



## Behaviour Policy

### Introduction

King's College, The British School of Murcia (KCM) is a community where the individual matters and we set ourselves the highest standards of behaviour, in dealing with each other. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We expect consistently good behaviour and this is central to our commitment to the welfare and safety of all our pupils. Young people need clear and consistent boundaries where positive behaviours are praised and encouraged, whilst negative actions are dealt with appropriately.

KCM is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person so that they are equipped to take their place in the modern world. In particular we encourage our pupils to embrace internationalism and understand the role that they might play in becoming responsible global citizens.

### Aims

It is the aim of this policy to support the principles of the 5 outcomes of *Every Child Matters*:

- **Being Healthy** – we aim to promote children's mental health and wellbeing and keep them free from bullying or oppressive behaviour.
- **Staying Safe** – we aim to create a safe and secure environment so that all learners can achieve their full potential.
- **Enjoying and Achieving** – we aim to minimise potential disruption to lessons and school life so that all can take full advantage of the opportunities offered both inside and outside the classroom.
- **Making a Positive Contribution** – we encourage positive behaviour in the community which shows respect for others.
- **Achieving Economic Wellbeing** – we aim to provide pupils with the preparatory life skills of self-discipline and taking responsibility for actions to enable independent living and economic well-being.

### School Ethos

The overarching principle for the creation of this behaviour policy is the establishment of clarity and consistency across our school. KCM's community of School Council, staff and parents all view education as a partnership and our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We insist on the highest values and standards of behaviour inside



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and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School.

The School insists that pupils treat all staff and each other with consideration and good manners, they must respect each other, the staff, parents and themselves. In particular, we would expect our pupils to respond confidently to the demands of School life and to make every effort to contribute positively and productively. In both Primary and Secondary we want our pupils to feel safe and happy. These fundamental qualities, alongside the fulfilment of academic potential, are at the heart of our aims for our pupils and expected behaviours run in parallel with the values that we seek to engender, nurture and reward. We believe that our pupils will ultimately be better equipped to succeed in their lives beyond school if we allow them opportunities to develop and apply these values.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated and all incidents will be dealt with promptly and effectively. Our anti-bullying policy is publicly available via our website and is also set out in the staff, pupil and parent handbooks. The School is strongly committed to promoting equal opportunities for all, regardless of race, sex, gender orientation or physical disability.

We expect pupils to be ready to learn and participate in School activities. They should attend School and lessons punctually, adhere to the School routines and follow the School Attendance Policy. Pupils are expected to care for their environment and behave in a manner that reflects the best interests of the whole community.

To ensure consistency across the school and to set clear boundaries, we have a very visible Sanctions and Rewards policy. These are displayed in all classrooms across the school.

Staff and pupils are very aware that teachers will follow the 'steps' if pupils are disrupting the learning or not treating each other with respect. The steps include a Friday after school detention (in Primary pupils have a 10 minute detention, 3 result in an automatic SLT lunchtime detention), internal exclusion and external exclusion depending on the severity of the misdemeanour. For a full version of our 'steps' policy see Appendix 1.

In conjunction with our sanctions policy and in order to encourage and promote good behaviour we also have a rewards system, ranging from verbal praise to house points and positive comments home. For a full version of the reward system please refer to Appendix 2.

### **Involvement of Parents and Guardians**

Parents and guardians who accept a place for their child at KCM undertake to uphold the School's policies and regulations. They will sign a home school contract when they join the school. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, homework, private study, and extracurricular activities. When behavioural issues arise parents are expected to be part of the procedure.



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The School will always make contact with parents or guardians on the first day of an unexplained absence in order to make sure that their child is safe. Please note that it is the policy of the School to allow holidays to be taken during term only in very unusual circumstances. Any request should be made, in writing, to the Headteacher.

The School warmly welcomes parents and guardians to attend events and sporting fixtures both at and away from the School. Parents should remain supportive of all participants and it is expected that they should also remain supportive of staff who may adjudicate, coach or referee teams and fixtures.

### **Involvement of Pupils**

Positive and negative behaviour is to be discussed. Positive behaviour is reinforced through the involvement of pupils within tutor groups, PSHE sessions, by individual members of staff in lessons and through extra-curricular activities. The Student School Council and assemblies are also opportunities for the School to listen to constructive suggestions from the pupil body.

### **School Rules and Regulations**

The School's rules and regulations are designed to encourage positive behaviour. Its sanctions are to help the School to manage challenging behaviour. Copies of the Rules and Regulations are available to parents on request and may be subject to change from time to time. Parents and guardians undertake to support the authority of the Headteacher in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headteacher, or those she delegates to, undertake investigative action and apply appropriate sanctions fairly. Sanctions may undergo reasonable change occasionally, but will not involve any form of unlawful or degrading activity.

### **Teaching and Learning**

KCM aims to raise the aspirations of all its pupils and to help them appreciate that there are no barriers to their potential achievements both inside and outside of the classroom. Pupils are encouraged to aim for the highest possible grades and as such they are encouraged and guided to take responsibility for their own learning, to be independent and resilient. Students should do their utmost to use metacognitive thinking in order to understand, with teacher guidance, their areas of strength and of development. As such, the correct standards of behaviour are central to maximising the learning potential in our classrooms. Our teaching staff offers every child a high level of individual attention, together with consistent, helpful feedback and advice and high quality teaching. In return, we expect every child to cooperate, work hard, be proactive and respect the rights of their fellow pupils to do the same. Behaviour that constitutes low-level disruption to their own or other students' learning will not be tolerated.



## **Complaints**

During their time within our community, we hope that neither parents nor pupils have any complaints about the operation of our Behaviour Policy. If they do, copies of the School's Complaints Procedure can be found on the school's website or can be forwarded to them upon request.

The policies (or guidance documents) below run in tandem with, or expand upon, this Behaviour Policy:

- Anti-bullying Policy
- Safeguarding and Welfare (Child Protection)
- Aims and Ethos
- Spiritual, Moral, Social and Cultural Development Policy
- Rewards and Sanctions
- Code of conduct (Guidance for Staff)
- Complaints Procedure

## **Appendix 1**

### **Sanctions**

#### **STEP 1**

Name on board

The pupil's name is written on the board as their behaviour is disrupting the learning.

#### **STEP 2**

Cross

The cross means the pupil has reached step 2 and the teacher will need to discuss their behaviour at a time which is convenient to the teacher e.g. the end of the lesson, break time. This should not affect teaching and learning time. Primary children will be given 10 minutes at playtime to reflect on their behaviour.

#### **STEP 3**

Detention

Pupil is given detention. The detention will be with a member of Secondary staff on Friday after school from 4.30 to 5.15. Pupils will be given work to complete on core skills and cannot misuse chromebooks or complete homework. Key Stage Heads to monitor and tally through ISAMs. Parents will be given at least 24 hours notice.

If a student is caught with a mobile phone which has not been handed in to SLT, they will automatically be given a Friday detention and parents must collect the phone.



If a student is caught with a mobile phone which has not been handed in to SLT as agreed by both parent and Head of Primary, this will result in an automatic lunchtime detention.

#### STEP 4

##### Removal

Pupil is removed from the lesson. Pupils will either sit outside the classroom or will be sent to a Head of Department / member of SLT if possible. They will not disrupt the learning. Parents will be asked for a meeting to discuss behaviour. Meeting with counsellor arranged. Detention given.

#### STEP 5

##### Internal Suspension

If a pupil tallies three detentions (three SLT lunchtime detentions in primary) or removals in one term, this leads to a minimum of one day of internal suspension. They will serve the after school or lunchtime detention and followed by internal suspension. Parents will be notified and asked for a meeting.

Fighting, bullying and other misdemeanours will mean an automatic STEP 5. This includes taking videos of other students. This is an internal suspension to be arranged by SLT.

#### STEP 6

##### External Suspension

External suspension. Three internal suspensions in one term will lead to a day of external suspension where pupils must learn from home. Serious misdemeanours can lead to an automatic external suspension.

#### NB Primary detention (different from Secondary)

Pupil is given detention. The detention will be with a member of the Primary Senior Leadership Team on Friday during lunch for 30 minutes. This will be an opportunity to reflect on their behaviour and choices and discuss ways of coping with situations in a more positive way. Parents will be notified by email.

## Appendix 2

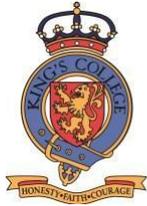
### Primary Rewards (Years 1-5)

Primary students are given verbal praise, given dojo points, and rewarded with Star of the Week certificates for positive behaviour both academic and pastoral. Children in each year group with the most dojo points at the end of the week are celebrated in assembly.

#### Year 6

Year 6 children follow the secondary reward policy. Please see below.

End of Year prize giving certificates will be awarded for students who show outstanding and consistent behaviour both academically and pastorally.



## Secondary Rewards

### Reward Example 1

#### Verbal Praise

The teacher tells the student they are working well or gives positive praise during the lesson or outside the classroom.

### Reward Example 2

#### House Point

The pupil receives one or more house points for their work or behaviour. These are recorded on ISAMs and parents can view them on the app.

### Reward Example 3

#### Positive Comment

Teacher uploads positive comment to ISAMs which is visible to parents on app.

### Reward Example 4

#### Shout outs

Class receives a teacher 'shout out' in Key Stage / Secondary assemblies.

### Reward Example 5

#### Commendation

Pupils receive a commendation which results in 10 house points. Visible on ISAMs parents' app.

### Reward Example 6

#### Prize giving

Pupil receives a subject nomination in the end of year prize giving ceremony.

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