1.8 POSITIVE BEHAVIOUR AND STUDENT WELLBEING POLICY

1. PURPOSE

Mandalika Intercultural School is committed to providing a safe, respectful, inclusive and positive learning environment in which every student can thrive academically, socially and emotionally.

This policy establishes clear expectations for behaviour, promotes student wellbeing, and provides consistent procedures for recognising positive behaviour and responding to inappropriate behaviour.

The policy seeks to:

- Promote positive behaviour and self-discipline.
- Foster respectful relationships throughout the school community.
- Support student wellbeing and personal growth.
- Maintain a safe and orderly learning environment.
- Ensure fair, consistent and age-appropriate responses to behaviour.
- Encourage students to take responsibility for their actions.
- Develop the skills required for successful participation in school and society.

The underlying principles of this policy are:

"Every student has the right to learn, and every teacher has the right to teach."

“Students respond to clear, consistent boundaries.”

2. GUIDING PRINCIPLES

Behaviour management at MIS is guided by the belief that positive relationships, clear expectations and consistent responses are more effective than punitive approaches.

The school will:

- Teach expected behaviours explicitly.
- Recognise and reinforce positive behaviour.
- Respond promptly and fairly to inappropriate behaviour.
- Focus on restoration and learning where appropriate.
- Consider student age, maturity and individual circumstances.
- Support students experiencing behavioural difficulties.
- Work in partnership with parents.
- Model kindness.

3. MIS VALUES

The MIS values underpin all expectations for behaviour:

Respect

Where diversity is not just acknowledged but celebrated.

Enthusiasm

Where classrooms buzz with excitement and joy in each task.

Appreciation

Where students are thankful for the goodness in their lives and the environment that they live in.

Courage

Where challenges are overcome with resilience and a fearless approach of doing what is right.

Honesty

Where children embrace the atmosphere of trust, being true to themselves and others.

4. STUDENT CODE OF CONDUCT

All students are expected to:

Respect Others

- Use respectful language.
- Follow staff instructions.
- Respect personal differences.
- Refrain from bullying, harassment or intimidation.
- Resolve disagreements appropriately.

Respect Learning

- Arrive prepared and on time.
- Participate positively in lessons.
- Complete assigned work.
- Allow others to learn without disruption.

Respect Property

- Care for school facilities.
- Care for learning materials.
- Respect the property of others.
- Help maintain a clean and safe environment.

Respect Themselves

- Make safe choices.
- Try. Persist
- Present themselves well.
- Seek support when needed.

Practise Responsible Digital Citizenship

Students must use technology responsibly and in accordance with school policy.

Misuse of technology, social media, electronic communication or digital devices will result in disciplinary action.

5. POSITIVE BEHAVIOUR FRAMEWORK

MIS seeks to develop intrinsic motivation while recognising that positive reinforcement remains an important tool in supporting student growth.

Positive behaviours may be recognised through:

- Verbal praise
- Positive parent communication
- Class recognition
- House points
- Certificates
- Awards
- Leadership opportunities
- Special commendations
- Director's Awards
- Work presentation visits to the Director’s office

Recognition should focus on:

- Effort
- Perseverance
- Academic Improvement
- Academic Excellence
- Responsibility
- Kindness
- Service

6. AGE-APPROPRIATE BEHAVIOUR SUPPORT

Early Years (Ages 3–5)

Behaviour support will focus on:

- Emotional regulation
- Developing routines
- Social skills
- Sharing and cooperation
- Behaviour coaching

Responses should be immediate, simple and supportive.

Lengthy restorative discussions are not expected.

Students will be guided to:

- Understand expectations
- Repair minor harm
- Practise appropriate behaviours

Primary School (Ages 6–11)

Behaviour support will focus on:

- Responsibility
- Respect
- Self-regulation
- Positive relationships

Students will engage in brief reflective conversations where appropriate.

Behaviour management should remain practical, immediate and educational.

Lower Secondary (Ages 11–14)

Students will increasingly be expected to:

- Reflect on choices
- Consider consequences
- Develop empathy
- Participate in restorative discussions
- Be an example

7. BEHAVIOUR LEVELS FRAMEWORK

To ensure consistency and fairness, inappropriate behaviour is categorised into four levels. Staff should apply professional judgement while considering the age, developmental stage and circumstances of each student.

LEVEL 1 – MINOR MISCONDUCT

Low-level behaviours which disrupt learning or fall below expected standards.

Examples:

- Calling out
- Silly noises
- Off-task behaviour
- Minor classroom disruption
- Incomplete homework
- Running in inappropriate areas
- Littering
- Minor disrespect
- Inappropriate use of technology

Possible Responses:

- Reminder
- Redirection
- Warning
- Seat move
- Brief reflection
- Loss of minor privilege
- Parent communication if repeated

Staff Responsible:

- All

LEVEL 2 – MODERATE MISCONDUCT

Behaviour that significantly disrupts learning or negatively impacts others.

Examples:

- Repeated Level 1 behaviours
- Persistent defiance
- Repeated disruption
- Inappropriate language

- Truancy from lessons
- Minor vandalism
- Minor dishonesty
- Repeated disrespect

Possible Responses:

- Reflection sheet
- Break-time detention
- Parent communication
- Behaviour monitoring
- Behaviour contract
- Withdrawal to Director's office
- Meeting with Coordinator or Head of School

Staff Responsible:

- Teacher
- Coordinator
- Head of School
- Director

LEVEL 3 – SERIOUS MISCONDUCT

Behaviour that threatens safety, wellbeing or the orderly operation of the school.

Examples:

- Bullying
- Cyberbullying
- Harassment
- Fighting
- Theft
- Vandalism
- Plagiarism
- Leaving class without permission
- Serious defiance
- Possession of prohibited items
- Significant misuse of technology

Possible Responses:

- Formal investigation
- Parent meeting
- Behaviour support plan
- In-school suspension
- Temporary suspension

Staff Responsible:

- Head of School
- Director

LEVEL 4 – SEVERE MISCONDUCT

Behaviour that presents a serious threat to safety or breaches legal requirements.

Examples:

- Physical assault
- Possession of weapons
- Illegal drugs
- Serious theft
- Sexual harassment or assault
- Serious threats
- Major vandalism
- Distribution of explicit material
- Behaviour placing others at significant risk

Possible Responses:

- Immediate removal from situation
- Parent notification
- Formal investigation
- Suspension
- Expulsion
- Referral to external authorities where required by law

Staff Responsible:

- Director
- Board (where applicable)

8. BEHAVIOUR RESPONSE PROCEDURES

All staff should aim to:

1. Correct behaviour calmly.
2. Maintain student dignity.
3. Minimise disruption to learning.
4. Apply consequences consistently.
5. Restore learning relationships where appropriate.

Early Years

Behaviour responses should focus on:

- Redirection
- Modelling
- Emotional coaching
- Repairing harm
- Positive reinforcement

Formal sanctions should be used sparingly.

Primary School

Teachers should:

- Address behaviour immediately
- Use warnings appropriately
- Provide opportunities to correct behaviour
- Apply proportionate consequences

Brief restorative conversations may be used. Expected duration:
2–5 minutes.

Lower Secondary

Students should increasingly:

- Reflect on behaviour
- Accept responsibility
- Participate in restorative discussions
- Develop problem-solving skills

Behaviour monitoring may be implemented where required.

9. RESTORATIVE PRACTICE

MIS adopts restorative principles rather than a full restorative model.

The purpose of restorative practice is to:

- Build accountability
- Repair harm
- Restore relationships
- Promote learning from mistakes

Restorative approaches must be proportionate to the age of the student and seriousness of the incident.

Formal restorative conferences are generally reserved for students in Lower Secondary.

Restorative processes do not replace disciplinary consequences where these are required.

Suggested Questions:

- What happened?
- Who was affected?
- What could you have done differently?
- What needs to happen now to make things right?

10. BULLYING AND CYBERBULLYING

MIS has zero tolerance for bullying.

Bullying is repeated behaviour intended to hurt, intimidate or exclude another person.

Bullying may be:

- Physical
- Verbal
- Social
- Relational
- Cyber

All reports of bullying must be investigated.

Students are encouraged to:

- Report bullying
- Support peers appropriately
- Be upstanders
- Seek adult assistance

Consequences will depend on severity and frequency. Support will be provided to both victims and perpetrators where appropriate

11. STUDENT SUPPORT AND INTERVENTION

MIS recognises that behaviour may be influenced by:

- Emotional wellbeing
- Learning difficulties
- Social challenges
- Family circumstances
- Additional learning needs

Where concerns persist, students may receive:

Tier 1 Support

- Classroom strategies
- Teacher monitoring

Tier 2 Support

- Small group intervention
- Counselling support
- Behaviour goals

Tier 3 Support

- Individual Behaviour Support Plan
- External specialist involvement
- Intensive intervention

Support strategies should be documented and reviewed regularly.

12. SUSPENSION AND EXCLUSION

Suspension may be considered when:

- Student safety is compromised
- Serious misconduct occurs
- Previous interventions have failed

Before suspension the school should consider:

- Student age
- Circumstances
- Previous behaviour history
- Available support strategies

Parents must be informed promptly.

Students returning from suspension may be placed on a Behaviour Improvement Plan.

Permanent exclusion may be considered for:

- Severe Level 4 incidents
- Repeated serious misconduct
- Situations where continued enrolment poses unacceptable risk

The Director retains final authority regarding suspension recommendations.

The Board retains authority regarding expulsion decisions.

13. ROLES AND RESPONSIBILITIES

Students

Students are expected to:

- Follow school rules
- Treat others respectfully and support younger students
- Take responsibility for behaviour
- Seek support when required

Parents

Parents are asked to:

- Support school policy and practice
- Work collaboratively and communicate respectfully with staff
- Attend meetings when required

Staff

Staff are expected to:

- Model expected behaviours
- Apply procedures consistently
- Record significant incidents
- Maintain positive relationships

School Leaders

School leaders are expected to:

- Support staff
- Ensure consistency
- Review behaviour data
- Monitor implementation

Director

The Director is responsible for:

- Oversight of policy implementation
- Suspension decisions
- Serious incident management

14. RECORDING AND DOCUMENTATION

The school will maintain records of all but minor incidents using the SIR system.

Documentation may include:

- SIR Reports
- Parent communication records
- Reflection sheets
- Behaviour Support Plans
- Suspension documentation

Documentation should be:

- Objective
- Accurate
- Timely
- Confidential

15. POLICY REVIEW

This policy shall be reviewed every two years or sooner if required by legislative, operational or educational developments.

Review responsibility rests with the Director and School Leadership Team.

Change History

Version	Approved by:	Date of issue:
6	School Board	31st July 2026