



**KING'S COLLEGE SCHOOL**  
ALICANTE

# King's Group Policy Behaviour

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# Contents

Introduction	4
<b>1. Aims</b>	<b>4</b>
<b>2. Definitions</b>	<b>4</b>
Misbehaviour is defined as:	4
Serious misbehaviour is defined as:	4
Bullying is defined as:	5
<b>Our bullying policy provides more detail including our approach to dealing with allegations of bullying.</b>	<b>5</b>
<b>3. The Code of Conduct, Core Values and Golden Rules</b>	<b>6</b>
<b>4. Roles and Responsibilities</b>	<b>6</b>
The Governing Board's Responsibilities	6
The Executive Headteacher's Responsibilities	6
The Head of Primary / Secondary's Responsibilities	6
Teachers and Staff	7
Parents and Carers	7
Pupils	7
<b>5. School Behaviour Expectations</b>	<b>8</b>
<b>6. Mobile Phone Use</b>	<b>8</b>
<b>7. Responding to behaviour</b>	<b>8</b>
Classroom Management	8
Safeguarding	9
Responding to positive behaviour	9
Responding to misbehaviour	9
<b>8. Searching, screening and confiscation</b>	<b>10</b>
Searching lockers	10
Clothing	11
Intimate Searches	11
Confiscating Prohibited Items	11
Reporting searches to parents	11
<b>9. Offsite misbehaviour</b>	<b>12</b>
<b>10. Online Misbehaviour</b>	<b>12</b>
<b>11. Suspected Criminal Behaviour</b>	<b>12</b>
<b>12. Malicious Allegations</b>	<b>12</b>
<b>13. Serious Sanctions</b>	<b>13</b>
Detentions	13
Removal from classrooms (Internal Exclusion)	13
Suspensions and permanent exclusions	13
<b>14. College Rules and Regulations</b>	<b>14</b>
Uniform and appearance	14
Non uniform Days	14
Hairstyles	14

Jewellery	14
Uniform infractions	14
Standards of academic work	14
Use of school transport	14
Classroom behaviour	14
<b>15. Recording positive behaviour and misbehaviour</b>	<b>15</b>
<b>Appendix A: Behavioural Principles &amp; School Rules</b>	<b>16</b>
<b>Appendix B: Classroom Rules</b>	<b>17</b>
Laboratory Rules	17

## Introduction

King's College Alicante is a community where the individual matters and we set ourselves the highest standards of behaviour in dealing with each other. We aim to promote trust and mutual respect for everyone.

We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We expect consistently good behaviour and this is central to our commitment to the welfare and safety of all our pupils. Young people need clear and consistent boundaries where positive behaviours are praised and encouraged, whilst negative actions are dealt with promptly and appropriately.

King's College Alicante is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person so that they are equipped to take their place in the modern world. In particular we encourage our pupils to embrace internationalism and understand the role that they might play in becoming responsible global citizens.

King's College Alicante is a no shout school.

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Definitions

**Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Improper use of Educational Technology
- Incorrect uniform
- Any behaviour that is not reflective of our code of conduct, core values and golden rules.

**Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking, drinking or taking drugs
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

**Bullying is defined as:**

- the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic / Biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti, physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites (even out of school hours)

Our bullying policy provides more detail including our approach to dealing with allegations of bullying.

### 3. The Code of Conduct, Core Values and Golden Rules

King's College Alicante's community of staff and parents ensure pupils adhere to a Code of Conduct as our basic shared beliefs. We see education as a partnership and our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We insist on the highest values and standards of behaviour inside and outside the classroom, as well as outside the College and in any written or electronic communication concerning the College.

The College insists that pupils treat all staff and each other with consideration and good manners, in line with our Code of Conduct. In particular, we would expect our pupils to respond confidently to the demands of College life and to make every effort to contribute in a positive and productive manner. The College's 'Golden Rules' in the Primary School and 'Core Values' in the Secondary School, alongside the fulfilment of academic potential, are at the heart of our aims for our pupils, and expected behaviours run in parallel with the values that we seek to engender, nurture and reward. We believe that our pupils will ultimately be better equipped to succeed in their lives beyond school if we allow them opportunities to develop and apply these values. Rewards and Sanctions policies for Primary and Secondary build on the principles in this policy to more clearly define the processes that will be followed to celebrate positive behaviour and quickly act to stop negative behaviour.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated and all incidents will be dealt with promptly and effectively. Our Anti-bullying policy is publicly available via our website and is also set out in the staff, pupil and parent handbooks. The College is strongly committed to promoting equal opportunities for all, regardless of race, sexual orientation, gender orientation or physical disability.

We expect pupils to be ready to learn and participate in School activities. They should attend School and lessons punctually, adhere to the School routines and follow the School Attendance Policy. Pupils are expected to care for their environment and conduct themselves in a manner that reflects the best interests of the whole community.

### 4. Roles and Responsibilities

#### The Governing Board's Responsibilities

- Reviewing and approving the written statement of behaviour principles (appendix A)
- Reviewing this behaviour policy in conjunction with the Executive Headteacher
- Monitoring the policy's effectiveness
- Holding the Executive Headteacher to account for its implementation

#### The Executive Headteacher's Responsibilities

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with misbehaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring the Heads of Section and Teacher appropriately fulfil their duties under this policy

#### The Head of Primary / Secondary's Responsibilities

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **Teachers and Staff**

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour and associated rewards and sanctions policies consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on ClassCharts
- Record all meetings and communications with parents on ClassCharts and ensure formal letters and communications are sent via the iSAMS communication module
- Challenging pupils to meet the school's expectations
- The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

### **Parents and Carers**

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

Parents and Guardians who accept a place for their child at King's College Alicante undertake to uphold the College's policies and regulations. They will sign a home school contract when they join the school. They will support the College's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, homework, private study and extracurricular activities. When behavioural issues arise parents are expected to be a positive and supportive part of the procedure.

The College will always make contact with parents or guardians on the first day of an unexplained absence in order to make sure that their child is safe. Please note that it is the policy of the College to allow holidays to be taken during term only in very unusual circumstances. Any request should be made, using the appropriate online form. For further information please see our attendance policy.

The College warmly welcomes parents and guardians to attend events and sporting fixtures both at and away from the College. Parents should remain supportive of all participants and conduct themselves in a manner demonstrative of our school values, including being supportive of staff who may adjudicate, coach or referee teams and fixtures.

### **Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standard, and the consequences if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- Extra support and induction will be provided for pupils who are mid-phase arrivals

Positive and negative behaviour is to be discussed with individuals and groups of pupils. Comments or sanctions must never be placed on ClassCharts or iSAMS without the misdemeanour having first been discussed with the pupil directly.

## 5. School Behaviour Expectations

Positive behaviour is reinforced through the involvement of pupils within Tutor groups, PSHE sessions, by individual members of staff in lessons and through extra-curricular activities. The Student Leadership Committees, Assemblies and House meetings are also opportunities for the School to listen to constructive suggestions from the pupil body. Pupils are expected to:

- Behave in an orderly and self-controlled way that demonstrates our code of conduct, core values and golden rules
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school building
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## 6. Mobile Phone Use

Pupils are forbidden from using mobile phones during the school day. For further details please see our mobile phone policy.

## 7. Responding to behaviour

### Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom rules and/or rewards and sanctions posters in their rooms
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement



## Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information

## Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Details of how positive behaviour is rewarded can be seen in the Rewards and Sanctions policies for the Primary and Secondary school. Whether in Primary or Secondary, however, there is a common process to ensure all pupils progress to more senior staff and are recognised for consistently good behaviour:

Stage 1	Class, Form or Subject Teacher
Stage 2	Head of Year or Phase Head of Subject / Faculty
Stage 3	Assistant Headteacher / AHT Primary / AHT Secondary
Stage 4	Deputy Head of Primary / Secondary
Stage 5	Head of Primary or Secondary
Stage 6	Executive Headteacher

## Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

- Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed
- De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases
- All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account
- When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour

- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, after school or on a Saturday
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom (Internal Exclusion)
- Suspension (Temporary Exclusion)
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Details of how misbehaviour is dealt with can be seen in the Rewards and Sanctions policies for the Primary and Secondary school. There is a common escalation process to ensure all pupils are treated fairly and behaviour not aligned to our core values is dealt with quickly.

Stage 1	Class, Form or Subject Teacher
Stage 2	Head of Year or Phase Head of Subject / Faculty
Stage 3	Assistant Headteacher / AHT Primary / AHT Secondary Only AHTs and more senior staff are able to withdraw pupils from learning for more than a brief cool-down period
Stage 4	Head of Primary or Secondary Heads of Primary and Secondary are able to temporarily exclude pupils for a maximum of two days, and always with prior approval from the Executive Head. See exclusion policy
Stage 5	Executive Headteacher The Executive Head is able to temporarily exclude pupils as appropriate. Permanent exclusions can only be imposed after consultation with the Board. See exclusion policy

## 8. Searching, screening and confiscation

Any prohibited items (listed in section 2) found in a pupil's possession will be confiscated. These items will not be returned to the pupil. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils only after discussion with senior leaders and parents, if appropriate.

Pupils can be searched, with their consent, if it is explicitly approved by the Head of Primary, Head of Secondary or Executive Headteacher. Pupils will be asked whether they are happy to turn out their pockets or bags and if the pupil agrees the search may continue. Written consent is not required although two staff members should always be present, both when consent is requested and when the search takes place. It is important to understand that the ability to consent may be influenced by the child's age or other factors.

### Searching lockers

Lockers remain the property of the school and can be searched, with the consent of the Head of Section or Executive Headteacher and always with two people present. Pupils do not need to consent to locker searches as they agree to their lockers being searched without them being present by requesting a locker at the beginning of the school year.

## **Clothing**

Current guidance allows the searcher to require the pupil to remove outer clothing - clothing not worn next to the skin or immediately over underwear. For example:

- Coats, blazers and jackets
- Gloves
- Scarves

Staff members must not request that any further items of clothing be removed. When searching outer clothing, one searcher should be the same sex as the pupil and the search must always take place with two members of staff present, one of whom should be a member of the Executive Leadership Team.

## **Intimate Searches**

Under no circumstances are pupils to be submitted to intimate searches.

## **Confiscating Prohibited Items**

At the discretion of the Executive Headteacher a pupil's property can be confiscated, retained or disposed of as a disciplinary penalty, where reasonable to do so. Please note that it may be appropriate to turn over certain items to the police (see below) and so escalate the matter to a criminal case; such cases should be treated as a safeguarding issue as well, in line with our duty of care to the pupil.

### **Weapons or items which are evidence of an offence**

These should be passed on to the police as soon as possible.

### **Alcohol, tobacco and cigarette papers, fireworks**

Should be retained or disposed of but never returned to the pupil. It is recommended to keep them for a short period of time in order to show parents if requested.

### **Controlled substances**

In most cases, these should be delivered to the police as soon as possible. The relevant circumstances should be taken into account and the Executive Headteacher will use their professional judgement to determine the appropriate next steps. Please note that if the legal status of a substance is unknown but there is reason to believe it may be a controlled drug, it should be treated as such.

### **Stolen items**

If the items are valuable or illegal, these should be delivered to the police as soon as possible. If they are of low value, they should be returned to the owner (within the school community), or retained or disposed of if returning them is not practicable.

### **Pornographic images**

Images should be disposed of, unless there are reasonable grounds to suspect that their possession constitutes a specific offence (i.e. it is extreme or child pornography); in such cases they should be delivered to the police as soon as reasonably practicable and with full consultation of our safeguarding and child protection policy.

### **Electronic Devices**

Under Spanish law, electronic devices remain the property of the parents and therefore cannot be searched without explicit consent.

## **Reporting searches to parents**

There is no obligation to seek prior approval before undertaking a search as detailed above. It is essential, however, that parents are informed of the outcome of any search before the child returns home, particularly if any of the following substances are found:

- Alcohol
- Illegal drugs
- Potentially harmful substances

## 9. Offsite misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## 10. Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## 11. Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

After consultation with a member of the Board, the Executive Headteacher may make the decision to report the matter to the police. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 12. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy, managing allegations against staff, managing allegations against pupils and our peer on peer abuse policies for more information on responding to allegations of abuse against staff or other pupils.

## 13. Serious Sanctions

### Detentions

Heads of Year, Phase, Subject and Faculty are authorised to administer lunchtime detentions in line with the rewards and sanctions policy for the Primary or Secondary School.

Assistant Heads can issue after school detentions, whilst Saturday detentions can only be issued by the Head of Primary or Secondary.

Parents must be informed of after school and Saturday morning detentions in advance (at least 24 hours for after school detentions and normally a full week for Saturday morning). When imposing a detention the school will consider whether by doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### Removal from classrooms (Internal Exclusion)

Teachers are able to ask pupils to step outside for a brief cooldown period should their behaviour be disrupting learning. Students must never be left outside the classroom for more than five minutes and the teacher must make their expectations clear before allowing them to rejoin the class. Should a child require a second or subsequent removal from class, they should be immediately referred to an AHT as per policy below.

In response to serious or persistent breaches of this policy, the school may remove a pupil from the classroom for a limited time. Pupils who have been removed will work independently, under the supervision of a member of staff. Removal is a serious sanction and will only be used in response to serious misbehaviour.

Senior Leaders will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a senior leader (or Head of Year if necessary) and will be removed for a maximum of 1 day.

- Only Assistant Headteachers or more senior staff have the authority to impose this sanction
- Pupils will not be removed from classrooms for more than one day without the explicit agreement of the Executive Headteacher
- Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour
- Parents will be informed on the same day that their child is removed from the classroom, or preferably, with a day's notice if it is being applied as a non-immediate sanction

### Suspensions and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Executive Headteacher and only as a last resort. Please refer to our exclusions policy for more information.

## 14. College Rules and Regulations

The College's Rules and Regulations are designed to encourage positive behaviour. Its sanctions are to help the College to manage challenging behaviour. Copies of the Rules and Regulations are available as an appendix to this policy and may be subject to change from time to time. Parents and guardians undertake to support the authority of the Executive Headteacher and the Executive Leadership team in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Executive Headteacher, Executive Leadership Team, or those they delegate to, undertake investigative action and apply appropriate sanctions fairly. Sanctions may undergo reasonable change occasionally, but will not involve any form of unlawful or degrading activity.

### Uniform and appearance

Pupils in both Secondary and Primary are required to follow our school uniform policy. Details of the current uniform can be found in an appendix to this policy. Children are expected to wear full school uniform each and every day to school, except for designated non-uniform days or trips where they have been requested to attend in casual clothing.

### Non uniform Days

On non-uniform days, pupils are expected to wear clothing appropriate to a school/work environment. Vests, crop tops, hot pants (and similarly short clothing) are prohibited. Clothing with offensive, political or messages intended to shock is also forbidden.

### Hairstyles

All pupils are expected to attend with clean and tidy hair and attention-seeking haircuts are prohibited. Pupils should have natural-coloured hair.

### Jewellery

Jewellery is strictly prohibited with the exception of one pair of stud earrings for both boys and girls (one per ear). Bracelets, bands, chains etc are prohibited if they are visible.

### Uniform infractions

Our uniform is an important part of our identity and a key reason why parents choose to send their children to our school. As such, we respond immediately to uniform infractions and expect parents to support us in upholding high standards of uniform and personal care. Due to Health and Safety considerations all prohibited jewellery will be immediately confiscated. Students arriving at school with inappropriate haircuts may be isolated and parents contacted to take them home to remedy the situation if it cannot be easily remedied on site - the Head of Primary / Secondary or Executive Headteacher's decision is final in determining what constitutes an inappropriate hair style.

### Standards of academic work

Pupils are expected to work to the best of their ability and to submit work of the highest possible standard. Teachers will monitor the quality of a pupil's class and homework and may sanction or escalate pupils who are performing below the standards we expect of them.

### Use of school transport

The use of school transport is only permitted if a pupil behaves in an appropriate manner and follows the rules of the bus monitor and other staff. Pupils who fail to comply with the safety and behaviour expectations on our buses, may be temporarily removed from school transport by the Head of Primary or Secondary. Repeated or very serious misbehaviour on school transport will be reviewed by the Executive Headteacher and may result in a pupil's permanent removal from the transport service.

### Classroom behaviour

King's College Alicante aims to raise the aspirations of all its pupils and to help them appreciate that there are no barriers to their potential achievements both inside and outside of the classroom. Pupils are encouraged to

take responsibility for their own learning and the first point in the Code of Conduct states, “King's College Alicante is a community where every individual has the right to learn as effectively as possible and to make the very most of their time within the school.” As such, the correct standards of behaviour are central to maximising the learning potential in our classrooms. Our teaching staff offers every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every child to cooperate, work hard and to respect the rights of their fellow pupils to do the same. Behaviour that constitutes low level disruption will not be tolerated.

## 15. Recording positive behaviour and misbehaviour

ClassCharts is used to manage and record behaviour across the College. Please refer to the Primary and Secondary Rewards and Sanctions policies for further details.

## Appendix A: Behavioural Principles & School Rules

**At King's College Alicante pupils, parents and staff work together to ensure:**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

In implementing the above philosophy, King's College Alicante rules are based on courtesy, common sense, personal safety and are designed to support learning. The highest standards of behaviour and dress are expected and the school will deal firmly with students who behave unacceptably or fail to work satisfactorily. These rules will be adapted to pupil speak so they are accessible to all learners within the KCA community.

**The following school rules are based on common sense and good practice:**

1. Students should be polite and courteous to staff, each other and visitors. Mutual respect must underpin all relationships at KCA.
2. Students are expected to follow all reasonable instructions from staff without question.
3. Students are expected to aim for 100% attendance and must be punctual for school and lessons.
4. Full school uniform is to be worn at all times (see Appendix B)
5. Smoking and use of other prohibited substances is strictly forbidden – both at school and while travelling to and from school.
6. No non-school uniform (Coats, jumpers, hoodies, etc) to be worn inside the school buildings.
7. Mobile phones are prohibited during the school day (see Mobile Phone policy). Chromebooks and other electronic devices may only be used in the designated zones during break and lunchtimes - they cannot be used freely in the playground areas. Any prohibited items seen inside the buildings will be confiscated and kept securely.
8. The school does not allow jewellery to be worn (ie rings and necklaces). It will, however, accept the wearing of one small gold or silver stud in each earlobe but will not accept responsibility for it if it must be removed for sport. Facial and tongue piercings are not acceptable on grounds of health and safety. Students who break the rule and wear jewellery will be told to remove it. The school will not accept responsibility for safe keeping of jewellery that students have had to remove.
9. Students are expected to behave at all times in a manner that brings credit upon the school. This particularly refers to travelling to and from school, especially on public transport and on the school buses. Students may be banned from the school bus for anti-social behaviour.
10. The school will not accept responsibility for personal items lost at school.



## Appendix B: Classroom Rules

1. Arrive on time, with the correct equipment and be ready to work
2. Work hard and allow others to do the same
3. Follow instructions
4. Treat everyone and everything with respect
5. Generated in conjunction with Sixth Form? Could the learning committee lead on this for example?

### Laboratory Rules

1. Never enter a laboratory without the teacher's permission
2. Always listen carefully to instructions
3. Do not run in the lab
4. Coats and bags are to be under the bench at all times
5. Always wear goggles when told to
6. Tie back long hair and loose clothing
7. Do not touch gas, water or electrical fittings unless told to do so
8. Never eat or drink in the lab
9. Report any chemical spills or accidents to the teacher
10. Wash any chemicals off your hands and clothes immediately