

COGNITA

Behaviour Policy

September 2020

Spain

TEMS

1 Purpose

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils.
- 1.2 This policy applies to all pupils including those in the Early Years.

2 Background

- 2.1 We are required to ensure 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.
- 2.2 In keeping with British School Overseas Standards (as amended), 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 welfare of children. Our policy and principles have been developed to ensure that we adopt a consistent approach to behaviour management.
- 2.3 The Headteacher, Heads of Department, and Heads of Discipline/Social and Emotional Coordinator at TEMS are responsible for developing this policy within the framework set by Cognita as proprietor. Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. 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.
- 2.4 This policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an Anti-Bullying Policy, which is available on our website.
- 2.5 This policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our Safeguarding and Child Protection Policy, our general duty to eliminate discrimination, as well as our support for pupils with special educational needs and/or disability.
- 2.6 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 and Child Protection Policy and Procedures will be rigorously followed and action will be taken in accordance with the relevant local safeguarding children's board referral procedures. *If any child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.*
- 2.7 We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our parent contracts accordingly.

- 2.8 We support children at times when difficult events happen in their lives, such as domestic violence, 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.

3 Applicability

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.

Maria Montessori developed the concept of "normalization" to describe the process by which each child acquires certain personality characteristics that lead to success in the classroom and throughout life. A "normalized" child will love learning, be kind to others, develop concentration and good work habits, and become independent. Our goal is to create and maintain an environment in which each child can successfully reach this level of normalization. Normalization of the classroom begins with the modelling of the appropriate behaviour by the teacher combined with a high level of respect for each student. Many discipline problems can be avoided by the following proactive strategies practiced in every Montessori classroom.

- 3.1 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. We also believe that this is what parents want from our school.
- 3.2 We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding and a positive learning environment. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour which are integral to the Montessori philosophy, which aims to develop autonomy and learning from mistakes.
- 3.3 To this end, we have an ethos of setting high expectations for all pupils with consistently applied support. 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 behaviour at all times so that our pupils can benefit fully from their experiences in school.
- 3.4 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 and creates a positive learning environment.
- 3.5 We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's well-being, during any activity, whether on or off the school premises, under any circumstances.
- 3.6 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 and that the learning of their peers is not impeded.
- 3.7 Children who are mentally healthy have the ability to:
- Develop psychologically, emotionally, intellectually and spiritually;
 - Initiate, develop and sustain mutually satisfying personal relationships;
 - Use and enjoy solitude;
 - Become aware of others and empathise with them;

- Play and learn;
- Develop a sense of right and wrong; and
- Resolve (face) problems and setbacks and learn from them.

3.8 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 the Common Assessment Framework and early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local doctors. We will identify whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents and the pupil in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support pupils, using evidence-based approaches.

3.9 Staff work closely with the Psychologists and Designated Safeguarding Leads (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the health service and voluntary organisations.

4 Definitions and Scope

4.1 School Provision

- 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. Our school provides:
 - A committed senior management team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
 - Staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges;
 - An effective strategic role for the Psychologists ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the Psychologists will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
 - Working with parents and carers as well as with the pupils themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
 - Continuous professional development for staff to inform them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem;
 - Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published SEND Policy;
 - Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and
 - A healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

- 4.2 Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every pupil well and can spot changing patterns and early signs.
- 4.3 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- 4.4 We will support pupils with medical needs and be fully aware of any medication that children are taking, including supporting any Individual Health Care Plans.
- 4.5 **School Principles:**
Our school's aims are as follows: We believe that every child has the right to the best education as well as the right to be happy, healthy, safe and successful, loved, valued and respected, and to have high aspirations for their future in order to achieve their potential. The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.
- School staff and pupils should all show respect for one another;
 - Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
 - Appropriate 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;
 - 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 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 the Behaviour Policy is grounded.

5 Procedures and Responsibilities

- 5.1 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.
- 5.2 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.
- 5.3 To be socially acceptable, we believe that children should be able to:
- Treat other children and adults with respect;
 - Speak politely to other people; and
 - Have self-confidence and high self-esteem.

- 5.4 To encourage this, the staff will:
- Treat all children and adults with respect;
 - Speak politely to other people;
 - Praise 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;
 - Tell parents about their child's efforts and achievements;
 - Avoid using critical or sarcastic language
 - Avoid use of unkind or rude language
 - Avoid use of racist or sexist remarks or other discriminatory comments and
 - Always make it clear that they are upset about the child's behaviour, not the child.
- 5.5 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 or sexist remarks, or other discriminatory comments.
- 5.6 If such behaviour occurs:
- We will tell the child that it is wrong and explain what they should have done or said, or not said;
 - If the behaviour is repeated, the child will be reprimanded once more as above;
 - If the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected; and
 - We will try to find out why the child is behaving in this way and then treat the situation accordingly.
 - 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 is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details;
 - We have powers to search to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Headteacher only and where there is good reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search pupils in a blanket way; and
 - Comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy.
- 5.7 Expectations of pupils in our school
- Arrive on time to lessons/classes with all the equipment needed for the lesson; e.g. agenda, homework, snack, reading book
 - Listen attentively and silently when the teacher is giving instructions;
 - Follow the teacher's instructions promptly and accurately;
 - Raise a hand to gain attention
 - Follow the teacher's instructions about moving around the classroom;
 - Treat others with respect and consideration at all times;
 - Respect the environment including treating classroom equipment with respect and care and helping to keep the school clear of clutter and litter
 - Obey all health and safety regulations in classrooms and around the school
 - When in the classroom be engaged in an activity/job at all times
 - Work quietly in the classroom
 - Never make racist, sexist or other abusive or humiliating remarks;
 - Never resort to physical violence

6 Policy

Unacceptable behaviours

A child's behaviour becomes a problem when his/her negative actions disrupt the school environment and affect the positive values and culture of TEMs. For the safety and well being of all individuals, the following are defined as unacceptable behaviours:

- Talking back and arguing
- Intentionally disrupting the learning environment
- Misuse of materials or playground equipment
- Intentionally not following directions in the classroom, in the lunch area or on the playground
- Encouraging others to misbehave
- Disrupting or impeding the work of others
- Showing rudeness or disrespect to others
- Littering and poor care of the school environment

Procedures

As professionals, staff possess a range of skills and resources for dealing with misbehaviour. Staff should work as a team and behaviour management ideas. The Social and Emotional Coordinator will support staff where necessary. In these cases the teacher should complete a report detailing the undesired conducts and the methods and strategies they have used so far in dealing with the behaviour.

Discipline procedure

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.

6.1 Strategies and support

The following outline a range of strategies in use in school to reinforce desirable behaviour. These include the following:

- Changes in classroom organisation, seating, etc
- Setting small and achievable targets
- Appropriate learning environment and activities, avoiding boredom or frustration
- Short periods of supervised time for personal reflection
- Positive rewarding systems with no comments for undesirable behaviour
- Praising good behaviour when it is seen in class
- Involving parents at an early stage to agree a home-school action plan
- Peer mediation

6.2 Our sanctions

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

Minor breaches 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 breeches 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 redirected to an alternative activity.
- The child will sit or walk alongside the teacher.
- Non participation in certain activities (within the same environment).
- Parents will be involved at the earliest stage, 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 Head of Infants and following this the Head teacher (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;
 - 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. Where plans are made with parents these should be communicated to the Social and Emotional Coordinator and there should be regular progress reports to both parents and Social and Emotional Coordinator.
- Permanent exclusion(with the agreement of the Cognita Spain Education Advisor) will only take place if the above measures have not been successful over time, and that parents have been notified in advance of the possible outcome should reoffending occur of a serious and persistent nature.

Recording Incidents

Where misbehaviour occurs with staff other than the child's class teacher, staff involved will communicate the incident to the class teacher and they class teacher is responsible for recording on the pupil's individual sheet. The exception to this is where misbehaviour occurs within a Spanish lesson. In this case the Spanish teacher will record the incident and notify the class teacher.

Serious incidents will be recorded on an incident form by the member of staff dealing with the incident. A copy of these forms will be given to the class teacher and the Social and Emotional Coordinator.

The Social and Emotional Coordinator will collect all class record books each Friday and where necessary withdraw children from class and provide specific support.

7 Suspension and Exclusion

- 7.1 The Headteacher reserves the right to suspend and expel pupils from the school. Suspension and expulsion will be dealt with in accordance with our Exclusion Policy.

8 Allegations of Abuse against Teachers and Other Staff

- 8.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

9 Complaints Procedure

- 9.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the Headteacher. You may find it helpful to refer to our Complaint Procedure for guidance (available via the school website).
- 9.2 The Complaints procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school. If as a parent/carer(s) your complaint is about exclusion from school for inappropriate conduct, please refer to the Exclusion Policy.

10 Monitoring and Evaluation

- 10.1 Each Headteacher is responsible for maintaining a behaviour log which includes instances of bullying.
- 10.2 The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.
- 10.4 Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.
- 10.5 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the Education Adviser Spain.

Behaviour Policy

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Karen Nicholson, ADE. 2018 Review - John Coleman, ADE 2019 Review – David Baldwin
Consultation	2019 Fidelma Murphy, Director of Education Spain

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Audience	All school staff

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Wales	No
Spain	Yes

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Related documentation	
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