

Victorious International British School

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Behaviour Policy

This policy outlines the principles of behaviour management at Victorious School and details acceptable and unacceptable behaviour. We encourage positive behaviour through our behaviour for learning code and encourage children to take responsibility for their actions. Our Behaviour for learning code encourages children to:

- Show respect to other people and their property, through words and actions;
- Use hands or words to help, not to harm;
- Accept responsibility for the things they do;
- Try to do their best;
- Listen to feedback

In the event of encountering unacceptable behaviour the policy outlines the steps a teacher may take. Staff are always expected to take steps to de-escalate situations involving confrontation. In cases of extreme unacceptable behaviour or continued non-compliance the policy details the steps the Director and Deputy might need to take, resulting in suspension or exclusion of a pupil.

Overview

At Victorious School we provide a welcoming, caring school environment, which challenges, motivates and stimulates each child, whilst fostering qualities of excellence. We believe that good behaviour underpins teaching and learning and children at Victorious School are encouraged to take responsibility for their own behaviour. Relationships in our school are based on respect and we aim to develop positive self-esteem in each child. Staff at Victorious School have high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school. We expect that all members of the school community will actively support our approach to behaviour for the benefit of all:

- Children: knowing how they are expected to behave and understanding the consequences of their behaviour.

- Staff: presenting good role-models of behaviour and managing behaviour in a fair and consistent manner.
- Parents: upholding the policy in partnership with the school.

Aims

The aims of this policy are:

- To develop a moral framework within which initiative, responsibility and sound relationships can flourish.
- To enable children to develop a sense of worth, respect and tolerance for others.
- To produce an environment in which children feel safe, secure and respected. To provide a happy, safe, secure and stimulating environment, for the welfare of our children and all concerned with the life of our school, we will create a climate of behaviour for learning where we:
 - Deliver a high quality and relevant education;
 - Promote good behaviour by using a range of strategies based on positive reinforcement and by providing rewards for children of all ages and abilities;
 - Apply positive policies to create a caring community of learning where there is co-operation, excellence in teaching, high aspirations to do well and active participation in learning;
 - Teach values and attitudes as well as knowledge and skills to promote responsible behaviour, self-discipline, and to foster in children a respect for themselves, for other people and their property;
 - Ensure that there is consistency and clarity when dealing with incidents of inappropriate behaviour throughout the school;
 - Share our values with our school community to develop support and consistency;
 - Have consistent expectations of behaviour for all members of our school community, taking SEND into account.

Behaviour for Learning Code

The standards we expect will be clearly defined and reinforced. At Victorious School children will be encouraged to:

- Show respect to other people and their property, through words and actions;
- Use hands or words to help, not to harm;
- Accept responsibility for the things they do;
- Try to do their best;
- Listen to feedback

Definitions For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual. This is addressed in the school's Anti Bullying Policy
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour. For the purpose of this policy, "Challenging behaviour" is defined as:

- Discriminative abuse
- Verbal abuse

- Bullying
- Persistent disobedience or destructive behaviour

Behaviour to support the code The following actions and attitudes are ways in which children can support the behaviour for learning code:

- Respond politely and respectfully to all members of staff;
- Actively listen to others;
- Disagree with others respectfully;
- Be helpful and kind to everyone;
- Appreciate and celebrate differences;
- Understand their feelings and the feelings of those around them;
- Ask for help or tell an adult if they are unhappy.

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour. Examples of positive behaviour will be praised in class, both verbally and by receiving tangible rewards such as a marble for the class marble jar to gain a collective reward. Each class has a behaviour system on display which reflects the school Code of Conduct. Children may also share their achievement with the Head and certificates will be awarded during achievement assemblies. For children with SEND, individual targets and expectations may be required. These should be discussed with their teacher, the child and their parents/carers.

Recognising Good Behaviour Every child is valued at our school and should receive equal opportunities for taking responsibility in the school. All children are expected to:

- Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space;
- Work hard and to the best of their ability;
- Make positive contributions to class discussions and value differing points of view; take responsibility for their learning and ask if they do not understand;
- Listen carefully whilst other children and adults are talking; respond promptly and politely to peers, teachers and any other member of staff.
- Work sensibly with other children in the classroom
- Behave sensibly and in an orderly fashion when moving around the school; look after personal belongings; take good care of the school environment; tidy away equipment;

- Take responsibility for their own actions and their consequences. Staff should be fully aware of SEND when managing behaviour. Some children will need individualised support in order to manage these expectations, for example if they have SEND. Where necessary and appropriate adaptations will be made on a case by case basis and staff are encouraged to seek advice from the school Director if unsure about how to work effectively on behaviour with individual pupils.

All staff are expected to:

- Undertake duties in a professional manner; provide support and encouragement to each other in accordance with the policies and procedures of the school.
- Make explicit in a consistent, constructive and positive way the behaviour expected of children; use a language of choice and consequence.
- Be firm without being confrontational; handle situations with a degree of warmth and concern.
- Provide praise and encouragement for learners; offer challenge and highlight their achievements.
- Work closely with parents in a pro-active manner. •
- Celebrate positive behaviour as an essential component to learning, using class and whole-school opportunities to promote and recognise positive behaviour. •
- Present a good role-models of behaviour and managing behaviour in a fair and consistent manner.

At Victorious School we give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial to maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in the school are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns should be communicated to parents and the class teacher so that strategies can be discussed and agreed before more formal steps are required.

We expect parents:

- To keep us informed of behaviour difficulties they may be experiencing at home;
- To support the school in implementing its behaviour policy through positive reinforcement of expectations at home and at school;
- To inform us of any trauma which may affect their child's performance or behaviour at school;
- To inform us of their child's ill health and any absences connected with it.

The school will:

- Promote a welcoming environment;
- Give parents regular constructive and positive comments on their child's work and behaviour;
- Encourage parents to come into school on occasions other than parents' evenings;
- Keep parents informed of school activities
- Involve parents at an early stage when there are any concerns about their child.

Where a child's behaviour is causing concern, parents will be informed and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further sanctions will be discussed with the parents.

Learning and positive behaviour

Positive behaviour is the 'hidden curriculum'. It is explicitly taught through PSHE (Personal, Social, Health Education), citizenship, RE (Religious Education). The ethos of the school plays a major part in the framework of positive behaviour which is constantly modelled, promoted and expected by:

- Developing the self-esteem of everyone in the school.
- Enabling everyone to have respect for themselves and for others.
- Creating a climate in which quality relationships can develop between everyone in the school.
- Contributing to the personal and social development of children.
- Developing emotional competence, self-awareness and self-discipline in children.
- Promoting mutual understanding in order that an atmosphere is created for effective learning.
- Encouraging children to make informed and well-balanced choices.

Solving behaviour-related problems

At Victorious School we use a cooperative approach to resolve conflict, based on conflict resolution and restorative justice. This approach uses peer mediation to build, maintain and repair relationships. A child who suffers 'low-level' physical or emotional hurt by another child must first:

1. Let the child know how he / she is feeling and give them a reason to stop.
2. If the negotiation breaks down and the behaviour continues the child must tell the adult in charge immediately, who will then intervene to deal with the situation.

De-escalation strategies

Where negative behaviour is present, staff will implement de-escalation strategies to diffuse the situation, including:

- Appearing calm and using a modulated, low tone of voice

- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a child's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the child and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you return to your seat, I can help you with your work" rather than "if you don't return to your seat, I won't help you with your work".

Addressing poor behaviour

Consistently poor behaviour is recognised as a form of Special Educational Need and the school will proceed accordingly. The approach used will depend upon the behaviour exhibited. All staff (teaching and nonteaching) will have training in behaviour management, with the aim that there will be a consistent approach across the school.

When behavioural incidents occur, adults will start each day afresh and will encourage children to do the same. Minor incidents will be dealt with within the classroom, by reminding the child of the rule or task, or introducing such consequences as withdrawal of privileges. An intermediate level incident will be dealt with as an opportunity to help the child learn to reflect on their behaviour, through self-selecting an appropriate consequence for their actions if they continue. If a more serious problem occurs the issue will be escalated to a senior member of staff and parents/carers will be informed in writing.

This policy was adopted by

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory

Victorious School

1st September 2022

1st September 2023

E Signature



Victoria Gomez-Middleton

Director

