

# THE BENALMÁDENA INTERNATIONAL COLLEGE



## **Behaviour Policy Inc Rewards and Sanctions 2024-2025**

Reviewed and updated, January, 2025

At Benalmádena International College, our mission is to provide the highest quality education and opportunities for every student. We are committed to fostering a positive and supportive environment where students can take pride in their achievements. Recognizing and celebrating student success is at the heart of what we do.

It is essential that we acknowledge and reward good work, effort, and behaviour whenever possible. The majority of our students demonstrate positive behaviour and strive to reach their full potential. As a result, the number of students receiving recognition and rewards should far exceed those who face sanctions.

The primary method for rewarding students is through recognition. Teachers should always be mindful of each student as an individual, taking note of improvements in standards, perseverance in the face of challenges, and varying levels of achievement. In acknowledging these efforts, we encourage frequent verbal praise and positive feedback to motivate and inspire continued progress.

### **REWARDS:**

**Praise, encouragement and recognition of effort** may be attained for some of the following reasons:

- Effort

- Exceptional pieces of work
- Success under challenging circumstances
- Performance or leadership in sport
- Achievements in the school community, for example students taking part in the new student ‘‘buddy system’’
- Charitable works
- Services to the College (Plays, Productions etc.).
- Consistently good attitude to learning scores
- Excellent homework

Almost all students respond to regular praise and encouragement. They like to know they are doing well. Praise, encouragement and reward can take many forms:

- **Verbal comments:** ‘‘Good!’’ – ‘‘Well done!’’ – ‘‘Excellent!’’ whenever good work, good effort or good behaviour is being displayed. Positive verbal comments should be a constant feature of lessons, used regularly and whenever possible.
- **Written comments:** positive approval and recognition through a written note or comment in the exercise book. Positive written comments should be used by teachers as often as possible.
- **Display of work:** highlight the student’s achievements in front of their peer group. This can be done by displaying work or by verbal compliment in front of an audience. Great use should be made of display boards in classrooms and corridors to exhibit good work. Students take pride in seeing their work on display and this can act as an incentive to produce work of a high standard.
- **Assemblies:** student to be recognized in front of an assembled group and praised for their achievements in a public forum. The acclaim may also be mentioned in the current newsletter or included on the College web-site.
- **Special commendations/Reward Slips:** Student to receive a special award of commendation. This may be in the form of a certificate for Primary and a green slip for Secondary, that recognizes their achievement.
- **Attainment and effort display boards in the Primary and Secondary entrances**– celebrating academic success and effort.

## HOUSE POINTS

Subject teachers use the House Point system to encourage and reward whenever possible. These are recorded in students' Homework Diaries. Each week, students will meet with their Form Tutor to collate their house point reward scores. Weekly updates for house point scores for Goya and Picasso houses will be awarded in assembly.

- Good class work and homework will be rewarded with **one or two House Points** per lesson. ***If expectations for lessons and/or warnings are given for poor effort or behaviour house points should be deducted.***
- All students will be expected to achieve a minimum of 30 House Points per week.
- Ambitious students should aim to achieve at least 40 House Points.
- House Points may be awarded for effort, achievement, good work, sustained progress, helpfulness, improvement, reaching agreed behavioural targets, or any other category which staff feel is appropriate.
- Minus House Points: as well as giving House Points for good work and behaviour, the opposite can also be applied if a student's behaviour is inappropriate, his/her homework is not handed in on time or his/her work is not up to standard.
- Students who achieve a set amount of house points per month, will be allowed a non-uniform day **each half term**

## DISCIPLINE GUIDELINES FOR TEACHERS

In any community, it is essential for everyone to understand their role and responsibilities. Without a structured and respectful environment, education and security cannot be effectively delivered. To ensure both safety and learning, the following guidelines are set for staff, students, and parents at Benalmádena International College. The key rule for all of us is:

**Everyone must treat others with courtesy, respect, and consideration at all times.**

This means that students should:

- Strive to understand others' perspectives.
- Move calmly and quietly around the school.
- Speak politely to everyone, using a soft voice.
- Remain silent when required.
- Never be rude, insolent, or disrespectful to anyone.
- Follow reasonable requests from staff immediately.
- Keep the school clean and tidy to maintain a welcoming environment.

**Punctuality:** Parents must report if their child is late in the morning. If no valid reason is provided or communicated to the office, the student will be assigned community service for the day.

**Eating in the Cafeteria/Terrace:** Students are not allowed to eat outside the cafeteria. Any student caught eating elsewhere will be assigned community service.

**Uniform:** Students must wear the correct uniform for each day and season, including sport days and seasonal variations (winter/summer).

**Chewing Gum:** Chewing gum is not permitted anywhere on school premises.

### CLASSROOM DISCIPLINE – THE NON-NEGOTIABLES

An effective teacher maintains full control of the classroom and earns the respect of all students under their supervision.

Well-planned and engaging lessons are the foundation for motivated students.

Teachers are responsible for ensuring that their classes are never left unattended, for both insurance and safety reasons.

Key guidelines for maintaining discipline:

- Use the Rewards and Sanctions System appropriately.
- Record discipline issues on the Behaviour slip and pass to the office to be uploaded onto Alexia.
- Students should not be sent out of the room unless absolutely necessary (e.g., for a brief 5-minute break). If a student needs to be removed for a serious issue, they should be sent to the Vice Principal or Principal.

Poor behaviour not only disrupts the lesson but also sets a negative example for other students. If left unchallenged, it can escalate and affect other lessons throughout the day. Therefore, addressing poor behaviour promptly is essential.

Be clear with students about the consequences if they fail to meet reasonable expectations for both work and behaviour. Ensure that your responses are fair, consistent, and follow through with what you say. Always follow up immediately and fully.

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**BIC Classroom Management – Non negotiables (Secondary)**

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| <b>Warning on Board</b>                                |
| <b>Tick</b>  |
| <b>Community Service<br/>( Fill in behaviour slip)</b> |

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| <p><b>Students to follow established ROUTINES irrespective of whether they have lined up outside on the patio or not.</b></p> <p><b>This allows YOU to ensure that students are all together and to share your expectations again BEFORE they enter. It will also be clearer to you who is on time and <u>who is not</u></b></p> <ul style="list-style-type: none"><li>- <b>Line up</b></li><li>- <b>Enter in silence</b></li><li>- <b>Stand behind chairs and equipment out</b></li><li>- <b>Sit</b></li></ul> |
| <p><b>A carefully considered seating plan should be in place for ALL classes. Please take this opportunity to refresh your seating plans.</b></p>   |
| <p><b>Classroom doors to be left OPEN at all times – This will allow MH/SP to support without disrupting lessons – If we have calm classrooms, noise should not be an issue.</b></p>  |
| <p><b>QUIET classrooms. No talking unless asked to do so, no chatting whilst working (NO EXCEPTIONS) Teachers are there to support if a student is struggling, they should not be relying upon each other/using this as an excuse to talk. ONE warning on board followed by a TICK for community service.</b></p>   |
| <p><b>If a student arrives more than 2 minutes late – Community service</b></p>   |
| <p><b>Students to be dismissed calmly and quietly ROW by ROW or TABLE by TABLE – They should not be congregating by your door waiting to leave.</b></p>   |
| <p><b>Teachers to stand outside doors on lesson changeover to ensure an orderly transition and to welcome next classes.</b></p>   |

***Don't forget to award housepoints when deserved and to complete POSITIVE behaviour slips – Teachers only should be awarding housepoints at the end of the lesson.***

## **SANCTIONS**

Where unacceptable behaviour occurs, immediate guidance of the student(s) in question must take place. The following reprimands and sanctions are set out in rough order of severity. The aim must always be to match the severity of the reaction as closely as possible to the individual circumstances.

Sanctions, depending on the severity, are generally as follows:

- **Minus House Points:** as well as giving House Points for good work and behaviour, the opposite can also be applied if a student's do not meet basic lesson expectations.

- **Community Service:**

Following an initial warning, failure to hand in homework or a more serious behaviour breach in school, community service may be set. Please ensure that the following is done:

- Details of the incident along with the behaviour consequence are detailed on a behaviour slip and handed in to the office for logging on Alexia (which parents can also see)
- Ensure pupil names are added to the whiteboard in the cafeteria on the appropriate day, detailing BEH (behaviour) or HWK (homework) plus staff initials.

**\*\*\*\* If a community service is intentionally missed, double community service will be awarded.**

### **Lesson removal**

In rare circumstances a classroom teacher may require a student to be removed from a lesson. Please communicate via the school office or the school comms group, and the student will be collected and taken to either the Principal's office or the Vice Principals classroom.

### **Isolation**

- **Eligibility for Isolation:**

- - A student who has been sent to community service for behavioural reasons by three different teachers during the same term will be reported to their parents.
  - The following reasons do **not** count towards this policy: late arrivals, incomplete homework, or other non-behavioural issues.

- **Consequences:**

- After the third community service incident, the student will face isolation for one day.
- Isolation may take place in the Principal's office or the Vice Principal's classroom.

### **Behaviour Report**

- **Eligibility for a Behaviour Report:**

- Students who exhibit recurrent poor behaviour will be placed on a Behaviour Report.

- **Purpose:**

- The Behaviour Report serves as a formal tracking tool for monitoring and addressing the student's behaviour over a set period (minimum 2 weeks)

- **Follow-up Actions:**

- Students on a Behaviour Report may be required to meet with the Principal, Vice Principal, Head of Primary or Pastoral leads to discuss their behaviour and improvement strategies.
- Parents will be notified and kept updated about the student's progress daily via the report card.

## FURTHER STAGES OF SUPPORT AND INTERVENTION

### Seeking Assistance:

- If you require help, guidance, or support, don't hesitate to ask for it. Everyone needs assistance at some point. Seeking support is a sign of strength, not weakness.

### Involving the Principal or Vice Principal:

If you need additional support, the Principal or Vice Principal can provide guidance. The following measures may be considered once they are involved:

#### 1. Monitoring / Support Classroom Visit:

- The Vice Principal or Principal may visit the classroom to observe the situation and provide guidance on managing the student's behaviour. Senior staff members may also provide additional help with classroom management.

#### 2. Guidance on Student Management Strategies:

- Advice will be given on alternative strategies for both student and classroom management to improve the learning environment.

#### 3. Letter Home to Parents:

- A formal letter will be sent home to inform parents about the student's behaviour and the steps being taken to address it.

#### 4. Reallocation to a Different Teaching Group:

- The student may be reassigned to a different class for a specified period to allow for a fresh start and better management of their behaviour.
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### Extreme Measures:

In the most severe cases, the following actions may be taken:

#### • Suspension:

- The student may be temporarily suspended from school as a consequence of their behaviour.

#### • Final School Warning:

- The student may receive a final warning, making it clear that further misbehaviour will lead to more serious consequences.

#### • Exclusion:

- In extreme cases, the student may face permanent exclusion from the school.

