



Behaviour Policy

Written by	Samantha Horsley Lloyd
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Signed – Head of school	
Signed – Academic Director	

This policy ensures it does not negatively impact individuals based on race, gender or disability.

“Small, persistent and visible shifts in adult behaviour have an incredible effect on children’s behaviour” (Paul Dix, Pivotal Education)



Commitment



Kindness



Honesty



Respect

1. Policy Statement

The British School Tenerife is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners. It is based on the Department for Education's guidance: Behaviour in Schools (Sept 2022) and is evidence-informed using guidance and research from a range of sources including the Education Endowment Foundation and the latest educational regulations from the Canarian Government, particularly the 21st June 2018 Resolution.

2. Aim of the Policy

- ✓ To create a culture of exceptionally good behaviour: for learning, for community, for life
- ✓ To ensure that all learners are treated fairly and show respect
- ✓ To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- ✓ To help learners take control over their behaviour and be responsible for the consequences of it
- ✓ To build a community which promotes our four key pillars or values: Commitment, Kindness, Honesty and Respect.
- ✓ To promote community cohesion through improved relationships
- ✓ To ensure that excellent behaviour is the expectation for all

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice. These pillars are designed to create a consistent, relational and restorative culture that supports both staff and students:

The 5 Basics of Pivotal Practice

1. **Stay calm and consistent:** Adults should stay calm and respond the same way every time.
2. **Praise the good first:** Focus on students who are doing the right thing before dealing with misbehaviour.
3. **Use clear routines:** Repeat simple routines every day so students know what to expect.
4. **Plan what to say when things go wrong:** Use short, calm phrases to handle difficult behaviour without getting emotional.
5. **Fix things after a problem:** Talk things through with the student to rebuild trust and help them learn from it.

THE 5 BASICS OF PIVOTAL PRACTICE



Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance:

Education and Inspection Act 2006

Equality Act 2010 Education Act 2011

Behaviour and Discipline in Schools – DfE Guidance 2016

Behaviour in Schools: Advice for Headteachers and School Staff 2022

3. Expectations

We expect every child to:

- ✓ Take responsibility for their own behaviour
- ✓ Follow the school behaviour expectations at all times.
- ✓ Reflect on their actions and recognise they are part of a community.

We expect every adult to:

- ✓ **Meet and greet** at the playground or classroom door.
- ✓ Refer to '**Ready, Respectful, Safe**'
- ✓ **Model** positive behaviours and build relationships.
- ✓ **Plan** lessons that engage, challenge and meet the needs of all learners.
- ✓ Use a **visible recognition** mechanism throughout every day.
- ✓ Be **calm** and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.
- ✓ **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- ✓ **Never ignore** or walk past learners who are behaving badly.



Teaching Staff will uphold the Teachers' Standards

'Teachers make the education of their pupils their first concern and are accountable to achieve the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Teachers are responsible for wellbeing and behaviour but if additional support is required, they should seek support from their year group leader.

Phase Leaders

Phase Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Phase Leaders will:

- ✓ Be a visible presence in the Year Group area to encourage appropriate conduct
- ✓ Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- ✓ Regularly celebrate staff and learners whose efforts go over and above expectations
- ✓ Ensure staff training needs are identified and targeted
- ✓ Use behaviour data from our school's **behaviour log** and **One Note** to target and assess interventions

Senior Leaders:

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders will:

- ✓ Meet and greet learners at the beginning of the day
- ✓ Be a visible presence around the site and especially at transitions
- ✓ Celebrate staff, leaders and learners whose effort goes over and above expectations
- ✓ Regularly share good practice
- ✓ Support teachers and Year Group Leaders in managing learners with more complex or entrenched negative behaviours
- ✓ Use behaviour data to target and assess our behaviour policy and practice

Governors will:

- ✓ Review policies with Senior Leaders
- ✓ Support and critically challenge senior leaders with analysis of behaviour data
- ✓ Support on permanent exclusion panels

Parents will:

- ✓ Uphold the school values
- ✓ Support the school behaviour policy to support and improve pupil behaviour
- ✓ Refrain from making public comments about pupil or staff relating to any behaviour incident and instead seek out a member of school staff to discuss this with privately.

4. Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include picking up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At the British School Tenerife, we recognise good behaviour, effort and conduct. We promote positive behaviour amongst pupils in the following ways:

Focus	Praise Method	Approach
Learning and Effort	House Points Raffle Tickets	Awarded for effort, achievement, and showing our four pillars: Commitment, Kindness, Honesty, and Respect. Teachers determine the system for recording house points in the classroom. These will be collected weekly by year 6 house captains and celebrated in Friday's Celebration Assembly.
Learning and Achievement	Celebration Assemblies	Teachers will read pillar based awards to the children and explain the learning and achievement during star worker assemblies. Any other recognitions will be celebrated, including sporting achievements in our end of term assemblies.
Values and Behaviours	Phase 2 Reward Board	In classrooms, teachers will create a reward board/chart with a focus on a particular desirable behaviour relevant at that time to that class. Children who demonstrate the targeted positive behaviour will have their name displayed on the board. It is expected that the focus of these will change during the term in response to pupils' behaviour.
Values and Behaviours	Positive Comments	Positive comments will highlight pupils who go above and beyond in demonstrating the school's values through their actions and behaviour. These comments will be shared with parents and carers to celebrate pupils' achievements.

5. Managing Behaviour

Engagement with learning is always our primary aim at The British School Tenerife. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at The British School Tenerife praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given take up time in- between steps.

Whilst we understand the importance for all staff to consistently follow our **behaviour sanction ladder** (attachment) for dealing with poor behaviour, listed below, we also share the key message that assertiveness is a central part of our behaviour management at The British School Tenerife.

'Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the broken record technique). Just as learners have choices, so do teachers have the opportunity to

choose your behaviour. You may have options as to how to respond to inappropriate behaviour all of which can be assertive actions'. Paul Dix

Assertiveness is knowing that an adult can control their own behaviour and make considered choices in response to learners. **We do not want adults to be afraid of saying no and saying it with impact when it is appropriate.** We need to be mindful not to overuse this as it can soon lose power and negatively impact on the atmosphere in the classroom. An adult can risk being ignored if their repertoire of verbal responses is too predictable.

SEND Pupils

SEND pupils may experience difficulties with emotional literacy, sensory overload, communication barriers, or challenges with self-regulation. At the British School, every SEND pupil has an Individual Passport that includes a personalised self-regulation plan, outlining their regulation toolkit, preferred strategies, safe spaces and any additional support they require.

It is essential that all staff are fully aware of each pupil's specific SEND profile, including their triggers, strengths, and recommended approaches. Staff should consult the pupil's passport regularly and reach out to our SEND Department whenever clarification, guidance, or further support is needed.

In line with the SEND Code of Practice (2015), we are committed to providing reasonable adjustments and supporting pupils proactively, ensuring they can access learning, regulate effectively, and feel safe and understood throughout the school day.

Steps for Managing and Modifying Poor Behaviour

Learners are held responsible for their behaviour. Staff at The British School Tenerife deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct:

Steps	Actions
1.Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
2.Reminder	A reminder of our three simple rules: Ready, Respectful, Safe (delivered privately). The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3.Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.'
4.Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention:

	• I have noticed that you are... (<i>having trouble getting started, wandering around etc.</i>) right now. • At The British School Tenerife, we... (<i>refer to the 3 school rules – ready, respectful and safe</i>) • Because of that, you need to... (<i>refer to action to support behaviour e.g. moving to another table, complete learning at another time</i>) • See me for 2 (<i>or up to 5</i>) minutes after class/during break. • Do you remember yesterday/last week when you... (<i>refer to previous positive behaviour</i>)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time.
5.Time Out	Time out might be a short time away from the classroom with another Class/Teaching Assistant/nurture room/calm space It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.
6.Repair	This might be a quick chat at break-time in or out of the classroom or a more formal meeting Restorative Practice: 5 questions are usually enough from the following: • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? (Key questions in bold)

Serious Incidents:

These incidents will be dealt with by school staff, who will take into account the age and needs of the child. All serious behaviour matters must be referred *immediately* to the Headteacher.

Such incidents could include:

- All forms of bullying (including- cyber bullying, prejudice based or discrimination bullying)
- Racist, sexist or homophobic comments.
- Physically striking adults.
- Child on child abuse – see section 4.1 of the Child Protection and Safeguarding policy.
Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line

with this child protection policy and KCSIE 2023 (in particular, parts two and five). The British School Tenerife adopts a zero-tolerance approach to child-on-child abuse.

Behaviour Stages and Parent Communication for serious incidents

The Academic Director will arrange a meeting with parents and issue a Stage Behaviour Letter, which must be read and signed. The stages are as follows:

- ✓ **Stage 1:** Issued for disrespectful behaviour, verbal abuse towards staff or other students, or a consistently unacceptable attitude to learning.
- ✓ **Stage 2:** Issued for repeated indiscipline or unacceptable behaviour towards staff or students. This stage includes a one-day internal exclusion within the school premises.
- ✓ **Stage 3:** Issued for repeated indiscipline or violent behaviour towards staff or students. This will result in one or more days of external exclusion.
- ✓ **Stage 4:** The final stage of the school's behaviour process. It is issued in cases of severe or persistent misconduct and results in permanent exclusion from the school.

At the British School of Tenerife, we **firmly reject the use of corporal punishment** in any form. Our approach to behaviour is rooted in **restorative practice**, where the focus is on repairing relationships, understanding the impact of actions, and supporting pupils to make positive choices moving forward.

6. Restorative Practice

The British School Tenerife uses Restorative Practice to promote positive behaviour and to address unacceptable behaviour in a fair, respectful, and consistent manner. Any form of humiliation or sarcasm is not acceptable under any circumstances. Every effort is made to maintain safety and ensure that all children continue to have access to learning.

When incidents occur, staff will work to establish the truth of the situation, and a short 'cooling down' period may be advisable. However, issues must always be addressed promptly and appropriately. Decisions regarding consequences must be reasonable, proportionate, and never made impulsively. When classroom behaviour becomes disruptive, teachers will follow the procedures outlined in the steps above.

To further support wellbeing and positive relationships, we have **Kindness Ambassadors** in every class from Year 3 to Year 6. These children ensure that no one is left alone on the playground, check in with peers who may need support and communicate any concerns to the member of staff on duty. If they witness any form of conflict, they immediately inform the supervising adult so that restorative practice can be applied effectively.

The school playground also includes a **Friendship Bench**, where students can sit whenever they feel they need someone to talk to or play with. Kindness Ambassadors are always attentive to the bench and to the wellbeing of their peers, helping to ensure that conflicts are prevented or resolved quickly and compassionately.

Our **Wellbeing Practitioner** and **Deputy Head** play a central role in supporting restorative practice across the school. They hold regular meetings with the Kindness Ambassadors to ensure they feel confident in their responsibilities and are fulfilling their role effectively. They also work closely with individual children who may benefit from one-to-one intervention, helping them develop the skills, language, and strategies needed to show kindness, manage emotions, and build respectful

relationships with their peers.

In addition, the Deputy Head leads **Group of Friends** sessions across the school, creating a structured and supportive environment where students can strengthen positive relationships, set shared goals, and work collaboratively toward resolving conflict in a constructive and restorative way.

7. Recording:

All members of staff record safeguarding, behaviour and parental communication incidents (on our behaviour log and One Note). Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

8. Suspensions:

At The British School Tenerife, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, they do set a clear boundary for what is acceptable and in order for children to achieve their maximum academic potential in school, they must be free from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy then an internal suspension or external suspension may be considered appropriate (refer to behaviour stage letters). An internal suspension may be put in place following a serious incident or an accumulation of incidents and the child will be subject to an internal suspension for a specified period of time.

Parents/carers are informed of the reasons for the internal suspension. When on internal suspension, the child will be sent with relevant work to an appropriate learning space. A child on an internal suspension will get regular breaks and a lunch time break but not with their peers.

An external suspension for a fixed period may be used by the Headteacher if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, or if the incident was considered very serious, e.g. hurting an adult. If this decision is taken, work will be set for the pupil to complete at home. Following a suspension, the pupil and parents meet the Headteacher or member of SLT to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and when a child has transgressed, they will be welcomed and treated without any resentment when they return.

9. Permanent Exclusion

The British School Tenerife feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils or staff at the school (refer to stage 5 behaviour letter).

All exclusions will be carried out in accordance with the May 2023 DfE Guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including Pupil Movement.

10. Language:

At The British School Tenerife Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system. They prefer to use terms such as dysregulated and distressed, where appropriate.

11. Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- ✓ Taking part in any school-organised or school-related activity
- ✓ Travelling to or from school
- ✓ Wearing school uniform
- ✓ In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the school.

12. Children with Social, Emotional and Mental Health Needs:

Children who exhibit behavioural difficulties as a result of identified social, emotional and mental health issues or social communication and interaction difficulties are supported by a graduated approach. This means we offer support at a whole class or universal level, (PSHEE curriculum, assembly coverage) at a group level, (more targeted such as social skills or self-esteem focus groups) and individual in consultation with our well-being lead and ND lead.

13. Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, we follow the principles of the **EYFS Statutory Framework** and **Birth to 5 Matters** to support children's personal, social and emotional development, including behaviour and self-regulation.

We recognise that behaviour in the Early Years is a form of communication. Children are supported to develop positive behaviour through secure relationships, consistent routines, and high-quality interactions with adults.

Staff act as positive role models and support children to understand expectations through gentle guidance, clear boundaries, and consistent language. Behaviour expectations are taught and reinforced in ways that are appropriate to the age and stage of development of the child.

Children are supported to:

- Develop an understanding of routines and expectations through modelling and repetition.
- Begin to regulate their emotions and behaviour with adult support.
- Build positive relationships with adults and peers.
- Make choices and begin to understand simple consequences in a supportive and nurturing environment

Behaviour is managed through positive reinforcement, praise, and calm, consistent responses. Where children experience difficulties with self-regulation, adults support them using age-appropriate strategies, including emotional coaching, distraction, and co-regulation.

We recognise the importance of communication and language development in behaviour. As a British international school context where children may be developing more than one language, staff support all children to express their needs appropriately and confidently. **Please refer to the separate Early Years Foundation Stage Policy**

13. Related Policies/Guidance:

Bullying

The British School Tenerife has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

Searching, Screening and Confiscation

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation) January 2018 DfE, found at www.gov.uk/government/publications/searching-screening-and-confiscation and the Canarian Government guidelines at <https://www3.gobiernodecanarias.org/medusa/ecoescuela/acosoescolar/>

Power to Use Reasonable Force

In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force.

