

Policy: Behaviour



**St Edward's
College**
Founded 1929

Table Of Contents

Who we are

Aims and Objectives

Section One - Expected Behaviour

Section Two - Rights and Responsibilities

Section Three - Consequences and Rewards

Section Four - Support Services

Section Five - Parental Involvement

Section Six - Training and Professional
Development

Section Seven - Review and Evaluation

Contact Us

Who we are

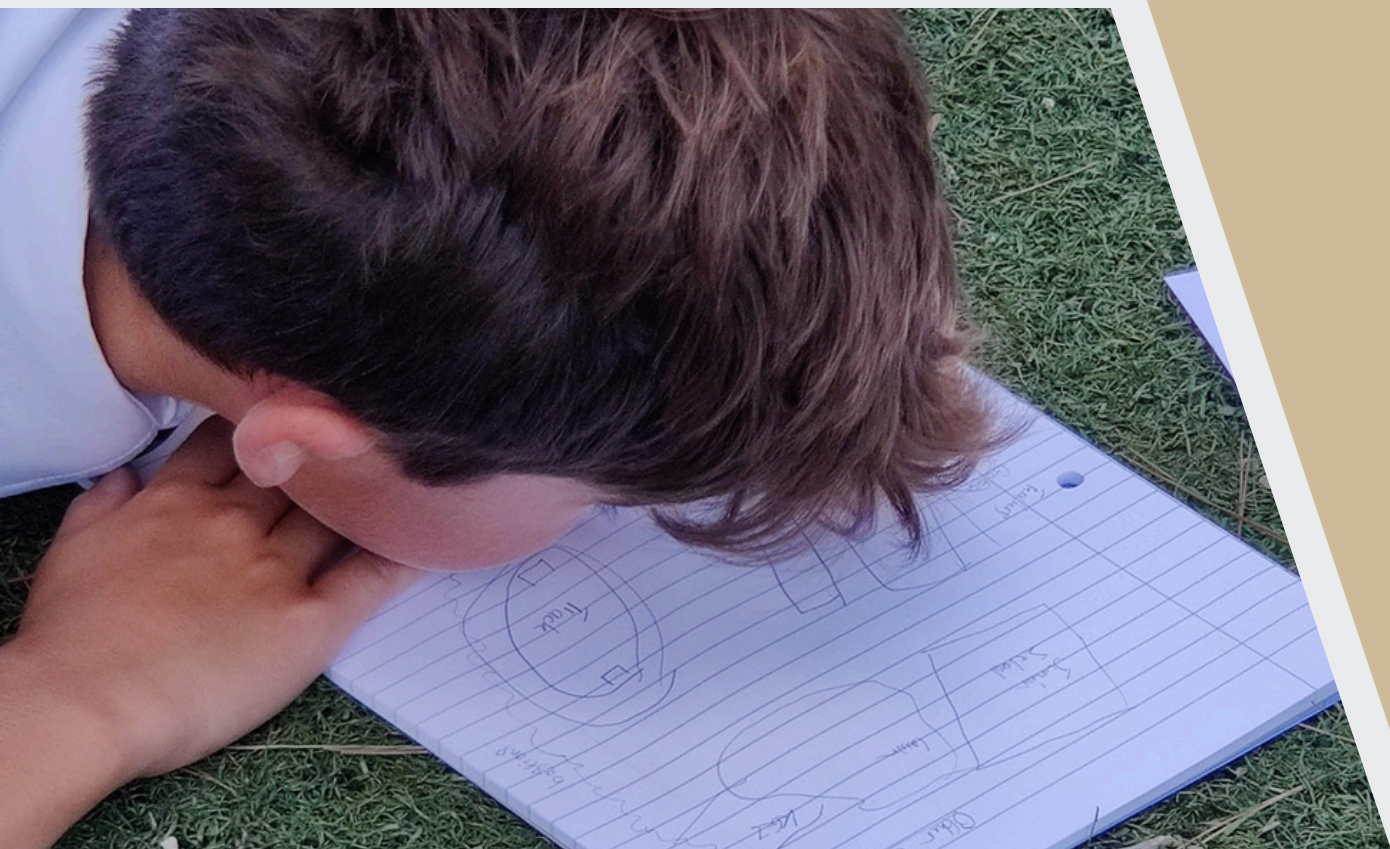
Mission Statement

At St Edward's College we strive to create exemplary citizens in this increasingly globalised and technological world, placing strong emphasis on character formation, genuine intercultural understanding and leadership skills which will assist them to contribute to the well-being of society.

Edwardian behaviour

St Edward's College aims to ensure that good behaviour is a quality inherent in our students' characters. Good behaviour is based on the respect and good-will shown between staff and students and between the students themselves. Thus, the College strives to establish a way of life in which positive behaviour is a by-product of positive relationships, based on respect for others and an ongoing desire to act in a virtuous and honourable manner.





Introduction

The Behaviour Policy of St Edward's College serves as a foundational document designed to establish a positive and inclusive College culture conducive to learning, personal growth, and social development. It embodies the core values and principles of our educational community and provides a framework for fostering respect, responsibility, and resilience among all members. The College ethos of Virtue and Honour, as seen on the College crest, establishes the fundamental Catholic values upon which the College was founded. Thus, the College strives to establish a way of life in which positive behaviour is a by-product of positive relationships, based on respect for others and an ongoing desire to act in a virtuous and honourable manner. The Behaviour Policy also aims to promote, safeguard, and embed the Mission Statement of the College.

Rationale

Promoting a Positive College Culture: The behaviour policy aims to cultivate a positive and welcoming College environment where every student, staff member, parent/guardian and visitor, feels valued, respected, and supported. By articulating clear expectations for behaviour and interactions, we seek to foster a sense of belonging and collective responsibility for upholding shared values.

Ensuring Safety and Well-being: Central to the behaviour policy is the commitment to ensuring the safety, security, and well-being of all students, staff members, parents/guardians and visitors. By delineating acceptable behaviours and consequences for misconduct, we aim to create a physically and emotionally safe learning environment where everyone can thrive.

Supporting Academic Achievement: Recognising the strong link between behaviour and academic performance, the behaviour policy is designed to support students' academic success. By promoting positive behaviours such as attendance, engagement, and respect for learning, we seek to create optimal conditions for academic achievement and growth.

Developing Social and Emotional Skills: The behaviour policy acknowledges the importance of social-emotional learning in shaping students' overall development. Through explicit instruction, modelling, and reinforcement of pro-social behaviours, we aim to equip students with essential skills such as empathy, self-regulation, and conflict resolution.

Fostering Responsible Citizenship: As an educational institution, we have a responsibility to prepare students not only for academic success but also for responsible citizenship in a diverse and interconnected world. The behaviour policy instils in students the values of civic responsibility, ethical conduct, and respect for the rights and dignity of others. This is also reflected in the College ethos and mission statement.

Promoting Equity and Inclusion: In line with our commitment to equity and diversity, the behaviour policy emphasises the importance of inclusivity and respect for individual differences. It prohibits discrimination, harassment, and bullying on any basis and affirms our dedication to creating a College community where all individuals are valued and celebrated.

Establishing Clear Expectations and Accountability: By articulating clear expectations for behaviour and consequences for misconduct, the behaviour policy provides a framework for accountability and fair treatment. It ensures that all members of the College community understand their rights and responsibilities and are held to consistent standards of conduct.

Building Positive Relationships: Finally, the behaviour policy seeks to foster positive relationships among students, staff, parents, and the broader community. By promoting open communication, collaboration, and mutual respect, we strive to create a supportive and inclusive College culture where everyone feels empowered to contribute to the well-being of others.

Thus the objectives of the Behaviour Policy are to:

- Safeguard the rights of all stakeholders
- Establish the rights and responsibilities of all stakeholders
- Ensure a clear understanding of the expected student behaviour
- Ensure a clear understanding of the consequences and rewards in place
- Ensure a clear understanding of all consequences and disciplinary procedures
- Highlight the availability of support services for students who may be experiencing behavioural or emotional challenges.
- Outline the training and professional development opportunities available to staff members to effectively implement the behaviour policy.
- Specify how the behavioural policy will be regularly reviewed and evaluated for effectiveness.

In summary, the Behaviour Policy of St Edward's College is guided by a commitment to creating a safe, supportive, and respectful learning environment where all individuals can thrive academically, socially, and emotionally. It reflects our collective aspirations for excellence, equity, and inclusivity and serves as a guiding framework for promoting positive behaviour and character development among our students. A separate and more detailed Anti-Bullying Policy is also available and accessible on this website. This works adjacently to this Behaviour Policy. This Behaviour Policy also takes into account the 'Managing Behaviour in Colleges' Policy which forms part of the Respect for All Framework compiled by the Ministry for Education and Employment in June 2015.



Section One

Expected Behaviour - Code of Conduct

1. Role and Responsibility of Educators: Parents entrust the College with their child's upbringing and character development. The role and responsibility of educators goes beyond the teaching of academic subjects. Every staff member's obligation is to ensure the character development of College students by wholeheartedly and consistently upholding core principles and values.

2. Respect and Courtesy: All members of the College community are expected to treat fellow students, teachers, administration, and all other members of the College community with the utmost respect and courtesy. Good manners are to be shown at all times and will be reflected by the consideration of others.

3. Active Participation: All members of the College community are expected to ensure that College property is respected and kept in good condition and working order. All students are expected to behave responsibly and reasonably at all times, including during journeys to and from College. Students are expected to attend all classes regularly and participate actively in class and other activities organised outside the classroom.

4. Academic Integrity: Academic integrity is of utmost importance in our institution, and all students are expected to uphold the highest standards of honesty and integrity in their academic pursuits. This includes completing all tasks with honesty and without resorting to cheating, plagiarism, or any other form of academic dishonesty. Students are expected to respect the intellectual property of others and give proper credit when using their work, ensuring that they adhere to ethical practices in their academic endeavours.

5. Discipline and Support: While we do our utmost to use a pastoral and supportive approach to our students, there will inevitably be times when disciplinary actions are necessary. Our approach is modulated as a student moves through College from the Early Years to IB Sixth Form. Rewards and sanctions, where appropriate, must be applied consistently and fairly.

6. Classroom Etiquette: In class, students are expected to focus and participate actively. Students are expected to arrive on time, wait outside the room in an orderly manner until the teacher is present, sit in the seating plan that the teacher has implemented where applicable, bring the necessary materials to each lesson, listen and follow all staff instructions, complete classwork and homework to the best of their ability, take responsibility for their own learning, not disturb the learning of others, treat all members of the class with respect, and leave the room tidy at the end of lessons.

7. Break Time Expectations: This is the appropriate time for toilet-breaks if needed. Students should stay in the designated areas where there is supervision, visit the canteen if needed, behave in a sensible manner, place all litter in the bins provided, and report any incidents to the staff on duty at the time.

8. Uniform and Standards of Personal Hygiene and Appearance: The uniform is the way we signal belonging to an institution, in this case, St Edward's College. The way we appear is the way people perceive the College. Appropriate attire is requested for all individuals on school premises. Students are expected to wear the school uniform correctly in school and to and from school, maintaining a smart appearance at all times and wearing their full uniform with pride. Parents will be asked to collect their child if they are not wearing the full uniform at College and have no justifiable reason. Students' hair should be neat, with boys expected to have short hair that does not touch the top of the shirt collar and falls within the natural range of colours. If a student's hair is deemed unacceptable, they will be informed and expected to remedy the situation promptly. Teachers are expected to lead by example in adhering to appropriate dress-code standards. For Early Years, Junior, Middle, and Senior School students, earrings and other jewellery are strictly prohibited, except for stud earrings for females. On casual days and for public examinations, students are expected to dress appropriately. Students arriving at school inappropriately dressed or wearing incomplete uniforms will be sent home and expected to return in full uniform.

Teachers and Staff: Teachers and other members of staff are required to adhere to the guidelines outlined in the employee guidebook regarding personal hygiene, appearance, and attire.

Parents: Parents are requested to adhere to appropriate attire for school premises when visiting or attending school events.

9. Personal Devices, Technology and Internet Usage: In Early Years and Junior School, mobiles and smartwatches are not allowed. In Middle School, mobile phones must be handed into the Head of Section at the start of the day and are to be collected at the end of the day, with exceptions for medical reasons or unless specific teachers request their use. In Senior School and IB program, students can keep their devices all day at the discretion of their teachers and the Head of Section. School-provided technology and internet resources, should be used responsibly and for educational purposes. Respect the privacy and safety of others when using digital devices and online platforms. Students are expected to adhere to school policies regarding acceptable use of technology and social media.

10. Educational Visits, School Activities, Live-Ins and Trips Abroad: During educational visits, students are expected to remember that they are ambassadors for St. Edwards College. They should therefore behave respectfully and sensibly, listen to and follow staff instructions carefully, and behave well on means of transport. They should follow the necessary safety regulations and keep the means of transport clean and tidy. Please also refer to behaviour contracts and outing permission slips given to students upon signing up for any activity.

11. Prohibited Items: Students will adhere to school policies regarding substance abuse. Prohibited items on school premises include weapons, alcohol, illegal substances, pornographic images, laser pens, tobacco, high energy drinks, cigarettes, and electronic cigarettes. When in doubt, ask.

12. Conflict Resolution: Students should try to resolve conflicts peacefully and respectfully, without resorting to aggression or violence. Seek assistance from a staff member or mediator when conflicts arise. Respect the decisions made by mediators and authority figures in resolving conflicts.



Consequences of Misconduct

Violation of the Code of Conduct may result in disciplinary action, which may include warnings, detention, suspension, or expulsion, depending on the severity and frequency of the offence. Disciplinary actions will be applied fairly and consistently, with consideration for mitigating circumstances.

Section Two

Rights and Responsibilities

The College promotes a culture of mutual respect, accountability, and collaboration, laying the foundation for a positive and inclusive learning environment where everyone can thrive. This is done by defining the rights and responsibilities of students, staff members and parents / guardians.

Students

Right to a Safe and Inclusive Learning Environment: Students have the fundamental right to learn in an environment that is physically safe, emotionally supportive, and free from discrimination, harassment, and bullying. This includes the right to feel respected, valued, and included regardless of their background, identity, or abilities.

Responsibility: Students are responsible for contributing to the creation of a safe and inclusive learning environment by treating others with respect, empathy, and kindness. This includes refraining from behaviours that may harm or intimidate others and actively participating in efforts to promote diversity, equity, and inclusion within the College community.

Right to Academic Opportunities: Every student has the right to access quality education and academic opportunities that enable them to reach their full potential. This includes access to a comprehensive curriculum, qualified teachers, appropriate support services, and extracurricular activities.

Responsibility: Students are responsible for actively engaging in their learning, attending classes regularly, completing assignments on time, and seeking assistance when needed. They should demonstrate a positive attitude towards learning, take ownership of their academic progress, and strive for excellence in their studies.

Right to Expression and Participation: Students have the right to express their opinions, beliefs, and ideas respectfully and to participate in College activities, clubs, and decision-making processes.

Responsibility: While exercising their right to expression and participation, students must respect the rights and opinions of others, engage in constructive dialogue, and adhere to College rules and guidelines. They should contribute positively to the College community and seek solutions to conflicts or disagreements through peaceful and respectful means.

Right to Privacy and Confidentiality: Students have the right to privacy and confidentiality regarding personal information, academic records, and communications with College staff.

Responsibility: Students are responsible for respecting the privacy and confidentiality of their peers and College staff. They should refrain from sharing sensitive information without permission and adhere to College policies regarding the use of technology and social media to protect their own privacy and that of others.



Staff Members

Right to a Safe and Supportive Work Environment: Staff members have the right to work in an environment that is free from harassment, discrimination, and violence. They should feel respected, valued, and supported in their professional roles.

Responsibility: Staff members are responsible for promoting a culture of respect, professionalism, and collegiality within the College community. This includes treating students, colleagues, and parents/guardians with fairness, dignity, and empathy, and addressing any instances of misconduct or inappropriate behaviour promptly and effectively.

Right to Professional Development and Support: Staff members have the right to access ongoing professional development opportunities, resources, and support services to enhance their knowledge, skills, and effectiveness as educators.

Responsibility: Staff members are responsible for actively engaging in professional development activities, staying informed about best practices in education, and continuously seeking opportunities for growth and improvement in their teaching practice. They should collaborate with colleagues, mentors, and administrators to support student learning and well-being.

Right to Academic Freedom: Staff members have the right to academic freedom, which includes the freedom to teach, research, and express ideas without censorship or interference, as long as it aligns with professional standards and ethical guidelines.

Responsibility: Staff members are responsible for upholding high standards of academic integrity, professionalism, and ethical conduct in their teaching and research activities. They should provide students with accurate and unbiased information, foster critical thinking and intellectual curiosity, and respect the diversity of perspectives within the College community.

Right to Fair Treatment and Due Process: Staff members have the right to fair treatment and due process in all employment-related matters, including hiring, promotion, evaluation, and disciplinary action.

Responsibility: Staff members are responsible for treating all students and colleagues fairly and equitably, without prejudice or favouritism. They should follow established procedures and protocols when addressing disciplinary issues or grievances, ensuring that decisions are based on objective criteria and due process is afforded to all parties involved.

Parents and Guardians

As integral members of our College community, parents and guardians play a crucial role in supporting their child's education and well-being. To foster a collaborative and positive learning environment, it is important to define the rights and responsibilities of parents and guardians:

Right to Information:

Parents and guardians have the right to be informed about College policies, procedures, and expectations relevant to their child's education. This includes access to information regarding curriculum, assessments, extracurricular activities, and College events.

Responsibility: Parents and guardians should read carefully and follow college policies and procedures in a timely and effective manner, trusting in the professionalism of the staff members. Parents and guardians have a responsibility to collaborate with College staff and administrators in promoting a positive and supportive learning environment. This includes adhering to College policies and procedures, attending College events, and participating in parent-teacher conferences and meetings as needed. Parents and guardians have a responsibility to maintain open and effective communication with the College, including information the College of any changes to contact information, emergency situations or concerns regarding their child's well-being or academic performance. This includes any reports compiled by professionals that may have an effect on the child's emotional, social or academic performance and behaviour at school.

Right to Participation:

Parents and guardians have the right to participate in their child's education by attending parent-teacher conferences, College events, and meetings with College administrators. They also have the right to be contribute in decision-making processes that affect their child's academic and social-emotional development.

Responsibility: Participation in college activities shows the children that the parents/guardians care about their upbringing. Participation is also part of multi-lateral communication with the designated professionals whose experience should be respected. Parents and guardians have a responsibility to support and reinforce their child's learning by providing a conducive environment for study, encouraging regular attendance and punctuality, and actively engaging in their child's academic progress.

Right to Voice Concerns:

Parents and guardians have the right to voice concerns or grievances related to their child's education or College experience. They should feel empowered to communicate openly with College staff and administrators and seek resolution to any issues respectfully and constructively.

Responsibility: Voicing concerns requires listening and evaluating as well as communicating appropriately. Respect for different viewpoints must be retained at all times as even the strongest exceptions can be conveyed in well-mannered communication. Parents and guardians have a responsibility to maintain open and effective communication with the College, including informing the College of any changes to contact information, emergency situations, or concerns regarding their child's well-being or academic performance.

Right to Privacy:

Parents and guardians have the right to expect that their child's personal information, academic records, and family circumstances will be treated with confidentiality and privacy under applicable laws and regulations.

Responsibility: Adults should refrain from infringing privacy actually or in perception. Gossip is frequently one such major infringement. Need to know and 'nice' to know should be kept strictly apart. Parents and guardians have a responsibility to reinforce the values, expectations, and behavioural standards promoted by the College, both at home and in the broader community. They play a critical role in instilling a sense of respect, responsibility, and empathy in their child's character.

By recognising and fulfilling their rights and responsibilities, parents and guardians contribute to the success and well-being of their child and the overall strength of our College community. Together, we can work collaboratively to ensure that every student receives the support, guidance, and opportunities they need to thrive academically, socially, and emotionally.

Technology and Social Media Usage

In today's digital age, technology and social media have become integral aspects of both academic environments and students' lives outside of school hours. As educational institutions navigate the complexities of integrating technology into the learning process, it has become increasingly vital to establish clear guidelines regarding its usage, both within school premises and during afterschool hours. Recognising the significant impact that technology and social media can have on students' behaviour, academic performance, and overall well-being, a comprehensive behaviour policy must be implemented to promote responsible and constructive use. This part of the behaviour policy aims to foster a balanced approach to technology usage, emphasising the importance of digital literacy, ethical conduct, and maintaining a healthy balance between online and offline activities. By establishing clear expectations and guidelines, educators and parents can work collaboratively to support students in developing positive digital habits that enhance their learning experience and promote a safe and respectful online environment.

Students

Age Restrictions and Social Media Usage: Students should adhere to age restrictions set by social media platforms, which typically require users to be at least 13 years old to create an account. Parents should be aware that students under the age of 13 are prohibited from owning social media accounts as per the policies of many social media platforms.

Responsibility: Students and adults must respect age restrictions and refrain from creating or using social media accounts if they are under the age of 13. Parents/guardians are encouraged to monitor their child's online activity and ensure compliance with age-appropriate internet usage.

Use of Personal Devices: Students will refrain from using personal mobile phones, smartwatches, tablets, or other electronic devices during school hours, unless explicitly permitted by school staff for educational purposes.

Responsibility: Students are responsible for following school rules regarding the use of personal devices on school premises and during school activities. They are required to prioritise academic engagement and minimise distractions caused by personal technology.

Photography and Recording: Students will not record, take photos, or capture videos of individuals on school premises without their consent. This includes both students and staff members.

Responsibility: Any recordings made for educational purposes must adhere to applicable privacy laws and school policies.

Communication with Staff: Students and guardians will not communicate with members of staff via personal social media accounts or private messaging platforms. Official communication with staff will always be conducted through designated channels provided by the school.

Responsibility: Students will maintain professional boundaries in their interactions with staff members and adhere to school protocols for addressing academic or administrative concerns. They are required to use appropriate channels, such as email or in-person meetings, to communicate with staff respectfully and constructively.

Responsible Internet Usage: Students will use the college's internet facilities responsibly, adhering to acceptable use policies and guidelines provided by the school. This includes avoiding accessing inappropriate or harmful content, engaging in cyberbullying or harassment, or violating the rights of others online.

Responsibility: Students are responsible for using technology and internet resources in a manner that is consistent with educational goals, ethical standards, and legal requirements. They should exercise caution when sharing personal information online and report any incidents of cyberbullying or inappropriate content



Basic internet safety rules and regulations

Protect Personal Information: Students should avoid sharing personal information such as full name, address, phone number, or school details on public forums or social media platforms. They should also use strong, unique passwords for online accounts and refrain from sharing passwords with others.

Think Before Clicking: Students should exercise caution when clicking on links, downloading files, or interacting with unfamiliar websites or emails. They should be wary of online scams, phishing attempts, and malware that may compromise their personal information or device security.

Respect Copyright and Intellectual Property: Students must respect copyright laws and intellectual property rights when using online resources for research or creative projects. They will properly cite sources, obtain permission to use copyrighted materials, and avoid plagiarism in their academic work.

Cybersecurity Practice: Students should regularly update software and antivirus programs on their devices to protect against security vulnerabilities and malware. They should also be mindful of their digital footprint and take steps to secure their online accounts and privacy settings.

Internet Safety laws of Malta

Students and Parents/Guardians are directed to familiarise themselves with the internet safety laws and regulations of Malta, which govern online behaviour, data protection, and cybersecurity within the country. These laws outline legal requirements and penalties related to cybercrime, online harassment, data breaches, and other internet-related offences.

By adhering to these guidelines and regulations, students can safely navigate the digital landscape, protect their personal information, and contribute to a positive and respectful online community within the school environment.

Section Three

Consequences and Rewards

Disciplinary Procedures at St Edward's College

At St Edward's College, disciplinary procedures are designed to address incidents with fairness and respect for each student's circumstances. We do not adhere to a system of fixed consequences for specific misdemeanours but, rather, assess each case independently.

General Approach

Teachers are responsible for handling minor incidents, such as missing or substandard homework, or minor behavioural issues, within their classes. For more serious infractions, such as disrespect towards staff or bullying, incidents are referred to the Section Head or the Headmaster. All consequences must maintain the dignity of the student, and corporal punishment in any form is strictly prohibited.

Handling Minor and Serious Incidents

Minor cases are typically managed by the teacher involved, with possible involvement from the Student Support member of staff if necessary. However, more serious or repeated offenses, like persistent academic negligence or damage to school property, are escalated to the Head of Section.

Consequences for misbehaviour are age appropriate and may include verbal warnings, detention during school breaks, in-school suspension, after-school detention, or, in severe cases, out-of-school suspension or expulsion, as determined by the Headmaster.

Review and Monitoring

Early Years students are regularly observed and any undesired behaviour is discussed with parents and tackled collectively. This is repeated until the behaviour is overcome.

In the Junior School section and upwards, disciplinary reports are reviewed monthly by the Heads of Section. After three disciplinary incidents in a term, the student will receive an after-school detention. Decisions regarding suspensions are made by the Head of Section and/or the Headmaster, with parents or guardians notified three days in advance.

Zero Tolerance for Bullying

St Edward's College maintains a zero-tolerance policy towards bullying, with strict sanctions imposed on perpetrators. Students displaying bullying tendencies receive support and intervention from Student Support, in alignment with our Anti-Bullying Policy.

Recording and Communication

Disciplinary issues are recorded in MySchool, the college's software platform, which is used from Early Years to IB sixth form.

In case of Early Years, incidents related to developmental behaviour are recorded as incident reports and shared with parents throughout. When behavioural incidents repeated occur, without a marked improvement, a behavioural record is inputted on My School.

From Junior school upwards, serious infractions are documented in the My School discipline section, with comments and actions recorded for transparency. Guardians, as well as relevant staff members, are notified electronically of disciplinary actions taken.

Meetings involving all concerned parties are convened for repeated or serious behavioural concerns, with immediate parental involvement in cases of serious or dangerous behaviour.

At St Edward's College, we prioritize a collaborative approach to discipline, ensuring consistency, fairness, and the well-being of all students.



Behaviour Procedures (Junior School upwards)

Type of Behaviour (list is not necessarily exhaustive)	Suggested Sanction	Action by
Low-level chatting Silliness Lack of concentration Incorrect wearing of the uniform Using items in the classroom that lead to distractions	Verbal Warning	Class Teacher / LSE
Failure to complete classwork Lateness to a lesson Using items in the classroom that lead to distractions (after 1 warning) Incorrect wearing of the uniform (after 3 warnings on the same day)	10 min break – in (to finish task required)	Class Teacher / LSE
No homework submitted Reluctance to follow instructions after warnings Persistent low-level chatting, disruption in class, incomplete classwork Failure to bring equipment on more than one occasion Rudeness to another student (not discriminatory) Misuse of technology during school hours (ex: ICT lesson) Poor behaviour outside the classroom or in between lessons Using items in the classroom that lead to distractions (after 2 warnings) Incorrect wearing of the uniform (after 5 warnings on the same day)	30 min break-in	Class Teacher / LSE / Head of Section

Type of Behaviour (list is not necessarily exhaustive)	Suggested Sanction	Action by
Persistent no homework submitted Using a technological device during school hours without permission Inappropriate language (swearing), rudeness to an adult or peer Defiance to a member of staff Failure to attend a break-in on more than one occasion without a reason Rough play that leads to injuring another student Persistent incorrect wearing of the uniform (missing parts, repeated warnings etc...) Racist and discriminatory behaviour Physical altercation on pitch and outside pitch with intention to hurt / retaliate Persistent behaviour of the above	Recorded on MySchool Device confiscation for 1 day or more Possible repeated break-ins Community service and/or after-school detention	Class Teacher / LSE / Head of Section
Minor Vandalism to school property or property of others, Graffiti etc... Persistent racist and discriminatory behaviour Bullying Inappropriate language or rudeness which is deliberate and persistent Threatening behaviour towards a member of staff or peer Theft Bringing in inappropriate items to school	Item to be cleaned, replaced or a fine issued Suspension Meeting with Parents	Class Teacher / LSE / Head of Section / Headmaster

Type of Behaviour (list is not necessarily exhaustive)	Suggested Sanction	Action by
All of the above if deemed necessary by SLT Possession and/or dealing in illegal substances Serious bullying Serious physical assault and threatening behaviour on a student and member of staff Sexual or indecent assault Extreme serious damage to property Serious Theft Having a weapon Making a malicious allegation or repeating slander against a member of staff which could jeopardize their reputation or employment	Expulsion from School or any other consequence as deemed fit by SLT and Headmaster	SLT / Headmaster



How to correct inappropriate behaviour (Whole School approach).

As in line with the National Policy, 'Managing Behaviour in School MEDE 2015', educators are encouraged to follow the below procedures.

1. Attract the students' attention nonverbally trying not to interrupt the flow of the lesson.
2. Give a first warning to the student to stop inappropriate behaviour and engage the student in the activity.
3. Give a second warning, encouraging the student to make the right choice, stop inappropriate behaviour and engage with the class.
4. Remind the student of the consequences should the behaviour continue.
5. Give the student a final warning clearly mentioning the consequences of their behaviour.
6. Explain to the student that due to their choice to persist in the undesirable behaviour, the consequences need to be applied.
7. Where applicable fill out a Discipline Report on MySchool. In cases of severely challenging behaviour, refer to the Head of Section for assistance.

If a student requires additional support due to challenging behaviour, professionals collaborate with the student and any significant individuals in the child's life to develop an individualised plan.

Positive Behaviour and Rewards Policy

At St Edward's College, we believe in fostering a positive learning environment that promotes respect, responsibility, and achievement. Our Positive Behaviour and Rewards Policy aims to recognise and reinforce exemplary conduct, encouraging students to embody our core values and contribute positively to the school community.

Guiding Principles

Promoting Positive Behaviour: We actively promote positive behaviour by emphasising our school values, including respect, integrity, kindness, and perseverance. Through regular communication and modelling by staff members, we encourage students to demonstrate these values in their everyday actions.

Clear Expectations: We set clear and consistent expectations for behaviour across all areas of school life, including classrooms, hallways, and communal spaces. These expectations are communicated to students, staff, and parents to ensure a shared understanding of our behavioural standards.

Recognition and Celebration: We celebrate and recognise positive behaviour through a variety of means, including verbal praise, certificates, awards ceremonies, and public acknowledgments. By highlighting examples of exemplary conduct, we reinforce positive behaviour as a cornerstone of our school culture.

Implementation and Monitoring

Consistency: Our reward system is implemented consistently across all grade levels and classrooms to ensure fairness and equity. Teachers and staff members adhere to the established criteria for awarding merit points, house points, certificates, and privileges.

Monitoring and Evaluation: We regularly monitor and evaluate the effectiveness of our Positive Behaviour and Rewards Policy through feedback from students, parents, and staff members. Adjustments are made as necessary to ensure that the policy remains relevant and impactful in promoting positive behaviour and reinforcing our school values.

By recognising and celebrating positive behaviour, we empower students to become responsible, respectful, and engaged members of our school community. Through collaboration and consistency, we strive to cultivate a culture where excellence is not only expected but also celebrated and rewarded.



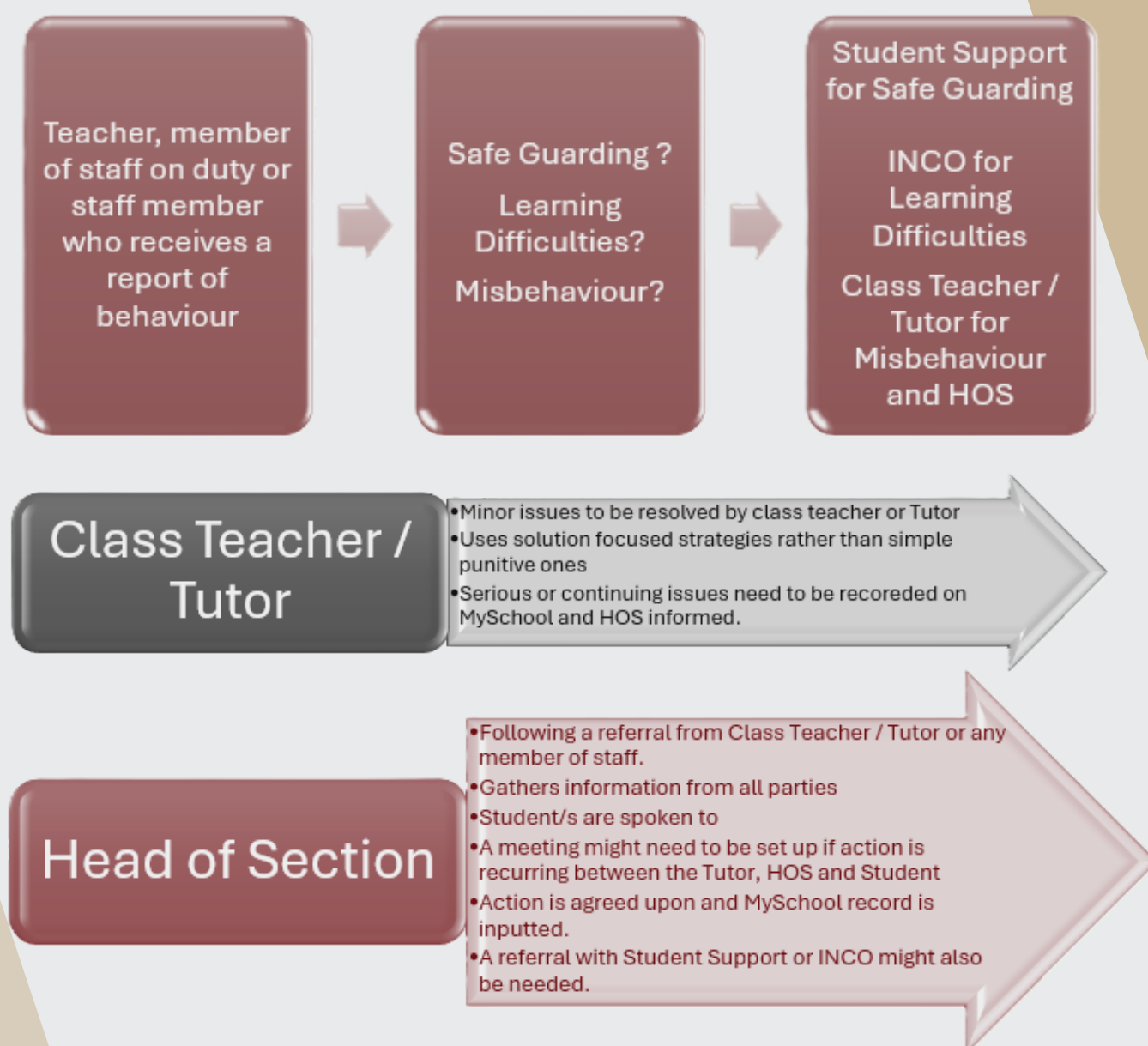
For Reference

	AREA	MINOR	MAJOR
Being Safe	Movement around school	- Running on concrete or around buildings - Running in stairwells - Not entering class	
	Play	- Incorrect use of equipment - Not playing school approved games - Playing in toilets	- Throwing objects - Possession of weapons
	Physical contact	Minor physical contact (for example pushing and shoving)	- Serious physical aggression - Serious physical contact of a sexual nature including groping - Fighting
	Correct Attire	Not wearing appropriate shoes / uniform	
	School Transport	Inappropriate bus behaviour	Dangerous bus behaviour
	Other	Sniffers	- Possession or selling of illegal substances - Possession of weapons or sharp objects
Being Responsible	Class tasks	- Not completing set tasks that are at an appropriate level - Refusing to work - Copying work and passing it as one's own	- Consistent refusal to participate in class tasks - Cheating during examinations
	Being in the right place	- Not being punctual - Not in the right place at the right time.	- Consistent tardiness - Leaving class without permission (out of sight) - Leaving school without permission
	Follow instructions	- Low intensity failure to respond to adult request - Non compliance - Uncooperative behaviour	Persistent non-compliance and uncooperative behaviour
	Accept outcomes for behaviour	Minor dishonesty	Major dishonesty
	Rubbish	- Littering - Chewing Gum - Eating in Class	Repeated littering and eating in class
	Mobile Phone / Electronic Devices	- Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) - Unauthorised communication with parents and third parties including students	- Use of a mobile phone/Electronic devices in any part of the school for voicemail, email, text messaging or filming purposes without authorisation - Cyber-bullying
Being Respectful	Language	- Inappropriate language (written/verbal) - Calling out - Poor attitude - Disrespectful tone	- Offensive language - Aggressive language - Verbal abuse / directed profanity
	Property	- Petty theft - Lack of care for the environment	- Stealing / major theft - Wilful property damage - Vandalism
	Others	- Not playing fairly - Minor disruption to class - Minor defiance - Minor bullying / harassment - Inappropriate sexual innuendos	- Major bullying / harassment / discrimination - Major disruption to class - Blatant disrespect - Major defiance - Racial harassment - Possession of/dissemination of pornographic material - Language of a sexual nature

Managing Behaviour in School, MEDE, 2015

Process Flow Chart and Referrals for: Undesired behaviour or pastoral concerns.

All behavioural issues are different and are dealt with on a case-by-case basis. The following flow chart offers direction and insight into the process. Whenever possible, teachers or another supervising member of staff needs to intervene in a meaningful way to solve the misbehaviour. Referrals to HOS and Headmaster arrive when the teacher has ALREADY taken action not INSTEAD of.



Head Master

- Following a referral from Head of Section and/or Student Support or INCO a meeting is set up to discuss the situation.
- Further interviews might be conducted.
- Determine consequence and/or support plan with clear targets to improve/remedy the misbehaviour
- Meeting with parents and student to discuss the wayforward
- Consequence is dealt with



Section Four

Support Services

Support services refer to resources, programs, and interventions provided by the College to address the diverse needs of students and support their academic, social, emotional, and behavioural development. These services are designed to ensure that all students have access to the necessary support systems and resources to succeed in College and beyond. Support services may include:

Counselling Services:

Purpose: Counselling services are available to provide students with confidential support and guidance in addressing a wide range of personal, social, and emotional concerns. Students, staff members, parents and guardians can all contact the counselling service offered by the College via email on: studentsupport@stedwards.edu.mt

Scope: A trained counsellors offer individual counselling sessions to help students explore their feelings, cope with stress, manage conflicts, and develop healthy coping strategies. Group counselling sessions may also be available to address common issues such as anxiety, depression, or peer relationships. This service is also extended to staff members and parents/guardians.

Access: Students can access counselling services through self-referral, educator referral, or parent/guardian referral. Counselling sessions are conducted in a safe and confidential environment, with the utmost respect for student privacy and confidentiality.

Mentoring Programs:

Purpose: Mentoring programs pair students with educators to provide guidance, support, and encouragement to help students achieve their academic and personal goals.

Scope: Mentors may offer academic assistance, career guidance, and life skills development through one-on-one mentoring sessions, group activities, and workshops. Mentoring programs aim to enhance students' self-esteem, resilience, and sense of belonging within the College community.

Access: Students may participate in mentoring programs voluntarily or be referred by educators, counsellors, or parents/guardians. Mentoring relationships are based on mutual trust and respect, with mentors serving as positive role models and advocates for student success.

Behaviour Intervention Plans (BIPs):

Purpose: Behaviour intervention plans are individualised plans designed to support students with behavioural challenges by addressing the underlying causes of their behaviour and implementing targeted interventions to promote positive change.

Scope: BIPs are developed collaboratively by a team of College staff, including teachers, counsellors, administrators, and parents/guardians, based on a thorough assessment of the student's behaviour and needs. The plan may include specific goals, strategies, and supports to help the student learn and practice appropriate behaviours in various settings.

Access: Students who exhibit persistent or significant behavioural difficulties may be identified for the development of a behaviour intervention plan. The plan is regularly reviewed and adjusted based on the student's progress and changing needs, with ongoing communication and collaboration among all stakeholders.

Referrals to External Agencies or Professionals:

Purpose: In some cases, students may require additional support beyond what the College can provide. Referrals to external agencies or professionals may be made to ensure students receive the specialised services they need to address complex or serious issues.

Scope: External agencies and professionals may include mental health professionals, psychologists, psychiatrists, social workers, community organisations, or government agencies specialising in child and youth services. Referrals may be made for assessment, diagnosis, therapy, medication management, crisis intervention, or other specialised services.

Access: Referrals are made based on the assessment of the student's needs and the recommendation of College staff, in consultation with parents/guardians. Collaboration and communication between the College and external agencies/professionals ensure continuity of care and support for the student.

By highlighting the availability of these support services, the College demonstrates its commitment to addressing the diverse needs of all students and promoting their overall well-being. Through early intervention, personalised support, and collaboration with students, families, and external partners, the College strives to create a supportive and inclusive learning environment where every student can thrive academically, socially, and emotionally.

Section Five

Parental Involvement

Through active engagement, communication, and collaboration between the College and parents/guardians, we strengthen our ability to promote positive behaviour, address disciplinary issues, and support the holistic development of every student. By recognising the importance of parental involvement, we reinforce the idea that education is a shared responsibility involving all members of the College community.

Emphasising Importance:

Parental involvement plays a critical role in promoting positive behaviour and fostering a supportive College environment. When parents/guardians are actively engaged in their child's education, students are more likely to succeed academically, develop strong social-emotional skills, and demonstrate responsible behaviour. Parents/guardians should uphold the College ethos and mission statement.

Promoting Positive Behaviour:

Parents/guardians are encouraged to reinforce College expectations and values at home, emphasising the importance of respect, responsibility, and empathy. By modelling positive behaviours and providing consistent guidance, parents/guardians can help their children understand and adhere to College rules and norms.

Addressing Disciplinary Issues:

In the event of disciplinary issues involving their child, parents/guardians are vital partners in the resolution process. Open communication and collaboration between the College and parents/guardians are essential for understanding the underlying factors contributing to the behaviour and developing effective interventions.

Communication Channels:

The College provides multiple channels for communicating with parents/guardians. This may include:

- Regular newsletters, emails, or website updates informing parents/guardians of College policies, expectations, and upcoming events.

- Parent-teacher consultation days or one-to-one meetings where parents/guardians can discuss their child's progress, behaviour, and any concerns with educators or College administrators.
- A dedicated online platform in the form of MySchool, where parents/guardians can access information about their child's attendance, grades, and disciplinary records.
- Emergency contact information on file to ensure prompt notification of parents/guardians in the event of a serious incident or emergency involving their child. It is the responsibility of the parents/guardians to keep the College updated with any relevant changes to their contact information and/or status.

Notification of Incidents:

In the event of a disciplinary incident involving their child, parents/guardians will be promptly notified by College staff. This notification may include details of the incident, consequences imposed, and any follow-up actions or support services offered to the student. This can be done in any of the following forms such as email / disciplinary note/phone call / meeting.

Involvement in Resolution Process:

Parents/guardians are encouraged to actively participate in the resolution process, working collaboratively with College staff to address the behaviour and support their child's development. This may involve attending meetings with College administrators, counsellors, or support staff to discuss the incident, develop a behaviour intervention plan, and identify strategies for preventing future occurrences.

Parent Education and Support:

The College may offer parent education workshops, seminars, or resources on topics such as positive discipline, effective communication strategies, and supporting children's social-emotional development. By empowering parents/guardians with knowledge and skills, the College enhances their ability to reinforce positive behaviour and contribute to their child's success.

Building Partnerships:

By fostering strong partnerships between the College and parents/guardians, we create a collaborative community dedicated to the well-being and success of every student. Together, we work towards a shared goal of promoting a positive College culture, supporting student growth, and ensuring a safe and inclusive learning environment for all.

Section Six

Training and Professional Development

The section will highlight the importance of training and professional development in equipping staff members with the necessary tools and strategies to effectively implement the behaviour policy and address behavioural challenges in the College environment.

Behaviour Policy Implementation:

Purpose: Training on behaviour policy implementation equips staff members with the knowledge, skills, and strategies needed to effectively enforce College rules, promote positive behaviour, and address disciplinary issues fairly and consistently.

Content: Training sessions may cover key components of the behaviour policy, including rights and responsibilities, disciplinary procedures, intervention strategies, and the use of positive behaviour support techniques. Staff members learn how to apply policy guidelines in various situations and tailor interventions to meet the needs of individual students.

Formats: Training may be delivered through workshops, seminars, online courses, or staff meetings, facilitated by experienced educators, administrators, or behaviour specialists. Interactive activities, case studies, and role-playing exercises may be used to enhance learning and skill development.

Classroom Behaviour Management:

Purpose: Classroom behaviour management training provides teachers with strategies and techniques for creating a positive and supportive learning environment, fostering student engagement, and preventing and addressing disruptive behaviours.

Content: Training may cover topics such as establishing clear expectations and routines, implementing proactive classroom management strategies, building positive relationships with students, and responding effectively to challenging behaviours. Teachers learn how to use reinforcement, redirection, and positive reinforcement techniques to promote desired behaviours and minimize disruptions.

Formats: Training may include observation and feedback sessions, peer mentoring, coaching, and professional learning communities where teachers collaborate and share best practices. Ongoing support and follow-up are provided to help teachers implement new strategies effectively and reflect on their practice.

Supporting Student Behaviour:

Purpose: Training on supporting student behaviour focuses on equipping staff members with the knowledge and skills needed to identify and address the underlying factors contributing to students' behavioural challenges and provide appropriate support and intervention.

Content: Training may include topics such as understanding the social-emotional needs of students, recognising signs of trauma or mental health issues, implementing behaviour intervention plans, and collaborating with colleagues, parents/guardians, and external support services.

Formats: Training may involve workshops, seminars, or professional development sessions led by College psychologists, counsellors, or behaviour specialists. Staff members learn how to conduct functional behaviour assessments, develop individualised support plans, and implement evidence-based interventions to address students' behavioural needs.

Professional Development Opportunities:

In addition to formal training sessions, staff members are encouraged to pursue ongoing professional development opportunities to enhance their knowledge, skills, and effectiveness in supporting student behaviour.

Opportunities may include attending conferences, seminars, or webinars on topics related to behaviour management, social-emotional learning, trauma-informed practices, restorative justice, or culturally responsive teaching.

Staff members may also participate in collaborative learning communities, action research projects, or communities of practice focused on behaviour support and positive College climate.

The College supports staff members in accessing resources, materials, and professional literature related to behaviour management and provides opportunities for reflection, feedback, and continuous improvement.

By investing in training and professional development for staff members, the College strengthens its capacity to create a positive and supportive learning environment, promote student well-being, and foster a culture of respect, responsibility, and inclusivity. Through ongoing learning and collaboration, staff members are empowered to effectively implement the behaviour policy, manage classroom behaviour, and support students in meeting behavioural expectations, ultimately contributing to student success and achievement.

Section Seven

Review and Evaluation

By engaging stakeholders in a comprehensive review and evaluation process, the College demonstrates a commitment to transparency, accountability, and responsiveness to the needs of the College community. Through collaborative efforts and data-informed decision-making, the behaviour policy can evolve to better support the holistic development and well-being of all students.

Regular Assessment:

The behaviour policy will undergo regular assessment and evaluation to determine its effectiveness in promoting a positive College culture, ensuring student safety, and addressing behavioural challenges. The review process will occur on a bi-annual basis, with interim evaluations conducted as needed in response to emerging issues or concerns.

Stakeholder Involvement:

Input from a diverse range of stakeholders, including students, staff, parents/guardians, administrators, and community members, will be sought during the review and evaluation process. Each stakeholder group will be provided with opportunities to share feedback, insights, and suggestions for improving the behaviour policy.

Data Collection:

Multiple sources of data will be collected to inform the review and evaluation process. This may include:

- Surveys or questionnaires may be administered to students, staff, and parents/guardians to gather perceptions and experiences related to College climate, behaviour expectations, and disciplinary practices.
- Incident reports, disciplinary records, and behaviour trend data to assess the frequency and nature of behavioural incidents within the College.
- Academic performance data, attendance records, and student engagement metrics to evaluate the impact of the behaviour policy on student outcomes.

Analysis and Synthesis:

Data collected from various sources will be analysed and synthesised to identify trends, patterns, strengths, and areas for improvement related to the behaviour policy. Key findings and insights will be documented and shared with stakeholders to inform the review process.

Feedback and Input:

Stakeholders will be invited to participate in feedback sessions, focus groups, or advisory committees to discuss the findings of the data analysis and provide additional input on the strengths and weaknesses of the behaviour policy. Open-ended questions and prompts will encourage stakeholders to share their perspectives, concerns, and suggestions for enhancements.

Revision and Updates:

Based on the analysis of data and feedback from stakeholders, revisions and updates to the behaviour policy will be proposed and developed. Revisions may include modifications to policy language, adjustments to disciplinary procedures, or the addition of new interventions or supports.

Proposed revisions will be reviewed and approved by the College leadership team, with input from relevant stakeholders. Clear rationale and justification will be provided for each proposed change, along with a plan for implementation.

Communication and Transparency:

Once revisions are finalised, the updated behaviour policy will be communicated to all stakeholders through multiple channels, including College websites, newsletters, staff meetings, and parent/guardian communications. Transparency regarding the revision process and the rationale behind changes will be maintained to foster trust and accountability.

Implementation and Monitoring:

Following the implementation of revised policies and procedures, ongoing monitoring and evaluation will occur to assess their impact and effectiveness. Feedback loops will be established to solicit continuous input from stakeholders and identify opportunities for further refinement or improvement.

Continuous Improvement:

The review and evaluation process will be ongoing, reflecting a commitment to continuous improvement and adaptation to changing needs and circumstances. Feedback from stakeholders will be valued and integrated into future revisions of the behaviour policy, ensuring its relevance and effectiveness over time.