



Behaviour Policy August 2025-2026
St Andrews International School, Green Valley

Behaviour Policy

1.0 Purpose

- 1.1. This policy is designed to foster a school ethos that promotes the highest standards of behaviour and respect in an environment of respect and collaboration.
- 1.2. This policy does not replace the legislation or laws in the country that you are based in. If a suspected crime has been committed then you have a duty to report to the relevant authority.
- 1.3 Bullying, Racism and Discrimination of any kind and against anyone due to their age, gender, race, religion or belief, disability, sexual orientation, or gender reassignment will not be tolerated, please refer to the anti-bullying and equality and diversity policy.

2.0 Background

- 2.1 We will ensure the safety and well-being of all our children and staff and take great pride in the behaviour and conduct of all our students. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. When behaviour incidents occur, we follow a tiered approach and our pastoral teams follow a restorative procedure which students, which combines reflecting and learning from the incident or behaviour and repairing relationships as well as consequences.
- 2.2 The Head of School is responsible for developing this policy within the framework set by Cognita as proprietor. Teachers have the power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. This means that the Head of School decides and sets the standard of behaviour expected of all students in our school. This includes how the standards will be achieved, the school rules, any disciplinary penalties for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline, and respect, and ensure that students complete assigned work and regulate conduct.
- 2.3 If any student's behaviour is considered by the Head of School to be criminal or to pose a serious threat to a member of staff or the public, then it will be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding and Child Protection Policy and Procedures will be rigorously followed and action will be taken in accordance with Cognita procedures.
- 2.4 We support children at times when difficult events happen in their lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss, and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.
- 2.5 Refer to the following policies for further guidance which further underpin this behaviour policy: International Safeguarding Policy, Anti-Bullying Policy, Digital Safety Policy, and Exclusion Policy.
- 2.6 The scope of this policy includes students on educational visits, school sponsored activities and whilst representing the school in any capacity, this includes outside of school whilst wearing the school uniform.

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3.0 [Applicability](#)

- 3.1 Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent, and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment. We also believe that this is what parents want from our school.

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- 3.2 We work together with our parents, students, and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour through using a restorative approach with students. This aims to help students understand and learn from their actions, and work towards repairing and restoring their relationships and
- 3.3 Where severe problems occur, we will support the child in school at an early stage. We will identify whether individual students might be suffering from a diagnosable mental health problem and involve their parents and the student (in an age-appropriate way) in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using external agencies to support students, using evidence-based approaches.
- 3.4 Staff work closely with the Special Educational Needs Coordinator (SENCO), Designated Safeguarding Lead (DSL) and School Counselor to ensure we have a good understanding of the mental health support services available in our locality.

4.0 Definitions and scope

- 4.1 Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.
- 4.2 Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical or psychological professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn students whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every student well and can spot changing patterns and early signs.
- 4.3 We will support students with medical needs and be fully aware of any medication that children are taking, including supporting the individual health care plan.

5.0 Procedures and responsibilities

5.1. Behaviour Management Recording

All behaviour that is persistent or requires action above usual behaviour management strategies is recorded on our internal system CPOMS under the correct Level, this alerts the relevant pastoral teams who will monitor or take action if required.

5.2. Responsibility

- 6 Positive behaviour management is the responsibility of every adult in the school and the procedures in the policy should be known and followed by all school staff, volunteers and

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extra-curricular providers.

This should include but not limited to

- All School Staff
- External Coaches and Staff
- Teaching Staff
- Leadership Team
- Designated Safeguarding Lead

The first step is for the teacher to meet with the student and trial an individual approach in the first instance. For example, clarifying expectations, implementing a reward system or contacting home. In general the key stage lead or pastoral lead oversees Level 2 Behaviour incidents for each age group and the DSL/ SENCO or Head of Primary/ Secondary oversee and act with Level 3 Behaviour incidents with guidance from the Head teacher.

5.3 Expectations of students in our school

At St. Andrews International School it is our aim to develop independent, confident learners. We work to nurture well-balanced, mature individuals who take responsibility for their actions and who grow into caring, respectful members of the international community. Respect includes

- Respect for self,
- Respect for others,
- Respect for the environment,
- Respect for the school rules,
- Respect for learning,
- Respect for other cultures and languages

Our students should:

- Be ready and prepared to learn,
- Complying with the schools Digital Safety Agreements
- Arrive on time to lessons/classes with all the equipment needed for the lesson
- Listen in silence when the teacher is giving instructions
- Follow instructions promptly and accurately
- Raise a hand to gain attention
- Follow the teacher's instructions about moving around the classroom
- Treat others with respect and consideration at all times
- Dress cleanly and neatly in the specified uniform for the activity
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter
- Move sensibly and calmly around the buildings and grounds
- Never make racist, sexist, or other abusive or humiliating remarks
- Never resort to physical violence
- Comply the schools health and safety policies

5.4 Sanctions for misbehaviour in our school

- The teacher generally deals with minor breaches of discipline in a caring, supportive, and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.
- Adults always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.
- Parents will be involved at the earliest stage if problems are persisting or recurring.
- Sanctions for Level 2 or Level 3 Behaviour incidents are decided according to our tier/ level system, by the Pastoral and Leadership Teams. The tiered system is outlined in full in Appendix 1 Primary and Appendix 2 Secondary.

St Andrews International School, Green Valley - Behaviour Tiers Summary

Example of Tier 1 Behaviours	Example of Tier 2 Behaviours	Example of Tier 3 Behaviours
• Low level disruption for example, talking while the teacher is talking. • Uncaring communication • Occasionally missing homework • Being late • Being unorganised and unprepared for lessons • Not following instructions first time • Uniform violations	• Repeat level 1 behaviours • Intentionally disruptive classroom behaviour • Unkind behaviour • Frequently missing homework • Swearing • One off physical incident that causes harm • Bringing banned items to school or on a trip	• Persistent level 2 behaviours • Intentional and significant damage to school property • Repeat abusive or threatening language • Serious fighting, assault or aggression • Racist or homophobic language • Serious and persistent bullying • Sexual harassment, misconduct or assault • Making or sharing explicit material, including AI generated content, of others
Examples of Consequences	Example of Consequence	Example of Consequence
Warning that if the behaviour continues it will move to Level 2. Asked to step outside to debrief and discuss behaviour Removal of Dojo's in primary Missing break or lunch Email to parents	A restorative approach to reflect on, understand, learn from the behaviour and restore and repair relationships. Missing break, lunch or CCA Removal of privileges Parents informed	A formal record is made and the Head of School Informed. A restorative approach to reflect on, understand, learn from the behaviour and restore and repair relationships. Parental involvement Individual behaviour plan Behaviour contract Removal of privileges such as sports teams, trips or rewards Internal suspension Referral to the police Exclusion

Professional discretion is used to decide the consequence, based on the individual context of each incident.

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5.5 Sanctions usually include a **restorative approach** which aims to help the student learn from incidents, restorative approaches usually include:

- During a 121 with a pastoral leader, drawing or writing the sequence of events that led to and followed the behaviour in order for the student to reflect on the triggers and natural consequences
- Reflecting on the impact of the behaviour on others
- Restoring and repairing relationships with others, through letters or a restorative meeting
- Reflecting on changes to self-management/ regulation in the future in order to move forward with new strategies
- Agreeing consequences for repeat behaviour

5.6 Rewards and Positive Behaviour Strategies in our school

Positive behaviour rewards are used to celebrate good behaviour and all staff praise, reward and sanction consistently;

- We have a culture of praise to parents, to celebrate students behaviour, effort and learning
- Younger students are rewarded with dojos and Island Points to celebrate great effort, learning and behaviour,
- Older students receive merits and Island Community Points to celebrate great effort, learning and behaviour.
- Recognition of personal growth are shared by pastoral leaders including for resilience and behaviour
- The Learner Profile Awards and achievement assemblies celebrate all children's achievements, raising self-esteem and confidence
- Teachers regularly share positive messages with parents and guardians, regarding behaviour, learning and achievement

Strategies to support behaviour include;

- Adapting classroom organization and seating plans
- Adapting work and tasks
- Regular contact with family
- Direct work with parents
- Individual behaviour plan and report
- Mentoring
- Counseling
- Seeking specialist support from outside agencies or specialists, including Educational Psychologist or Psychiatrist

6.0 Unacceptable Behaviour

6.1 There are certain types of unacceptable behaviour that will not be tolerated in our schools.

6.2 This is a non-exhaustive list of the types of behaviour which are not tolerated in our school and may result in an Internal Suspension, Fixed Term Exclusion or Permanent hExpulsion.

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- Breach of school rules
- Persistent disruptive behaviour
- Frequent fixed-term exclusions during one academic year
- Persistent attitudes or behaviour which are inconsistent with the ethos of the school and/or have a deleterious impact on the moral tone of the school.
- Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism; bullying, including cyberbullying.
- Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
- Inappropriate use of social media and/or technology, including serious cases of bullying
- Possession or use of firearms or other weapons
- Damage to property, vandalism and computer hacking
- Malicious accusations against a member of staff
- Use of discriminatory language
- Cheating, including plagiarism
- Sexual harassment
- Sexist, Racist or Homophobic abuse
- Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol, tobacco and including the persistent use of vapes.
- Other serious misconduct toward a member of the school community or which brings the school into disrepute (single or repeated episodes), on or off the school premises.

- 6.3 School staff have powers to search pupils or their possessions without consent where there is good reason to do so, refer to the schools positive handling and search policy and procedures on carrying out searches. Prohibited items will be confiscated immediately and will be locked away safely.

7.0. Accreditation and Quality Control

- 7.1. The school behaviour policy and procedures meet the standards set by the IB and EDT our accrediting bodies.

8.0 Suspension and expulsion

- 8.1 The Head of School reserves the right to implement a Fixed Term Exclusion (Suspension) or Permanent Exclude students from the school. Fixed Term Exclusion or Permanent Exclusion will be dealt with guidance from Cognita.

9.0 Allegations of abuse against teachers and other staff

- 9.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

10.0 Complaints procedure

- 10.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the Head of School. You may find it helpful to refer to our Complaint Procedure for guidance (available via School zine). This procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.

11.0 Monitoring and evaluation

- 11.1 This policy will be monitored by the Head of School
- 11.2. This policy will be reviewed and evaluated by the Director of Education Asia and the Regional Safeguarding Lead from time to time.

Appendix 1 Early Years and Primary Expectations and Behaviour Tiers

We have high expectations of our children's behaviour at St Andrews, Green Valley and we have a no tolerance approach to bullying. We understand that students will occasionally make mistakes, and we follow a restorative approach to behaviour management which involves reflecting on and learning from behaviour incidents with the students involved, and rebuilding and repairing incidents. We always aim to discuss serious incidents with parents soon after they occur and work together as a team.

In our Early Years we promote age appropriate positive behaviour and use age appropriate individual approaches where necessary:

- Teachers and classroom assistants have strong relationships with children and know them well.
- Teachers may use positive reinforcement and reward tools such as class or student points charts
- Students are rewarded for behaviour, character and personal growth through Stars of the Week
- For behaviour that is harmful to self or others, or disrupts the class's learning age-appropriate consequences may be given, such as a short time out
- We follow a restorative approach, where we help children to understand what led up to the behaviour, how others may feel and how we can learn from our behaviours and restore our relationships

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- Parents will be informed if the behaviour of their child is regularly impacting their own or other children's learning and development
- If a child needs additional behaviour support, an individual plan will be made with parent's involvement, this may include an ABC Behaviour Record to understand the behaviours, an individualised response plan, social stories or play therapy.
- In cases where we are unable to keep the child or others safe, we will ask for external referrals, and may plan for a reduced timetable.
- In extreme cases, we may recommend alternative specialist provision.

Primary Behaviour Code

We ask our primary students to be a PANTHER and model excellent preparation, behaviour for learning and character.

I will be a PANTHER

- Prepared for the day
- Act responsibly
- Notice others and say hello
- Tell someone if I, or someone else, needs help
- Helpful in and around the classroom
- Eager to learn
- Respectful to all

Parents can help with supporting children to behave their best by ensuring students:

- Are prepared for the day
- Are wearing appropriate uniform
- Leave smart watches, phones and other distracting items at home
- Communicate changes or difficulties to the class teacher
- Report poor behaviour or bullying to school as soon as possible.

Primary Behaviour Levels and Sanctions

We classify behaviour into three levels,

Level 1 – Usually managed within classroom	Level 2 – Monitored by pastoral team	Level 3 Guided by Head of School
- minor breach of school rules. - does not seriously harm others or cause you to suspect that the students may be harmed. - work productivity issues, including the non-delivery of homework, incorrect equipment (eg. swim kit) - talking in class - uncaring communications. - reports from Playground Supervisors concerning their students and any issues that may have arisen in the play area, cafeteria or on the school bus etc. - continued low level behaviour pass to <u>Pastoral Coordinator (Record on CPOMs)</u>	- negative behaviour that affects another person or property immediately - inappropriate behaviours that form a pattern of general student behaviour and violate the rights of others, either personally or academically. - one incident of aggressive behaviour (hitting, kicking etc.) that is out of character for the specific child; might be provoked by things done or said. Consequences and sanctions may include: ● Meeting with student, family and pastoral team ● Missing breaks/ lunch/ activities to work on restorative process. ● Removal of privilege such as trips or representing the school ● Daily behaviour targets and report	Behaviour that significantly: - violates the rights of others - put others and/or self at risk of harm Repeated incidents of aggressive behavior -Bullying incident -Harmful sexual behaviour or harassment Consequences and Sanctions may include: ● Meeting with student, family and Head of Primary ● Missing breaks/ lunch/ activities to work on restorative process. ● Removal of privilege such as trips or representing the school ● Internal suspension ● Put on probation ● Signed behavior contract ● External school suspension ● Signed behaviour contract For serious misconduct that puts the safety and wellbeing of our school community at risk permanent exclusion will be considered.

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Appendix 2 Secondary Rules and Behaviour Tiers for Students

Uniform and Student Dress Code

Years 7-11

White shirt with school logo

Navy blue tailored Culottes, shorts or trousers

Predominantly Black Shoes

Years 12 and 13

Clothing appropriate for business meetings in an office environment

Makeup and Jewellery

School is not the place for makeup or jewellery therefore wearing obvious makeup is not appropriate and students will be asked to remove it. Obvious makeup includes brightly coloured or heavily applied eyeshadow, lipstick or nail varnish and overly long nails.

As jewellery can both pose a hazard and be lost, students are encouraged to keep jewellery to the minimum.

Acceptable Jewellery:

Simple rings

Small stud/sleeper earrings (No hoops)

Simple bracelets

A simple necklace

A wristwatch or smart watch

During classes the activities undertaken may require jewellery to be removed for health and safety reasons. Students are responsible for their own property therefore bringing expensive items to school is not advisable.

Hair styles and hair colour should not be extreme.

Lap tops

Students may bring a lap top to school and use it in lessons when specifically requested by a teacher. When not being used in the requested class, students should keep their lap tops locked in their lockers.

Gum

Please do not bring chewing gum to school. It is not allowed on the school premises or on the school bus.

Personal stereos/iPods etc.

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As with phones these should not be seen during the school day; they should be securely stored in your locker. You are responsible for all your possessions and are advised not to bring anything valuable to school.

Phones and Ear Buds

- You may bring your phone and earbuds to school but they must be switched off/on silent/put away during the school day.
- Once you enter a school building in the morning, the school day starts and rules about phones and ear buds apply. These rules are in force until 3.20pm Mon – Thur and 3pm on a Friday.
- Phones and ear buds may be used on school buses.
- During the school day, students should only use their phones and earbuds with permission from a teacher.
- Students are not allowed to access social media or play any games during the school day.
- Unless given permission by a teacher, students/parents should not contact each other during the day. Any necessary communication should go via the Secondary office or School Reception.
- Students who are found using a phone or earbuds without permission during the school day will be asked to stop and may have them taken away and stored safely in the Secondary Office.
- Confiscated phones or earbuds may be collected at the end of the day for a first offence, or after a week for repeat offenders.

Places you're not allowed

In the bottom corridor of TB 2 near the Year 5 & 6 rooms, the fire exit (metal steps at back of TB 2, behind the science labs or art block. Students are not to be inside school before 8.15am, at break and lunchtimes.

The front office is not to be used as an exit or entry point to school unless it is raining. Students should not sit in the front office area whilst waiting to be picked up or to catch a late bus home.

Coffee Shop

IB students may use the coffee shop during the school day. Year 7 – 11 students may use the coffee shop after school if they are not catching a school bus home or attending a training session.

Changing for PE

Change in the changing rooms at the appropriate time. Change quickly. Don't leave valuables anywhere but locked in your locker.

Toilets

Before school, at break and lunch you should use the toilets by reception or the toilet at the canteen and the CORE.

Water

You should have a water bottle with you at all times. Fill up your water bottle at break or lunch **NOT between classes**. If you forget your water bottle, then at break and lunch you need to go to reception or the canteen.

Lockers

All valuables must be locked away **in your own locker**. If valuables are seen during the day they will be taken for safe keeping and returned to you when convenient to Mr McGee.

Personal Items at School

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Students get excited when a new craze starts and they may wish to bring items to school to share with their friends. When these items come to school they are sometimes lost, broken or swapped unwisely. Teachers then have to spend time trying to resolve these issues instead of teaching your child. Often there is no resolution to these problems and it causes undue stress both at school and at home.

It is preferable that these items stay at home. The school, we will not take responsibility for them. The student will be responsible for any loss or damage.

Secondary Behaviour Levels and Consequences

Level 1	Possible Consequence
a) ● Consistently not attentive in class ● Regularly forgetting class materials or PE kit ● Regularly not completing homework ● Major assignment not completed on time ● Routinely comes late to class ● Major or persistent uniform violations ● Argument with friends (shouting and / or minor physical contact) ● Disruptive influence on the class (once) ● Use of inappropriate language b) ● Physical Fight with another student ● Single case of bullying (in person or cyber) that is out of character or made through a poor decision ● Careless behaviour that causes harm to another person ● Minor damage to the property of the school or a person	a) ● Concern recorded on behaviour system ● Detention ● Student put on behaviour/ punctuality or participation daily report if deemed appropriate by pastoral team ● Parents may be informed via email or meeting by tutor/ key stage leader ● Restorative approach used if needed. b) ● Parents informed by tutor/ key stage leader ● Concern recorded on behaviour system ● Restorative approach used to help students reflect and learn from the incident, and restore/ repair ● Detention or similar consequence ● Student put on behaviour/ punctuality or participation daily report if deemed appropriate by pastoral team

Level 2	Possible Consequence
● Consistently disruptive in class ● Use of inappropriate and abusive language to a staff member or student ● Physical fight with another student that causes harm ● Brings prohibited item to school and uses it themselves or with others eg e cigarette, cigarette, alcohol ● Brings illegal drugs or a dangerous item to school ● Deliberate and possible persistent bullying ● Damage (likely deliberate) to the property of the school or a person ● Deliberately sets off the Fire Alarm	● Recorded on behaviour system ● Head of School informed ● Detention(s) possibly after school ● Loss of privileges for a short or extended period of time eg no activities ● Restorative approach used if needed. ● Written apology ● Banned for a period of time for representing the school ● In person parent meeting At the discretion of the pastoral team/ Head of Secondary ● In school suspension ● Out of school suspension ● Student and parents sign a behaviour contract ● Made to pay for damage caused

Level 3	Possible Consequence
● Repeated or severe use of inappropriate and abusive language to a staff member or student ● Single or repeated physical fight(s) with another student that causes harm ● Repeatedly brings prohibited item to school and convinces others to use it with them e.g e cigarette, cigarette, alcohol, drugs (legal or illegal) ● Brings a dangerous weapon to school e.g knife or gun ● Deliberate and possible persistent bullying ● Major and deliberate damage to the property of the school or a person	At the discretion of the pastoral team/ Head of Secondary ● Meeting with student, family and Head of Secondary/ School ● Put on probation ● Signed behavior contract ● External school suspension ● Permanent exclusion

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Ownership and consultation	
Document sponsor (role)	Director of Education / Regional Safeguarding Lead
Document author (name)	Andy Hancock / Glen Hookway
Consultation – May 2017	Consultation with the following schools: Downsend Ashtead Pre-Prep School, Akeley Wood Junior School, Clifton Lodge Prep School, Kingscourt School, Meoncross School, Southbank International School Westminster and El Limonar Villamartin. Education Team representative: Robin Davies, ADE.

Audience	
Audience	All school staff

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