

BEHAVIOUR POLICY

AMITY MISSION STATEMENT

Our mission is to create an engaging and challenging learning environment where students are encouraged to excel intellectually, academically and socially. We nurture our students' natural desires to learn with a personalised educational programme, project-based learning, and guided enquiry. These promote the development of independent thinking, critical analysis, emotional intelligence and essential communication skills.

Amity International School aims to serve all its students by preparing a diverse range of courses, programmes, resources, and facilities that serve students' talents and interests, and help them secure the best chance of success and happiness in both their professional and personal lives.

RATIONALE

Amity international School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach and dynamic interventions that support staff and students. All members of our community deserve to feel happy, safe, respected and included. It is the responsibility of all members to maintain the highest standards of personal conduct, to accept responsibility for our behaviour and encourage others to do the same. This school climate will encourage our students to make the right choices, prevent and reduce inappropriate behaviours such as bullying, harassment and intimidation.

PURPOSE

All members of Amity community including staff, students, parents and visitors are responsible for upholding high expectations for behaviour. Our approach is centred on modelling and promoting positive reinforcement grounded in restorative practice, with the aim of building a community, which values kindness, respect good humour, good temper and empathy for others. In doing so, we promote community cohesion through improved relationships.

Amity International School adheres to the guidelines stipulated by ADEK, which forms the foundation of the Behaviour Guidelines across the school. Whilst grounded in restorative practice with a supportive intention, these guidelines allow staff to deliver equitable, empathic and consistent support to all students.

ROLES AND RESPONSIBILITIES

Staff will:

- Create a safe and stimulating environment in which all students can learn
- Treat students with consistency and respect at all times
- Foster good relationships, leading by example both positive achievements and areas for improvement
- Record behaviour incidents and actions on Nexquare
- Adhere to the Behaviour Policy and required steps in creating supportive pathways for students
- To ensure that behaviour expectations are clearly understood by students and parents
- Adhere to and abide by the Cultural Consideration policy as outlined by ADEK

Students will:

- To treat others with consideration, respect and kindness, demonstrating the Amity Values.
- Follow instructions from teachers and other staff (including those on the bus) with the understanding that these are issued to ensure learning, wellbeing and safeguarding
- Care for and take pride in the environment of the school
- Whilst wearing the uniform and representing the school, students are expected to model the values and behaviour of the school.
- To resolve conflicts appropriately, seeking adult help if needed
- Adhere to and abide by the Cultural Consideration policy as outlined by ADEK

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Parents will:

- Support the school's values and focus on positive behaviour intervention
- Ensure the students are well prepared for school, including having the correct uniform, equipment and that their nutritional needs are met
- To raise concerns with staff and be told when their child is experiencing difficulties
- Ensure children attend regularly and on time
- Be aware of the strategies of the school and reinforce these at home
- Promote good behaviour, politeness, courtesy and consideration for others
- Inform the school of any concerns that may affect the behaviour of their child.
- Adhere to and abide by the Cultural Consideration policy as outlined by ADEK

Visitors will:

- Abide by, respect and adhere to the behaviour expectations and protocols
- Adhere to and abide by the Cultural Consideration policy as outlined by ADEK

Behaviour Management

- All staff within the school use kindness, encouraging language, praise and positive reinforcement both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded
- Strategies agreed are applied by all to ensure fairness and consistency across the School
- There is a need to focus on positive rather than negative behaviour
- Staff should model the behaviour they want to see and praise specific behaviours frequently
- Reward positive behaviour with attention and positive specific Dojo Points/House Points/praise/stickers/stamps/Star of the Week/VIP etc
- Parents should be aware of positive behaviour events in school

Appendix 1
Behaviour Guidelines – Whole School

These guidelines support the fundamental principle that positive reinforcement with an emphasis on offering solutions and working together with the community lie at the basis of behaviour management.

In Primary School we follow a positive behaviour policy grounded in restorative practice.

These guidelines support the management of positive behaviour of students enrolled in Primary school below Year 6, as stipulated by Ministerial Decision no. (206) for the year 2020.

We use Nexquare to capture our behaviour concerns and following tables to guide our response to behavioural concerns.

Level 1 – L1	Level 2 – L2	Level 3 – L3
<ul style="list-style-type: none"> • Rude behaviour towards peer or staff • Mocking others • Use of mobile/device in school without permission • Inappropriate use/misuse of IT during lesson time or at breaks and lunch • Tardiness (up to 10 minutes) • Failure to bring the correct equipment to lessons • Incomplete school uniform • Disruptive in the classroom and around school • Breaking school rules (classroom, corridor, break areas, busses) 	<ul style="list-style-type: none"> • Keeping or publishing photographs of school staff or students without authorization • Misuse of electronic devices during class/break/using VPN • Repeated use of mobile phone or device in school without permission • Truancy • Persistent Level 1 • Trespassing/being out of bounds • Minor theft • Mocking behaviour towards peers or staff • Minor vandalism 	<ul style="list-style-type: none"> • Persistent L2 behaviour • Fighting with teachers, staff or community members • Major theft • Wilful damage and destruction to school and personal property • Possession of dangerous objects/weapons/explosives

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<ul style="list-style-type: none"> Defying staff instructions Bad language (swearing or abusive, inappropriate language to another or self) Any behaviour of a similar description as determined by the school behaviour team 	<ul style="list-style-type: none"> Fighting (including play fighting) provoking/instigating fights or threatening or frightening other students All forms of discrimination\Abusive/inappropriate language as a response to teacher instruction or towards another student Any behaviour of a similar description as determined by the school behaviour team 	<ul style="list-style-type: none"> Sharing of inappropriate material (hard copy or online) including photos Severe or persistent mental or physical bullying or torture Physical and or sexual assault Any behaviour of a similar description as determined by the school behaviour team
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Level One – General Support		
Within this level, students are supported as part of regular classroom practice. Positive methods are used to address challenging, unsafe and undesirable behaviours. Students are given the opportunity to reflect on their choices.		
Occurrence	Action	Support
First occurrence	Non-verbal warning and positive reinforcement of desired behaviour	Teacher models desired behaviour and uses praise and positive reinforcement to support this.
Second occurrence	Clear and concise verbal warning about expectations and behaviour shared	<ul style="list-style-type: none"> Teacher clearly explains expected behaviour and why it is needed (e.g. safety, respect etc.) to support guided reflection Praise and positive reinforcement to support this. Log in detail on Nexquare using appropriate behaviour indicator
Third occurrence	Second verbal warning shared, including the message that it will need to be escalated to parents and PLT if it persists	<ul style="list-style-type: none"> Time out with YGL for reflection Incident logged on Nexquare in detail using appropriate behaviour indicator (this should be the second log of the same behaviour) Parents informed by class teacher through call/in person
Fourth and subsequent occurrences	Escalated to YGL Behaviour Support Letter Individualised Behaviour Support Plan	<ul style="list-style-type: none"> Time out with YGL Incident logged on Nexquare in detail using appropriate behaviour indicator (this should be the third log of the same behaviour) Parents informed by YGL Behaviour Support Letter and Plan developed and shared with parents (SLT/CT)

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Level 2 – Targeted Support

This level targets students who have not responded to strategies at the general support level (Level One). Strategies tailored to individual needs and circumstances are implemented, and additional steps to support behaviour are undertaken. A team including teachers, parents, SLT and Inclusion and or counsellor (if appropriate) work collaboratively to develop an individualised programme and monitor progress. If the child achieves an acceptable level with targeted support, they return to L1.

Occurrence	Action	Support
First occurrence	Student has reflection time with SLT member (YGL if unavailable immediately). Behaviour Support Letter Individualised Behaviour Support Plan	<ul style="list-style-type: none"> Incident logged in detail on Nexquare in detail using appropriate behaviour indicator SLT member works with YGL to call a meeting around the child with appropriate parties (inclusion, counsellor etc). SLT member contacts parents – Meeting arranged to develop and share Behaviour support letter and plan Progress against plan carefully monitored
Second occurrence	Student has reflection time with SLT/Inclusion/Counsellor as appropriate. SLT to decide whether student is excluded internally.	<ul style="list-style-type: none"> SLT member contacts parents with update Incident logged on Nexquare in detail using appropriate behaviour indicator, with reference made to behaviour plan Parents are contacted SLT discuss internal exclusion
Third and subsequent occurrences	Student is sent home.	<ul style="list-style-type: none"> Parents join back to school meeting in which behaviour plan is reviewed and it is explained that the child is moving onto Level 3 measures

Level 3 – Intensive Support

This level targets students who have not responded to Level Two, who display aggressive behaviour, behaviour inappropriate for their age, or behaviour that negatively effects their learning or the learning of other students.

At this level, specialist interventions are provided, based on assessments by specialists, an individualised therapeutic plan is developed, focusing on strategies to help students achieve their individual goals. Additional support may be provided by specialists within or outside the educational system. If the child makes acceptable progress in intensive support, they will return to targeted support.

Occurrence	Action	Support
First occurrence	Student has reflection time with SLT member or Head of Inclusion /counsellor if appropriate SLT and/or Head of Inclusion to decide whether student is excluded internally.	<ul style="list-style-type: none"> Incident logged on Nexquare in detail using appropriate behaviour indicator Behaviour plan is used as a reflection tool with student SLT or Head of Inclusion as appropriate contacts parents immediately, sets up a meeting During meeting, behaviour plan is reviewed and or formal recommendation is made by the school for external educational/behavioural assessment if deemed necessary
Second occurrence	Student has reflection time with SLT member or Head of Inclusion/counsellor if appropriate SLT and/or Head of Inclusion to decide whether student is excluded internally or externally.	<ul style="list-style-type: none"> SLT member contacts parents with update Incident logged on Nexquare using appropriate behaviour indicator, with reference made to behaviour plan and or request made previously for formal assessment. Parents are contacted

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		<ul style="list-style-type: none"> • If student is sent home, return to school meeting must be held •
Third occurrence	<p>SLT, Head of Inclusion/Counsellor meet to discuss.</p> <p>Student is sent home with external exclusion.</p>	<ul style="list-style-type: none"> • Incident logged on Nexquare using appropriate behaviour indicator • Parents are contacted • Formal warning letter is issued • Return to school meeting is held.
Subsequent occurrences	<p>If the child does not make progress, continues to display harmful and undesirable behaviour despite receiving targeted and intensive support, and if all procedures are documented, the child's presence becomes a significant physical or educational risk to themselves or others. In such cases, the teacher, counsellor, and school principal should consider referring the child to a specialised institution to meet their needs.</p>	

Appendix 2

Year 6-13

These guidelines support the management of positive behaviour of students enrolled in the school from Year 6 and above, as stipulated by the **ADEK School Student Behaviour Policy (V1) published January 2024**.

We use Nexquare to capture our behaviour concerns and following tables to guide our response to behavioural concerns.

Level 1		
Occurrence	Action	Support
First occurrence	<p>Verbal warning:</p> <p>Discuss the expected change in behaviour with the student.</p>	<ul style="list-style-type: none"> • Teacher speaks to the student about their behaviour during/at end of lesson (not public). • Teacher - Incident recorded on Nexquare • Reflection/de-escalation time if needed depending on the behaviour (approximately 15 minutes) in allocated room with a member of staff, restorative conversation with Teacher or Inclusion Team • If a device is used without permission repeatedly, the device is handed to teacher who passes it to AHT OR DHT. Student collects device at end of day.
Second occurrence	<p>Written warning:</p> <p>Notify the parent in writing about the student's misconduct.</p>	<ul style="list-style-type: none"> • Teacher - Incident recorded on Nexquare Including actions taken and outcomes • Teacher – calls parent on the same day to inform about incident – Share overview of phone call on Dojo for written record • Teacher – email YGL and AHT with update/FYI • Reflection/de-escalation time if needed depending on the behaviour (approximately 15 minutes) in allocated room with teacher/YGL, restorative conversation with Teacher or Inclusion staff
Third occurrence	<p>Written warning:</p>	<ul style="list-style-type: none"> • Teacher - Incident recorded on Nexquare including actions taken and outcomes

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	<p>Notify the parent in writing and hold a meeting(s) with them to agree on a reasonable joint home-and-school strategy.</p> <p>The parents are required to sign an undertaking to support the agreed strategy.</p>	<ul style="list-style-type: none"> • AHT – calls parent on the same day to inform about incident and to set up meeting to agree reasonable joint home-school strategy – Overview of conversation shared via email. • Reflection/de-escalation time if needed depending on the behaviour (approximately 15 minutes) in allocated room with a member of staff, restorative conversation with Teacher or Inclusion staff
<p>More than Three Occurrences</p>	<ul style="list-style-type: none"> • Teacher - Incident recorded on Nexquare • Including actions taken and outcomes. • Teacher – inform YGL and AHT • AHT to liaise with HoS • HoS to set up meeting with parents • AHT – develops behaviour support letter and plan. • Behaviour support letter and plan to be discussed in a meeting with parents by AHT/CT/YGL 	

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Level 2		
Occurrence	Action	Support
First occurrence	<p>Written warning:</p> <p>Instruct the student to sign an undertaking not to repeat the offence (in the presence of a parent). Summon the parent, who is required to sign an agreement to support their child in reforming their behaviour.</p>	<ul style="list-style-type: none"> • Student removed from lesson/situation by YGL, Inclusion or SLT member. • Student to discuss and reflect on what has happened followed by restorative conversation – AHT/YGL/Class teacher • Teacher – takes statement and records on Nexquare AHT – calls parents and informs them that behaviour support letter and plan will be developed. Invite in for meeting. • Safeguarding Team alerted when appropriate - by AHT
Second occurrence	<p>Onsite suspension:</p> <p>Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. Notify both the student and the parent of a second written warning. Notify the Behavioural Management Committee to agree to a set of strategies for reforming the student's behaviour. The parent is required to sign an undertaking to support the agreed strategy.</p>	<ul style="list-style-type: none"> • Student removed from lesson/situation by YGL/Inclusion/SLT. • SLT – decide whether it is appropriate for the student to temporarily remain under supervision or be sent home • Restorative conversation with CT/YGL/Inclusion/SLT to take place. • AHT to call parents and notify regarding the second behaviour support letter • AHT to draft second letter with agreed strategies • AHT and HoS - If student is sent home, back to school meeting must be scheduled for the next morning before rejoining class
Third occurrence	<p>Onsite suspension:</p> <p>Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Notify the Behavioural Management Committee to agree to a final set of actions for reforming the student's behaviour. The parent is required to sign an undertaking to support the agreed strategy.</p>	<ul style="list-style-type: none"> • Student removed from lesson/situation by YGL/Inclusion/SLT. • SLT – decide whether it is appropriate for the student to temporarily remain under supervision or be sent home • Restorative conversation with CT/YGL/Inclusion/SLT to take place. • AHT to call parents and notify regarding final behaviour support letter. • AHT to draft letter with agreed final provisions/strategies • AHT to liaise with Reception to set up meeting and share final provisions/strategies • AHT and HoS - If student is sent home, back to school meeting must be scheduled for the next morning before rejoining class

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More than Three Occurrences	<p>Expulsion:</p> <p>Immediately suspend the student offsite until the end of the investigation, with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions, which may include expulsion. After following the prior steps, if the student continues to repeat the offence, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behaviour strategy.</p>
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Level 3		
Occurrence	Action	Support
First occurrence	<p style="text-align: center;">Onsite suspension:</p> <p>Immediately suspend the student inside the school. The Behavioural Management Committee shall evaluate the evidence and determine disciplinary actions. The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.</p>	<ul style="list-style-type: none"> • Student removed from lesson/situation by YGL/Inclusion/SLT. • SLT – decide whether it is appropriate for the student to temporarily remain under supervision or be sent home • SLT to contact parents immediately • Restorative conversation with CT/YGL/Inclusion/SLT to take place. • Contact counsellor/Inclusion if appropriate • AHT – calls parents and informs them that behaviour support letter and plan will be developed. • Invite parents to discuss letter and plan
Second occurrence	<p style="text-align: center;">Offsite suspension:</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions. Provide the student and the parent with a final written warning. Summon the student and the parent to the school to present the Committee’s decision.</p>	<ul style="list-style-type: none"> • Student removed from lesson/situation by YGL/Inclusion/SLT. • SLT to notify parents immediately • SLT – student is given onsite exclusion until collected by parents for offsite exclusion • SLT – investigate, Behaviour committee meets • Final written warning issued • Parent meeting with HoS/VP/Principal • SLT- determine appropriate support for reintroduction of student to school • SLT – student to adhere to behaviour plan on return to school
Third occurrence	<p style="text-align: center;">Expulsion:</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offence, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence</p>	<ul style="list-style-type: none"> • Student removed from lesson/situation by YGL/Inclusion/SLT. • SLT to contact parents immediately • SLT – student given onsite exclusion until collected by parents for offsite exclusion • SLT – investigate, Behaviour committee meets, decides final disciplinary actions • After following the prior steps, if the student continues to repeat the offence, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided

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	<p>that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behaviour strategy. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offence, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behaviour strategy.</p>	<p>sufficient counselling as per their behaviour strategy.</p>
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Level 4		
Occurrence	Action	Support
<p>First occurrence</p>	<p>Offsite suspension: Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</p>	<ul style="list-style-type: none"> • Student removed from lesson/situation by YGL/Inclusion/SLT. • SLT to contact parents immediately • SLT – student given onsite exclusion until collected by parents for offsite exclusion • SLT – investigate, Behaviour committee meets, decides final disciplinary actions
<p>Second & Third occurrence</p>	<p>Expulsion: Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offence, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behaviour strategy.</p>	<ul style="list-style-type: none"> • Student removed from lesson/situation by YGL/Inclusion/SLT • SLT to contact parents immediately • SLT – student given onsite exclusion until collected by parents for offsite exclusion • SLT – investigate, Behaviour committee meets, decides final disciplinary actions

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