

# COGNITA



## Behaviour Policy

### ITALY

### October 2023

### 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 Collegio dei Docenti is responsible for developing this policy within the framework set by Cognita as proprietor. The Consiglio d'Istituto approve the code of conduct to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of 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 Policy, SEND Policy, Staff Code of Conduct, Acceptable Use and Digital Safety Policy, Digital Safety Agreements, Use of Reasonable Force 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 Head of School or Collegio dei Docenti 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.*
- 1.9 We publish this policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually.
- 1.10 We support children 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 to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

### 2 Our approach

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- 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, 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 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 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 Gruppo di Lavoro per l'Inclusione (GLI) and Designated Safeguarding Lead 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.

### 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 children should be able to behave in socially acceptable ways.
- 4.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Head of School says otherwise.
- 4.3 To be socially acceptable, we believe that children should be able to:
- Treat other children and adults 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:
- Treat all children and adults with respect and kindness;
  - Speak politely to other people;
  - Praise all children's efforts and achievements as often as they can;
  - Explain to children what they should have done or said when they get it wrong;
  - Encourage self-reflection to children when they get something wrong to encourage learning;
  - Tell parents 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 or sarcastic language towards all children and adults.
- 4.5 We will not accept the following behaviour from children or adults:
- 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 The role of the teacher
- Teachers are responsible for ensuring that the good 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 book 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 Head of School 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;
- 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 Acceptable Use and Digital Safety Policy.

### 4.7 Expectations of pupils in our school

- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect, kindness and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- 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;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

The above list is not exhaustive.

### 4.8 Expectations of parents

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.

### 5 Policy on rewards and sanctions

#### 5.1 Our rewards – promotion of good behaviour

##### **Procedures for recognising positive behaviour**

In order to recognise and give importance to expected and required behaviour, the school establishes and pursues three formal levels of recognition of such behaviour, which differ in terms of the excellence and duration of the positive behaviour, as follows:

##### **1) Immediate and punctual recognition**

The teacher emphasises attested behaviour through:

- a) Verbal praise/encouragement
- b) Written merit note on the register (ACTION: to be entered as a new item in ClasseViva)
- c) Exposure inside and outside the classroom of a student's/group's work.

**2) Primary: STAR of the week:** To encourage good effort, behaviour and a good learning attitude the STAR system is used in class and around the primary school.

S – sit up straight  
T – track the speaker  
A – always try your best  
R – respect others and our environment

- Stars of the week are selected each week by classroom teachers
- One boy and one girl in each class
- **To announce and give out certificate / rewards every Friday afternoon in class**
- Certificate signed by teachers and FBS stamp
- STARS of the week corridor display is prominent to all
- Regular whole school assemblies celebrate the STARS with words of praise from the primary head.
- Posters up in each classroom and corridors to reinforce the system.

**3) Middle School: Student of the month: to encourage good effort, behaviour and a good learning attitude:**

- each month the teachers of a class, led by the class coordinators, select a student to be rewarded with a certificate
- The students are announced in class
- They are also acknowledged in the Weekly communication to parents.
- A *Nota* is added on *Classe Viva*.

##### **4) Cup and golden book (Primary)**

At the end of the school year (during the End of Year Show), the teaching team gives awards to those students who have maintained the expected behaviour throughout the year. The awards given by the Principal are:

- (a) "Coppa Prof. Mario Amulfi" i.e. an award given to students who have shown excellent progress throughout the year. It is not a question of rewarding the best grades, but the best progression and/or constancy, effort and/or overcoming. The cup changes hands from one winner to another at each award ceremony (in May).
- b) Letter from the Principal & inscription in the school's "golden book", for exemplary action

Non-exhaustive examples:

- All staff praise, reward, and sanction consistently;
- Younger children can be given stars and stickers for good work. They share their work with other teachers and the Head of School;
- Achievement assemblies take place to support our positive approach and reinforce good behaviour, thereby celebrating all children's achievements, raising self-esteem and self-confidence.

### 5.2 Strategies and support

The following outline a range of strategies for use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc;
- using different resources;
- positive rewarding systems with no comments for undesirable behaviour;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together.

Middle school adds to these:

- reflection time for individual students at lunch recreation time. There is a conversation with the student about the choices they made and how these affected themselves and others.

### 5.3 Our sanctions

The teacher generally deals with minor breaches of discipline in a caring, supportive, and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

Corporal punishment is illegal and is never used or threatened at our school and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy.

Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

#### **Low level negative behaviour:**

- arriving late to class (art. 41 Regolamento d'Istituto);
- arriving to school without the school uniform (art. 43 Regolamento d'Istituto);
- arriving to class without school material (art. 43 of the Regolamento d'Istituto);
- using objects in class which are not pertinent to the activities (art. 42 Regolamento d'Istituto);
- leaving the classroom without permission (art. 43 of the Regolamento d'Istituto);
- refusing to carry out assigned tasks;

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- not doing homework.

### **Medium level negative behaviour:**

- repetition of low level negative behaviour
- bringing mobile phones or dangerous materials to school (art. 43 the Regolamento d'Istituto);
- intentionally dirtying, damaging the premises, furniture or personal belongings;
- not complying with internal regulations concerning the protection of one's own and others' safety (running around the school, tampering with fire extinguishers, emergency buttons etc.);
- disrespecting the Principal, teaching and non-teaching staff or fellow pupils with words, gestures or actions;
- behaving aggressively, verbally and/or physically, towards fellow pupils;

### **High level negative behaviour:**

- stealing items from classmates, school staff, and the school;
- vandalising the property of others and of the school;
- insulting and humiliating classmates or committing acts of physical violence against classmates or staff; if the behaviour is directed at people with disabilities or if the offences are racist or sexist the consequences will be more serious;
- carrying out verbal or physical actions constituting acts of bullying against fellow students.

The sanctioning procedures differ according to the level of the negative behaviour:

1) low level negative behaviours are sanctioned by the teacher who responds to them with an oral and/or written reprimand/admonition. The written reprimand must be recorded on the electronic register as a warning (in the "comments" field). After the third reprimand, a pupil who continues to misbehave may be subject to one of the measures set out in the following points.

2) Medium level negative behaviours are sanctioned with a written warning by the class teachers on the electronic register as a disciplinary note. If the teaching team deems it necessary, it may call the family for an interview.

3) high level negative behaviours are sanctioned with a written warning by the class teachers on the electronic register as a disciplinary note. Subsequently, the family is called for an interview by the teachers in the presence of the Head of School.

Depending on the type of behaviour, and in a manner appropriate to the age and degree of maturity of the pupil, an educational intervention may be appropriate to repair the damage done.

In the event of a repetition of medium level to high level negative behaviour, the following steps can be taken:

- Urgent convening of the teaching team to assess the behaviour of the pupils involved and consider a coordinated intervention;
  - Involvement of the Gruppo di Lavoro per l'Inclusione (GLI), which can activate a classroom observation and evaluate a targeted intervention;
  - Involvement of experts trusted by the school to collaborate with the teaching team and the family.
- All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.



- 5.3.1 We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding Policy and refer the conduct to the Designated Safeguarding Lead (DSL) for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a referral to Early Help or other external agency is needed to support the child/family.
- 5.3.2 Parents will be involved at the earliest stage when problems arise, are persisting or recurring.
- 5.3.3 It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Head of School reserves the right to use any sanction, including suspension, expulsion, and removal in other circumstances, without first using lower-order strategies.
- 5.3.4 Any sanction must be reasonable in all the circumstances and account must be taken of relevant factors which may include the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

## 6 Suspension and Expulsion

- 6.1 The Head of School reserves the right to suspend pupils from the school. Suspension will be dealt with in accordance with our Regolamentoo di Istituto.

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

- 7.1 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 DSL. 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.

## 8 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.

- 8.1 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.

## 9 Monitoring and Evaluation

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- 9.1 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 Head of School is responsible for ensuring these records are appropriately maintained.
- 9.2 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.
- 9.3 The Head of School is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.
- 9.4 Head of School report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.
- 9.5 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 Assistant Director of Education Spain and Italy.

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