



THE BRITISH
SCHOOL
OF ALMERÍA



International
Schools
Partnership

BEHAVIOUR FOR LEARNING POLICY

OWNER

THE BRITISH SCHOOL OF ALMERIA

TYPE OF PAPER

POLICY

TOPIC AREA

HEALTH AND SAFETY

DATE OF REVIEW

SEPTEMBER 2025

LANGUAGE

ENGLISH

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 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 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 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. 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 AND LIFE COMPETENCIES

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

- Ambitious
- Compassionate
- Open Minded
- Positive
- Respectful
- Collaborative
- Independent
- Inquisitive
- Reflective
- Resilient



These 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 at school promptly (by 09:00), 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 with no additional items (such as bracelets, hair clips or headbands of colours other than the school colours etc.) 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

- 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.
- All language used must be appropriate for a classroom.
- We encourage and nurture the development of English as an additional language and where required, support multilingual learners through a translanguaging approach.
- Pupils should demonstrate a cooperative and supportive attitude towards each other.
- All equipment should be used with care and broken items or accidents should be reported to a member of staff immediately.

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.
- 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.

(For more information on homework, please refer to our Homework policy)

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, always listening carefully to their teachers.

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 FAMILIES

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/ Head of Primary / Head of Secondary
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, copying in the class/form teacher.

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 part of the English curriculum, all our pupils from Key Stage 1 participate in 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 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 (except EYFS) who meet regularly to discuss matters of common concern. The student council is 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 2025
Reviewed by: Gillian Greaves

BEHAVIOUR FOR LEARNING IN EYFS

2025 - 2026

Scope

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

Responsibilities

- ☐ The EYFS/KS1 Coordinator has a designated practitioner with overall responsibility for behaviour management in the EYFS.
- ☐ The Designated Practitioner will liaise closely with all staff in the EYFS and the Head of Primary, to monitor patterns of behaviour and to agree on courses of action where appropriate.
- ☐ The Designated Safeguarding Lead with the support of the Safeguarding team, 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:

- ☐ Children are constantly rewarded with praise and encouragement, both verbal and nonverbal.
- ☐ Individual sticker charts may be used for individual children when required. This would be discussed with parents/caregivers when needed.
- ☐ 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 may have a meeting with the parents and draw up an action plan, which may include a behaviour chart.

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 may need to be asked to talk and think about what he/she has done.
- The child may 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 significantly upset or injured. 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 most young children and can be 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 SEN 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 Gillian Greaves
September 2025

BEHAVIOUR FOR LEARNING IN PRIMARY

2025- 2026

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 / stamps in books
- ☒ In class reward systems such as star of the day, secret student etc.
- ☒ House Points
- ☒ Visit another teacher
- ☒ House Point Certificates for every 25 points awarded
- ☒ Termly reward trips

Consequences:

- ☒ Warning
- ☒ Time out in class
- ☒ Loss of privilege e.g. use of an object in class, part of 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.
- ☒ Removal of points previously obtained in class

In Class Behaviour/Rewards Chart:

Every class will have a specific behaviour system which may include a visual chart (in KS1 and lower KS2) where the children in the class can gain and lose points based on behaviour and demonstration of school values. It is up to the teacher or class how they present this and this may need adapting depending on the needs of a particular class or child.

If a child displays good behaviour or demonstrates one of the school values, they may be awarded a point. Equally, behaviours that are negative or go against the school values may result in the removal of a point.

At the end of the day the teacher will record how many points each child has onto the school system.

Below are some examples of behaviours that should be picked up in this system. This is a guide and may differ, depending on the severity of the behaviour.

Warnings:

Ignoring a teacher or teacher instructions
Not working
Running indoors
Shouting out in class
Making excessive or non-work related noise

Immediate negative point:

Deliberately breaking school or the property of others
Being unkind
Using inappropriate language
Being rude to a member of staff
Physically hurting another pupil
Unsafe behaviours such as throwing objects in class

Recording of points:

At the end of every day, points should be recorded on the school system. For every 25 points a child achieves, they will receive a house certificate. These are usually presented in assembly by the Head of Primary or Headteacher. The only points recorded centrally are positive points linked to the display of our school's values/ life competencies.

Extreme Behaviours:

There are particular behaviours that we do not accept at 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, intentionally hurting a member of staff or a peer, emotionally or physically.

Individual Behaviour systems:

Children who are consistently struggling with behaviour may require an individual monitoring or behaviour system to be set up for them. It is recommended that the class teacher seek guidance from the SEN Coordinator, the school psychologist and Head of Key Stage (as appropriate) to help determine an appropriate monitoring system for such pupils. This may be either a temporary monitoring system or home-school report to help guide the pupil towards better behaviours

or a personalised plan due to the specific needs of the pupil (such as an SEN pupil). We recognise that the needs of each pupil are individual and therefore the need for such systems is assessed on a case by case basis. The aim of these individual systems is to ensure all pupils have the opportunity to have a positive experience whilst also ensuring all pupils remain safe in the school environment.

Reviewed by: Gillian Greaves

Date: September 2025

Next Review: September 2026

BEHAVIOUR FOR LEARNING IN SECONDARY

2025- 2026

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)

Classroom Behaviour Management

Recognising Positive Behaviour

The 10 school values are: **Ambitious, Compassionate, Open-Minded, Positive, Respectful, Collaborative, Independent, Inquisitive, Reflective, Resilient.**

These values are recognised as fundamental competencies 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.

At secondary school 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.

Positive points for life competencies will also be linked to the school house point system and used to determine individual, form and house rewards throughout the school year e.g: good news postcards, golden tickets, end of term reward trips. Families will receive an email via iSAMs to explain why their child has been rewarded by demonstrating one of the school life competencies.

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 will be acknowledged by the student's name being written onto the whiteboard along with the number of the rule they have broken. Any subsequent rule breaks will be added against the student's name. If at the end of the lesson the student has received one or two warnings, the class teacher will speak to the student and record the warnings on ISAMS.

If the student has received three warnings in one lesson, they will be immediately asked to leave the lesson and sent to one of the Key Stage Leaders or Head of Secondary.

They will be issued with a lunchtime detention and their parents and tutor will be informed of this via an email,

Recording and Monitoring – Summary

- ☐ Classroom teachers will 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 will 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 on the school behaviour system

Serious or Persistent Causes for Concern

Any persistent negative concerns arising in lessons OR for single incidents occurring outside of lessons need to be recorded on ISAMS.

The 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 HoS (communication of this to be sent between KSL/HoS/GG)

Level 3 - Very Serious Breaches

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

Suggested actions to follow:

Level 1: Initial Breach

- Subject/Class teachers: Conversation with student, email to form tutor/parents.
- Form tutor: Conversation with student, email parents, meeting with parents.
student 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 Secondary.
- HoS: 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 10 minute detention. Failure to attend should be logged on ISAMS 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 ISAMS 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 then these should also be added to the ISAMS (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.

Date of Policy: September 2025

Reviewed by: G.Greaves

To be Reviewed: September 2026