



Behaviour Policy

Updated: June 2025

LOYALTY
FLEXIBILITY
CARING
RESILIENCE
CHALLENGE

Approved by:		Date:	
CEO		9 th July 2025	
Monitoring Date:	Monitored by:	Full Review Due:	Review By:
July 2026	Deputy Head Pastoral	July 2028	Deputy Head Pastoral

1. Principles and Aims

The British School has high expectations of its students academically, socially and morally not only within the context of the school but within wider society. We strive to provide a caring ethos where everyone in the educational community feels safe, confident, valued and respected, by promoting an environment where everyone lives and works together in a supportive way enabling all to reach their full potential. Students are expected to strive to demonstrate the school's values through their behaviour such that behaviour is conducive to learning and social interactions. Rules and behaviour agreements are based on respect for all others and their property, and on ensuring that the school maintains an excellent reputation in the community. Everyone has a right to feel secure in an environment which enables learning and to be treated with respect.

We are committed to working in partnership with our parents and students to create an environment in line with our school aims and ethos where students feel safe, secure and happy, and are able to maximise their learning opportunities. We promote a positive ethos that encourages and reinforces good behaviour and the fostering of positive attitudes.

Our school promotes excellent behaviour management by all teachers, based on practices that ensure students are intrinsically motivated to behave in ways which support learning and social interaction, as opposed to being purely extrinsically motivated to behave well via the school's rewards and sanctions systems.

The primary purpose of this policy is to promote good behaviour providing a consistent approach to behaviour management and to summarise the roles and responsibilities of different members of the educational community with regards to behaviour management. The British School has clear school rules and a code of conduct which must be adhered to. We believe that having high expectations of the whole school community and being good role models promotes positive behaviour.

This document sets out the expectations for behaviour at the British School. It sets out how positive behaviour is rewarded as well as procedures for dealing with poor or unacceptable behaviour.

We believe that positive behaviours flourish in a culture of high expectations, support and encouragement, with positive reinforcement of our ideals.

The school is an inclusive community. We treat everyone as an individual and aim to develop the whole person such that they are equipped to take their place in the modern world.

Students are encouraged and expected to develop and maintain personal integrity that is truthful, generous, courteous and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their studies and school lives, and to their relationships with staff and other students.

Our experience shows that the ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them in assemblies and during tutor time, as well as via the Student Council, which meets regularly

2. Targets and Outcomes

- Highlight all that is best at the school, ensuring that students are intrinsically motivated to behave positively and that they receive recognition within a culture that strives for excellence and is actively supported by students and staff.
- Maintain order and good discipline throughout the school.
- Enable all members of the school community to be clear about the standards of behaviour expected and the responses to any disregard that is shown for an environment for learning and social interaction.
- Promote positive behaviours and to ensure the school's behaviour and associated policies are followed whenever a student displays inappropriate behaviour.
- Encourage timely action if a student's behaviour contravenes the Code of Conduct.
- Ensure fair and equal treatment of all students and, so far as possible, that every student in this school is able to benefit from and make his or her full contribution to the life of the school, consistent always with the needs of the school community.
- Agree on community wide expectations as per the Inspired Parent Code of Conduct (see Annex II)

3. Definitions and Glossary

Educational Community - includes all students, teachers and teaching staff (as well as trainee teachers), leadership teams, administration, maintenance, cleaning, dining, bus routes and security staff, guests and of course, parents and guardians.

4. Related Policies/ Appendices and Other Documents

Code of conduct and Disciplinary Action procedures

Safeguarding Policy

Early Years Behaviour Policy

Anti-bullying policy

Attendance policy

IT acceptable usage policy for students

IT acceptable usage Policy for staff

Online safety and social media policy

Inspired central education policy

5. Communicating and Storing Policy

This policy will be stored in the school shared policy drive, community site and the principle and aims will be shared on the public website.

6. Roles and Responsibilities

6.1 Students will:

- follow the school's code of conduct. In Early Years, students will follow the Early Years Behaviour related procedures.
- behave in a manner which is conducive to a positive environment for both learning and for social interaction.
- be ready to learn and to participate in school activities. Students should attend school and all lessons punctually.
- show respect for the rights of others, including each other's possessions and the school's property.
- behave in a manner that reflects the best interests of the whole community and which demonstrates the school values at all times and in all areas of the school in the physical and the online environment.
- behave with academic integrity.
- treat all members of the school community with respect and courtesy and respond positively to the opportunities and challenges of school life.
- treat the school buildings and school property and the property of others with respect and care.
- wear the correct uniform and have the correct equipment at all times.
- learn from and reflect on corrective measures when these have been applied.
- refrain from behaving in a way that brings the school into disrepute, including when outside school.

The school has several support systems in place to meet the needs of all students. These include Class tutors, teachers, Year Leaders, Teaching and Learning Leaders, Key Stage

Leaders, Senior Leaders, Head of Section/School. Support is also offered by the Nurse and the school counselling service.

6.2 All staff will:

- read, understand and adhere to the school policy and associated documents, strategies and procedures.
- implement the behaviour policy consistently.
- act in accordance with our values and policies and as a global organisation show respect for local customs and culture.
- show respect to each other, all members of staff and the wider educational community.
- model positive behaviours.
- record behaviour incidents.
- recognise and record positive behaviour.
- celebrate students' successes, promote high standards of effort and behaviour, encourage student progress and celebrate student contributions to the school and wider community using both written and oral praise whenever possible.
- deal with behaviour related incidents in a confidential and sensitive manner.
- only remove students from lessons when it is necessary to remove the student from a difficult situation, or to reinforce a particular behaviour expectation. This should be brief.

6.3 Parents and Guardians will:

(It is the responsibility of parents to support the school in enforcing the Code. Parents who enrol their child at the school undertake to uphold the school's policies and regulations. They will support the school's values in matters such as attendance and punctuality, behaviour, dress and appearance, standards of academic work, academic integrity, extra-curricular activities, homework, and private study. Each year upon reenrolment parents agree to the terms and conditions, one of which is a continual agreement to the Student Code of Conduct and Parent Code of Conduct).

- adhere to the Parent Code of Conduct (Annex II)
- support their child in adhering to the behaviour policy and the code of conduct.
- show respect to each other, all members of staff and the wider educational community.
- inform the school of any changes in circumstances that may affect their child's behaviour.

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- discuss any behavioural concerns with the class tutor.
 - support the school by respecting corrective measures and endorsing educational measures.
 - provide appropriate supervision for their child in the case of exclusion.
 - deal with information related to all children in a confidential and sensitive manner both on IT platforms and otherwise.

6.4 Tutors will:

- ensure that students have the correct uniform and equipment and are ready to learn at the start of each day.
- incorporate the importance of excellent behaviour into their tutor group sessions establishing a positive environment for learning and a cohesive group ethos in tutor and class time.
- ensure students are familiar with their individual situation related to behaviour – sanctions, learning awards.
- support teachers of students in their tutor group with all behaviour related issues and ensure a coordinated approach from all teachers who teach a student.
- monitor student achievement and behaviour across subjects and communicate information with staff/students as appropriate.
- contact parents/guardians regularly but especially when a student's behaviour is a cause for concern or a cause for celebration.
- provide a personalised approach to the specific behavioural needs of individual students.
- record behaviour incidents and positive points and monitor these for their tutor group using data to bring about improvements.
- display the student code of conduct and positive reward systems in classrooms and share tutor group successes both within the group and more widely.

6.5 Subject teachers will:

- ensure students understand the importance of excellent behaviour in lessons and during social times.
- record behaviour incidents and positive points.
- inform tutor when there are issues with student behaviour which cannot be corrected using the classroom systems.
- create and maintain a stimulating environment that encourages students to be engaged and deliver lessons which are planned to respond to student's needs.

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- display the student code of conduct and positive reward systems in classrooms.

6.6 Middle Leaders will:

- ensure staff in their families/year group and teaching and learning areas are aware of this policy and related policies and receive effective training to ensure full implementation supporting staff when they identify areas for improvement.
- monitor behaviour for their families, year groups and teaching and learning areas highlighting areas of concern, using the code of conduct and providing action plans to reduce these concerns ensuring that there is space in meetings to reflect on behaviour data, trends and decide new actions.
- monitor and report on the behaviour of students in their year or family groups and teaching and learning areas, including interventions, reports and meetings with staff/parents/carers/students and external agencies (supervised by the Senior Leadership team).
- monitor and review the effectiveness of tutor time and subject class time accordingly.
- monitor areas of school where strong practice is visible in application of the behaviour policy and look for opportunities to share strategies and approaches.
- ensure tutors and subject teachers make timely contact with parents of students whose behaviour indicates an area of concern.
- provide a personalised approach to the specific behavioural needs of particular students.
- provide the required documentation for Wellbeing committee or Section Senior Leadership meetings when there is a serious or very serious breach of the code of conduct.
- update the RAP/SEF with data relevant for the year group/family or Teaching and Learning area.
- arrange calls and meetings with parents to discuss behaviour issues.
- ensure they stay up to date with research and best practice across different educational settings.

6.7 The Section Senior Leadership Teams will:

- ensure this policy is implemented correctly in their section of the school.
- ensure all staff are aware of the content of this policy and associated documents and their individual roles and responsibilities.
- oversee routines and practices in section ensuring consistency in approaches.
- ensure all students and families are aware of the content of this policy and their individual roles and responsibilities.

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- ensure robust systems and procedures are in place to monitor behaviour and act quickly analysing and evaluating the effectiveness of behaviour systems, using data and evidence to inform any improvement actions.
 - monitor student behaviour, taking action to avoid repeated, persistent poor behaviour and sanctions.
 - make decisions about exclusions/ sanctions following serious or very serious breaches of the school behaviour code.
 - ensure robust systems and procedures are in place to reward positive behaviour.
 - identify staff development needs and ensure effective intervention and support.

6.8 The School Senior Leadership Team will:

- ensure that there is provision and systems are in place to meet the aims of this policy.
- ensure the school has an up-to-date policy.
- monitor this policy.
- monitor and review overall school and section behaviour through reports from the different sections of the school and work with Section Senior Leader to ensure the policy is implemented.
- ensure that up to date research and best practice is used to inform policy and practice with special consideration for best UK and Spanish practice.

6.9 Customer Service Team will:

- support section teams in recording positive behaviour and behaviour which breaks the code of conduct.
- write behaviour related letters to parents using standard formats checking detail and ensuring records are up to date and clear and treated confidentially.
- prepare presentations for staff, parents and students under guidance of academic teams.

6.10 The Information Manager will:

- ensure the Management Information System includes functions which allow all stakeholders to record and monitor behaviour related incidents and information.
- Prepare a regular behaviour report for middle and senior leaders.

6.11 Wellbeing & Safeguarding Coordinator will:

- support the wellbeing teams through school.

6.12 Counsellors will:

- support students who have behavioural issues or when an educational measure requires this (when deemed appropriate by tutors and in consultation with SLT). Counsellors will have regular meetings with parents and students and advise teaching staff on how best to support student behaviour to individual student needs.

6.13 Regional CEO will:

- approve and oversee this policy

7. How positive behaviour is rewarded

Each section of the school has procedures and systems in place to reward positive behaviour. Details can be found in the section specific documents.

Rewarding Positive Behaviours

Underpinning all the school's expectations is a belief in reinforcing positive behaviour and only responding using the process for managing inappropriate behaviour when the other steps have been unsuccessful.

The school aims to raise and support the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to behave responsibly in class, concentrate on their tasks, listen effectively and contribute well to discussion and to take responsibility for their own learning.

All staff celebrate students' successes, promote high standards of effort and behaviour, encourage student progress and celebrate student contributions to the school and wider community using both written and oral praise whenever possible. This extends to cultural, sporting and House activities where interpersonal skills are rewarded. School reports aim to constructively convey a student's achievements.

The school has a rewards system which is shared with parents, students and teachers. The school ensures that it is applied by all staff in the same way and tracked. Awards are also shared with parents and students are recognised in assemblies and prize giving.

Student excellence is communicated regularly. Many other achievements, both within school and beyond, are recognised publicly via the regular assemblies and school newsletters. These might include effort or significant improvement or contribution in academic subjects, sport, art, music, drama or service to the school, as well as awards and certificates from external agencies

8. Procedures for dealing with inappropriate behaviour

The school's Code of Conduct is used to support excellent behaviour. The rules in the Code of Conduct are educational with the aim of creating a respectful atmosphere. The Code of Conduct should be read alongside the school's disciplinary procedure which defines how sanctions/Corrective measures will be applied.

Annex I

a. Confiscation

Staff may confiscate items in the possession of students that are illegal or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice. The use of mobile phones and other electronic devices not provided by the school or indeed any item which distracts the student or classmates is not permitted. For more information regarding these items, see the code of conduct.

b. Searching students and possessions

Personal and material searches of students will be carried out when warranted and always with respect for the dignity, privacy, and fundamental rights of students, taking into account their age and maturity. Whenever possible, the presence of the student's parents or legal guardians should be permitted during the search. Personal searches of students will be carried out by at least two individuals/teachers of the same sex as the student. The searches will be conducted discreetly, in a suitable location, without the presence of other students, and preserving their privacy as much as possible. Only in cases of urgency or reasonable seriousness may a search be carried out by a person of the opposite sex and by a single person. All searches will be immediately reported to the school leadership, the student's parents or guardians, and, where appropriate, to the authorities.

Students' belongings may be searched and inspected, removing dangerous or prohibited items, but always informing the student of the action and avoiding unnecessary searches. The school reserves the right to search students and their belongings without their consent when there is justifiable cause to do so. In all cases and in accordance with the law, the following will be removed: dangerous materials, razors, knives, or weapons (real or simulated), alcohol, drugs, stolen property, tobacco, vapes and rolling papers, fireworks, and pornographic or prohibited images, as well as any item that the staff member reasonably suspects has been used, or is likely to be used, in the commission of an offense, crime, or that may cause personal injury to others, the student themselves, or damage to property.

c. Personal belongings/Student lockers

All students are expected to take care of their items of clothing, books, school materials and personal belongings. It is important that all items are clearly labelled with the student's name and class.

The school will provide all secondary students with a locker and a personal code. This should be used to store books, school materials, sports clothes and other personal belongings. The school is not responsible for the objects stored in lockers. The school will know the personal

code for each locker and reserves the right to check that the lockers are used correctly and not for another use to that for which they have been provided. Lockers are school property and the school can decide to refuse students the right to use these if they are not correctly used. Lockers will be available for use at designated times.

d. Physical restraint

In some circumstances, staff may and should use reasonable force to restrain a student to prevent him/her from:

- Causing disorder and disrupting the class.
- Hurting themselves or others (including children and adults).
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to Senior Leadership Team using the appropriate form. The Senior Leadership Team will report to parents.

e. Inappropriate substances (Alcohol, Vape, Tobacco and others)

We have extensive health education and PSHE programmes that focus upon the potential risks from consumption of alcohol and risks of vaping and smoking. They concentrate on teaching the importance of young people making healthy, informed choices. The programmes involve students of all ages and continue throughout your child's time at the school. They extend across the curriculum, involving PSHE, Science, Drama and other lessons where appropriate. We also have assemblies on the topic, and cover the serious risks from abuse of alcohol, tobacco, inhalants and illegal substances. (Please refer to policy on drugs).

Our Nursing team also play an active role in promoting greater awareness about the risks involved and will offer informed medical advice. Students can discuss their individual worries about drinking and smoking with their Form Tutor or another member of the Pastoral Team. We regularly invite groups of parents and guardians to discussion groups and meetings and are very conscious of the importance of working together to promote the well-being of your son or daughter.

We do not allow the students to bring alcohol or tobacco onto the premises, or to consume either substance on the journey to or from school. This rule applies to all school trips and visits,

whether in this country or overseas, irrespective of whether students are wearing school uniform at the time.

Students caught breaching these guidelines on alcohol or who are caught smoking can expect to be suspended and for their parents or guardians invited to the school to discuss the matter. Parents may be required to search for external support for their child where we have reason to believe that he or she has issues with either alcohol, inhalants, or tobacco, for example, when there are repeated infringements.

f. Drugs

We are committed to promoting a healthy, safe environment, in which good citizenship and respect for the law can flourish. We believe that it is important to deliver a clear, consistent moral framework that promotes the integrity of our community and gives all of our students the understanding and self-confidence to reject illegal drugs and substances. All our staff will be trained in recognising and responding to the symptoms of drug and substance abuse.

We have extensive health education and PSHE programmes at school that focus upon the potential short-term and long-term risks to health from drug and substance abuse. As with our related programmes concerning alcohol and tobacco, they concentrate on teaching the importance of young people making healthy, informed choices. However, they also include an ethical dimension, designed to instil an understanding of the importance of complying with the law. Our programmes involve students from Year 6 and continue throughout your child's time at the school. They extend across the curriculum, involving PSHE, Science and Drama lessons. We also have Assemblies on the topic. Talks from the Police and other external providers cover the serious risks from abuse of illegal substances (and from alcohol and tobacco).

Our Medical staff play an active role in promoting greater awareness about the risks involved and will offer informed medical advice. Students can discuss their individual worries about drugs or substances with their Form Tutor or another member of the Pastoral Team. We regularly invite groups of parents and guardians to discussion groups and meetings and are very conscious of the importance of working together in order to promote the wellbeing of your son or daughter.

If a student comes forward and voluntarily identifies himself/herself as a drug user and asks for help, or if his/her parents or friends ask for help on his/her behalf we may, depending upon the circumstances and at the discretion of the Head, require parents/guardians to search for external support for their child.

We will always investigate rumours about involvements in illegal drugs and substances, including questioning a student, searching his/her room and personal possessions. We will inform parents and guardians as a matter of urgency and invite them into the school to discuss the matter.

At times, the school may ask support from the local police.

The normal sanction for possession or involvement with drugs on the campus is expulsion. Alternative sanctions, when there are extraordinary mitigating circumstances could involve

suspension and a final warning. Any student found offering drugs to another student will be expelled and following consultation with the Governors, the matter may be referred to the police.

g. Student Support

The school's Counsellor will assess a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met when required by SLT.

Where necessary in consultation with parents, support and advice will also be sought from specialist teachers, an external educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with parents and external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

h. Training

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development.

Annex II – Inspired parent code of conduct

1. Commitment to working with Parents

- We are proud at Inspired schools to have excellent relationships between students, staff and parents – this partnership is key to the success of our schools and ensuring student development and progress is transformational.
- We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the school, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.
- The school's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.
- Every member of our community deserves to be treated with respect, dignity, and tolerance; they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards.

2. Communicating with school

- We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.
- We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.
- In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.
- We expect parents to follow and uphold all procedures outlined in the school's published policies.

3. Behaviour and communication considered unacceptable

- We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.

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- Behaviours that we consider to be unacceptable include, but are not limited to:
 - Communication or behaviour that is disrespectful, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone or online.
 - Behaviour or communications that breach school policies, safety or procedures.
 - Disruptive behaviour which interferes or threatens to interfere with the normal, daily operation of the school.
 - Inappropriate posting of defamatory, malicious or threatening messages on traditional and social media about the school or individuals connected with it.
 - Creating or joining private groups or chats that victimise or harass an individual connected with the school or the school in general, or potentially damage the school's reputation.

4. Consequences of breaching Parent Code of Conduct

- Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.
- Where that is not possible, actions the school can take are, but not limited to:
 - request for a meeting to resolve the issue.
 - issue a warning regarding the behaviour and how that breaches this code.
 - withdraw the right to be on school premises or at school events.
 - give notice to parents to find an alternative school for their child/ren.