

Student Behaviour, Psychological Support and Disciplinary Policy

Aim
The aim of this policy is to define acceptable and unacceptable behaviour, provide a positive behaviour management system, outline fair disciplinary measures, and ensure students receive appropriate psychological, counselling and wellbeing support.
Scope
This policy applies to all students, staff and administration at Brighton International Academy. It applies during lessons, break times, transitions, school buses, trips, activities, online learning spaces and any school-related context.
Policy Statement
Brighton International Academy has high expectations for student behaviour. Students are expected to show adab, respect, honesty, responsibility and care for others so that everyone is safe, valued and able to learn without disruption. Behaviour responses will be consistent, staged, restorative and focused on learning, wellbeing and improvement.
Roles and Responsibilities
School Management - ensure this policy is implemented fairly, approve serious disciplinary action, and ensure staff, students and parents understand expectations. DSL: leads safeguarding decisions where behaviour may involve harm, abuse, bullying, self-harm, neglect, child-on-child abuse or serious risk. DDSLs: support the DSL, advise staff, record safeguarding concerns and follow up where needed. Homeroom Tutor: first point of contact for families; checks in with students, reinforces expectations, records concerns and liaises with subject teachers, floor monitor, counsellor/psychologist and DSL/DDSL. Floor Monitor: reports concerns, documents incidents, supports supervision and liaises with students, staff and the school psychologist/social worker. School Psychologist / Counsellor / Social Worker: provides guidance sessions, family liaison, student support, behaviour plans, case studies and advice on escalation or de-escalation. Teachers and All Staff: model positive behaviour, use the staged approach, record incidents accurately and report concerns promptly. Students and Parents: follow school expectations, work respectfully with staff and support agreed behaviour targets. Routine behaviour communication may be undertaken by authorised teachers and pastoral staff. Where safeguarding is involved, parent/carer communication must be managed by the DSL/DDSL under Section 12 of the Child Protection and Safeguarding Policy. Staff must not contact parents where this could increase risk or compromise safeguarding action.
General Guidelines
1. Rules and expectations are clearly explained, displayed and reinforced consistently across the school. 2. Staff build positive relationships through fairness, listening, emotional safety and respect. 3. Positive behaviour is recognised through praise, stickers, points, certificates, Star of the Week and the house point system. 4. Consequences are proportionate, staged, immediate where possible, and focused on reflection and learning rather than punishment alone. 5. Students are given verbal reminders before formal consequences, unless the incident is serious or unsafe. 6. Behaviour is recorded on Engage or the approved school behaviour log, and the floor monitor/social

Vision: To foster academic excellence, nurture ethical values, and develop leadership skills, preparing students to thrive in a diverse world.

Mission: We promote intellectual growth, ethical responsibility, and global awareness, empowering students to contribute positively to society.

Motto: Rooted in faith, striving for excellence

worker is informed when needed.

7. Individual support may include behaviour plans, counselling/psychologist support, parent meetings and reintegration targets.

8. Student safeguarding concerns must be reported immediately through Section 10.2 of the Child Protection and Safeguarding Policy. Concerns about school adults must follow Section 14. Behaviour procedures must not delay safeguarding action.

Behaviour Zones and Staged Responses

Zone	Examples and School Response
Green Expected Behaviour	Students follow school rules, show respect, complete learning tasks, keep the environment safe and demonstrate positive values. Response: praise, rewards, house points, certificates and continued encouragement.
Blue Low-Level Concerns	Examples: talking during lessons, entering/exiting without permission, not completing homework, missing supplies, eating without permission, minor verbal conflict, lateness, poor classroom care. Response: reminders, reflection, record if repeated, parent communication if needed, and short break reflection with supervision.
Yellow Repeated / Moderate Concerns	Examples: repeated Blue behaviour, physical conflict without injury, refusing reasonable instructions, breaking bus rules or using or retaining a mobile phone contrary to school procedures, including failing to hand it in as required. Response: referral to social worker/psychologist, one-week monitored reflection or detention, warning letter to parents, guidance session, and bus restriction if relevant.
Orange Serious Concerns	Examples: disrespect towards staff, stealing, cheating, damaging property, dangerous items, racism/discrimination, physical violence causing harm, or repeated Yellow behaviour. Response: parent meeting, student/parent pledge, case study, exclusion from one trip/activity where appropriate, two-week monitored detention/guidance, repair/restorative action and leadership review.
Red Very Serious / Unsafe Concerns	Examples: assault towards staff or students, serious bullying or group intimidation, forged documents, serious dangerous items, major safety risk, serious property damage, or repeated Orange behaviour. Response: immediate leadership and DSL/DDSL review, parent meeting, written behaviour contract, possible suspension, exclusion from trips/activities, three-week monitored support plan and consideration of non-continuation/expulsion where school procedures allow.

Hygiene difficulties and toileting needs must be addressed through welfare, health and intimate-care support. Students must not be punished for medical, developmental, disability-related or family support needs beyond their control. Any safeguarding concern must be reported immediately.

Suspension, Expulsion and Non-Continuation

Suspension may be used for serious or unsafe behaviour, normally for one or two days, after review by school leadership and communication with parents. The student must complete a reintegration meeting before returning to class.

Expulsion or non-continuation may only be considered for extreme or repeated Red Zone behaviour, serious safeguarding/safety risks, or where previous support and interventions have not led to improvement. This

must be approved by senior leadership and handled in line with school procedures and applicable Ministry expectations.

Disciplinary action must never replace safeguarding action. Where there is risk of harm, staff must report immediately through Section 10.2 of the Child Protection and Safeguarding Policy.

Psychological, Counselling and Wellbeing Support

Students should receive support alongside consequences. Support may include check-ins, guidance sessions, restorative conversations, behaviour targets, parent meetings, individual behaviour plans, counselling/psychologist input and social worker follow-up. The aim is to help students understand behaviour, repair harm, rebuild trust and return successfully to positive learning.

Monitoring and Evaluation

The school monitors behaviour, interventions and disciplinary actions through observation, Engage/behaviour logs, incident records, parent communication, student feedback, case reviews and termly review by the social worker/psychologist and school leadership. Patterns are reviewed to improve supervision, wellbeing support, staff guidance and the overall behaviour system.

Policy Management and Review

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