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Orig.: EN



## Nursery and Primary Good Behaviour Policy

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The Nursery and Primary Good Behaviour Policy has been revised according to the Pupil's Well-Being Policy Framework of the European Schools (Ref.: 2022-01-D-6-en-2).

## "United in Diversity"

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.” – Marcel Decombis

This sentiment encapsulates the aims of all European Schools and serves as a guiding principle for this policy.

### Preamble

At the European School of Alicante, we come together, to work for peace and prosperity, while at the same time being enriched by our many different cultures, traditions and languages.

This policy document supports children in their European learning journey by emphasizing the importance of pupils' good behaviour and establishing an agreed framework developed collaboratively by teachers, parents, and pupils. It sets out guidelines and provides information for the whole school community.

### 1. Introduction

Being happy is probably one of the most common dreams human beings have. Feeling well within ourselves is a common desire. A holistic education gives importance to the well-being of pupils and staff in a school. If a person feels content, self-confident, fulfilled and respected, then they will most probably do better educationally or professionally.

In general, in the European School of Alicante, pupils behave correctly. In instances where misbehaviour occurs it is important for the school to have clear procedures that are graded in nature in accordance with the severity of the manifested behaviour.

Most pupils know what acceptable behaviour is and are cooperative, as well as, being supported by their teachers, other school staff and also their families. However, there are moments when the behaviour manifested is not the desired behaviour and the school needs to have a clear policy on the management of behaviour and the promotion of good behaviour.

The Nursery and Primary Good Behaviour Policy provides comprehensive support for pupils, teachers, parents, and others who promote acceptable behaviour in the school. It also clarifies the measures in place to guide pupils toward achieving these goals. Good behaviour fosters an environment where teaching and learning can occur serenely and effectively.

The policy aligns with the general aims of the European Schools: to encourage tolerance, co-operation, communication and openness to others both within and outside the school. The policy guidelines describe our expectations and general principles in terms of behaviour management, the systems and processes we have in place to promote and manage behaviour, and the tools we have in place to make this possible.

This policy forms part of the Well-Being Policy of the European School of Alicante.

## 2. Definition and Reference to Values of the Schools

Behaviour is the way one acts or conducts themselves, especially in relation to other persons and/or situations. In schools, we expect all persons to behave well. Pupils' good behaviour is especially important and is essential for effective learning. All persons in a school benefit when there is good behaviour. When behaviour is good, learning is not disrupted, teaching can take place and parents have the knowledge that their child is in a safe, supportive environment, while school staff can carry out their duties serenely and productively.

The Nursery and Primary school motto "LEARN TOGETHER FOR A BETTER WORLD" defines the school's ethos, and a set of rules of behaviour called the "Golden Rules" have been created:

- We are gentle – we don't hurt others.
- We are kind and helpful – we don't hurt anybody's feelings.
- We are ready to learn - we try our best.
- We are honest – we don't cover up the truth.
- We are respectful – we don't waste time or resources.
- We are good citizens – we respect others, their cultures, languages and traditions, we respect the environment.
- We are curious and creative – we innovate, we use technology, we dream big.
- We are inclusive – we don't leave others out.
- We look after property – we don't waste or damage things, we respect intellectual property.

Pupils are introduced to the school motto and the golden rules for good behaviour through child-friendly displays in the primary building, classroom activities, and the school agenda.

The school agenda<sup>1</sup> distinguishes between detailed regulations for Nursery and Primary

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<sup>1</sup> Annex 1: Home-School Agreement

schools to match pupils' levels of maturity. Clear and concise guidelines are communicated to support pupils in meeting behaviour expectations.

At the end of the Nursery and Primary agenda regulations, pupils and parents are asked to sign, indicating their awareness of the school rules and commitment to complying with the school rules.

The class teachers define class rules in the beginning of the school year and present them to their pupils always aligned with the general rules of the school. The wording of the class rules can be therefore adapted to the pupils' level. In this way, all pupils are aware of what is expected of them and how they should behave within their daily routine.

The rules of good behaviour apply to all contexts of the school day, including classrooms, the playground, the canteen, the gym, the library, the ICT room, and the multi-purpose room. However, the special rules for good behaviour in the school canteen and in the ICT room have also been established.

The school and the service provider establish the rules for the school canteen<sup>2</sup>. The canteen rules enable to provide a hygienic and appropriate place for the pupils to have their meals. It is established that the pupils must eat exclusively in the school canteen, whether they bring their own food from home or eat the meals that are served in the canteen.

The ICT classroom is another environment in which pupils need to follow a set of ICT classroom rules<sup>3</sup> of good behaviour in order to keep the equipment in optimum condition and to learn to interact with technology in a healthy and responsible way. Pupils should be aware that the resources available in the ICT and multi-purpose room are exclusively for educational purposes, so they must be used in a responsible manner for class work. The computer room and multi-purpose room are used by everyone in the school, so they must be left in good conditions for the next class.

### 3. Intervention

Education is a shared responsibility among all members of the school community. Therefore, each of the members of our school community must act, cooperate, and ensure good behaviour within the school. We must encourage the good behaviour of pupils through close cooperation between the school and families. Pupils should understand positive behaviour as an expectation rather than something to be rewarded. In this regard, in the interests of pupils, it is important that the school and families cooperate intensively to achieve common goals.

The Nursery and Primary Good Behaviour Policy includes gradual actions that are taken by the school so that the correction of the misbehaviour will be a part of a learning process for the pupil concerned. It is important to tackle and deal with inappropriate behaviour in an educational manner and in a graded approach in accordance with the nature and severity of the manifested behaviour.

Most elements of misbehaviour will occur in a classroom setting and this is the first place that behaviour management comes into place. In the few cases, where misbehaviour continues, escalates or manifests itself in a severe way, then the consequences to deal

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<sup>2</sup> Annex 2: Canteen rules

<sup>3</sup> Annex 3: ICT room rules

with the situation needs to correspond, always having as its ultimate aim an educational value.

In the instances when misbehaviour happens, children should be encouraged to reflect on their behaviour, understanding what has happened, what they have done and how they need to change such behaviour in the future. This reflection helps them understand why the situation is not acceptable for school and how they can amend their behaviours going forward.

Every behaviour case happens at school should be communicated to the class teacher and treated individually. The goal of any behaviour intervention is to see an improvement in the behaviour of a pupil. When an incident is considered to be serious, the parents must be contacted the same day by email.

The following behaviour is considered as inappropriate and unacceptable:

- bullying,
- threatening and disrespectful behaviour,
- disrespecting other people's and school property,
- physical violence,
- vandalism,
- noisy and irresponsible movement around the school,
- using bad language, using swear words in any language,
- being disruptive in class, or any part of the school's grounds,
- behaving in a dangerous way or bringing dangerous items to school (tools, knives, matches, weapons etc.),
- using digital devices during school hours.

The following issues will always be dealt and addressed by a member of the management:

- bullying,
- vandalism,
- intentional physical violence,
- racist or prejudiced language or behavior (disrespecting culture, believes, sexual orientation, etc.),
- any behaviour linked with a sexual nature.

The following five-step intervention approach will be applied when addressing a child's behaviour in the nursery and primary school:

<p><b>STEP 1:</b> Child Teacher</p>	<p>The teacher is the first to address behaviour issues that arise in the school. Each behaviour case should be initially dealt with individually between the teacher(s) and the pupil(s) involved.</p> <p>The teacher may contact the family if necessary.</p>
<p><b>STEP 2:</b> Child Teacher Parents</p>	<p>When more serious behaviour issues arise, the teacher completes the incident record<sup>4</sup> and informs the family via email. The teacher asks the pupil to fill out the reflection form<sup>5</sup> with the help of parents.</p> <p>If necessary, the teacher will schedule a meeting with the family to discuss the behaviour issue. Any targets discussed during the meeting should be documented and sent to the parents.</p>
<p><b>STEP 3:</b> Child Teacher Well-being coordinator</p>	<p>If the behaviour does not improve after the meeting between the parents and the teacher, the teacher must inform the Well-being Coordinator.</p> <p>The Well-being Coordinator will have a firm discussion with the pupil regarding the behaviour and set targets for improvement.</p>
<p><b>STEP 4:</b> Child Teacher Parents Assistant Deputy Director</p>	<p>If the behaviour still does not improve and becomes recurrent, the Assistant Deputy Director will meet with the child, the teacher, and the family to review the targets and discuss the next steps.</p>
<p><b>STEP 5:</b> Child Teacher Parents Deputy Director</p>	<p>If the behaviour continues to be inappropriate, the Deputy Director of Nursery and Primary will meet with the child, the teacher, and the family to discuss consequences of sustained poor behavior and set future targets.</p> <p>Assistance from an external specialist may be required, and the school psychologist will provide guidance on how to access this support.</p> <p><b>NOTE:</b> Support from the school psychologist can be requested at any stage.</p>

<sup>4</sup> Annex 4: Template of Incident Record

<sup>5</sup> Annex 5: Template of Reflection Form

## 4. Follow-up

Any instance of misbehaviour requires observation and follow-up when necessary. School staff are aware that, at times, misbehaviour can be contained and resolved, allowing matters to progress smoothly. However, at other times, misbehaviour may be a symptom of underlying difficulties that need to be monitored and addressed. This ensures that every child can come to school in a calm environment and continue to develop to their full potential.

When pupil's behavior is not improved after the interventions, then a Disciplinary Council may be called dependent on the issue.

There are a number of disciplinary measures that can be imposed. In the Nursery and Primary cycles, these may include:

- verbal warning,
- extra work,
- detention (e.g. missing break time or a special activity),
- warning and/or sanction by the Management,
- warning and/or sanction by the Management as proposed by the Disciplinary Council,
- exclusion from school trips organised during the school year,
- internal or external exclusion of up to two days,
- systematic interaction with the school psychologist or an external therapist.

**NOTE:** Some children may have **behaviours that are linked to their Special Educational Needs**. When this is the case certain dispensation may be given.

**NOTE:** Being expelled from the school is not allowed in the nursery/primary cycle as a result of a disciplinary procedure.

# ANNEX I

## Home-School Agreement

The Nursery and Primary school motto “LEARN TOGETHER FOR A BETTER WORLD” defines the school's ethos.

The aim of our Home-School Agreement is to ensure that all parties involved understand and accept their roles and responsibilities.

We wish to promote a culture of learning, where children are happy, enthusiastic, motivated and ambitious. We encourage mutual respect, support and collaboration between adults and children, both within the school and wider community.

We believe that it is important to provide a safe, caring and stimulating environment for all our children, thereby promoting a sense of pride in our school. We believe that pupils achieve most when parents and school value and respect each other and work together towards the same goals.

In the European School of Alicante pupils are expected to follow the “**Golden Rules**”:

- We are gentle – we don't hurt others.
- We are kind and helpful – we don't hurt anybody's feelings.
- We are ready to learn – we try our best.
- We are honest – we don't cover up the truth.
- We are respectful – we don't waste time or resources.
- We are good citizens – we respect others, their cultures, languages and traditions, we respect the environment.
- We are curious and creative – we innovate, we use technology, we dream big.
- We are inclusive – we don't leave others out.
- We look after property – we don't waste or damage things, we respect intellectual property.

### As a school we will:

- Respect children as individuals – their rights, values and beliefs.
- Promote and have high expectations of behaviour and attitudes towards learning.
- Encourage good relationships and model high standards of respect and responsibility.



- Provide a happy, safe, and stimulating learning environment. Any form of anti-social behaviour or bullying will not be tolerated.
- Strive to promote each child's health, safety, happiness and feelings of confidence, self-worth and belonging.
- Provide a broad and balanced curriculum and endeavour to meet the needs of individual children and their learning styles.
- Encourage each child to do their best at all times and achieve their full potential.
- Encourage children to take care of their belongings and surroundings.
- Let parents know about any concerns or problems that affect their child's work, behaviour, attendance and punctuality.
- Arrange meetings with parents to discuss their child's progress when required.
- Keep parents informed about school matters and events.
- Always be willing to listen to the concerns of parents and endeavour to come to a solution.

## As a pupil I will:

- Follow our school's Golden Rules and my class rules.
- Respect the feelings of others.
- Treat others as I would like to be treated.
- Be polite, honest, helpful and considerate to others.
- Accept responsibility for the things I do.
- Do all my class work and homework as well as I can.
- Ask for help if I need it either in class or at breaktime.
- Listen carefully to everyone and carry out instructions with care.
- Be a good role model for other children.
- Remember to bring the things I need to school.
- Line up in an orderly manner when I hear the school bell.
- Walk inside school buildings quietly and calmly.
- Keep the school free from litter and take care of school property.
- Do my best to keep myself and others safe both in school and on trips or visits.
- Remember that I represent my school when on school trips or visits.

## As a parent or guardian, I will:

- Help foster good behaviour and discipline, including upholding the school rules.

- Read and adhere to the school's policies, protocols, and guidelines (<https://www.escuelaeuropea.org/en/infantil-y-primaria/policies-and-protocols-nursery-and-primary>)
- Develop my/our child's understanding and ability to be responsible and self-disciplined, enabling him/her to become an effective member of our school community.
- Be respectful to other adults and children.
- Promote and have high expectations of behaviour and attitudes towards learning.
- Attend meetings to discuss my child's progress.
- Make the school aware of any concerns or problems that might affect my/our child's work or behaviour.
- Share any worries directly with the class teacher in the first instance.
- Support and encourage my child in homework and other opportunities for home learning.
- Inform the school of any medical needs my child may have.
- Respect the school calendar and ensure my child arrives punctually.
- Park and drop off/collect my child in a responsible manner.
- Provide an explanation if my child is absent.
- Make sure my child comes to school wearing weather appropriate clothing and school uniform on P.E. days.
- Prioritise healthy snacks and minimise waste.
- Keep the school informed of who to contact in case of emergency and provide up to date contact information.

## ANNEX II

### Canteen Rules

The rules of good behaviour apply to all contexts in which pupils are present during the school day, including time spent in the school canteen.

The rules established for the school canteen are determined by the school and the contractual obligations of the service provider.

Pupils must eat only in the school canteen, regardless of whether they bring food from home or eat meals served in the canteen.

Nursery and Primary pupils are expected to follow the canteen rules:

1. I take my place in the canteen/queue in an orderly manner without delay.
2. I sit properly in my seat.
3. I do not run in the canteen.
4. I talk quietly and do not disturb other diners. If I need something, I raise my hand.
5. I am polite to other pupils, teachers, and canteen staff. I use kind words such as "please", "thank you", "may I...", etc.
6. I respect and value the work of the school chef, taste and eat what I am served, and avoid wasting food.
7. I use cutlery correctly and use good table manners.
8. I do not play with food and I leave my place clean and tidy. I push my chair under the table when I leave my place.
9. I do not take food out of the canteen with me.
10. I must not leave the table until 12:30.

### Actions for non-compliance with the rules

The five-step intervention approach described in the Nursery-Primary Good Behaviour Policy will be enforced when the Canteen rules are not followed.

## ANNEX III

### ICT Room Rules

The rules of good behaviour apply to all contexts in which pupils are present during the school day, including time spent in the ICT room.

The ICT room requires pupils to follow specific behaviour rules to maintain equipment in optimal condition and learn to use technology responsibly.

Pupils should be aware that the resources available in the ICT rooms are exclusively for educational purposes, so they must be used in a responsible manner for class work. The computer rooms are used by everyone in the school, so they must be left in good condition for the next class.

Pupils must always be accompanied by their teacher in the ICT room and the Multi-purpose room. They should not log on to the computers without the presence of their teacher.

1. Eating and drinking is forbidden in the ICT rooms.
2. We take care of the ICT equipment:
  - Cables must not be moved and mouse or keyboards must not be unplugged or replaced.
  - The volume of the devices should be kept to a minimum or turned off.
  - Notify the teacher immediately if a device is not functioning correctly so the ICT department can address the issue.
  - Do not turn off the computer or the screen.
3. We respect others online:
  - Treat others online the same way we treat them in person: with respect and kindness.
4. We do not share lies, offensive information or SPAM:
  - Do not share lies, deception, threats or offensive information.
  - Respect the beliefs, integrity, and dignity of all users.
  - It is important to understand that everyone is responsible for their digital actions and that any inappropriate behaviour can have serious consequences.
5. We take care of our passwords, personal information and data:
  - Pupil credentials are personal and non-transferable. No one except the pupil who owns them may have access to them.
  - Everyone must take care of their username and password. Pupils should not disclose personal information online.
  - When a pupil needs to access their M365 account, there are two ways to log in:
    - [name.lastname@student.eurasc.eu](mailto:name.lastname@student.eurasc.eu)
    - [6+2@student.eurasc.eu](mailto:6+2@student.eurasc.eu) (6 first letters of the last name and 2 first

letters of the first name, example: Laura Martínez - [martinla@student.eurisc.eu](mailto:martinla@student.eurisc.eu))

6. We respect Intellectual Property:
  - It is forbidden to download or share content that infringes any data protection law or intellectual property rights (music, movies, documents, books, software, etc.).
7. We do not plagiarize:
  - When pupils use information from the internet or a textbook for homework or class assignments, they should reference the source, guided by the teacher.

## **Actions for non-compliance with the rules**

The five-step intervention approach described in the Nursery-Primary Good Behaviour Policy will be enforced when the ICT rooms rules are not followed.

# ANNEX IV


## Incident Record


<https://forms.office.com/e/heXbaJ3Mk8>


### Incident Record Form | Formulario de registro de incidentes

Hi, **Teacher's name** When you submit this form, the owner will see your name and email address.


\* Required

1. Date of the incident | Fecha del incidente \* 

Please input date (M/d/yyyy) 

2. Name of the pupil | Nombre del alumno/a \* 


Enter your answer

3. Pupil(s) involved | Alumno(s) implicado(s) \* 

One pupil | Un alumno/a


More than one pupil from the same class | Más de un alumno/a de la misma clase

More than one pupil from different level or section | Más de un alumno/a de diferente nivel o sección


4. Did you see the incident? | ¿Vio el incidente? \* 

Yes | Sí


No

5. Who informed you about the incident? | ¿Quién le informó sobre el incidente? \* 

Enter your answer

6. Describe what happened | Describa lo que ocurrió \* 

Enter your answer

7. Extra notes | Notas adicionales 

Enter your answer

Send me an email receipt of my responses

**Submit**

# ANNEX V

## Reflection Sheet



# REFLECTION SHEET P1-P2

An incident happened at school. Please help your child to complete this reflection form in words or drawings.  
The sheet must be returned to the class teacher.

Name: \_\_\_\_\_

Class and section: \_\_\_\_\_









This is what happened:

This is what I did wrong:

I did not follow this **Golden Rule**:

- We are gentle** - we don't hurt others.
- We are kind and helpful** - we don't hurt anybody's feelings.
- We are ready to learn** - we try our best.
- We are honest** - we don't cover up the truth.
- We are respectful** - we don't waste time or resources.
- We are good citizens** - we respect others, their cultures, languages and traditions, we respect the environment.
- We are curious and creative** - we innovate, we use technology, we dream big.
- We are inclusive** - we don't leave others out.
- We look after property** - we don't waste or damage things, we respect intellectual property.

This is how I felt at the time (circle the image or images):

			
Sad	Tired	Angry	Confused
			
Frustrated	Nervous	Scared	Other

Next time I will:

I apologised for my actions:  YES  NO

Date: \_\_\_\_\_

Parent's signature:

Pupil's signature:

\_\_\_\_\_

\_\_\_\_\_

# REFLECTION SHEET P3-4-5

An incident happened at school. Please help your child to complete this reflection form in words or drawings.  
The sheet must be returned to the class teacher.









Name: \_\_\_\_\_

Class and section: \_\_\_\_\_

This is what happened:

This is what I did wrong:

This is how I felt at the time (circle the image or images):

Sad      Tired      Angry      Confused      Frustrated      Nervous      Scared      Other

I did not follow this **Golden Rule**:

- We are gentle** - we don't hurt others.
- We are kind and helpful** - we don't hurt anybody's feelings.
- We are ready to learn** - we try our best.
- We are honest** - we don't cover up the truth.
- We are respectful** - we don't waste time or resources.
- We are good citizens** - we respect others, their cultures, languages and traditions, we respect the environment.
- We are curious and creative** - we innovate, we use technology, we dream big.
- We are inclusive** - we don't leave others out.
- We look after property** - we don't waste or damage things, we respect intellectual property.

What I must do to make things right:

What I must do to change my behaviour in the future:

I apologised for my actions:  YES  NO

Date: \_\_\_\_\_

Parent's signature:

Pupil's signature:

\_\_\_\_\_

\_\_\_\_\_