



# Embassy International School

## Secondary Behaviour for Learning Chart – Positive Behaviour

2025/26

Level	Name	Type	Requirement Based on the data provided from the Core values system or/and Classter	Action	Examples of behaviour
P5	End-of-the-year reward	Academic Excellence Award	The highest average	<b>Behaviour recorded on Classter by Principal / Head of the School</b> <ul style="list-style-type: none"><li>Email to parents</li><li>Names displayed on Secondary Board and in Dispatch</li><li>Certificates given during end of the year ceremony and rewards</li></ul>	A pupil leads a community-wide initiative, coordinating with local organizations and businesses to address important issues such as mental health, environmental responsibility, or intergenerational respect, demonstrating strong leadership and adaptability. Their efforts result in meaningful, lasting impacts on both the school and local community.
		Attendance Award	The highest attendance		
		School Ambassador	The highest score of all the core values plus minimum attendance		
		Core values	The highest score for each core value		
		Consolidation of P4	When having per year <b>3 x P4</b>		
P4	Half term reward	Academic Excellence Award	The highest average	<b>Behaviour recorded on Classter by Secondary Leader</b> <ul style="list-style-type: none"><li>E-mail to parents</li><li>Certificates given during half term ceremony</li><li>Names displayed on Secondary Board and in Dispatch</li></ul>	A pupil leads a school-wide initiative, such as organizing events like an "Innovation Fair" or "Respect Day," collaborating with teachers and administrators to promote creativity, respect, and teamwork. Through these efforts, the pupil fosters engagement and addresses important issues like ethics, collaboration, or personal challenges within the school community.
		Attendance Award	The highest attendance		
		School Ambassador	The highest score of all the core values plus minimum attendance		
		Core Values	The highest score for each core value		
		Consolidation of P3	When having per term <b>5 x P3 = P4</b>	<b>Behaviour recorded on Classter by Secondary Leader</b> <ul style="list-style-type: none"><li>E-mail to parents</li><li>Certificates given during assembly.</li><li>Names displayed on Secondary Board and in Dispatch</li></ul>	
P3	Monthly reward	Monthly ambassador	The highest score of the core value for the month The highest score of all core values	<b>Behaviour recorded on a Classter by Form Tutor.</b> <ul style="list-style-type: none"><li>E-mail to parents</li><li>Certificates given during assembly.</li><li>Names displayed on Secondary Board and in Dispatch</li></ul>	The pupil takes the lead by organising group work that accommodates different learning styles and mediating conflicts, enhancing teamwork and performance. They also demonstrate strong personal and ethical integrity by standing up for peers, maintaining a positive attitude after setbacks, and pursuing independent projects based on their own interests.
		Consolidation of P2	Per month <b>3 x P2 = P3</b>	<b>Behaviour recorded on a Classter by Form Tutor</b> <ul style="list-style-type: none"><li>E-mail to parents</li><li>Verbal praise in a presence of tutor and pupil</li></ul>	
		Single occurrence	Displaying listed behaviour	<b>Behaviour recorded on a Classter by Form Tutor or Teacher</b> <ul style="list-style-type: none"><li>E-mail to parents</li><li>Verbal praise in a presence of tutor and pupil</li></ul>	
P2	Forward praise to the form tutor	Consolidation of P1	<b>2 x P1= P2 per lesson</b>	<b>Behaviour recorded on a Classter by Teacher or Form Tutor</b> <ul style="list-style-type: none"><li>Verbal praise in a presence of tutor and pupil</li></ul>	A pupil adapts to changes, speaks politely to teachers and peers, and takes on extra responsibilities in group projects. They also seek help to improve in challenging subjects, show initiative in researching topics, and demonstrate empathy by helping classmates in need.
		Single occurrence	Displaying listed behaviour	<b>Behaviour recorded on a Classter by Teacher</b> <ul style="list-style-type: none"><li>Verbal praise in the presence of the Form Tutor and pupil.</li></ul>	
P1	Verbal praise in the classroom	Single occurrence or a lesson	Being consistent in respecting Campus rules	Teacher	A pupil adapts to group work by fairly distributing tasks, helps classmates understand assignments, and shows curiosity by asking thoughtful questions. They also take responsibility for mistakes, revise work based on feedback, and offer kindness and encouragement to peers in need.
P0	Expected behaviour	<a href="#">Respecting House and classroom rules</a>			A pupil listens attentively and participates in group activities by sharing and taking turns. They also persevere through challenges, express thoughts clearly, follow classroom rules, and consistently use polite language with peers and teachers.



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Secondary Behaviour for Learning Chart – Behaviour in need of adjustment

2024/25

Level	Offence	Type	Cause	Consequences Secondary	Staff Involved	Examples
N1	Minor non-compliance of any kind	Single occurrence	Not respecting the Embassy International School Rules	Verbal Warning given	Teacher	A pupil sometimes struggles with disruptions, frustration, or focus but generally responds positively to reminders and corrections. They occasionally overlook the needs of others or make minor mistakes, yet usually rectify their behaviour when prompted. Examples include: <ul style="list-style-type: none"><li>• Lateness for classes</li><li>• Chewing gum</li><li>• Wearing hats inside</li><li>• Talking out of turn during class</li><li>• Playing with toys/disruptive objects</li><li>• Disrupting the learning of others, e.g.: talking,</li><li>• Not being prepared for lessons/lack of equipment etc</li></ul>
N2	Repeated minor non-compliance of any kind	Consolidation N1	2 x N1 = N2 per lesson for not respecting the Campus Rules.	Verbal reflection with <b>class teacher</b>	<b>Behaviour recorded on a Classter by Teacher or Form Tutor</b>	A pupil frequently struggles with group work, displays minor disrespect or thoughtlessness, and disrupts lessons or communication. They often require repeated reminders to correct their behaviour and improve their contributions. Examples include: <ul style="list-style-type: none"><li>• Inappropriate jokes</li><li>• Not using English language</li><li>• Having lunch in areas not designated for it, leaving a mess after lunch or snack</li></ul>
		Single occurrence / a lesson	Display the examples of behaviour listed	Verbal reflection with <b>class teacher</b> .		
N3	Lack of improvement following Level N2	Consolidation of N2	3 x N2 per month = N3	<a href="#">Written reflection</a> with <b>Form Tutor</b> to be signed by both the Class Teacher and Form Tutor.	<b>Behaviour recorded on a Classter by Form Tutor</b>	A pupil consistently disrupts group work, displays disrespect towards peers and teachers, and engages in dishonest or unethical behaviour. Their lack of participation, genuine curiosity, and thoughtfulness negatively impacts both their own performance and the classroom environment. Examples include: <ul style="list-style-type: none"><li>• Refusal to cooperate with staff (teachers, trainees)</li><li>• Unauthorised usage of technology (phones, tablets, earphones)</li><li>• Talking during a test</li><li>• Rudeness towards an adult whether staff or visitor</li><li>• Provoking others to misbehave.</li><li>• Dangerous behaviour</li><li>• Swearing</li><li>• Defiance</li></ul>
		Consolidation of N3	2 x N3 per month	<a href="#">Positive behaviour tracker</a>	<b>Behaviour recorded on a Classter by Form Tutor</b>	
		Single Occurrence	Display the examples of behaviour listed	<a href="#">Written reflection</a> with <b>Form Tutor</b> to be signed by both the Class Teacher and Form Tutor.	<b>Behaviour recorded on a Classter by Class Teacher or Form Tutor</b>	
N4	Serious breaches	Consolidation of N3	3x N3=N4	<b>Meeting with the Secondary Leader</b> <ul style="list-style-type: none"><li>• <a href="#">Written reflection</a></li><li>• Contributing to school culture (1 hour)</li><li>• <b>or</b></li><li>• Community service consequence related to the serious breach related to the EIS core value broken e.g. Assembly about respect delivered to the Primary pupils.</li><li>• <b>and</b></li><li>• Removal from school trip / residential</li></ul>	<b>Behaviour recorded on a Classter by Secondary Leader</b>	A pupil consistently undermines classroom procedures, engages in severe disrespect, and demonstrates major issues with cooperation, resilience, and academic engagement. Their behaviour significantly disrupts the learning environment and negatively impacts peers and the overall school experience. Examples include: <ul style="list-style-type: none"><li>• Negative interactions (racism, xenophobia, homophobia, sexism)</li><li>• Vandalism/Deliberate destruction or defacing of property.</li><li>• Gambling</li><li>• Fighting</li><li>• Theft</li><li>• Inappropriate body contact</li><li>• Bringing dangerous items into school.</li><li>• Deliberate damage to the property / belongings of another</li><li>• Bringing the school into disrepute through activities on / off site</li><li>• Posting inappropriate / unauthorised electronic / real images in public areas that are directly / indirectly related to the school, its staff or pupils that could cause damage to stakeholders.</li><li>• Failure to observe regulations of public exams incl. cheating (on phone, from a friend) and plagiarism.</li><li>• Bringing school into disrepute through activities on/off site.</li></ul>
		Consolidation of N4	2 x N4	Formal meeting with parents/guardians to discuss behaviour		



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Level	Offence	Type	Cause	Consequences Secondary	Staff Involved	Examples
N4	Serious breaches	Single Occurrence	Display the examples of behaviour listed	<b>Meeting with the Secondary Leader</b> <ul style="list-style-type: none"><li>Written reflection</li><li>Contributing to school culture (1 hour)</li></ul> <b>or</b> <ul style="list-style-type: none"><li>Community service consequence related to the serious breach related to the EIS core value broken e.g. Assembly about respect delivered to the Primary pupils.</li></ul> <b>and</b> <ul style="list-style-type: none"><li>Removal from school trip / residential</li></ul>	<b>Behaviour recorded on a Classter by Secondary Leader</b>	See above
N5	Repeated serious breaches Single occurrence of unacceptable behaviour	Consolidation of N4	3 x N4= N5	<b>Meeting with the Secondary Leader and Inclusion Leader</b> <ul style="list-style-type: none"><li>½ day internal exclusion + re-admittance meeting (starting the next school day)</li><li>Formal meeting with parents/guardians to discuss behaviour concerns.</li><li>Write a Behaviour Plan</li></ul>	<b>Behaviour recorded on a Classter by Secondary Leader</b>	A pupil exhibits severe issues with adapting to changes, displays ongoing disrespect, and engages in significant non-cooperation, causing major disruptions and negatively impacting the classroom environment. Their behaviour includes severe non-resilience, non-engagement, and unethical actions, leading to a toxic and harmful school atmosphere. Examples include: <ul style="list-style-type: none"><li>Bullying, cyberbullying and mobbing</li><li>Absenting self from lessons / School without permission</li><li>Entering prohibited areas</li><li>Persistent attitudes or behaviour which are inconsistent with the ethos of the school.</li><li>Non-attendance or non-engagement for internal suspension</li><li>Lying to / withdrawing information from school management</li><li>Inappropriate use of technology e.g. taking photos and sharing</li></ul>
		Single Occurrence	Display the examples of behaviour listed			
N6	Repeated serious breaches Single occurrence of unacceptable behaviour	Consolidation of N5	No improvement as listed in a Behaviour Plan (time frame)	<b>Meeting with the Principal and Inclusion Leader</b> <ul style="list-style-type: none"><li>1-day internal exclusion+ re-admittance meeting (starting the next school day)</li></ul>	<b>Behaviour recorded on a Classter by Principal</b>	A pupil persistently and aggressively refuses to adapt to changes, shows severe disrespect, and engages in disruptive or harmful behaviours, significantly impacting safety and productivity. Their actions include severe resistance to schoolwork, non-enquiry, and moral violations, creating a hostile and unsafe environment. Examples include: <ul style="list-style-type: none"><li>Provoked aggression</li><li>Instigating aggression</li><li>Using / possession of substances not allowed for children on the premises and school trips,</li><li>events (any scenario where you represent the school)</li><li>Possession, use or sale of any nicotine products.</li></ul>
N7	Repeated serious breaches Single occurrence of unacceptable behaviour	Misbehaviour that are criminal or present a direct threat to the welfare of EIS stakeholders.	No improvement as listed in a Behaviour Plan (time frame)  Second time caught for same offence at N6	<b>Meeting with the Principal and Head of the School</b> <ul style="list-style-type: none"><li>Permanent exclusion</li></ul>	<b>Behaviour recorded on a Classter by Principal</b>	A pupil consistently engages in extreme behaviours, such as refusing to adapt to essential changes, displaying severe disrespect, and creating significant safety risks or disruptions. Their actions include severe non-cooperation, disengagement, communication problems, and moral violations, posing serious threats to the school's safety and well-being. Examples include: <ul style="list-style-type: none"><li>Physical violence (unprovoked)</li><li>Extortion of other pupils</li><li>Indecent exposure</li><li>Arson</li><li>Assault</li><li>Theft</li><li>Possession of sale of stolen property</li><li>Possession, consumption or trafficking of illegal drugs</li><li>Possession, use or sale of alcohol</li><li>Possession of drug related articles</li><li>Possession of a prohibited weapon</li><li>Assault of a staff member</li></ul>