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## **Behaviour Policy at The Academy International School**

### **Aims of the Policy**

To create and sustain a positive, supportive, and secure environment for all students and staff at The Academy.

### **Objectives**


1. To encourage a calm, purposeful and happy atmosphere within the school.
2. To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
3. To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
4. To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
5. To make the boundaries of acceptable behaviour clear and to ensure safety.
6. To raise awareness about appropriate behaviour.
7. To help pupils, staff and parents have a sense of direction and feeling of common purpose.
8. To ensure that children and staff have opportunities to extend their skills in managing difficult situations.
9. To provide strategies to help students to manage/change unacceptable behaviour.
10. To have clear guidance for staff, parents and students on the expectations, rewards and sanctions associated with behaviour management at The Academy.

### **Needs and Responsibilities**

Our Policy for positive behaviour is based on the needs and responsibilities of children and staff, which are displayed throughout the school and which form the basis of all behavioural issues. Children, staff, and parents all have responsibilities in maintaining this policy and ensuring its success. The staff have a responsibility to make sure the policy is implemented and regularly reviewed.

### **Student's responsibilities are:**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To follow the school guidelines and meet expectations in the classroom and around the school.
- To respect the school property and other peoples' belongings.
- To co-operate with other children and adults.
- Be punctual, neat and in correct uniform at all times.
- To speak to an adult when they have a concern.

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**Students can expect other students to:**


- Allow them to work to the best of their ability. No student should be mocked, isolated, belittled or called names because of their desire to achieve to the maximum of their potential.
- Be pleasant, friendly and supportive. No student should feel threatened, insulted, tormented or be physically harmed.
- Be sympathetic towards the feelings of others. No student should feel that they are ignored or ridiculed, or that their feelings are unimportant.
- Treat others fairly and as individuals. No student should be targeted because of their looks, gender, colour, sexual orientation, accent, religious beliefs, family back-ground or ability.
- Respect others’ beliefs, customs, opinions and tastes. No student should feel unhappy or uncomfortable because of these differences.
- Treat everyone’s property with respect. No student should have their possessions stolen or damaged in any way.

**Staff responsibilities are:**

- To treat all children fairly and with respect.
- To enhance children’s self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual and to be aware of their special needs.
- To offer a framework for social education.
- To promote good relationships between children, between adults and children, and between adults.

**The Parent’s responsibilities are**

- To make children aware of appropriate behaviour in all situations.
- To encourage self discipline.
- To show an interest in what their child does in school.
- To foster good relationships with school.
- To support the school in the implementation of this policy.
- To follow the recommendations discussed with our school education and counselling team.
- To be aware of the school rules and expectations.
- To make time for sharing talking and listening with children.
- To inform the form tutor or a member of the well-being team if you have any concerns about the behaviour of your child or the behaviour of others towards your child.

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### **What we do to encourage good behaviour at school**


We promote children's self-esteem by:

- Praise and reward students for meeting 'Academy Learner Profile', by class tutor, and SLT. Students are awarded 'Praise Points' for displaying excellent examples of the school expectations and Academy Learner Profile, in class and outside the classroom.
- Prizes and awards for students with the highest points and most improvement in assemblies every month
- Form tutor points review on a Friday morning
- End of year special recognition
- Ensuring children experience success.
- Showing others children's good work on display boards.
- Sharing and celebrating positive points in form time and lessons and awards assemblies
- Giving parents direct access to points system
- Giving positive feedback to parents.
- Using clear rules consistently.
- Discussing rules and expectations with children.
- Discouraging unsociable behaviour by promoting mutual respect.
- Encouraging children to take responsibility for their own actions and behaviour.
- Setting standards of behaviour by being positive role models.
- Promoting opportunities for co-operative work.
- Encouraging children to listen to each other and respect others' views and feelings.
- Displaying classroom expectations in the classrooms and guidelines for the dining room and patio areas in each area.
- Delivering lessons related to boosting self-esteem in assembly time and the PSHE and citizenship curriculum.

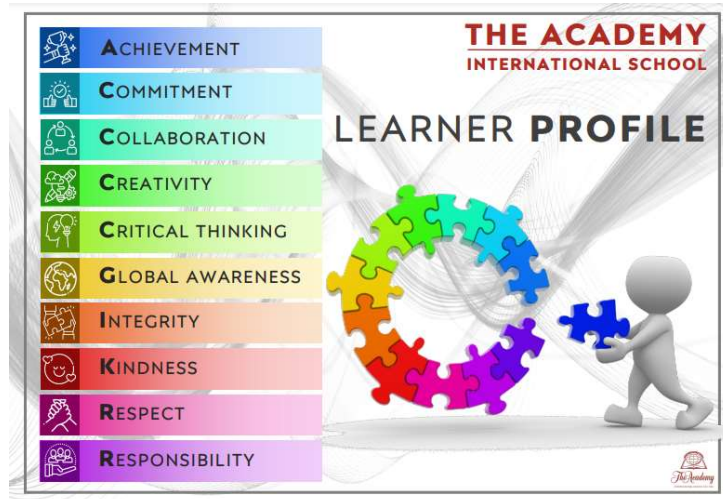
### **Strategies used within the classroom**

Teachers encourage positive behaviour by ensuring that ...


- The tasks are meaningful.
- The level of challenge is appropriate i.e. not too difficult so that the pupil feels over-whelmed or confused, or not too easy so that the pupil becomes bored.
- The pupils have a clear sense of short-term and long-term goals and receive positive feedback leading to a growing sense of confidence.
- The lesson objective is written on the board.
- They recognise that a pupil's level of motivation can vary from extrinsic to intrinsic.
- They deliver an effective PSHE every week, and KiVa lesson once per month.

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## The Academy Learner Profile



- Kindness** Academy students develop lifelong friendships through kindness. We value friendships and the support that they offer to each and every member of our school community.
- Respect** We are all unique. Academy students show respect for others, and their differences. We foster an open-minded, inclusive approach; accepting and embracing all.
- Responsibility** Academy students take responsibility for their actions and their work. Our students demonstrate responsibility to promote a happy and healthy learning environment for the whole school community. We benefit greatly from showing kindness and taking care.
- Collaboration** Working as a team creates strong bonds between students. Teamwork is an essential aspect of The Academy International School and is encouraged and fostered through many activities. Staff collaboration creates a solid foundation on which the school ethos and high academic standards can thrive.
- Creativity** Students are encouraged to explore their creativity through a variety of activities within the classroom and outside, such as drama, creative writing, music, dance, performance, art and gardening.
- Integrity** Honesty and integrity is an important part of who we are.
- Commitment** Staff and students are committed to developing and pursuing a well rounded educational experience through following the National Curriculum and the IB Diploma Programme.

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**Critical thinking** Academy students are encouraged to think critically about their work; our learners analyse, enquire, question, justify, challenge boundaries and attempt to reach conclusions based on a range of evidence and information.

**Global Awareness** Increased interconnectivity means that we engage with wider social issues locally, nationally and internationally. We are proud of our internationalism and welcome and encourage new cultural experiences for our students, parents and staff.


**Achievement** We value and encourage personal achievement of all kinds at the Academy. Our Values closely match the Learner Profile of all three International Baccalaureate Programmes. We are proud to offer the International Baccalaureate Diploma Programme in Years 12 and 13, here at the Academy International School.

**Classroom expectations:**

The following is displayed in every classroom to maintain consistency of behaviour:





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### **General guidelines for the management of unacceptable behaviour at school.**

The school prepared the guidelines for the management of unacceptable behaviour at school with the support of the school well-being team, the local police tutor, KiVa policies, PSHE guidelines Key Stage 1 to 4, and the following guidelines for schools:

- Keeping Children Safe in Education (KCSIE 2023), Department of Education, England
- Behaviour in Schools September 2022, DfE, England
- Searching, screening and confiscating June 2022, DfE, England
- Decree 121/2010 rules of coexistence in non-university educational institutions, Conselleria de Educacion, España. (Decret 121/2010, de 10 de desembre, pel qual s'estableixen els drets i els deures dels alumnes i les normes de convivència als centres docents no universitaris sostinguts amb fons públics de les Illes Balears (BOIB núm. 187 - 23/12/2010)

Consequences are not only corrective but also reformative and for this reason, we will intervene through techniques such as mediation, behavior modification plans, community services, meetings with parents, and contacting social services among others.

### **Stage 1 - Students not meeting classroom expectations**

Behavioural problems that are considered to be stage 1 level are dealt with by the teacher who is responsible for the child at the time of the incident. To avoid confrontation the teacher tries to alter the inappropriate behaviour with little disruption to the rest of the class.

Non-verbal signals: Through eye contact, gestures and facial expression.

Verbal warning: Discreet warning, explaining what the problem is and how to change that behaviour. The student is given the opportunity to explain how they could have behaved more appropriately.

Students are reminded that they should be meeting classroom expectations and their name placed on the board (from Year 6 to DP) in the teachers' book from (Y1 to Y5)


If the student repeats the behaviour previously discussed or does not meet classroom expectations in any way again a tick is placed next to their name on the board or teachers' book. (see above)

The student would now receive a 'Caution' and this is recorded on ISAMS on the same day. Parents, tutor, and the pastoral team are all notified automatically.

Examples of stage 1 issues (reminder and then caution): distracting behaviour in class, incorrect uniform, speaking Spanish in other lessons, no homework (first day). For no homework in the 1<sup>st</sup> instance – student has 24 hours to submit the homework. If they do not, they will receive a caution.

If a student arrives late to a lesson the student will receive a reminder. If they are late to the next lesson that you teach them then they will receive a caution.

Lateness to registration is dealt with by the office/SLT.

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**Stage 2 - A student receives three cautions for poor behaviour points or displays behaviour of serious concern**

These sanctions apply to those who repeat the inappropriate behaviour at Stage 1. Or, for a more serious first offence such as bad language, misuse of school property, hurtful comments, hiding belongings of other students.

An email will be sent to the parents, and the pastoral coordinator & school counsellor discuss the cautions and subsequent detention. The student (Y6 to DP) must attend an after-school detention on Friday (16.00 – 17.00) with a member of SLT where they will complete a detention review form to reflect on why the detention was received and to avoid a repeat. From Y1 to Y5 there is detention during the school day in the form of supervised time-out from patio time activities.

During a detention the students may be given school service to complete, such as helping in the dining room, working in the school garden, helping a teacher prepare for a lesson.

The detention is recorded in ISAMS and authorised by a member of SLT. Parents, tutor and Pastoral team are all notified automatically.

**Stage 3 - A student collects 3 detentions or in response to a very serious incident. (Year 6 - DP)**


The form tutor/class teacher speaks with the pastoral coordinator. The pastoral coordinator monitors cautions and detentions to identify any patterns.

A parents meeting is arranged to discuss how the matter should be dealt with further and the student is suspended for 1 day due to the Rule of Three; or between 2 and 22 days in response to a very serious incident. The school will agree a contract with the student whereby the student agrees to behave in accordance with the ethos and rules of the school. The student will have a progress card for 1 week, following the suspension. Follow up meeting with parents and form teacher to discuss the progress report.

**Stage 4 - In response to very serious incidents or consistent aggravations that have not shown improvement during stage 3. (Year 6 - DP)**

The school may expel a student if they continue with unacceptable behaviour; if the student has accumulated 3 suspensions or in the case of a once off but very serious incident (see chart below for further details). A meeting will be held with the head teacher, pastoral lead, school counsellor and parents.


\*\*In cases involving a student who has received a special needs diagnosis related to self-control and impulsivity, the school reserves the right to assess the situation and apply the policy differently.

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**Examples of negative behaviour and consequences Year 1 - Year 5**


Stage	Consequence	Types of intervention
Stage 1a. Notification (caution) (after name written down and a reminder)	<ul style="list-style-type: none"> <li>• Interrupting an adult or classmate frequently</li> <li>• Repeatedly moving around in class without permission</li> <li>• Repeatedly making inappropriate noises</li> <li>• Not behaving well in the dining room and playing with food</li> </ul>	<ul style="list-style-type: none"> <li>• Notification for parents</li> <li>• Behaviour support plan</li> </ul>
Stage 1b. Direct notification (caution)	<ul style="list-style-type: none"> <li>• Answering back in a disrespectful way</li> <li>• Name calling</li> <li>• Hiding belongings of others</li> </ul>	<ul style="list-style-type: none"> <li>• Notification for parents</li> <li>• Group or individual sessions with counsellor</li> <li>• Behaviour support plan</li> <li>• PSHE and KIVA lessons</li> <li>• Mediation with counsellor</li> </ul>
Stage 2. Time out (detention/suspension)	<ul style="list-style-type: none"> <li>• Rule of 3 (3 cautions)</li> <li>• Bad language or swearing</li> <li>• Misuse of school property</li> <li>• Hurtful comments to other classmates</li> <li>• Selling unauthorized items</li> <li>• Physical aggression</li> <li>• Intimidating or threatening others</li> <li>• Bringing dangerous material to school</li> <li>• Bullying and cyberbullying (repeated, unbalanced of power and intentional)</li> </ul>	<ul style="list-style-type: none"> <li>• Call or meeting with parents</li> <li>• Behaviour support plan</li> <li>• Report card during an amount of time</li> <li>• Community service at school - helping staff, doing a task at school.</li> <li>• Behaviour contract</li> <li>• KIVA intervention</li> <li>• Mediation with the counsellor or police tutor.</li> </ul>



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### **Examples of unacceptable behaviour and consequences Year 6 - DP**

<b>STAGE 1. Cautions</b>	<ul style="list-style-type: none"> <li>• Interrupting an adult/others</li> <li>• Moving around unnecessarily in class without permission</li> <li>• Inappropriate noise</li> <li>• Answering back in a disrespectful way</li> <li>• Name calling (apart from bullying/racist comments)</li> <li>• Unwanted physical contact</li> <li>• Inappropriate use of uniform (dress appearance must not present health or safety problems nor be vulgar)</li> <li>• No homework (after 24 hours of set day)</li> <li>• Speaking Spanish in other lessons</li> </ul>
<b>STAGE 2. Detentions</b>	<ul style="list-style-type: none"> <li>• Three behaviour cautions</li> <li>• Bad language or swearing</li> <li>• Misuse of school property</li> <li>• Hurtful comments</li> <li>• Hiding belongings of others</li> <li>• Kissing and inappropriate display of affection</li> <li>• Inappropriate gestures or obscenities</li> <li>• Selling unauthorized items</li> <li>• Use of phones during school hours</li> </ul>
<b>STAGE 3. Suspension (see further details below in the section Information from the Spanish decree 121/2010)</b>	<ul style="list-style-type: none"> <li>• Rule of Three, following three detentions (1 day suspension)</li> <li>• Graffiti/vandalism</li> <li>• Intimidation, humiliation or threatening others, including staff</li> <li>• Physical aggression to others</li> <li>• Verbal abuse towards another person (see item d Spanish decree 121/2010)</li> <li>• Tobacco / vape use or possession</li> <li>• Cyberbullying, harassment or bullying</li> <li>• Stealing things of value such as money, mobile phones, laptops, among other.</li> </ul>
<b>STAGE 4. Expulsion</b>	<ul style="list-style-type: none"> <li>• Rule of three, following three suspensions</li> <li>• Use and/or distribution of alcohol or illegal drugs in school</li> <li>• Bringing weapons to school</li> <li>• Sexual abuse</li> </ul>

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### Information from the Spanish decree 121/2010

In cases where the behaviour seriously harms school coexistence, the school will follow the decree 121/2010 of the Conselleria de Educacio which establishes the rules of coexistence in non-university centres. This decree contemplates a suspension that might last between 2 and 22 days for those behaviours that involve significant harm to a member of the educational community. The length of the suspension will be determined by the SLT, the pastoral guide and the counsellor.

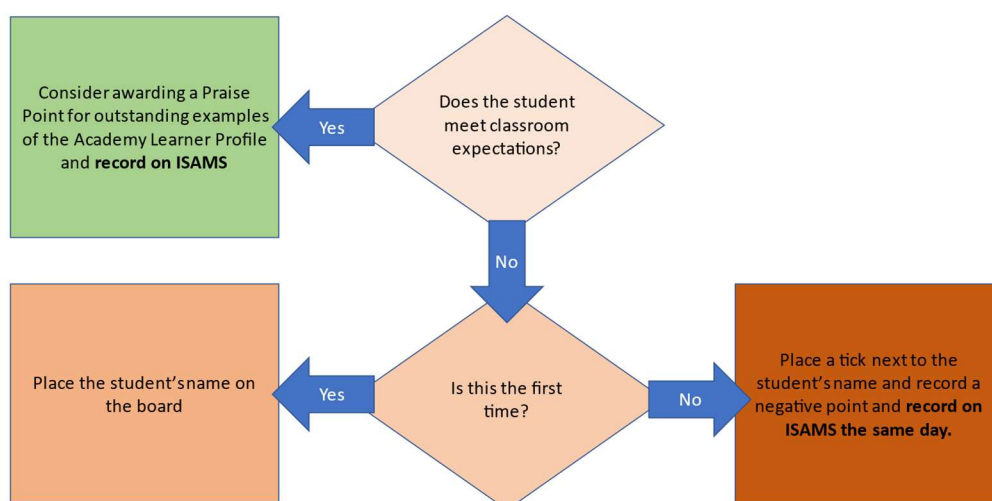
This will depend on the following aspects: context, history of the behaviour, severity of the damage caused (in case of aggression the severity of the injury will be taken into account) and the number of times it has occurred.


The following behaviour is considered to be seriously harmful for school coexistence:

- a) Physical aggression towards any member of the educational community.
- b) Threats and coercion towards any member of the school community.
- c) Bullying, understood as a prolonged behaviour of verbal insults, social isolation, psychological intimidation and physical aggression from one student to another. It is worth mentioning that it must be intentional, repeated and in an imbalance of power.
- d) Harassment or humiliation, by verbal or written messages, of any member of the school community, especially if it contains a sexist, sexually oriented, racial or xenophobic components, or if it is directed to students with disabilities or specific educational needs.
- e) Spreading rumours that could damage the good name of any member of the educational community.
- f) Serious damage caused to school material or facilities.
- g) Falsification, theft or modification of exams or academic documents.

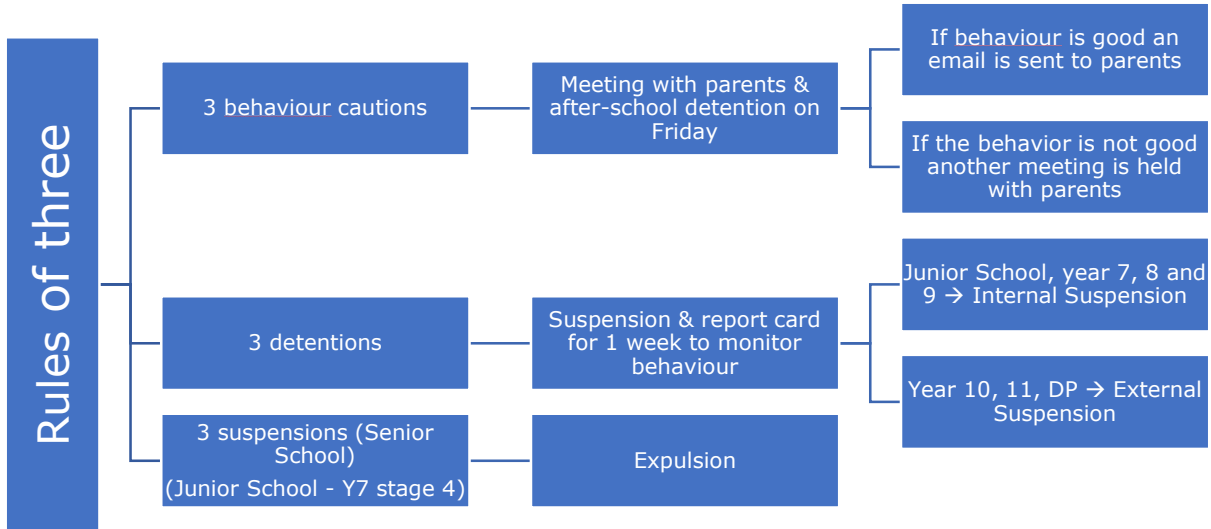
In either case, the pupil must sign a contract in which he/she acknowledges the harm done, that he/she is willing to apologise and that he/she commits, by specific actions, not to repeat the behaviour. In case of violation of the contract, the duration of the suspension may be increased.

### Process for managing unacceptable behavior in class

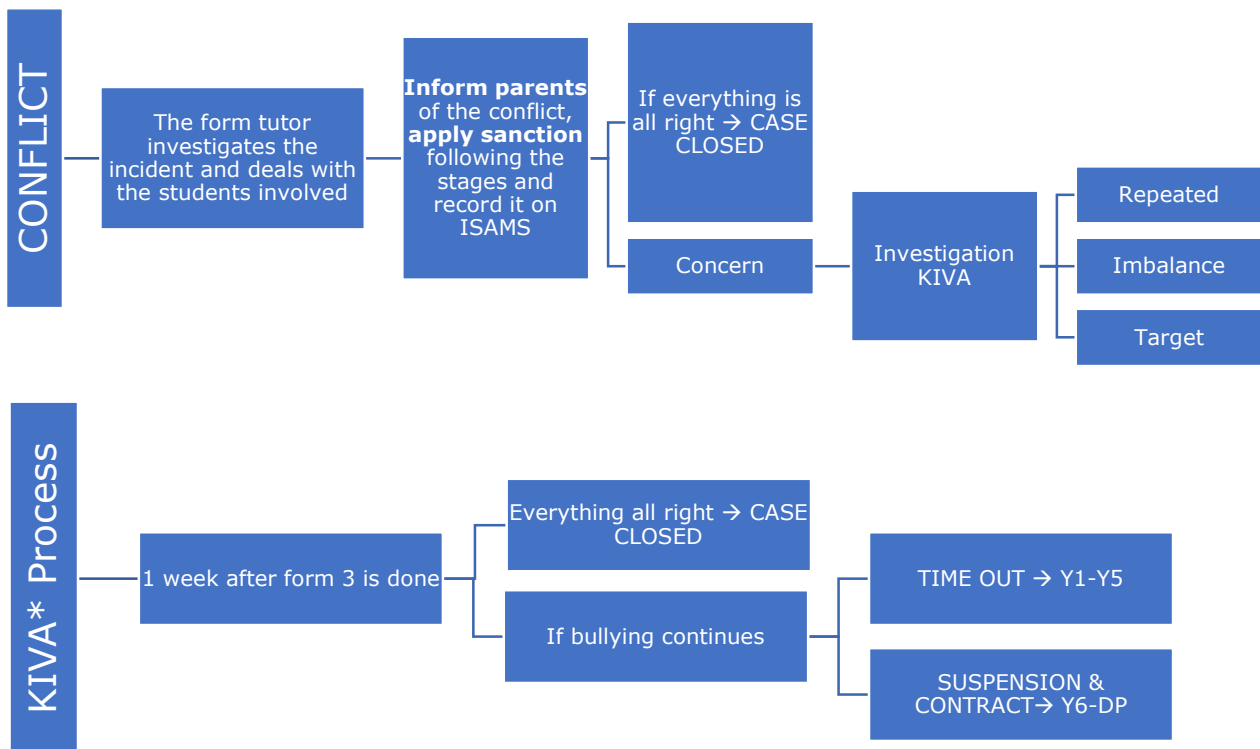


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**Rule of three for Year 6 to DP2**



**Response to a conflict and/or KiVa process Y1 to DP**



\*\*The KiVa process may follow a reported conflict or may be instigated following reports of low level but repeated issues. The sanction for the inappropriate behaviour will precede the KiVa process.