



LAUDE SAN PEDRO
INTERNATIONAL
COLLEGE

iSP International
Schools
Partnership

Secondary Behaviour and Relationships Policy

2025-2026

Laude San Pedro International College

Laude San Pedro – ‘Shared Ideas’

Vision

‘Safe, Happy, Learning’

Mission

We inspire students to become motivated, respectful learners in our inclusive and vibrant international school community. We empower our students to reach their individual potential through building positive relationships in a safe, happy and nurturing environment

Core Values

Resilience
Empathy
Aspiration
Courage
Honesty

Contact details		
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1.0 Introduction

At Laude San Pedro we have high expectations of behaviour from both our pupils and adults, and strongly believe that all behaviour is a means of communication; a way of expressing emotions.

Here at Laude, we work with our students to become the best version of themselves. This is achieved by maintaining positive relationships and ensuring that students feel safe and happy whilst at school and able to achieve their full potential. We praise students who work and behave in a way that is suitable for school and redirect / re-educate those who do not. In order to support this, we have a system that allows us to track where students are meeting the standards required and where they are not.

2.0 Rationale

This policy sets out the philosophical approach to Behaviour Management at Laude San Pedro School for Secondary students and is in accordance with the school's Vision, Mission and Values.

The policy outlines the approach to behaviour management ensuring that approaches are applied consistently across the school, taking into account students age, barriers to learning, cultural, contextual and sensitive information. This policy should be used in conjunction with the Safeguarding Policy and the Anti-Bullying Policy.

3.0 Aim

The Secondary Behaviour and Relationships Policy aims to encourage the development and maintenance of positive working relationships between all members of our school community. These relationships aim to create a safe, harmonious, and cooperative working environment in which all individuals are to be treated and valued with respect. Students are encouraged to take ownership and individual responsibility of their own behaviour to ensure that all students feel safe, happy, respected and valued.

4.0 Processes

4.1 Points

Students can be given 3 different types of 'Points' based on their conduct and choices around school. These points are tracked by staff within school and are used when having discussions with parents about a child's progress.

Points

The three types of point are:

- **Achievement Points** – Awarded when a child has done excellent things around the school. The sub categories are:
 - Excellent work in a task
 - Excellent effort
 - Kindness shown to others
 - Respecting the Laude community
 - Other

- **Behaviour Points** – Given when a child has not met the standards expected of them around school. There are a number of things a child can get a Behaviour Point for, including:
 - Low Level Disruption in lesson (after warning given)
 - Poor behaviour around school
 - Chewing Gum
 - Littering
 - Uniform standards not met
 - Rudeness or answering back
 - Swearing
 - Use of mobile phone in school
 - Other
- **Homework Points** – Given to a child when they do not complete a homework task or when it is not up to standard due to lack of effort.

Teachers can assign these points using the ISAMS system.

4.2 Awards and Certificates

If a student accumulates a series of Achievement Points, then they will receive a special certificate in tutor time or in school assemblies.

- 10 Achievement Points in a term = **Bronze Certificate (Awarded by the Form Tutor)**
- 25 Achievement Points in a term = **Silver Certificate (Awarded by the Head of Key Stage)**
- 50 Achievement Points in a term = **Gold Certificate (Awarded by the Head of Secondary)**
- 100 Achievement Points in a term = **Platinum Certificate (Awarded by the Principal)**

The points are reset at the end of each term. A pupil who achieves a Gold Award in all three terms will receive a **Super Gold Award** at the end of the year.

At the end of each term, there will be a prize giving assembly. In this assembly, the students who have the highest number of Achievement Points from each year group for the term will be presented with a prize.

At the end of each month, the Secondary House with the highest Conduct Score (Achievement Points minus Behaviour Points and Homework Points) will have a special treat provided for them.

4.3 Reports and Further Sanctions

Should a student be given more than 3 Behaviour Points in 1 week, they will be placed on detention. (More details on this further in this policy.)

In addition, should a student accumulate a series of Behaviour Points or Homework Points over the course of a term, they will be placed on report. The template for reports can be found here [Behaviour Report.docx](#)

These reports are a chance for the student to reflect on their actions and make meaningful changes. They are monitored by a series of staff and require a daily parental signature.

The reports will be paper based and the student will be required to take it with them to each lesson. They will need to present it to their teacher at the **start** of each lesson. Teachers will make a judgement on if they have met the standards for their targets at the end of the lesson.

- 10 Behaviour Points in a term = **Tutor Report**
 - At this point parents will be contacted by the tutor via email. No meeting is required but the tutor or Head of Key Stage may wish to discuss things with the parents if they feel it prudent.
 - This standard message is sent to parents by the tutor [Tutor Report Email for Parents](#)
 - The tutor will meet with their tutee daily to check their report and sign it. Assigning praise where required and drawing attention to where there are still issues.
 - This report lasts 1 week. After the week has concluded, the tutor will review the report and decide if the student is ready to come off the report or not. They may extend the report if the child has not shown improvement or has forgotten to get it signed many times etc.

- 25 Behaviour Points in a term = **Key Stage Lead Report**
 - This standard message is sent to parents by the Pastoral Leader with the Head of Secondary in copy [Pastoral Lead Report Email for Parents](#). The parents are required to attend a meeting at this point.
 - A referral will be made to the Student Support Team via the Wellbeing Manager in addition to the Parental Meeting so that further support can be put in place.
 - The tutor should also try to be in the meeting with the parents and a member of SLT will be available if needed.
 - This report lasts **2 weeks** and again requires daily signing by all teachers and parents.
 - After the 2 weeks, the Pastoral Lead may decide to allow the student to move on from the report or may choose to keep them on it, depending on the student's attitude.
 - This stage also triggers a **Support Plan** with the Head of Key Stage.

- 40 Behaviour Points in a term = **Head of Secondary Report**
 - At this point, parents **must meet with the Head of Secondary** to discuss why the behaviour of the child has continued to not improve despite previous support and sanctions. The meeting will include the relevant Pastoral Lead and Tutor as required.
 - This standard message is sent to parents by the Head of Secondary after the meeting has taken place. [Head of Secondary Report Email for Parents](#)

- Parents will be required to write the targets for the report with the child and it will be made clear that we will need to see improvements moving forward.
- The report lasts 2 weeks (minimum) and will conclude with a meeting with the student and their parents. At the end of the report, the team will review to see if the student has shown adequate improvement in school. If so, they are no longer on report. If not, then there will be further steps put in place, which could include permanent exclusion from Laude.
- This report will require daily meetings with the Head of Secondary. Failure to meet the standards of the report may result in suspensions.

Naturally, the objective of the reports is for the student to not be on report any more. Students will be given a fresh start in the eyes of their teachers after a report has been completed and praise for when they have improved will be given. This ties in heavily to our focus on positive relationships.

4.4 In Class Behaviour Ladder

Alongside the points, we strive to ensure that all students understand their role within a lesson. Low level disruption can be a huge barrier to learning in a classroom. As a result, we have very clear steps to deal with it.

The flow chart linked below will be visible in every classroom for staff to refer to when dealing with low level behaviour.

[In class behaviour ladder.pptx](#)

This will also be presented to students at the start of each school year and also as part of the admission process. Relocation of a student is a worst case scenario but in some cases it is needed. More serious events may jump some of these steps (see later section).

If a student is removed from a lesson, there will be a period of internal exclusion from lessons whilst supervised by a member of the school leadership team. Parents will be informed and potentially called in for a meeting if deemed needed.

A more detailed table explaining the different sanctions within each lesson is described in the below Policy

[Staged Approach to Behaviour Policy](#)

4.5 Detentions

In order to support staff with providing sanctions, we have a centralised detention system. These take place during breaktime, lunchtime and after school. They are staffed by members of the school leadership team.

Teachers must be explicit about when a pupil has been put on detention and let them know. Tutors will remind students that they are in detention during morning tutor time. A restorative conversation between the pupil and the teacher who gave the detention is required to take place.

The reflection task that takes place during the detention is as follows [Behaviour Reflection.docx](#)

There is no need for a member of staff to organise their own detentions as the centralised ones should work to deter students.

The structure of detentions are as follows:

Time of Day	Length of detention	Where	With whom
Break Time	11.00-11.15 (15 mins)	C34	MLT
Lunch Time	13.25-14.00 (35 mins)	C34	MLT
After School (Friday only)	16.15-17.00 (45 mins)	Head of Secondary's Office	Head of Secondary

Detentions are given for the following reasons:

Break Time	Lunch Time	After School
<ul style="list-style-type: none"> • 3 Behaviour Points in 1 week • 3rd warning triggered in a single lesson • Individual breach of school rules as defined in the Staged Approach to Behaviour Policy 	<ul style="list-style-type: none"> • Non attendance at a Break Detention (apart from if absent from school) • More serious incidents, as decided by the Head of Key Stage or the Head of Secondary. • 3 or more Break Detentions in one week. 	<ul style="list-style-type: none"> • Non attendance at a Lunch Detention (apart from if absent from school) • As part of the Head of Secondary Report process (both weeks, used for reflection and discussion with the Head of Secondary).

It should be noted that full details of why a detention has been given will need to be logged on the system and should not be used as a first resort for dealing with behaviour.

4.6 More Serious Events

Most of the systems in this document refer to low level disruptions. However, if there is a more serious breach of the school rules, staff should send the offending pupil to a member of the leadership team where a suitable sanction can be assigned.

Such situations could be:

- Use of racist / homophobic / sexist language
- Violence towards another member of the community

- Being in possession of an illegal substance
- Sexual misconduct
- Serious damage to property of school or another member of the community
- Absconding from a lesson or school in general
- Swearing at a teacher
- Defiance when earlier stages of the behaviour policy have been used

Many of these situations would also count as a Safeguarding risk so staff would be required to follow up with a written statement reported on 'My Concern'.

In the case of these sorts of incidents, the Head of Secondary or relevant Head of Key Stage would decide on a suitable sanction. Feedback would be provided to the staff members involved and time given for them to share their thoughts.

5.0 Procedures

5.1 Conflict Resolution and Restorative Approach

When there is a situation of conflict Laude San Pedro strives to resolve these incidents in a manner that allows each person involved in the incident to recognise their role and responsibility and advocates a restorative approach to such incidents.

In instigating a restorative conversation with a student the following questions could be used:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Reporting and Recording of Behavioural Concerns

Expectations

- Recording incidents on ISAMs is the responsibility of the staff member dealing with a specific concern.
- When recording, as much detail should be included as possible.
- Any outcomes or actions they have taken must be included.

5.2 Mobile Phones

As per the school's policy on mobile phones and their use in schools and in line with local Spanish Law, mobile phones are strictly prohibited from being used during school hours. Pupils in Key Stage 3 and 4 are able to use our phone lockers to store their phones during the day but must never have them on their person nor in their bags. Pupils in Key Stage 5 should keep them switched off and in their bags if they wish to have them in school. Students in Key Stage 5 have a little more freedom with their phones and can use them when in the Sixth Form Common Room and Study room. Key Stage 5 students should never use their mobile phones in lessons or outside of their designated spaces.

If a student is found to be using their phone around school (or in the case of KS5, outside of their designated phone zones), the teacher is required to confiscate the phone and hand it to the Head of Secondary. If the pupil refuses then the usual behaviour ladder is used. Staff should handle the situation calmly but not allow the student to keep their phone.

Following this, the Head of Secondary will:

- Contact the parents of the pupil and confirm a time for them to collect the phone. The phone will **not** be returned to the pupil.
- If there are multiple occurrences of this, there will be further disciplinary measures put in place.

The pupil will receive a **behaviour point** for using the phone in school also.

5.3 Responses to Bullying

At Laude, we strive to ensure a safe environment for all members of the school community and to promote healthy relationships.

These behaviours are not tolerated, in any form, and all members of the community are expected to enforce the Anti-Bullying Policy. Students are encouraged to approach a supervising adult to intervene in the case of bullying.

Laude takes concerns and allegations of bullying extremely seriously and is committed to fully investigating all reported incidents. The School Anti-Bullying Policy highlights the responses and actions to all forms of identified bullying.

‘Cyber bullying is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies, or mobile phones.’ (Definition taken from www.stopcyberbullying.org 2007).

Students at Laude are expected to act with respect and concern for others both inside and outside school hours. Please visit <https://beatthecyberbully.ae/>.

In addition to incidents at school, cyber bullying may also occur off-campus or outside of school time. If cyber bullying takes place within school and adversely affects the safety and wellbeing of a student then the students who commit cyber bullying will be subject to the consequences for bullying in the Anti-Bullying Policy. Furthermore, if cyber bullying occurs outside of school hours Laude is committed to supporting students and parents.

5.4 Monitoring and Evaluating Behaviour

Roles and responsibilities:

- Tutors should monitor the points and detentions of those in their tutor groups.
- Heads of Key Stage meet with their respective teachers to discuss pastoral concerns. Students of concern / behaviour are agenda items within their pastoral meetings.

- The Head of Secondary will meet with the Heads of Key Stage each Monday morning before school to discuss pastoral issues but also any students of concern regarding behaviour etc.

5.5 Communication with Parents / Carers

We aim to inform parents of any poor behaviour choices at the earliest opportunity. Our aim is that parents / carers and other stakeholders are fully informed of any concerns or issues and this communication will be via either a telephone call or email or both. A phone call or email in this regard, should not be interpreted as an indication of the seriousness of the incident or the need for parental action. This contact may be a telephone call to let a parent know that an incident has been dealt with at school, but their child may be upset or wish to talk about it. In more serious cases, a formal letter or an email from a senior leader may be sent requesting a meeting to discuss the incident. This would usually be supplemented with a less formal telephone call. While we do understand that attending school for a meeting can be difficult, we do believe that there is an inherent power in addressing issues together, in person. The views of parents, with regards to how to address issues, will be considered but in all instances this policy will be followed.

Parents can also access the student's record of points and detentions through the ISAMS app.

5.6 Suspensions and Exclusion

Suspensions and exclusion are used as a last resort and will be used as a means of allowing certain situations to be fully investigated or to maintain the health and safety of the school community. It will also allow students time to reflect, allowing them to recognise what they could do differently in the future.

Exclusion can mean many things:

1. Exclusion from activities – a student is not allowed to attend certain activities because of challenges that contravene the behaviour expectations of the school. Parents will be informed in advance to ensure the safety of the student is considered.
2. Exclusion from lessons - a student is removed from class for a fixed, short period of time. Should a student be excluded from a lesson they will not be left unattended and will be expected to complete any work set during this time. (Internal Suspension)
3. Exclusion from school – a student is not allowed to attend school for a fixed period of time – maximum 3 days. (External Suspension)
4. Permanent Exclusion – a student may be asked to leave the school immediately or may not be permitted to return to Laude in exceptional circumstances. Should this be the case, guidance, and approval from ISP will be sought.

Examples of when a permanent exclusion may be considered include:

- An incident of unlawful behaviour on the school campus.
- Unlawful behaviour, away from school but directly affects the reputation of Laude or ISP.
- Continuous breaches of the expectations, as set out in this policy, following the issuance of warning letters that indicate a final warning.

Following a period of exclusion students will be supported in reintegrating back into lessons

and activities and, depending on the severity of the incident this will be facilitated by either the Tutor, Head of Key Stage or Senior Leader.

6.0 Interpretation

This policy applies in all Schools and other work environments within the Partnership. This policy applies within all companies, which are wholly owned subsidiaries of International Schools Partnership Services Limited, a company registered in England, registered number 08652527, and the terms “Partnership” and “Company” should be interpreted accordingly, dependent on the employing company.

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Any enquiries regarding the application of this policy should be addressed to the Director of Operations at:

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