



COLEGIO
INTERNACIONAL
MERES



A **COGNITA** SCHOOL

Behavior Policy

September 2025

SPAIN

1 Introduction

- 1.1 This policy is designed to promote a value system in the School that fosters quality teaching and learning, all in an environment of respect and collaboration. The application of this policy promotes the fair and transparent treatment of all students. The school's intention is to encourage students to adopt the highest standards of behaviour and principles, and to respect the school's philosophy.
- 1.2 This policy applies to all students, including those who are in the pre-school education cycle.
- 1.3 We are committed to ensuring the safety and well-being of all students and staff and to making the behaviour and conduct of pupils a source of pride for us. We aim to be a safe place for children where they feel they are part of a group and can trust adults and talk to them openly about their problems.
- 1.4 This policy summarises our Code of Conduct applicable to learners, as well as the system governing the use of sanctions and rewards in order to ensure that our high standards are maintained. It is also our responsibility to ensure that the necessary measures are taken to safeguard and promote the welfare of minors.
- 1.5 The Head of School is the person responsible for developing this policy within the framework established by Cognita as an owner. In this way, it is the management who decides and sets the standards of behaviour that our students are expected to meet in the school. It involves determining how these standards and the school's rules will be set, as well as the penalties for non-compliance with them and the rewards for good behavior. The measures outlined in our policy are intended to encourage good behaviour, self-discipline and respect, and for minors to perform the tasks assigned to them and to regulate their behaviour. **Teachers can sanction students for bad behaviour that occurs at school, and in some cases, outside of school (including online activity).**
- 1.6 This policy should be read in conjunction with the school's other applicable policies, including the Anti-Harassment Policy; the Policy for the Comprehensive Protection of Minors; the Suspension, Exclusion and Termination Policy in other circumstances; the Drug and Alcohol Policy; the Special Needs Policy; the Staff Code of Conduct; the IT Policy, the Reasonable Use of Force Policy.
- 1.7 The school makes reasonable accommodations for students with special educational needs and disabilities or certain medical conditions. We are aware that not everyone who needs support will have special needs identified.
- 1.8 In cases where management considers that a minor's behaviour constitutes a criminal offence or a serious threat to any other person, it will always notify the relevant law enforcement authorities. If it is believed that any misconduct is causing or could result in suffering or substantial harm to a minor, our Child Protection and Safety Policy must be strictly followed and the necessary measures will be taken in accordance with the relevant authorities' referral procedures. *If a child is in imminent danger or is at risk of harm, the case should be referred immediately to child care services and/or the police in accordance with our Comprehensive Child Protection Policy.*
- 1.9 We publish this policy on our website. We also carry out a review at least once a year. This policy is mentioned in the contracts we sign with the families of the students.

- 1.10 We offer support to minors in those difficult situations that they may go through in their lives, such as those related to cases of domestic violence, bullying, accidents, changes, loss of friendships, divorces and separations, deaths and bereavement. In this way, they develop their resilience, as well as strategies to deal with the difficult situation, which prevents them from suffering from mental health disorders in later stages of their lives.

2 Our Approach

- 2.1 Good behavior is critical to effective learning. Our policy is a fair, consistent and transparent approach to managing behavioural issues in the school and combines relevant disciplinary action with the support we provide in a school environment that cares about its students.
- 2.2 We work with students, their families, and all members of the school staff to create an environment of mutual respect and understanding. Our written policy reflects this approach, in which disciplinary measures and sanctions are combined in a balanced way with a firm commitment to promoting positive attitudes. We expect students, families and staff members to understand and comply with the School's rules, responsibilities and expectations of them as described in this policy. We also expect both staff and families to serve as role models of good behaviour at all times, so that our students can get the most out of their experiences at the School.
- 2.3 It is essential that staff members follow this policy at all times to ensure that it is applied consistently and effectively. In our opinion, this is how children will feel that they are being treated fairly.
- 2.4 In the event that a child experiences social, emotional or behavioural difficulties, it is our duty to support them in building resilience and protecting their mental health. Similarly, we must ensure that everyone participates equally in all the educational opportunities and experiences we provide them with and that the learning of their peers is not hindered.
- 2.5 In the most serious situations, we choose to have the child receive external support, in addition to support at the School at an early stage, for example, through early intervention services and/or medical professionals.
- 2.6 Staff members will work in collaboration with the *Special Educational Needs Coordinator (SENCo)* and the Welfare and Protection Coordinator to ensure that we are well aware of the mental health care services available in our area, whether they come from the health care system or from private or voluntary organisations.

3 Principles of the College

- 3.1 Quality schools encourage good behaviour through a combination of high expectations, a clear policy and a value system that promotes discipline and mutual respect among the students themselves, and between students and school staff.
- 3.2 The quality of learning, teaching and behaviour are intrinsically linked issues for which all staff are responsible.
- 3.3 Principles of the College:

- Students and school staff must treat each other with respect.
- Good behavior should be the expectation and sanctions will be applied systematically when unacceptable behavior is observed, including bullying, harmful/inappropriate sexual behavior, and the use of violence.
- Appropriate measures will be taken to reduce the risks of inappropriate behaviour, as well as concrete actions to prevent a disproportionate number of behavioural incidents from affecting the most vulnerable groups of learners, including children with special educational needs or disabilities.
- Minors whose behavior or attendance at school may be affected by adverse situations such as bereavement, divorce or separation from their parents, or by being victims of abuse, must be identified and supported.
- All students must be listened to and given an answer.
- All learners have the right to learn in a safe environment.
- Minors must show dignified behaviour during, for example, educational visits, professional practices, sporting events, on their way to and from school, etc.
- All staff should model acceptable behaviour and promote it by actively developing students' social, emotional and behavioural skills.
- All members of the educational community must understand and accept the principles that govern the Behavior Policy.

4 Expectations and responsibilities

- 4.1 Our behavior is the way we act and react to others and to the situations in which we are immersed. Our goal is for our students to learn how to behave in a socially acceptable way.
- 4.2 In our school, teachers have the authority to sanction students who show misconduct in the school, and this power applies to all paid staff members who have responsibility for minors, unless otherwise indicated by the Principal.
- 4.3 In order for their behavior to be considered socially acceptable, we believe that minors must be able to:
- Treat adults and other minors with respect and kindness;
 - Talking to others politely; and
 - Show self-confidence and high self-esteem.
- 4.4 To encourage that, school staff will:
- Treat all minors and adults with respect.
 - He will speak to others politely.
 - Recognize the efforts and achievements of minors as often as possible.
 - He will explain to the minors, when they have made a mistake, how they should have acted or what they should have said in that situation.
 - It will encourage children to self-reflect when they have made mistakes and to motivate learning;
 - Inform families of their sons and daughters' accomplishments and efforts; of any behavioral concerns, and explain any risk concerns to themselves or others by the behavior demonstrated; and
 - They will avoid using critical or sarcastic language with minors and other adults.
- 4.5 We will not tolerate the following displays of behavior, whether from an adult or a minor:
- Use of unfriendly or offensive language;
 - Hitting, kicking, biting, or other physical assaults; or
 - Racist, sexist, homophobic, biphobic, transphobic comments Any other discriminatory comments towards third parties, including people with protected characteristics.

4.6 The role of teachers

- Teachers are responsible for ensuring that the code of conduct is applied in their classroom, and that their groups behave acceptably during their lessons.
- Teachers will discuss any incidents related to inappropriate behaviour in class, for example in group meetings or tutorials.
- All teachers will ensure that the classroom code of conduct is consistently complied with and treat all students fairly.
- Adults should make it clear that, if they are disappointed, it is with the child's behavior and not with the child himself. They must apply discipline in private, not with reprimands in public, so that when a sanction is applied, the minor can start from scratch.
- If a child shows inappropriate behaviour in class, the teacher will be responsible for keeping a record of all these incidents and, from the outset, will manage the situation on their own. However, if this behaviour is prolonged, it will require the help and advice of the management team. Where appropriate, he or she will have a conversation with the family to promote an improvement in attitudes and the application of the most appropriate measures.
- The teacher will notify the family of the progress of all students under his/her responsibility, in accordance with our policy. The teacher may also contact the family if any concerns arise about a child's behaviour or well-being, in accordance with the guidelines of our Comprehensive Child Protection Policy.
- An incident form will be used to record any situation affecting a minor or any of the school staff that has caused personal or property damage, such as theft or theft, deliberate harm or any other incident of a serious nature. The Director and the family will be notified of such incidents, and all details of the incidents will be recorded completely and accurately. Incident forms will be kept at the school and records will be kept in the child's file and incident book.
- In classrooms, throughout the school grounds and during educational visits, the applicable health and safety regulations must be complied with at all times. This will involve, among other measures, maintaining order and cleanliness of the spaces.
- Comments that are racist, sexist, homophobic, transphobic or that are offensive or degrading for any other reason will not be tolerated.
- Physical violence should never be used to manage conduct (for the reasonable use of force, see below).
- The reasonable use of force will only be used in exceptional cases, and only to prevent harm to students or material damage, or for students to commit a crime. Only the minimum physical force necessary will be used, the incident will be recorded and families will be informed. For more information on this, please refer to our Use of Reasonable Force Policy.
- The Staff Code of Conduct and IT Policy (Digital Security and Acceptable Use) must be complied with.

4.7 What we expect from our students at school

- Comply with the school's Code of Conduct
- Arrive at class on time and with all the material needed for the session.
- Listen respectfully and attentively when teachers give instructions.
- Follow the instructions of the teaching staff correctly.
- Follow the instructions of the teachers on movement in the classrooms.
- Treat others with respect, kindness, and consideration at all times.
- Dress neatly and with the uniform that has been specified for each activity.
- Comply at all times with the regulations on safety and health in the classrooms and throughout the school grounds. This will involve, among other measures, maintaining order and cleanliness of the spaces.

- Move around the school's facilities and spaces in a prudent and calm manner.
- Do not make racist, sexist, homophobic, transphobic or offensive or degrading comments.
- Never resort to physical violence.
- Comply with all agreements on digital security.

This list is not exhaustive.

4.8 Expectations of families

Families who enroll their child in school agree to abide by the policies and rules, including this policy, when they sign the Parental Agreement. The school values a close relationship with families and encourages them to work collaboratively with the school in order to help maintain good standards of behaviour both inside and outside the school. Above all, the school expects families to support the school's values in matters such as class attendance and punctuality, behavior and conduct, uniform and appearance, schoolwork levels, extracurricular activities, and homework/private study.

The school will work with families, where possible, and, if appropriate, with external agencies on behaviour management issues.

5 Rewards and Penalties Policy

5.1 Our rewards – to promote good behavior

The school in its "Coexistence Plan" establishes and regulates the rules that we must all follow and establishes the relevant educational measures in case of non-compliance. All processes and actions undertaken related to rewards and sanctions are educational in nature and aim to prevent inappropriate conduct by promoting individual responsibility.

Examples:

- All staff members will praise, reward, and sanction students consistently
- Younger students will be given stars and stickers for their achievements. They will share their work with other teachers, with the principal, coordinators or other staff.
- With the students of Infant Education and 1st and 2nd of Primary Education, different resources will be used: medal systems, awards and responsibilities in the classroom to motivate students to behave well and achieve good results.
- In Primary Education, verbal reinforcement inside and outside the classroom and in public is a strategy that improves the student's self-esteem and motivates them to make an effort. In the lower grades, it is rewarded through the "star of the day" or "star of the week". In the classrooms there are "prize boxes" for students to choose their reward.
- In Secondary and Baccalaureate, verbal reinforcement and recognition in front of their parents in tutoring interviews, as well as written observations in information bulletins for families, are the most used resources.

5.2 Strategies and support

Below, a series of strategies that must be implemented in the School and that are aimed at promoting good behavior are specified:

- Make changes in the organization of the classroom, where each student sits, etc.
- Use resources of different types.
- Set small and achievable goals.
- Establish short periods in which, under supervision, personal reflection is encouraged.
- Create reward systems that make no mention of inappropriate behavior.
- To award certificates for positive qualities.
- Praise good behavior when it manifests itself in class.
- Achieve the early participation of parents to develop an action plan together.
- Use peer mediation and mentoring.
- Follow an approach based on the idea of restorative justice.
- Convene orientation sessions at the School to provide assistance to students who are facing social, mental or emotional difficulties.
- Provide social skills training.
- Refer students to educational support services.
- Refer to family care and/or therapy services so that students and their families are able to better understand and manage the behaviour in question.

5.3 Our sanctions

As a general rule, teachers will handle minor disciplinary offenses and always in a fair way and showing understanding and support. In this regard, due consideration shall always be given to the particular needs of the child. However, if there is a situation in which the child transgresses the acceptable limits that have been established at school, you will talk to him/her so that he/she understands those limits and what is expected of him/her.

Physical punishment is illegal and will never be used, nor threatened to be used in our school. We do not support the use of physical punishment by families to their children for behaviors shown at school. Physical punishment by families is dealt with under the protection of our Policy for the Comprehensive Protection of Minors.

Examples of sanctions that could be used in the school:

- Verbal reprimand
- Letter to parents to comment on the behavior
- Additional work or rework until the required standard is reached
- Written assignments
- Stay at school after school hours; Withdrawal of privileges
- Confiscation of material if it is being used inappropriately or without consideration
- A task or service for the school community, under the supervision of a staff member
- Help with household chores, such as trash pickup, under the supervision of a staff member
- Reporting on a regular basis, including academic performance reports; report each morning, behavioral checks, or be identified for behavior tracking
- Withdrawal from a class, educational visit or team event.
- Registration Withholding

All incidents related to behavior and discipline will be dealt with as soon as possible.

- 5.2.1 We will need to consider whether the behaviour in question gives reasonable grounds to suspect that the child is suffering or may suffer substantial harm. In such cases, staff will follow our Comprehensive Child Protection Policy and report the case to the Welfare and Protection Coordinator to seek help and advice before establishing any sanctions. It must also be determined whether the continued disruptive behavior is the result of any unmet educational or any other need. At this point, it will need to be decided whether an assessment of the case by an external agency is needed.
- 5.2.2 When problems appear, are recurrent or last over time, parents should be involved from an early stage.
- 5.2.3 It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. In cases of more serious behaviour, management reserves the right to use any sanction including suspension, expulsion or dismissal in other circumstances, even before employing lighter sanctions.
- 5.2.4 Any sanction used must be reasonable in the circumstances and relevant factors must be considered, which could include the age of the pupils, whether they have special educational needs or disabilities, and the religious obligations that apply to them. Possible sanctions include:

6 Suspension and Expulsion

- 6.1 The Headmistress reserves the right to suspend, expel or request that a student leave the school. Suspension and expulsion processes are governed by our Suspensions, Expulsions, and Terminations in Other Circumstances Policy.

7 Allegations of Harmful Sexual Behavior and Peer Abuse

- 7.1 Allegations about a minor displaying Harmful Sexual Behaviour and/or peer abuse are taken seriously and dealt with fairly and consistently, providing effective protection against the victim and support for the person about whom the allegation of suspicion has been made, and always in consultation with the Welfare and Protection Coordinator. All allegations are addressed in accordance with the Policy for the Comprehensive Protection of Minors. In most cases, the school will speak to the families of both the victim and the alleged perpetrator, when there has been an allegation of harmful sexual behaviour or peer abuse, unless this could put the victim or alleged perpetrator at risk. The necessary support will be provided to all parties involved and the school will assess what information to share with parents to ensure confidentiality. The school will endeavour to maintain confidentiality during the investigation. Cases will be referred to social services when necessary in accordance with the Comprehensive Child Protection Policy.

8 Grievance Procedure

We hope that any concerns or difficulties related to this policy can be managed and resolved informally, sensitively, and effectively. We ask families to share any concerns with us so that we can continue the process of continuous improvement of the quality of education in our center.

- 8.1 The Complaints Procedure is available on the School's website and sets out how parents of pupils enrolled in the school can make a formal complaint and how the school will handle it.

9 Monitoring and evaluation

- 9.1 The school will record all incidents related to the behaviour (including bullying) and also the sanctions applied in accordance with this policy. In this way, behavioural trends in the school will be monitored and the effectiveness of this policy will be evaluated. The Director is responsible for maintaining a record of behavioral incidents.
- 9.2 The school will assess whether there are trends of worrying, problematic or inappropriate behaviour among the pupils which in turn may indicate a possible cultural problem in the school that allows such behaviours to occur. If certain trends are identified, the school will decide what action to take, which may include staff training, adapting the PSHE curriculum or modifying this policy.
- 9.3 The Director is also responsible for implementing this policy and for reviewing it periodically to assess both its implementation and its impact.
- 9.4 Behavioural and bullying-related incidents will be reported by the school management at governance meetings. These are the owner's monitoring and evaluation functions.
- 9.5 Where the school's approach to behavioural misconduct raises any concerns, the Head of School Improvement Spain and/or Director of Education Europe will be responsible for looking into the issue.

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