EV-S.0424 Behaviour Policy

December 2025

EVEREST SCHOOL

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1. Positive school climate

The Behaviour policy below clearly outlines the rules to be followed as well as the consequences for violations. It also details the measures implemented to improve the school climate. This document is accessible to all members of the school community via the official school website: (http://everest-school.com).

Everest International School strictly prohibits the use of corporal punishment in any form. Physical punishment, threats of physical punishment, or any treatment that may cause physical or emotional harm to a child are not permitted under any circumstances. The school is committed to promoting positive behaviour through safe, respectful and supportive approaches that uphold children's dignity, rights and wellbeing, in line with safeguarding requirements and international best practice

2. Disruptive Behaviours

Disruptive Behaviours vary depending on the age and context of each class. The most frequent disruptive Behaviours and their recorded impacts are as follows:

a. Verbal Behaviours

- Interruptions: Speaking out of turn or chatting distracts others.
- Lack of Respect: Rude responses or inappropriate noises disrupt the class.

b. Physical Behaviours

- Restlessness: Getting up or handling objects distracts students.
- Disrespect of Space: Touching or pushing causes tension.
- Violence and Vandalism: Aggressive Behaviours or destruction of property require intervention.

c. Disobedience

- Refusal to Follow Instructions: Not following directions or leaving the class without permission.
- Disruption of Groups: Refusing to participate or interfering with activities.

d. Issues with Class Rules

- Technology: Inappropriate use of tablets or computers.
- Disrespect of Routines: Disorganization during transitions or activities.
- Lack of Respect: Mockery and bullying break the positive climate.

e. Escape or Avoidance

- Deviation: Ignoring tasks or using distractions diverts attention.

f. Disruptive Social Interactions

- Exclusion: Forming cliques or blaming others creates conflicts.

g. Unregulated Emotional Expressions

- Outbursts: Anger or anxiety complicates classroom management.

h. Inappropriate Language

- Insults and Vulgarities: Harm the cohesion and mutual respect.

These behaviours require tailored educational strategies to maintain a positive learning environment.

Reasonable Adjustments for Pupils with SEND

The school recognises that some pupils with Special Educational Needs and/or Disabilities (SEND) may require reasonable adjustments to behaviour expectations and support strategies in order to succeed. Behaviour approaches are adapted to meet individual needs and may include personalised behaviour plans, adjusted routines, visual supports, clear and consistent instructions, additional adult support and the use of positive reinforcement. Staff work closely with the SENCo, parents and external professionals where appropriate to ensure strategies are supportive, proportionate and promote inclusion, dignity and positive behaviour, while maintaining high expectations for all pupils.

3. School Behaviour Policy

3.1. Rules to Follow

The disciplinary regulations aim to create a safe, respectful, and conducive learning environment. They are designed to promote positive Behaviours and manage infractions fairly and appropriately. Below are the essential points of these regulations:

a. Objectives

- Maintain a safe, respectful, and conducive learning environment.
- Encourage students' personal and social development.
- Promote positive Behaviours based on mutual respect and responsibility.

b. General Behaviour Rules

- Respect all members of the school community (students, teachers, staff, and visitors).
- Follow instructions from school staff promptly.
- Use appropriate and respectful language towards others.
- Avoid disrupting classes or school activities.
- Protect and respect school property and that of others.
- Exhibit safe Behaviour, avoiding violence or bullying (physical or verbal).

c. Positive Behaviours and Rewards

Everest Schools prioritizes a positive approach to discipline, viewed as an effective strategy for fostering a nurturing, stimulating, and respectful learning environment. Exemplary Behaviours are encouraged and rewarded.

Everest Schools promotes positive Behaviours through various strategies, including:

- Verbal encouragement to boost self-confidence.
- Point or merit systems that can be exchanged for privileges.
- Reward charts to visualize individual progress.
- Certificates and diplomas recognizing specific actions.
- Leadership roles to empower exemplary students.
- A "commendation box" to recognize collective efforts.
- Special playtime or activities as rewards for achieving goals.
- Tangible rewards symbolizing effort.
- Award ceremonies to publicly celebrate students.
- Parental recognition through positive communication.

These practices foster a motivating, supportive, and collaborative learning climate.

d. Infractions and Consequences

- Minor Infractions: Speaking out of turn, forgetting materials, not following instructions.
  ***Consequences*: Verbal warning, reminder of rules.**
- Moderate Infractions: Disrupting class, showing disrespect to a peer or adult.
  ***Consequences*:**
  - ✓ **Temporary removal from the activity.**
  - ✓ **Notification to parents via email and the Kinderpedia app.**
- Severe Infractions: Physical violence, bullying, offensive language, destruction of property.
  ***Consequences*:**
  - ✓ **Parent meeting.**
  - ✓ **Implementation of a Behaviour plan.**
    This is a formal agreement between the school, parents, and the student, aimed at addressing problematic Behaviours while reinforcing school commitment. It is established based on the model below and must be signed by all parties involved.
  - ✓ **Temporary suspension (in cases of recurrence or exceptional severity).**

Expected Behaviour	Objective	School Support	Parental Responsibility	Consequences
Follow instructions	Complete a week without interruptions	Classroom reminders	Encourage the child to follow instructions	Praise at the end of the week
Do not speak out of turn	Reduce interruptions to zero per day	Use of a points chart	Discuss progress each evening at home	Reflection time if not followed

e. **Behaviour Management Procedures**

- Verbal Warning: The student is calmly and respectfully reminded of the rules.
- Immediate Intervention: For disruptive Behaviour, the student may be temporarily removed from the classroom to calm down.
- Parent Communication: Any serious or repeated infraction is reported to parents.
- Support Plan: An individualized plan is created to help the student improve their Behaviour.

f. **Monitoring and Accountability**

- Each classroom displays the rules and consequences prominently.
- Staff monitors and enforces rules consistently.
- Students are encouraged to contribute to the implementation of the rules through class or school councils.

g. Commitment of the School Community

- Students, parents, and staff sign the School Regulations at the beginning of the year, affirming their commitment to respecting and supporting the rules.

h. Regular Rule Review with Students

- At the start of each school year and after long vacations, teachers review disciplinary regulations with students.
- They use posters as educational aids to explain and remind students of expected Behaviours during class discussions. Regular and interactive reviews help students fully integrate the rules.

3.2. Code of Conduct

a. Display of the Code of Conduct: The Code of Conduct is displayed in the following locations:

i. At the reception area.

ii. At the school's main entrance.

iii. In the early years corridor.

iv. In the primary corridor.

b. Content of the Code of Conduct:

The Code of Conduct

We commit to fostering a respectful, nurturing, and safe learning environment for all, in alignment with our core values of respect, responsibility, and cooperation.

1. Respect for Others: Treat others with courtesy, listen attentively, and resolve conflicts peacefully.
2. Respect for the School Environment: Take care of facilities and keep the school clean.
3. Safety: Walk calmly, avoid risks, and report any hazards.
4. Personal Responsibility: Arrive on time, take accountability for actions, and resolve conflicts peacefully.
5. Learning and Perseverance: Participate actively and remain determined despite challenges.
6. Group Behaviour: Cooperate, follow rules, and share with others.
7. Listening and Kind Communication: Be polite, ask for permission, and listen to adults.
8. Respect for Human Rights: Treat every individual with dignity, free from discrimination.
9. Promotion of Democracy: Participate actively in decision-making and respect the rights of both the majority and minorities.
10. Tolerance and Acceptance of Differences: Respect others' opinions and beliefs while promoting inclusion.
11. Citizenship and Collective Responsibility: Contribute to collective well-being and support others.

3.3. Measures to Improve the School Climate

3.3.1. Conflict Management

Conflict management and mediation are essential for creating an inclusive and harmonious school environment, aligned with the values of tolerance, respect, and justice.

1. **Conflict Prevention**: Teachers must:
   - Promote a school climate based on mutual respect.
   - Teach social-emotional skills (emotion management, communication).

- Display clear and age-appropriate rules.

2. **Intervention in Case of Conflict**:
   - Intervene promptly and without judgment when conflicts arise.
   - Use active listening, ask open-ended questions, and seek win-win solutions.
3. **Peer Mediation**: Train older students to become mediators and guide conflict resolution under supervision.
4. **Restorative Approach**: Organize circles to repair harm and restore relationships, emphasizing sincere apologies and responsible Behaviour.
5. **Tools for Young Children**: Use stories, role-playing, calm spaces, and visual aids to help them manage conflicts.
6. **Collaboration with Families**: Maintain regular communication with parents and organize workshops to reinforce classroom approaches.

3.3.2. Partnership with Parents

The school has established a close collaboration with families to ensure the well-being and development of students, particularly regarding Behaviour management. This approach is structured around three main pillars:

1. Encouraging Open Communication

- **Varied Communication Channels**:
  - ✓ Use of the school's digital platform *Kinderpedia* to regularly inform parents about their child's progress.
  - ✓ Organization of regular parent-teacher meetings to discuss academic performance and student Behaviour.
  - ✓ Sending emails to inform parents about potential Behaviour issues.
- **Teacher Availability**:
  - ✓ Teachers are accessible to address parents' concerns through scheduled appointments or informal discussions.
  - ✓ Information sessions are organized to help parents better understand the school's disciplinary strategies.
- **Transparency on Rules and Expectations**:
  - ✓ The school provides parents with a detailed Behaviour policy, outlining values, Behavioural expectations, and disciplinary measures.

2. Parental Involvement in Case of Behavioural Issues

- **Prompt Notification**:
  - ✓ In cases of Behavioural problems, parents are promptly informed via the *Kinderpedia* app, a phone call, or a meeting.

- ✓ This communication includes detailed information about the incident, its context, and the initial measures taken by the school.

- **Collaborative Meetings**:
  - ✓ Meetings are arranged between parents, teachers, and, if necessary, the student, to analyze the situation.
  - ✓ These discussions aim to identify the causes of the Behaviour and develop appropriate solutions involving all parties.
  - ✓ The school maintains regular contact with parents to monitor progress and adjust strategies as needed.

3.3.3. Support for Students with Behavioural Challenges

Supporting students with Behavioural difficulties aims to promote their inclusion, enhance their well-being, and provide them with the tools necessary to adopt positive Behaviours. This approach includes:

1. Identifying Difficulties

- **Careful Observation**:
  Teachers observe the student's Behaviour in various contexts to identify triggers for problematic Behaviours.
- **Discussions with Parents**:
  Conversations with families help uncover potential underlying causes.
- **Collaboration with Professionals**:
  When needed, the educational team can collaborate with counselors, psychologists, or specialists in special educational needs (mandated by parents) to assess the student.

2. Developing a Personalized Action Plan

- **Behavioural Support Plan (BSP)**:
  A tailored plan is implemented to address the student's needs, with clear and achievable objectives, such as "improving anger management by learning to request a break."
- **Individualized Approach**:
  - ✓ Pedagogical strategies and the environment are adjusted according to the student's needs, for example, creating a calm corner or assigning specific responsibilities. Successes, no matter how small, are reinforced and celebrated.
  - ✓ Encourage positive interactions with peers through role-playing or group activities.
  - ✓ Teacher support involves compassionate supervision and preventive intervention, with gentle reminders of Behavioural expectations. Positive reinforcement includes appropriate rewards, such as points or privileges. Sanctions, when necessary, are educational and proportionate, aimed at fostering reflection and identifying alternatives.

3.3.4. Behaviour Log

To monitor students' Behavioural progress and adjust discipline and support strategies according to their needs, we maintain a structured and regularly updated Behaviour log.

Example

Student Name	Date	Type of Behaviour	Incident Description	Action Taken	Follow-up and Outcome
Ali B.	02/11/2024	B	Repeated interruptions during instructions	Verbal warning	Improvement observed the same day
Fatima K.	05/11/2024	A	Disrespect towards a peer	Reflection time + discussion	Recurrence on 10/11/2024, parental action recommended

2. Using Behaviour Codes or Categories

We use Behaviour codes to facilitate the tracking of recurring Behaviour categories.

•	*A :*	**Disrespect:** Interrupting, using insulting language, or mocking others' differences.
•	*B :*	**Disruption in class.**
•	*C :*	**Disregard for instructions and rules:** Ignoring school instructions, being late without reason, or not following safety rules.
•	*D :*	**Conflicts with other students.**
•	*E :*	**Physical or verbal violence.**
•	*F :*	**Intolerance and discrimination:** Refusing to cooperate due to origins, religion, or gender, or bullying a peer.
•	*G :*	**Lack of responsibility:** Not owning up to mistakes, blaming others, or neglecting duties.
•	*H :*	**Lack of integrity:** Cheating during an exam or lying to avoid the consequences of misconduct.

Regularly Update the Log

We document Behaviours and follow-ups in real-time or at the end of each day to maintain an

accurate record.

Every SLT, we conduct a weekly review of the log to identify trends and assess progress.

Reviewed by Rachel Lloyd Headteacher	Date of Review 17/12/2025	Signature
Reviewed by Governing Body	Mr Afkir Anas	