

St George Madrid Behaviour & Relationships Policy - Parent Version

“Why crush behaviours with punishment when you can grow them with love?”
- Paul Dix (Behaviour Advisor & Author of “When the Adults Change, Everything Changes”)

At St George Madrid, we are committed to creating an environment where exemplary behaviour is at the heart of amazing 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. We recognise that there is no short-cut to changing behaviour, there is no substitute for the consistent effort required: investing time in building relationships with all students, calmly re-establishing expectations when they are challenged, maintaining a positive outlook, and responding with composure in the face of difficult behaviour.

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 partnership approach to managing poor conduct and interventions that support staff and students. We recognise that relationships are at the core of behaviour management and learning.

In his book “Running the Room”, Tom Bennett outlines the principles of the classroom that we at St George believe are the foundations of a great school community. These are:-

- We believe that behaviour is a curriculum and students must be taught how to behave
- We teach students how to behave, not tell them how to behave
- We make it easy to behave and hard not to
- We accept that no one behaviour strategy will work with all students
- We understand relationships are built on trust, which is built on structure
- We understand students are social beings and thrive on interaction
- We believe that consistency is the foundation of all good habits
- We know that everyone wants to matter
- In my room, you follow my rules

Aims and Objectives

- To create a culture of exceptionally good behaviour - for learning, for community and for life.
- To ensure that all students and staff are treated fairly and shown respect.
- To promote good relationships.
- To recognise and reward positive behaviour
- To help students self regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, good temper, discipline and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is celebrated and normalised.
- To promote inclusion

Core Values

To develop our students into compassionate, global citizens who are adaptable with a strong work ethic and open-mindedness towards others, we believe in framing education around our set of core values. These values underpin the personal and social development of our students alongside our clear expectations for behaviour and conduct. At St George, our core values are at the heart of

everything we do. These core values were devised in consultation with the whole school community and were re-launched in September 2024. The core values can be seen below.

Personal best	Responsibility	Respect	Empathy	Resilience
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For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations. Our school expectations, derived from the core values, are clear and simple. They are displayed around our school, are used consistently and are linked with consequences. They are:-

Be Ready - ready to learn, ready to listen, ready to participate.

Be Respectful - respect for ourselves, respect for our peers, respect for adults, respect for our environment.

Be Safe - safe in our learning environment, safe with the people around us and safe in the activities in which we are taking part.

be Ready	be Respectful	be Safe
Bringing the correct equipment.	Listening when others are speaking, whether a teacher or classmate.	Being in the right place at the right time.
Wearing the correct school uniform.	Valuing others' opinions, even when they're different from your own.	No physical contact.
Being punctual to school and lessons.	Using appropriate language and tone.	Staying safe online both in and out of school.
Submitting classwork and homework on time and to the highest standard you can manage.	Looking after the building, displays and equipment.	Reporting any problems to an adult.
Participating actively in lessons and staying focussed, even if the topic feels challenging.	Representing St George at its best, both in and out of school.	Speaking up against unkind behaviour or bullying.
Setting personal goals for improvement and working steadily towards them.	Owning up to mistakes and learning from them.	Checking in on a classmate who seems upset or left out.
Practising regularly to improve in a subject or skill over time and trying again after a setback.	Supporting younger students as a buddy or mentor.	Being patient with others who learn or think differently.

Every behaviour intervention, positive or corrective, must be punctuated with **Ready, Respectful or Safe**.

Teachers must be consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our school.

Recognition & rewards

In his book *“The Action Hero Teacher”*, Karl C Pupé talks about the Pareto Principle, or the 80/20 effect, that approximately 80% of effects come from 20% of causes. In the context of education, this often implies that a significant proportion of classroom disruptions (80%) may stem from a small group of students (20%), and that teachers spend a disproportionate amount of time (80%) dealing with negative behaviours and significantly less time (20%) praising positive behaviours. At St George we aim to reverse this principle and spend significantly more time in lessons (80%) valuing positive, responsible, respectful behaviours and contributions and much less time (20%) correcting negative behaviours.

At St George we recognise and reward students who go “over and above” our standards, although our staff also recognise that a quiet word of personal praise can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom can not be underestimated. It is the key to developing positive relationships, including with those students who are hardest to reach. School-wide systems include:-

- House points - prizes/ rewards for the class/ year group/ house/ with the most house points each term
- Recognition board in classrooms - can be linked to a behaviour the class is working on
- Catch them getting it right
- Positive phone call home
- Positive email home
- Good work displayed in class
- Positive postcards
- Hot Chocolate/ Ice Cream Fridays - half an hour on a Friday spent with the Headteacher drinking hot chocolate (winter)/ eating ice cream (summer)
- [Positive noticing days](#) - one a term
- Pizza parties - linked to house points
- Whole day rewards - end of term rewards linked to house points
- Certificates in Awards Assemblies
- Team captains to share Match Reports in assemblies and more sharing of good news

Behaviour management & sanctions

In classrooms/ departments

Engagement with learning is always the primary aim. For the vast majority of students a gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. **Praise the behaviour you want to see.** All learners must be given ‘take up time’ in between steps. **It is not possible to leap or accelerate steps for repeated low-level disruption.** At St George we do not advertise poor behaviour choices to other students or give fame to those who choose not to meet our high standards of behaviour, we make sure that behaviour corrections are always done discreetly.

Summary of steps

	Steps	Actions
PREVENTION	1. Class reminder	A reminder of the expectations for students to be Ready, Respectful, Safe delivered to the class.
	2. The Drive-by	The teacher discretely re-directs the student to get them back on track.
WARNING	3. 1st warning - The Personal Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
	4. 2nd warning - The Caution/ the 30 second intervention -	A clear verbal caution delivered privately wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.
SANCTION	5. Concern - The Time-out (sanction eg. concern)	Give the student a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. If this is unsuccessful the student will be sent to Work It Out.
	6. The Repair	A restorative meeting should take place before the next lesson. If the student does not attend or the reconciliation is unsuccessful the teacher should call on support from the Pastoral Team who will support the reparation process.
INTERVENTION	7. The Partnership Stage 1	A Restorative Meeting with the Form Tutor. Parents informed.
	8. The Partnership Stage 2	Student goes on Report with Form Tutor/a Member of The Pastoral Team or 6th form/ Head of Secondary.
	9. The Partnership Stage 3	Head of Secondary calls a 360 Meeting with the student, parents, teachers, Form Tutor, Pastoral Team, Head of ALN and Head of Secondary to draw up a Pupil Support Plan.

A serious breach must be referred to The Pastoral Team (bullying; physical/ verbal aggression; sexist, racist or homophobic language or behaviour; vandalism; bringing drugs, cigarettes, vapes, alcohol or a weapon into school; any behaviour that may endanger the lives of themselves or others) who may issue a **direct concern, after school detention, internal isolation** or **fixed term exclusion**. Alternatives, where appropriate, include community service and pay-back.

Concerns will be recorded on Isams but any other pastoral issues must be recorded on the relevant Pastoral Intervention Log (shared drives/ PSHE/ Secondary PSHE & Pastoral/ Pastoral Intervention logs).

Mobile Phones

In 2020 the Comunidad de Madrid banned the use of mobile phones in public schools and concertados and there is much research to indicate several negative effects of mobile phone usage in schools, impacting students' academic performance, mental health, and social development.

For these reasons from September 2025 all students at St George will be required to place their phone/ smartwatch in a lockable pouch for the duration of the school day.

- First offence: If a student is seen with a mobile phone/ smartwatch in school, or if a member of staff hears a student's mobile phone/ smartwatch, or if a student fails to turn their mobile phone off before putting it in their pouch, it will be confiscated for a week (7 days) and only returned to the student's parents at 16:30 on the 7th day.
- Second offence: As above, the student will no longer be permitted to bring a phone/ smartwatch onto the school premises for the rest of the academic year.
- Third offence: As above and a formal meeting with the parents, the student and the Head of Secondary to discuss their future at the school.

If a student is found in possession of a Yondr unlocking station, or a similar device used to unlock the pouches, this will be considered a third offence, and could lead to a suspension from school.

Homework

Homework helps children reinforce what they've learned in class, build good study habits, and develop self-discipline and responsibility. It gives them a chance to practise independently, deepen their understanding, and prepare for future lessons. Regular homework also encourages time management and helps parents stay involved in their child's learning.

If the student has been given a reasonable amount of time to complete the homework, the teacher can grant an extension/ arrange a time for them to complete the work/ issue a concern.

Uniform

We would like our students to feel a sense of belonging and pride, and to represent their school in an appropriate manner whilst wearing clothes that are comfortable and suitable. Our uniform is smart and relaxed, just right for children to remain engaged in amazing learning. Our school uniform is obligatory.

- Navy blue or black leather shoes.
- Trainers only allowed for PE lessons and sports activities.
- It is not permitted to wear heeled shoes, boots, flip-flops or open toe sandals in summer.
- The length of skirts or shorts should be an acceptable length and appropriate size for the student.
- Navy blue tights, socks, hats, scarves, navy blue or black hijab, and hair accessories.
- Other than small stud earrings, students are not allowed to wear jewellery (a simple chain with a religious pendant will be allowed).

The form tutor will check uniform during registration and if parents have emailed, a uniform pass can be issued.

First offence: The Form Tutor must issue a concern for incorrect uniform and then give the student a pass for the day stating that they have already been given a concern for incorrect uniform.

Second offence: The Form Tutor must issue a concern for incorrect uniform and then give the student a pass for the day stating that they have already been given a concern for incorrect uniform.

Third offence: The Form Tutor must issue a concern for incorrect uniform and then give the student a pass for the day stating that they have already been given a concern for incorrect uniform.

This would then trigger a Restorative Meeting and an email home to parents. This could lead to a student being placed on a monitoring report.

Parents & carers

Parents and carers play a crucial role in the life of a school and as such we rely on them to uphold and support our values.

Parents & Carers will:

- Be ready to support the School Behaviour Policy by reinforcing our School rules.
- Regularly discuss their child's learning and life at the school.
- Share relevant concerns about their child's education, welfare and behaviour with the school.
- Support their child's independent learning.
- Engage in dialogue with the school regarding their child's progress and attend parents' evenings/parent-teacher meeting days.
- Encourage their child to be an ambassador of the school at all times.
- Ensure that their child maintains a minimum of 95% attendance rate.
- Inform the school of any planned absence at least 24 hours in advance for shorter term and a week for longer term absences.
- Ensure their child arrives at the school on time (between 9:00 to 9:10 a.m.) Students will be registered at 9:15. Students who arrive after 9:15 will be registered as late.
- Ensure their child is in full school uniform and wears the uniform in accordance with the uniform policy.