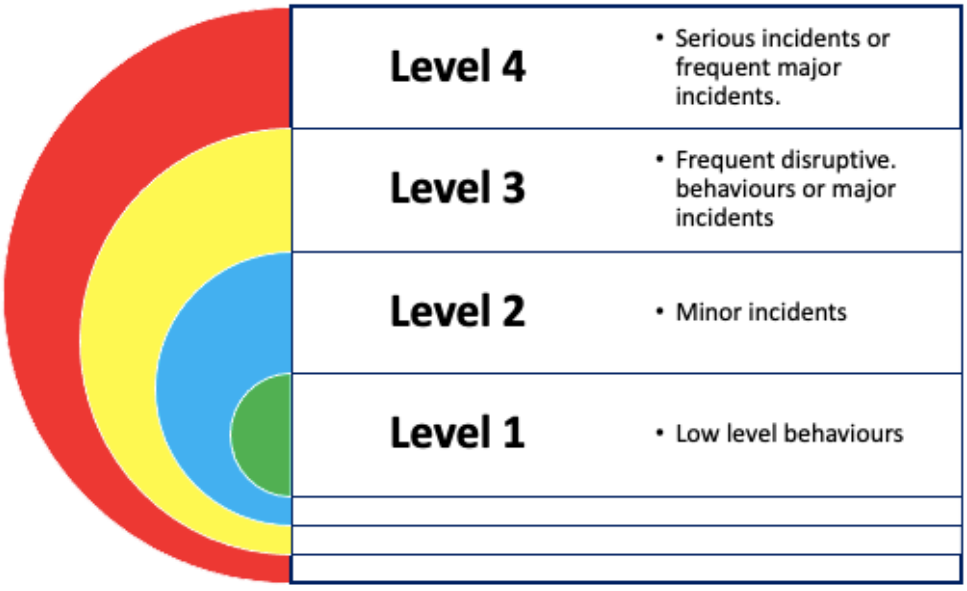
- When disciplining a student, staff always remain calm, get down to the student's level and explain in words that he/she can understand why their behaviour is not acceptable. We understand that English is not the first language of all students at ICS and if possible and when necessary we may use the student's home language.
- The first step for us is always to understand why the behaviour occurred and how, if possible, to avoid a repeat.
- Physical punishment is NEVER used at ICS. Physical restraint (such as holding a student still) will only be used to prevent a student from hurting themselves or others. If physical restraint is used the incident will be recorded and parents informed.
- In the instance of repeated behavioural issues, we will work closely with the families involved to find the best way to support the students and resolve any issues.
- In certain cases, teachers may seek the support and advice of a coordinator who would then refer to the Learning Support Coordinator.

Primary School

In the event of unwanted behaviour we follow a clear and consistent set of procedures, which all staff, students and parents are aware of. We ensure that we follow the guidelines laid out below as to how best to respond to different behaviours and determine the interventions and escalations needed.

Types of Behaviour and Incidents

The diagram and table below outline some typical examples of concerning behaviors and their categorization into different 'levels'.



It is important to note that the context of any behavior is critical to ascertaining the next steps to be taken, and so this is a reference framework rather than a definitive guide.

The majority of unwanted behaviors reported will fall into Level 1 and classroom and individual behavior management strategies are critical to redirect students, engage in reflection and resolve any conflicts or restore any relations with others. Preventative approaches and strategies must be implemented at every level.

Level 1 Low level behaviours

Level 2 Minor incidents
Level 3 Frequent disruptive behaviours or major incidents

Level 4 Serious incidents or frequent major incidents

	Examples of behaviours	Intervention led by....
Level 1	Disrespectful attitude | Inappropriate language or unkind words | Non-compliance with Essential Agreements and school values | unwanted disruption of others.	Individual teacher(s), Learning assistants, family members
Level 2	Repeated and regular lack of respect for the school rules and Essential Agreements | Unsafe play and actions – unkind physical contact with others | Damaging belongings of themselves or others | Behaving recklessly	Individual teacher(s), Learning assistants, family members. Consultation with the Phase Leader and Learning Support Team.
Level 3	Persistent non-compliance with school rules and Essential Agreements | Persistent disruptive behaviours – unresponsive to Level 1 & 2 interventions |Major incidents reported involving aggressive behaviour	Individual teacher(s), Learning assistants, family members, Phase Leader Consultation with the Primary Principal/Head of Early Years/Primary Coordinator
Level 4	Verbal / Physical aggression or threatening behaviour |High frequency of anti - social behaviour | Incidents involving violence or aggression	Individual teacher(s), Learning assistants, family members, Phase Leader and Primary Principal/Head of Early Years/Primary Coordinator

Bullying is not tolerated at our school and we have a whole school approach to dealing with any reported cases of bullying. Please refer to Anti-Bullying Policy.

Consequences, Interventions and Tools

Consequences and interventions are intensified through the increased inclusion of various stakeholders, as appropriate. Families are our partners in supporting positive student behavior and timely, reciprocal communication is essential to address concerning behaviours and support students.

Prevention, Redirection, and Individual Support (Level 1 & Level 2)

When difficulties arise and categorized as Level 1 or 2, whether these be visible in individual behavior, or through conflict amongst peers, a variety of strategies may be used:

- redirection strategies
- informal conversations
- oral or written reflection exercises
- problem-solving circles
- Level 1 & 2 student - parent - teacher meetings

Logical consequences and restorative actions put in place

Managing Difficulties and Intense Intervention (Level 3 & 4)

When difficulties or challenges have escalated some of the following steps may be implemented:

- Individual Behaviour Plan
- Formal conferences involving student - parent - teacher
- restorative sanctions with SMART goals set

Examples of Interventions and Tools

	Interventions and Tools
Level 1	Redirection and conflict resolution strategies

Level 1	Check in chat to reaffirm expectations to instigate behaviour change
Level 1	Home-School Reflection Task
Level 2	Home - School Reflection Task
Level 2	Family Meeting with student
Level 2	Goal setting/ Check in plan agreed and implemented
Level 3	Individual Behaviour Plan
Level 3	Logical consequences that involve taking restorative action
Level 3	Conference Meeting (Family, Student & Staff)
Level 4	Sanctions that involve loss of privileges and restorative actions
Level 4	Regular conference meetings to follow up on an Individual Behaviour Plan
Level 4	Temporary individual learning plan including restorative and reflective work

Physical Aggression or Violent Behaviour

Physical aggression or violence towards others is dealt with seriously. If a student's behaviour presents an immediate risk of harm, appropriately trained staff may use the minimum reasonable physical intervention necessary to keep people safe. Physical intervention is a last resort: it must be proportionate, time-limited, cease as soon as the immediate risk has passed, and never be used as punishment. Staff use reasonable de-escalation strategies first where circumstances allow. Every use is reported immediately to school leadership, documented under the safeguarding procedures, communicated to parents/carers as appropriate, and handled in accordance with the school's privacy notice and data-protection requirements.

Following significant physically aggressive or violent behaviour, school leadership must be informed and the family contacted. Where appropriate, the family will be asked to collect the student so that the situation can de-escalate safely. A reintegration and support plan will be agreed before return. Any concern indicating possible abuse, maltreatment or risk of harm must also be reported under the Safeguarding and Child Protection Policy, including referral to the competent authorities where required.

Secondary School

Promoting Positive Behaviour

In the Secondary School at ICS Milan, we take the view that prevention is better than cure and so we take an explicit and proactive approach to teaching students how to behave via the behaviour curriculum. Our approach to shaping student character and developing behaviour that aligns with our desired cultural norms centres around three core values or 'Pocket Principles'5. In the Secondary phase, these principles are explicitly taught and are referred to when having conversations with students about their conduct and behaviour. They underpin the whole behaviour curriculum and build on the work we do with our students in the Early Years and Primary phases of the school

Inclusive When we act, we try to ensure that we respect, and where appropriate, involve others.	Caring When we act, we try to ensure that we do so with care and are considerate of our impact on the wider community.	Safe When we act, we try to ensure that our behaviour is safe and by definition, sensible and responsible.

Figure 1: ICS Milan Secondary Pocket Principle

We work hard to reinforce expectations through modelling, examples, demonstrations and constant reteaching to support the development of student skills and understanding of expected and desired behaviour. Our belief is that slowly, over time, our students will learn better ways to behave, and the ICS social norms will shape behaviour in our community.

Unfortunately, the strategies above are on their own are unlikely to be sufficient to ensure that everybody behaves well all the time. On occasion, students will get things wrong, they will make poor choices and sometimes they will even do this deliberately despite knowing better. To minimise and counter such occasions, we employ a balanced approach involving a mix of strategies to provide students with feedback about their actions. These can broadly be grouped into rewards (feedback that reinforces desirable behaviour) and sanctions (feedback that makes it clear that a behaviour was not acceptable).

Balanced systems that use both rewards and sanctions whilst applying these through a variety of techniques are supported by the research. Indeed, one meta-analysis of interventions used to decrease disruptive classroom behaviour found that disciplinary intervention lowered misbehaviour in 80% of subjects in the relevant studies. Even more revealing was the finding that behaviour management systems that did not employ a reward/sanction system, showed the least improvement in behaviour whilst sanctions were a feature of the most effective systems.

Rewards

When praising or rewarding students the goal in the first instance is to encourage more of the desired behaviour for which they are being rewarded, and in the longer term, to foster an intrinsic motivation to behave in the desired way. Equally important, is that the wider community sees what is being celebrated as this may motivate others to behave in a comparable way.

The following mediums are used to 'reward' positive behaviours:

- Verbal and non-verbal praise: Every opportunity is taken to praise students for their work, behaviour, effort, and commitment. This is seen through instant class and school verbal feedback and through the marking feedback process.
- Communication with home: teachers are proactively encouraged to call home whenever possible to introduce themselves and to provide positive feedback to parents about how their child is doing at school.

- House Points and Certificates: House points are awarded for academic and non-academic behaviours and achievements. Certificates are awarded to recognise students that have accrued 25, 50, 100, 150 and 200 house points within the academic year.
- Attendance Rewards: at the end of each term, all students will have excellent attendance rewarded through the presentation of Attendance Certificates.
- Scholar of the Week: each week a different department will be asked to select a scholar that has stood out from the rest in their subject area either for their effort or their academic acumen.
- Appreciation Cards: Appreciations can be completed by any student or staff member at any time during the academic year. An appreciation card is completed when someone wants to share a reason why they appreciate another. Three appreciation cards will be shared publicly each week in the Secondary Assembly.
- Termly Learner Profile Awards: At the end of each term, each Year Group will have certificates awarded according to the Learner Profile attributes. Students will be nominated and then voted for by their teachers for each of the Learner Profile attributes.

Response to Unwanted Behaviour (Sanctions)

The response to unwanted behaviour must be appropriate to the situation, context and seriousness of the misbehaviour.

There are two components to the tiered sanction system at ICS Milan:

- Component A involves the consistent logging and tracking of level 1 behaviours and is aimed at supporting students to improve their low level (mis)behaviours; and
- Component B consists of levels 2-4 of the tiered behaviour system and addresses behaviour incidents deemed to be more significant.

The system is underpinned by the following principles:

- 'The punishment should fit the crime' – we have a scaled approach to addressing behaviour incidents.
- Certainty rather than severity is what has impact – having in place a system that is transparent and consistently applied is hugely important, more so that the size of the sanction.
- Consistency is key – students need to know that if they do X then the consequence will be Y, regardless of whose classroom they are in.
- Consequences affect everyone, even students that are not the recipient – the threat of consequences for poor actions sends a signal to would be misbehavers.
- The system offers redemption and the opportunity for growth – all sanctions need to come with a conversation about what the offending student can do to make amends and improve their behaviour in the future.

General principles of the disciplinary process

The following safeguards apply to disciplinary decisions concerning Secondary students. Early Years and Primary responses remain educational, proportionate and consistent with safeguarding and privacy requirements, but are not governed by the Secondary-school rules.

- No student may receive a disciplinary sanction (i.e. level 2 or above) without first being informed of the concern and invited to explain their account. This is the student's right to be heard, and the decision-maker considers the response before deciding.
- A sanction is educational, temporary, proportionate and graduated. It takes account of the student's personal circumstances, the seriousness and consequences of the conduct, any relevant repetition, and the support or reasonable adjustments required.
- A sanction is never automatic. Each case, including repeat conduct and threshold reviews, requires an individual assessment by the competent person or body.
- Any sanction may be converted by the competent body into activities for the benefit of the school community. Properly expressed opinions that do not harm another person's dignity are not sanctioned, directly or indirectly.

- A disciplinary matter does not affect assessment in individual subjects, although it may affect the behaviour grade where the applicable rules provide. Formal removal requires circumstantial and precise evidence that the student committed the infringement.

Removal from lessons and removal from the school community

- For adequate reasons, a removal of up to two days can be assigned by online Class Council (not including parents) and assigns reflective activities on the consequences of the behaviour, completed at school.
- For a removal from lessons of 3 to 15 days, the Class Council (including parents) assigns active and solidarity citizenship activities proportionate to the school hours covered by the removal. These take place through an approved host arrangement where available or for the benefit of the school community. Non-completion or partial completion is considered when the behaviour grade is determined.
- For every removal of up to 15 days, the school maintains contact with the student and family and plans the student's return to the class group. The Class Council may continue citizenship activities after return where necessary and proportionate within the statutory limit.
- Removal from the school community for more than 15 days is decided by the Consiglio d'Istituto on the proposal of the Class Council and only where the statutory criteria are met. The school coordinates with the family and, where necessary, social services and the judicial authority on an educational recovery pathway aimed at inclusion, accountability and reintegration where possible.
- The policy does not provide for a permanent, stand-alone exclusion. In the most serious statutory cases, a temporary removal may extend to the end of the school year or be combined with exclusion from final assessment or non-admission to the State examination, following an individual, properly reasoned decision.

A Four-Tiered/Levelled System: Logging and Addressing Unwanted Behaviours

In the Secondary School we use a four-tier/level approach to behaviour management. Behaviours classed as moderate to extreme fall within Levels 2 and 4 and are, hopefully, less common place within school. As a result, Level 2-4 misbehaviours are generally treated as one-off incidents with levelled consequences and actions but are recorded so that patterns can be monitored. Examples of Level 2 to 4 behaviours, consequences and actions can be found in Appendix

Logging Level 1 Behaviours

In a busy flourishing school, Level 1 or low-level misbehaviours are those most likely to be observed in its day-to-day running. At ICS Milan we use a system to track and address these incidents in the belief that doing so will allow us to systematically address patterns of (mis)behaviour without excessively penalising students.

The level 1 logging system:

- Provides students with feedback about actions that are deemed to be low-level but inappropriate or negative.
- Means that issues are never logged in isolation but always alongside an attempt to clarify and redirect behaviour via a corrective conversation.
- Uses staged responses as patterns of behaviour develop, subject to an individual and proportionate decision in each case.
- Logs all incidents using the rewards and conduct manager on iSAMS.
- Uses review points at 5, 10 and 15 logs. Reaching a threshold triggers a coordinated review and does not, by itself, determine the sanction.
- Uses a staged support and response system for repeated behaviour (see Appendix B).
- Offers students redemption and the opportunity to ‘grow’ - demerits are reset at the start of each term with each student getting a clean slate.

Before applying a response linked to a log threshold, the coordinating teacher checks the accuracy and context of the records, confirms that the student had an opportunity to explain their account, and determines whether the proposed response is proportionate. Repetition is an aggravating factor to consider, not an automatic trigger.

Right of appeal and Guarantee Bodies

- A disciplinary sanction may be appealed by any interested party to the school's Internal Guarantee Body (Organo di Garanzia Interno) within 15 days of notification. The Internal Guarantee Body decides within 10 days.
- The Internal Guarantee Body also decides, on request, disputes arising within the school about application of the Statute. Its composition, appointment or election, quorum, substitution and conflict-of-interest arrangements must be set out in the School Regulations.
- Following the internal process, any interested party may submit a complaint concerning an alleged violation of the Statute, including a violation contained in the school's regulations, to the Director of the Ufficio Scolastico Regionale. The Director makes the final decision after obtaining the binding opinion of the Regional Guarantee Body.
- Written notification of a formal sanction states the established facts, reasons, sanction, decision-making body, date and arrangements for appeal.

Informal Approaches

When in a lesson, minimising disruption to the flow of learning is key. Where possible and appropriate, staff are therefore encouraged to first apply the least invasive intervention they can, to redirect low level behaviour before initiating the formal system.

In addition to formal approaches to behaviour management, Tom Bennett refers to the invisible ladder of consequences which he uses to describe the informal nudges and cues that good teachers use to encourage good behaviour short of applying formal sanctions and rewards.

Central to the informal consequence ladder is applying the least invasive intervention in the first instance to redirect behaviour. This might initially be eye contact, for example when you catch a student off task to let them know you have clocked them; or it might be emphasising the positive behaviour of others as opposed to shining a light on the poor behaviour you want correcting. There are many techniques that can be applied - Appendix C provides an example of the invisible consequences ladder in action.

Appendices

Appendix A: Four-Tiered System: Logging and Addressing Undesirable Behaviours

Behaviour Level	Examples of offense	Intervention	Consequence	Action
Level 1	Low-level disruption; off-task behaviour; lateness; distracting others; disrespect; unauthorised device/app use; uniform or circulation breaches. Three demerits in one lesson prompt consideration of an L2 response;	Addressed by staff member that is present.	Logged as an L1 on iSAMS. Teachers may also choose to initiate in-class management strategies such as moving seat.	Logged as an L1 on iSAMS. Any L1 behaviour should initiate a 'corrective conversation'. See Appendix D for examples.

Behaviour Level	Examples of offense	Intervention	Consequence	Action
	the decision is individual and not automatic.			
Level 2. A repeat L2 incident is an aggravating factor and may support an L3 response after individual assessment; escalation is not automatic.	Moderate issues related to health and safety Internal truancy. Defiance. Swearing targeting another student. Use of racists, sexist, homophobic, xenophobic or other discriminatory language in a non-targeted or malicious way. Caught with a phone between 0830am and the end of the school day.	Addressed in the first instance by the present staff member. Shared with form tutor/phase leader.	Follow-up conversation by tutor in PM form time. Breaktime detention. Loss of further privileges. Potential removal from lesson.	Logged as an L2 on iSAMS. Corrective conversation should take place immediately. Form tutor to discuss the incident with the student in form time. Teacher to call home.
Level 3. A repeat L3 incident is an aggravating factor and may support an L4 response after individual assessment; escalation is not automatic.	More serious health and safety breaches such as throwing a bag off a balcony. Moderate reactionary violence towards another pupil following provocation e.g., aggressively shoving another student. External truancy. Deliberate and targeted poor behaviour or unkindness towards each other and/or staff. Accessing or sharing of explicit or inappropriate (but legal) material with others in the community.	Present staff member; MYP/DP Coordinator; Secondary Principal. A formal removal from lessons is decided by the Class Council.	Loss of break/lunch; report or support plan; internal suspension; or removal from lessons for up to 15 days. Removals include reflective activities for up to two days, or active and solidarity citizenship activities for 3-15 days.	Record on iSAMS; family meeting; reasoned written decision and appeal notice for a formal sanction; contact and planning to support return to class.
Level 4. Repetition and severity are considered as aggravating factors. Any higher sanction follows an individual, proportionate and non-automatic decision.	Bullying of any form. Significant violence towards another community member i.e., punching a fellow student. Deliberate and malicious damage of the school environment. Targeted and vindictive abusive behaviour. Use of racist, sexist, homophobic,	Secondary Principal and Head of School; Class Council for removal up to 15 days; Consiglio d'Istituto, on Class Council proposal, for removal over 15 days.	Report/support plan; removal from lessons up to 15 days; or, where statutory criteria are met, removal from the school community for more than 15 days, potentially combined with exclusion from final assessment or non-admission to the State examination. Sanctions remain	Record on iSAMS; family meeting; reasoned written decision and appeal notice; recovery and reintegration pathway; involvement of social services or judicial authority where necessary.

Behaviour Level	Examples of offense	Intervention	Consequence	Action
	xenophobic or other discriminatory language or behaviour with malicious intent. Severe health and safety breach i.e., intentionally setting off the fire alarm. Theft. Bringing the school into disrepute. Accessing or sharing of illegal material with others in the community. Identity fraud. Hacking of school computer systems.		temporary in principle.	

Appendix B: Level 1 Behaviour Logging System

Stage	Behaviour Logs	Sanction
1	5	Review at 5 logs. The form tutor confirms context, hears the student and decides whether a 25-minute centralised detention with a reflection task is proportionate.
2	10	Review at 10 logs. The form tutor confirms context and proportionality. A 25-minute centralised detention may be set, and the pastoral lead contacts parents.
3	15	Review at 15 logs. The form tutor and relevant pastoral lead review the pattern and student account. Appropriate supporting interventions will be implemented and parents will be required to attend a meeting.
4	15+	Coordinated review of the pattern, circumstances and support already provided by the Secondary Principal. A Level 3 response is considered only where proportionate; there is no automatic move.

Note: every time a teacher records a behaviour level, it is essential that a corrective conversation takes place with the student to explain why the demerit was issued and what the student might do next time to meet expectations.