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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. Policy Statement

The school aims to encourage students to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos and values of the school, such that behaviour is conducive to learning and social interactions. Promoting the wellbeing of all our students is central to their development.

Inspired schools promote excellent behaviour management by all teachers, based on practices that ensure students are intrinsically motivated to behave in ways which support learning and social interaction, as opposed to being purely extrinsically motivated to behave well via the school's rewards and sanctions systems.

We aim to provide an ethical framework within which students may develop their own individual skills, whilst becoming courteous, respectful, tolerant and open-minded citizens. We consider that good relations, respect for others and their property, good manners and a secure learning environment play a crucial part in the development of all students, who are motivated to become life-long learners. Our community is fundamentally a happy one. We believe that positive behaviours flourish in a culture of high expectations, support and encouragement, with positive reinforcement of our ideals.

The school is an inclusive community. We welcome students from a variety of backgrounds, whilst being respectful of local law, we do not discriminate. We treat everyone as an individual and aim to develop the whole person such that they are equipped to take their place in the modern world.

Students are encouraged and expected to develop and maintain personal integrity that is truthful, generous, courteous and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their studies and school lives, and to their relationships with staff and other students.

Our experience shows that the ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them in assemblies and during form time, as well as via the Pupil Wellbeing Committee and Class Representative, who meets regularly.

The Executive Headteacher and Governing Body have overall responsibility for school disciplinary policies and procedures. Classroom and academic discipline are largely the responsibility of individual teachers with support from Subject Leaders, while disciplinary matters outside the classroom are dealt with by Heads of Year, Pastoral Leaders or Heads of Section.

Serious disciplinary matters and matters of zero tolerance are referred to and dealt with immediately by the Executive Headteacher, Head of Section or their designated deputy, as per the table in Section five.

At no point will physical or corporal punishment be used in dealing with inappropriate behaviour. Staff must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being.

The aims of this policy are:

- To highlight all that is best at the school, ensuring that students are intrinsically motivated to behave positively and that they receive recognition within a culture that strives for excellence and is actively supported by students and staff.
- To maintain order and good discipline throughout the school.
- To enable all members of the school community to be clear about the standards of behaviour expected and the responses to any disregard that is shown for an environment for learning and social interaction.
- To promote positive behaviours and to ensure the school's behaviour and associated policies (see Section 5) are followed whenever a student displays inappropriate behaviour.
- To encourage timely action if a student's behaviour contravenes the Code of Conduct.
- To ensure fair and equal treatment of all students and, so far as possible, that every student in this school is able to benefit from and make his or her full contribution to the life of the school, consistent always with the needs of the school community.
- To agree on community wide expectations as per the Inspired Parent Code of Conduct (see Appendix 6).

2. Pupil Code of Conduct

The school intends to provide an environment which nurtures individuality and encourages freedom of expression; personal growth and self-confidence. The extent of that freedom is defined by the Pupil Code of Conduct and the responsibility is placed on the pupil to enjoy the freedom within the parameters of this Code. The Code's primary objective is to outline the positive behaviours that we expect all pupils to exhibit to support a positive environment for both learning and for social interaction.

The code is a partnership between the school and its pupils. This Code is applicable whilst pupils are on school premises, at school functions, travelling to and from school, on trips or on any occasion where they are identifiable as students of the school.

The Code is to be read in conjunction with other policies and should be considered from the perspective of the core values and ethos of the school. **By accepting a place and/or renewing enrolment at the school, students and their parents confirm that they have accepted and are bound by this Code, school rules, policies and practices, and that they wholeheartedly support the core values and ethos of the school.** At school, the Code is readily available to students via handbooks and displays.

The Student Code of Conduct can be summarised as follows;

- We expect students to behave in a manner which is conducive to a positive environment for both learning and for social interaction.
- Rules and behaviour agreements are based on respect for all others and their property, and on ensuring that the school maintains an excellent reputation in the community.
- Everyone has a right to feel secure in an environment which enables learning and to be treated with respect. Harassment and bullying will not be tolerated. The school is committed to promoting equal opportunities for all, regardless of race, gender or sexual orientation, age, religion, disability or learning needs.
- We expect students to be ready to learn and to participate in school activities. Students should attend school and all lessons punctually.
- We expect students to show respect for the rights of others, including each other's possessions and the school's property.
- We expect students to behave in a manner that reflects the best interests of the whole community.
- We expect students to behave with academic integrity.
- We expect students to treat all members of the school community with respect and courtesy and to respond positively to the opportunities and challenges of school life.

KCA Student Code of Conduct – Middle & Senior School

At King’s College Alicante we expect all pupils to meet our Code of Conduct as the foundation of school life. We celebrate those who go further by *aspiring to be the best they can be*, showing behaviours that reflect our values of **Honesty, Faith and Courage**, and the attributes of the **IB Learner Profile**.

Code of Conduct Expectation	IB Learner Profile Link	KCA Values (Honesty, Faith, Courage)	What We Reward (Above and Beyond)
Be ready to learn and participate fully in school life.	Inquirer, Balanced	Faith	Working hard, excellent participation, perseverance, excellent progress, impressive work.
Attend school and all lessons punctually.	Principled	Honesty	Being a role model for reliability, leadership in organising group work, competition participation.
Show respect for the rights of others, their possessions, and school property.	Caring, Principled	Honesty, Faith	Kindness, teamwork, being a role model, problem solving (helping resolve issues), leadership in sustainability.
Behave in a way that reflects the best interests of the whole community.	Caring, Open-minded	Faith, Courage	Leadership, teamwork, kindness, competition success/participation, creativity in community projects.
Treat all members of the community with respect and courtesy.	Communicator, Caring	Faith	Kindness, being a role model, effective communication, leadership, teamwork.
Respond positively to the opportunities and challenges of school life.	Risk-taker, Reflective	Courage	Perseverance, leadership, competition participation, problem solving, creativity.
Behave with academic integrity.	Principled, Reflective	Honesty, Courage	Impressive work (above expectations with integrity), being a role model, problem solving, leadership in academic honesty.
Contribute to a secure, harassment-free environment that promotes equality.	Caring, Open-minded, Principled	Faith, Courage	Kindness, leadership, teamwork, being a role model, standing up for others.

KCA Student Code of Conduct – Lower School

At King’s College Alicante we are **READY, RESPECTFUL and SAFE** every day. We shine when we try our best and **aspire to be the best we can be** by showing kindness, courage, honesty and all the special qualities of great learners.

Principle	What This Means	IB Link (simplified)	What We Reward (Above and Beyond)
READY	I come to school on time and try my best in lessons and activities.	Inquirer, Balanced	Working hard, excellent participation, perseverance, excellent progress, impressive work.
RESPECTFUL	I am kind to people, I look after things, and I listen to adults.	Caring, Communicator, Principled	Kindness, teamwork, being a role model, creativity, great reading, effective communication.
SAFE	I help everyone feel happy and safe. I use kind hands and words.	Caring, Principled, Reflective	Perseverance, problem solving, leadership, competition participation (in a positive spirit), standing up for others.

iSAMS Rewards Categories

Reward Category	Lower School / EYFS Guidance	Middle & Senior School Guidance
Excellent Progress	Making a big step forward in reading, writing, maths, or social skills.	Making significant academic improvement through effort and reflection.
Impressive Work (Above Expectations)	Producing work that is much better than usual for their age.	Producing outcomes of exceptional quality beyond the expected standard.
Reading Achievement	Reading beautifully aloud or making a leap in phonics/fluency.	Excelling in reading, comprehension, or contributing to reading challenges.
Excellent Oracy / Effective Communication / Public Speaking	Speaking clearly and confidently in class or assembly.	Outstanding presentations, oracy, or spoken contributions and/or effective communication.
Kindness	Being especially kind, caring, or helpful to others.	Consistently showing care, inclusion, and respect for others.
Perseverance	Not giving up, even when something is tricky.	Overcoming setbacks with determination and resilience.
Role Model	Setting a good example by listening, sharing, or helping others.	Consistently setting a positive example for peers across school life.
Leadership	Taking the lead in a group game or activity.	Guiding others positively and taking initiative in class, clubs, or community.
Teamwork	Playing and working well with others, sharing and helping.	Collaborating effectively and supporting others to succeed.
Problem Solving	Finding a clever or different way to fix a problem.	Tackling challenges creatively and constructively.
Competition Commitment / Representation	Joining in a class or year-group competition with enthusiasm.	Representing the College with effort and pride, regardless of outcome.
Creativity	Using imagination in art, play, or storytelling.	Showing originality and imagination in academic or extracurricular work.
Subject Shoutout	x	1 per subject class per week to recognise outstanding effort, performance or progress.

Categories to log specific rewards

To be extracted from rewards framework

3. Attendance

Students must attend all scheduled classes unless exempted from attendance (for illness or other authorised reason). Whenever possible, absence should be advised in advance by parents/guardians in writing. An explanation for absence must be given which is satisfactory to the school. Students are expected to arrive at classes on time. An extended absence that is unaccounted for, or attendance which falls below the expected minimum standard, may lead to a referral to social services or a pupil being removed from the roll of the school.

Parents can access the Parent Portal to see their child's attendance.

Please note that it is the school's policy not to allow holidays to be taken during term unless in exceptional circumstances and with the agreement of the Head of Section.

For full details of attendance expectations, please see the Inspired Attendance policy.

4. Rewarding Positive Behaviours

Underpinning all the school's expectations is a belief in reinforcing positive behaviour and only responding using the process for managing inappropriate behaviour when the other steps have been unsuccessful.

The school aims to raise and support the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to behave responsibly in class, concentrate on their tasks, listen effectively and contribute well to discussion and to take responsibility for their own learning.

All staff celebrate students' successes, promote high standards of effort and behaviour, encourage student progress and celebrate student contributions to the school and wider community using both written and oral praise whenever possible. This extends to cultural, sporting and House activities where interpersonal skills are rewarded. School reports aim to constructively convey a student's achievements.

The school has a rewards system which is shared with parents, students and teachers. The school ensures that it is applied by all staff in the same way and tracked within iSAMS. Recognition is also shared with parents via the weekly newsletter and students are recognised in assemblies/prize giving.

Student excellence is communicated regularly. Many other achievements, both within school and beyond, are recognised publicly via the regular assemblies and school newsletters. These might include effort or significant improvement or contribution in academic subjects, sport, art, music, drama or service to the school, as well as awards and certificates from external agencies.

KCA Rewards Framework

Level of Reward	Definition	Lower School (LS)	Middle School (MS)	Senior School (SS)
1 Subject teacher Class teacher Form tutor (one point)		<ul style="list-style-type: none"> • Class Dojo points • Postcard / Class Dojo home (25 points) • Stickers • Golden table 	<ul style="list-style-type: none"> • Y5–8 Behaviour Points • Tutor postcard (25 points) • Subject shoutouts (1 per class per week) • Note in planner • Golden table 	<ul style="list-style-type: none"> • Positive Point system • Tutor postcard (25 points) • Subject shoutouts (1 per class per week) • Note in planner (tutor & subject)
2 Pastoral Leader Head of Year Head of Faculty (two points)		<ul style="list-style-type: none"> • Stars of the Week Board • Postcard home (50 points) • Class Dojo comment home • Stickers • Phonecall home 	<ul style="list-style-type: none"> • Aiming for Excellence Board • HoY/HoF phone call home • Postcard home (50 points) • Recognition in assembly 	<ul style="list-style-type: none"> • Excellence Board (pastoral & faculties) • Phone/email home (HoY & HoF) • Attendance certificates • Recognition in assembly
3 Deputy or Assistant Head (three points)		<ul style="list-style-type: none"> • SLT postcard • Vending machine token • Chocolate & churros (linked to Expectation) 	<ul style="list-style-type: none"> • End of term trip (top 10 in year) • SLT postcard • Vending machine token • Chocolate & churros (linked to Expectation) 	<ul style="list-style-type: none"> • End of term trip (top 10 in year) • SLT postcard • Chocolate & churros (linked to Expectations) • Phone/email home from SLT • 75-point badge
4 Head of Section (four points)		<ul style="list-style-type: none"> • 100-point prize • Weekly Champions • Chocolate and Churros 	<ul style="list-style-type: none"> • 100-point prize • Weekly Champions • Certificate presented in assembly • 	<ul style="list-style-type: none"> • 100-point prize • Weekly Champions (1 per year group, per week) • Certificate presented in assembly
5 Executive Headteacher (five points)		<ul style="list-style-type: none"> • 120 points – prize • Postcard from Exec Head • Student of the Term • “Aspire Award” for going above & beyond 	<ul style="list-style-type: none"> • 120 points – prize • Postcard from Exec Head • Student of the Term • “Aspire Award” for going above & beyond 	<ul style="list-style-type: none"> • 120 points – prize • Postcard from Exec Head • Student of the Term (Y12–13 also eligible for Scholarship) • “Aspire Award” for exceptional excellence

5 Addressing inappropriate behaviours

We recognise that as pupils grow in maturity and understanding they may make mistakes, and our role as the adults in their lives, is to help them reflect upon and learn from these mistakes and to model how we would like them to respond when things do not go as planned. The table below indicates a non-exhaustive list of behaviours that may take place which show disregard for learning and social interaction, along with suggested sanctions that align with the inappropriateness of the behaviour. These are adjusted whenever necessary such that they give full consideration to students who are on the SEN register or who have disabilities, safeguarding concerns or wellbeing issues.

All inappropriate behaviours are recorded on iSAMs' discipline manager (or ClassCharts) and tracked using the same categories (low/medium/high/very high/zero tolerance) as defined in the table below

Any behaviours that are of a "high" level of disregard or above will remain on the student's permanent record, whilst behaviours that are of a "low" or "medium" level of disregard may be reviewed at the end of the academic year and can be removed from the student's record should the student's behaviours have otherwise been positive.

Any behaviours that are of a "very high" or "zero tolerance" level of disregard must be sanctioned in line with the sanctions detailed in the table, including the assignment of the associated demerits, which will also be recorded using the demerit manager in iSAMS or ClassCharts.

Table of disregard for learning and social interaction

The table below is not exhaustive but attempts to illustrate some of the behaviours that would be likely to attract the levels of sanctions indicated.

Level of disregard for learning and social interaction	Definition	Examples		
1 Low	Actions that are disruptive to the climate for learning and social interactions	<ul style="list-style-type: none"> • Late to school/class • Disruptive behaviour in class • Disrespect of others • Missing homework • Lack of uniform • Use of mobile (see mobile phone policy) 		
			<table border="1"> <tr> <td>Sanctions</td> <td>Staff usually involved</td> </tr> <tr> <td>Reminders, Cool down period, Talking through solutions, Demerits</td> <td>Subject teacher, class teacher, form tutor</td> </tr> </table>	Sanctions
Sanctions	Staff usually involved			
Reminders, Cool down period, Talking through solutions, Demerits	Subject teacher, class teacher, form tutor			
2 Medium	Actions that are not damaging to self and or others, but contravene important expectations for learning and social interactions	Persistent low-level disregard Or: <ul style="list-style-type: none"> • Inappropriate use of IT • Inappropriate comments • Unintentional damage of property • Marginal academic dishonesty • Truancy • Swearing 		
			<table border="1"> <tr> <td>Sanctions</td> <td>Staff usually involved</td> </tr> <tr> <td>Parents contacted Lunch/break time detention, After-school detention, 1 day internal suspension, Report card to Head of Year, Demerits</td> <td>Pastoral Leader / Head of Year or AHT</td> </tr> </table>	Sanctions
Sanctions	Staff usually involved			
Parents contacted Lunch/break time detention, After-school detention, 1 day internal suspension, Report card to Head of Year, Demerits	Pastoral Leader / Head of Year or AHT			
3 High	Actions that are damaging to self and or others and that undermine the climate for learning and social interactions	Persistent lower levels of disregard Or: <ul style="list-style-type: none"> • Highly inappropriate use of IT • Fighting • Intentional damage of property • Serious academic dishonesty • Selling of legal items (i.e. energy drinks) • Smoking or vaping • Possession of alcohol • Acting as an accomplice/alias to bullying, racism, harassment, excluding people from group chats 		
			<table border="1"> <tr> <td>Sanctions</td> <td>Staff usually involved</td> </tr> <tr> <td>Parent meeting, 1-3 day internal suspension, 1-3 day external suspension, Withdrawal from trips, Report card to Head of Section, Parents asked to collect from trip, Demerits</td> <td>Deputy Head & Head of Section</td> </tr> </table>	Sanctions
Sanctions	Staff usually involved			
Parent meeting, 1-3 day internal suspension, 1-3 day external suspension, Withdrawal from trips, Report card to Head of Section, Parents asked to collect from trip, Demerits	Deputy Head & Head of Section			

Table of disregard for learning and social interaction (continued)

The table below is not exhaustive but attempts to illustrate some of the behaviours that would be likely to attract the levels of sanctions indicated.

4 Very High	Actions that are seriously damaging to self and or others and that undermine the climate for learning and social interactions	Persistent lower levels of disregard Or: <ul style="list-style-type: none"> ● Use of alcohol on school grounds ● Violent behaviour ● Malicious use of IT ● Serious challenge of authority ● Verbal or physical abuse, bullying, racism ● Theft ● Testing positive for drugs ● Accessing and distributing illegal items (pornography, tobacco/vapes, alcohol) ● Possession of a dangerous weapon (e.g. knife) ● Distribution of nude images without consent ● Legal consensual sexual behaviour
	Sanctions	Staff usually involved
Parent meeting, 3–5-day external suspension*, Non-renewal of place for next year*, Report card to Head of School, Parents asked to collect from trip, Demerits. Final Written Warning		Head of Section and/or Executive Headteacher

5 Zero Tolerance	Single actions that seriously undermine learning and social interactions	Repeated very high offence Or: <ul style="list-style-type: none"> ● Extreme violent behaviour ● Possession and/or use of illegal drugs at school ● Extreme bullying, racism or abuse ● Selling illegal items ● Non-consensual/illegal sexual behaviour
	Repeated very high offence	
Sanctions		Staff usually involved
Up to 2 week suspension, disciplinary hearing, Immediate permanent exclusion, Inform Inspired Head of Safeguarding (and local police where illegal activity)		Executive Headteacher

KCA Consequences Ladder – Middle & Senior School

At King’s College Alicante we expect all pupils to live up to our Code of Conduct and our values of Honesty, Faith and Courage. When mistakes are made, we respond in a way that is fair, consistent, and focused on helping pupils improve. Consequences escalate depending on the seriousness and persistence of behaviour.

Level of Disregard	Definition	Examples	Sanctions / Response
<p>1 – Low (Class teacher / Form tutor)</p> <p>Zero negative behaviour points</p>	<p>Actions that are disruptive to learning or social interaction.</p>	<ul style="list-style-type: none"> Late to school/class Missing homework Minor disruption Lack of uniform 	<ul style="list-style-type: none"> Reminder or warning Chance to put it right Talking through what went wrong Note in planner or quick phone call to parents Parent meeting (recorded on iSAMS)
<p>2 – Medium (Head of Year / Pastoral Leader)</p> <p>2 negative behaviour points</p>	<p>Actions that are not damaging to self or others but contravene expectations.</p>	<ul style="list-style-type: none"> Persistent low-level disruption Inappropriate use of IT Disrespectful comments Truancy Swearing 	<ul style="list-style-type: none"> Parents emailed Break or lunch detention Parent meeting Report card to Head of Year Pupil Intervention Meeting with parents leading to Learning or Behaviour agreement
<p>3 – High (Deputy Head / Assistant Head)</p> <p>3 negative behaviour points</p> <p>Places on residential trips will be reviewed and recommendation made to Head of Section</p>	<p>Actions damaging to self or others and that undermine learning or community.</p>	<ul style="list-style-type: none"> Fighting Serious academic dishonesty Smoking or vaping Intentional damage of property Excluding others from group chats Repeated uniform infractions 	<ul style="list-style-type: none"> Parents emailed or telephoned Internal suspension (1 day) Loss of privileges Removal from trips/activities Report card to Deputy Head / Assistant Head (Section) Strategic Support Meeting with parents leading to Learning or Behaviour agreement
<p>4 – Very High (Head of Section / Exec Headteacher)</p> <p>4 negative behaviour points</p> <p>Any pupil receiving a level 4 sanction will be prohibited from participating in residential trips</p>	<p>Actions that are seriously damaging to self or others and that undermine safety and wellbeing.</p>	<ul style="list-style-type: none"> Violent behaviour Bullying or racism Theft Possession of alcohol or illegal items Persistent uniform issues Malicious use of IT Inappropriate use of sexual language or behaviour 	<ul style="list-style-type: none"> Internal / External suspension (up to 3 days) Risk of losing place at the College Report card to Head of Section Parent meeting leading to a behaviour or academic contract
<p>5 – Zero Tolerance (Executive Headteacher)</p> <p>Any pupil receiving a level 5 sanction will be prohibited from participating in residential trips</p>	<p>Single or repeated actions that seriously undermine learning, safety or wellbeing.</p>	<ul style="list-style-type: none"> Extreme violence Possession or use of illegal drugs Selling illegal items Non-consensual/illegal sexual behaviour 	<ul style="list-style-type: none"> Final Written Warning Disciplinary Hearing Suspension (up to 2 weeks) Non renewal of place at KCA Permanent exclusion (in the most serious cases) Referral to Inspired Safeguarding and, where needed, the police

Removing students from lessons:

Removing a student from a lesson is unlikely to be necessary but if it is, then it should be used sparingly, to remove the student from a difficult situation, or to reinforce a particular expectation in the behaviour. Removal from the lesson must only be for a brief time and not for multiple lessons unless it is part of an internal suspension as per the table above..

Outside of the classroom, the pupils should be explained the reasons for being excluded from the class. The case should be dealt with by the Head of Year or AHT.. A brief record of the lesson exclusion should be kept, and the form/class tutor should be notified.

Restorative Justice:

Students who make mistakes need to be able to restore their wrong doings. Restorative Justice can take several forms:

- Parents should be informed of all misdemeanours, so they are aware of their children's behaviour, and they can hold their children's accountable at home.
- Students should be encouraged to talk about why they have taken part in a negative behaviour.
- Students should take part in a restorative conversation, apologising to students, or staff members whom they have upset.
- Students can take part in service learning to show further accountability for their errors. Schools should offer a time and place for this to happen.

Note – restorative justice should not be used as a sanction. The sanction sits separately.

6 Special educational needs and disabilities

The school will do all that is reasonable to ensure that the school's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. In collaboration and agreement with parents, we will work with all students to ensure they can manage their behaviour. For some children, additional support may be required to help them with this. For example, working with a play therapist/child counsellor, speaking to their class teacher at regular intervals, working with a Learning Support Assistant.

7 Specific considerations for Lower School (Y1/2-4) Section

Rough and tumble play and fantasy aggression

Children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. We can empathise with the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. On occasion most children under will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For most children, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

We recognise that children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings and we help young children develop prosocial behaviour, such as resolving conflict over who has the toy.

We are aware that the same problem may happen over and over before skills such as sharing, and turn-taking develop. For both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries, so we support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt.

In the event of serious misbehaviour or serious breaches of discipline the matter will be referred to the Head of Section or, in extreme cases, to the Executive Headteacher

8 Specific considerations for Early Years School Section

The staff of the school are aware that a child gradually becomes aware of their peers and their place in the group; learning through trial and error to function socially. Mindful that young children are still developing verbal language and that all behaviour is communication, adults will focus on understanding the reasons for challenging behaviour as well as the appropriate responses and actions.

A balance will be kept between the satisfaction of the child's needs and the necessity to modify them to meet the requirements of the group. Young children are supported by adults to construct together appropriate class agreements on shared behaviour. Expectations are explained to the children as the need arises, each situation being dealt with sensitively by the staff, who do their utmost to be consistent.

We celebrate positive and appropriate behaviour to build self-awareness and self-esteem in children from an early age and build a gradual understanding of the rights and needs of others. Routines which foster collaboration between children, and the celebration of positive and appropriate behaviour are

embedded into the school day so that children build a growing understanding of the connection between rights, responsibilities, and positive behaviour.

In the later stages of early learning, we reward and encourage effort, perseverance, participation, collaboration, and good behaviour to provide an incentive to progress further. When we reward positive behaviour, this allows children to feel fully seen and validated by the adult and influences the modification of challenging behaviour, which fosters an atmosphere conducive to learning and establishes and builds on adult/child relationships.

Responding to Positive Behaviour

- Give Verbal praise to child and with parent
- Use consistent reassuring Body language-a smile, nod, pat on the back
- Child is given responsibilities and jobs to do
- Care and value is given to child's paintings, drawings, construction and general responses.

Rewarding Positive Behaviour

- Perseverance, effort, achievement, concentration
- General improvement in behaviour
- Sharing, caring, being sensitive to the needs of others
- Constructive and developmentally appropriate play
- Taking care of equipment by showing respect for toys and books
- Appropriate behaviour
- Completion of a task

Responding to Challenging Behaviour

- The adult aims to understand what the child is communicating through their behaviour
- The adult must be fully present with the child and listen to their needs.
- Explanation of what child has done wrong, making sure he/she understands
- Withdrawal from activity or area where inappropriate behaviour occurred
- Record any physical interventions, where used, on a body map
- Child is given a specific activity to complete until released by adult
- Be aware of your facial expression, tone of voice, body language
- Reminding of the expectations
- Child is redirected
- Child is reminded of the correct action positively, e.g. 'Let's use our walking feet', instead of 'no running'
- Discussion with parents
- Liaising with Learning support team / external professionals to support student
- For continued challenging behaviour, where the parents are not supporting the suggested actions from the school, a school may consider asking a student to leave, or suggest a non-renewal of contract.

Every effort is made to gain the full support and cooperation of the child's family through effective, transparent, and consistent communication and dialogue. An understanding of the child's home context and any situation or event which may be affecting the child's emotions and behaviour is a crucial step in establishing the best response to ongoing challenging behaviour.

Biting is common amongst young children until 24-30 months until verbal language and self-regulation increasingly develop but it causes concern in parents/carers. Biting is often very painful and frightening for the child who is bitten. It can also be stressful for the child who bites, because it creates immediate reactions from children and adults. Young children bite for a variety of reasons such as teething, sensory exploration, communication, connection, and attention seeking as well as frustration

and emotional dysregulation. The emotions and thinking that cause the biting must therefore be considered and addressed and adults must support young children to develop an increasing understanding of the cause-effect relationship and an increasing empathy for other's feelings.

For safety and health concerns, biting must be taken seriously and action must be immediate.

- The child who bites is immediately distanced from the group with a firm NO.
- The bitten child is consoled, and the bitten area washed with soap and water. If necessary, a cold compress is applied to reduce any swelling or bruising.
- The adult spends time with child who has bitten, ensuring that they understand what has happened and its effect. The child is calmed if necessary and redirected.
- Both parents must be informed and written incident report is logged. A dialogue should remain open with families of young children in this phase.
- When biting becomes a pattern with older early years children, clear responses, and sanctions such as the removal of the child from play and games takes place and continued and transparent dialogue with families is necessary. The family should be encouraged to reach out to the child's paediatrician.

APPENDIX 1: Physical Restraint

- Physical restraint may only be used by a teacher if it is necessary to prevent imminent harm, including significant emotional distress, to the student or any other person.
- If such risk is considered to exist, the physical restraint used must be reasonable and proportionate to the circumstances. Staff should be trained in physical restraint techniques. Relief teachers or non-teaching staff may not under any circumstance use physical force to restrain a student.
- Staff are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period.
- Every member of staff will inform the Executive Headteacher immediately after they have needed to restrain a student physically. The school also records all disciplinary sanctions, which includes the nature and date of the offence and the sanction imposed.
- The school can search and produce listings of these records so that any patterns may be identified by the school.
- We will always inform a parent immediately when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree on a protocol for managing their child's behaviour. Parents will be informed of the incident on the same day.

APPENDIX 2: Searching Students and Possessions

- Subject to the laws of the Country, the school reserves the right to search students and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco, vapes and cigarette papers, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to others or to the student himself/herself, or damage to property.
- The Executive Headteacher, or staff authorised by them, may search a student, provided that the staff member is the same gender as the student being searched and there is another staff member as witness. The school may carry out a search of a student of the opposite gender to the staff member conducting the search and without a witness present but only where the school reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is practical not to summon another member of staff.

APPENDIX 3: Alcohol, Vape and Tobacco

- We have extensive health education and PSHE programmes that focus upon the potential risks from excessive consumption of alcohol and risks of vaping and smoking. They concentrate on teaching the importance of young people making healthy, informed choices. The programmes involve students of all ages and continue throughout your child's time at the school. They extend across the curriculum, involving PSHE, Science and Drama lessons. We also have Assemblies on the topic, and cover the serious risks from abuse of alcohol, tobacco, inhalants and illegal substances.
- Our Nurse plays an active role in promoting greater awareness about the risks involved and will offer informed medical advice. Students can discuss their individual worries about drinking and smoking with their Form Tutor or another member of the Pastoral Team. They can also refer themselves to the Medical Staff and to the School Counsellor for individual guidance, without fearing sanctions or adverse report. We regularly invite groups of parents and guardians to discussion groups and meetings and are very conscious of the importance of working together to promote the well-being of your son or daughter.
- We do not allow the students to bring alcohol or tobacco onto the premises, or to consume either substance on the journey to or from school. This rule applies to all school trips and visits, whether in this country or overseas, irrespective of whether students are wearing school uniform at the time.
- We will offer wine to parents and guardians at certain formal events, including plays and concerts to which they are invited. Alcohol will not be served to students and staff will only consume moderate amounts of alcohol at social events attended by parents and students.
- Students caught breaching these guidelines on alcohol or who are caught smoking can expect to be suspended and for their parents or guardians invited to the school to discuss the matter. A student may be referred for a session of counselling where we have reason to believe that he or she has issues with either alcohol, inhalants, or tobacco, for example, when there are repeated infringements.

APPENDIX 4: Drugs and Drug Testing

- We are committed to promoting a healthy, safe environment, in which good citizenship and respect for the law can flourish. We believe that it is important to deliver a clear, consistent moral framework that promotes the integrity of our community and gives all of our students the understanding and self-confidence to reject illegal drugs and substances. All our staff have been trained in recognising and responding to the symptoms of drug and substance abuse.
- We have extensive health education and PSHE programmes at school that focus upon the potential short-term and long-term risks to health from drug and substance abuse. As with our related programmes concerning alcohol and tobacco, they concentrate on teaching the importance of young people making healthy, informed choices. However, they also include an ethical dimension, designed to instil an understanding of the importance of complying with the criminal law. Our programmes involve students from Year 6 and continue throughout your child's time at the school. They extend across the curriculum, involving PSHE, Science and Drama lessons. We also have Assemblies on the topic, talks from the Police and cover the serious risks from abuse of illegal substances (and from alcohol and tobacco).
- Our Medical staff play an active role in promoting greater awareness about the risks involved and will offer informed medical advice. Students can discuss their individual worries about drugs or substances with their Form Tutor or another member of the Pastoral Team. They can also refer themselves to the Medical Staff and to the School Counsellor for individual guidance, without fearing sanctions or adverse report. We regularly invite groups of parents and guardians to discussion groups and meetings and are very conscious of the importance of working together in order to promote the well-being of your son or daughter.
- If a student comes forward and voluntarily identifies himself/herself as a drug user and asks for help, or if his/her parents or friends ask for help on his/her behalf we may, depending upon the circumstances and at the discretion of the Executive Headteacher, offer him/her the opportunity to reform his/her habit with the support of a drug testing programme and Counselling at the parents' expense.
- Drug testing is organised by the Executive Headteacher in conjunction with the School's Medical Centre. Full details of the arrangements will be sent to any parent or guardian. If a student fails his or her first drug test (so confirming usage of a banned drug or substance), he or she will only be allowed to remain at the school on condition that he or she submits to regular drug testing throughout his or her remaining time at the school, and on the clear understanding that he or she will be expelled immediately on failure of a subsequent drug test, or if there is evidence that a sample has been tampered with in any way.
- We will always investigate rumours about involvements in illegal drugs and substances, including questioning a student, searching his/her room and personal possessions. We will inform parents and guardians as a matter of urgency and invite them into the school to discuss the matter.
- At times, the school may ask support from the local police to bring in sniffer dogs to search the campus. These events will not be publicly announced and will take place at random times.
- The normal sanction for possession or involvement with drugs on the campus is expulsion. Alternative sanctions, when there are extraordinary mitigating circumstances could involve suspension, regular drug testing and a final warning. Any student found offering drugs to another

student will be expelled and following consultation with the Governors, the matter may be referred to the police

APPENDIX 5: Uniform and Appearance

Personal pride is reflected in the students' behaviour, attitudes and attire.

- Every Student must wear the school's full uniform at all times
- Students should not remodel or deface the uniform in any way.
- Students may wear modest amounts of make-up in the secondary school upwards, including nail-varnish
- The only jewellery allowed are simple stud earrings, a simple neck chain worn beneath the uniform and not visible, a watch and one wrist bracelet. Facial piercings, ear gauges and barbells are not allowed
- Visible tattoos are not allowed whilst in school uniform
- Hair should be worn tidily, of natural colour and styled professionally (fully shaved, patterned buzz-cuts, dyed hair are not allowed).

Whilst it is recognised that this is a difficult area to legislate upon and may conflict with students' own desire to express themselves, these expectations should be respected and parents should ensure that when students leave for school, they conform to the guidelines for uniform and appearance.

In the event of any dispute on what constitutes appropriate uniform, hair style or makeup etc, the Executive Headteacher's decision is final and parents are reminded of their contractual obligation to comply with the school rules and accept the Executive Headteacher's authority.

APPENDIX 6: Inspired Parent Code of Conduct

1. Commitment to working with Parents

- We are proud at Inspired schools to have excellent relationships between students, staff and parents – this partnership is key to the success of our schools and ensuring student development and progress is transformational.
- We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the school, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.
- The school's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.
- Every member of our community deserves to be treated with respect, dignity, and tolerance; they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards.

2. Communicating with school

- We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.
- We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.
- In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.
- We expect parents to follow and uphold all procedures outlined in the school's published policies.

3. Behaviour and communication considered unacceptable

- We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.
- Behaviours that we consider to be unacceptable include, but are not limited to:
 - Communication or behaviour that is disrespectful, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone or online.

- Behaviour or communications that breach school policies, safety or procedures.
- Disruptive behaviour which interferes or threatens to interfere with the normal, daily operation of the school.
- Inappropriate posting of defamatory, malicious or threatening messages on traditional and social media about the school or individuals connected with it
- Creating or joining private groups or chats that victimise or harass an individual connected with the school or the school in general, or potentially damage the school's reputation.

4. Consequences of breaching Parent Code of Conduct

Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.

Where that is not possible, actions the school can take are, but not limited to:

- request for a meeting to resolve the issue.
- issue a warning regarding the behaviour and how that breaches this code.
- withdraw the right to be on school premises or at school events.
- give notice to parents to find an alternative school for their child/ren.