

Version:	Approved - Sept 25
Approved date:	October 2025
Review date:	September 2027

The British School of Gran Canaria

Supporting Positive Behaviour Policy



Index

1. Scope	1
2. Definitions	1
3. Rationale	2
4. Roles and Responsibilities	3
5. School Rules and Expectations	3
6. Celebrating Positive Behaviour	4
7. Behaviour Management Strategies	6
8. Sanctions	6

THE BRITISH SCHOOL OF GRAN CANARIA

SUPPORTING POSITIVE BEHAVIOUR POLICY

1. Scope

This policy applies to all members of The British School of Gran Canaria and relates to all school activities during and out-of-school-hours. The school is committed to providing a safe and secure environment and recognises that some behaviour of individuals may not be appropriate, safe, or acceptable and that certain sanctions maybe required for reflection, change and understanding to take place.

Behaviour expectations and relevant sanctions are set out in this policy and include the school's ultimate sanction, exclusion i.e., removal of the right to participate in the school's community for a set period.

2. Definitions

Throughout this document the following words, terms and phrases have the following meanings:

Normal school hours – refers to the school day which runs from 8.45am to 3.35pm, but also includes enrichment time after the end of the school day from 3:50-4:50pm.

BSGC – The British School of Gran Canaria.

Pupils – synonymous with students.

Parents/Guardians – parents or guardians of pupils of the British School of Gran Canaria.

School Community – pupils, staff and parents of students at the British School of Gran Canaria.

Staff – all persons employed by and who work within the British School of Gran Canaria.

Governors – Members of the Governing body of the British School of Gran Canaria.

Head or Director – the Head Teacher of The British School of Gran Canaria.

Teaching staff – Teachers and Assistant Teachers working within The British School of Gran Canaria.

Online Safety Agreement – a document signed by all pupils from Year 5 to Year 13 at the British School of Gran Canaria regarding safe and acceptable use of internet within school.

Primary – the Sector of The British School of Gran Canaria which includes Nursery through to Year 6.

Secondary – the Sector of The British School of Gran Canaria which includes Year 7 to Year 13.

Head of Primary – member of staff with responsibility for one of the Primary sectors of The British School of Gran Canaria.

Assistant Head – Teaching and Learning– member of staff responsible for teaching and learning in secondary

Assistant Head – Students – member of staff responsible for students’ guidance in secondary.

Sanction – the imposition of a punishment by the school.

Exclusion – removal of the right of a student to attend normal classes or to enter the school.

Senior leaders – staff members in positions of responsibility, including Heads of Primary, Senior Teachers in Secondary and the Head/Director.

HoD – Secondary curricular middle leader, Head of Department.

HoKS – Secondary, pastoral middle leader, Head of Key Stage.

Line Manager – person responsible for the performance and development of a team within the school.

3. Rationale

The British School of Gran Canaria aims to provide an environment where all pupils feel secure and happy. In such an environment, each student will be able to make the most of their educational opportunities and develop relationships with other pupils and adults based on co-operation and mutual respect.

The school seeks to identify and recognise positive behaviour and all members of the school’s community must be active and forthcoming in praise, constructive feedback and providing support for improvement. In certain circumstances, it may be appropriate to impose a sanction because of inappropriate, persistently unacceptable, or dangerous behaviour by a student. The range of sanctions and procedures for their application are set out in this policy.

This policy is based on the school’s Core Values and is applied in conjunction with the Anti-Bullying Policy and the Uniform and Appearance Policy. The GOV.UK – School discipline and exclusions information and the *DECRETO 114/2011, de 11 de mayo, por el que se regula la convivencia en el ámbito educativo de la Comunidad Autónoma de Canarias* have guided this policy’s development and practice.

4. Roles and Responsibilities

BSGC emphasises the contribution and responsibility of all members of the school community in promoting positive behaviour and in dealing with and minimising negative or inappropriate behaviour.

Students

Students are expected to do their best to hold high behaviour standards at all times.

Staff

BSGC staff play a central role in the development and application of the Supporting Positive Behaviour Policy. Each staff member has a responsibility to encourage and support positive behaviour, report negative behaviour incidents, and apply sanctions accordingly.

Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children that are reflected in good behaviour in school. BSGC looks for cooperation and support for upholding behaviour expectations.

Governors

The Board of Governors ensures that relevant policies, this being one, are in place, openly and regularly shared and that they consistently applied and periodically reviewed.

5. School Rules and Expectations

The school's rules are designed to support the school's values in matters such as attendance and punctuality, positive behaviour, uniform and appearance, standards of academic work, and to safeguard the welfare of the community as a whole. When parents accept a place for their child at BSGC they undertake to support the authority of the teachers and the Head in applying these expectations.

Pupils are expected to adopt the highest standards of behaviour both inside and outside the classroom and in written or electronic communication concerning the school. We expect pupils to treat staff and peers with consideration, respect, and good manners. They should care for the buildings, equipment and furniture and always behave in a manner that reflects the best interests of the whole community.

The following expectations apply to all BSGC pupils.

- English must be spoken at all times during lessons taught in English.
- English is to be the only language used when pupils are inside a building.
- Mobile phones and cameras may not be used within school without permission from a member of staff.
- Pupils should walk, not run along corridors.
- All food should be eaten in the dining room or in the playground.
- Sunflower seeds, lollipops and chewing gum are not allowed in the school.
- Tippex/correction fluid is prohibited within the school.

Primary

In our primary section class teachers will discuss and draw up their class rules together with the students at the start of each year. These will be on display in the classroom and referred to regularly throughout the year. These rules will highlight positive behaviour choices rather than the negative alternatives; for example, rather than, 'I will not interrupt the lesson', the rule might be, 'I will be considerate to my classmates and teachers'. Behaviour requirements whilst in school will include talking in English, behaving sensibly and responsibly, and being courteous and kind.

Secondary

In secondary classrooms, the following behaviour for learning rules apply:

- Be on time to lessons, no more than two minutes after the bell.
- Line up quietly outside the classroom and only enter when instructed by the teacher.
- Take out all necessary equipment immediately.
- Raise your hand before you speak and wait to be called upon.
- Listen actively whilst others are speaking.
- Leave your seat only with permission.
- Speak in the target language.
- Pack up and leave when instructed to do so.
- Drink water, go to your locker and use bathrooms during break times.

6. Celebrating Positive Behaviour

Primary

Positive behaviour is actively promoted throughout the school with pupils being recognised and celebrated for good behaviour and outstanding achievements. Below are examples of how the positive behaviour of pupils might be celebrated.

- Teachers highlighting their good behaviour verbally.
- The use of stickers, particularly in EYFS and Key Stage 1.
- The handing out of house points (which are used throughout the school consistently).
- Certificates handed out in class or in assembly.

Teachers encourage their class to use positive behaviour, some using whole class incentives such as Golden Time or one-off reward activities.

Pupils who do not meet behavioural expectations will be challenged and corrected on their misdemeanour and, if appropriate, sanctioned.

Secondary

- **System of Rewards**

Encouragement and praise are central to the promotion of high standards of behaviour; rewards are an integral means of achieving this. Rewarding students makes them feel valued, builds confidence and motivates them to achieve. In addition, rewarding good behaviour enables students to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community. We will reward regularly, consistently and sincerely.

- **Merits**

All staff can award merits at any point of the day. Merits are awarded to individual students, never to a whole class. Within lessons teaching staff will identify students each lesson who have done well according to the school's core values.

Merits will be communicated to students in person, and assigned using the admin system; only one merit per student can be awarded at once. The member of staff will praise the student by informing them which of the school's values they have demonstrated and how.

Merits will be monitored by tutors and the student team, and students will be recognised for the accumulation of merits using a points system:

Level	Number of merits required	Reward
Bronze	20	Certificate and tutor congratulations
Silver	40	Certificate + ticket for prize raffle
Gold	70	Certificate + Assembly Celebration + reward merienda
Platinum	100	Head teacher commendation

Merits are linked to House Points. Merits are counted at the end of the term and a trophy is presented to the winning house at the end of the year.

The individual student with the highest number of merits at the end of year will be awarded the Star trophy.

- **Reward events**

In addition to reaching these personal goals, there is a schedule of other rewards events which take place throughout the academic year.

7. Behaviour Management Strategies

When managing behaviour in Secondary classrooms, teachers follow a four-step approach. First, a behaviour checklist ensures consistent entry and exit procedures across classes, monitored by Heads of Department. Second, pre-emptive strategies are used to maintain order, including insisting on one voice, circulating the classroom, staying calm, and employing silent non-verbal cues or verbal reinforcement, both named and unnamed, to address minor disruptions. Third, staff work to de-escalate persistent poor behaviour through staged interventions: a quiet first reminder of expectations, a second quiet reminder followed by, if necessary, an opportunity to reset and reflect outside the classroom, always followed by a restorative private conversation. Finally, if disruptive behaviour continues after return or during reset, a manager may be called to remove the student to give them more time to reflect and for the class learning to continue. After a restorative conversation between teacher and student, an additional Reflection Time - After School may be required.

8. Sanctions

The school will interpret each case and apply one of the following sanctions, as deemed appropriate. In most instances, the sanction will be applied after consultation with colleagues and/or senior leaders. In the case of a student being excluded from school, the Head will inform and consult with the Board of Governors before using this sanction.

Each school sanction should provide the opportunity for the student to learn appropriate behaviours, understanding the impact and consequences of their actions on themselves and others, and to make amends for damage or upset caused.

If a parent wishes to query a school sanction, they should first contact the teacher who issued the sanction. If this consultation does not resolve the matter, then the matter should be discussed with the relevant Head of Department, Head of Key Stage or Head of Primary. If at this point the concern is not resolved, parents may refer to the school's Concerns and Complaints Policy.

If a student exhibits behaviour that may put themselves or others at risk, immediate intervention is permissible, including reasonable physical restraint, to control the situation and ensure the safety of all.

In every case the aim would be to reform negative behaviour, with a brief explanation of the inappropriate action, clarification of expectations and how amends might be made often being sufficient. In more serious cases sanctions may be necessary.

- **Infant Sector (Nursery-Year 2) - Infringements and Sanctions**

Pupils are constantly reminded about social norms and the school's expectations. If appropriate because of constant transgressions, a series of mild sanctions can be used if these reminders and corrections do not bring about the necessary change in behaviour. These sanctions might include quietly reminding them of what we expect, reinforcing what they should do, or sitting them away from the class for a few minutes. It may be necessary in some cases to seek parental help and to mutually agree on strategies to overcome problems.

- Junior Sector (Year 3-Year 6) Infringements and Sanctions

A two-tier system of sanctions exists:

- **Minor Infringements**

- Failure to adhere to the Class Rules
- Not practising English at appropriate times
- Dropping litter
- Other offences of a minor nature

Sanctions include the withdrawal of privileges (football etc.), the loss of playtimes, a reprimand etc.

- **Serious Infringements**

- Repeated minor infringements or breaking of the Golden Rules
- Offensive language
- Anti-social and disruptive behaviour
- Refusal to complete work
- Fighting
- Bullying
- Stealing
- Dishonesty
- Wilful damage to the property of others or of the school
- Disrespect to staff or visitor
- Violation of signed online safety agreement
- Other offences of a serious nature

These are referred to the class teacher and, if of a sufficiently serious nature, to the Primary Head. The class teacher and/or the Head of Primary shall inform parents of the nature of the infringement and the action to be taken. Repeated serious infringements shall be referred to the Head; in extreme cases pupils may be suspended or permanently excluded from school.

- Secondary Infringements and Sanctions

A three-tier system of graduated responses to negative student behaviour is set out below. Offences are categorised as level 1 - 3 with a range of corresponding actions listed according to the nature of the incident.

- **Example Level 1 Offences**

- Incorrect uniform on 2 occasions (tutor only)
- Late to lessons on 2 occasions
- Failure to sign school planner on 2 occasions
- Dropping litter
- Chewing gum
- Obvious lack of effort in completion of homework
- Anti-social behaviour in the dining room
- Eating inside a school building
- Not speaking English in class taught in English (after a warning)
- Forgetting equipment on 2 occasions

- Other offences at the professional discretion of staff

Sanctions:

- Restorative conversation with the student and...
- Note in student planner

▪ **Example Level 2 Offences:**

- Repeated level 1 offence (a further occurrence of the same behaviour in the same term)
- Offensive language
- Minor forms of graffiti
- Aggressive behaviour
- Homework not handed in
- Plagiarism
- Unauthorised use of mobile phone on school premises.
- Other offences at the professional discretion of middle managers

Sanctions:

- Reflection Time - After School, following consultation with line manager (possibly in addition to):
 - Written apology to member(s) of staff.
 - Letter/phone call home from HoD or HoKS
 - Removal of privileges

▪ **Example Level 3 Offences:**

- Repeated level 2 offence – (a further occurrence of the same behaviour in the same term)
- Racially/sexually abusive behaviour
- Fighting
- Bullying
- Stealing
- Wilful damage to property
- Severely disrespectful behaviour
- Behaviour causing serious risk of danger to others
- Truancy
- Other offences at the professional discretion of Senior staff

Sanctions

- Repeated level 2 offence – referred to HoD/HoKS for letter and parent meeting with HoD/HoKS.
- Other offences will be referred to the Assistant Heads – Students/Teaching and Learning.
- If taking place in a lesson, immediate removal from the lesson.

Internal Exclusion

It may be deemed necessary or appropriate to temporarily remove a student from attending regular classes although their presence in the school is acceptable. In such cases, the student will be supervised independently outside of their normal class, and as closely as possible follow the same timetable and work as their classmates. Parents will be informed of this sanction although not necessarily before the internal exclusion has started. They do not have to agree with the sanction for it to be applied.

External Exclusion

After a full review of the circumstances and details of an incident or series of concerns, the Head can recommend to the Board of Governors an External Exclusion; the length of an External Exclusion would normally be between one and three days. If approved by the Governors, the student's parents will be informed of the decision in writing, including the reason for the exclusion and their right to appeal should they disagree with the sanction.

The school will provide work that is expected to be completed during the period of the exclusion. Parents should follow the Concerns and Complaints Policy should they disagree with the sanction.

If a student receives three External Exclusion during their school career, then a special review panel will be convened by the Head, to include senior teachers and a representative for the Board of Governors, to consider the continued education of the student within The British School. A recommendation to the Board of Governors will be made after considering past history, severity of the exclusions, impact of the incidents on the school and perceived actions and improvements made by the student in addressing the problematic behaviours. The panel will recommend Permanent Exclusion, a further External Exclusion or Continued Education, accompanied with clear guidance for future conduct and consequences. The panel's recommendations need to be ratified by the Board of Governors and communicated in writing to the family concerned.

Permanent Exclusion

In exceptional circumstances, the Head can recommend to the Board of Governors that a student's permanency in The British School is ended. The Board must approve this sanction for it to be actioned and the Chair of the Board of Governors and Head will communicate the decision to the student's family. Parents should follow the Concerns and Complaints Policy should they be in disagreement with the sanction.