MIRASUR SCHOOL

Behaviour Policy

Mirasur School

SPAIN
September 2026

Registered in England & Wales - Cognita Schools Limited No. 02313425
Registered Office: Seebeck House, One Seebeck Place Knowlhill, Milton Keynes, Buckinghamshire, MK5 8FR

1. Introduction

1.1. This policy is designed to foster a school ethos that promotes high quality teaching and learning to support the wellbeing of our pupils in order for them to thrive in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School.

1.2. This policy applies to all pupils including those in the Early Years.

1.3. We are committed to promoting and protecting the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

1.4. Our policy outlines our Code of Conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the safety welfare of children.

1.5. The Headteacher is responsible for developing this policy within the framework set by Cognita as proprietor. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct. **Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (including online).**

1.6. This policy should be read in conjunction with the School's other applicable policy including our Anti-Bullying Policy, Safeguarding and Child Protection Policy, Suspension, Expulsion and Removal in Other Circumstances Policy, Drug and Alcohol Policy, SEND Policy, Staff Code of Conduct, IT Policy, Use of Reasonable Force Policy, and Child Absent from Education and Attendance Policy.

1.7. The School makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

1.8. If any pupil's behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant Police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding Policy will be rigorously followed, and action will be taken in accordance with the relevant local safeguarding partners referral procedures. *If any child is in immediate danger or is at risk of harm, a referral should be made to children's Social Services and/or the Police immediately in accordance with the provisions of the Safeguarding Policy*.

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1.9. We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our Parent Contract accordingly.

1.10. We support pupils at times when difficult events happen in their lives, such as domestic abuse, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps pupils to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

2. Our Approach

2.1. Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.

2.2. We work in partnership with our parents/carers, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour. We expect our staff, parents/carers and pupils to understand and respect the rules of the school and the expectations and responsibilities outlined in this policy. We expect both staff and parents/carers to model positive behaviours at all times so that our pupils can benefit fully from their experiences in school.

2.3. It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.

2.4. Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy, and to ensure that all children are properly included in the educational experiences and opportunities provided whilst the learning of their peers is not impeded.

2.5. Where severe problems occur, we expect the child to receive external support, as well as support in school at an early stage, such as via early help services and/or from medical professionals.

2.6. Staff work closely with the Special Educational Needs Coordinator (SENCo) and Child Protection and Wellbeing Coordinator (CPC) to ensure we have a good understanding of the mental health support services available in our locality, both through national health service and voluntary/private organisations/professionals.

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3. School Principles

3.1 Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

3.2 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

3.3 The School Principles:

- School staff and pupils should all show respect for one another;
- Good behaviour should be the expectation and sanctions should always be applied consistently for unacceptable behaviour, including bullying, inappropriate/harmful sexual behaviour, and violence;
- Appropriate and preventative action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs or disabilities;
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and those children supported;
- All pupils should be listened and responded to;
- All pupils are entitled to learn in a safe and secure environment;
- Pupils should act as appropriate ambassadors for the school on, for example, School trips, work placements, sports events and journeys to and from the School;
- All School staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the School community should understand and accept the principles on which this policy is grounded.

4. Expectations and Responsibilities

4.1. Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our pupils should be able to behave in socially acceptable ways.

4.2. Teachers have authority in our school to discipline pupils for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for pupils on/off site; unless the Headteacher says otherwise.

4.3. To be socially acceptable, we believe that our pupils should be able to:

- Treat other pupils and staff with respect and kindness;
- Speak politely to other people; and
- Have self-confidence and high self-esteem.

4.4. To encourage this, the staff will:

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- Treat all pupils and adults with respect and kindness;
- Speak politely to other people;
- Praise all pupil's efforts and achievements as often as they can;
- Explain to pupil's what they should have done or said when they get it wrong;
- Encourage self-reflection to pupil's when they get something wrong to encourage learning;
- Tell parents/carers in a timely manner about their child's efforts and achievements, any concerns around behaviours, and explain any concerns about risk to self/others arising from the behaviour; and
- Avoid using critical, belittling or sarcastic language towards all pupils and adults.

4.5. We will not accept the following behaviour from pupils or adults (including staff):

- Use of unkind or rude language;
- Hitting, kicking, biting or other such physical responses; or
- Racist, sexist or homo/bi/transphobic remarks, or other discriminatory comments towards anyone including those with protected characteristics.

4.6. <u>The role of the teacher</u>

- Teachers are responsible for ensuring that the School Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;
- Incidents of poor behaviour may (where appropriate) be discussed by the teacher with the class, e.g., during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each pupil fairly and equally;
- Adults should always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start.
- If a pupil misbehaves in class, the teacher will keep a record using the school behaviour recording system of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they must seek help and advice from a senior member of staff, including a conversation with the parent to seek improvements and the use of appropriate strategies;
- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our School policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil, with reference to the School's Safeguarding Policy as appropriate;
- An incident form is used to record in detail any incident involving a child, or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Headteacher and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book;
- Obey all health and safety regulations in classrooms, around the School and in all off-site educational activities including helping to keep the School clear of clutter and litter;

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- Never make racist, sexist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics.
- Never resort to physical measures to manage behaviours (other than reasonable force, see below)
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum restraint is used. The action taken is recorded and the parents must be informed. Please see our separate policy on the Use of Reasonable Force for further details;
- Comply fully with the Staff Code of Conduct, and the IT Policy

O Expectations of pupils in our school

We hope that our students respect the Mirasur behaviour decalogue:

Adopting this decalogue is the key to becoming the best version of yourself. Each principle will guide the student on their journey of growth, not only academically, but also personally. Each of these lines define unavoidable principles that govern the attitude and behaviour expected of students at Mirasur.

1. **Respect, consideration and gratitude above all:** Treat all members of our educational community with respect, consideration and gratitude.
2. **Personal care and health:** Take care of your appearance and uniformity, it is a form of respect for others. Contribute actively and consciously to your physical and mental health. Practise physical activity, eat a healthy diet and take care of your sleeping hours.
3. **Responsible use of technology:** Use technology in a healthy, responsible and respectful way, strictly comply with the rules for the use of devices.
4. **Commitment and personal responsibility:** Have a high commitment to your learning and training, assume responsibility for your actions and decisions. Don't look for excuses, look for solutions and act. Take care of and contribute to improving everything around you.
5. **Participation and collaboration:** Be active, constant, work as a team, value and respect the ideas and contributions of others.
6. **Growth Mindset:** Trust yourself, embrace challenges as opportunities for development and learning, learn from mistakes and celebrate your achievements. Build a backpack of good habits and be generous, the rest will follow.
7. **Honesty and integrity:** Be honest in your daily life and in your interactions. Avoid any form of deception towards others or yourself.
8. **Interest and empathy:** Show interest in others, put yourself in other people's shoes and whenever you can, help.
9. **Conflict resolution:** Use dialogue and mediation to resolve conflicts and reconcile positions. Act, do not be passive in the face of injustice.
10. **Mirasur Pride:** Represent our school with pride and responsibility, both inside and outside our facilities. Be an ambassador of our values

Students must also:

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1. Comply with the School's Code of Conduct at all times;
2. Arrive on time to lessons/classes with all the equipment needed for the lesson;
3. Listen respectfully when the teacher is giving instructions;
4. Follow instructions promptly and accurately;
5. Follow the teacher's instructions about moving around the classroom;
6. Treat others with respect, kindness and consideration at all times;
7. Dress cleanly and neatly in the specified uniform for the activity;
8. Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
9. Move sensibly and calmly around the buildings and grounds;
10. Never make racist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics; sexist or other abusive or humiliating remarks;
11. Never resort to physical violence; and
12. Comply fully with the Digital Safety Agreements.

The above list is not exhaustive.

Expectations of parents

At Mirasur School, we firmly believe that collaboration between school and family is essential for the educational success and comprehensive development of our students. For this reason, we have prepared this decalogue of expectations that reflects our shared commitment:

1. **Respect and Cordiality:** We expect an environment of respect and cordiality towards all members of the educational community: students, teachers, school staff and other parents.
2. **Close and Open Communication:** We expect and desire fluid, transparent communication based on trust. We encourage you to contact teachers and school staff with any concerns or suggestions.
3. **Learning Support:** We hope for your support and reinforcement at home of habits and responsibility regarding studying, reading and completing learning tasks.
4. **Comprehensive Wellbeing:** We hope for your collaboration in complying with the standards of uniformity and personal care, promoting healthy habits that contribute to their physical and emotional development. We encourage you to promote healthy habits for your children, which guarantee the practice of physical activity, eating a healthy diet and taking care of their sleeping hours.
5. **Active Participation:** We value your presence at school activities, informational meetings and special events. Your participation enriches school life and demonstrates your interest in your children's progress.
6. **Norms and Values:** We trust that you will respect the school's norms and values, thus promoting a safe and positive environment for your children's learning and personal growth.
7. **Disagreement resolution:** In the event of any disagreement or conflict, we invite you to seek constructive solutions through dialogue and collaboration with the school.
8. **Punctuality and Attendance:** Punctuality and regular class attendance are essential for your children's progress. We ask that you strive to ensure both.

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9. **Responsible Use of Technology:** Promote responsible and safe use of technology at home, monitoring your children's online activity and establishing healthy limits appropriate to each child's age.
10. **Confidence in the Educational Project:** We believe in a solid and quality educational project. We trust that you will place your trust in us and we will work together to achieve your children's educational goals.

We appreciate your commitment and collaboration. Together, we will build a bright future with high expectations for our students and children.

Parents who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

Policy on rewards and sanctions

1.1 Our rewards – to promote good behaviour

- All staff members will praise, reward and discipline students consistently.
- Gamifications, reward systems, point systems may be used for students' efforts, for their good work, for their willingness to help, etc.
- Sessions (assemblies, receptions, tutorial action activities) will be organised to discuss the achievements. This will reinforce our positive culture and encourage good behaviour. They will also serve to celebrate the achievements of boys and girls and improve their self-esteem and self-confidence.

1.2 Strategies and support

Below are a series of strategies that must be implemented at the School and that are intended to encourage good behaviour:

- Make changes to the organisation of the classroom, where each student sits, etc.
- Use resources of diverse types.
- Set small and attainable goals.
- Establish short periods in which, under supervision, personal reflection is encouraged.
- Praise good behaviour when it manifests itself in class.
- Achieve the early participation of fathers and mothers to jointly develop an action plan.
- Use mediation and peer mentoring.
- Follow an approach based on the idea of restorative justice.
- Convene counselling sessions at the School to provide assistance to students who are facing social, mental or emotional difficulties.

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- Provide social skills training.
- Refer educational support services to students.
- Refer to care services and/or family therapy so that the student and his or her family are able to better understand and manage the behaviour in question.

1.3 Our sanctions

As a general rule, the teacher will handle minor breaches of discipline fairly and show understanding and support. In this sense, the particular needs of the minor will always be taken into account. However, if a situation arises in which the minor transgresses the acceptable limits that have been established at the School, they will be spoken to so that they understand these limits and what is expected of them.

Physical punishment is illegal and will never be used or threatened at our school. We do not support the use of physical punishment by parents on their children for behaviour displayed at school. Physical punishment by parents is dealt with under the protection of our Comprehensive Minor Protection Policy.

All incidents related to behaviour and discipline will be dealt with as soon as possible.

1.3.1 We must consider whether the behaviour in question gives reasonable grounds to suspect that the minor is suffering or may suffer considerable harm. In such cases, staff will follow our Comprehensive Minor Protection Policy and will report the case to the Welfare and Protection Coordinator to request help and advice before establishing any sanction. It must also be determined whether the continued disruptive behaviour is the result of any unmet educational or other needs. At this point, it will be necessary to decide whether an assessment of the case by an external agency is needed.

1.3.2 When problems appear, are recurrent or last over time, efforts will be made to involve parents from an early stage.

1.3.3 It should be noted that, in most cases, school sanctions are used in a hierarchical manner. In cases of more serious behaviour, the Principal reserves the right to use any sanctions including suspension, expulsion, or discharge in other circumstances, even before using lighter sanctions.

1.3.4 Any sanction used must be reasonable in the circumstances and must take into account relevant factors that could include the age of the student, whether he or she has special educational needs or a disability, and the religious obligations that apply to him or her. Among the possible sanctions are the following:

A) MINOR FAULTS.

Any violation of the rules of conduct established in the Coexistence Plan will be classified as a minor offence when, due to its nature, it is not considered a serious or very serious offence.

Minor offences will be corrected immediately in accordance with the provisions of the Internal Regime Regulations.

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a) Lack of punctuality or class attendance that, in the opinion of the tutor, is not justified.
b) Unjustified absence from a mandatory activity.
c) Unjustified and repeated interruption of class activity.
d) Placement in class in a place other than the one assigned according to the teacher's criteria.
e) Talking repeatedly with classmates beyond what is necessary for the teaching activity.
f) Getting up without the teacher's permission.
g) Leaving the classroom without authorization.
h) The improper or negligent use, without intention to cause damage, of the furniture, mobile devices and material of the Center or other members of the educational community.
i) Unjustified lack of uniformity.
j) The use of personal electronic devices (mobile phone, iPod...)

Corrections imposed:

a) With a verbal and written warning using the Center's official communication channels or a minor part. (in the school agenda or in a part)
b) Expulsion from the class session with immediate appearance in the teachers' room. The expelled student will remain here until the next class**. Bliss** Expulsion will be communicated to the parents through a minor report.
c) Imposition of tasks or activities of an academic nature.
d) Change of place usually occupied in the classroom.
e) Deprivation of recess hours or other similar sanction of immediate application.
f) If the student accumulates 10% absences from the same class throughout the course, they will lose the continuous evaluation.
g) Three unjustified lacks of uniformity throughout a course entails the deprivation of recess time for three days and will be communicated to the family with a minor report.
h) Failure to bring the complete and correct uniform to an extracurricular activity at the Center will be reprimanded with non-attendance at said activity and the absence will be communicated to the family through a minor report.
i) Using electronic devices at school will be punished with a verbal warning and removal of the device until the end of the school day. In case of reoffending, the withdrawal, with the families also informed, would be for a period to be evaluated by the centre management in proportion to the use and the offence committed. The device that is removed will be guarded by the secretary or management.
j) The accumulation of three minor parts throughout the course will be considered a serious offense and the student will be expelled from the classroom for one school day.

B) SERIOUS OFFENCES.

a) Repeated lack of punctuality or class attendance that, in the opinion of the tutor, is not justified.

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b) Five late arrivals to class (whatever time it may be) throughout the course entails expulsion from the classroom for a school day to be determined by the tutor. The fault will be communicated through a serious report.
c) Conduct that prevents or makes it difficult for other colleagues to exercise their right or fulfill their study duties.
d) Acts of impropriety or inconsideration towards classmates and other members of the school community.
e) Acts of indiscipline and those that disturb the normal development of the Center's activities.
f) Damage caused to the Center's facilities or material.
g) The falsification of official documents.
h) Cheating on an exam.
i) Damage caused to the property or belongings of the members of the Educational Community.
j) The incitement or encouragement to commit an offence contrary to the Rules of Conduct.
k) Any other error of equal severity that alters the normal development of school activity that does not constitute a very serious offence.
l) The repetition in the same quarter of two or more minor offences.
m) Failure to comply with the sanction imposed for the commission of a minor offence.
n) Leaving the centre without authorization during the school day.

Corrections imposed.

a) Expulsion from the class session with immediate appearance before Management, deprivation of recess time or any other similar measure of immediate application. It will be communicated to parents through a serious report.
b) Falsifying official documents entails expulsion from the classroom for one day and will be communicated to the family through a serious report.
c) Cheating on an exam entails the non-correction of the exam and will be communicated to the parents through a serious report.
d) Stay at the Center after the end of the school day.
e) Carrying out tasks that contribute to the better development of the Center's activities, aimed at repairing damage caused or improving the environmental environment of the Center.
f) Temporary prohibition from participating in extracurricular or complementary activities outside the Center, for a maximum period of one month.
g) Expulsion from certain classes for a maximum period of six school days.
h) Expulsion from the Center for a maximum period of six school days.
i) If the serious offence occurred on the school route bus or in the Center's dining room, the sanction would consist of stopping using the route and dining room services for a period of more than three days and less than one month.

In order not to interrupt the educational process, when the sanctions provided for in sections b), f), g) and h) are applied, during the time that the sanction lasts, the student will carry out the tasks or activities determined by the teaching staff that He teaches him class.

C) VERY SERIOUS OFFENCES.

a) Serious acts of indiscipline, inconsideration, insults, lack of respect or defiant attitudes committed towards the Teachers or other staff of the Center.

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b) Physical or moral harassment of colleagues.
c) The use of violence, aggression, serious offences and acts that seriously undermine the integrity or good social customs against classmates or other members of the educational community.
d) Discrimination, humiliation or humiliation of any member of the Educational Community, whether due to birth, race, sex, religion, sexual orientation, opinion or any other personal or social condition or circumstance.
e) The recording, publicity or dissemination through any means or support of attacks committed.
f) Serious damage caused intentionally or by improper use to the Center's facilities, materials and documents or to the belongings of other members of the Educational Community.
g) Impersonation and falsification or theft of academic documents.
h) The use, incitement to do so or the introduction into the Center of objects or substances harmful to health or personal integrity.
i) Serious disruption of the normal development of the Center's activities, any serious breach of the rules of conduct.
j) The repetition in the same quarter of two or more serious offences.
k) Failure to comply with the sanction imposed for the commission of a serious offence.

Corrections imposed

a) Carrying out tasks at the Center outside of school hours, which may contribute to the better development of the Center's activities or, if appropriate, aimed at repairing the damage caused.
b) Temporary prohibition from participating in extracurricular or complementary activities of the Center, for a maximum period of three months.
c) Student group change.
d) Expulsion from certain classes for a period of more than six days and less than two weeks.
e) Expulsion from the Center for a period of more than six school days and less than one month.
f) Definitive expulsion from the Center.

In order not to interrupt the educational process, when the sanctions provided for in sections b), d) and e are applied, during the time that the sanction lasts, the student will carry out the tasks or activities determined by the teachers who teach him/her. .

1.1.1 It should be taken into account that, in most cases, sanctions are applied in a hierarchical manner in the College. When serious inappropriate behaviour occurs, the director reserves the right to apply any type of sanction—including temporary or permanent expulsion—without having previously resorted to a lesser one.

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Allegations of Harmful Sexual Behaviour (HSB) and child on child abuse

- Allegations of a student demonstrating Harmful Sexual Behaviour and/or child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made, and always in consultation with the CPC. All allegations will be dealt with in accordance with the Safeguarding Policy. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents when there has been a report of HSB/child on child abuse, unless to do so will heighten risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and schools will carefully consider what information is shared with respective parents to ensure that confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an investigation is underway, to the extent appropriate. Referrals to children's social services/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy.

Complaints Procedure

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.

- The School's Complaints Procedure is on our website and sets out how current parents can raise a formal complaint and how the School will handle it.

Monitoring and Evaluation

- The School will record all behavioural incidents (including bullying) and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. The Headteacher is responsible for ensuring these records are appropriately maintained.

- The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

- The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.

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- Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.

- Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the European Director of Education and/or Head of School Improvement Spain.

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