



Mallorca
International
School
CRESTATX

Behaviour Management Policy

Rationale

The ethos underpinning the Behaviour Management policy at The Mallorca International School is difficulties with undesirable behaviour are better avoided than solved.

The school places a high value on the development of personal skills - positive attitudes and behaviours, a strong sense of responsibility, adaptability to situations and a genuine interest in making personal progress as well as helping others to reach their goals. Students with these skills are better equipped to make the right decisions.

In the context of lessons, where teachers plan to meet the needs of the students, where learning techniques are varied and effective, where style is positive and purposeful, and where teachers use personal skills to strike a rapport and mutual trust with students, behaviour problems are rare.

In the case that action must be taken following undesirable behaviour, the school believes that the self-respect of the student should not be damaged in public and that action is measured.

Aims

- To actively encourage good student behaviour by fostering a rich and positive atmosphere based on the school's core values, high expectations and excellent example/lead taken by adults.
- To support positive relationships between students, staff, parents and other members of the school community achieving a spirit of trust and cooperation.
- To achieve a calm and orderly environment where effective teaching and learning can occur and students' social, moral, spiritual and personal development is supported.
- To foster an inclusive ethos where the varying needs of all students is met.
- To encourage a sense of community and mutual responsibility.
- To help students develop self-respect which will enable them to meet situations with clarity and confidence.
- To maintain a consistent approach to behaviour throughout the school, working closely with parents and carers.

Procedures

Role of the Student

Students are expected to:

- Have in mind and strive to achieve the school's core values
- Respect and follow the school and classroom rules
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say
- Show an openness to talk about any behaviour concern that arises and work with others towards resolving problems and creating a happier future

Role of Staff

Staff are expected to:

- Model high standards of behaviour
- Create a calm, purposeful and positive atmosphere
- Provide carefully planned and effective learning situations
- Encourage all students to achieve their full potential, setting realistic expectations
- Encourage positive relationships based on mutual respect and trust

- Provide a personalised approach to the specific behavioural needs of students, mentoring each carefully and liaising with other staff as well as parents
- Follow the guidelines in this policy consistently; specifically the 'Non-adherence to Positive Behaviour Policy' section

Role of Parents and Carers

Parents and carers are expected to:

- Support their son/daughter in striving to achieve the school's core values
- Help ensure that their son/daughter understands the school rules fully, supports them in adhering to them and helps them understand the consequences of not adhering to them
- Inform the tutor of any changes in circumstance that may affect their son/daughter's behaviour
- Discuss any concerns with the tutor promptly

Positive Behaviour Management

The International School of Mallorca believes that the pursuit of positive behaviour and happiness at school is the key to all other objectives. Positive behaviour strategies underpin the Behaviour Policy.

Rewards: It is crucial to reinforce good and positive behaviour as much as possible. The Mallorca International School believes that in the long term students must have a high level of intrinsic motivation to succeed in school and life rather than rely on extrinsic rewards. Such extrinsic rewards are used, therefore, sparingly. Staff should wherever possible utilise methods of reward that will stimulate intrinsic motivation; extravagant verbal praise, positive body language, public appreciation/recognition (in front of class, student's parents, another teacher, head teacher) and award of responsibility.

Mentoring: It is also crucial that staff mentor students to be reflective regarding their behaviour. If a student displays good or positive behaviour, after positive reinforcement, the member of staff should prompt the student to think about how this good or positive behaviour has made them feel. Prompt them to foster a motivation to repeat. Further to this, ask the student why the behaviour was so good/positive in order that they understand completely (and conversely understand why the opposite type of behaviour may lead to an undesirable situation and feeling).

The Mallorca International School Core Values

It is crucial that students should know and be encouraged to strive towards the core values of the school, which are contained in the mission statement. These are the personal skills necessary for success at school and in life in general. Tutors should embed these principals when planning learning experiences, specifically PSHE periods, as well as discuss with the students informally; at break or lunch when a suitable situation arises. Students should be encouraged to reflect on their behaviour and its relation to the school's core values whenever appropriate.

Formulating Class Rules

All classes should formulate a set of class rules early in the school year. It is essential that these rules are created by the students themselves with guidance (where necessary) from the teacher; the concept being to give the students ownership over the rules. Teachers that come into contact with the class should positively reinforce adherence to the rules at every appropriate moment and intervene when the rules are not adhered to. The rules should be displayed in the classroom in a positive way. The students should be mentored to understand how the rules can be of benefit for them and what the purpose of them is thus elevating the importance of the rules in their minds.

Non-adherence to Positive Behaviour Policy

Occasionally, despite all best efforts, conflicts may arise and students may display undesirable behaviour at times. The Mallorca International School believes that it is imperative that the teacher responsible for the student(s) at the time of the problem takes control of the situation and utilises their own behaviour management strategies unless the incident is particularly serious (at which point it would be passed to the head teacher).

Negative behaviour management strategies (to be used in the case of a non-serious incident): In the first instance a student should be given a warning and the chance to correct their ways. It is helpful to use the '3-Step Approach' in order that the student (a) understands exactly what was not acceptable, (b) reflect on how it made them/others feel, and (c) considers more positive ways of dealing with similar situations in the future (see Annexe 'A'). Should there be a repeat of such behaviour staff should consider repeating this step depending on the timescale between the first and second incident. In general a third repetition should trigger a change in strategy. Staff should apply this low-level warning system in their own way conducive to their style of teaching thus should have ownership over the process. It is essential that staff maintain a rapport with the students and a high level of mutual trust and respect and should use their personal skills to achieve this.

Strategies to be applied in case of persistent negative behaviour: Should a student fail to respond to the process of being mentored and continues to show the same negative behaviour despite understanding what it is they are doing and why it is not acceptable, a greater pressure must be applied. Until now the strategy has very much been based on looking toward an intrinsic desire to 'put right' the situation. At this stage the tutor must be informed (in the case that the problem occurs under the care of another member of staff) and also the parents/carers must be informed. A meeting should be convened in order to once again talk about the 'what', 'why not' and 'better way of working'. Personal targets and helpful strategies should be agreed between the student, tutor and parents/carers that all feel will have a good chance of success. These strategies will very much vary according to the student and situation. A record must be kept of the agreed targets and strategies by the tutor and closely monitored. For a period, communication must be maintained between the tutor and parents/carers according to how quickly the difficulties subside.

Referral to the head teacher: Should a student fail to respond to the targets and strategies agreed the matter should be referred to the head teacher. At this point the head teacher will repeat the process in more detail, though, will formalise by creating a behaviour contract that the student must completely understand and agree to. The head teacher will continue to liaise with the tutor, subject teachers, parents/carers and indeed the student until the difficulties are resolved. Any serious incident should be referred to the head teacher without the necessity to pass through previous stages of the system.

Important: It is imperative that at any point when working with students who have displayed undesirable behaviour that they know and understand clearly what the undesirable behaviour was and why it was undesirable. Further to this, the self-respect of the student should never be compromised by publically shaming them in front of an audience.

Monitoring and Review

It is the responsibility of the head teacher to monitor the general level of good and positive behaviour among the students, the level of negative and undesirable behaviour as well as liaise with staff. The 'Behaviour Policy' will be reviewed every two years, though, at a greater level of frequency should the head teacher assess it to be necessary.

Date of implementation: February 2016

Date of last review: February 2018

Policy review date: February 2020

Annexe 'A'

The Three Step Approach

'The three step approach' is a whole-school approach, where the children learn to go through the three steps to sort out problems with each other. Staff model it when talking with the students and also guide them through it (especially the younger ones). As the students become more used to it, they can then be reminded to use it independently. It can be used in the playground or in the classroom and gives the student a framework with which to explain why they are feeling a certain way and also to understand how their behaviour has affected others.

The 3 steps are:

1. "I didn't like it when..."
2. "It made me feel..." (sometimes you encourage them to say "It made me feel...because...")
3. "In the future/Next time can you..."
 - For Step 3, the students should be encouraged to find a positive. So, instead of 'Next time can you not hit me', they are helped to say 'Next time can you try and be gentle'.
 - As their vocabulary increases, they are also encouraged to use more descriptive adjectives than 'sad' for step 2, as this is a generic word for bad feeling that they often choose and often does not illustrate the way they feel accurately
 - The listener then apologises for this by saying 'sorry' and, importantly, is then given the opportunity to say 'The Three Steps' back if needed.
 - In the event that the teacher-parent collaboration fails to affect behaviour of the student significantly, the matter will be passed to the head teacher who will commence liaison with the parents.