



Baleares International College
Mallorca
an Orbital Education School



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BIC Sa Porrassa School Behaviour Policy

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Introduction to Behaviour Policy

At BIC, we define *behaviour* as the way in which we act in any given situation. This includes physical, verbal and online acts.

Behaviour is important to everything we do because a school's behaviour is a manifestation of its culture. Our values of Excellence, Respect, Responsibility, Integrity and Compassion only exist when we perform them in the ways that we behave towards ourselves and one another.

Our behaviour policy is designed to give clear guidelines on what we want to see and what we don't want to see from our students, our staff and in our wider community members.

Importantly however, our behaviour policy is not an exhaustive list of all foreseeable eventualities in a school. Over the course of any year, we will have to interpret the principles set out in this document and our [Rewards and Sanctions Guide](#) to respond to new situations as they arise. This is a live document which is constantly reviewed and updated based on the needs of our community and so we welcome input and suggestions from all community members.

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The Student Behaviours we want...

When we observe positive behaviours in students which link to our five core values, we record them using the House Point system and, whenever possible, we acknowledge and praise these behaviours in the moment. The purpose of displaying these behaviours is not to get house points, but rather to be the best learners and citizens we can be and to be a role model to our fellow students.

Excellence in students...

...can be seen when they are motivated to achieve the best they are capable of. Students who are committed to excellence are on task in lessons, they complete their homework on time to their highest standard, they keep their work neat and complete every task to the best of their abilities. Because they are committed to excellence, such students will seek out and take on help and advice to improve their performance and will seek out ways in which they can improve their own performance.

Respect in students...

...can be seen in the way that they interact with one another, with staff members and anyone else within our community. Respectful students are good listeners and speak to others in a way which recognises each individual as someone who matters.

Responsibility in students...

...can be seen when they accept the role that they play in making our community what it is. Students with responsibility admit when they have not been their best, and they know when to apologise. Students with responsibility know that they are setting an example to those around them, and it is sometimes up to them to challenge poor behaviour in others. Students with responsibility can be trusted to take on important tasks to help the school operate and they can be trusted to act in the best interest of the school community.

Integrity in students...

...can be seen when they live by the same values in all situations. Whilst their behaviour may change to meet the expectations of any given context, they still recognisably hold themselves to standards of Excellence, Respect, Responsibility and Compassion. Students with integrity don't need to worry if anyone has found out something they have said or done, because it all fits together in who they truly are.

Compassion in students...

...can be seen when they treat others with kindness and care. Compassionate students are able to consider how others may feel in any situation and they behave in a way that reflects this. Compassionate students consider how their language and behaviour comes across to others and they take care not to cause any unnecessary hurt to others.

When students behave in ways which reinforce the culture we want to create, it is important that we recognise this and reward when appropriate. At BIC we do this by... A few concrete examples of the behaviours described and the types of outcomes that may result can be found in the [Descriptors and Outcomes document](#).



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The Student Behaviours we do not accept...

When we observe behaviours in students which go against our core values, we have a range of measures to address this. We will always attempt to take a restorative approach where possible and also make it clear when behaviours fall short of our expectations.

Mediocrity in students' behaviour...

...can be seen when they do not care about demonstrating the best of their abilities through work. Through body language, productivity and general attitude, an atmosphere of mediocrity creates a culture where Excellence cannot be achieved. Students who settle for mediocrity will complete the minimum amount of work expected of them, often after several reminders from a staff member.

Disrespect in students' behaviour...

...can be seen when they do not see others as worthy of care and consideration. Students who behave disrespectfully will often communicate with others in a way which is inappropriate to the situation. In strong instances, this may involve defiance towards a staff member, mistreatment of school property or offensive behaviour towards a peer.

Abnegation of responsibility in students' behaviour...

...can be seen when a student has no regard for the impact their actions or inactions have on the world around them. When a student behaves irresponsibly, they show a complacency towards the damage they can cause to others, or the harm they could have prevented from occurring to others. In both minor and severe cases of irresponsible behaviour, an attitude of 'that's not my problem' is what needs to be addressed in students.

A lack of integrity in students' behaviour...

...can be seen when students seem to live by significantly different values in different situations. Telltale signs of a lack of integrity are dishonesty, a reluctance to admit to clear wrongdoing and the desire to cover up the things that have been said or done in the hopes of escaping reprimand. When a student lacks integrity, they resist having their actions brought into the light so that they can be discussed and challenged and redirected towards something more *integrated* moving forward. One of the clearest challenges to integrity in the modern world is the temptation to live by different standards in electronic communications to what we expect when interacting in person.

Unkindness in students' behaviour...

...can be seen whenever there is a lack of consideration towards others' feelings. In extreme cases this can be seen when there is the deliberate intention of harm towards others' feelings. The word 'kind' comes from the same Old English root as 'kin'. When we are unkind, we make others feel alienated, shunned, unwelcome and like they are on the outside. Unkind behaviour in students has the effect of making others feel that they do not belong.

When students behave in ways which conflict with the culture we want to create, it is important that we recognise this and sanction when appropriate. At BIC we do this by... A few concrete examples of the behaviours described and the types of outcomes that may result can be found in the [Descriptors and Outcomes document](#).



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Staff Behaviours we pride ourselves on...

It is crucial that all members of our community uphold positive behaviours in order to create the right culture for our young people to learn and thrive. At BIC, we pride ourselves on staff who embody our core values in their behaviour.

Excellence in staff...

...can be seen when we expect every student as being on a journey to reach their full potential. Excellent school staff are committed to constantly learning. We are committed to learning more about our subjects, our jobs, the world we live in and the students we serve.

Respect from staff...

...can be seen in the way we communicate with students, their families and one another. From its latin root, respect means to look at someone or something with regard. We show respect to one another by making the members of our community feel seen, heard and valued. We show respect by taking on advice and information from students and their families and acting on this advice when appropriate.

Responsibility in staff...

...can be seen in everything we do. In the subjects we teach, the way we interact with students, the environment we maintain, the care we put into health and safety procedures, the policies we write and the feedback we give. As a school, we are responsible for the safety, the wellbeing, the learning and the positive development of the young people we serve.

Integrity in staff...

...can be seen in the way we aspire to the same values and hold everyone accountable to the same standards. In a world which is not always fair, a school's role is to create a world where fairness, honesty and parity are upheld and to show young people what a fair world can look like. In the classroom, the staffroom, the canteen, the playing field, on trips, and every other aspect of school life, our staff are always guided by our core values.

Compassion in staff...

...can be seen in our commitment to creating a kind and supportive environment where our students can feel looked after and supported. As a compassionate school, we know that every student has their own individual context and challenges. We work to create an environment where every students is encourage to succeed academically, but also to be supported in thriving personally and emotionally.

When staff behaviours fall short of our standards...

When we observe behaviours in staff which go against our core values...

Just as with students, we do not tolerate mediocrity, disrespect, irresponsibility, unkindness or a lack of integrity in our staff. In any rare instances where staff actions fall short of these standards, they are handled through the school's [Disciplinary Policy and Staff Code of Conduct](#).



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Home Support that helps...

The work of a school is an essential partnership between the student, the school and the home. Excellent educational development is only fully achieved when all three of these stakeholders are working in collaboration and fully invested in the process. At BIC, we pride ourselves on excellent relationships with our students' homes. We know all too well that the values that students witness at home will be fundamental to their development, and so we are grateful for the ways that students' families show an alignment with our school's values.

Excellence in home support...

...can be seen when families support students to achieve their best in all of their endeavours and challenge them when it is clear that they are falling short of this. Excellent home support includes ensuring students have a good, purposeful work environment, full access to the necessary stationary and equipment for their studies. As our students grow older, we recommend that our students' families help them craft ambitious visions for their future after school and help them to see how their studies fit into these goals.

Respect in home support...

...can be seen when students' families support the school in the standards it sets, the policies it follows and the need to hold students to account. When students have home support which encourages them to respect their peers, staff members and all members of the community, it allows us to create a school culture where all are valued.

Responsibility in home support...

...can be seen when families and students take ownership of the role they have to play. When a student needs to own responsibility for misconduct or underperformance, it is vital that the home support they receive reflects this.

Integrity in home support...

...can be seen when students see the same values and ideals at home and at school. We do not expect every family to conform entirely to the same exact opinions and ideas, but we hope that the school's values of Excellence, Responsibility, Respect, Integrity and Compassion are consistent with what all of our community members would aspire to in and out of school. We are grateful for all the ways that these values are reinforced to our students both in and out of school.

Compassion in home support...

...can be seen when students are shown kindness at home and at school and when they are encouraged to do the same to others. Compassion at home shows students to treat others with kindness, and also to show forgiveness when another community member has fallen short of our standards and acted to make amends.



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When Home Support hinders...

We know that there is nothing more important to the families we serve than ensuring their children have the best support possible. Just as with students and staff however, it is important that we set clear expectations around the types of support which are not helpful to the child or the wider school community.

On rare occasions where families engage with the school in ways which go against our values of Excellence, Respect, Responsibility, Integrity and Compassion then we will address these issues directly and we will insist on a change in approach before moving forward.