



Behaviour Policy

SPAIN

1 Introduction

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning to support the wellbeing of our pupils in order for them to thrive in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils. The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School.
- 1.2 We are committed to promoting and protecting the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.
- 1.3 Our policy outlines our Code of Conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the safety welfare of children.
- 1.4 The Headteacher is responsible for developing this policy within the framework set by Cognita as proprietor. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct. **Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (including online).**
- 1.5 This policy should be read in conjunction with the School's other applicable policy including our Anti-Bullying Policy, Safeguarding Policy, Suspension, Expulsion and Removal in Other Circumstances Policy, Drug and Alcohol Policy, SEND Policy, Staff Code of Conduct, Acceptable Use and Digital Safety Policy, Digital Safety Agreements, Use of Reasonable Force Policy.
- 1.6 The School makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.
- 1.7 If any pupil's behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant Police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding Policy will be rigorously followed, and action will be taken in accordance with the relevant local safeguarding partners referral procedures. *If any child is in immediate danger or is at risk of harm, a referral should be made to children's Social Services and/or the Police immediately in accordance with the provisions of the Safeguarding Policy.*
- 1.8 We publish our policy for parents, pupils and staff. It can be found on Cognita Connect. We review this policy at least annually. This policy is referred to in our Parent Document Sway accordingly.
- 1.9 We support children at times when difficult events happen in their lives, such as domestic abuse, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

2 Our approach

- 2.1 Good behaviour is essential for effective learning to take place. Our School policy presents a fair, consistent, and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.
- 2.2 We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour. We expect our staff, parents and pupils to understand and respect the rules of the School and the expectations and responsibilities outlined in this policy. We expect both staff and parents to model positive behaviours at all times so that our pupils can benefit fully from their experiences in school.
- 2.3 It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.
- 2.4 Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy, and to ensure that all children are properly included in the educational experiences and opportunities provided whilst the learning of their peers is not impeded.
- 2.5 Where severe problems occur, we expect the child to receive external support, as well as support in school at an early stage, such as via early help services and/or from medical professionals.
- 2.6 Staff work closely with the Special Educational Needs Coordinator (SENCo) and Child Protection and Wellbeing Coordinator (CPC) to ensure we have a good understanding of the mental health support services available in our locality, both through national health service and voluntary/private organisations/professionals.

3 School Principles

- 3.1 Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.
- 3.2 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- 3.3 The School Principles:
 - School staff and pupils should all show respect for one another;
 - Good behaviour should be the expectation and sanctions should always be applied consistently for unacceptable behaviour, including bullying, inappropriate/harmful sexual behaviour, and violence;
 - Appropriate and preventative action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs or disabilities;
 - Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and those children supported;
 - All pupils should be listened and responded to;

- All pupils are entitled to learn in a safe and secure environment;
- Pupils should act as appropriate ambassadors for the school on, for example, School trips, work placements, sports events and journeys to and from the School;
- All School staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the School community should understand and accept the principles on which this policy is grounded.

4 Expectations and Responsibilities

- 4.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.
- 4.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Headteacher says otherwise.
- 4.3 To be socially acceptable, we believe that children should be able to:
- Treat other children and adults with respect and kindness;
 - Speak politely to other people; and
 - Have self-confidence and high self-esteem.
- 4.4 To encourage this, the staff will:
- Treat all children and adults with respect and kindness;
 - Speak politely to other people;
 - Praise all children's efforts and achievements as often as they can;
 - Explain to children what they should have done or said when they get it wrong;
 - Encourage self-reflection to children when they get something wrong to encourage learning;
 - Tell parents in a timely manner about their child's efforts and achievements, any concerns around behaviours, and explain any concerns about risk to self/others arising from the behaviour; and
 - Avoid using critical or sarcastic language towards all children and adults.
- 4.5 We will not accept the following behaviour from children or adults:
- Use of unkind or rude language;
 - Hitting, kicking, biting or other such physical responses; or
 - Racist, sexist or homo/bi/transphobic remarks, or other discriminatory comments towards anyone including those with protected characteristics.
- 4.6 The role of the teacher
- Teachers are responsible for ensuring that the School Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;
 - Incidents of poor behaviour may (where appropriate) be discussed by the teacher with the class, e.g., during circle or pastoral time;
 - Every teacher enforces the classroom code consistently and treats each pupil fairly and equally;
 - Adults should always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start.
 - If a pupil misbehaves in class, the teacher will keep a record using the school behaviour recording system of all such incidents; dealing with the matter themselves in the first

instance. However, if the behaviour continues, they must seek help and advice from a senior member of staff, including a conversation with the parent to seek improvements and the use of appropriate strategies;

- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our School policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil, with reference to the School's Safeguarding Policy as appropriate;
- Obey all health and safety regulations in classrooms, around the School and in all off-site educational activities including helping to keep the School clear of clutter and litter;
- Never make racist, sexist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics.
- Never resort to physical measures to manage behaviours (other than reasonable force, see below)
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum restraint is used. The action taken is recorded and the parents must be informed. Please see our separate policy on the Use of Reasonable Force for further details;
- Comply fully with the Staff Code of Conduct, and the IT (Acceptable Use and Digital Safety) Policy.

4.7 Expectations of pupils in our school

All students should be Ready, Respectful and Safe.

- Comply with the School's Code of Conduct at all times;
- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect, kindness and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Never make racist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics; sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

The above list is not exhaustive.

4.8 Expectations of parents

Parents who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

5 Policy on rewards and sanctions

5.1 Our rewards – promotion of good behaviour

We believe that children are incredibly creative and thoughtful, and that their ideas are worthy of praise. Rather than teaching children what not to do, using negative reinforcement to motivate good behaviour, we use positive reinforcement to encourage behaviours children are already exhibiting.

The Montessori model uses a specific type of positive reinforcement language to encourage good behaviour. Telling children “well done” is important, but it's important to not only reward completion of tasks. This can create insecurities in children when they don't complete a task or are unable to. Instead, the Montessori model uses “descriptive praise” to encourage good behaviours and accomplishments outside of task completion. For example, we praise the effort a child has taken to complete a task, rather than the fulfilment of that goal. We use language that celebrates a child's creativity, thoughtfulness, and hard work, rather than on their ability to simply finish a task. It encourages self-motivation, too.

5.2 Strategies and support

The following outline a range of strategies for use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc;
- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behaviour;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- peer mediation and peer mentoring;
- restorative justice approach;
- school counselling sessions to help pupils with social, mental, or emotional health difficulties;
- social skills training;
- referral to educational psychology services/professionals; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

5.3 Our sanctions

The teacher generally deals with minor breaches of discipline in a caring, supportive, and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy.

If a child exhibits unacceptable behaviour, the following disciplinary actions will be taken, according to the severity of the misbehaviour.

Minor breeches of discipline

The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they better understand the boundaries and what is expected of them. Adults always make it clear that they are upset about the child's behaviour, not the child. They should always use private not public reprimands so that when a sanction is applied, the child can make a fresh start.

Typical procedure for dealing with minor breeches of discipline:

Minor breaches of discipline may include distracting other children, not taking care of materials, failure to follow instructions, misbehaviour in the line etc. Children need to be observed at all times so pre-empted action can be taken to avert clashes between children. There needs to be enough activities available to occupy all children in purposeful play/learning and these should be appropriate to the age and ability of the child. Teachers must encourage a child's self discipline by giving both clear limits with brief explanations so the child knows why the limit has been set, and warnings about the consequences of his/her actions so that he or she is aware of what will happen if the negative behaviour continues.

Such consequences are in order of severity:

- The child will be spoken to by the teacher (verbal warning)
- The child will be issued a Low Level Disruption in our Behaviour system.
- The child will be issued a second Low Level Disruption in our Behaviour system.
 - The child will be issued an official Warning, which necessarily implies that the child meet the teacher outside of class at a specified time (usually breaktime) to talk about their behaviour.
- The child will be issued an official Reflection. This implies a breaktime Detention and the child's parents or carers being informed.
- Parents will be involved if problems are persisting or recurring. This may be through a note in the agenda, phone call or parent meeting.

Remember: In the first instance the teacher involved will deal with the incident. Depending on the incident the matter may be passed onto the class teacher, the Social and Emotional Coordinator or the respective head of department accordingly.

Major breeches of discipline

In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, severe and persistent bullying, verbal abuse, or persistent disruptive behaviour in class:

- Verbal warning by the teacher and discussion of why such behaviour is unacceptable and warning about the consequences if this behaviour continues.
- Exclusion within same environment
- Taken to Social and Emotional Coordinator and spoken to in native language
- Active work to support the child in changing their behaviour e.g. through workshops, individual and group activities

Where behaviour persists:

- The class teacher must complete a detailed report stating the child's behaviour and what action has been taken. They may then take the child to the Social and Emotional Coordinator and following this the Head of Infants (there may be times that the report is filled in afterwards but this should always be within the same day).
- At this stage, sanctions may include the following:
 - Withdrawal from lessons/ playtimes for the rest of the day;
 - Spending a full day in internal isolation at school. The student will do the work assigned in each lesson but on their own in a setting supervised by teaching staff instead of with the group;
 - Contacting parents immediately;
 - Meeting with parents and a plan agreed for monitoring the behaviour whereby parents also take responsibility for helping their child to improve; Parents to be advised that the next stage is a fixed term exclusion. These plans will be made in conjunction with the Social and Emotional Coordinator and Head of Infants.
- Regular progress reports to both parents and Social and Emotional Coordinator.

5.4 Recording Incidents

Where misbehaviour occurs with staff other than the child's class teacher, staff involved will record the incident using the digital behaviour recording system in place. The exception to this is where misbehaviour occurs within a setting where staff who are not educational professionals (such as kitchen staff and dining room monitors). In this case those staff must communicate the incident to the teacher who is on duty. In the absence of such teacher they must tell the Head of Year in charge of that student or Head of Care. If the incident occurs on the school bus, staff should inform the head of Operations.

6 Suspension and Expulsion

- 6.1 The Headteacher reserves the right to suspend, expel or remove pupils from the school. Suspension and expulsion will be dealt with in accordance with our Suspension, Expulsion and Removal in Other Circumstances Policy, which includes examples of behaviour that may warrant those sanctions.

7 Allegations of Harmful Sexual Behaviour (HSB) and child on child abuse

- 7.1 Allegations of a student demonstrating Harmful Sexual Behaviour and/or child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made, and always in consultation with the CPC. All allegations will be dealt with in accordance with the Safeguarding Policy. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents when there has been a report of HSB/child on child abuse, unless to do so will heighten risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and schools will carefully consider what information is shared with respective parents to ensure that confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an investigation is underway, to the extent appropriate. Referrals to children's social services/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy.

8 Complaints Procedure

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.

- 8.1 The School's Complaints Procedure is on our website and sets out how current parents can raise a formal complaint and how the School will handle it.

9 Monitoring and Evaluation

- 9.1 The School will record all behavioural incidents (including bullying) and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. The Headteacher is responsible for ensuring these records are appropriately maintained.
- 9.2 The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.
- 9.3 The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.
- 9.4 Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.
- 9.5 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the European Director of Education and/or Head of School Improvement Spain.

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