

Behaviour and Discipline Policy

Table of contents

Introduction	3
Aims.....	3
Principles	3
Student Code of Conduct	3
General Expectations	3
Specific Expectations in Different School Areas.....	4
Physical Education Classes Attendance.....	5
Disciplinary Procedures	5
Guiding Principles	5
Disciplinary Measures	5
Factors to be Considered	6
Mitigating and Aggravating Circumstances.....	6
Classification of Disciplinary Infractions.....	6
Misconduct.....	6
Serious Misconduct.....	6
Roles and Responsibilities	7
Guidelines for Investigating Incidents of Serious Misconduct.....	8
Supporting Positive Behaviour	8
Anti-Bullying	8
Equal Opportunities	9
Review.....	9
Communication.....	9
References	10
Appendix 1 - Behaviour Categories and Consequences.....	11

Introduction

This policy outlines the expectations for learner behaviour and disciplinary procedures at Bright International School (BIS). It applies to all students from Early Years to Upper Secondary. The policy aims to create a safe, respectful, and productive learning environment where all students can thrive. It is grounded in the principles of fairness, consistency, and respect for individual dignity.

This policy should be read in conjunction with the school's separate Behaviour and Reward Policies and the Anti-Bullying Policy, which provide further details on promoting positive behaviour, recognising student achievements, and ensuring a safe learning environment for all.

Aims

- To promote a positive and inclusive school climate where all students feel valued, respected, and safe.
- To foster self-discipline, responsibility, and respect for others among students.
- To encourage students to develop a strong work ethic and a commitment to learning.
- To provide clear guidelines for acceptable behaviour and consequences for unacceptable behaviour.
- To ensure that disciplinary measures are applied fairly, consistently, and with due regard for the individual circumstances of each student.

Principles

The following principles underpin this policy:

- Respect: All members of the school community are expected to treat each other with respect and courtesy.
- Responsibility: Students are responsible for their own behaviour and its consequences.
- Fairness: Disciplinary measures will be applied fairly and consistently.
- Transparency: The policy and procedures will be clearly communicated to all members of the school community.
- Collaboration: The school will work in partnership with parents to address student behaviour issues.

Student Code of Conduct

General Expectations

- Attendance and Punctuality: Students are expected to attend school regularly and be punctual to all lessons and activities.
- Respect for Others: Students must show respect for all members of the school community, including teachers, staff, and fellow students. This includes:

- Listening attentively to others.
- Using kind and inclusive language.
- Refraining from gossip or hurtful comments.
- Valuing diversity and respecting differences.

Bullying, harassment, and discrimination of any kind will not be tolerated. Bright International School has a dedicated Anti-Bullying Policy that outlines the school's commitment to preventing and addressing bullying behaviour.

- Respect for School Property: Students must take care of school property and resources. Damage to school property, whether intentional or accidental, may result in disciplinary action and/or financial restitution.
- Dress Code: Students must adhere to the school's dress code.
- Use of Electronic Devices: The use of mobile phones and other electronic devices is restricted in accordance with the school's policy.
- Safety: Students must follow all school safety rules and guidelines.
- Honesty and Integrity: Students are expected to be honest and truthful in their academic work and interactions with others. Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated.
- School Boundaries: Students are not allowed to leave the school premises during school hours without express permission from a staff member. Students must always remain in supervised areas of the school.

Specific Expectations in Different School Areas

Students are expected to use shared facilities responsibly and respectfully. This includes:

- Classrooms: Students must follow the teacher's instructions, participate actively in lessons, and maintain a quiet and orderly learning environment.
- Corridors and Stairs: Students must move through the school in an orderly and safe manner. Running, pushing, and shouting are not permitted.
- Recreation Areas: Students must use the playground and other recreation areas responsibly and respectfully.
- Canteen: Students must follow the rules of the dining hall, including queuing politely, cleaning up after themselves, and maintaining appropriate noise levels.
- Bathrooms: Students must keep the bathrooms clean and tidy.

Physical Education Classes Attendance

Students must wear the appropriate P.E. uniform for all Physical Education lessons. Failure to do so on three occasions will result in an unjustified absence.

Additionally, students can only be excused from P.E. classes with a valid medical justification submitted by their parents. Personal requests without medical documentation will not be accepted.

Disciplinary Procedures

Guiding Principles

- The school promotes positive behaviour and values.
- Discipline is fundamental to ensuring a high-quality learning environment.
- The school fosters a culture of tolerance and mutual respect.
- Disciplinary measures are intended to be educational, preventative, and corrective.
- Disciplinary measures are applied fairly and appropriately.

Disciplinary Measures

The school employs a range of disciplinary measures, which may be applied depending on the severity and frequency of the misconduct. These measures are designed to be corrective and supportive, helping students understand the impact of their actions and make positive changes. Measures include:

- Verbal Warning: A teacher or staff member will speak to the student about their behaviour.
- Removal from the Classroom: A student may be temporarily removed from the classroom if their behaviour is disruptive. The student will be directed to a designated area within the school grounds.
- Integration Activities: A student may be required to perform tasks during school hours to reinforce civic development and improve their interaction with the school community. This may include repairing damage, assisting peers, or participating in projects.
- Lunchtime Detention: A student will be required to complete schoolwork in the canteen during lunch break.
 - i. Behavioural Detentions. If any student is receiving regular detentions for class disruption, three Lunchtime Detentions in one week will result in an internal suspension on Friday afternoon that week. Parents will be fully informed of this process.
 - ii. Academic Detentions. If a student is receiving regular detentions for non-submission of homework, three lunchtime detentions in one week will result in an email to parents and/or a parent meeting.

- Formal Reprimand: A written warning issued to the student and recorded in their file.
- Suspension (internal or external): A student may be suspended from lessons or from school for serious misconduct.
- Non-Renewal of Enrolment: The school may decide not to renew a student’s enrolment for persistent misconduct.
- Exclusion from School: This may be used in cases of serious or repeated violations.

Factors to be Considered

When deciding on an appropriate disciplinary measure, the school will consider:

- The severity of the misconduct.
- The student's age and maturity.
- The student's previous record of behaviour.
- Any mitigating or aggravating circumstances.
- The potential impact of the misconduct on the school community.
- Whether the misconduct constitutes bullying

Mitigating and Aggravating Circumstances

Mitigating circumstances: Prior good behaviour, academic performance, and genuine remorse.

Aggravating circumstances: Premeditation, collusion, severity of harm caused, repeated offences, and an accumulation of infractions.

Classification of Disciplinary Infractions (see also Appendix 1)

Misconduct

- Unjustified lateness.
- Inappropriate or disruptive behaviour.
- Entering or leaving the classroom without permission.
- Littering.
- Writing on furniture or walls.
- Unauthorized entry into classrooms.

Serious Misconduct

- Physical or verbal aggression.
- Use of inappropriate language or gestures.
- Damage to school property.
- Capturing or sharing audio or video of school activities without authorisation.

- Viewing or sharing inappropriate images.
- Possession or use of prohibited substances.
- Theft or robbery.
- Forging signatures.
- Entry into prohibited areas.
- Possession of dangerous objects.
- Disobedience towards teachers or supervisors.
- Disrespect towards any member of the school staff.
- Other behaviours considered to be serious violations of the rules.

Roles and Responsibilities

- Teachers: Teachers have the primary responsibility for managing student behaviour in their classrooms. They will address minor misconduct and refer more serious incidents to the Key Stage Coordinator.
- Key Stage Coordinators: Key Stage Coordinators will support teachers in managing student behaviour and will deal with more serious or persistent misconduct. They will escalate serious incidents to the Principal.
- Principal: The Principal has overall responsibility for discipline in the school. They will deal with the most serious incidents, including those escalated by the Key Stage Coordinators, and will make decisions about suspensions and exclusions in consultation with the Pedagogical Council.
- Pedagogical Council: The Pedagogical Council advises the Principal on matters of school discipline, including policy development and implementation. They may also be involved in reviewing serious disciplinary cases and making recommendations.
- Special Educational Needs Coordinator (SENCo): The SENDCo identifies and assesses students with special educational needs that may influence their behaviour. They collaborate with teachers to develop and implement individualized support plans, ensuring appropriate accommodations are provided. Additionally, they may refer students to external specialists for further assessment or support.
- Teaching Assistants: Support teachers in managing classroom behaviour and provide individual support to students with behavioural needs. They may also work with students outside the classroom in small groups or one-on-one settings to address specific behavioural goals.
- School Psychologist: Conducts assessments to identify students' learning, social, emotional, and behavioural needs. They provide counselling and support to students, consult with teachers and parents, and contribute to the development of behaviour intervention plans.
- Parents: Parents will be informed of any significant behaviour issues and will be invited to work with the school to address them.

The school will communicate with parents about student behaviour through:

- Regular progress reports.

- Parent-teacher conferences.
- Phone calls or emails for significant incidents.
- Meetings to discuss and resolve behaviour concerns.

Guidelines for Investigating Incidents of Serious Misconduct

The school is committed to investigate such incidents with consistency, balance and fairness.

Both sides (students) will be given a full opportunity to explain their perspective of the incident. Any witnesses will also be interviewed, in order to give full coverage.

Parents will be informed of the incident details and informed that an investigation is taking place. It is at the discretion of the school whether the perpetrator is suspended during the investigation. In such moments, it is the priority of the school to safeguard both sides.

Please see internal document outlining the Bright Investigation Procedure.

Supporting Positive Behaviour

The school is committed to promoting positive behaviour and creating a supportive learning environment. This includes:

- Clear expectations: Communicating clear expectations for behaviour to all students.
- Positive reinforcement: Recognising and rewarding good behaviour.
- Restorative approaches: Using restorative approaches to resolve conflict and repair harm.
- Social and emotional learning: Providing opportunities for students to develop social and emotional skills.
- Parental involvement: Encouraging parental involvement in supporting positive behaviour.

Anti-Bullying

Bright International School is committed to providing a safe and inclusive learning environment where all students feel valued and respected. Bullying of any kind is unacceptable. The school's Anti-Bullying Policy provides a detailed definition of bullying, outlines the procedures for reporting and responding to bullying incidents, and explains the support available to students who have been bullied.

Equal Opportunities

This policy will be applied fairly and equitably to all students, regardless of their race, ethnicity, gender, religion, sexual orientation, disability, or any other protected characteristic.

Review

This policy will be reviewed annually or more frequently if necessary to ensure that it remains effective and relevant.

Communication

This policy will be communicated to all students, parents/carers, and staff. It will be available on the school website and in the student handbook.

References

Lei n.º 51/2012, de 5 de setembro - *Aprova o Estatuto do Aluno e Ética Escolar*, Diário da República, 1.ª série, n.º 171, de 5 de setembro de 2012. Available at <https://dre.pt>

Bright International School. (2024). Internal Regulations. Bright International School.

Appendix 1 - Behaviour Categories and Consequences

We distinguish different categories of inappropriate behaviour, and our consequences are related to the category of inappropriate behaviour.

– **Category One Incidents**

Category One incidents of misconduct might involve behaviours as simple as running in the hall or forgetting to submit the mobile phone to the school staff, or it may involve behaviour that is disruptive or contrary to a strong sense of community, such as pushing in line or failing to clear a table in the cafeteria.

The disciplinary learning for the student typically involves coaching by schoolmates, friends and teachers. This may take the form of reminders, suggestions and explanations that give the learner a clearer understanding of the context and implications of his or her actions.

Consequences for Category One incidents often include time taken out to review what happened, reflection on the lessons an incident might offer, and apologies, if appropriate.

Some examples of Category One incidents include, but are not limited to disruptive behaviour, dress code violations, minor technology violations, copying homework, tardiness following a warning, unsafe play, and littering.

– **Category Two Incidents**

Category Two incidents of misconduct include more serious or persistent failures to meet expectations. The misconduct is referred to the form tutor or the Programme Coordinator. The Parents may be notified as appropriate.

Some examples of Category Two incidents include but are not limited to a pattern of repeated Category One incidents, rude or dangerous behaviour, intentional property damage, intentional plagiarism, technology use violations, inappropriate displays of affection, smoking/vaping, skipping, recurrent tardiness, and profanity.

Consequences for Category Two incidents may range from a loss of privileges to detention during lunchtime, internal suspension or service to the school to compensate for the inappropriate behaviour.

– **Category Three Incidents**

Category Three incidents include cases of extreme misconduct or concerns that persist over time despite the best efforts of the school to employ a variety of strategies to address them. Individual incidents represent a clear and significant breach in the school’s core values.

Some examples of Category Three incidents include, but are not limited to: fighting, intimidation/bullying, leaving campus without permission, major technology violations, extreme academic dishonesty, excessive tardies, vandalism, possession of weapons, drug/alcohol possession or use, stealing or forgery. Category Three also includes cases involving a pattern of repeated Category Two incidents. Such concerns represent an extended failure in learning over time. Category Three misconduct can also include a persistent pattern of significantly harming or holding back the learning of others in the community.

Consequences for Category Three incidents include longer internal or external suspensions and consequences may include expulsion.

	Category 1	Category 2	Category 3
Sample Behaviours	Running in the hall or forgetting to submit the mobile phone, pushing in line or failing to clear a table in the canteen	Pattern of repeated Category One incidents, rude or dangerous behaviour, intentional property damage, intentional plagiarism, technology use violations, inappropriate displays of affection, smoking/vaping, skipping, recurrent tardiness, and profanity, leaving campus without permission	Pattern of repeated Category Two incidents, fighting, intimidation/bullying, major technology violations, extreme academic dishonesty, excessive tardiness, vandalism, possession of weapons, drug/alcohol possession or use, stealing or forgery
Response to student	Reminding, oral reflection	Loss of privileges, detention during lunch, internal suspension or service to the school	External suspension or expulsion
Parents informed	No	Dependent on case	Yes, orally and in writing

Bright
International
School

Algarve

