Whole School Behaviour Policy

Effective from: August 2025
Last reviewed: August 2026
Next review due: August 2027

KING'S COLLEGE SCHOOL
PANAMA

An inspired School

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 Student Council, which meets regularly.

The Head of School 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 the Pastoral 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 Head of School, as per the table in Section 5.

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 7) 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 2).

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.

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.

Each year upon re 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 Year Coordinator or Head of Section/School, support offered by the school doctor 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 authorized 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.

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

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

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. Recognition/awards/merits should are also shared with parents via Parent Portal and students are recognised in assemblies/prize giving. An example of a reward system can be seen in appendix 3.

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.

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 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. 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 table, including the assignment of the associated reflection points, which must also be recorded using the demerit manager in iSAMS.

Table of disregard for learning and social interaction

Level	Definition	Examples	Sanctions	Staff Usually Involved
1 - Low	Actions that are disruptive to the climate for learning and social interactions.	- Late to school/class - Disruptive behaviour in class - Disrespect of others - Missing homework - Lack of uniform - Use of mobile phone	- Reminders - Cool down period - Talking through solutions - Lunchtime detention - Single demerit	Subject teacher, class teacher, form/advisory teacher
2 - Medium	Actions that are not damaging to self or others but contravene important expectations for learning and social interactions.	- Persistent low-level disregard - Inappropriate use of IT - Inappropriate comments - Unintentional damage of property - Marginal academic dishonesty - Truancy - Swearing	- Parents contacted - Lunch/break time reflection - After-school detention - Report card to Head of Year - 4 reflection points	Subject teacher, coordinator, Head of Year
3 - High	Actions that are damaging to self and/or others and undermine the climate for learning and social interactions.	- Persistent Level 2 behaviour - Highly inappropriate use of IT - Fighting - Intentional damage of property - Serious academic dishonesty - Selling of legal items (e.g. energy drinks) - Smoking / Vaping - Possession of alcohol - Accomplice to bullying, racism, harassment - Exclusion from group chats - Distribution of images without consent - Sharing unkind/modified images	- Parent meeting - 1–3 day internal suspension - Withdrawal from trips - Report card to Head of Section - 5–8 reflection points	Head of Section

4 - Very High	Actions that are seriously damaging to self and/or others and that severely undermine the climate for learning and social interactions.	- Persistent Level 3 behaviour - Use of alcohol on school grounds - Violent behaviour - Malicious use of IT - Serious challenge to authority - Verbal or physical abuse - Bullying, racism - Theft - Testing positive for drugs - Accessing/distributing illegal items (e.g. pornography, tobacco/vapes, alcohol) - Possession of a dangerous weapon - Distribution of nude images - Legal consensual sexual behaviour	- Parent meeting - 3–5 day external suspension - Non-renewal of place for next year - Report card to Head of School - 9–12 reflection points	Head of School
5 - Zero Tolerance	Single actions that seriously undermine learning and social interactions.	- Extreme violent behaviour - Possession/use of illegal drugs at school - Extreme bullying, racism or abuse - Selling illegal items - Non-consensual/illegal sexual behaviour	- Immediate expulsion - Inform Board of Governors - Notify Head of Safeguarding and local police if necessary - 12 reflection points	Head of School, Board of Governors, Head of Safeguarding

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.

Outside of the classroom, the students should be explained the reasons being excluded from the class. The case should be dealt with by the Head of Year/Section. 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 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.

Any suspension, expulsion or non-renewal arising from disciplinary conduct will be implemented in accordance with the School's approved internal regulations, applicable Panamanian law and any required procedural safeguards.

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 Elementary School (Y1/2-6) 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 pre-occupied 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 pro-social 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/Head of Section.

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

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

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 bit 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.

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.

Roles and Responsibilities

- The Head of School is responsible for implementing the school's Behaviour Policy and is to inform the Regional CEO of any challenge regarding its implementation.
- Updates to the school's Behaviour Policy must be approved by the Regional CEO

Policy Framework

This policy should be read alongside:

- Keeping Children Safe in Education 2026
- Standards for British Schools Overseas
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Mobile Phones and Personal Smart Devices Policy
- Acceptable Use of Technology Policy
- Inclusion Policy
- Attendance Policy

Policy Review

Reviewed by Robert Pett, Head of School (August 2026)
Next Review: August 2027

APPENDICES

Appendix 1 – Physical Restraint

- Physical intervention or restraint may only be used where it is necessary to prevent an immediate risk of harm to the pupil or another person.
- Any intervention must be reasonable and proportionate to the circumstances, use the minimum force necessary and continue for the shortest possible period.
- Wherever practicable, staff should first use verbal direction, de-escalation and other non-physical strategies.
- Physical restraint should normally be undertaken only by staff who are appropriately authorised and trained. In an emergency, any member of staff should act only to the extent reasonably necessary to protect a pupil or another person from immediate harm.
- Physical restraint must never be used as a punishment or disciplinary sanction.
- Any use of physical restraint must be reported immediately to the Head of School and Designated Safeguarding Lead and recorded in accordance with the School's safeguarding procedures.
- Parents must be informed on the same day unless there is a safeguarding reason why this would not be appropriate.
- Where restraint is used repeatedly or forms part of an ongoing behavioural or safeguarding concern, an appropriate individual support or risk-management plan should be agreed.
- All physical intervention must comply with applicable Panamanian law.

Appendix 2 - Searching Students and Possessions

- Any search of a pupil, their possessions or personal device must be lawful, necessary and proportionate and carried out in accordance with applicable Panamanian law and the School's safeguarding procedures. Where there is an immediate risk to the safety of the pupil or others, staff should take appropriate action to protect those involved and refer the matter promptly to the Head of School and Designated Safeguarding Lead. Parental, legal or external-authority involvement will be sought where required.

Appendix 3 - Alcohol, Vape and Tobacco

- We have extensive health education and PSHE programmes at 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. (Please refer to policy on drugs and drug testing).
- Our school doctor 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 instill 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.
- 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 Head, offer him/her the opportunity to reform his/her habit with the support of a drug testing programme and Counselling at the parents' expense.
- We will always investigate rumours about involvement in illegal drugs and substances, including questioning a student, searching his/her personal possessions. We will inform parents and guardians as a matter of urgency and invite them into the school to discuss the matter.
- 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 – Schools to add their specific uniform here
- 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 stud earrings, a simple neck chain worn beneath the uniform, a watch and a 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.

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.

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.

Appendix 7 – Example of a reward system

- In recognition of positive effort, attitude, and endeavours, as defined by the Head of School and staff from time to time, congratulations are earned.
- These are given by individual subject teachers or tutors and recorded in the student's file. Parents are automatically notified when a congratulation is awarded.
- In the Lower Junior School, form tutors will keep a tally of congratulations during the week using visual reminders, for example stickers or tally charts.
- In the secondary school, form teachers will keep a count of congratulations through iSAMS
- The accumulation of congratulations leads to Merit Certificates and badges that are presented in assemblies. E.g. 25 Bronze; 50 Silver; 75 Gold; 100 Platinum
- The accumulation of congratulations takes place over an academic year and students begin again in September.