Behaviour Policy

Colegio Internacional Meres

SPAIN

Registered in England & Wales - Cognita Schools Limited No. 02313425
Registered Office: Seebeck House, One Seebeck Place Knowlhill, Milton Keynes, Buckinghamshire, MK5 8FR

COGNITA

THRIVE IN A RAPIDLY EVOLVING WORLD

1. Introduction

1.1. This policy is designed to foster a school ethos that promotes high quality teaching and learning to support the wellbeing of our pupils in order for them to thrive in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School.

1.2. This policy applies to all pupils including those in the Early Years.

1.3. We are committed to promoting and protecting the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

1.4. Our policy outlines our Code of Conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the safety welfare of children.

1.5. The Headteacher is responsible for developing this policy within the framework set by Cognita as proprietor. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct. **Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (including online).**

1.6. This policy should be read in conjunction with the School's other applicable policy including our Anti-Bullying Policy, Safeguarding and Child Protection Policy, Suspension, Expulsion and Removal in Other Circumstances Policy, Drug and Alcohol Policy, SEND Policy, Staff Code of Conduct, IT Policy, Use of Reasonable Force Policy, and Child Absent from Education and Attendance Policy.

1.7. The School makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

1.8. If any pupil's behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant Police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely

to suffer, significant harm, then our Safeguarding Policy will be rigorously followed, and action will be taken in accordance with the relevant local safeguarding partners referral procedures. *If any child is in immediate danger or is at risk of harm, a referral should be made to children's Social Services and/or the Police immediately in accordance with the provisions of the Safeguarding Policy*.

1.9. We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our Parent Contract accordingly.

1.10. We support pupils at times when difficult events happen in their lives, such as domestic abuse, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps pupils to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

2. Our Approach

2.1. Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.

2.2. We work in partnership with our parents/carers, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour. We expect our staff, parents/carers and pupils to understand and respect the rules of the school and the expectations and responsibilities outlined in this policy. We expect both staff and parents/carers to model positive behaviours at all times so that our pupils can benefit fully from their experiences in school.

2.3. It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.

2.4. Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy, and to ensure that all children are properly included in the educational experiences and opportunities provided whilst the learning of their peers is not impeded.

2.5. Where severe problems occur, we expect the child to receive external support, as well as support in school at an early stage, such as via early help services and/or from medical professionals.

2.6. Staff work closely with the Special Educational Needs Coordinator (SENCo) and Child Protection and Wellbeing Coordinator (CPC) to ensure we have a good understanding of the mental health support services available in our locality, both through national health service and voluntary/private organisations/professionals.

3. School Principles

3.1 Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

3.2 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

3.3 The School Principles:

- School staff and pupils should all show respect for one another;
- Good behaviour should be the expectation and sanctions should always be applied consistently for unacceptable behaviour, including bullying, inappropriate/harmful sexual behaviour, and violence;
- Appropriate and preventative action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs or disabilities;
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and those children supported;
- All pupils should be listened and responded to;
- All pupils are entitled to learn in a safe and secure environment;
- Pupils should act as appropriate ambassadors for the school on, for example, School trips, work placements, sports events and journeys to and from the School;
- All School staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the School community should understand and accept the principles on which this policy is grounded.

4. Expectations and Responsibilities

4.1. Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our pupils should be able to behave in socially acceptable ways.

4.2. Teachers have authority in our school to discipline pupils for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for pupils on/off site; unless the Headteacher says otherwise.

4.3. To be socially acceptable, we believe that our pupils should be able to:

- Treat other pupils and staff with respect and kindness;
- Speak politely to other people; and
- Have self-confidence and high self-esteem.

4.4. To encourage this, the staff will:

- Treat all pupils and adults with respect and kindness;
- Speak politely to other people;
- Praise all pupil's efforts and achievements as often as they can;
- Explain to pupil's what they should have done or said when they get it wrong;
- Encourage self-reflection to pupil's when they get something wrong to encourage learning;
- Tell parents/carers in a timely manner about their child's efforts and achievements, any concerns around behaviours, and explain any concerns about risk to self/others arising from the behaviour; and
- Avoid using critical, belittling or sarcastic language towards all pupils and adults.

4.5. We will not accept the following behaviour from pupils or adults (including staff):

- Use of unkind or rude language;
- Hitting, kicking, biting or other such physical responses; or
- Racist, sexist or homo/bi/transphobic remarks, or other discriminatory comments towards anyone including those with protected characteristics.

4.6. <u>The role of the teacher</u>

- Teachers are responsible for ensuring that the School Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;
- Incidents of poor behaviour may (where appropriate) be discussed by the teacher with the class, e.g., during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each pupil fairly and equally;
- Adults should always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start.
- If a pupil misbehaves in class, the teacher will keep a record using the school behaviour recording system of all such incidents; dealing with the matter themselves

in the first instance. However, if the behaviour continues, they must seek help and advice from a senior member of staff, including a conversation with the parent to seek improvements and the use of appropriate strategies;

- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our School policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil, with reference to the School's Safeguarding Policy as appropriate;
- An incident form is used to record in detail any incident involving a child, or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Headteacher and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book;
- Obey all health and safety regulations in classrooms, around the School and in all off-site educational activities including helping to keep the School clear of clutter and litter;
- Never make racist, sexist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics.
- Never resort to physical measures to manage behaviours (other than reasonable force, see below)
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum restraint is used. The action taken is recorded and the parents must be informed. Please see our separate policy on the Use of Reasonable Force for further details;
- Comply fully with the Staff Code of Conduct, and the IT Policy

4.7. Expectations of pupils in our school

-]• Comply with the School's Code of Conduct at all times;
- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect, kindness and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Never make racist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics; sexist or other abusive or humiliating remarks;

- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

The above list is not exhaustive.

4.8. DfE guidance (January 2026)/local authority guidance states that 'all schools should be mobile-phone free environments by default; anything other than this should be by exception only.'

Mobile phone usage is prohibited during the school day for all the pupils.

The school will consider reasonable adjustments where a pupil requires a device for medical monitoring or other agreed support related to a disability, health condition or learning need. Any exceptions must be documented within the pupil's healthcare plan or learning support plan. Devices permitted under such arrangements must only be used for the agreed purpose, and where access to a personal device can be supervised and/or provided by school staff through the school day. Smart watches and other wearable devices capable of communication, internet access, photography or recording are treated in the same way as mobile phones. Pupils must not use or wear these devices during the school hours.

Staff must never use their personal mobile phones or connected smart watches when pupils are present and must only use work devices (see Code of Conduct and IT Policy).If mobile phone usage is necessary for work purposes or medical reasons, staff usage must be kept to a minimum.

The school does not condone the ownership of smart phones for pupils. If mobile phone ownership is deemed necessary for pupils by their parents/carers, it is preferable that this should be a basic phone/brick phone/flip phone and not a smart phone. Parents/carers should make informed decisions about the age at which their child should obtain a smart phone and follow up to date government guidance. There is currently no legal age limit in Spain, however access to social media is prohibited for children below the age of 14.

Pupils are encouraged to leave mobile phones at home and not bring them into school.

RESPONSIBLE USE OF MOBILE DEVICES POLICY

1. All the school's technological devices (tablets, computers and laptops) as well as any other similar device owned by the student, which allows access to the Internet and social networks

within the school, must be charged from home every morning and be used only for educational purposes and always with the authorization of the teaching staff.

2. The school's Technology Department will be trained to configure internet accesses securely on the student's device when they are connected through the school's own network.
3. The Department of Technology will provide a support and incident resolution service for student equipment, only related to the general configuration software for the academic operation of the equipment. Other types of physical incidents or those derived from the misuse of the devices will not be attended.
4. The school will have a bank of loaned laptops for those cases in which students need them due to breakdown or malfunction of those they own.
5. It is the commitment of students not to intentionally disrupt school network traffic by using bandwidth for personal entertainment, such as downloading music, videos or online games, etc.
6. Video or music streaming, social media, instant messaging, chatting, or video games are not allowed during the school day unless it is classroom activities or activities permitted by a teacher.
7. The student's username and password are personal and non-transferable. No one should give it to a third party, or use the username and password of another. In case of accidentally finding this data, it will be the student's obligation to let a teacher know.
1. It is not allowed to bring your mobile phone to school during the school day included in the course of the route. Students who need to bring it to school will give it first thing to their Tutor/Coordinator to pick it up at dismissal time.
2. It is forbidden to create, access, display, produce, store, distribute or transmit violent, pornographic, sexist or offensive material in any form or medium, being stipulated as a very serious offense.
3. It is strictly forbidden to deliberately introduce any harmful programs into the network, or to deliberately circumvent the precautions taken by the school to prevent this from happening, such as using other devices to browse outside the school's network.
4. It is strictly forbidden to record images or sound within the school facilities on any type of support, without the due authorization of the teachers.
5. Likewise, access to the dining room, changing rooms or toilets with any electronic device that can be used inside is strictly prohibited.
6. The school may limit, suspend or revoke access to the school's technology systems for students who do not observe and respect the current Responsible Use of Mobile Devices Policy.
7. The school is exempt from liability for any theft or theft of a student's personal device within the school facilities, and the student must adopt the appropriate measures to have their personal devices under their control.

8. The Meres International School and COGNITA is not responsible for the access to controversial or inappropriate materials by the student, as well as for the damage that their actions may cause with the misuse of the digital devices owned by them or the school.

This protocol will be observed under the Internal Operating and Organisation Regulations with the consequent measures applicable to each case in the event of occurrence.

The school will direct the use of pupil mobile phones on residential trips and trips outside of the normal hours of the school day. This will be communicated to parents/carers as part of the trip's communication.

Confiscation

The school reserves the right for all staff to confiscate pupil's mobile phones should this policy be breached, for example where a mobile phone is used by a pupil or is heard ringing in a pupil's bag.

In considering whether a confiscation is a proportionate penalty, the schools will consider what disciplinary outcome the confiscation is intended to achieve and whether there are other ways to achieve the same outcome, as well as the pupil's individual circumstances such as age and SEND status. See the Use of Reasonable Force, Restrictive Intervention and Restraint Policy for information about searches of pupil property.

The school will consider whether misbehaviour regarding the use of mobile phones gives cause to suspect that a pupil is already experiencing, or may be at risk of abuse, neglect and/or exploitation. Where this may be the case, , school staff will follow the school's Safeguarding and Child Protection Policy and speak to the Child Protection and Wellbeing Coordinator (or deputy). They will consider if pastoral support, an early intervention or a referral to children's services is appropriate.

Parents needing to contact their child during the school day must do so via the school office

4.9. <u>Expectations of parents</u>

Parents/carers who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents/carers and encourages them to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct,

uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

5. Policy on Rewards and Sanctions

5.1. Our rewards – promotion of good behaviour

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 the processes and actions that are undertaken related to rewards and sanctions are educational in nature and aim to prevent inappropriate behavior by promoting individual responsibility.

Non-exhaustive examples:

- All staff praise, reward and sanction consistently;
- Younger children are given stars and stickers for good work. They share their work with other teachers and the Headteacher;
- The Headteacher awards (insert) for outstanding achievement to individual children at (insert when/where);
- Two children from Years X and Y are given commendations for good behaviour towards others and receive (insert what);
- House/team points are awarded for good effort, work, helpfulness etc. The points are collected each week/term (amend) and the team/house with the highest points (state award and when); and
- Achievement assemblies take place to support our positive approach and reinforce good behaviour, thereby celebrating all children's achievements, raising self-esteem and self-confidence.

5.2. Strategies and support

The following outline a range of strategies for use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc;
- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behaviour;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;

- peer mediation and peer mentoring;
- restorative justice approach;
- school counselling sessions to help pupils with social, mental or emotional health difficulties;
- social skills training;
- referral to educational psychology services/professionals; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

5.3. Our sanctions

All staff generally deals with minor breaches of discipline in a caring, supportive and fair manner. A pupil's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy.

Examples of sanctions that are used in the School include:

- Verbal reprimand from a member of staff;
- Letter to parents/carers to advise of the misbehaviour;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks as 'punishments', such as writing lines or essays;
- Detention, withdrawal of privileges;
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- School based service or imposition of a task, under the supervision of a member of staff;
- Assistance with domestic tasks, such as collecting litter;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring; and
- Withdrawal from a lesson, school trip or team event.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

5.3.1. We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding Policy and refer the conduct to the CPC for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a referral to Early Help or other external agency is needed to support the child/family.

5.3.2. Parents/carers will be involved at the earliest stage when needs arise, are persisting or recurring.

5.3.3. It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, including suspension, expulsion, and removal in other circumstances, without first using lower-order strategies.

5.3.4. Any sanction must be reasonable in all the circumstances and account must be taken of relevant factors which may include the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The Internal Operating and Organisation Regulations stipulate offences and sanctions.

6. Suspension and Expulsion

6.1 The Headteacher reserves the right to suspend, expel or remove pupils from the school. Suspension and expulsion will be dealt with in accordance with our Suspension, Expulsion and Removal in Other Circumstances Policy, which includes examples of behaviour that may warrant those sanctions.

7. Allegations of Harmful Sexual Behaviour (HSB) and Child on Child Abuse

7.1. Allegations of a student demonstrating Harmful Sexual Behaviour and/or child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made, and always in consultation with the CPC. All allegations will be dealt with in accordance with the Safeguarding Policy. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents when there has been a report of HSB/child on child abuse, unless to do so will heighten risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and schools will carefully consider what information is shared with respective parents to ensure that confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an

investigation is underway, to the extent appropriate. Referrals to children's social services/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy.

8. Complaints Procedure

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. We expect our parents/carers to share any concerns informally with us so that we can continuously improve the quality of education at our school

8.1. The School's Complaints Procedure is on our website and sets out how current parents can raise a formal complaint and how the School will handle it.

9. Monitoring and Evaluation

9.1. The School will record all behavioural incidents (including bullying) and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. The Headteacher is responsible for ensuring these records are appropriately maintained.

9.2. The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

9.3. The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.

9.4. Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.

9.5. 9.5 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the European Director of Education and/or Head of School Improvement Spain.

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