

## Behaviour and Discipline Policy 2012

All Kings' policies, including this Behaviour and Discipline Policy, will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

Date	Review Date	Coordinator	Nominated Director
28/11/11	28/11/12	DIRECTORS OF STUDIES	NIGEL PAMPLIN

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We wish to promote good behaviour by creating a happy caring school environment, free from anti-social behaviour, where everyone feels valued, respected and secure (please see the *The Aims of the School*, below). We wish students to enjoy and help create a learning environment where self-discipline is promoted and good behaviour is the norm. We believe that students achieve their full potential in a happy, stimulating and ordered school environment where they can experience and enjoy success.

At Kings, students find themselves in a culturally diverse school community probably unlike any other in their experience. Our approach to behaviour and discipline must recognise the nature of this community and the challenges it brings while also seeking to make the most of the opportunities it offers.

We wish to consult our students and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.<sup>1</sup>

<sup>1</sup> United Nations, (1989) *Convention on the Rights of the Child –Chapter IV Human Rights*, United Nations 2012, <http://treaties.un.org>, accessed 09.02.12

### Aims

- to create an ethos that makes everyone in the school community feel valued and respected;
- to promote good behaviour by forging sound working relationships with everyone involved with the school;
- to promote tolerance and understanding of difference;
- to promote self-discipline and proper regard for authority among students;
- to prevent all forms of bullying among students by encouraging good behaviour and respect for others

### Procedure

<b>Role of the Board of Directors</b>	<p>The Board has:</p> <ul style="list-style-type: none"> <li>▪ the duty to set the framework of the school's policy on student discipline after consultation with the Principal and the students of the school;</li> <li>▪ responsibility to ensure that the school complies with this policy;</li> <li>▪ delegated powers and responsibilities to the Principal to ensure that school personnel and students are aware of this policy;</li> <li>▪ the support of the Principal and school personnel in maintaining high standards of behaviour;</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ delegated to the Principal the appointment of a Coordinator for Behaviour and Discipline to work with the Principal;</li> <li>▪ nominated the Director of Academic Development to visit the school regularly, to liaise with the Coordinator and to report back to the Board;</li> <li>▪ responsibility for the effective implementation, monitoring and evaluation of this policy</li> </ul>
<p><b>Role of the Principal</b></p>	<p>The Principal will:</p> <ul style="list-style-type: none"> <li>▪ work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;</li> <li>▪ promote good behaviour by forging sound working relationships with everyone involved with the school;</li> <li>▪ encourage good behaviour and respect for others, in order to prevent all forms of bullying among students;</li> <li>▪ determine the detail of the standard of behaviour that is acceptable to the school;</li> <li>▪ ensure all students are aware of the policy, the school rules and expectations of them (see <i>The Aims of the School</i> and 'Do's' and 'Don'ts', (See Appendix C (1))</li> <li>▪ ensure all school staff are aware of the policy (see <i>Notice to Staff</i> Appendix A, page 5) and in particular the <i>Ladder of Disciplinary Sanctions</i> (See Appendix B page 6 and 7);</li> <li>▪ promote a culture in which good behaviour is recognised and acknowledged appropriately;</li> <li>▪ determine an appropriately-graded series of actions to be followed where behaviour is unacceptable, to be applied fairly and consistently and without humiliating or degrading students;</li> <li>▪ appoint a Behaviour and Discipline Co-Coordinator, as delegated by the Board of Directors;</li> <li>▪ work with staff, students and parents to ensure the school rules will encourage good behaviour, tolerance and respect for others;</li> <li>▪ apply disciplinary sanctions (see <i>Ladder of Disciplinary Sanctions</i>, below) to students where required and in a manner consistent with the policy;</li> <li>▪ reviewing the remedial action taken with a student at Stage 3 of the <i>Ladder of Disciplinary Sanctions</i> by the date agreed;</li> <li>▪ contact students' parents (at the Principal's discretion) if their child has been placed on the <i>Ladder of Disciplinary Sanctions</i>;</li> <li>▪ review the contents of the school's Sanctions Book annually or when the need arises;</li> <li>▪ review records of incidents of restraint recorded in the Sanctions Book</li> <li>▪ monitor the effectiveness of this policy;</li> <li>▪ annually meet with the Behaviour and Discipline Co-Coordinator and Director of Academic Development on the effectiveness and development of this policy</li> </ul>
<p><b>Role of the Director of Academic Development</b></p>	<p>The Director of Academic Development will:</p> <ul style="list-style-type: none"> <li>• regularly visit the school's Behaviour and Discipline Co-Coordinator and Principal to ensure the policy is implemented effectively;</li> <li>• report back to the Board of Directors</li> </ul>
<p><b>Role of the Coordinator (Director of Studies)</b></p>	<p>The Coordinator will:</p> <ul style="list-style-type: none"> <li>▪ work closely with teachers to ensure that appropriate standards of behaviour are set and maintained in class and that lessons are well-</li> </ul>

	<p>planned, interesting and demanding so as to contribute to maintaining good discipline;</p> <ul style="list-style-type: none"> <li>▪ work closely with the Student Welfare Officer to ensure that any concerns about student behaviour are considered first in the light of the student's safety and welfare;</li> <li>▪ work closely with students to ensure they understand the school's aims in the context of behaviour and discipline and can voice their views accordingly;</li> <li>▪ use the SEAL programme or equivalent (Social and Emotional Aspects of Learning) in PSHE;</li> <li>▪ apply disciplinary sanctions to students where required (see <i>Ladder of Disciplinary Sanctions</i>, below) and in a manner consistent with the policy;</li> <li>▪ report incidents to the Principal as appropriate;</li> <li>▪ manage the school's Sanctions Book which contains details of incidents and sanctions imposed;</li> <li>▪ record in the Sanctions Book details of any necessary student restraint used;</li> <li>▪ monitor the progress of students who are under disciplinary measures to ensure no sanction is applied longer than necessary;</li> <li>▪ ensure that parents and parents' representatives are kept informed of issues involving their children's behaviour as appropriate;</li> <li>▪ monitor and evaluate this policy;</li> <li>▪ meet with the Principal and Director of Academic Development to evaluate and review the policy;</li> </ul>
<p><b>Role of School Staff</b></p>	<p>School staff are expected to:</p> <ul style="list-style-type: none"> <li>▪ encourage good behaviour and respect for others in students;</li> <li>▪ be aware of the policy (see Appendix A, page 5);</li> <li>▪ apply all rewards and sanctions fairly and consistently;</li> <li>▪ be aware that the Ladder of Sanctions does not replace the teacher's ability to apply classroom management measures to remedy poor conduct;</li> <li>▪ promote self-discipline amongst students;</li> <li>▪ deal appropriately with any unacceptable behaviour;</li> <li>▪ contact the Coordinator with concerns about student behaviour and discipline;</li> <li>▪ provide well-planned, interesting and demanding lessons which will contribute to maintaining good discipline;</li> <li>▪ attend periodic training on behaviour management, including positive restraint of students;</li> <li>▪ ensure the health and safety of the students in their care;</li> <li>▪ identify problems that may arise and to offer solutions to the problem</li> </ul>
<p><b>Role of Students</b></p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>▪ be polite and well-behaved at all times;</li> <li>▪ show consideration to others;</li> <li>▪ complete feedback on behaviour as part of the feedback system;</li> <li>▪ make suggestions about school behaviour through student consultation;</li> <li>▪ obey all health and safety regulations in all areas of the school;</li> <li>▪ not make unacceptable remarks against fellow students or school personnel;</li> <li>▪ abide by the school 'Do's and 'Don't's (copy below);</li> <li>▪ actively participate in helping to achieve school aims</li> </ul>

<p><b>Role of Parents (if parents are the fee payers)</b></p>	<p>Parents/guardians/parents' representatives are encouraged to:</p> <ul style="list-style-type: none"> <li>▪ have good relations with the school;</li> <li>▪ support good behaviour;</li> <li>▪ ensure their children understand and value the meaning of good behaviour;</li> <li>▪ support school rules and sanctions;</li> </ul> <p>Parents or their representatives may be contacted (at the Principal's discretion, depending on the severity of the incident).</p>
<p><b>Student Consultation</b></p>	<p>Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.</p> <p>The methods will include:</p> <ul style="list-style-type: none"> <li>• A Student Forum (which will meet regularly and also be consulted by the Principal)</li> <li>• An appointment system and means of contact with the Principal and key staff members</li> <li>• Operating an 'open door' policy in school whenever possible</li> <li>• Student Questionnaires (on a variety of matters relating to the school and/or and social issues)</li> <li>• Open Class discussion (on a variety of matters relating to the school and/or and social issues)</li> <li>• Suggestion Box (allowing anonymity if desired)</li> </ul> <p>Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.</p> <p>A separate policy exists for student consultation which explains these processes in more detail.</p>
<p><b>Sanctions</b></p>	<p>A graded series of sanctions is applied where students' behaviour is unacceptable. The series may culminate in permanent exclusion.</p> <p>The 'Ladder of Disciplinary Sanctions' is designed to reflect the diverse student body at Kings and to allow staff, Coordinator and Principal to intervene at a point appropriate to the student's behaviour, maturity and circumstances.</p> <p>Guidelines for the application of sanctions are made available to staff.</p> <p>The Board has decided that in exceptional circumstances fixed-term exclusion (suspension) or permanent exclusion (expulsion) may be used as a sanction.</p> <p>Fixed term exclusion may mean:</p> <ul style="list-style-type: none"> <li>• Exclusion from class, which requires school attendance for supervised self-study;</li> <li>• Exclusion from school, where a student of compulsory school age may be released into the care of his or her guardian for a maximum of 10 days</li> <li>• Exclusion from school, where a student</li> </ul>

	A Sanctions Book will be kept by the school containing a record of sanctions imposed.
<b>Sanctions Book</b>	<p>A school Sanctions Book will contain centralised records of all disciplinary incidents in the school and of all sanctions imposed. This will be kept in the School Office and will be managed by the Coordinator, and be referred to by the Coordinator and Principal.</p> <p>The Book will be reviewed annually, or when the need arises, by the Principal.</p>
<b>Student Support</b>	A number of student support systems are to be put in place to promote good behaviour. All school personnel work hard to ensure that these systems run smoothly.
<b>Good Behaviour</b>	Good behaviour is praised and praise and encouragement is part of the school ethos.
<b>Outside Agencies</b>	<p>For any student who demonstrates persistent poor behaviour we may seek support from an external professional such as an:</p> <ul style="list-style-type: none"> <li>▪ Educational Psychologist</li> <li>▪ Educational Welfare Officer</li> </ul>
<b>Incidents</b>	<p>The Coordinator thoroughly investigates all incidents of bad behaviour and decides whether the student is to be placed on the 'Ladder of Disciplinary Sanctions' (Appendix B, page 6). At this stage, all details of the incident are recorded. The Coordinator involves the Principal in this process if the student moves on to Disciplinary Level 3 (Appendix C (3), page 10) of the Ladder.</p> <p>Incidents and sanctions will be recorded in the Sanctions Book.</p>
<b>Associated Policies and Publications</b>	<p>This policy has been written with reference to and in accordance with the following policies and publications:</p> <ul style="list-style-type: none"> <li>• Kings Safeguarding Policy 2012</li> <li>• Kings Anti-Bullying Policy 2012</li> <li>• Kings Equality Policy 2012</li> <li>• Kings Positive Handling (Student Restraint) Policy 2012</li> <li>• School Aims and Ethos</li> <li>• Kings Strategic Objectives 2012-2015</li> </ul>
<b>Positive Student Restraint</b>	<p>We acknowledge that Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a student from doing, or continuing to do, any of the following:</p> <ul style="list-style-type: none"> <li>• committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);</li> <li>• causing personal injury to, or damage to the property of, any person (including the student himself); or</li> <li>• prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise</li> </ul> <p>(Department for Children, Schools and Families – <i>The Use of Force to</i></p>

	<p><i>Control or Restrain Pupils, 2010)</i></p> <p>We understand that there is no legal definition when reasonable force can be used. 'That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour'. (Department for Children, Schools and Families – <i>The Use of Force to Control or Restrain Pupils, 2010</i>). We also acknowledge the updated guidance in <i>The Use of Reasonable Force: Guidance for School Leaders, Staff and Governing Bodies, DSCF, 2011</i>)</p>
<p><b>Minimising the Need to Use Force</b></p>	<p>We have the following in place in order to reduce the likelihood of any member of staff using force:</p> <ul style="list-style-type: none"> <li>▪ A calm, orderly and supportive school climate.</li> <li>▪ Strong and effective relationships between students and staff.</li> <li>▪ A whole-school approach to developing social and emotional skills by using the SEAL programme or equivalent (Social and Emotional Aspects of Learning) in PSHE</li> <li>▪ An effective staff development programme that develops the skills of positive behaviour management.</li> <li>▪ Identifying when an incident is going to happen.</li> <li>▪ Using effective strategies to manage all incidents that occur.</li> <li>▪ Informing a disruptive student that force may be used before using it.</li> </ul>
<p><b>School Personnel authorised to use force</b></p>	<p>All school personnel whose job involves supervising students may use force to restrain a student but only in extreme circumstances.</p> <p>All staff will receive periodic training in student restraint.</p>
<p><b>Deciding Whether to Use Force</b></p>	<p>We believe that the use of force and what force to use must always depend on the circumstances of each incident.</p> <p>We acknowledge that when faced with an incident there is very little time for school personnel to think before making a quick but effective decision.</p> <p>However, school personnel must be aware of and consider the following:</p> <ul style="list-style-type: none"> <li>▪ Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder.</li> <li>▪ After considering alternatives for dealing with the situation, force is the only justifiable way of achieving a positive result.</li> <li>▪ Assessing the number of risks connected with using force compared with using other strategies.</li> </ul>
<p><b>Types of Incidents</b></p>	<p>School personnel will have to make decisions when dealing with any of the following incidents:</p> <ul style="list-style-type: none"> <li>▪ <b>Fighting</b> - students fighting.</li> <li>▪ <b>Attack</b> - a student attacks an adult or another student.</li> <li>▪ <b>Damage to property</b> – a student deliberately damages property or is about to.</li> <li>▪ <b>Injury or damage</b> – a student causes or is about to cause injury or damage.</li> <li>▪ <b>Abducting</b> – when a student tries to leave school which could put his/her own safety at risk, the safety of others or the damage to</li> </ul>

	<p>property.</p> <ul style="list-style-type: none"> <li>▪ <b>Defying an instruction</b> – when a student persistently refuses to leave a classroom.</li> <li>▪ <b>Disruption of lessons</b> – when a student’s behaviour seriously disrupts a lesson.</li> <li>▪ <b>Disrupting a school event</b> – when a student’s behaviour seriously disrupts a school event.</li> </ul>
<b>Using Force</b>	<p>When faced with an incident and before force is used, school personnel must:</p> <ul style="list-style-type: none"> <li>▪ act in a calm and measured manner;</li> <li>▪ show no anger or frustration;</li> <li>▪ tell the student to stop misbehaving or restraint will be used but will stop when the student behaves</li> </ul> <p>School personnel may use the following types of force:</p> <ul style="list-style-type: none"> <li>▪ <b>passive physical contact</b> by standing between students or by blocking a student’s path;</li> <li>▪ <b>active physical contact</b> by using restrictive holds, leading a student by the arm or hand or ushering a student away by placing a hand in the centre of the back</li> </ul> <p>School personnel must make every effort not to harm a student or restrain a student in a way that could be interpreted as sexually inappropriate conduct.</p>
<b>Risk Assessments</b>	<p>We do not consider that our students exhibit behavior that represents a significant risk to themselves and others. However, should this become a future concern, risk assessments would be put in place for:</p> <ul style="list-style-type: none"> <li>▪ a variety of potential incidents</li> <li>▪ individual students</li> </ul>
<b>Associated Policies and Publications</b>	<p>This policy has been written with reference to and in accordance with the following policies and publications:</p> <ul style="list-style-type: none"> <li>• Kings Safeguarding Policy 2012</li> <li>• Kings Anti-Bullying Policy 2012</li> <li>• Kings Equality Policy 2012</li> <li>• School Aims and Ethos</li> <li>• Kings Strategic Objectives 2012-2015</li> </ul>
<b>Monitoring the Effectiveness of the Policy</b>	<p>The effectiveness of this policy will be reviewed annually, or when the need arises, and the necessary recommendations for improvement will be made to the Directors.</p>

<b>Principal:</b>		<b>Date:</b>	
<b>Chair of Board of Directors:</b>		<b>Date:</b>	

Behavior and Discipline Policy Appendix A

## Student Discipline

### Notice for staff

#### **Discipline policy**

Any whole-school policy on student discipline must take account of the fact that our students range in age, character and behaviour from teenage high school students to mature adult professionals.

To accommodate this variety there is a **Ladder of Disciplinary Sanctions** (Appendix B, page 6, and also part of the Staff Handbook and Student Handbook) with a number of increasingly uncompromising steps culminating in permanent exclusion (expulsion), which can be applied as appropriate. The *Ladder of Disciplinary Sanctions* is intended to provide a clear disciplinary structure applicable to all students and understood by all. It is intended to support staff but not remove the ability of staff to apply informal sanctions, as appropriate, to students whose behaviour is unacceptable but does not qualify for the Ladder of Sanctions.

The starting point is **The Aims of the School** (Appendix C (1), page 7, and also part of the Staff Handbook and Student Handbook), a broad statement of ideals which is displayed in several translations at key points within the school premises. Everything else is intended to flow from this.

The existence of the Ladder of Disciplinary Sanctions is not intended to prevent other *ad hoc* measures from being applied by staff, particularly teachers, where appropriate. However, if you feel it necessary to take measures that could be described as more than simply "classroom management", you should make sure your Director of Studies or line manager is fully aware of it.

In exercising any disciplinary measure, Principal and staff must bear in mind that the purpose, insofar as it is **a)** feasible, **b)** legal and moral and **c)** compatible with the overall well-being of college, students and staff, is to make it possible for the offending student to be rehabilitated, to continue his or her studies and to learn positively from the episode.

#### **Attendance**

Far and away the most common disciplinary issue is lateness/non-attendance. We must be prepared to act promptly in cases of non-attendance and we must make it clear to students how we will do this. This is outlined in the Attendance Policy. The Attendance Policy states the procedures and practices in place to alert students and to prevent poor attendance. In the case of persistent and/or repeated unauthorized absence, the Attendance Policy states the point at which the Ladder of Disciplinary Sanctions (Appendix B, page 6) will be applied.

Behaviour and Discipline Policy Appendix B

## Ladder of Disciplinary Sanctions

This is intended to provide a clear disciplinary structure applicable to all students and understood by all. It is not intended to remove the authority and responsibility of staff to apply other appropriate sanctions to students whose behaviour is unacceptable. Each of these steps may be accompanied by additional sanctions appropriate to the circumstances (e.g. suspension from class, "grounding", withdrawal of privileges). Equally such sanctions may be applied without necessarily invoking the formal disciplinary procedure.

At the discretion of the Principal, any step up to Step Five may be omitted. Step Six, permanent exclusion (expulsion), will not be invoked without a warning except in cases of gross misconduct.

Teachers who are in doubt as to their rights or authority in discipline matters should always check with their Director of Studies or Principal.

- Step One      **(Director of Studies) (Appendix C (1), page 7-8)**  
The student is invited to read carefully through *The Aims of the School* (Appendix C (1), page 7). S/he is then invited to read carefully through the 'Do's & Don't's' (Appendix C (1), page 8). Each line is carefully checked for understanding and related to the relevant Aim. The student is made aware of the rule(s) s/he has infringed and/or the Aim s/he has failed to live up to.
- Step Two      **(Director of Studies) (Appendix C (2), page 9)**  
The student is required to sign a copy of the Rules indicating that s/he clearly understands what they all mean and what is expected of her/him. The student's plan of action with regard to acknowledging the issue and the change in behavior required from this point is agreed and signed by the student and the Director of Studies.
- Step Three     **(Principal) (Appendix C (3), page 10)**  
As 2 but this time the student signs a document agreeing that s/he committed a specific offence, agreeing that this is incompatible with the *Aims of the School* and undertaking not to infringe these aims again. The student's plan of action with regard to acknowledging the issue and change in behavior required from this point is agreed and signed by the student and the Principal. *A copy of this document is sent to the student's parents or sponsors.* The student is warned that s/he is now locked into a sequence which may lead to expulsion and this sequence is explained to her/him.
- Step Four     **(Principal) Written warning.**  
A letter is handed to the student detailing the offence, pointing out that this follows repeated discussions (1 to 3) and warning that expulsion may result from further misbehaviour. This may take the form of a "three strikes" warning. *A copy of this letter is sent to the student's parents or sponsors.*
- Step Five     **(Principal) Final warning.**  
Students may be suspended from class for a maximum of one week during which time they will have supervised self-study. A letter stating that a further offence will result in permanent exclusion (expulsion) is given to the student. *A copy of this letter is sent to the student's parents or sponsors.*
- Step Six     **(Principal) Permanent exclusion (expulsion).**  
Student is required to leave immediately and may be taken to the airport and seen on to a flight home. UKBA and parents or sponsors are notified accordingly.

The school's conditions of enrolment state clearly that tuition fees will not normally be refunded in the event of permanent exclusion (expulsion).

Behavior and Discipline Policy Appendix C (1)  
Step One:

## The Aims of the School

At Kings School you will meet other students from many parts of the world in a constantly changing international community. This community may be different from others in your experience. At Kings you can make friends from all over the world and learn to see and understand the world from many new points of view. We believe this is a valuable and special opportunity.

We believe that it will help you to get the most out of this opportunity if you understand the aims and expectations of the college and its staff.

Kings is an **international community**. We also want it to be:

a **learning** community in which people:

- acquire new knowledge and understanding
- enjoy the experience of learning

a **tolerant** community whose members:

- accept that people from different cultures may think, believe and behave differently
- enjoy these differences and try to learn from them

a **courteous** community whose members:

- are proud of the cultures they represent but can adapt in order to get on with others
- understand that others may judge their culture by the way they behave
- want to be better communicators, within and between cultures

a **generous** community in which people:

- help one another to learn
- understand that all learners have different needs which cannot all be met at the same time

a **hard-working** community where people:

- know that to make progress in learning they need to study
- understand that they must take responsibility for their own learning

an **ambitious** community whose members

- try to achieve the highest standards in everything they do
- want to be better citizens of the world

We hope that you will share these aims and will want to work with us to try to achieve them. Like all communities, Kings needs rules and guidelines to help it achieve its aims. These are mostly common sense but if you would like a copy of the document which gives some "Dos and Don'ts" for students, please ask your Director of Studies.

Behavior and Discipline Policy Appendix C (1)  
Step One:

## 'Do's and 'Don't's for Students

### DO

- go to all your lessons and be on time for all your lessons. *(Rule 1.1)*
- speak only English in your lessons. *(Rule 1.5)*
- finish all homework tasks that your teachers give you. *(Rule 1.3)*
- use all the learning and private study opportunities offered by the school. *(Rule 1.6)*
- use the school's study and communication services (.e.g. Library, Listening Centre, computers, networks e.t.c.) to help you learn. *(Rule 1.6)*
- take part in all classroom activities. *(Rule 1.4)*
- represent the school well. *(Rule 3.5)*

### DON'T

- be late for lessons. *(Rule 1.1)*
- miss lessons without permission from the school. *(Rule 1.2)*
- do things that stop or interrupt class activities or lessons. *(Rule 1.4)*
- bring food or drink into the classroom. *(Rule 2.1)*
- use mobile phones during the lesson. *(Rule 2.2)*
- smoke anywhere inside the school. *(Rule 2.3)*
- damage any part of the school, or school area and buildings (e.g. drawing on walls, furniture and books, breaking equipment, misusing networks). *(Rule 2.6)*
- take school things from the building without permission (e.g. Listening Library CDs, books, e.t.c). *(Rule 2.7)*
- litter or make a mess inside or outside the school. *(Rule 2.4)*
- bring alcohol, illegal drugs or dangerous weapons into the school. *(Rule 2.5)*
- speak or act rudely or disrespectfully to students, staff, host families or visitors to the school (e.g. racist, obscene, sexist or religiously or offensive language or actions). *(Rule 3.1)*
- *damage school things (Rule 3.2)*
- bully others. *(Rule 3.4)*
- act in a way which might hurt others (students, staff, host families or the public). *(Rule 3.3)*
- act in a way which might damage the school's image or reputation. *(Rule 3.5)*
- do anything which is against the law. *(Rule 3.6)*

Behaviour and Discipline Policy Appendix C (2)  
Step Two

## Rules for Students

### 1. Academic conduct

- 1.1 Be on time and ready for all lessons.
- 1.2 Do not miss lessons without permission from your teacher or Director of Studies.
- 1.3 Complete all work set by your teachers as well as possible.
- 1.4 Do not behave in a way which stops class activities or lessons.
- 1.5 Use only English in your lessons unless you have permission from your teacher.
- 1.6 Be prepared for self-study and learning independently.

### 2. School premises and property

- 2.1 Do not bring food or drink into the classrooms.
- 2.2 Do not use mobile phones in the lesson without permission from your teacher.
- 2.3 Do not smoke anywhere inside the school.
- 2.4 Do not cause litter or mess inside or outside the school.
- 2.5 Do not bring alcohol, drugs or dangerous weapons into the school.
- 2.6 Do not damage any part of the school, or school area and buildings (e.g. drawing on walls, furniture and books, breaking equipment, misusing networks).
- 2.7 Do not take school things from the school without permission (e.g. Listening Library CDs, books e.t.c).

### 3. General Behaviour

- 3.1 Do not speak or act rudely or disrespectfully to students, staff, host families or visitors to the school (e.g. racist, obscene, sexist or religiously or otherwise offensive language, action or gestures).
- 3.2 Do not act in a way which might cause damage to school things.
- 3.3 Do not act in a way which might hurt others (students, staff, host families or members of the general public).
- 3.4 Do not bully others.
- 3.5 Do not act in a way which might damage the school's image or reputation.
- 3.6 Do not break the law.

### Declaration

*I understand the rules above. I agree that I have failed to live up to the expectations of the School, specifically in respect of the following:*

\_\_\_\_\_

*I undertake not to repeat this behaviour and to live up to the expectations of the School in future.*

*The action I will take is: (state action) \_\_\_\_\_*

*The school will support this by: (state action) \_\_\_\_\_*

*This will be reviewed by the Director of Studies on: \_\_\_\_\_ Date \_\_\_\_\_*

Signed \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_

Signed (staff member) \_\_\_\_\_ Title \_\_\_\_\_

Behaviour and Discipline Policy Appendix C (3)  
Step Three

## Rules for Students - First Warning

### 1. Academic conduct

- 1.1 Be on time and ready for all lessons.
- 1.2 Do not miss lessons without permission from your teacher or Director of Studies.
- 1.3 Complete all work set by your teachers as well as possible.
- 1.4 Do not behave in a way which stops class activities or lessons.
- 1.5 Use only English in your lessons unless you have permission from your teacher.
- 1.6 Be prepared for self-study and learning independently.

### 2. School premises and property

- 2.1 Do not bring food or drink into the classrooms.
- 2.2 Do not use mobile phones in the lesson without permission from your teacher.
- 2.3 Do not smoke anywhere inside the school.
- 2.4 Do not cause litter or mess inside or outside the school.
- 2.5 Do not bring alcohol, drugs or dangerous weapons into the school.
- 2.6 Do not damage any part of the school, or school area and buildings (e.g. drawing on walls, furniture and books, breaking equipment, misusing networks).
- 2.7 Do not take school things from the school without permission (e.g. Listening Library CDs, books e.t.c).

### 3. General Behaviour

- 3.1 Do not speak or act rudely or disrespectfully to students, staff, host families or visitors to the school (e.g. racist, obscene, sexist or religiously or otherwise offensive language, action or gestures).
- 3.2 Do not act in a way which might cause damage to school things.
- 3.3 Do not act in a way which might hurt others (students, staff, host families or members of the general public).
- 3.4 Do not bully others.
- 3.5 Do not act in a way which might damage the school's image or reputation.
- 3.6 Do not break the law.

### Declaration

*I understand the rules above. I agree that I have failed to live up to the expectations of the School, specifically in respect of the following:*

\_\_\_\_\_

*I undertake not to repeat this behaviour and to live up to the expectations of the School in future.*

*The action I will take is: (state action) \_\_\_\_\_*

*The school will support this by: (state action) \_\_\_\_\_*

*This will be reviewed by the Principal on: \_\_\_\_\_ Date \_\_\_\_\_*

*I understand that if I fail to do this by the specified date, I will be given further warnings and that I may be expelled from the School. I understand that a copy of this document will be sent to:*

*(name) \_\_\_\_\_*

Signed \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_

Signed (staff member) \_\_\_\_\_ Title \_\_\_\_\_

Kings Behaviour and Discipline Policy 2012 Appendix D:

**Annual Review of Policy for Kings LOCATION School:  
 Kings Behavior and Discipline Policy 2012**

Date	Review Date	Coordinator	Reviewer
28/11/11	28/11/12	DIRECTORS OF STUDIES	PRINCIPAL

This Appendix D to the Kings Behavior and Discipline Policy 2012 contains information which is specific to Kings School LOCATION and will be reviewed and updated **annually** by the Principal and Coordinator.

<b>Date of Last Review:</b>	00/00/12				
<b>Incidents relating to student poor behavior and discipline in the last 12 months are subject to Sanction(s) as described in the <i>Ladder of Disciplinary Sanctions</i>.</b>	YES/NO				
<b>Incidents relating to behavior and discipline in the last 12 months have been recorded in the Sanctions Book and positively and satisfactorily dealt with.</b>	YES/NO				
<b>All students in the last 12 months have been advised of the school rules as part of enrolment process.</b>	YES/NO				
<b>All students of compulsory school age have received SEAL workshops as part of the PSHE programme in the last 12 months.</b>	YES/NO				
<b>All staff have been advised of the Behaviour and Discipline procedures, the <i>Notice to Staff</i> and <i>Ladder of Disciplinary Sanctions</i> and procedures and new staff have been advised of the school rules as part of induction process.</b>	YES/NO				
<b>Number of recorded incidents in the last 12 months:</b>	0				
<b>Number of permanent exclusions in the last 12 months:</b>	0				
<b>Number of recorded incidents where physical restraint was required:</b>	0				
<b>Number of students receiving Disciplinary Sanctions 1-6.</b>	0				
<b>Number of recorded disciplinary incidents, at each level of the Sanctions Ladder:</b>					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
0	0	0	0	0	0

<p>The Sanctions Book is accurate and up-to-date, and holds records of all incidents where disciplinary sanctions were used, including physical restraint.</p>	<p>YES/NO</p>
<p>The Policy conforms with the latest versions of any regulations and guidelines referenced in the Policy document.</p>	<p>YES/NO</p>
<p>Students, host parents, parents' representatives and parents are aware of the latest policy and current requirements regarding behaviour and discipline through the Student Handbook, the online policies and the Parents' Handbook respectively.</p>	<p>YES/NO</p>
<p>Annual student consultation on the policy has taken place on (date).</p>	<p>00/00/12</p>
<p><b>Monitoring the Effectiveness of the Policy</b></p> <p>The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.</p> <p>Comments or recommendations for changes should be summarised below:</p>	
Empty space for comments or recommendations	

<p>Coordinator:</p>	<p>_____</p>	<p>Date:</p>	<p>00/00/12</p>
<p>Principal:</p>	<p>_____</p>	<p>Date:</p>	<p>00/00/12</p>
<p>Name of School:</p>	<p>Kings School LOCATION</p>		
<p>Next Review Date:</p>	<p>00/00/13</p>		