



Behaviour and Pastoral Care Policy

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APPROVED BY:

Principal: Janice Short August 2021

Orbital Regional Head of Schools: Karl Wilkinson August 2021

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This Policy is to be reviewed every two years and updated as and when changes occur.



Behaviour and Pastoral Care Policy

Purpose

The key to maintaining a positive atmosphere is in ensuring that all relationships in school are based on mutual respect. We expect high standards of behaviour, founded on personal responsibility and self-discipline, combined with care and concern for others.

We wish to enable our students to develop:

- A sense of self-discipline and responsibility for their own actions
- A sense of identity, achievement and self-worth
- An empathy for other children's feelings
- An awareness of and a desire to care for the environment

The principles underlying this policy are RESPECT for self, for others and for the environment.

Baleares International College seeks to create an environment in which effective learning can take place. Children should be able to learn in a calm working environment and teachers should be able to meet their learning objectives without being hindered by poor behaviour. It is vitally important that we recognise and reinforce good behaviour, so that children feel that their positive behaviours are valued and acknowledged.

This Behaviour Policy applies at all times, before and after school, on school buses and on school trips.

Pastoral Care

We uphold the belief among all members of the school community that we together share a responsibility for the wellbeing of the children at BIC, Sant Agusti. There are many points of contact, such as in the classroom, in the corridor, on the playground and in the dining room, which can affect a child's happiness and success. We look to embed this philosophy by focusing on the main areas in school:

Relationships:

Teacher and student relationships are supported through the daily teacher time, active listening and daily support. Children are helped to make and understand their own choices as well as acting as the primary contact with parents. The primary contact is usually the class teacher, although teaching assistants, specialist teachers, Spanish teachers and the Admin Officer may also communicate with parents. The Principal also acts as a key adult to support the students through school.

Student relationships are actively promoted through group activities in and outside the classroom, trips and team building activities. Social relationships are developed as much as possible, and students mix with other year groups regularly. The PSHE curriculum and support from all staff also support relationships

Parent-school relationships are developed through effective communication procedures including the website. Parent meetings are held every term and the school also offers



opportunities to meet the school team and discuss any developments or concerns face to face on a regular basis and maintain an effective teacher/school-student relationship.

A strong Senior Leadership presence is felt throughout the school. The Principal and Vice Principals combine their leadership roles with a classroom teaching role, as well as visiting lessons and attending assemblies.

Community ethos:

Local excursions that support the student's learning and understanding about their local environment and community take place on a regular basis.

School community projects such as Save the Med, toy donations, Pink Day (Breast Cancer Awareness) and links to selected charities raise awareness and action towards a positive cause.

External talks and visits from members of our community provide the students with a wider understanding and education about local and global issues.

Key international days and events bring the school community together to promote tolerance and celebrate our diverse community.

Support Systems:

Effective Safeguarding procedures enable staff to be aware of the importance of safeguarding students' welfare, health and safety and to consider all aspects which will enable students to feel safe. Children's welfare is promoted, and students are aware of who the child protection team are and how to access them. They are also encouraged to talk to any member of the school staff team they feel they can.

PSHE lessons are based on an emotional intelligence curriculum that actively teaches students social emotional skills and important issues such as mental health, identity, managing money and E -safety.

Assemblies are held weekly which also promote the PSHE curriculum.

The School Council offers the students a support network where they can contribute to their ideas on ways to enhance student life.

Our house point system motivates and celebrates the children's efforts and achievements.

Mindfulness and self-esteem support the social and emotional development of the students.

Our positive behaviour culture guides our school community to work together positively and flourish together. Staff and students work through disagreements and work hard to prevent and effectively manage any forms of potential bullying or prejudice. (Please see our Anti-Bullying policy).

Our Special Needs support systems identify any needs that may be impacting daily functioning or learning.



Positive Behaviour Management

Roles and responsibilities are created to support students to reflect on their rights and responsibilities in their school environment and guide the students through positive coaching and caring behaviours in their community. We have a stepped approach for both rewards and sanctions and for managing all forms of behavioural problems, from low effort and withdrawn behaviour to disruption, be they academic or pastoral.

Respect for others

Staff and students should:

- Allow students to learn and teachers to teach.
- Treat everybody with consideration and courtesy.
- Respect the right of others to hold their beliefs and opinions.
- Help to prevent all forms of bullying.
- Keep to the school uniform requirements.
- Behave with the health and safety of others in mind.
- Behave helpfully and responsibly.
- Speak appropriately.

Respect for property

Everyone should treat their own property and the property of others with care.

Respect for the school

Everyone should treat the school buildings, their contents and grounds with care.

We aim to achieve these aims by teaching and encouraging children to observe The Golden Rules at all times.

THE GOLDEN RULES

We are gentle, we don't hurt others.

We are kind and helpful; we don't hurt anybody's feelings.

We play well; we don't spoil each other's games.

We are honest; we don't cover up the truth.

We work hard, we don't waste time.

We listen to people, we don't interrupt.

We follow all adults' instructions, we don't argue.

We look after property, we don't waste or damage things.



By following The Golden Rules the children will appreciate that **Good behaviour leads to good learning.**

The staff responsibilities are:

To look for, encourage and reward good behaviour

To treat all children fairly and with respect

To raise children's self-esteem and develop their full potential by recognising that each child has individual needs

To provide an environment that is conducive to learning

To be good role models

To form a good home – school link with parents so that the children can see that the key adults in their lives share a common aim

To implement and practice the school rules and involve children in the creation of classroom expectations

To use rewards and sanctions clearly and consistently within a supportive atmosphere

The children's responsibilities are:

To be proud of their school and represent it positively

To maintain the highest standards of behaviour possible both in and out of school

To learn to make independent choices, not blaming others and learning from mistakes.

Our system of rewarding achievement in behaviour, work, effort and progress is clarified below:

Strategies for PROMOTING GOOD BEHAVIOUR

We firmly believe in an active partnership between parents and school. The following examples are some of the strategies used:

- Class rules are displayed in all classrooms as a reminder of our expectations. Adults' role as role models.
- Praising students for good behaviour (e.g. House points, certificates, notes in homework diary).
- Sharing information about successful events via newsletter, local newspaper, letters home.
- Regular assemblies
- Staff being visible around the school, being seen to be interested in the students and displaying good examples of self-discipline.
- Displaying examples of students 'work.
- Offering a wide range of extracurricular activities.



- Rewarding good behaviour as appropriate.
- Positive school environment.
- Creating calm and orderly movement around the school.
- Providing students with opportunities to promote the values which they regard as important.
- Recording and investigating any allegations of bullying or harassment.
- Engaging students in school life and developing leadership and decision-making skills.

Rewards

- House Points – the students are divided into 4 houses. Points are awarded for good effort, achievement and behaviour and are collected each week by Y6. The winning house receives a cup with their coloured ribbons. Siblings are placed in the same house and teachers are allocated to houses.
- Individual house points are awarded and children will receive a Bronze certificate for 200 house points, a Silver certificate for 400 house points and a Gold certificate for 600 house points a year.
- Every week the Principal's Certificate is given to one student in the school for special effort or outstanding achievement in any area of the school curriculum, including non-academic.
- A note in the homework diary.
- Individual teachers give stars, stickers, praise as appropriate.
- Individual teachers use "Table of the week", Raffle ticket system, red, yellow and green face system or marbles in a jar or similar.
- Any child demonstrating extra effort, work, kindness, care etc. receives a sticker from the Principal.
- KS1 and KS2 use the Traffic Light system with 3 levels of behaviour, which children will move to another colour if necessary.
- KS1 use Golden Time as a reward for good behaviour; children may lose time from Golden Time due to not following the Golden Rules.

Strategies for DISCOURAGING POOR BEHAVIOUR

The school takes a very proactive approach to discouraging poor behaviour, such as:

- Adults as role models.
- Staff being visible and promoting positive behaviour.
- Using sanctions as appropriate in line with the school policy.
- Regular assemblies promoting positive behaviour and respect for all.
- Encouraging students to be involved in extracurricular activities.
- Positive school environment.
- Bullying monitored on iSAMS/behaviour report.
- Mutual respect amongst peers.
- Using mindfulness as a technique.



Consequences

Natural consequences for unwanted behaviour supports children to reflect on rights and rules, reinstates the limits and supports the reflection of alternative behaviours. Staff support this reflection through discussion and reflection on what the behaviour was, why it happened, what rule was broken and how to make things right. Students will be supported calmly, and every student will be treated in a way that "every day" is a fresh start to create a safe, secure and happy learning environment. Persistent difficulties to follow the community rules and responsibilities or use of consequences for unwanted behaviour in a single child indicates difficulties that are then referred to be investigated and supported through a specialised support plan by the SENDCO, Principal or external agencies.

Sanctions

Staff: As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. When dealing with all forms of inappropriate behaviour, teachers will follow these three rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits and teaches alternative behaviours.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and at the earliest opportunity and the consequences are fully explained.

Minor breaches of discipline are generally dealt with by the class teacher / subject teacher in a caring, supportive and fair manner, with some flexibility regarding the age and general behaviour of the child, as far as sanctions are concerned. Each case is treated individually depending on the circumstances involved.

Early Years use the Sun and Cloud system where all children start the day on the sun but their name may be moved to the cloud for misdemeanours, in a similar way to KS1 and 2 - see below.

KS1 -The Rocket

KS2 - Traffic Light system



Green

All students begin each day on a **green “traffic light”** in the display chart. The expectation is that they will retain this all day. However, if the class/school rules are broken the following sanctions may be taken:

Children are made aware that they are responsible for their own actions and that breaking rules will lead to the following consequences:

1. A verbal reminder is given to the child with reference to the Golden Rules.
2. If the same behaviour is repeated, the pupil's name will be moved to an Orange Light and the pupil will write the reason why in their Student Planner. The pupil will be asked to explain their behaviour and be counselled. The pupil will miss 5 or 10 minutes of playtime, carrying out a task related to the misdemeanour e.g. cleaning a table they have written on, sharpening pencils, tidying up an area.

The class teacher will record the yellow light in the class behaviour log and keep the Vice Principal informed of any persistent offenders. The child / teacher will write the orange light up in their Planner, supervised by the teacher to keep their parents informed.

4. Red Light (Minor Breach – Persistent)

3. Should the child misbehave again during the same day, the child's name will be moved to a Red Light and referred to the Vice Principal / Principal, with an explanatory note. The Vice Principal / Principal will record this in the class behaviour log, who will also counsel the student concerning this behaviour and write the red light offence in the child's diary and the Primary behaviour incident book. The child receives detention at lunch time with time for reflection after counselling with the Vice Principal / Principal.

*Automatic Red Light (no orange first)

Major breaches of discipline (including physical assault, use of very bad or inappropriate language, rudeness to members of staff, deliberate damage to property, stealing, verbal abuse, refusal to work, disruptive behaviour in class) will result in the child being referred immediately to the Principal to be given an Automatic Red Light. Parents will be contacted.

To achieve unity across the school, the following are suggestions for the type of behaviour we would use sanctions for. However, individual students' differences need to be taken into consideration as well as the teacher's teaching style. The students need to have the same message from all staff and need to know what is acceptable and what the rewards and sanctions are if the Behaviour Policy is not adhered to. This is simply a guideline as all teachers are to use their professional judgment.



Teachers will give sanctions for the following:

- Choosing not to follow instructions after reminder
- Persistently calling out/talking in class
- Persistently interrupting teacher
- Throwing objects
- Drawing on others' work/tables or damaging things
- Repeatedly out of seat and refusing to sit down when told to
- Rolling around/poking disrupting others on carpet
- Swearing at other students/bad language
- Not being truthful to adults
- Play-fighting
- Not being prepared for class/having equipment or books (regularly)
- Refusing to line-up appropriately/lining up late
- Play-fighting/repeatedly talking waiting in line
- Shouting/running when moving around school in lines
- Not packing up/refusing to line up appropriately

Immediate referral to Principal for the following incidents:

- Arguing with/challenging or rudeness to any teacher or staff member
- Repeated refusal to work or cooperate with staff
- Repeated deliberate disruptive behaviour
- Physical or verbal abuse
- Fighting
- Swearing at staff
- Stealing/perpetual dishonesty
- Vandalism/damage to property
- **Any form of bullying or peer on peer abuse including online, sexual harrassment, sexual violence, sexual activity without consent, predujiced or discriminatory bullying of any kind.**

School – Home Strategy

If problems recur regarding regular low level behaviour incidents, the Principal or SENDCO will meet with the class teacher and parents to set up a school – home strategy. Children may then be placed on a daily or weekly report system to monitor their behaviour with parental support during this period.

Written Warning Prior to Suspension

Children who receive **two red lights** in a short space of time (e.g. a month) will be sent to the Principal and a written warning prior to suspension will be issued to the child, which will also be signed by the parents. A conference will be set up with the parents at which the child may or may not be present depending on circumstances. Should a **third red card** occur within a short space of time, suspension will occur. This will be recorded in the child's Diary and Primary Incident Log.



Short term and / or Permanent

Exclusion may result if an inability to respond positively to the sanctions of the school despite support is evident or in the event of an incident of severe misconduct. This will be applied at the discretion of the Principal with reference to the Regional Head of Schools.

The school has a stepped approach to sanctions which will in most but not all cases follow this simple progression. These sanctions can be imposed by the Principal.

Fixed-term Internal Exclusion

Student completes work on the school site but is excluded from class. Principal informs the parents. If a student receives three internal exclusions which have failed to produce improved behaviour this can result in an external exclusion.

Fixed-term External Exclusion

The Student completes work set by the school, off site, usually at home under the supervision of parents/guardians. A readmittance meeting with parents and the Principal is held before the student returns to school. A contract of behaviour will be drawn up and signed by the student/parent/school as part of the readmission procedure. If a student receives three external exclusions which have failed to produce improved behaviour this can result in a permanent exclusion.

Permanent Exclusion

Student is removed from the school roll and is no longer considered to be completing their education at Baleares International College.

The Principal, in consultation with the Regional Head of Schools, reserves the right to permanently exclude a student should the situation be appropriate.

Possible offences leading to a fixed term exclusion:

consuming alcoholic drinks on school premises or on school trips against the instructions of the staff in charge;

- serious and sustained bullying including online and cyber bullying;
- attacks on other pupils/teachers causing no or only minor injury;
- theft;
- verbal abuse to staff;
- serious challenge to staff authority;
- intentional damage to property;
- peer on peer abuse;
- serious racial or sexual harassment including upskirting;
- sexual abuse and violence;
- serious disruption to other student's learning;
- use of social network sites to bring the school into disrepute;
- unsubstantiated malicious accusations against school staff;
- possession of illegal drugs on the school premises or on school trips;



- vandalism/arson (e.g. damage to school fire extinguishers, misuse of emergency alarms)
- photographs, audio or film footage taken of staff without their permission;
- serious misuse of mobile telephones
- Misuse of internet and / or email

Possible offences leading to an automatic permanent exclusion:

- providing/dealing in illegal drugs on school premises or on school trips;
- dealing in illegal drugs outside of school if convicted by the courts;
- possession of a dangerous/lethal weapon on the school premises or on school trips;
- persistent behaviour of a nature indicated in the list above;
- serious attack on a student or teacher especially, but not exclusively if actual or grievous bodily harm is caused;
- serious criminal damage to property;
- any comparable offences of a serious nature.

Appeals

Parents have the right to appeal against exclusion. Appeals are made in writing to the Regional Head of Schools:

Karl Wilkinson
Regional Head of Schools
Ref: Baleares International College
Orbital Education
Landmark House
Station Road, Cheadle Hulme, SK8 7BS
United Kingdom

Monitoring and Review of the Policy

Baleares International College monitors and reviews the Behaviour Policy by seeking the views of staff and parents to ensure they agree and support the policy.