



#NEXTGEN

BY SAN ANDREA SCHOOL

Behaviour Policy

San Andrea Summer School & #Nextgen

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1. Introduction

At San Andrea, we are dedicated to nurturing a community that embodies respect, integrity, and excellence in every facet of its operations. Our Behaviour Policy is evidence to our commitment, outlining the behavioural expectations that are in harmony with our School Vision, Mission, Ethos, and the broader set of principles and policies that shape our collective journey. We are committed to fostering an environment where learners are encouraged to become insightful, respectful, and responsible leaders of tomorrow.

This behaviour policy is designed to ensure that San Andrea School is not only a beacon of academic excellence but also a nurturing ground for moral and ethical development. We envision our learners as proactive agents of positive change, equipped with the knowledge, curiosity, and ethical compass necessary to contribute meaningfully to both our local and global communities.

San Andrea School's 'Behaviour Policy' seeks to promote positive behaviour among members of the San Andrea Community and maximise on learning opportunities at school. Indeed, positive behaviour is strongly linked to learning. Hence, this policy aims to clarify San Andrea's rules and expectations, both inside and outside of the classroom. It emphasizes our commitment towards positive classroom management strategies and offers clear actions when learner misbehaviour persists. This policy is grounded in the document *Respect for All Framework*, published by the Ministry for Education and Employment (MEE, *Respect for All Framework*, 2014), amongst other national policies and frameworks.

To begin, it is necessary to clarify what is meant by school culture because learner behaviour and achievement is strongly impacted by the culture of a school. School culture is the school's personality, shaped by the individuals who form part of it. Just as people have their personalities, schools also form their personalities over time. This personality reflects the culture of the school; the values, attitudes, beliefs, and practices of the adults who form part of the school. All adult staff, including educators, senior management, administration, and secretarial, and ancillary staff, play a role in school culture development.

This document makes use of the term: learner. The Learner is the student who gains knowledge in a variety of methods progressively and constructively by being given opportunities and activities that are appropriate to their development on the social, academic, emotional, and psychological levels (MEE, *National Homework Policy*, 2018).

Reason, Respect and Responsibility

The San Andrea School Community leads by example and strives to encourage all learners to use our school ethos to guide them within the variety of roles that they occupy as young individuals. Learners have a right to be in a safe and enriching environment. This right gives them the responsibility to contribute towards maintaining such an environment. Hence, learners are encouraged to immerse themselves in learning opportunities with their educators and peers, and to contribute to San Andrea's school culture. Here are a few examples which illustrate ways in which learners can action our school motto.

Reason:

Strive to engage in rational thought and judgement.

Apply yourself to learning opportunities presented to you.

Be ready to take the initiative and work collaboratively with others.

Develop your resilience by embracing challenges and learning from every experience.

Reflect on your experiences to further develop your reasoning abilities.

Respect:

Be honest with yourself and with others.

Forgive yourself and others – everyone makes mistakes.

Be guided by what you know is right and what is wrong.

Give yourself time to think and reflect.

Listen to others.

Be kind to yourself and others.

Look after your belongings and those of others.

Responsibility:

You are responsible for what you think – make the right choices.

You are responsible for what you say – speak politely and with kindness.

You are responsible for what you do – be respectful and use your time wisely.

Take your responsibilities seriously.

Responsible behaviour will enable you to contribute to a positive school culture.

2. Misbehaviour & Restorative Practices

At San Andrea School, we are committed to fostering a safe, respectful, and supportive environment where every student can learn and thrive. This behaviour policy outlines the expectations for student conduct, promoting responsibility, respect, and a sense of community.

Learner misbehaviour is problematic for several reasons. It has an impact on the educational progress of the misbehaving learner, it hinders and disrupts the social and educational progress of those learners who share a class with the misbehaving learner and negatively impacts the learner later in their life as individuals (MEE, Managing Behaviour in Schools Policy, 2015).

Our discipline policy is rooted in the principles of restorative practices, accountability, and growth. We believe in addressing misconduct through consequences, guidance, learning, and reconciliation rather than punishment, with the goal of helping students develop self-discipline and a deeper understanding of how their actions affect others. Meanwhile, with clear guidelines, structure, adapt disciplinary actions and support systems, we provide and safeguard a safe environment for all, where learning can take place.

2.1. Understanding the philosophy behind Restorative Practices

Our approach to addressing misbehaviour is based on the principle of 'discipline with love', emphasizing teaching and consequences rather than punishment. Punishment often arises from frustration and causes children to suffer for their mistakes. At San Andrea, we prioritize restorative practices, where educators engage in meaningful dialogue to help students understand the impact of their actions, take responsibility, and learn from conflicts. Our philosophy focuses on rebuilding relationships between those harmed and those responsible, fostering resilience, self-discipline, and emotional intelligence through communication and thoughtful consequences, guiding students to become problem-solvers and more responsible and empathetic members of our community. Moreover, having clear guidelines, expectations, systems and disciplinary actions will create a structured, consistent, fair and safe environment for all.



(Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, 2014)

2.2. Restorative Discipline Approach

When behaviour expectations are not met, a restorative approach is used to guide students in learning from their mistakes and repairing any harm done. The following are some guidelines to be used in practice when the need arises.

- **Restorative Conversations:** A one-on-one conversation between a staff member and the student to discuss the behaviour and its impact.
- **Restorative Circles:** A group meeting that includes the student, those affected, and a mediator to discuss the incident, address the harm caused, and find a resolution.
- **Reflective Assignments:** Assigning written reflections or creative projects that help students process their actions and understand their impact on the community.
- **Restitution:** Encouraging students to apologize, offer restitution, or perform acts of service to make up for their behaviour.
- **Skills Development Programs:** Workshops or sessions focused on conflict resolution, communication, and emotional regulation.

2.3. Behavioural Interventions

When a student's behaviour repeatedly falls below expectations, additional interventions may be put in place to support positive behaviour changes, such as:

- **Mentorship Programs:** Assigning a staff mentor to guide the student through behaviour challenges, providing support and encouragement.
- **Parental Involvement:** Parents or guardians may be involved in meetings and interventions to support the student's progress.
- **Behaviour Monitoring Plans:** Individualized support plans for students who need ongoing behavioural intervention, tailored to their specific needs.

2.4. Nursery – Grade 6

3.3 Consequences for misbehaviour:

- Change seat in class; while making sure it is not negatively impacting another student.
- 5-minute break – in.

3.3 Consequences for serious disruptive misbehaviour:

- Not being allowed to go on a school outing. This measure should be left as one of the last resorts after restorative practices and behavioural interventions have not been fruitful.
- A suspension from school for one or more days.
- In the case of extremely serious disruptive behaviour, the school reserves the right to expel a learner from school.

2.5. #NEXTGEN programme

3.3 Types of Misconduct

Misconduct can range from minor disruptions to more serious offenses. Examples include but are not limited to:

- Disrespect toward peers or staff
- Use of foul language
- Damage to school property
- Misuse of devices
- Bullying or harassment
- Physical aggression or violence

3.3 Consequences for Misconduct

While our focus is on restorative practices, some behaviours may require further consequences to ensure a safe and respectful school environment.

- **Warnings and Discussions:** For minor infractions, students will receive verbal warnings and participate in conversations about their behaviour and its impact.
- **Infractions:** Parents and students will be notified through a written email.
- **Out-of-School Suspension:** In cases of serious misconduct or when the safety of others is at risk, out-of-school suspension may be used.
- **Exclusion/Expulsion:** In extreme cases, where behaviour poses a significant risk to the school community, the school may consider exclusion or expulsion, in line with local education authority guidelines.

For repeated or serious breaches of the code of conduct, parents or guardians will be contacted to discuss the student's behaviour and collaborate on a plan for improvement.

3. Anti-Bullying Policy

At San Andrea School, our core values are Reason, Respect, and Responsibility. Bullying behaviour directly contradicts these values and diminishes the quality of education. By showing a lack of respect for others and violating their fundamental human rights, bullying represents one of the most serious forms of disruptive behaviour.

At San Andrea School, we rely on the national documents published by the Directorate for Educational services entitled Addressing Bullying Behaviour in Schools Policy (MEE, Addressing Bullying Behaviour in School Policy, 2014) & Managing Behaviour in School Policy (MEE, Managing Behaviour in Schools Policy, 2015) which fall within the Respect for All Framework (MEE, Respect for All Framework, 2014). All policies are available online and may be accessed through the following link: <https://educationservices.gov.mt/en/resources/Pages/Policy-Documentation.aspx>

3.3 Definition

Bullying behaviours are actions carried out repeatedly over time by an individual or group, intentionally causing harm, either directly or indirectly, to someone who struggles to defend themselves. Bullying behaviours can appear in various forms and are often motivated by preconceived notions about an individual or group, based on an assumed power imbalance. These differences, whether real or perceived, fuel these notions. Consequently, bullying is any aggressive action that infringes upon the rights of the victim(s) (MEE, Addressing Bullying Behaviour in School Policy, 2014).

School bullying is a deeply troubling issue where individuals intentionally use their power or influence to intimidate and harm their peers. This behaviour not only causes immediate emotional and psychological distress to victims but can also lead to long-term consequences, affecting their social, emotional, and academic well-being.

3.3 Types of Bullying

3.3.1. **Direct Bullying** happens when there is face to face interaction with the target. It can be divided into two categories:

- **Physical bullying** - includes any physical act, which results in hurting or injuring the target. Examples include hitting, kicking and punching. Taking something that belongs to someone else and destroying it, is also considered a type of physical bullying.
- **Verbal bullying** is the most common form of bullying and includes name calling, insults, teasing, intimidation and racist remarks.

3.3.2. **Indirect bullying** takes place through gossip and the spreading of rumours. It is a more subtle type of bullying and hence it is often harder to identify. This type of bullying is carried out behind the target's back but in the presence of others. It is designed to harm the target's social reputation and/or cause humiliation through isolating/ostracizing, spreading lies and rumours about the target, making humiliating facial or physical gestures and menacing looks, playing nasty jokes meant to embarrass and humiliate, hurtful mimicking and teasing, and encouraging others to ignore or socially exclude the target child.

3.3.3. **Cyber Bullying** refers to the use of digital technology to harass, threaten, or intimidate someone. This behaviour can involve sending hurtful messages, spreading false information, sharing private details without permission, or posting damaging content online. Unlike face-to-face bullying, cyberbullying can happen around the clock and across various online platforms, making it more persistent and difficult to escape.

- Examples of cyberbullying include using electronic means to intimidate, harm, exclude or ruin the reputation of the target child using emails and instant messaging, texting, or digital imaging sent on cell phones, web pages and weblogs (blogs), chat rooms and discussion groups. These behaviours can profoundly impact students' mental wellbeing and academic performance. To address this issue, we are taking proactive measures.

In case of cyberbullying, our school places a strong emphasis on digital literacy and responsible online behaviour through educational programmes. By collaborating with parents and raising awareness within our school community, we collectively work towards limiting the detrimental impact of cyberbullying. The school is totally forbidding the use of mobile phones on school premises and vans and thus any student caught engaging in cyberbullying on school premises will undergo a thorough intervention process with school authorities and will face consequences not only related to cyberbullying but also for breaking a fundamental school rule about the usage of mobile phones.

If a student encounters cyberbullying outside the school's jurisdiction, we will offer as much support as possible to the victim. However, it is primarily the responsibility of the guardians to monitor and assist the affected child in such

cases. For severe incidents, parents/guardians are encouraged to report the matter to the cyber police for further investigation.

3.3.4. Racial and Religious Discrimination

Schools have a responsibility to ensure equal opportunities and foster positive relationships among students from diverse racial and religious backgrounds. They must be vigilant about any potential discrimination among students and take active steps to address and prevent it.

- Examples of such bullying include physical attacks based on race, ethnicity, nationality, or religion; using derogatory names, insults, or racist jokes; bringing racist materials into the school; verbal abuse or threats; encouraging others to act in a racist manner; making racist comments during discussions; and mocking individuals for cultural or religious differences (such as attire, food, music, or religious practices).

3.3.5. Sexual Bullying (referred in legislation as sexual harassment)

Sexual bullying involves any behaviour that targets an individual based on their gender or sexual orientation, and can include unwanted or inappropriate sexual advances, comments, or actions. It is a serious issue that undermines a student's right to feel safe and respected at school.

- Examples of sexual bullying include, making inappropriate remarks or jokes about someone's body, appearance, or sexual orientation; Sexual harassment such as unwanted touching, gestures, or sexual advances that make someone feel uncomfortable or threatened; Persistent and unwelcome attention or staring at someone's body in a sexual manner; Sharing false or harmful information and spreading rumours about someone's sexual behaviour or orientation; Displaying or sharing sexually explicit images or materials; Pressuring or forcing someone into sexual activities or behaviours against their will; making sexist remarks; Using derogatory language or actions that belittle someone based on their gender.

3.3 Disciplinary Actions

Restorative Justice in schools, being a positive discipline approach towards the search for a long-term solution to the problems (Basar and Akan, 2013: 26) aims to foster a learning environment where students develop the skills needed to manage their behaviour and contribute positively to the school community. Restorative justice operates within a broader framework of empowerment, involving the entire school community and reinforcing a commitment to zero tolerance for bullying.

When students engage in unacceptable behaviour, they should be given the opportunity to take responsibility for their actions, correct their behaviour, and make amends. This process is supported through a restorative justice approach, as detailed in Section 3, which focuses on addressing the needs of both victims and offenders. By promoting restorative practices, schools create a supportive context where behaviour issues are resolved constructively, helping students learn and grow from their experiences.

To maintain a safe and respectful environment, the school enforces a range of disciplinary actions to address bullying behaviour. This approach ensures that bullying is managed effectively and fairly while offering support to those impacted.

3.3.1. Investigation

All reported bullying incidents will be promptly and thoroughly investigated. The school will gather information from all parties involved, including witnesses, to understand the situation fully. Educators will follow an SOP for reporting bullying cases depending on the matter.

3.3.2. Consequences

In the section about **Misconduct and Restorative Practices**, more specific details are given about this regard. Depending on the severity and frequency of the bullying, consequences may include:

- **Verbal Warning:** A formal conversation with the student about their behaviour and its impact, emphasizing the need for change.
- **Written Warning:** In the case of serious misbehaviour, an incident report is written by one of the adult members who was present. The purpose of drafting an incident report is to keep a written record of serious

misbehaviour, so that one can monitor the frequency, grievousness and patterns of behaviour which might help staff address the needs of the learner. This report is an internal document and is not shared with third parties. Incident reports are filed and kept by members of the SLT.

- **Suspension:** Internal suspension from lessons or external suspension (temporary removal from school), which may range from a single day to multiple days, depending on the seriousness of the behaviour.
- **Exclusion/ Expulsion:** Permanent removal from the school, considered only for severe or repeated bullying cases that pose significant risk to others.

4. General Attire

Students attending summer school should dress in a manner that is comfortable yet appropriate for an educational setting. Attire should be respectful, free of offensive language or imagery, and provide adequate coverage. While summer weather may be warm, clothing such as excessively short shorts, crop tops, or overly revealing outfits are not suitable for school. Footwear should also be appropriate for safety and mobility. The summer school t-shirt helps in identifying student grades and students during outings. It is strongly encouraged that students make use of these t-shirts.

Actions if these rules are not adhered to:

- Students will not be allowed to go on school outings if not wearing the appropriate clothing.

5. Additional Procedures

5.1. Mobile phones and devices

- The usage of mobile phones is strictly prohibited within the school premises and on school related outings and activities.
- The mobile will be confiscated for the day. SIM card will be removed by student and can be given back.
- The school accepts no liability for any property that is lost, stolen, or damaged within the school premises. Responsibility for safeguarding any personal devices or possessions rests solely with the learner. It is advised that learners exercise due diligence in managing and securing their belongings while on school grounds.

An exception is granted solely to learners who rely on the blood sugar level/continuous glucose monitor, (e.g. Dexcom application) allowing them to possess a mobile phone solely for the purpose of utilising the mentioned application. Nevertheless, even in these cases, the mobile phone must be securely stored within a pouch. It is emphasized that the school disclaims any responsibility for potential incidents affecting these devices.

5.2. List of prohibited items:

- **Weapons** of any kind - including firearms such as guns or airguns (replica guns), knives of any size, sharp objects, any type of metal type, knuckledusters or any item that could potentially be used to cause harm.
- **Projectile Weapons** - Slingshots, bows and arrows, crossbows, and any device capable of launching an object with the potential to cause harm.
- **Illegal Substances** - Such as illicit drugs, alcohol, tobacco products, vapes or any controlled substances not prescribed for the learner by a healthcare professional.
- **Over-the-counter Medications/Prescription Drugs:** Unless specifically permitted by school policy and accompanied by a note from a parent or guardian and a letter with all the particulars which should be handed to the school nurse.
- Use of any of the following **illicit / over-the-counter medicines /** prescription drugs, but not exclusive, as follows:

Ayahuasca	MDMA (Ecstasy /Molly)
Cannabis (Marijuana-Pot-Weed)	Mescaline (Peytone)
Catha edulis (khat)	Methamphetamine (Crystal/Meth)
Central Nervous System Depressants (Benzos)	Over-the-Counter Medicines - Dextromethorphan (DXM)
Cocaine (Coke/ Crack)	Over-the-Counter Medicines - Loperamide
Fentanyl	PCP (Angel Dust)
GHB (Gamma Hydroxybutyrate) - Date Rape Drug	Prescription Opioids (Oxy /Perscs)
Hallucinogens	Prescription Stimulants (Speed)
Heroin	Psilocybin (Magic Mushrooms/Shrooms)
HHC (Hexahydrocannabinol) - Cannabinoid	Rohypnol (Flunitrazepam/ Roofies)
Inhalants	Salvia
Ketamine	Steroids
Kratom	Synthetic Cannabinoids (K2/Spice)
LSD	Synthetic Cathinones (Bath Salts / Flakka)
	Xylazine (Zombie Drug)

- **Explosive or Flammable Materials:** Including fireworks, lighters, matches, or any chemicals that could pose a risk of explosion or fire.
- **Electronic Devices Unrelated to School Activities:** Such as personal entertainment devices, unless specifically allowed by the school for educational purposes.
- **Hazardous Chemicals:** Including acids, solvents, or any laboratory chemicals that are not part of the school's educational materials.
- **Valuables or large amounts of money.**
- **Obscene or Offensive Material:** Any items that contain offensive language, imagery, or messages that could disrupt the school environment.
- **Playing cards, dice, or any electronic devices used for gambling.**
- **Laser Pointers:** Due to the potential for misuse and the risk they pose to eye safety.
- **Stolen Property:** Any items that are known to be stolen or suspected of being obtained unlawfully.
- **Aerosol Cans:** Such as spray paint, or hair spray, which can be hazardous or disruptive if misused.
- **Personal Sports Equipment Unrelated to School Sports Programmes:** Such as skateboards, rollerblades, or any large items that cannot be safely stored or are not part of school activities.

Always strive to do your best and never give up.

Set a positive example by treating others with kindness, being truthful, respecting each other's belongings, and moving responsibly through the school.

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