Behaviour Policy 2026 (including Anti-Bullying and Mobile Phones)

Approved by:	Alison Colwell, Principal	**Last reviewed on:**	September 2026
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This policy applies to Baleares International College at both sites, Sa Porrassa and Sant Agustí, unless a section says otherwise.

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1. Introduction

Behaviour is the way we act in any situation, in person and online. A school's behaviour is the clearest expression of its culture. At Baleares International College our culture is built on five values: **Excellence, Respect, Responsibility, Integrity and Compassion**. These values only exist when we live them in the way we treat ourselves and one another.

This policy sets out what we expect of students, how we recognise and reward positive behaviour, how we respond when behaviour falls short, and how we prevent and respond to bullying. It also contains the school's rules on mobile phones. It applies whenever students are in school, travelling to and from school, on trips and visits, taking part in school activities, and online where their conduct affects other members of the school community.

The foundations for good behaviour are high expectations, well-planned lessons and warm but firm relationships. Every adult in the school is responsible for behaviour: no member of staff is ever "off duty".

2. Aims

- A calm, safe and orderly school in which everyone can learn and teachers can teach.
- Students who take responsibility for their actions and learn from their mistakes.
- Consistent, fair and proportionate responses, applied by all staff.
- Recognition that is specific and earned, so that every child is noticed for doing the right thing.
- Early support for students whose behaviour signals an unmet need.

3. Legal framework and principles

- The school follows Spanish and Balearic law. Ley Orgánica 8/2021 (LOPIVI) requires schools to protect children from all forms of violence, including bullying and child-on-child abuse, and to have protection protocols in place.
- The Balearic Decreto 121/2010 on the rights and duties of students and school coexistence, and the Conselleria's protocol on assetjament escolar (bullying), are used as a benchmark.
- Sanctions are applied in line with the student's rights under Spanish law, the contract between the school and parents, and the principle of proportionality. No sanction involves physical punishment or humiliation.
- The school makes reasonable adjustments for students with special educational needs or disabilities (Ley 15/2022 and Real Decreto Legislativo 1/2013). An adjustment changes how a rule is applied, not whether the student is expected to behave well.
- Personal data about behaviour is processed under the GDPR and Ley Orgánica 3/2018.

4. Roles and responsibilities

Role	Responsibility
Principal (Alison Colwell, Sa Porrassa; Andrew Beavon, Sant Agustí)	Overall responsibility for behaviour; decisions on suspension and permanent exclusion; sending a student home

Role	Responsibility
Head of Secondary (Phil Brown) and Head of Primary (Adam Fairless), Sa Porrassa	Lead behaviour in their phase; authorise sending a student home in the Principal's absence; Tier 3 cases
Deputy Head of Secondary (Stuart Cadman) and Pastoral Leader (Ruby Wilson), Sa Porrassa	Day-to-day leadership of secondary behaviour, detentions and Heads of House
Vice Principal (Mel Eccleshall), Sant Agustí	Day-to-day leadership of behaviour at Sant Agustí; referrals from class teachers
Heads of House (Sa Porrassa)	Own Tier 2 support for students in their House; breaktime detentions
Tutors and class teachers	First point of contact for students and parents; Tier 1 support; recognition and communication home
All staff	Apply this policy consistently, record behaviour and recognition accurately on iSAMS, and report safeguarding concerns to the DSL
SENDCo (Lesley Dixon, Sa Porrassa; Mel Eccleshall, Sant Agustí)	Advise where behaviour may reflect an unmet need; plan adjustments and support
Designated Safeguarding Leads	Lead the response to any behaviour that raises a safeguarding concern, including all Level 3 incidents and child-on-child abuse

5. Recognising positive behaviour

Recognition is the most powerful tool we have. Staff notice and record the specific things that students do well, not only their results.

Sa Porrassa Secondary

- Staff record recognition on iSAMS against eight values: Excellence, Effort and improvement, Participation and contribution, Responsibility, Respect, Compassion and kindness, Integrity, and Service and citizenship. Each recognition earns a House point. Attendance Excellence is awarded from the attendance data.
- Every recognition includes a short note saying what the student did.
- Further recognition includes praise, a phone call or email home, a postcard, a meeting with a senior leader, commendation in assembly, a mention in the newsletter, House competitions, end-of-year awards and rewards trips, and responsibility posts in the student leadership team.

Primary (both sites)

- House points are awarded for effort, achievement and behaviour. At Sant Agustí the Houses are Lions, Wolves, Leopards and Eagles, and the weekly House cup is presented in assembly.
- Weekly class certificates, stickers and praise from the Principal, and class reward systems chosen by the teacher.
- At Sant Agustí, Key Stage 1 uses the Behaviour Rocket and Key Stage 2 uses a traffic light system; every child starts each day on a fresh start.

6. Expectations of students

In lessons

- Arrive on time with the right equipment and start work straight away.
- Listen actively, follow instructions first time, and contribute to the learning.
- Take pride in presentation: date and title every piece of work and rule off at the end of each lesson.
- Complete written work in silence unless the teacher says otherwise.
- Leave the room tidy and wait to be dismissed.

Around school (Sa Porrassa)

- Students may arrive from 08.30 and wait outside, supervised by staff on duty. Primary classes are collected by their teachers at 08.45; secondary students go to their tutor base for registration at 08.45.
- At changeover, the only thing a student does is go to their next lesson: walking, on the right-hand side of the corridor, following the first-floor one-way system.
- At break and lunch, students use the areas allocated to their phase, eat only in the canteen, under the canopy or in the designated primary area, and leave bags in the zoned areas.
- Bathrooms are used for their purpose only, never as social spaces. Secondary students use the first-floor secondary toilets or those by the finance office; the basement toilets are for Sixth Form. Students need a pass to use the toilet in lesson time.
- Students leave promptly at the end of the day by the agreed exits. Students must never be on the school premises unsupervised outside school hours.

Assemblies, examinations and trips

- Students enter assembly in silence. Latecomers to secondary assembly receive a late detention.
- In examinations students follow the exam board rules exactly. Any breach may be treated as malpractice and reported to the exam board.
- On trips and when travelling to and from school, students represent the school and follow staff instructions and local laws.

Online conduct and communication with staff

Students behave online as they would in school. All communication between students and staff uses school email or school platforms, never personal accounts or social media. Online behaviour that harms another member of the school community may be dealt with under this policy, whether or not it happened in school time.

7. Uniform and appearance (Sa Porrassa)

Students up to Year 11 wear the school uniform: school polo shirt; grey tailored trousers, shorts or skirt; plain black belt; plain grey, white or black socks; plain black or grey tights; black leather shoes with a flat heel (not trainers, canvas or open-toed shoes); and the optional school jumper. PE kit is the official BIC kit and may be worn to school only on days with a PE lesson.

- Hair is a natural colour and sensible for a working environment; no extreme cuts, patterns or extensions. Hair is tied back for PE.

- Jewellery is limited to a watch with a plain strap (not a smart watch) and small stud earrings in the lower lobe. A religious necklace may be worn under clothing. Jewellery is removed for PE.
- Make-up, if worn, is natural and for the skin only; nail varnish, if worn, is clear; no nail extensions.

Sixth Form students wear smart, workplace-appropriate clothing (for example smart trousers, skirts or dresses, collared shirts or blouses). Denim, short shorts, short skirts, hoodies and sportswear are not permitted. A Sixth Form student who is not dressed appropriately may be asked to change; if they need to go home to do so, parents are contacted first.

Non-uniform items may be held by staff and returned at the end of the day. Parents should contact the school before buying if in doubt. Sant Agustí children wear the Sant Agustí uniform and follow the same principles.

8. Equipment and banned items

Students bring the equipment they need every day, including pens, pencil, ruler, calculator (Secondary), a charged device (Years 6 to 13, BYOD), exercise books, a reading book and water. Key Stage 1 stationery is provided.

The following must not be brought to school: weapons of any kind; tobacco, e-cigarettes, vapes, lighters and smoking materials; alcohol; drugs or other harmful substances; medication not approved through the school's medical form; offensive or inappropriate images or material; correction fluid; games consoles; aerosols; smart watches; and toys (Primary). Bringing an item that puts others at risk may lead to the most serious sanctions.

9. Mobile phones and personal devices

The school is phone-free.

- **Sa Porrassa, Years 7 to 11:** a phone brought to school is switched off and locked in a Yondr pouch before the student enters the site, and stays locked until the student leaves. Pouches are unlocked at the unlocking points outside the school gates. The first pouch is issued by the school; replacements are bought through the school office.
- **Sa Porrassa Sixth Form:** students are exempt from the Yondr pouch but must not use phones in lessons unless a teacher directs it, or in areas used by younger students.
- **Primary (both sites):** primary pupils should not bring phones. If a phone is needed for travel, it is handed to the class teacher or office on arrival and collected at the end of the day.
- A phone or device used in breach of these rules is taken by a member of staff, switched off, kept securely and returned at the end of the day, or to a parent if the breach is repeated.
- Staff never unlock, search or look at the content of a student's phone or device. Where a device may hold evidence of harm to a child, it is kept secure and unexamined and the DSL decides next steps, which may include the police. This follows the Online Safety Policy and the Child Protection and Safeguarding Policy.
- Students must never photograph, film or record another student or a member of staff without their permission. This is a serious breach of this policy and of the person's right to their own image under Ley Orgánica 1/1982.

10. Responding to poor behaviour

Staff respond calmly and consistently, focusing on the behaviour, not the child. Every day is a fresh start. Sanctions are proportionate, explained to the student and followed through. Whenever possible they are paired with a restorative conversation.

Sa Porrassa Secondary: behaviour levels

Level	Examples	Response
Level 1	Low-level disruption, lateness to lessons, missing equipment, uniform or homework not done	Reminder and, if repeated, a logged Level 1 (minus 1 point); subject or breaktime detention
Level 2	Persistent disruption, defiance, rough play, truancy from a lesson, removal from a lesson, missing a detention	Logged Level 2 (minus 3 points); after-school whole-school detention; contact with parents
Level 3	Physical aggression, dangerous or unsafe behaviour, bullying or discriminatory abuse, serious online harm, prohibited items	Logged Level 3 and passed to a DSL the same day; senior leader involvement; may lead to suspension

- Every behaviour log on iSAMS includes a factual note. Any Level 3 incident is also recorded on CPOMS and passed to a DSL.
- Detentions: subject detentions are set by teachers or departments; breaktime detentions for lateness, uniform and House matters are run by the Pastoral Leader and Heads of House; the after-school whole-school detention runs for one hour each day. Only the Principal, Head of Primary, Head of Secondary, Deputy Head of Secondary or Pastoral Leader may place a student in a whole-school detention, and the subject teacher takes part in a restorative conversation. Parents are told of after-school detentions in advance.
- A missed detention is logged, not just noted, and escalates.

Sa Porrassa Secondary: support tiers

Tier	Owner	What happens
Tier 1	Tutor, with the Pastoral Leader informed	Conversation with the student, contact home, targets; reviewed after two weeks
Tier 2	Head of House (pattern across subjects) or Head of Department (pattern in one subject), with the Pastoral Leader	Meeting with parents, a written support plan and regular contact; reviewed after four to six weeks
Tier 3	Head of Secondary and Deputy Head of Secondary, with the Principal	SLT meeting with parents and a written behaviour agreement signed by the family; reviewed at least every half term

Before a student moves beyond Tier 1, the SENDCo checks whether the pattern may reflect an unmet special educational need, English language need, medical need or wellbeing concern.

Primary

- **Sant Agustí, Key Stage 1 (Behaviour Rocket) and Key Stage 2 (traffic lights):** a verbal reminder; time out and reflection; moving down the rocket or to amber, with a short reflection with the teacher on duty at break and a note home; then referral to the Vice Principal, who speaks to the child and the family. Serious incidents (hurting someone, very inappropriate language, rudeness to staff, deliberate damage, stealing, verbal abuse) go straight to the Principal and parents are contacted the same day.
- **Sa Porrassa Primary:** class teachers use a stepped approach of reminder, time out and reflection, and loss of part of a break, with referral to the Deputy Head of Primary or Head of Primary for persistent or serious behaviour.
- Behaviour beyond a quick word is recorded on iSAMS. Where a pattern persists, the class teacher, the SENDCo and parents agree a home-school plan.

11. Bullying and child-on-child abuse

What bullying is

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another person physically or emotionally, where there is an imbalance of power. It can be physical, verbal, relational (for example exclusion or spreading rumours) or online. Prejudice-based bullying, related to race, religion, nationality, sex, sexual orientation, gender identity, disability or any other characteristic, is treated as especially serious.

Child-on-child abuse, including sexual harassment, sexual violence, the sharing of nude or semi-nude images and initiation or hazing, is always dealt with under the Child Protection and Safeguarding Policy.

How we prevent it

- The values, PSHE and assemblies teach students what respect and kindness look like and how to report concerns.
- Staff supervise break, lunch and changeover actively, with particular attention to the times and places where incidents happen.
- Students are told regularly that they can report bullying in person or by email, in confidence, to any adult, their tutor or class teacher, Head of House or the pastoral and DSL teams.

How we respond

1. The adult who receives the report listens, reassures the student, records it on iSAMS (and on CPOMS if there is any safeguarding element) and informs the Head of House or Vice Principal the same day.
2. The Head of House, Pastoral Leader or Vice Principal speaks to the students involved and any witnesses, and informs the parents of all students involved.
3. The school takes action to stop the bullying and keep the student safe. This may include restorative work, sanctions under section 10, changes to supervision or seating, and support for both the target and the student who has bullied.
4. The DSL is involved whenever the behaviour may be abuse, is sexual or violent, or is causing significant harm. Serious or persistent cases are handled in line with the principles of the Balearic protocol on assetjament escolar and, where they amount to suspected maltreatment, notified through RUMI.

5. The case is reviewed with the student and family until everyone agrees the bullying has stopped.

12. Physical intervention

Staff do not use physical contact to punish. A member of staff may use reasonable and proportionate physical intervention only where it is necessary to prevent a student hurting themselves or others or causing serious damage, and only for as long as necessary. Any such intervention is recorded and reported to the Principal and the student's parents the same day.

13. Searching

Staff do not search students or their belongings without consent. If a member of staff suspects that a student has a prohibited item, they ask the student to hand it over or to show the contents of their bag, in the presence of a second adult. If the student refuses, parents are contacted. If there is a suspicion of a weapon, drugs or anything that puts people at immediate risk, the Principal or a senior leader contacts the police.

14. Sending a student home, suspension and permanent exclusion

Sending a student home

A student is only sent home with the authorisation of the Principal (or the Head of Primary or Head of Secondary in her absence), and only after a parent has been contacted and suitable arrangements agreed.

Internal suspension

For serious or persistent misconduct, a student may spend a set period working away from lessons under supervision in school. Parents are informed.

Suspension (temporary exclusion from school)

The Principal may suspend a student for a fixed number of days for serious misconduct, or where internal measures have not worked. Before deciding, the Principal gives the student and parents the opportunity to be heard. The decision and its reasons are given to the parents in writing. Work is set for the period of suspension, and a reintegration meeting with the parents takes place before the student returns, with a written behaviour agreement where appropriate.

Permanent exclusion

Permanent exclusion (ending the student's place at the school) is a last resort, decided by the Principal after consultation with the Regional Head of Schools. It may follow a single very serious incident, such as supplying drugs, possessing a weapon or a serious assault, or persistent serious misconduct despite support. The student and parents are always given the opportunity to be heard before a decision is made. The decision, its reasons and the right to appeal are set out in writing. For students under 16, the school works with the family to ensure the student's education continues.

Appeals

Parents may appeal against a suspension or permanent exclusion in writing, within ten school days, to the Regional Head of Schools, Jonathan Dey (jonathan@orbital.education). The appeal is heard in line with Stage 3 of the Complaints Policy by people who were not involved in the decision.

15. Recording and monitoring

- All behaviour and recognition is recorded on iSAMS with a factual note. Safeguarding concerns and Level 3 incidents are also recorded on CPOMS.
- The Head of Secondary and Pastoral Leader (Sa Porrassa) and the Vice Principal (Sant Agustí) analyse behaviour data at least every half term, looking at individuals, groups, times and places, and at whether any group of students is disproportionately sanctioned.
- The Principal reports behaviour to the Regional Head of Schools.

16. Monitoring and review

This policy is reviewed annually by the Principal with the senior leadership team, taking account of the views of staff, students and parents.

17. Related policies

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Attendance Policy
- SEND Policy
- Equality, Diversity and Inclusion Policy
- Complaints Policy
- Staff Code of Conduct