

COGNITA

An inspiring world of education

Behaviour Policy (Junior School)

September 2021

Spain

The logo for TEMS features the letters 'T', 'E', 'M', and 'S' in a bold, black, sans-serif font. The letter 'M' is stylized with a red triangle pointing downwards from its top center, and the two vertical bars of the 'M' are colored red and green respectively.

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.
- 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

- Standards of behaviour for the Department have been established by the entire academic team.
 - We safeguard pupils' health and safety at all times.
 - We respect and provide for each pupil's individual needs.
 - All pupils benefit from an organised school environment that promotes ideal behaviour as identified in our philosophy.
 - The school has a zero-tolerance policy towards bullying and applies the anti-bullying policy of the school.
 - This document stands as a handbook on behaviour in accordance with our Montessori philosophy.
 - General objectives that we work on with pupils are:
 - Achieving autonomy
 - Developing self-discipline
 - Respecting oneself, others, and one's surroundings
 - Becoming responsible
 - Social awareness is promoted through:
 - Activities from the SEAL program (Social and Emotional Aspects of Learning).
 - Charitable activities.
 - Assemblies on social awareness and values.
 - Parents and pupils are expected to respect the school's rules; they have been designed for the benefit of everyone and to ensure the smooth functioning of academic activities.
 - Only school personnel may address pupils to resolve an issue. No matter how proper the message, it can intimidate children.
 - Parents should trust the teaching team and allow them to solve conflicts. When conflicts are dealt with outside of this channel problems are magnified, and objectivity is lost.
 - Corporal punishment is prohibited.
 - All behaviour management measures are designed to educate, using positive reinforcement and re-education as a first recourse.
 - 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.
- 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.
- 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 always follow this policy 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 Special Educational Needs Coordinator (SENCO) and Child Protection and Wellbeing Coordinator 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 Special Educational Needs Coordinator (SENCO), 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 SENCO 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 through the Wellbeing Charter 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;
- Encourage self reflection when they get it wrong to encourage learning;
- Tell parents about their child's efforts and achievements; and
- Avoid using critical or sarcastic language.

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.

5.7 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;
- Any incidents of anti-social behaviour will 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;
- If a pupil misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the senior member of staff named at the front of this document, including, where relevant, 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;
- An incident form is used to record in detail any incident involving a child or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Headteacher and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book;
- Obey all health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter;
- Never make racist, sexist, homophobic or other abusive or humiliating remarks;
- Never resort to physical violence.
- 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.

5.8 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

Montessori philosophy

One of the keys of our educational system is self-discipline. Pupils know the rules and they know the limits of their behaviour, as well as the consequences for their actions. Self-discipline is taught from pupils' first day at school. It is a process that is achieved step by step, creating character and a determined attitude.

The idea is to prepare our pupils for life, knowing that everything is based on respect for others, for one's surroundings and for oneself. Pupils accept the rules and follow them, not because someone else is watching, but because they are their own behavioural managers. They know that pride resides in the intrinsic value of every action and in the personal satisfaction of having fulfilled one's obligations.

Pupils should be responsible and autonomous. No one should do for them what they are capable of doing themselves. At the beginning of the year each teacher dedicates a significant amount of time to working on the behavioural management plan with pupils. Reminders are given throughout the year as needed.

Objectives

1. Teach pupils to solve conflicts peacefully, through dialogue and the development of empathy and respect.
2. Convey the idea that adults are there to help pupils in the process of their formation.
3. Obtain objective information about a situation and share it efficiently and in a timely manner with all those involved in the educational process.
4. Guide families and share information with them.
5. Document all actions taken, which are designed to promote pupils' education and wellbeing.

Personnel involved in behaviour management

1. Each teacher or assistant who is responsible for pupils at different times throughout the school day.
2. Tutors, who spend the most time with pupils and are the point of contact between families and the school.
3. The Behaviour Management Coordinator.
4. The Head of Department.
5. The Psychology Department.
6. The Headmistress

Description of behavioural offences

There are three types of behavioural offences: minor, serious and very serious. Examples of each:

Minor

- Lateness.
- Failure to turn in homework.
- Failure to have the necessary material for classwork.
- Cluttering the classroom or garden by throwing paper to the floor, leaving jumpers lying about, failing to put materials away properly, etc.

Serious

- Any behaviour that impedes the normal functioning of class.
- Demonstrating a lack of respect towards classmates or adults.
- Vandalising or damaging the school, its facilities or classmates' belongings.
- Encouraging misbehaviour in others.
- Disobeying the instructions of adults.

- Using swear words or insulting.
- Failing to comply with a consequence imposed for a minor offence.

Very serious

- Any act of violence.
- Emotional or physical bullying.
- Any type of discrimination.
- Theft.
- Bringing any dangerous object or substance into school.
- Serious disturbance or interruption of the normal development of school activities.
- Leaving school grounds without permission.
- Failing to comply with a consequence imposed for a serious offence.

Each type of offence can change category depending on the number of times it occurs. Five minor offences in the same term become a serious offence. Three serious offences in the same term become a very serious offence. All very serious offences will be sanctioned with at least one day of separation from the group. Each case will be studied on an individual basis to determine whether this separation occurs at school or at home.

Consequences designed to modify behaviour

Whenever any type of behavioural offence occurs, the teacher in class or in the garden acts immediately and fills out an incident sheet to have objective information.

Educational consequences

The Junior Department spans a diverse age group. We begin working with children and finish with pre-adolescents. Every year there are important advances in maturity. Therefore, the first consequences will always be educational. The focus is on pupils' formation, teaching them to analyse a situation, to recognize alternative behaviours and to accept the consequences for their actions.

The first measure taken when a pupil fails to follow the rules is a sanction of five to ten minutes without playing, staying in the area indicated by the teacher. During this time the pupil will not speak to anyone; he or she will have time to reflect and calm down. In this case the teacher who observes the offence will be the one to take action.

Whenever necessary, the pupils involved in a conflict will be asked to put their version in writing, preferably during a free time to avoid interrupting class. The tutor is in charge of this task.

As many garden times as are necessary will be used to reflect on behaviour. The Behaviour Management Coordinator is in charge of this process. Other measures such as point systems or progress tables may also be used, according to individual circumstances and in collaboration with the entire teaching team.

Examples of positive reinforcement used:

- Public recognition of the positive attitudes and values demonstrated.
- Compliment cards to promote positive actions and attitudes among everyone in the educational community.
- A reward for the entire group for positive attitudes and actions, including:
 - Free time
 - Educational games
 - A surprise activity
- Reinforcement of good behaviour, resulting in a pupil becoming 'tutor' of classmates or younger pupils.
- Assigning tasks of responsibility collaborating with tutors and teachers.
- Stamps and stickers for objectives achieved.

Restorative tasks

Any time pupils damage materials or facilities, they will repair what they have damaged. If it is not possible for pupils to make repairs, they will finance the cost of repair, either through their own savings or through tasks that benefit the educational community.

For example:

- Pupils who litter in the garden will be in charge of cleaning it for a period of time that will vary depending on how often they have broken this rule.
- Pupils who draw or write on a wall will clean it until it is in perfect condition.
- Pupils who leave the classroom untidy will use their free time to organise and tidy common areas.
- Pupils who leave their jumpers lying on the ground will be in charge of organising Lost Property for a period of time that will vary depending on how often they have broken this rule.

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 Behaviour 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. 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 Headmistress says otherwise.

6.2 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

6.3 Our sanctions

Repetitive poor behaviour and a lack of willingness to improve conduct will be sanctioned with different measures. The following are a few examples, but each case will be decided on an individual basis, taking into account extenuating circumstances.

Minor offences will have an educational or restorative consequence.

Serious offences will have several consequences: educational, restorative and a sanction and could include

- Loss of free time during one garden.
- Separation or exclusion from the group during a class.
- Temporary prohibition from participating in extracurricular activities, for a maximum of one month.
- Not being allowed to participate in an excursion.

Very serious offences will automatically have one or more of the following sanctions:

- Loss of free time during garden from three to five days.
- Exclusion from the group from one to three days.
- Temporary prohibition from participating in extracurricular activities, for a maximum of three months.
- Not being allowed to participate in sporting events.
- Not being allowed to participate in excursions.

- Being excluded from school between one and three days.
- Not renewing enrolment at the end of the school year.

The Headmistress has the right to decide the final sanction in each case, as well as to call any pupil to her office when deemed necessary

7 Suspension and Expulsion

- 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.
- 10.3 Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.
- 10.4 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the Director of Education.

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 2021 Review – Nicola Lambros DE
Consultation	Fidelma Murphy, Director of Education Spain

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