Behaviour and Discipline Policy

All Kings' policies 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.

Coordinator	Nominated Director	Chair of Board of Directors
DIRECTORS OF STUDIES/ DEPUTY PRINCIPAL	**DIRECTOR OF COLLEGE SERVICES**	**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 Aims of the College*, appendix C). 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.

The majority of students at Kings are studying away from home and the parental supervision that comes with living at home, staying in either student residences or homestay accommodation. Therefore our behaviour and discipline provision is intended to work in collaboration with parents, fee payers and guardians, covering students' conduct and care during school hours, in their free time and in their accommodation. For the purposes of this policy 'the school' and 'behaviour and discipline' is intended to cover the wider holistic provision required for our student body.

We believe this policy relates to the following legislation (click on the link below to access information):

- Children Act 1989
- The Education (Independent School Standards) (England) Regulations 2014
- Equality Act 2010
- Education and Inspections Act 2006

The following documentation and online guidance is also related to this policy (click on the link below to access information):

- Behaviour and discipline in schools (DfE)
- Boarding Schools: National Minimum Standards
- Use of Reasonable Force in Schools (DfE)
- Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies (DfE)

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

Role of the Board of Directors	The Board has: ▪ 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; ▪ responsibility to ensure that the school complies with this policy; ▪ delegated powers and responsibilities to the Principal to ensure that school personnel and students are aware of this policy; ▪ the support of the Principal and school personnel in maintaining high standards of behaviour; ▪ delegated to the Principal the appointment of a Coordinator for this Behaviour and Discipline Policy to work with the Principal; ▪ nominated the Director of College Services to visit the school regularly, to liaise with the Coordinator and to report back to the Board; ▪ responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Principal	The Principal will: ▪ work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected; ▪ promote good behaviour by forging sound working relationships with everyone involved with the school; ▪ encourage good behaviour and respect for others, in order to prevent all forms of bullying among students; ▪ determine the detail of the standard of behaviour that is acceptable to the school; ▪ ensure all students are aware of the policy, the school rules and expectations of them (see *The Aims of the College and Rules for Students* (See Appendix C)) ▪ ensure all school staff are aware of the policy (see *Notice to Staff* Appendix A) and in particular the *Ladder of Disciplinary Sanctions* (See Appendix B); ▪ promote a culture in which good behaviour is recognised and acknowledged appropriately; ▪ 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; ▪ appoint a Behaviour and Discipline Policy Co-Coordinator, as delegated by the Board of Directors; ▪ work with staff, students and parents to ensure the school rules will encourage good behaviour, tolerance and respect for others; ▪ apply disciplinary sanctions (see *Ladder of Disciplinary Sanctions,* Appendix B) to students where required and in a manner consistent with the policy; ▪ oversee the management of the school's Sanction and Incident Books which contain details of incidents and sanctions imposed; ▪ record in the Incident Book details of any necessary student restraint used; ▪ review the remedial action taken with a student at Stage 4 of the *Ladder of Disciplinary Sanctions* by the date agreed; ▪ contact students' parents (at the Principal's discretion) if their child has been placed on the *Ladder of Disciplinary Sanctions;* ▪ review the contents of the school's Sanctions Book annually or when the need arises; ▪ review records of incidents of restraint recorded in the Incident Book ▪ monitor the effectiveness of this policy; ▪ annually meet with the Behaviour and Discipline Policy Co-Coordinator and Director of College Services on the effectiveness and development of this

	policy
Role of the Director of College Services	The Director of College Services will: • regularly visit the school's Behaviour and Discipline Policy Co-Coordinator and Principal to ensure the policy is implemented effectively; • report back to the Board of Directors
Role of the Coordinator (Director of Studies/ Deputy Principal)	The Coordinator will: ▪ work closely with teachers to ensure that appropriate standards of behaviour are set and maintained in class and that lessons are well-planned, interesting and demanding so as to contribute to maintaining good discipline; ▪ 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; ▪ liaise with the Welfare Officer and Accommodation Department on any behavioural issues occurring outside school operating hours; ▪ ensure that behavioural issues, even those which are low level, are recorded on the Class or iSAMS databases, to allow for monitoring across all departments; ▪ ensure that the *Ladder of Disciplinary Sanctions* is applied for all disciplinary issues and works holistically to incorporate all aspects of student behaviour, both in and out of school; ▪ 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; ▪ apply disciplinary sanctions to students where required (see *Ladder of Disciplinary Sanctions*) and in a manner consistent with the policy; ▪ report incidents to the Principal as appropriate; ▪ monitor the progress of students who are under disciplinary measures to ensure no sanction is applied longer than necessary; ▪ ensure that parents and parents' representatives are kept informed of issues involving their children's behaviour as appropriate; ▪ monitor and evaluate this policy; ▪ meet with the Principal and Director of College Services to evaluate and review the policy;
Role of School Staff	School staff are expected to: ▪ encourage good behaviour and respect for others in students; ▪ be aware of the policy (see Appendix A); ▪ apply all rewards and sanctions fairly and consistently; ▪ be aware that the Ladder of Sanctions does not replace the teacher's ability to apply classroom management measures to remedy poor conduct; ▪ promote self-discipline amongst students; ▪ deal appropriately with any unacceptable behaviour; ▪ contact the Coordinator with concerns about student behaviour and discipline; ▪ log behavioural concerns, even those which are low level, in the appropriate manner; ▪ provide well-planned, interesting and demanding lessons which will contribute to maintaining good discipline; ▪ attend periodic training on behaviour management, including positive restraint of students; ▪ ensure the health and safety of the students in their care; ▪ identify problems that may arise and to offer solutions to the problem
Role of the Accommodation	The Accommodation department will:

Department (including residential and homestay accommodation)	▪ ensure that host carers and residence wardens are aware of and comply with this policy; ▪ liaise with residence wardens and host carers on disciplinary issues, ensuring that Directors of Studies, the Welfare Officer and Principal are involved where appropriate; ▪ ensure that disciplinary issues that occur outside of school operating hours are sanctioned in line with the process set out on this policy (*Ladder of Disciplinary Sanctions)* ▪ ensure that residence wardens have received training on student restraint; ▪ ensure that behavioural issues, even those which are low level, are recorded on the Class or iSAMS databases, to allow for monitoring across all departments
Role of the Welfare Officer	The Welfare Officer will: ▪ assist in the monitoring and tackling of poor behaviour, considering student wellbeing and concerning patterns that may appear as a result of poor behaviour; ▪ act as a liaison between the Accommodation Department and Directors of Studies, where necessary, to share behavioural concerns; ▪ consider student behaviour holistically, taking into consideration academic achievement, relationships with other students, relationships outside the school community, emotional wellbeing, physical wellbeing, special educational needs (SEN) and any additional external contributing factors; ▪ offer support and counselling to students whose behavioural choices are affecting their academic progression or general wellbeing; ▪ ensure that behavioural issues, even those which are low level, are recorded on the Class or iSAMS databases, to allow for monitoring across all departments; ▪ be aware of any notes on student behaviour added to the Class or iSAMS databases;
Role of Students	Students are expected to: ▪ be polite and well-behaved at all times; ▪ show consideration to others; ▪ complete feedback on behaviour as part of the feedback system; ▪ make suggestions about school behaviour through student consultation; ▪ obey all health and safety regulations in all areas of the school; ▪ not make unacceptable remarks against fellow students or school personnel; ▪ abide by the Rules for Students (Appendix B); ▪ actively participate in helping to achieve school aims
Role of Parents (if parents are the fee payers)	Parents/guardians/parents' representatives are encouraged to: ▪ have good relations with the school; ▪ support good behaviour; ▪ ensure their children understand and value the meaning of good behaviour; ▪ support school rules and sanctions; Parents or their representatives may be contacted (at the Principal's discretion, depending on the severity of the incident).
Student Consultation	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. Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

	The methods will include: • A Student Council/Forum (which will meet regularly and also be consulted by the Principal) • An appointment system and means of contact with the Principal and key staff members • Operating an 'open door' policy in school whenever possible • Student Questionnaires (on a variety of matters relating to the school and/or and social issues) • Open Class discussion (on a variety of matters relating to the school and/or and social issues) • Suggestion Box (allowing anonymity if desired) found via the Icon on the student computers in the Link. 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. A separate policy exists for student consultation which explains these processes in more detail.
Sanctions	A graded series of sanctions is applied where students' behaviour is unacceptable. The series may culminate in permanent exclusion. 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. Guidelines for the application of sanctions are made available to staff, residence wardens and host carers. The Board has decided that in exceptional circumstances fixed-term exclusion (suspension) or permanent exclusion (expulsion) may be used as a sanction. Fixed term exclusion may mean: • Exclusion from class, which requires school attendance for supervised self-study; • 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 • Exclusion from school, where a student of non compulsory school age may be suspended from the school for a maximum of 10 days. Permanent Exclusion: 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. A Sanctions Book will be kept by the school containing a record of sanctions imposed.
Sanctions Book	A school Sanctions Book will contain centralised records of all serious disciplinary incidents in the school and of all sanctions imposed. This will be kept in the Principal's Office and will be managed by the Principal, and be referred to by the Coordinators and Principal. The Book will be reviewed annually, or when the need arises, by the Principal.
Student Support	

	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.
Good Behaviour	Good behaviour is praised and praise and encouragement is part of the school ethos. Individual schools will devise methods of encouraging good student behaviour, which may include: rewards, merits, 'student of the month', Principal's award etc
Outside Agencies	For any student who demonstrates persistent poor behaviour we may seek support from an external professional such as: ▪ Educational Psychologist ▪ Educational Welfare Officer ▪ Counselling service
Incidents	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). 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 4 (Appendix C) of the Ladder. Incidents will be recorded in the Incident Book.
Associated Policies and Publications	This policy has been written with reference to and in accordance with the following policies and publications: • Kings Safeguarding Policy • Kings Anti-Bullying Policy • Kings Equality Policy • School Aims and Ethos • Kings Strategic Objectives
Positive Student Restraint	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: • committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student); • causing personal injury to, or damage to the property of, any person (including the student himself); or • 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 We understand that there is no legal definition when reasonable force can be used. 'That will always depend on the precise 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 Education – Use of reasonable force)
Minimising the Need to Use Force	We have the following in place in order to reduce the likelihood of any member of staff using force: ▪ A calm, orderly and supportive school climate.

	▪ Strong and effective relationships between students and staff. ▪ 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 ▪ An effective staff development programme that develops the skills of positive behaviour management. ▪ Identifying when an incident is going to happen. ▪ Using effective strategies to manage all incidents that occur. ▪ Informing a disruptive student that force may be used before using it.
School Personnel authorised to use force	All school personnel whose job involves supervising students may use force to restrain a student but only in extreme circumstances. Nominated staff will receive periodic training in student restraint.
Deciding Whether to Use Force	We believe that the use of force and what force to use must always depend on the circumstances of each incident. 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. However, school personnel must be aware of and consider the following: ▪ Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder. ▪ After considering alternatives for dealing with the situation, force is the only justifiable way of achieving a positive result. ▪ Assessing the number of risks connected with using force compared with using other strategies.
Types of Incidents	School personnel will have to make decisions when dealing with any of the following incidents: ▪ **Fighting** - students fighting. ▪ **Attack** - a student attacks an adult or another student. ▪ **Damage to property** – a student deliberately damages property or is about to. ▪ **Injury or damage** – a student causes or is about to cause injury or damage. ▪ **Absconding** – when a student tries to leave school which could put his/her own safety at risk, the safety of others or the damage to property. ▪ **Defying an instruction** – e.g. when a student persistently refuses to leave a classroom. ▪ **Disruption of lessons** – when a student's behaviour seriously disrupts a lesson. ▪ **Disrupting a school event** – when a student's behaviour seriously disrupts a school event.
Using Force	When faced with an incident and before force is used, school personnel must: ▪ act in a calm and measured manner; ▪ show no anger or frustration; ▪ tell the student to stop misbehaving or restraint will be used but will stop when the student behaves School personnel may use the following types of force: ▪ **passive physical contact** by standing between students or by blocking a student's path; ▪ **active physical contact** 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 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.
Risk Assessments	We do not consider that our students exhibit behaviour that represents a significant risk to themselves and others. However, should this become a future concern, risk assessments would be put in place for: ▪ a variety of potential incidents ▪ individual students
Searching, screening and confiscation	Kings reserves the right to search students for and confiscate items it deems to be prohibited: ▪ knives or weapons ▪ alcohol (on college premises or carried by u18s at any time while in Kings' care) ▪ illegal drugs ▪ stolen items ▪ fireworks ▪ pornographic, illicit or illegal images ▪ any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). When deciding whether a search, screen or confiscation is necessary, staff should follow the guidelines detailed in: Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies
Associated Policies and Publications	This policy has been written with reference to and in accordance with the following policies and publications: • Kings Safeguarding Policy • Kings Anti-Bullying Policy • Kings Equality Policy • The aims of the College • Kings Strategic Objectives
Monitoring the Effectiveness of the Policy	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.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)	Students	School Personnel	Parents/ carers	Directors	School Visitors	Wider School Community
	✓	✓	✓		✓	✓

Question	Protected Characteristics								Conclusion	
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'	
YES									**Yes**	**No**
NO	✓	✓	✓	✓	✓	✓	✓	✓		✓
UNSURE										
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'	
YES	✓	✓	✓	✓	✓	✓	✓	✓	**Yes**	**No**
NO										✓
UNSURE										

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

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 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 College** (Appendix C 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 school, 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) will be applied.

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.

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

Step One (**Director of Studies or an agreed representative) (Appendix C (1))**

The student is invited to read carefully through *The Aims of the College* (Appendix C (1)). S/he is then invited to read carefully through the *Rules for Students*. (Appendix C (1)). 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 or an agreed representative) (Appendix C (2))**

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 behaviour required from this point is agreed and signed by the student and the Director of Studies.

Step Three **(Director of Studies, Deputy Principal or Principal) (Appendix C (3))**

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 College* and undertaking not to infringe these aims again. The student's plan of action with regard to acknowledging the issue and change in behaviour required from this point is agreed and signed by the student and the Principal or delegated member of staff. *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).

Expiry of warnings is at the discretion of the Principal, Deputy Principal and Director of Studies and may be dependent on the nature of the behavioural issue.

Step One:

The Aims of the College

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 school 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 school rules, please ask your Director of Studies.

Step One:

Rules for Students

1. **Academic conduct and lessons**

1.1. Be on time and do not leave the lesson without permission from your teacher or Director of Studies.
1.2. Never cheat during any test or exam, or copy work that is not your own.
1.3. Complete all class work and homework given as instructed, accurately, professionally and on time.
1.4. Do not behave in a way which disrupts class activities or lessons.
1.5. Use only English in your lessons unless you have permission from your teacher.
1.6. Be prepared to participate fully in class and in your self-study and independent learning.
1.7. Do not sleep, place your head on the desk, place feet or legs up or lean back on chairs.
1.8. Never miss lessons, workshops, or detention without permission from the Director of Studies (your attendance should be 90% or more).
1.9. Put your phone on 'silent' or 'off', on entry to the classroom and be prepared to give your phone or other personal technology to the teacher.
1.10. Do not chew gum or bring food or drinks other than water into the classrooms.

2. School/Residence/Homestay premises and property

2.1. Smoking, including e-cigarettes, is permitted only in the designated outside areas.
2.2. Do not cause litter or mess anywhere, inside or outside.
2.3. Do not bring alcohol, drugs or weapons into the school, residence or homestay.
2.4. Do not damage any part of the school, residence or homestay, including surrounding areas, equipment and buildings.
2.5. Do not take or damage property which does not belong to you.
2.6. Do not spit anywhere in or around the premises.
2.7. If you are 16 and under, sign out of school when leaving the premises.
2.8. Please use the internet and IT responsibly, according to the Student User Agreement.

3. General Behaviour and the UK Law

3.1. Do not speak or act rudely or disrespectfully to students, staff, host families or visitors.
3.2. Do not act in a way which might cause damage to school things or other people's property.
3.3. Do not bully others or act in a way which might hurt others.
3.4. Dress in a way that is respectful to yourself and to others.
3.5. Do not act in a way which might damage the school's image or reputation.
3.6. Do not break the UK Law in any way.
3.7. Do participate in school excursions, visits, clubs and activities, following these rules
3.8. Do not stay out past your curfew time in the evenings (under 16s:09.30pm, 16/17s: 10.30pm – unless on a Kings activity).
3.9. If you are under 18, do not travel outside the local area (over 10 miles from the school) without permission from the School.
3.10. If you are under 18, do not drink or buy alcohol.

4. Accommodation (Residence and Homestay)

4.1. Do not invite visitors to accommodation without permission from the host or warden.
4.2. Do not create loud noise after 22.00 or before 09.00.
4.3. Do not organise parties or allow guests to stay overnight.
4.4. Ensure security by closing all windows, keeping doors locked, not giving out keys or key codes to anyone else and reporting any suspicious or unknown persons to the warden or host.
4.5. Do not tamper with any safety equipment, such as fire alarms, smoke detectors, intruder alarms.
4.6. Do not store food, dirty crockery, open food packaging or anything which is unhygienic in your bedroom.

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1.2. Never cheat during any test or exam, or copy work that is not your own.
1.3. Complete all class work and homework given as instructed, accurately, professionally and on time.
1.4. Do not behave in a way which disrupts class activities or lessons.
1.5. Use only English in your lessons unless you have permission from your teacher.
1.6. Be prepared to participate fully in class and in your self-study and independent learning.
1.7. Do not sleep, place your head on the desk, place feet or legs up or lean back on chairs.
1.8. Never miss lessons, workshops, or detention without permission from the Director of Studies (your attendance should be 90% or more).
1.9. Put your phone on 'silent' or 'off', on entry to the classroom and be prepared to give your phone or other personal technology to the teacher.
1.10. Do not chew gum or bring food or drinks other than water into the classrooms.

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2.3. Do not bring alcohol, drugs or weapons into the school, residence or homestay.
2.4. Do not damage any part of the school, residence or homestay, including surrounding areas, equipment and buildings.
2.5. Do not take or damage property which does not belong to you.
2.6. Do not spit anywhere in or around the premises.
2.7. If you are 16 and under, sign out of school when leaving the premises.
2.8. Please use the internet and IT responsibly, according to the Student User Agreement.

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3.1. Do not speak or act rudely or disrespectfully to students, staff, host families or visitors.
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3.3. Do not bully others or act in a way which might hurt others.
3.4. Dress in a way that is respectful to yourself and to others.
3.5. Do not act in a way which might damage the school's image or reputation.
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3.7. Do participate in school excursions, visits, clubs and activities, following these rules
3.8. Do not stay out past your curfew time in the evenings (under 16s:09.30pm, 16/17s: 10.30pm – unless on a Kings activity).
3.9. If you are under 18, do not travel outside the local area (over 10 miles from the school) without permission from the School.
3.10. If you are under 18, do not drink or buy alcohol.

4. Accommodation (Residence and Homestay)
4.1. Do not invite visitors to accommodation without permission from the host or warden.
4.2. Do not create loud noise after 22.00 or before 09.00.
4.3. Do not organise parties or allow guests to stay overnight.
4.4. Ensure security by closing all windows, keeping doors locked, not giving out keys or key codes to anyone else and reporting any suspicious or unknown persons to the warden or host.
4.5. Do not tamper with any safety equipment, such as fire alarms, smoke detectors, intruder alarms.
4.6. Do not store food, dirty crockery, open food packaging or anything which is unhygienic in your bedroom.

Declaration

I understand the rules above. I agree that I have broken the above rules (underlined/circled).

I understand that this is step two of a six-level process which may result in my exclusion.
I will not repeat this behaviour and will 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)***			
Student Name:				**Staff Name:**			
Signed:		**Date:**		**Staff Title:**			
To be reviewed on (date):				**Signed:**		**Date:**	

Rules for Students

1. **Academic conduct and lessons**

1.1. Be on time and do not leave the lesson without permission from your teacher or Director of Studies.
1.2. Never cheat during any test or exam, or copy work that is not your own.
1.3. Complete all class work and homework given as instructed, accurately, professionally and on time.
1.4. Do not behave in a way which disrupts class activities or lessons.
1.5. Use only English in your lessons unless you have permission from your teacher.
1.6. Be prepared to participate fully in class and in your self-study and independent learning.
1.7. Do not sleep, place your head on the desk, place feet or legs up or lean back on chairs.
1.8. Never miss lessons, workshops, or detention without permission from the Director of Studies (your attendance should be 90% or more).
1.9. Put your phone on 'silent' or 'off', on entry to the classroom and be prepared to give your phone or other personal technology to the teacher.
1.10. Do not chew gum or bring food or drinks other than water into the classrooms.

2. School/Residence/Homestay premises and property

2.1. Smoking, including e-cigarettes, is permitted only in the designated outside areas.
2.2. Do not cause litter or mess anywhere, inside or outside.
2.3. Do not bring alcohol, drugs or weapons into the school, residence or homestay.
2.4. Do not damage any part of the school, residence or homestay, including surrounding areas, equipment and buildings.
2.5. Do not take or damage property which does not belong to you.
2.6. Do not spit anywhere in or around the premises.
2.7. If you are 16 and under, sign out of school when leaving the premises.
2.8. Please use the internet and IT responsibly, according to the Student User Agreement.

3. General Behaviour and the UK Law

3.1. Do not speak or act rudely or disrespectfully to students, staff, host families or visitors.
3.2. Do not act in a way which might cause damage to school things or other people's property.
3.3. Do not bully others or act in a way which might hurt others.
3.4. Dress in a way that is respectful to yourself and to others.
3.5. Do not act in a way which might damage the school's image or reputation.
3.6. Do not break the UK Law in any way.
3.7. Do participate in school excursions, visits, clubs and activities, following these rules
3.8. Do not stay out past your curfew time in the evenings (under 16s:09.30pm, 16/17s: 10.30pm – unless on a Kings activity).
3.9. If you are under 18, do not travel outside the local area (over 10 miles from the school) without permission from the School.
3.10. If you are under 18, do not drink or buy alcohol.

4. Accommodation (Residence and Homestay)

4.1. Do not invite visitors to accommodation without permission from the host or warden.
4.2. Do not create loud noise after 22.00 or before 09.00.
4.3. Do not organise parties or allow guests to stay overnight.
4.4. Ensure security by closing all windows, keeping doors locked, not giving out keys or key codes to anyone else and reporting any suspicious or unknown persons to the warden or host.
4.5. Do not tamper with any safety equipment, such as fire alarms, smoke detectors, intruder alarms.
4.6. Do not store food, dirty crockery, open food packaging or anything which is unhygienic in your bedroom.

Declaration

I understand the rules above. I agree that I have broken the above rules (underlined/circled).

I understand that this is step three of a six-level process which may result in my exclusion and that ***this document will be sent to my parents or sponsor****.*
I will not repeat this behaviour and will 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)***			
Student Name:				**Staff Name:**			
Signed:		**Date:**		**Staff Title:**			
To be reviewed on (date):				**Signed:**		**Date:**	

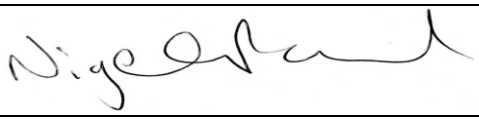
Annual Policy Review Sheet - Appendix D:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.

Date of Last Review:	
Date of Next Review:	
Is this policy being implemented fully, with all outlined procedures followed as prescribed?	YES/NO
I confirm that, in accordance with the Policy, incidents relating to student poor behaviour and discipline in the last 12 months are subject to Sanction(s) as described in the *Ladder of Disciplinary Sanctions*.	YES/NO
I confirm that, in accordance with the Policy, incidents relating to behaviour and discipline in the last 12 months have been recorded in the Sanctions Book and positively and satisfactorily dealt with.	YES/NO
I confirm that, in accordance with the Policy, all students in the last 12 months have been advised of the school rules as part of enrolment process.	YES/NO
I confirm that, in accordance with the Policy, all students of compulsory school age have received Social Emotional Aspects of Learning (SEAL) or equivalent workshops as part of the PSHE programme in the last 12 months.	YES/NO
I confirm that, in the last 12 months, all staff have been advised of the Behaviour and Discipline procedures, the *Notice to Staff* and *Ladder of Disciplinary Sanctions* and procedures and new staff have been advised of the school rules as part of induction process.	YES/NO
Number of recorded incidents in the last 12 months:	XX
Number of permanent exclusions in the last 12 months:	XX
Number of recorded incidents where physical restraint was required:	XX
Number of students receiving Disciplinary Sanctions 1-6.	XX
If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...	

How are staff made aware of this policy?
Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?
Monitoring the Effectiveness of the Policy **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.** **Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...**

Coordinator:		**Date:**	
Principal:		**Date:**	
Chair of Board of Directors:		**Date:**	01/01/2015
Name of School:			
Next Review Date:			