



THE BRITISH SCHOOL OF
ALMERÍA

BEHAVIOUR FOR LEARNING POLICY

OWNER

THE BRITISH SCHOOL OF ALMERIA

TYPE OF PAPER

POLICY

TOPIC AREA

HEALTH AND SAFETY

DATE OF REVIEW

SEPTEMBER 2022

LANGUAGE

ENGLISH

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A. RATIONALE

At THE BRITISH SCHOOL OF ALMERIA we understand that good, positive behaviour has a direct impact on the quality of learning which happens in the classroom. It is also central to us being able to provide all of our pupils with the wide variety of opportunities which enable them to achieve their full potential and experience “amazing” learning across all subject areas. For this reason, it is important that our pupils and staff are fully aware of our expectations in terms of behaviour both inside and outside of the classroom.

When promoting good behaviour, it is essential that we work closely together with all members of our school, pupils, teaching staff, non-teaching staff and parents in order to provide a safe, happy and effective learning environment for all.

B. AIMS

Our Behaviour for Learning Policy is designed to:

- Set out clear expectations for pupil behaviours
- Ensure that the same standards and procedures are followed across the school
- Provide a clear set of guidelines by which pupils can regulate, reflect upon and improve their own behaviour at school
- Create opportunities for praise and reward of good behaviour and of positive contributions to school life
- Establish a clear system for dealing with inappropriate or unacceptable conduct
- Share our expectations with all members of the school community
- Set out the framework for a healthy learning environment for all.

C. OUR DEFINITION OF LEARNING

Learning is a lifelong journey of getting better through new challenges, good struggles and amazing discoveries

D. OUR PHILOSOPHY

“Inspiring minds, creating futures”

Learning is a process which involves all members of our school community, pupils, staff and parents. At The British School of Almería is to inspire young minds and create bright futures for each and every one of our pupils. We want our pupils to have the opportunity to explore and discover their strengths, fully develop their own individual skills and really push back the limits of their education

We fully recognise the importance of developing the social and emotional skills of our pupils and of helping them to be key, active members of their school and the wider community. Through our system of school values, we actively encourage our pupils to become well-balanced, confident individuals and caring, responsible citizens.

In order to achieve goals, it is imperative that pupils feel safe and secure at school and that we all continue to work together, pupils, staff and parents and contribute towards ensuring a happy, safe and effective learning environment for all.

E. SCHOOL VALUES

At the British School of Almería we actively encourage positive behaviours and promote our eight core values across the school. We want all of our pupils to be:

- Ambitious
- Respectful
- Inquisitive
- Compassionate
- Independent
- Reflective
- Resilient
- Open-minded

Such values play a central role in helping them to become confident and responsible lifelong learners.

BEHAVIOUR AT THE BRITISH SCHOOL OF ALMERÍA

Although the behaviour systems differ according to the age range of our pupils, there are some basic principles which remain common to all. We have outlined some of these below.

GENERAL PRINCIPLES

Arrival at School

- Pupils should arrive to school promptly, well-prepared and ready to start work
- Those who arrive late must report to reception before going to their classroom
- Correct school uniform must be worn at all times and pupils should aim to keep themselves looking smart throughout the school day

(For more information on school uniform, please refer to our **Uniform policy**)

In class

During whole-class teaching, pupils should remain in their designated seats

- Any group activity or movement around the room will be directed and facilitated by the teacher or learning support assistant
- Pupils should be respectful to both their teachers and their peers
- Pupils must follow a teacher's instructions at all times
- All positive contributions to lessons should be valued by all and pupils and staff should help to create a safe, non-threatening environment where all pupils' ideas are welcomed
- English should be the language of communication in all English curriculum lessons with the exception of MFL. Spanish will be used in Spanish curriculum classes
- All language used must be appropriate for a classroom
- Pupils should demonstrate a cooperative and supportive attitude towards each other
- Equipment, whether this be personal or school-based, should be used with care

Around the School

- Pupils should move around the school building quietly, safely, in single file and on the left of the corridor
- Staff, pupils and visitors should be greeted politely
- Pupils and staff should knock before entering a classroom
- English is the language of communication when moving around inside the building
- School property and learning displays should be respected and looked after by all

Breaks and Lunchtimes

- Pupils must refrain from any behaviour which puts themselves or others at risk
- Pupils must be respectful to each other at all times.
- Language used in the school playground must be appropriate to an outdoor learning environment
- Pupils must follow instructions given by the duty supervisor
- When on the school playground, permission must be sought to enter the school building
- Pupils must eat quietly and remain seated in the dining room, displaying good behaviour at all times

Leaving School

- Pupils should leave their classroom quietly when they are dismissed by their teacher
- No pupil should leave their class or the school building without permission

Homework

- Pupils are expected to complete and hand in any homework assigned to them by the agreed date
- Pupils should take care to produce their best work when completing homework. This work should be a true reflection of their capabilities and their learning

School Visits

- Our pupils are instantly recognisable when participating in educational trips and visits outside school and their behaviour should be exemplary at all times
- School visits are considered to be an extension of a pupil's normal learning environment and as such, expectations for good behaviour remain the same
- When moving outside the normal school environment, risks to pupil safety are much greater. In these circumstances pupils must strictly adhere to any additional safety measures in place, listening carefully to their teachers at all times.

Bullying

At the British School of Almería we have a zero tolerance policy towards bullying, working hard to ensure that we provide a safe and happy learning environment for all our pupils. For further details, please consult our **BSA Anti-Bullying Policy**

GENERAL INFORMATION FOR ALL PARENTS

Communication of Behaviour issues

If your child is involved in a behaviour issue at school, you may be contacted by one of the following members of staff

1. Minor issues: Form tutor/class teacher or subject teacher
2. More serious issues: Key Stage Leader/ Pastoral Leader/Head of Primary
3. Very serious issues: Headteacher

We will keep our parents informed of any significant issues which arise at school and issues which may require support from home.

If you have a concern about your child's behaviour at school, please contact their class teacher/form tutor in the first instance. For more serious matters, please refer to the contact guide above.

School report

Each pupil's behaviour will be commented upon in their termly school report. Should you have any concerns regarding information provided in their school report, please do not hesitate to contact your child's teacher/tutor.

PSHE Programme

As you are aware, as part of the English curriculum, all our pupils from Key Stage 1 participate in weekly PSHE sessions. Personal, Social and Health Education provides our pupils with the skills and knowledge needed to understand and manage their own personal development and promote positive interactions with their peers and adults.

Specific behavioural issues are often dealt with as part of our PSHE programme which helps pupils reflect upon their own behaviour and equips them with strategies on how best to manage difficult situations. The PSHE sessions may be adapted in order to address issues which arise amongst a certain group of pupils.

Student Council

The student council is a group of representatives from each year group who meet regularly to discuss matters of common concern. The student council are invited to provide ideas on a wide range of topics including school rules, rewards and other initiatives which will contribute to providing a more enjoyable learning experience for all.

Working together

In order to encourage positive behaviour amongst our pupils and to provide the best possible learning environment for all of our pupils, it is essential that we all work together, from home and from school to identify and deal with any behavioural issues which may arise and to offer a strong, caring and united support network for all of our pupils

Please find the individual policies for each school department at the end of this document.

Date of Policy: September 2022

Created by: Gillian Greaves

To be Reviewed: September 2023



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THE BRITISH SCHOOL OF ALMERÍA

BEHAVIOUR FOR LEARNING IN EYFS

2022 - 2023

Scope

This policy is relevant to children in the Early Years Foundation Stage (EYFS).

Responsibilities

- The EYFS has a designated practitioner with overall responsibility for behaviour management in the EYFS. The EYFS Coordinator is Jane Phillips.
- The Designated Practitioner will liaise closely with all staff in the EYFS and the Junior Head, to monitor patterns of behaviour and to agree on courses of action where appropriate.
- The Designated Safeguarding Lead is responsible for ensuring that arrangements are made to safeguard and promote the welfare of children within the School's care.
- Staff, including paid teachers and paid support staff, and other staff (for example volunteers) as authorised by the Headteacher, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied to optimise learning for all and maintain high standards of behaviour.
- Parents, guardians and carers are expected to take responsibility for the behaviour of their child both inside and outside of the School. They will be encouraged to work in partnership with the School to help address any issues that may arise.

Class Rules

FS1: Looking eyes, listening ears, kind hands, kind words and feet that walk

FS2: We walk slowly, we talk quietly, we wash our hands with soap, we are kind and we share, we listen to people, we look after materials, we are gentle.

Rewards

Throughout the year there are a number of rewarding strategies used, depending on the needs of the children. These may include:

- All children in the Early Years Department work as part of a class towards a class reward. They are rewarded for good behaviour by being given a token to add to the class reward pot. Staff also give reward stickers for individual spontaneous acts of good behaviour and consideration of others
- Individual sticker charts where children work towards their own personal targets. When they achieve ten stickers they choose a small prize from the prize bag. Parents are informed when this happens. Stickers are then removed, and the process starts again. Stickers can be removed by the teacher for undesirable behaviour.
- Children are constantly rewarded with praise and encouragement, both verbal and nonverbal.
- By positively promoting good behaviour, valuing co-operations and a caring attitude we hope to ensure that children will develop as responsible members of their community and of society.

Sanctions

- Remind the children of the rules of the classroom/outside areas
- Ask the child to come and play alongside you (adult to model how to play etc)
- Children will have some time to reflect with an adult in the setting
- If the situation has not been resolved the class teacher will have a meeting with the parents and draw up an action plan, which will include behaviour strategies (record minutes of meeting).

Useful phrases for the children:

- Stop that, I don't like it
- Gentle!
- Can I play?
- Can I have that please?

Procedure

How a particular type of behaviour is handled will depend on the child, their age and the circumstances. There are no circumstances in which physical threats or physical punishment can be justified.

All behaviour management issues should be initially dealt with by the member of staff who is with the child at the time. If it is felt that the issue requires further action, the child's class teacher will be involved.

Procedures for dealing with disciplinary incidents: - Initially the only intervention required may be to distract the child and redirect his/her attention. It may require withdrawing other children/adults from the situation. The child will be asked to talk and think about what he/she has done. The child will be asked to see if the person who was upset is all right and, to say or show that they are sorry. Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases, inappropriate behaviour will be dealt with in school at the time. Parents will be asked to meet with staff when relevant to discuss their child's behaviour, so that if there are difficulties we can work together to ensure consistency between home and school. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, the vast majority of hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. Therefore, we help this process by offering support, both calming the child who is angry as well as the one who has been hurt by the behaviour.

We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We help young children learn to empathise with others, understanding that they have feelings too and that their actions have an impact on others' feelings. We encourage the children to say sorry and understand the meaning of their action and this word.

We also help young children to develop pro-social behaviour, such as resolving conflict over who has the toy. We are aware that the same problem may happen repeatedly before skills such as sharing and turn taking develop. In order for both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

Rough and Tumble Play and Fantasy Aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.

We develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong. We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Strategy for Dealing with Ongoing Behavioural Problems

EYFS strategies range from the following:

Discussing the incident with the child – not asking what happened.

- Ask what they could have done instead.
- Look for triggers that set off unwanted behaviour.
- Keep a log of events to find out what triggers behaviour.
- Try to intervene when patterns of poor behaviour are going to occur.
- Talk to parents and work with them.
- Consequences, such as exclusion from an activity.
- All strategies that are put in place by staff must be consistently followed, by ALL members of staff so that children understand the consequences of their actions.

Where behaviour is consistently disruptive, it is recommended to seek a second opinion on the child from the ALN co-ordinator and the School Psychologist.

A pastoral plan or a behaviour plan can be formally agreed with parents and put in place when necessary.

All school policies including Behaviour for Learning, Policies and Procedures, Attendance, Uniform, Anti-Bullying, Intimate Care, Physical Restraint, Safeguarding and Child Protection, Health and Safety and Complaints procedures can be found on the BSA Parent Platform and on our school website.

Reviewed by Jane Phillips

September 2022



THE BRITISH SCHOOL OF ALMERÍA

BEHAVIOUR FOR LEARNING IN PRIMARY

2022- 2023

Aims:

- To create a positive environment for learning
- To enable classroom teachers to take ownership and responsibility for the behaviour in their classrooms
- To ensure consistency in expectations for classroom behaviour
- To promote the whole school values (not rewarding expected behaviour)

Here are the rewards and consequences that we have in our school:

Rewards:

- Praise – non-verbal/verbal
- Stickers
- In class reward systems such as star of the day.
- House Points
- Golden time
- Visit another teacher
- Amazing Student Certificate
- House Point Certificates for every 25 points awarded
- Termly reward trips (after covid)

Consequences:

- Warning
- Time out in class
- Loss of Golden time minutes (with potential to be earned back)
- Loss of other privilege e.g. playtime (class teacher to supervise this)
- Time out in another class or away from the class with another supervising adult or member of the Leadership team.

In Class Behaviour Chart:

Every class will have a behaviour chart where the children in the class can move their name between +6 and -6. It is up to the teacher or class how they present this.

If a child displays good behaviour they should be awarded a point and move their name up to a positive number. The children can earn, or lose points throughout the day for various different behaviours and therefore their name will move up and down the chart.

At the end of the day the teacher will record how many points each child has onto the behaviour chart spreadsheet. Any positive points earned at the end of the day will go towards their house and any negative points will equate to missing minutes of Golden Time, these negative points are not to be added onto the primary behaviour chart. They will stay on their class chart.



Golden Time:

This will take place in their own room for the time being and on a suitable day

Missing minutes:

The children will start off every week with all of their Golden time. But throughout the week if they choose not to follow the Golden Rules, they may lose Golden time minutes. They will have the chance to learn from their actions and rectify their behaviour.

The consequences for negative points during the week are as follows:

- 1= 5 minutes lost,
- 2=10 minutes lost,
- 3= 15 minutes lost,
- 4=25 minutes lost,
- 5 = all Golden Time lost,
- 6 = they must be sent to the Head Teacher.

Golden Rules:

The children will have to follow the school Golden Rules which are as follows:



The rules should be broken down further to children. For example, speaking Spanish In an English Class would be under “we work hard and we listen to people”.

If a child is extremely rude to an adult or swears, that is automatically 10 minutes missed. If a child physically hurts another child, that is 25 minutes missed. The matter should also be addressed in accordance with the school behaviour policy.

Here are the following behaviours that **must** be picked up with this Golden time system:

Warnings:

Speaking in Spanish in an English Class
Ignoring a teacher
Not working
Running
Shouting out in class
Being too noisy

An indication of Immediate missing minutes. This is a guide and may differ, depending on the severity of the behaviour.

Immediate missing minutes:

Breaking school or others property	10 mins
Being unkind	10 mins
Swearing	10 mins
Being rude to a member of staff	10 mins
Physically hurting someone	20 mins

Recording of points:

At the end of every day, points should be recorded on the Class behaviour chart .

For every 25 points a child achieves, they will receive a house certificate in assembly from the Headteacher.

Extreme Behaviours:

There are particular behaviours that we do not accept in The British School of Almeria. In these cases the child will be either internally or externally excluded from their class to ensure the safety of their peers or themselves. An example of this would be bringing in, or trying to use a sharp object, physically hurting a member of staff or continuously hurting a peer, emotionally or physically.

Individual Behaviour systems:

If there is a child in your class that consistently loses the majority of their Golden time, we can set up an individual system for them.

This may be because they have a SEN that makes it difficult for them to follow the school rules. They will be able to earn a minute of Golden Time every session so it is more of a positive experience for them, using a chart more tailored to meet their needs.

Reviewed by: Francesca Chuter

Date: September 2022

Next Review: September 2023



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BEHAVIOUR FOR LEARNING IN SECONDARY

Aims:

2022- 2023

- To create a positive environment for learning
- To enable classroom teachers to take ownership and responsibility for the behaviour in their classrooms
- To ensure consistency in expectations for classroom behaviour
- To promote the whole school values (not rewarding expected behaviour)

Classroom Behaviour Management

Recognising Positive Behaviour

The 8 school values are: Ambitious, Compassionate, Independent, Inquisitive, Open-Minded, Reflective, Resilient, Respectful.

These values are recognised as fundamental attributes that students will need to be successful, confident and independent adults in their future lives. As such it is our responsibility to promote the development of these attributes throughout their time in school. When students are demonstrating these values it is important to recognise it, in order to promote their own development and that of others.

These values underpin the positive reward system. When a student is in class and demonstrating one of these values the teacher should verbally acknowledge their efforts and physically write their name onto the board with the value. At the end of lessons the student should be reminded to write this into their planners and the teacher to sign next to it.

During the weekly form tutor diary checks they should acknowledge any of their tutees that have been awarded an attribute point and add them to their form positive attribute chart (physical display in form room or electronic recording method).

During fortnightly assemblies one student from each form (chosen by the form tutor) is awarded an attribute certificate in front of the assembly to recognise their efforts and give them a sense of pride, while also providing examples of how these attributes are valued and utilised in their everyday lives to other students.

The positive attribute points will also be used to determine individual and form rewards throughout the school year eg: end of term reward trips.

Behaviour Causing Concerns

There are five fundamental rules to ensure that there is an atmosphere conducive to learning for all students in lessons.

The fundamental five rules for ensuring an atmosphere for learning.

1. Be on time and prepared
2. Follow all instructions
3. Respect the teacher and other students
4. Complete all work set
5. Speak in the language of the lesson

If a student demonstrates any behaviour which goes against one of these rules there are instant and escalating consequences. For each occasion a student breaks one of these fundamental five it should be acknowledged by being written onto the white board. This can be done using a simple code to make it quick eg: Students name and the number of the rule they have broken. Any subsequent rule breaks can then be added against the students name. If at the end of the lesson the student has received one or two warnings, the class teacher is responsible for the immediate consequences and for ensuring the student has written these warnings from the board into their diaries and that they (the class teacher) have signed it.

If the student has received three warnings in one lesson they should then be immediately asked to leave the lesson and may be sent to one of the Key Stage Leaders (preferably and where possible with work).

They will be issued with a lunchtime detention and their parents will be informed of this via an email from the KSL. The KSL will also ensure that it has been written into the student diary. However, the class teacher will be responsible for inputting the details onto the Secondary behaviour Log as a level 1 breach "Significant interference with work of other students". The 3 specific rule breaks should also be listed in this entry as additional information.

Recording and Monitoring - Summary

- Classroom teachers should be mainly positive but firm and fair with high expectations of behaviour to enable a positive and safe environment for learning.
- When positive and negative behaviours are recognised they should be communicated to the student verbally and visibly on a board.
- At the end of the lesson all negative and positive behaviours are to be recorded in the student diary; by students and signed by staff.
- Parents will be asked to sign the diaries and this will be checked by form tutors on a weekly basis.

Serious or Persistent Causes for Concern - Behaviour Log

Any persistent negative concerns arising in lessons OR for single incidents occurring outside of lessons need to be recorded on the Secondary Behaviour Log. This is located on the school server:

The Behaviour Log will enable all serious and persistent concerns to be monitored and tracked by form tutors, KSL, EW and GG. Tutors should incorporate checking this into their morning routines as this will enable them to have an immediate discussion with the student in their form time and aid their mentoring/mediation role. The behaviour record will also enable tutors, KSL, EW and GG to identify students causing ongoing and more serious concerns and the level of action can be escalated.

The Behaviour Log and escalation process is based on the classification of behaviour breaches. Breaches of discipline will fall within three levels:

- Level 1 - Initial
- Level 2 - Serious
- Level 3 - Very serious

Examples of breaches in behaviour

Level 1:

- Bad language
- Lying (minor)
- Significant interference with work of other students
- Damage to school property
- Misbehaviour in dining room
- Misbehaviour in break time
- Misbehaviour in locker areas, corridors or staircases
- Use of mobile phones
- **Persistent** incorrect school uniform
- **Persistent** failure to complete work set.
- **Persistent** late arrival to class
- **Persistent** incorrect equipment

Level 2:

- 3 minor breaches of discipline
- Lying (serious)
- Significant damage to school property/graffiti
- Insolence towards staff
- Leaving school without permission/missing classes
- Physical aggression, rudeness or lack of respect
- Bad language directly addressed towards staff
- Intimidating or threatening behaviour
- Minor theft
- Racist/sexist/homophobic language
- Psychological/emotional bullying
- Continued failure to complete school work

Level 3:

- 3 Serious breaches of discipline
- Direct insults to member of staff
- Direct racist/sexist/homophobic insults
- Significant theft
- Serious bullying
- Serious physical aggression
- Major failure to carry out school work

Level 1 - Initial Breaches

- Action to be taken by classroom teacher (where appropriate) and form tutors.
(communication of this to be sent between classroom teacher/FT/KSL).

Level 2 - Serious Breaches

- Action to be taken by KSL and/or EW (communication of this to be sent between KSL/EW/GG)

Level 3 - Very Serious Breaches

- Action to be taken by EW and/or GG (communication of this to be sent between EW/GG)

Suggested actions to follow

Level 1: Initial Breach

Class teachers: Conversation with student, email to form tutor/parents

Form tutor: Conversation with student, note in diary, email parents, meeting with parents.

Subject report. Persistent or recurring concerns passed to KSL.

Level 2: Serious Breach

KSL: Conversation with student, lunch detention, email to parents, meeting with parents, GREEN report, Persistent or recurring concerns passed to Head of Pastoral

EW: Conversation with student, lunch detention, email to parents, meeting with parents, YELLOW report, Persistent or recurring concerns passed to Headteacher

Level 3: Very Serious Breach

1st Breach: Internal exclusion, meeting with parents, official warning from the Headteacher RED Report

2nd Breach: External exclusion and contract with targets on return

3rd Breach: Expulsion

Behaviour log and classroom management

- Any breaches in classroom behaviour should always be followed up following the established protocol. For two breaches the teacher should arrange with the student when they will need to return for their 10minute detention. Failure to attend should be logged on the behaviour log and treated as a serious breach of behaviour if there is not an adequate reason for missing the detention. (level 2 - Insolence towards teacher).
- If a student has 3 breaches they should be calmly asked to leave the classroom and go to the relevant member of staff (see timetable). This should ALWAYS be recorded on the behaviour log by the class teacher as a serious breach (Level 1 - Significant interference to work of other students). The student will receive a 40 minute lunchtime detention with the Key Stage Leader or the Senior Leadership team
- If a Class teacher recognises any persistent negative behaviour over the course of a series of lessons, OR the form tutor identifies this through their weekly diary checks then these should also be added to the behaviour log (Level 1 - Persistent causes of concern)
- If any staff witnesses any breaches in behaviours outside of lesson times this should also be logged on the behaviour log.

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Reviewed by: Gillian Greaves

To be Reviewed: September 2023