

# Behaviour and Anti - Bullying Policy for Almuñécar International School



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LUCTOR ET EMERGO

ALMUÑECAR  
INTERNATIONAL SCHOOL

## Policy on Behaviour Management and anti- bullying ALMUÑECAR INTERNATIONAL SCHOOL

### Rationale

At Almuñecar International School we aim to create a happy, safe, calm, purposeful learning environment for everyone. We feel that the key to this is to ensure that every member of the school feels valued and is respected. The School Behaviour Policy is, therefore, designed to encourage the way in which all members of the school can live and work together in a supportive manner. The School Behaviour Policy is a means of promoting good relationships so that children and adults can work together in the common purpose of helping everyone to learn.

Teachers work from a Code of Behaviour which is communicated to students by tutors or class teachers at the beginning of the Academic year. **Students are expected to read and sign the Code of Behaviour. In Secondary, it is typical for this document to be on display in Classrooms.** Students are reminded of this code at appropriate intervals throughout the year. Teachers may add to this code as appropriate in discussion with the class and pastoral leaders. Students also are taught about the Learning Powers which are Respect, Resilience, Relationships, Readiness and Responsibility. These are the core values of the school.

Any incident should be recorded on the Engage system which enables staff and parents to be aware.

### Code of Behaviour: Primary

- We will try to be kind and helpful and look after each other
- We will try to think about the consequence before we say or do something
- We will listen carefully when someone is speaking
- We will treat each other with respect and think about others' feelings
- We will always try to do our best and be ready to learn
- We will look after our school and everything in it
- If we have a problem in school we will tell an adult who will help us to sort it out
- We will wear our school uniform and try to look neat and tidy
- We will be respectful to teachers, other staff and visitors in school
- We will behave sensibly in and around school
- We will not bring sweets or chewing gum to school
- We will not bring dangerous items to school or play in a dangerous way
- We will eat politely in the dining room
- We will not use bad language or fight
- We will only bring toys or money to school with our teacher's permission

## Code of Behaviour: Secondary

- We will demonstrate cooperation and respect to all
- In doing this we need to:
  - Follow all instructions given by all adults who have responsibility for us;
  - Behave in a responsible manner at all times and avoid taking part in unwanted behaviour such as swearing, bullying or fighting;
  - Take responsibility for our actions, thinking about the consequence before we say or do something which may hurt or harm others
  - Listen to others
  - Come to school on time, prepared and ready to learn
  - Look after our school and everything in it
  - Wear our school uniform
  - Be respectful and always willing to do our best
  - Think about Health and safety for ourselves and others in and around school
  - We will share our problems and difficulties with others and seek the help of adults

## Rewards for following the Codes of Behaviour - Primary

The majority of our students behave well and are a credit to themselves, their parents and the school. We believe in rewarding them for following the Code of Behaviour:

- verbal praise; body language (smile, thumbs-up, nod) – specific to the child and directed to a rule; Golden or Privilege Time.
- mixed ability team points; stickers; star of the day; happy faces; stamps; certificates; whole class awards e.g. marble in the jar; extra playtime; class celebration.
- Celebrations assembly; star of the week.
- House points; end of year winning house reward.
- Parent/teacher consultation – positive comments and report in evaluation booklet; Interim and end of year reports - recognising good behaviour and attitude to school.

## Rewards for following the Codes of Behaviour - Secondary

- Verbal praise
- Achievement Points - in KS3 fortnightly competition to celebrate the students who have been given the most points.
- Celebrations - in assemblies and communication with home
- House Points - across all Key Stage rewards
- Parent/teacher consultation, also interim and end of year reports
- Feedback in books and celebration of good work on Engage
- postcard sent home

## Dealing with Inappropriate Behaviour

Behaviour can always be managed most effectively through positive approaches. Such as:

- Explaining to students behavioural expectations
- Encouraging and praising students who demonstrate wanted behaviours
- Modelling and reinforcing wanted behaviours
- Rewarding consistently good behaviour
- Encouraging students to follow the behaviour policy

### Behaviour Policy

## BEHAVIOUR

STUDENTS IT IS YOUR **RESPONSIBILITY** TO GET THE MOST OUT OF EACH LESSON

SHOWING THE KEY VALUES: **RESPECT, RESPONSIBILITY, RESILIENCE, RELATIONSHIPS, READINESS**

1	<p>Teacher: Tell the student what their negative behaviour is.</p> <p>Student: Correct this behaviour.</p>
2	<p>Teacher: Speak to the student and explain their behaviour and state the consequences.</p> <p>Student: Listen, understand and correct this behaviour.</p>
3	<p>Teacher: Tell the student that they have Received a detention.</p> <p>Student: Stop this behaviour or you will need to leave the classroom.</p>
4	<p>Teacher: Send the student to Ms Jacobs with information about why.</p> <p>Student: Take your work and note to Ms Jacobs office.</p>

Teachers can move to a different step if the behaviour is extreme.

When a student's behaviour falls below an acceptable standard a range of sanctions may be used to correct this:

- A firm reprimand from a member of staff is expected to be sufficient to correct most misbehaviour.

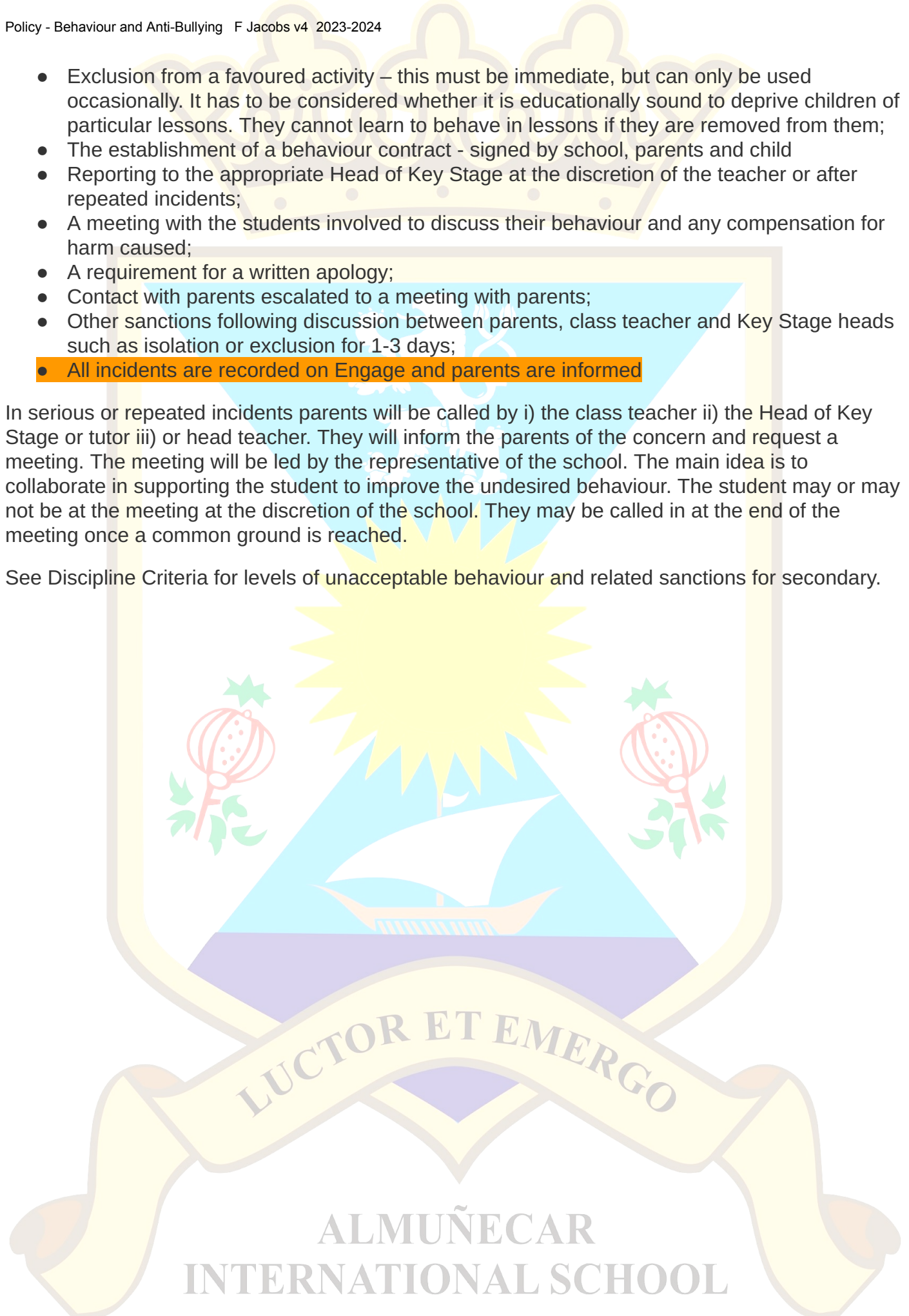
However, if this fails to correct the behaviour of a child the following procedures may be adopted:

- Time out – removal from the scene of an incident. This may mean working at a different place, or working in another classroom by arrangement with the class teacher, by arrangement with the Key stage head, **there is a timetable of teachers and classrooms, that students can be sent to.** (Needs to be updated in September.) Break or Lunch detentions
- Completing/repeating work (if related to work-otherwise work should never be used as a punishment)
- Loss of privileges such as loss of golden time, unable to go on school trips
- Reparation, putting right any damage done;

- Exclusion from a favoured activity – this must be immediate, but can only be used occasionally. It has to be considered whether it is educationally sound to deprive children of particular lessons. They cannot learn to behave in lessons if they are removed from them;
- The establishment of a behaviour contract - signed by school, parents and child
- Reporting to the appropriate Head of Key Stage at the discretion of the teacher or after repeated incidents;
- A meeting with the students involved to discuss their behaviour and any compensation for harm caused;
- A requirement for a written apology;
- Contact with parents escalated to a meeting with parents;
- Other sanctions following discussion between parents, class teacher and Key Stage heads such as isolation or exclusion for 1-3 days;
- All incidents are recorded on Engage and parents are informed

In serious or repeated incidents parents will be called by i) the class teacher ii) the Head of Key Stage or tutor iii) or head teacher. They will inform the parents of the concern and request a meeting. The meeting will be led by the representative of the school. The main idea is to collaborate in supporting the student to improve the undesired behaviour. The student may or may not be at the meeting at the discretion of the school. They may be called in at the end of the meeting once a common ground is reached.

See Discipline Criteria for levels of unacceptable behaviour and related sanctions for secondary.



## **The Role of Teachers**

- Use a graduated hierarchy of rewards and sanctions;
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues;
- Listen to students and ensure fair and equitable treatment;
- Work with the student, teach them how to become caring, honest, law abiding and contributing citizens; providing advice and support to enable the student to learn correct behaviour and empower them to manage their emotions and conduct appropriately;
- Work in partnership with parents in dealing with any behavioural issue;
- Inform the Head of Key Stage of any serious behavioural issues especially bullying.
- Heads of Key stages will inform the parents of the victim and perpetrator, as soon as possible, that an incident has occurred and that it has been dealt with/will be dealt with;
- Act as a role model for desired behaviour, treating all adults and children with respect;
- Focus on good behaviour and positive reinforcement to raise self esteem, giving praise for good behaviour and achievements;
- Be punctual in collecting classes to avoid any behavioural incidents;
- Escort primary classes around school, ensuring all children are monitored;
- Ensure primary children are never left unattended;
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc;
- Ensure that each student has work appropriate to his/her level of ability;
- Deal with problems calmly;
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual student's needs;
- Remind students that they are representatives of the school when they are on their way to and from school and on school trips;

## **Aggression verbal or physical**

Any incident will be investigated by i) the class teacher ii) Head of Key Stage iii) or Head Teacher. Students will usually be interviewed independently, ensuring that they are in a safe, non-threatening environment. If bullying is suspected the school should ensure that students questioned feel confident that what they say is in confidence. After questioning students may be asked to write down their view of what happened enabling the school to make informed decisions about how to proceed. Written accounts should be kept on file.

## **The Curriculum and Learning**

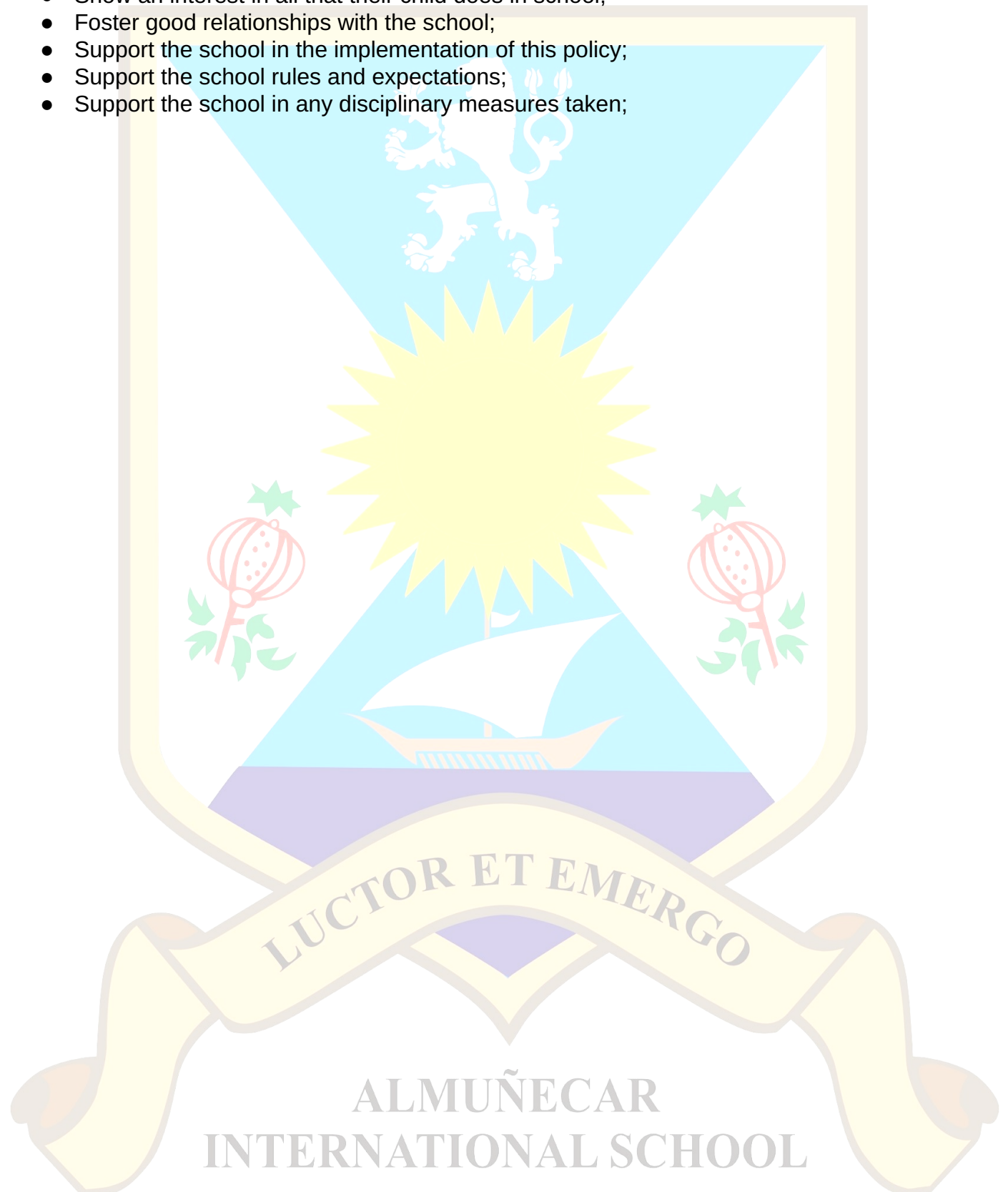
We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the students, and differentiated to meet the needs of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that efforts are valued and that progress matters.

## Parents' responsibilities:

Parents are asked to:

- Make children aware of appropriate behaviour in all situations;
- Encourage independence and self-discipline;
- Show an interest in all that their child does in school;
- Foster good relationships with the school;
- Support the school in the implementation of this policy;
- Support the school rules and expectations;
- Support the school in any disciplinary measures taken;



## **Anti-Bullying Policy**

### **What is Bullying?**

There are many definitions of bullying, but we consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

### **The main types of bullying are:**

- Physical - hitting, kicking, taking belongings
- Verbal - name-calling, insulting, making offensive remarks
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours,
- Cyber bullying: the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Being a bystander to any of these actions and failing to report it.

### ***Bullying will not be tolerated at Almuñecar International School***

Any suggestion that bullying is taking place will be investigated and dealt with. We follow the Spanish procedure whereby the inspectorate will be informed if there is serious concern.

### **Bullying may be related to:**

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

### **Signs and Symptoms For Parents and Staff**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously



- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

### **Whole School Strategies**

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- Circle time
- Assemblies
- Monitoring of playground by staff on duty - walk around, keeping 'an eye'
- Observing interaction of children, around school, in class and in free time
- Encouraging students to report Bullying and empower them to refuse to accept any form of bullying in the school
- Train students in both resilience and how to challenge threats to personal well being in PSHE, Opening Minds and class forums/tutor time

This Policy should be used as a working document for all to help create the desired environment at A.I.S.

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