



# Behaviour and Pastoral Care Policy

**PREPARED BY:** Janice Short

**APPROVED BY:**

Principal: Janice Short August 2020

Orbital Regional Head of Schools: Karl Wilkinson August 2020

Date of next review: August 2022

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. Students 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 students 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 students 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-Student – teacher and student relationships are supported through the daily teacher time, active listening and daily support. Students 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 a key adult to support the students through school.

Students – 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.

Parents – 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.

Leadership – a strong Senior Leadership presence is felt throughout the school. The Principal combines her leadership role 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 Friday and links to an orphanage in Kenya 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.

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.

## 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 the leadership and decision-making skills (e.g. House Team Leaders, Eco Amigos).

### 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. During Covid restrictions, a certificate of each house colour will be placed in each classroom so the teacher can display the winning house in the classroom.
- 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 use the Behaviour Rocket with 5 levels of behaviour, with named pegs which move up and down the Rocket.
- KS2 use the Euros money system with named pegs which move up and down depending upon a student's behaviour. Each day the amount of money they have collected is recorded and then added together as a class, to go towards a whole class reward. The children can up and down the systems during the day.

### **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

- Verbal warning
- Thinking Time / thinking cloud / time out.
- Removal from their place in classroom
- Miss a proportionate amount of play time. (Students need to have some playtime)  
– sit in the playground for their time out.
- Talk to the Principal
- **Any action taken beyond simply talking to a student is recorded on iSAMS. All correspondence to parents will be kept in the student's file.**

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

### Step 1 Low Level:

The following measures may be taken:

Teacher may:

- Contact parents via phone, email or homework diary
- Send letter home

### Step 2 Moderate Level

When (a) repeated efforts at Step 1 have met with widespread failure and concerns are mounting or (b) there have been several incidents in more than one area of the school, the following measures may be used:

- Group email to subject teachers re: student progress.
- Contact made with parents/guardians inviting them to attend a meeting with member of staff.
- Student behaviour monitored closely for a week and shared with parents at the meeting. A initial Behaviour Chart developed with staff and family to support the child in improving behaviour.

### Step 3 Serious Level

When there has been a dramatic deterioration in behaviour/persistent moderate Level 2 behaviours, the following actions may be considered:

- Internal/External/Permanent exclusion.
- Plan reviewed and monitored at regular intervals with parents (time frame dependent on need).
- Contract of Behaviour to be drafted with a timeline of review for fixed period external exclusions
- Meeting between parents, student and Principal before re-admittance

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 excluded from class. Principal informs 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

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 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;
- 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;
- serious racial or sexual harassment;
- 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

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.