Thames British School Madrid Behaviour Policy

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1. Introduction

1.1 Overview

Thames British School is committed to creating teaching and learning environments where the learning, social, and personal needs of our students are nurtured. Our approach is guided by our vision, values, and holistic school concept, ensuring students are supported academically, socially, and emotionally. We aim to empower our students to achieve their full potential in an atmosphere of safety, respect, and integrity.

Vision
An engaged community of learners acting for social impact globally.

This vision underpins our behaviour policy, as we encourage students to make responsible choices, act ethically, and contribute positively to both the school and the wider world.

School Concept
We provide a British international education with a holistic approach to learners' development, fostering character building and competency in applied skills. Our behaviour expectations reflect this holistic approach, promoting personal growth alongside academic achievement.

Tagline
"A place to grow" – Our policy views behaviour as an opportunity for growth. We focus on restorative practices, learning from mistakes, and building resilience and character in all students.

1.2 Aims

At Thames British School, we create a safe and supportive learning climate where effective teaching and learning can take place.

- Students are encouraged to be partners in their own development as respectful, responsible, and resilient members of both the school and the global community.

- We teach appropriate behaviour directly and indirectly through lessons, interventions, and modelling.

- Positive behaviour is promoted consistently, and negative behaviour is addressed fairly, with a focus on learning and growth.

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1.3 Responsibilities

We believe in an inclusive and positive approach to behaviour, driven by the School Leadership Team (SLT) and embedded across the whole school community. All members of the school community share responsibility for promoting, modelling, teaching, and regulating behaviour. Our rights and responsibilities apply to everyone at all times and in all areas of the school (see Appendix A).

1.4 Additional Needs

The behaviour system and procedures outlined in this policy have been designed for all students, including those with special educational needs and/or disabilities. However, we acknowledge that some children may require additional provisions. The individualised learning plans of these students should be considered.

2. Values

Our four school values guide the behaviour of all students and staff:

1. **Integrity** – Encouraging honesty, fairness, and accountability in all actions.

2. **Collaboration** – Promoting teamwork, empathy, and positive relationships.

3. **Curiosity** – Nurturing questioning, open-mindedness, and a willingness to learn from mistakes.

4. **Resilience** – Developing perseverance, self-regulation, and constructive responses to challenges.

These values are embedded throughout our school community, supporting our vision of an engaged, globally minded community of learners and our school concept of holistic education.

3. Taking a Positive Approach

We promote positive behaviour using a variety of strategies. We believe that children respond best to positivity and encouragement and we strive to find every opportunity to praise students when they are showing appropriate behaviour. We explicitly teach children about behaviour and do not presume that all children know how to behave in all situations. We never shame or reprimand students for making mistakes. We strongly believe that all behaviour incidents are an opportunity for us to support children to develop and grow.

Children learn by example. Therefore, both staff and parents have a responsibility in setting a good example and in helping them to develop strategies for self-regulation.

We promote positive behaviour throughout the school day, both explicitly in lessons, and indirectly through the ethos outlined in our school values above, by embedding behaviour expectations within all aspects of school life.

4. Relationships

We believe that building positive relationships with students are essential for creating a respectful and nurturing learning environment. It is important that staff have strong relationships with students, in order to encourage personal resilience and self-regulation. Staff should have high expectations for behaviour and should never ignore or attempt to excuse poor behaviour. However staff should attempt to understand the communicative intent behind poor behaviour and should use all behaviour incidents as an opportunity for learning and change. Positive relationships encourage positive behavior and support students' social and emotional well-being.

Staff use the following to promote positive relationships and behaviour:

- **Positive language**
  Positive language is used as much as possible. It focuses on what can be done and is helpful and encouraging. It is non-confrontational and suggests actions or alternatives. Negative language shames students and can damage relationships.
- **Calm Interactions**
  Staff must use calm language, as well as a calm tone and demeanour when speaking to students. Anger is a personal, emotional response which we actively discourage. We never shout at children.

- **Non – personal comments**
  Students should never be labelled. All discussions with students and other staff should address the behaviour and not the child.

- **Ability to Change**
  All language should encourage a growth mindset. All pupils can learn and change their behaviours.

- **'Deliberate botheredness'**
  Staff should make an effort to know the children well and use kindness and compassion when speaking to them. By understanding their unique personalities and backgrounds, we can better support and engage with them.

- **Positive reinforcement**
  Staff members will use a range of positive reinforcement strategies to recognise and celebrate students' achievements, effort, and good behavior.

- **Calm environment**
  A tidy classroom, with an appropriate layout and level of sensory stimuli, supports positive behaviour.

- **Lesson planning**
  When students are bored, lack structure or a sense of purpose they are more likely to display inappropriate behaviours. Similarly, this occurs when students are lacking appropriate learning support. We therefore encourage teachers to develop interesting, authentic learning opportunities in all lessons and ensure that lessons are pitched at the appropriate level for students.

5. Behaviour as Communication

Behaviour is a form of communication. We view behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly. We take a non-judgmental, curious and empathic attitude towards behaviour. We respond to students in a way that focuses on the feelings and emotions that may have driven the behaviour, rather than the behaviour itself. Children presenting difficult behaviour should be regarded as vulnerable rather than troublesome. This vulnerability should be explored and appropriate support provided.

Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of a child are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful. Making a 'positive choice' usually requires

being in a calm enough or 'thoughtful' frame of mind to do so. 'Bad choices' (often meaning 'inappropriate behaviours') are usually the result of feeling very emotionally dysregulated. With support to self-regulate, children can be helped to behave in more socially acceptable/appropriate ways.

Staff also maintain clear boundaries and expectations around behaviour. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Rewards and consequences that can follow certain behaviour are made explicit, without the need to enforce 'sanctions' that can shame and ostracise students from their peers, school community and family, leading to potentially more negative behaviour.

6. Rewards and Recognition

We have a number of rewards and celebrations that are utilised in the school. Praise is continuously used throughout the school and this is process based. We recognise and bring attention to positive behaviours instead of 'naming and shaming' students for negative behaviours. We promote the school values by noticing when students and acting in accordance with them, celebrating this through our reward systems. For further details on the Primary and Secondary reward systems please see Appendix B.

7. Consequences

Whilst we aim to always reward positive behaviour, we acknowledge that there will be times when we must deal with behaviour that is unacceptable. As with rewards for positive behaviour, it is vitally important that we deal with any negative behaviour in an agreed, fair and consistent way. When children misbehave, the adult responsible at the time must deal with it. We always protect the relationship between staff and the child as well as the child's wellbeing. We never shame by making a public display of the child receiving consequences e.g. sad faces, traffic lights, writing names on board.

 We recognise that there are different levels of negative behaviour and each behaviour is met with different consequences. We can categorise these behaviours into different levels. For further details on the Primary and Secondary consequences systems please see Appendix B.

8. Parents/Carers

8.1 Role of parents/carers

The role of the parent/carer is vital to the success of behaviour modification. The school will inform the parent/carer of any concerns at their initial stages and develop a working relationship to enable a united approach to support their child's emotional and behaviour development. The school will support the parent/carer with strategies from outside agencies and operate open forms of communication. Parents/carers will be invited to celebrate positive forms of behaviour and will be informed formally/informally of success. All forms of individual behavioural documentation will be kept as a record.

8.2 Expectations of Parents/carers' own behaviour in and around the school

Aggressive and confrontational behaviour by parents/carers is not acceptable. In the event of a parent/carer displaying any form of aggressive/confrontational behaviour a senior leader will act to resolve the matter. At no time is it the responsibility of the person at the receiving end to accept such behaviour. Any such incidents must be reported to a member of the Extended Leadership Team (ESLT), who will decide what action is to be undertaken.

Initially, a senior leader will endeavour to diffuse the situation. The adult will be asked to leave. If the adult is not cooperative the Police will be called. A written summary of the occasion of confrontation will always be sent as a record and a copy placed on the child's file and brought to the attention of relevant staff. At no time is this a reflection upon the child. In severe cases on repeated occasions, the SLT will discuss banning the parent/carer from the school site for an indefinite period. Thames British School recognises that disruptive/aggressive behaviour is adopted by a minority and would like to thank all parents/carers for their continued support. However, Thames British School has zero tolerance of aggressive and confrontational behaviour by parents/carers and will apply the steps outlined within his policy as necessary.

9. Dealing with Inappropriate Behaviour

9.1 Emotional coaching

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children but also parents/carers and staff to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to the importance of connection. It is useful in cases of mild instances of negative behaviour but it is not appropriate in dangerous situations where children or staff are unsafe. Emotion Coaching could, however, be used to reflect on the behaviour after this kind of reactive behaviour event.

9.2 Steps of Emotion Coaching

Step 1 ▪ We recognise the child's feeling and empathise with these feeling and not the behaviour, which helps to acknowledge the feeling with them.

Step 2 ▪ We verbalise and label the feeling with the child, which validates to the child why they might be feeling that way and that it is ok to feel that way. We use zones of regulation that all feelings link to which supports the children with identifying how their feeling links to an emotion. We acknowledge that staff need to make a connection with the child before any correction can occur.

Zones of Regulation and Linked Emotions

Not ready to learn	Able to learn	Loss of some control	Out of control
Sad, sick, tired, bored, hungry, lonely	Happy, focused, proud	Worried, disgusted, annoyed, frustrated, embarrassed, jealous, hyper	Fear, angry, distressed

Step 3 ▪ We then set limits on the behaviour, discussing that although it is ok to feel a particular way it is not ok to then...... There needs to be rapport between the child and adult before any reason can be unpicked and discussed.

Step 4 • We would then aim to problem solve with the child supporting them to identify how to make the situation better, identifying what needs to happen as a result. This aims to empower the child to do something positive about their behaviour and supports them to self regulate if faced with a similar situation in the future. The more exploration and modelling of emotional problem solving a child receives the more empowered they become in identifying their own feelings and emotional regulation.

We recognise that all emotions are natural and normal, and not always a matter of choice. Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling.

9.3 Restorative Conversations

Restorative conversations can help children to reflect on their behaviour and can be used as an opportunity to teach more appropriate behaviour.
Staff should aim to foster a curious, non-judgemental and empathic attitude towards the behaviour, not to punish, embarrass or humiliate.

Key questions:

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

9.4 Apologies
Learning to apologise is an important part of conflict resolution. We expect that all relevant behaviour incidents will result in a restorative conversation between the perpetrator and whomever was impacted by the action. This may form part of Emotional Coaching Step 4. This must include an apology and an acceptance of the apology. If a child needs to apologise to an adult, the adult will model gracious acceptance. Sometimes, students will need to be brought together to discuss an incident. This will be mediated by a staff member, who will ensure that all parties get to be heard and will mediate an outcome.

9.5 Behaviour Regulation Support

Where an individual child needs persistent adult support to regulate their behaviour they will be placed on an individualised learning plan. A suitable intervention/interventions will be identified for the child's individual needs and the child will be given specific targets. Parents will be informed. The plan will be monitored and reviewed by a member of the ESLT, with feedback from class/form teachers and a decision will be made as to whether there is a need for the plan to continue.
Children will be involved in the reviewing of their progress. This will be at an age appropriate level. For example, with primary aged children reflection charts may be used to discuss behaviour against a specific target.

9.6 Monitoring and reporting behaviour patterns

All behaviour incidents at level 2/C2 onwards should be reported. For further details on the incident levels please see Primary and Secondary consequences systems (Appendix B). Data is monitored and analysed by senior leaders.

10.   More Serious Incidents

10.1 Unacceptable behaviour

For the vast majority of children, the strategies outlined above are effective and result in positive behaviour across the school. However, we acknowledge that there could be children who may display completely unacceptable behaviour such as:

- Physical violence (including self-harm, gang violence)
- Discrimination of any kind e.g. racial, gender
- Deliberate disobedience, including rudeness or disrespect
- Threatening or aggressive behaviour, including bullying
- Disregard for the school environment and property
- Refusing to comply
- Leaving the school premises without permission

There are various reasons why children experience behavioural difficulties, but mostly they fall into two categories.

1. Specific issues in children's lives e.g. particular medical needs, problems with other children, bereavement, illness, and family problems.

2. Children's needs not being met e.g. failure to reward appropriate behaviour, lack of support for learning, social, emotional difficulties, inconsistency between home and school.

These issues require a clear supportive response from the school and should be reported to the DSL, Head teacher or Deputy Heads to ensure that specific support is available for staff and children as per the safeguarding policy.

10.2 Bullying

Bullying is a continued action taken by one or more children of targeting another child with the deliberate intention of hurting that child, either physically or verbally or emotionally or online. Bullying is wrong and damages individual children. Staff therefore do all they can to prevent it, by developing a school ethos where bullying is regarded as unacceptable.

Children are made aware of different forms of bullying including cyber-bullying. This is made specific reference to in our online safety policy. Staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Staff emphasise to the children that there is a difference between bullying and simply falling out/friendship issues. This is done through class discussion, themed weeks and assemblies. Children are encouraged to share their feelings and are reminded how they should deal with incidents of bullying by telling an adult, and acting positively should it either happen to them or they see it happening to others.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher/form tutor in the first instance. These concerns will be investigated immediately by the school. Everyone believes working with the bullied and the bully is essential for moving forward positively. In the event of a bullying incident the parents of all children involved have communication with the Headteacher and other key staff and a plan of action is decided. A form (Appendix D) of the schools response will be given the parents of victims of bullying to enable the school to evaluate the effectiveness of the school response. Bullying can lead to exclusion due to the nature of the behaviour and the impact on the victim. Exclusion is not always an outcome for bullying. We follow the protocol of Comunidad de Madrid.

10.3 Racism/Sexism/Homophobic/Xenophobic Incidents

Bullying, racism, sexism, homophobia, and xenophobia are serious forms of misbehaviour within the school. They are totally unacceptable forms of behaviour which will be dealt with firmly and decisively. When students tell their parent/carer of any instances, the parent/carer must be encouraged to come and report the matter directly to the headteacher. The headteacher will then instigate action and report back to the parent/carer as soon as the matter is resolved. The School will keep a record of all reported incidents. All racist and xenophobic incidents are reported to the Comunidad de Madrid.

10.4 Exclusions

At Thames British School it is rare that the support we have in place will not have a positive impact on a child's behaviour development and regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating disruptive behaviour that impacts others. As a school, we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours from a child are unsafe, violent and prevent the efficient education of the other children, fixed term or permanent exclusion may be applied. We abide by the Comunidad de Madrid guidance. All schools have to report incidents of exclusion to the Comunidad de Madrid.

10.5 Zero tolerance on drugs

The use or possession of drugs within the school, including on the commute to and from school, is strictly prohibited. If a student is found to have been in possession** of drugs on the school premises or on the commute to and from school they will face permanent exclusion.

**Evidence can include a bag search, witness statements or confession by the student.

The relevant authorities may be informed if the school feel it necessary to do so.

10.6 Positive Handling

We believe that it is important to establish a safe and secure environment for students. To achieve this, we recognise that, in certain circumstances, managing aggressive or unsafe behaviour through positive handling could be used. This is a last resort and rare but may be needed on occasion. Senior leaders should be called upon for this.

Appendix A Rights and Responsibilities

Pupils' rights	Pupils' responsibilities
- To feel safe and secure in school. - To be listened to and treated with respect by adults and other children. - To enjoy learning without disruption.	- Corridor walking- no running, quiet and calm - Playtime- stay outside unless permission for nurse (+1 helper) - Lunchtime- indoor voices, table manners. If not, end of teacher´s table - No inappropriate physical contact (aggressive or PDA) - We try to resolve conflicts first before seeking adult help - We look after our own and school property - To treat other students and staff with respect (both in actions and words) - To be equipped for lessons - To show responsibility, resilience, integrity and curiosity in all they do - To dress in the appropriate school uniform
Staff rights	**Staff responsibilities**
- To be spoken to respectfully and politely by all members of the school community - To seek and obtain support from SLT if feeling uncomfortable or unsafe in any situation - To work in a supportive and inclusive environment - To have access to necessary resources	- Objective, calm response, including no raised voice - Modelling positivity - Visual displays only showing positive behaviour - To provide a safe and educational environment - To communicate respectfully with parents regarding either challenging or positive behaviour, responses within 24h - To show responsibility, resilience, integrity and curiosity in all we do - To ensure students are wearing the correct uniform
Parents' rights	**Parents' responsibilities**
- To have confidence in their child's safety at school - To have confidence in their child's education at school - To be listened to regarding their child's behaviour and progress - To receive timely responses and be informed of any issues regarding their child	- To support their children to become independent and autonomous individuals by encouraging them to try things on their own and learn to care of themselves and their belongings. - To provide their child with the required clothing and equipment to access all learning opportunities, both inside and outside. - To ensure children arrive to school on time and are picked up promptly - To communicate respectfully with staff regarding their child's behaviour and progress - To aid their child in improving their behaviour in school - To show responsibility, resilience, integrity and curiosity with respect to the school - To ensure their child has the correct uniform

Appendix B Primary and Secondary Rewards and Consequences

Primary Rewards

We believe in the importance of the positive reinforcement of positive behaviour and reward children in a variety of ways.Rewards given should never be taken away. Whatever might happen later, the child earned the reward with an act of cooperative behaviour.

School Values
Students are rewarded with reference to the school values.

Class Rules
Each class has its own class rules, which are agreed at the beginning of each academic year by the class and their teacher. Teachers have different ways of doing this, according to the age of the children.

Examples of rewards/celebrations:
- **Star of the Week-** Receives a certificate in assembly.
- **Golden Time points -** Children work together to earn golden time, on a Friday. Golden time points translate to stars, which go towards their star parties.
- **Star Party-** Once the children have collected 100 stars, they take part in a special celebration chosen by them.
- **Visit to a member of the Primary Senior Leadership Team (PSLT)-** Receive praise and a sticker from the PSLT.
- **Class Dojo Message to Parents/Carers-** A positive message home to parents/carers celebrating behaviour.
- **Table Points**
- **Line leader**
- **Assembly Star-** The ´best´class earns a star each assembly and playtime.

Primary Consequences

Using positive language for low-level disruption

Staff use positive language to bring children back on task, when they have lost focus. We avoid negative language.
E.g. A group of children are talking too loudly.
     We say... "Let's get on with our work quietly so we can learn well. Thank "
     We don't say... "Be quiet, stop talking."
E.g. A child is slow to complete their work due to distraction.
     We say... "When you finish X you can X"
     We don't say..." You can't X until you finish X"

We use proximity praise to those who are doing the right thing to encourage those who aren't to refocus. Children get our attention for positive behaviour.

E.g. A child is calling out. We will ignore them and choose someone with their handup and say "thank you for putting your hand up".
E.g. A child is facing the wrong way and not listening. We will ignore and instead praise the person sat next to them for sitting nicely and looking ready to learn

Primary Consequences Chart

	Level 1	Level 2	Level 3	Level 4
Behaviour Type	Interrupting/calling out Classroom disruption Running inside the school building Ignoring instructions Pushing in line Misuse of school property Unkind language Unfinished/poor quality work	Persistent level 1 behaviour Rudeness Inappropriate remark to other pupils Minor challenge to authority Leaving class without permission Spitting on floor Rough play/play fighting Deliberate provocation of others Swearing	Persistent level 2 behaviour Hurting a child deliberately Continued or more serious challenge to authority Threatening verbally Theft Deliberate incompletion of work Highly offensive remarks to children/staff Spitting at another child Refusing an adult Repeated failure to be punctual to class or attend class Damaging school's/student's property Using phone in school	Persistent level 3 behaviour (2 or more) Bullying Fighting Hate/Discrimination incident: Race /Gender/ Disability Sexual orientation Religion Serious acts of aggression/violence Highly offensive remarks to staff Leaving class without permission (refusing to come back in) Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another child Leaving school without permission Threatening with weapon Deliberate sexual behaviours Impersonation and falsification or theft of academic documents Bringing Drugs/Alcohol into school The recording, advertising or dissemination, by any means or medium, of aggression or humiliation Serious damage to school property Improper or unauthorised access to school documents, files and servers.
Refer to	Class Teacher/Teacher on duty	Class Teacher to inform parents/carers Class Teacher to report on iSAMS	Class Teacher & PSLT to meet with parents/carers Child to meet with PSLT/ Headteacher (in cases of exclusion) Class Teacher/ PSLT to report on iSAMS	Headteacher Report to safeguarding team PSLT to report on iSAMS
Consequences	Proximity Praise Use of positive language Emotional coaching Quiet but assertive reminder	Message to parents/carers Loss of break/lunch time Emotional coaching/Restorative Conversation	Meeting with parents Loss of break/lunch spent with PSLT Individual Learning Plan Monitoring by PSLT Possible exclusion process (up to 6 days max)	Meeting with parents Possible exclusion process (school days/ change of school/ Permanent expulsion from the school)

Early Years

We recognise that children in Early Years are still developing basic, self-regulation skills. Therefore schemes of rewards and consequences are not appropriate. We teach children about emotions and positive behaviour through lots of class discussions, stories and role play. We teach children some tools and techniques which can be used to help them self-regulate.

We recognise that when children act in a way that is not appropriate this is indicative of an unmet need that needs to be supported. Staff set clear boundaries with students and use lots of verbal reminders. They remain calm when a child displays inappropriate behaviour, and will take the child to a calm place within the classroom, and support them to redirect their energy into something positive and co-regulate their emotions. In Nursery and Reception class only, one minute of thinking time may be given to the child. However, this should only be in more serious cases of inappropriate behaviour. For instances of conflict, the Six High Scope Conflict Resolution Steps.

Secondary School Rewards

At Thames, we have a house system where students earn positive and negative points that impact their house total. At the end of each term, students are awarded a certificate of recognition for the total number of House Points they achieve. The total number of negatives is deducted from the positives. At the end of each half term, namely: October half term, Christmas, February, Easter, house points are collated and the winning house is celebrated. There is a final reward for the students of the winning house at the end of the summer term.

Every week, teaching staff can hand out a number of Golden Tickets. These tickets are separate from the house system. Students are nominated for both academic and pastoral qualities. A random selection of 5 KS3 and 5 KS4+ students are chosen from those nominated to receive a Golden Ticket during the weekly assembly. This entitles them to a special drink and snack on Fridays, and they have their name displayed as a winner.

If a subject lead or department wants to praise a student personally, then an email home can be sent. If a student does something exceptional, a Head of Secondary's award can be given, which carries a weight of 10 House Points.

Secondary Expectations around the school:

- During transitions, students move around the school calmly and quietly following the **'Thames Behaviour' rules**, as displayed around the school.
- Students are expected to line up quietly, walk to the assembly room quietly and in an orderly manner and sit in assembly silently.

Secondary Expectations in class ensure a calm, quiet and purposeful working environment with no low-level disruption:

- Students will follow the instructions given by the teacher
- Students will speak the language of the lesson only
- Students will leave the classroom as they found it
- Adults will always remain calm and will not shout or raise their voice

Secondary Consequences

The vast majority of students meet and surpass the school expectations and are thus rewarded with House Points. However, where a student does not meet these expectations, teachers may impose sanctions. Form tutors will personally contact parents when a student receives 5 or more detentions in a half term. This may be followed up with a parent meeting, individual or subject report. We view our parents as partners and always seek to work together to support our students' emotional and academic well-being.

Every classroom will have one of these signs on display:

PLEASE ENTER AND EXIT EVERY ROOM:

CALMLY

QUIETLY

RESPECTFULLY

Consequences

Thames British School follow a consequence system in Secondary, as follows. C2 detentions are conducted in the department and organised by department heads on a rota. SSSLT run C3 and C4 detentions as a more serious consequence.

CONSEQUENCES

Our goal is for everyone to feel safe, respected, and ready to learn. If rules are broken, the following steps will be taken:

C1

Verbal Warning
A reminder to make better choices.

C2

Break Time Detention
You will spend your break reflecting on your behaviour.

C3

Lunchtime Detention
You will lose part of your lunchtime to make up for lost learning time.

Every day is a fresh start.
Positive behaviour is expected from all of our students!

Consequences

#1 Only one person talks at a time.		#2 Stay in your chair.		#3 Eyes to the front.

Name	Class	C1 warning	C2 break detention	C3 warning	C3 lunch detention	Removal	Recorded on Schoolbase

Examples and the severity of the consequences match the behaviour of the student and follows the outline of the Comunidad de

Madrid Convenio. This has been distributed to all students and Staff as well as being displayed in all classrooms. In cases where a student or class requires additional monitoring and support, a behaviour report is set with individual targets.

	Level 1	Level 2a	Level 2b
Behaviour Type	❏ Interrupting/calling out ❏ Classroom disruption Out of seat without permission ❏ Running inside the school building ❏ Ignoring instructions ❏ Pushing in line ❏ Misuse of school property ❏ Unkind language ❏ Unfinished/poor quality work ❏ Speaking in incorrect language ❏ Lack of essential equipment eg notebook, coursebook ❏ Arriving late to lesson	❏ Persistent level 1 behaviour (2nd warning issued) ❏ Rudeness toward staff or other pupils ❏ Not speaking the language of the lesson ❏ Minor challenge to authority eg refusing to move seat, ignoring first instruction ❏ Spitting on floor ❏ Rough play/play fighting ❏ Swearing ❏ 2 incidences of missing homework The following will result in immediate consequences: ❏ Visible or audible evidence of a phone or headphones - See it, Hear it, Lose it (sixth form allowed to use headphones in library) -	❏ Continued or more serious challenge to authority ❏ Inappropriate remark to other pupils ❏ Deliberate provocation of others ❏ Deliberate incompletion of work ❏ Damaging school's/student's property including defacing by drawing ❏ Misuse of equipment including technology and whiteboards ❏ Use of a mobile phone during school hours or persistent misuse of mobile phone - more than one confiscation in a week ❏ Failure to attend subject detention

Procedure and persons responsible	❏ Class teacher (or teacher on duty) ❏ Issue 1st warning ❏ Issue 2nd warning and write name on consequence board "I've asked you not to talk, C1" ❏	❏ Class teacher (or teacher on duty) ❏ Next warning after issuing C1 ❏ Update consequence board for C2 "You have continued to talk after your warning, C2" ❏ Issue pink slip ❏ Teacher to log on iSAMS	❏ Class teacher to remind student they have a C2 detention already ❏ On 2nd warning, student will be issued a C3 detention slip (yellow) ❏ At this point the teacher can remove the student from the classroom to a SSLT room if appropriate. ❏ Yellow slip must be completed fully by class teacher. ❏ Class teacher will provide work for the student to complete if student has been removed from the room
Consequence could include	❏	❏ Message to parents/carers via iSAMS ❏ Break time detention with issuing department ❏ Restorative conversation with teacher during detention ❏ Issuing of a behaviour report for that subject ❏ Parents to collect phone <u>on day of confiscation</u> at 4pm	❏ Issuing teacher to email parents <u>directly</u> explaining behaviour to be recorded on iSAMS ❏ Loss of lunch spent with SSLT performing community payback ❏ Parents to collect phone <u>on Friday of the week</u> at 4pm

Level 3	Level 4a	Level 4b
❏ Persistent level 2 behaviour recorded as 3 or more detentions per week OR pattern of continuous low level behaviour (C2) recorded The following will result in immediate consequences: ❏ Hurting a student deliberately ❏ (defiance, refusing detention, verbally challenging) ❏ Threatening verbally ❏ Offensive remarks to children/staff ❏ Spitting at another child ❏ Refusing an adult ❏ Repeated failure to be punctual to class or attend class (truancy) ❏ Theft (considere d petty)	❏ Persistent level 3 behaviour (2 or more detentions issued at C3 or or SSLT level) The following will result in immediate consequences: ❏ Bullying ❏ Leaving class without permission, deliberate non-attendance or refusing to come back in to class ❏ Highly offensive verbal abuse to a member of staff or student ❏ Physical abuse to any member of staff/adult ❏ Malicious physical assault on another child ❏ Leaving school grounds without permission ❏ Theft of an item of value	❏ Fighting ❏ Hate/Discrimination incident: Race Gender Disability Sexual orientation Religion ❏ The recording, advertising or dissemination, by any means or medium, of aggression or humiliation ❏ Serious acts of aggression/ violence ❏ Highly offensive remarks to staff ❏ Threatening with weapon ❏ Deliberate sexual behaviours ❏ Impersonation and falsification or theft of academic documents. ❏ Bringing Drugs/Alcohol into school ❏ Improper or unauthorised access to school documents, files and servers ❏ Serious damage to school property

❏ Class teacher reports directly to a member of SSLT ❏ Only SSLT can issue these detentions (blue slip)	❏ Student <u>immediately</u> sent to any member of SSLT and <u>accompanied by another adult</u> ❏ Statements taken from student, witnesses and staff ❏ Decisions to be made according to the severity and impact of the incident	❏ Student <u>immediately</u> sent to D English, E Howe or A Martinez and <u>accompanied by another adult</u> ❏ Statements taken from student, witnesses and staff ❏ Decisions to be made according to the severity and impact of the incident
❏ Lunch time detention with a member of SSLT in hall (40 min) In addition these actions could be taken: ❏ Behaviour Regulation Plan ❏ Monitoring by SLT ❏ Behaviour report (form or Deputy Head) ❏ Internal exclusion ❏ Possible suspension	❏ After school detention with Head of Secondary In addition these actions could be taken: ❏ Meeting with parents ❏ Behaviour contract ❏ After school detention with Headteacher ❏ Internal/external suspension/exclusion from school	Dependent on the incident, the actions below could be appropriate: ❏ Meeting with parents ❏ Behaviour contract ❏ After school detention with Headteacher ❏ Internal/external suspension/exclusion from school ❏ Permanent expulsion from the school ❏ Guardia to be informed

Every classroom will have a simplified version:

Behaviour and Consequences Chart

	Level 1	Level 2a	Level 2b	Level 3	Level 4a	Level 4b
Behaviour Type	❑ Interrupting/calling out ❑ Classroom disruption ❑ Out of seat without permission ❑ Running inside the school building ❑ Ignoring instructions ❑ Pushing in line ❑ Misuse of school property ❑ Unkind language ❑ Unfinished/poor quality work ❑ Speaking in incorrect language ❑ Lack of essential equipment eg notebook, coursebook ❑ Arriving late to lesson	❑ Persistent level 1 behaviour (2nd warning issued) ❑ Rudeness toward staff or other pupils ❑ Not speaking the language of the lesson ❑ Minor challenge to authority eg refusing to move seat, ignoring first instruction ❑ Spitting on floor ❑ Rough play/play fighting ❑ Swearing ❑ 2 incidences of missing homework The following will result in immediate consequences: ❑ Visible or audible evidence of a phone or headphones - See it, Hear it, Lose it (sixth form allowed to use headphones in library) -	❑ Continued or more serious challenge to authority ❑ Inappropriate remark to other pupils ❑ Deliberate provocation of others ❑ Deliberate incompletion of work ❑ Damaging school's/student's property including defacing by drawing ❑ Misuse of equipment including technology and whiteboards ❑ Use of a mobile phone during school hours or persistent misuse of mobile phone - more than one confiscation in a week ❑ Failure to attend subject detention	❑ Persistent level 2 behaviour recorded as 3 or more detentions per week OR pattern of continuous low level behaviour (C2) recorded The following will result in immediate consequences: ❑ Hurting a student deliberately ❑ (defiance, refusing detention, verbally challenging) ❑ Threatening verbally ❑ Offensive remarks to children/staff ❑ Spitting at another child ❑ Refusing an adult ❑ Repeated failure to be punctual to class or attend class (truancy) ❑ Theft (considered petty)	❑ Persistent level 3 behaviour (2 or more detentions issued at C3 or or SSLT level) The following will result in immediate consequences: ❑ Bullying ❑ Leaving class without permission, deliberate non-attendance or refusing to come back in to class ❑ Highly offensive verbal abuse to a member of staff or student ❑ Physical abuse to any member of staff/adult ❑ Malicious physical assault on another child ❑ Leaving school grounds without permission ❑ Theft of an item of value	❑ Fighting ❑ Hate/Discrimination Incident: Race Gender Disability Sexual orientation Religion ❑ The recording, advertising or dissemination, by any means or medium, of aggression or humiliation ❑ Serious acts of aggression/ violence ❑ Highly offensive remarks to staff ❑ Threatening with weapon ❑ Deliberate sexual behaviours ❑ Impersonation and falsification or theft of academic documents. ❑ Bringing Drugs/Alcohol into school ❑ Improper or unauthorised access to school documents, files and servers ❑ Serious damage to school property
Procedure and persons responsible	❑ Class teacher (or teacher on duty) ❑ Issue 1st warning ❑ Issue 2nd warning and write name on consequence board "I've asked you not to talk, C1" ❑	❑ Class teacher (or teacher on duty) ❑ Next warning after issuing C1 ❑ Update consequence board for C2 "You have continued to talk after your warning, C2" ❑ Issue pink slip ❑ Teacher to log on ISAMS	❑ Class teacher to remind student they have a C2 detention already ❑ On 2nd warning, student will be issued a C3 detention slip (yellow) ❑ At this point the teacher can remove the student from the classroom to a SSLT room if appropriate. ❑ Yellow slip must be completed fully by class teacher. ❑ Class teacher will provide work for the student to complete if student has been removed from the room	❑ Class teacher reports directly to a member of SSLT ❑ Only SSLT can issue these detentions (blue slip)	❑ Student immediately sent to any member of SSLT and accompanied by another adult ❑ Statements taken from student, witnesses and staff ❑ Decisions to be made according to the severity and impact of the incident	❑ Student immediately sent to D English, E Howe or A Martinez and accompanied by another adult ❑ Statements taken from student, witnesses and staff ❑ Decisions to be made according to the severity and impact of the incident
Consequence could include	❑	❑ Message to parents/carers via ISAMS ❑ Break time detention with issuing department ❑ Restorative conversation with teacher during detention ❑ Issuing of a behaviour report for that subject ❑ Parents to collect phone on day of confiscation at 4pm	❑ Issuing teacher to email parents directly explaining behaviour to be recorded on ISAMS ❑ Loss of lunch spent with SSLT performing community payback ❑ Parents to collect phone on Friday of the week at 4pm	❑ Lunch time detention with a member of SSLT in hall (40 min) In addition these actions could be taken: ❑ Behaviour Regulation Plan ❑ Monitoring by SLT ❑ Behaviour report (form or Deputy Head) ❑ Internal exclusion ❑ Possible suspension	❑ After school detention with Head of Secondary In addition these actions could be taken: ❑ Meeting with parents ❑ Behaviour contract ❑ After school detention with Headteacher ❑ Internal/external suspension/exclusion from school	Dependent on the incident, the actions below could be appropriate: ❑ Meeting with parents ❑ Behaviour contract ❑ After school detention with Headteacher ❑ Internal/external suspension/exclusion from school ❑ Permanent expulsion from the school ❑ Guardia to be informed

Science Safety Agreement

Safety in the Science classroom is everyone's responsibility.

It is only through cooperation between staff and students that we can ensure a fun and safe learning environment.

By signing this document, you agree to do your part in maintaining your own safety and that of your peers.

I,

_____

agree to:
                         [FULL NAME]

1. Only enter a science classroom or laboratory with the permission of a staff member.
2. Wear covered shoes when attending practical lessons.
3. Wear protective equipment during practical activities when appropriate. This may include a lab coat, gloves, safety glasses etc. If I remove them, I understand that I am not being safe and may not be able to continue with the experiment.
4. Ensure that loose items of clothing and hair are secured before completing practical activities.
5. Behave appropriately in the Science classroom. This includes walking, maintaining an inside speaking volume and following instructions first time.
6. I will only use equipment that is necessary. I will store equipment safely and in the correct location. I will not play with the equipment.
7. Respect the water and gas taps, as well as electrical outlets. This includes keeping these clear of obstructions and avoiding opening and closing them without a valid reason.
8. Only perform practical activities according to the teacher's instructions.
9. Stand during all practical activities.
10. Ensure all water spills are cleaned up from the benches and floors. Other spills should be cleaned according to your teacher's instructions.
11. I will not touch any chemicals, even if I think I know they are safe.
12. Clean glassware and equipment according to the teacher's instructions. I will not leave dirty glassware in the sink.
13. Leave Bunsen burners on the orange/yellow flame when not in use. After completing a practical activity, ensure that signs are displayed to alert others that these may still be hot.
14. Know the location of important safety equipment such as the fire extinguisher, fire blanket, sand bucket, eye wash station and safety shower.
15. Report all accidents, breakages and spillages to the teacher immediately.

Policy Tracker

Creation date	September 2023
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Review Date	September 2025
Reviewer	Sophie Heaton
Review Date	September 2026