



KING'S COLLEGE SCHOOL
MURCIA

Behaviour Policy

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 Student Council, which meets regularly.

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The Head of School and CEO have overall responsibility for school disciplinary policies and procedures. Classroom and academic discipline are largely the responsibility of individual teachers with support from the SLT, while disciplinary matters outside the classroom are dealt with by SLT.

Serious disciplinary matters and matters of zero tolerance are referred to and dealt with immediately by the Head of School, as per the ladder below.

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, and to ensure 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 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.

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Student 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 Student Code of Conduct and the responsibility is placed on the student 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 students to exhibit to support a positive environment for both learning and for social interaction.

The code is a partnership between the school and its students. This Code is applicable whilst students 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.

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It is the responsibility of parents to support the school in enforcing the Code. Parents who enrol their child at the school undertake to uphold the school's policies and regulations. They will support the school's values in matters such as attendance and punctuality, behaviour, dress and appearance, standards of academic work, academic integrity, extra-curricular activities, homework, and private study.

Upon new enrolment parents agree to the terms and conditions, one of which is a continual agreement to the Student Code of Conduct and Parent Code of Conduct.

The school has several support systems in place to meet the needs of all students. These include Form/Class Tutors, meeting with the Deputy Head of Secondary, Head of Secondary, Head of Primary or Head of School, support offered by the Nurse and the school referred counselling service.

In the event of any serious inappropriate behaviours, the school will liaise closely with parents and, if relevant, other statutory and support agencies.

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 student not being promoted to the next Year group or 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 School.
- For full details of attendance expectations, please see the Inspired Attendance policy.

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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 recognition/awards/merit 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, Class Charts in Secondary, and Dojo in Primary. Recognition/awards/merits are also shared with parents via Parent Portal 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.

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Addressing inappropriate behaviours

- We recognise that as students 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 ladder 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. When there is a decision to suspend or exclude a student, these sanctions must be applied in line with local/national legislation e.g. giving parent required notice.
- Schools must ensure that all inappropriate behaviours are recorded in iSAMs' discipline manager and tracked using the same categories (low/medium/high/very high/zero tolerance) as defined in the table below (low, medium, high, very high, zero tolerance).
- 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 ladder.

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Behaviour Ladder

As seen below, behaviour is categorised as 'not ready', 'not respectful' or 'not safe'

Level 1 - immediate warning LOW LEVEL (must be recorded on ISams)		
Not ready	Not respectful	Not safe
Lateness	Disruptive behaviour	In school without permission
Incorrect uniform worn	Chewing / eating in corridor or classroom	Running in corridors
Lack of equipment	Not following instructions	
Not completing homework	Not speaking appropriate language	
	Disrespect of others	
Level 2 - MEDIUM LEVEL (HOKS lunchtime detention)		
Not ready	Not respectful	Not safe
Insufficient work in class	Repetition of level 1 / low level behaviour	Truancy
	Misuse of equipment / unintentional damage to property	
	Marginal academic dishonesty	
	Inappropriate comments / swearing	
	Use of Mobile phone	
Level 3 - HIGH LEVEL (1 - 3 day internal exclusion)		
Not ready	Not respectful	Not safe
	Repetition of level 2 behaviour	Vaping
	Fighting	
	Intentional damage to property of others	
	Graffiti	
	Unkind behaviour to others Acting as an accomplice / applies to bullying, excluding people from whatsapp groups, distribution of images etc..	
	Stealing or selling of legal items	
	Serious academic dishonesty	

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Level 4 -VERY HIGH LEVEL (3 - 5 day external exclusion - students must sign behaviour contract and will not be allowed on any trips)		
Not ready	Not respectful	Not safe
	Repetition of level 3 behaviour	Use of Alcohol
	Violent behaviour	Testing positive for drugs
	Malicious use of IT	Possession of a dangerous weapon
	Serious challenge of authority, or incident of being unkind to others	Legal consensual sexual behaviour
	Accessing and distributing illegal items	
Level 5 ZERO TOLERANCE (immediate expulsion)		
Not ready	Not respectful	Not safe
	Extreme violence / bullying / abuse	In possession and / or use of illegal drugs in school
	Selling illegal items	non consensual / illegal sexual behaviour

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 to account at home.
- Students should be encouraged to talk about why they have taken part in negative behaviour.
- Students should take part in a restorative conversation, apologising to students, or staff members who 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.

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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.

Specific considerations for Primary School

Step 1- Name on Board

Step 2- Underlined name to discuss behaviour with the pupil over break or next convenient time.

Step 3- Pupil is given 10 minutes at break time to consider their behaviour away from friends.

Step 4- Friday lunchtime reflection time with SLT members. Parents to be emailed or Dojo contact.

Step 5 - Internal Suspension to be arranged and agreed by SLT.

Step 6- External Suspension.

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.

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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 can be referred to the Head of School / Head of Section.

Exclusions (both temporary and permanent) are applied for serious breaches of school rules and expectations. Only the Head in conjunction with the CEO may exclude a student.

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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 the 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

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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
- Adult's 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 others' feelings.

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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 the 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 a 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.

Created and Reviewed by:	Policy Category:
Dawn Akyurek / Rhiannon Williams September 2024	Whole School
Approved by:	Reviewed by:
Elena Benito - Inspired CEO of Spain 17th November 2025	Dawn Akyurek May 2025
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