



## Behaviour and Discipline Policy Alegra School

This policy applies to the whole school, including the EYFS

### Index

<b>Definitions:</b>	<b>0</b>
<b>1. Aims and expectations</b>	<b>0</b>
<b>2. The power of the teacher's expectations</b>	<b>3</b>
2.1. Authority and classroom management	3
2.2. Levels of motivation in behaviour	4
<b>3. Rewards and sanctions</b>	<b>4</b>
<b>4. Pupils' conduct outside the school gates</b>	<b>8</b>
<b>5. Confiscation of inappropriate items</b>	<b>9</b>
<b>6. Role of parents</b>	<b>9</b>
<b>7. Role of the teacher</b>	<b>10</b>
<b>8. Role of Head</b>	<b>10</b>
<b>9. Role of SMT</b>	<b>11</b>
<b>10. Fixed-term and permanent exclusions</b>	<b>11</b>
<b>11. Drug and alcohol-related incidents</b>	<b>11</b>
<b>12. Monitoring and review</b>	<b>11</b>

### Definitions:

“DfE”	Department for Education
“LEA”	Local Education Authority
“SENCo”	Special Educational Needs Co-ordinator
“SMSC”	Spiritual, Moral, Social and Cultural education
“SMT”	Senior Management Team

#### 1. Aims and expectations

- 1.1. It is a primary aim of our school that every member of the school community feel valued and respected, and that each person be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's behaviour policy is



therefore designed to support the way in which all members of the school can live and work together in a supportive way. We aim to promote an environment where everyone feels happy, safe and secure. In order to maintain the atmosphere of friendship, freedom, trust and care for the little things that exist in the school, responsibility and respect are an essential ingredient to all relationships in the Alegra community.

- 1.2. This policy takes into account the guidance provided by the DfE publication [\*Further guidance and resources for supporting behaviour in schools\*](#) (February 2024).
- 1.3. Our school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. We use a restorative approach as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports our school community in aiming to allow everyone to work together with a spirit of service and seeking the good of others.
- 1.4. Our school expects every member of the school community to behave in a considerate way towards others.
- 1.5. We treat all our pupils fairly and apply this behaviour policy in a consistent way. We pay due regard to the protected characteristics of the *Ley 15/2022, de 12 de julio, integral para la igualdad de trato y la no discriminación* and in line with the ethos of our school, we do not tolerate discrimination of any kind. Reasonable adjustments are considered for pupils with special educational needs or learning difficulties.
- 1.6. This policy aims to help our pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.
- 1.7. Our school rewards good behaviour, as we believe that this will help to develop an ethos of friendship, charity, kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.8. We attach importance to all the virtues that underpin good behaviour and discipline such as courtesy, integrity, good manners and discipline which are taught through the school's Character Development programme, which is integral to our school's provision of SMSC. We seek to develop qualities which enhance individual well-being as well as the life of the community. Parents have a right to expect that our pupils will fully participate in school activities, attend each school day, be punctual, work hard, be well behaved and comply with school rules. We expect the support of parents in promoting our high standards in all aspects of our school, including that of good behaviour.
- 1.9. Our Head and coordinators are responsible for all behaviour management issues, including in the Early Years Foundation Stage.



## 2. The power of the teacher's expectations

The power of the teacher's expectations of the students is far-reaching in the child's direct behaviour. The teacher's image of the child is intrinsically communicated through looks, gestures, beliefs or comments, of which we are sometimes unaware. It is essential, when trying to modify a child's disruptive behaviour, that the teacher makes the child aware of his or her infinite personal value.

In this sense, it is much more valuable to reinforce the child in their "being" than in their "doing". The child has to perceive how important and valuable he/she is to their teacher, not because of what he/she does or how he/she behaves, but because of who he/she uniquely is.

*Every morning, I am so happy to see you when you come into the classroom.*

*I see the kindness in your eyes.*

*You are the only person who is able to ... (name something good and unique about the student).*

Every behaviour has a purpose: belonging and significance - children seek love, belonging and attention. It is essential that this is provided by the adult in a healthy way, to prevent children's misconduct. We need to find ways for the child to perceive this love and belonging.

### 2.1. Authority and classroom management

Teachers should always make the children aware of their general expectations in the classroom (class rules) and the specific expectations for each lesson/activity. Time management and transitions in the class play an important role in the general functioning of the lessons.

Relationships between the students and the teacher should always be kind and firm, based on mutual respect. It is necessary for the children to respect each other and the rules and this needs to be communicated from the adult in a kind and respectful way, while making sure the children follow the instructions.

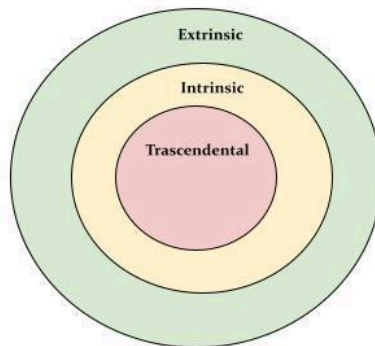
We encourage teachers to sometimes use questions, instead of commands, to ensure the children take charge of their own actions.

1) Pick up your plate. 2) Push in your chair. 3) Put on your coat. 4) Be quiet. 5) Go lay on your cot. 6) Sit down at the table. 7) Put the toys away.	1) Where does your plate belong? 2) What can you do with your chair? 3) What do you need before you can go outside? 4) What kind of voice would help us all hear each other? 5) Remind me of what we are expected to do now 6) What did we agree about eating time? 7) What is your job at clean-up time?
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## 2.2. Levels of motivation in behaviour

At Alegra, we understand children's behaviour moves towards three different purposes:

- *Extrinsic motivations:* These include external rewards and sanctions for the children. At Alegra, these extrinsic factors include house points, certificates, merit badge, star of the week (EYFS) and behaviour charts (when suggested by SENCo).
  
- *Intrinsic motivations:* Intrinsic motivation drives the student to act and behave in pursuit of personal growth and self-improvement. The preceptor(a) plays a very important role in developing each student's intrinsic motivation and the willingness to continue improving. Also, teachers provide verbal feedback every 6 weeks to pupils in which they go through the student's books and work and they verbalise the progress of their learning.
  
- *Transcendental motivations:* At Alegra we aim for the children to seek the good of others as the ultimate purpose of their actions. Loving others should be the main reason for their behaviour. As a key part of our school mission statement, we want students to exercise self-sacrifice for the sake of others. This is how we understand a fulfilled life. In order to exercise transcendental motivation, it is necessary for the student to know and perceive the beauty of good deeds. This is uniquely linked to our Virtues Programme.



## 3. Rewards and sanctions

3.1. We have a school reward system in the form of certificates, merit badges, star of the week (EYFS only) and house points. We praise and reward pupils for good behaviour in a variety of ways:

- Staff congratulate pupils.
- Staff give pupils house points.



- Every week we nominate a pupil from each class to be awarded the merit badge, either for consistent good work or behaviour linked to the virtue of the month, or to acknowledge outstanding effort or acts of kindness in school.
  - Our Early Years pupils show work at their assemblies and individuals are rewarded with stickers and certificates.
  - Our Infants may choose a member of staff other than their class teacher to show good work to.
  - Early Years teachers will often use stickers for good work and/or behaviour.
- 3.2. All our teachers are also expected to use additional age-appropriate positive rewards. These are used as often as possible according to individual/group needs, including:
- verbal praise
  - acknowledging good behaviour by thanking someone
  - looking for the positives
  - hand gestures
  - class rewards
  - top table points
  - role modelling
  - stickers
  - given extra responsibilities
  - class games
  - extra playtime
  - valuing achievements publicly
- 3.3. Our school recommends a structured approach to behaviour management, with the type of **sanctions used dependent on the severity of the behaviour and how frequently it occurs**. Our pupils vary in their ages and their stages of development and this is taken into consideration when there are decisions to be made about how best to respond to unacceptable behaviour. Below is a list of suggested sanctions, which are not in any order of preference or severity. Some of the sanctions are specified in the [Infants](#) and [Juniors](#) Sanctions document. **Behavioural challenges must be seen, by both the teacher and the child, as an opportunity to grow and overcome struggles by developing long-life skills.**
- a disapproving look
  - verbal warning
  - extra work or repeating unsatisfactory work until it meets the required standard
  - school based community service – such as picking up litter, tidying a classroom or helping clear up the hall after lunch
  - state the unacceptable behaviour
  - reiterate class rule
  - move place
  - miss play (juniors)



- apology letter
- role model good behaviour
- explain unacceptable behaviour to others
- ring home/note on the planner for parents
- withdrawal of privilege
- class / playground ban between specific pupils (next stage formal Head's ban)
- Reflection and Restoration when specified in the [Juniors Sanction Document](#).

3.4. Wherever possible, sanctions are imposed in a progressive manner depending on the nature and severity of the behaviour. In extreme cases of misbehaviour, progressive measures may not apply. We consider ***serious offences*** the following:

- *Intentional Physical aggression to another student* - Depending on the severity of the case and the child's age, the child will be asked to write an apology letter or even stay after school for an hour reflecting on their actions with another member of the staff (if appropriate for the child). This will have to be approved by the teacher, preceptora, parents and coordinator. Any physical contact or aggression will have to be notified to the aforementioned staff and the headteacher.
- *Purposeful Physical aggression to a member of staff*- Depending on the severity of the case, a child may be excluded for a day if approved by the teacher, preceptora, coordinators, parents and SMT. Internal exclusion could also be an option if the teachers, preceptora and family agree on it. Any physical contact or aggression will have to be notified to the aforementioned staff and the headteacher.
- *Disrespectful comment to a member of staff*- Depending on the severity of the case and the child's age, the child will be asked to write an apology letter or even stay after school for an hour reflecting on their actions with another member of the staff (if appropriate for the child). This will have to be approved by the teacher, preceptora, parents and coordinator.

In all the cases mentioned above, both parents (aggressor's and victim's) will have to be informed by the preceptora or coordinator (according to the frequency and severity of the case). Parents will have to give their approval to the sanction applied.

Our teachers will use their judgement and discretion when imposing sanctions, deciding if and when a higher level of sanction may be necessary. They will act fairly, based on the information received or built up over a period of time. Context will also be important. For example if no misbehaviour has been reported over many months this may be taken into account.

3.5. The sanctions used to enforce our school rules, and ensure a safe and positive learning environment. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, staff can impose a consequence on that pupil. We employ each sanction appropriately to each individual situation. We follow our Sanctions document for Infants and Juniors.



- 3.6. Our class teachers and class mentors discuss the class rules with their pupils. In this way, every pupil in our school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, our class teachers discuss these with the whole class.
- 3.7. Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (also see the Anti-bullying Policy).
- 3.8. All members of our staff are aware of the regulations regarding the use of force by teachers. Staff in our school do not hit, push or slap our pupils. They only intervene physically to restrain a pupil if they are trying to prevent injury to a pupil, if they are in danger of hurting themselves, where action is necessary in self-defence or because there is an imminent risk of injury or significant damage to property. The actions taken are in line with government guidelines on the restraint of pupils. Any such incidences are recorded in the Incidents log book in the Head's office. Parents of Early Years pupils will be informed on the same day, or as soon as reasonably practicable.
- 3.9. Corporal punishment is prohibited during any activity (whether or not within school premises). This applies to all members of staff, including volunteers. 'Physical intervention' may only be used in exceptional circumstances as outlined above.
- 3.10. Disciplinary action will be taken against any pupil who is found to have made a malicious accusation against a member of our staff.
- 3.11. **Aggression in young children and managing tantrums**
  - 3.11.1. In cases of children with aggressive behaviour, the first step is for the teacher to be aware of triggers and anticipate when they could occur in order to take preventative measures.
  - 3.11.2. Then a record should be kept of all incidents of this nature in class. Records must include: date, time, staff present, what happened, place and how the incident was handled by the member of staff.
  - 3.11.3. These records should be reported to the coordinator and SEN department on a weekly basis if the child is being seen by SENCo. If a child is not registered with SENCo then they will be reported to the coordinator.
  - 3.11.4. SENCo/ Coordinator will then observe the student in the class and provide guidance to the teachers.
- 3.12. In case of a severe tantrum:
  - 3.12.1.1. If there is no physical aggression, remove the attention from the child. Don't speak to the child, don't look at them or give in to demands. When the child has calmed down, start to give praise to them for overcoming the situation, getting down to their level and offering a hug. Once the child has calmed down and you have their attention you can start a dialogue with them. Begin with recognising and labelling their emotions, show empathy towards their feelings and then remind them of the rules and routines in the class. It is important that the teacher shows calmness towards the child and not lose composure during the episode.

- 3.12.1.2.** If the child begins to damage objects around himself/herself, hurts him/herself or others, the first thing to do is to remove her/him from the class without speaking to him with the exception of telling him/her where they are going i.e. We are going to the little room to calm down. Once in the room, she/he must stay inside until the process of 5.1 has been completed. When opening a dialogue, explain the next steps to the child so they know your expectations. The teacher or coordinator should make it very clear that, regardless of the tantrum, it is not acceptable to hit or damage any object or person. If this happens, there should be a consequence.
- 3.13.** When the aggression is an act of defiance to a member of staff, the child should be taken to the coordinator of the building who will speak to the child and take age appropriate steps such as requiring the pupil to complete the document below. They will need to repair the damage caused as explained in the [Infants sanctions document](#).

**Reflect and reset**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What happened?

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I felt \_\_\_\_\_ They felt \_\_\_\_\_

What will I do to fix this?

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#### 4. Pupils' conduct outside the school grounds

4.1. Subject to the Behaviour & Discipline Policy, staff may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school
- misbehaviour at any time, whether or not the conditions above apply, that:





- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the school's reputation

In all cases of misbehaviour staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **5. Confiscation of inappropriate items**

5.1. Staff members have the power to confiscate or retain a pupil's property as a sanction, so long as it is reasonable in the circumstances. The confiscated item shall be returned to the pupil or directly to their parents.

5.1.1. Inappropriate items in school: The following items are not allowed in school:

- 5.1.1.1. Smart watches with access to games or watches with a camera (fitbits are allowed in Juniors).
- 5.1.1.2. Mobile phones. See exceptions in mobile phone policy.
- 5.1.1.3. Thinking about for medical purposes
- 5.1.1.4. Toys, unless allowed by the teacher on a specific date.
- 5.1.1.5. Sweets. When there is a birthday, sweets will be given at the end of the day and must be eaten at home, not in the classroom. Children will be asked to put their sweets directly into their bag.
- 5.1.1.6. Bracelets and necklaces (with the exception of a medal).

## **6. Role of parents**

- 6.1. Our school collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and at school.
- 6.2. We expect parents to support their child's learning, and to cooperate with the school, as set out in the School Handbook. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 6.3. If we have to use reasonable sanctions for a student, we expect parents to support our actions. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher or preceptor. If the concern remains, they should contact the Head of the stage. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

## **7. Role of the teacher**



- 7.1. Our teachers are responsible for ensuring that our school rules are enforced in their classes, and that pupils behave in a responsible manner at school.
- 7.2. Our teachers have high expectations for their pupils with regard to standards of behaviour, and they strive to ensure that all pupils work to the best of their ability.
- 7.3. Our teachers treat each pupil fairly, and enforce their class rules consistently. Our teachers treat all their pupils with respect and understanding.
- 7.4. If a pupil misbehaves repeatedly in class, in the first instance the class teacher deals with incidents themselves in the normal way. However, if misbehaviour continues, our class teachers seek help and advice from our Coordinators or Head.
- 7.5. Reasonable adjustments are made for any pupil with a special educational need or learning difficulty / disability. In such cases our class teachers will liaise with our SENCo who, if necessary, will support and guide the progress of each pupil. Each case will be considered on its own merits.
- 7.6. Our school also considers whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, our staff will follow the school's 'Child Protection & Safeguarding Policy' and liaise with our DSL and/or SENCo as appropriate. Staff will consider whether continual disruptive behaviour might be the result of unmet educational or other needs, and whether a multi-agency assessment is necessary (including social workers, behaviour support services or other agencies).
- 7.7. Our class teachers report to parents about the pupil's progress in their class, in line with our whole-school policy. Our class teachers may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

## **8. Role of Head**

- 8.1. Our Head is responsible for implementing the school behaviour policy consistently throughout the school, and to report to governors and SMT, when requested, on the effectiveness of the policy. Our Head is also responsible for ensuring the health, safety and welfare of all pupils in our school.
- 8.2. Our Head supports staff by discussing key features of this policy during INSETs and/or staff meetings, involving external specialists when appropriate.
- 8.3. Our Head keeps a central record of all reported serious incidents of misbehaviour.
- 8.4. Our Head is responsible for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, our Head may exclude a pupil (either temporarily or permanently), after our school governors have been notified.

## **9. Role of SMT**



- 9.1. The SMT is responsible for setting out these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. Our SMT supports our Head in adhering to these guidelines.
- 9.2. Our Head has the day-to-day authority to implement this policy on behaviour and discipline. However governors may give advice to our Head about particular disciplinary issues, and any such advice must be taken into account when making decisions about matters of behaviour.

## **10. Fixed-term and permanent exclusions**

- 10.1. We do not wish to exclude any pupil from school, but occasionally we will be required to.
- 10.2. Only our SMT has the power to exclude a pupil from school, which may be for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, our SMT can exclude a pupil permanently. It is also possible for a fixed-term exclusion to be converted into a permanent exclusion, if the circumstances warrant this.
- 10.3. If our Head excludes a pupil, the parents will be informed immediately, with reasons for the exclusion. At the same time, our Head will advise the parents that they have the right to appeal against the decision to the governing body, and how to make any such appeal.
- 10.4. In the event of an appeal, our SMT will appoint an appeals panel made up of between three and five members. This panel will consider any exclusion appeal on behalf of our consejo (School Board).
- 10.5. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, together with any representation by parents and whether the pupil should be reinstated.
- 10.6. If the appeals panel decides that a pupil should be reinstated, our SMT must comply with this ruling.
- 10.7. In the event of an exclusion, we will provide support for that pupil to transfer to a more appropriate setting.

## **11. Drug and alcohol-related incidents**

- 11.1. It is our school policy that no pupil or adult should bring any drug, legal or illegal, into our school. If a pupil needs to take medication during the school day, the parent or guardian should ask for appropriate permission. Any such medication should be taken directly to our school office/nurse's room for safekeeping. It must be taken by the pupil under the supervision of a member of staff.

## **12. Monitoring and review**

- 12.1. Our Head monitors the effectiveness of this policy on a regular basis, reporting appropriately to our SMT and, if necessary, making recommendations for any improvements to this policy.



- 12.2. Our school keeps a variety of records concerning incidents of continual misbehaviour. A register of sanctions imposed for serious misbehaviour is kept, even if there are no entries.
- 12.3. Our SMT keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 12.4. This policy is reviewed annually; however it may be amended earlier if legislation or our school procedures change.

**Signed: MAT/JP/SM/MJG**

<b>This policy is reviewed annually</b>	
Title	Behaviour & Discipline
Version	3
Review Date	Oct 2024
Author	MAT/JP/SM
Approved by SMT	Yes
Next Review Date	Oct 2025

**This policy should be read in conjunction with the following related policies:**

Anti-Bullying; Equal Opportunities, Behaviour Expectations Zones for staff and students

[Sanctions Juniors](#)

[Sanctions Infants](#)



Appendixes

## Incidents - Behaviour Chart

Date   Fecha	Student Full Name Nombre completo	Description   Descripción	Action Taken   Acción	Signature   Firma



## Appendix 2: Classroom Behaviour Rules



Appendix 3: