

Policy for Good Discipline

1. Introduction

- 1.1. This is the Policy for Good Discipline for King's College School (the 'School'). It has been authorised by the School Governors (the 'Governors'), is published on the School Portal and public website and is available upon request from the School Office. This policy can be made available in large print or other accessible format, if required. It is a whole school policy, including the Early Years Foundation Stage (EYFS) setting.
- 1.2. This policy is intended to set out the standards required to promote good behaviour amongst pupils and to set out the sanctions to be adopted in the event of pupils' misbehaviour. This policy seeks to set a structure of respect within the School community. It has been prepared with regard to *Keeping Children Safe in Education* (DfE, September 2020 (KCSIE)), *Working Together to Safeguard Children 2018* (DfE, February 2019), *Information Sharing Advice for Safeguarding Practitioners* (DfE, July 2018), *Use of Reasonable Force* (DfE, July 2013), *Searching, Screening and Confiscation: Advice in Schools and Colleges* (DfE, May 2018), *Mental Health and Behaviour in Schools* (DfE, November 2018), *Relationships Education, Relationships in Schools* (DfE, June 2019) and *Behaviour and Discipline in Schools* (DfE, January 2016). The School appreciates that pupils mature at different rates and expectations must be tempered by an appreciation of their individual maturity.
- 1.3. This policy applies to all pupils at the School and at all times when a pupil is:
- in or at School (whether working remotely or on site);
 - representing the School or wearing school uniform;
 - travelling to or from School;
 - on school-organised educational visits;
 - associated with the School at any time.
- 1.4. This policy shall also apply to pupils at all times, places and circumstances where failing to apply this policy may:
- affect the health, safety or well-being of a member of the School community or a member of the public;
 - have repercussions for the orderly running of the School; or
 - bring the School into disrepute.

2. Definitions

- 2.1. References to **working days** mean Monday to Friday, when the School is open during term time, and includes weekends when boarders are in residence. Term dates are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening school holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.
- 2.2. References to the **Governors' Review** are to the review by the Governors' Panel of a decision by the Head in accordance with the School's *Expulsion, Removal and Review Policy*.

3. Policy Aims

- 3.1. To enable the Head to carry out the responsibilities of promoting good behaviour, maintaining order and good discipline in the School, and setting a range of appropriate sanctions to be adopted in the event of pupil misbehaviour;
- 3.2. To encourage pupils to accept responsibility for their behaviour and to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent with the needs of the School community;
- 3.3. To protect all who come into contact with the School from harm and to help create a culture of safety, equality and protection; and
- 3.4. To actively promote and safeguard the welfare of pupils at the School.

4. Related Policies

4.1. The School has the following related policies:

- *Anti-Bullying Policy*
- *Exclusion, Removal and Review Policy*
- *Acceptable Use of ICT for Pupils Policy*
- *Equal Opportunities Policy*
- *Safeguarding and Child Protection Policy*

5. Promoting Positive Behaviour

- 5.1. Pupils of the School are expected to act with responsibility and show consideration at all times. They must adhere to the School's values and are expected to:
- 5.1.1. act with honesty and integrity and treat all members of the School community and the public with respect, courtesy and kindness both in person and in online interactions;
 - 5.1.2. contribute positively to the School community;
 - 5.1.3. contribute to the high quality of learning by ensuring that they:
 - arrive calmly, punctually and correctly equipped for each lesson;
 - listen carefully and use their time in class appropriately and effectively;
 - do not disturb teaching, or the learning of others; and
 - write down any homework to be undertaken, complete it and hand it in on time.
 - 5.1.4. take responsibility for their own safety and that of others to the best of their ability and commensurate with their age and maturity. Behave calmly and sensibly when moving round the School, when waiting for lessons and when not directly supervised;
 - 5.1.5. take care of the School environment, ensuring that everybody's property is respected and safeguarded; and
 - 5.1.6. take pride in their appearance, wearing uniform correctly and smartly.
- 5.2. Parents are expected to work with the School to ensure that their children understand (in an age appropriate manner) this policy which will be reinforced by all staff throughout the School day in form time, class time, at assemblies and at other times as deemed necessary by the Head or Deputy Heads.
- 5.3. The School's expectations about behaviour will be brought to pupils' attention throughout their time at the School. Pupils are educated about good behaviour through the operation of the School's curriculum, PSHCE and assembly programme and the School's pastoral support systems.
- 5.4. The Boarding House is home to a number of pupils. Whilst school rules do apply, as do high expectations of behaviour, there are a separate set of sanctions for boarders, as would be the case when day pupils are at home.

5.5. High expectations of pupils are set by the Head and are necessary:

- for the safety and well-being of everyone at the School;
- for the reputation of the School community; and
- for the protection of School property and the wider environment.

6. Responsibility for Good Discipline and Behaviour

6.1. The Governors have delegated the responsibility for maintaining good order and discipline within the School to the Head.

6.2. The day-to-day management of behaviour issues is the responsibility of all staff supported by the Senior Pastoral Team and the Deputy Heads.

6.3. The Head and Deputy Heads provide guidance to other staff and can access expert advice if ordinary management methods are ineffective with a particular pupil.

7. Rewards

7.1. The School understands that positive reinforcement can be more effective than sanctions in encouraging pupils. The School is committed to promoting and rewarding good behaviour and motivating pupils and may do so in the following ways:

7.1.1. *Merits*: Merits may be awarded by teachers for helpful behaviour inside and outside the classroom, a positive approach to organisation, a pleasing attitude, and / or kind actions or good work in any area of the curriculum. Merits for pupils in Years 3-8 are recorded on the School database (iSAMS) for staff to access and check on pupils' progress. Pupils in Pre-Prep receive physical merit tokens which they place in a House jar. Pupils are keen to earn merits, both for their own sense of achievement and because they contribute to the overall House totals. Details of House merit totals and individuals who have achieved high levels of merits are announced at assemblies on a termly basis. The House with the highest level of merits is awarded a Merit Party at the end of the term.

7.1.2. *Head's Commendation*: Pupils in Reception through Year 8 who have completed an outstanding piece of work may be recommended for a Head's Commendation which is presented in assembly.

7.1.3. *Citizens Awards*: Pupils in Pre-Prep and Juniors can be rewarded for acts of good citizenship, such as holding open a door without being asked or helping a teacher in class. Citizens Awards are totaled weekly and the pupil in each form

with the most points is identified as 'Citizen of the Week' with their name displayed on the noticeboard inside St. Martins.

7.1.4. *PACE Prize and Sports Prizes*: 'PACE' Prizes are awarded termly by Form Tutors for those pupils in Years 3-8 who, through their work and conduct, have displayed the best combination of the following qualities: Performance and Progress, Application and Attitude, Contribution and Commitment, Endeavour and Effort. Sports Prizes are awarded termly to pupils in Years 3-8 by the Games staff.

7.1.5. *Awarding of Half and Full Colours*: Pupils may be awarded half or full colours for exceptional contribution, consistency and high achievement in sport, music or academics.

7.1.6. *End of Year Prize Giving*: At the end of the Easter term, a Prize Giving Assembly is held in which Department and Form Prizes are awarded to pupils in Years 5-8 who have shown consistent levels of performance and effort in given areas of the School – academic, sport, music and other extra-curricular areas.

7.1.7. Special awards are made for exceptional conduct, kindness and generosity of spirit.

8. Sanctions

8.1. The School believes that high quality teaching minimizes pupil misconduct. However, where misbehaviour does occur, the School aims to correct it in a positive and constructive way. The School has adopted a three-stage process to deal with pupil misbehaviour.

- **Stage 1**: A quiet warning: The teacher will state what the misbehaviour is and assert the type of behaviour that is expected;
- **Stage 2**: A quiet warning outside the classroom: The teacher will quietly ask the pupil to leave the classroom. Outside the classroom, the teacher will repeat the quiet warning and explain the consequences of not improving their behaviour;
- **Stage 3**: Exit, conduct and lunchtime detention: The teacher will quietly ask the pupil to leave the classroom and go to the designated 'exit room' with a piece of work. The pupil will be allocated a Conduct, which will be input in iSAMS, and the pupil's Form Tutor, Head of Year, Deputy Head and Housemaster, if appropriate, will automatically be notified. The pupil will then be expected to attend a 25-minute detention with a senior member of staff during the first half

of the next available lunch time. The Form Tutor will inform parents before the end of the school day.

Following the lunch time detention, the Form Tutor will meet with the pupil encouraging them to reflect on what can be learned from the incident.

- 8.2. If a pupil is 'exited' on more than one occasion per week, the Head of Year will inform their parents that they will attend a 30-minute after-school detention on the next available Friday (1630-1700).
- 8.3. Choristers are expected to attend an equivalent detention during the next available Wednesday, therefore missing any clashing sports fixture.
- 8.4. Outside of lessons, staff will follow a similar three-stage strategy: a quiet warning; a second quiet warning and an explanation of the consequences of not heeding that warning; and, finally, an exit to a Deputy Head's office.
- 8.5. During any period of remote learning, the School follows a similar process to behaviour management. A pupil is given an initial warning by the teacher followed by second warning with clear consequences if the poor behaviour continues. Any further misbehaviour will result in the pupil being removed from the online lesson; teachers will notify the Form Tutor who will involve the pupil's parents where necessary and at their discretion. Further details regarding the specific arrangements for remote learning may be found in Appendix 1.
- 8.6. In the event of a more serious misconduct (such as physical or verbal abuse of a pupil or member of staff, including the use of racist or homophobic language, bullying and malicious damage of School property or that of another pupil), Stages 1 and 2 will be bypassed. The Form Tutor, Head of Year and a Deputy Head will also be contacted immediately, in order to ensure that the appropriate actions are taken. Please see Appendix 1 regarding serious misconduct surrounding Covid-19.
- 8.7. All sanctions for serious misbehaviour will be recorded on iSAMS and include the name of the pupil, the reason for the sanction including relevant dates and the name of the person administering the sanction. The database is reviewed regularly so that patterns in behaviour can be identified and managed appropriately.
- 8.8. In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to the pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:

8.8.1. Whether reasonable steps have been taken to understand and address the pupil's educational and / or other needs or vulnerabilities;

8.8.2. Whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration.

8.9. Where a pupil displays persistent disruptive behaviour and there is a concern about that pupil's needs, the School will liaise with parents and / or local agencies to assess those needs in accordance with the School's *Special Educational Needs and Disabilities (SEND) Policy* and the *Safeguarding and Child Protection Policy*.

9. Serious Breaches of School Discipline

9.1. The following are considered to be serious breaches of School discipline (not exhaustive):

- Supply, sale or sharing of illegal drugs, alcohol or tobacco as prohibited by the School's *Drug and Substance Misuse Policy*;
- Actual or attempted theft, blackmail, physical violence, intimidation, racism or prejudice-based bullying or other potentially criminal offences including being an accessory or conspirator;
- physical or emotional abuse or harassment;
- harmful or inappropriate sexual behaviour including sexual violence, sexual harassment, upskirting and sexting;
- behaviour in contravention of the School's *Acceptable Use of ICT for Pupils Policy* and *Online Safety Policy*.
- supply or possession of pornography;
- behaviour which may constitute a criminal offence, such as possession or use of an unauthorised firearm, knife or other weapon, or vandalism, computer hacking or serious misuse of the School's IT network;
- persistent attitudes or behaviours which are inconsistent with the School's ethos;
- other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute on or off the School premises;
- any form of abuse or unlawful discrimination on the grounds of sex, race, religion / belief, disability, special educational needs, sexual orientation and gender reassignment etc.; and
- deliberate contravention or disregard of School procedures regarding Covid-19 either on site or via remote learning. See Appendix 1 for more details.

9.2. The Governors have authorised the following sanctions for serious breaches of discipline:

- 9.2.1. *Expulsion*: A pupil may be expelled from the School if it is proved on the balance of probabilities that they have committed a grave breach of School discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. For the avoidance of doubt, a pupil may also be expelled from the School for persistent lower-level breaches.
- 9.2.2. *Removal*: The parents may be required to remove a pupil permanently from the School if, after consultation with the parents and the pupil, if appropriate, the Head is of the opinion that:
- the pupil has committed a breach or breaches of School discipline for which removal is the appropriate sanction; or
 - by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or community life offered by the School; or
 - one or both of the parents have treated the School or members of its staff or any member of the school community unreasonably.

Subject to payment of all outstanding fees, which remain payable, the pupil will be given reasonable assistance in making a fresh start at another school.

- 9.2.3. *Exclusion*: A pupil may be excluded as a neutral act while a complaint is investigated and for up to a further ten school days as a disciplinary sanction in its own right.
- 9.2.4. Further details on the procedures regarding serious breaches of discipline may be found in the School's *Expulsion, Removal and Review Policy*.
- 9.2.5. The School's aim is to deal with disciplinary matters sensitively and with due respect for the privacy of the individuals involved. Pupils and their parents must treat as confidential any information communicated to them in connection with an investigation or disciplinary matter. A pupil and / or their parents must not make electronic recordings of any meeting conducted under this procedure and doing so may be treated as a separate disciplinary matter. The School may take steps to protect the identity of witnesses if it believes their identity should remain confidential.

10. Parental Involvement

- 10.1. The School seeks to work in partnership with parents over matters of discipline and expects parents to support the School's value and aims.

- 10.2. Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police, social care or children's services, if they are involved.
- 10.3. Parents will also be notified of disciplinary sanctions for minor breaches of discipline and may be contacted to discuss the matter if it is considered appropriate to do so.

11. Safeguarding

- 11.1. Some behaviour by a pupil towards another pupil may be of such a nature that safeguarding concerns are raised. Safeguarding issues can manifest themselves via peer-on-peer abuse. This includes, but is not limited to:
 - 11.1.1. bullying (including cyber-bullying and prejudice-based bullying);
 - 11.1.2. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - 11.1.3. sexual violence or sexual harassment;
 - 11.1.4. sexting;
 - 11.1.5. upskirting and / or attempts to commit upskirting; and
 - 11.1.6. initiation / hazing type violence and rituals.
- 11.2. The School's policy and procedures with regard to peer-on-peer abuse are set out in the School's *Safeguarding and Child Protection Policy*. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the procedures in the School's *Safeguarding and Child Protection Policy* will take priority.

12. Corporal Punishment and Use of Force

- 12.1. Staff, or any person living or working on the premises, must not give corporal punishment to any pupil. They must not threaten with corporal punishment or any form of punishment which could have an inappropriate impact on the pupil's well-being. So far as they are able, staff should ensure that no one on the premises threatens or uses corporal punishment to any pupil.

- 12.2. There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of force by staff must be reasonable, proportionate, lawful and in accordance with the guidance given in the DfE publication *Use of Reasonable Force (Advice for Headteachers, Staff and Governing Bodies)*.
- 12.3. Reasonable force will be used only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:
- committing a criminal offence;
 - injuring themselves or others;
 - causing damage to property, including their own;
 - engaging in any behaviour prejudicial to good order and discipline at School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- 12.4. Examples of where reasonable force may be used include controlling or restraining a pupil at risk of harming themselves through physical outburst or preventing a pupil from leaving the classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. These incidents are logged with the Designated Safeguarding Lead in the 'Restraint Log.'
- 12.5. All members of staff receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. Additional and refresher training is provided where necessary.

13. Search Procedures

- 13.1. School staff may search a pupil for any item with their consent. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent.
- 13.2. In addition, staff may conduct a search for certain 'prohibited items' without a pupil's consent, and use reasonable force if required, where the Head or staff authorised by the Head, have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

Prohibited items include:

- knives or weapons;
- alcohol, illegal drugs, tobacco products or electronic smoking devices;

- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to or damage to the property of any person; and
- any item banned by the School.

13.3. If the Head or an authorised member of staff have reasonable grounds to suspect that a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of School property, e.g. pupils' lockers; and / or
- a search of personal property, e.g. bag, pencil case or electronic device within a locker

without the consent of the pupil. Such searches will be carried out only on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit.

13.4. Searches will be conducted in such a manner as to minimize embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

13.5. Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil, unless it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to achieve this.

13.6. Where the Head or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance *Searching, Screening and Confiscation*.

14. Recordkeeping

14.1. Administration of major sanctions are recorded with the date of the sanction, name of the pupil concerned, the reason for the sanction, and the name of the person administering the sanction.

14.2. The records of sanctions for serious misbehaviour are reviewed regularly so that any patterns in behaviour can be identified.

14.3. All records created in accordance with this policy are managed in accordance with the School's *Data Protection and Retention Policy*.

- 14.3.1. The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's *Data Protection and Retention Policy* when handling personal data created in connection with this policy.

15. Malicious Allegations Against Staff

- 15.1. Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take any disciplinary action in accordance with this policy.
- 15.2. Where a parent makes an accusation against a member of staff and the accusation is shown to have been malicious, the Head will consider (in accordance with the School's *Terms and Conditions* and *Complaints Policy*) whether to require the removal of the pupil(s) from the School on the basis that the parent has treated the School or member of staff unreasonably.
- 15.3. An allegation is malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate attempt to deceive.

16. Risk Assessment

- 16.1. Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 16.2. The format of the risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 16.3. The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
- 16.4. Day to day responsibility to carry out risk assessments under this policy is delegated to the Designated Safeguarding Lead, who has been properly trained in, and tasked with, carrying out the particular assessment.

17. Complaints and Governors' Review

- 17.1. If a pupils feels they have been treated unfairly, they may take their concern to their Form Tutor or to the Deputy Heads, who will take the matter up with the member of staff concerned. If a pupil is still unhappy, the concern may be referred to the Head.
- 17.2. Parents are encouraged to discuss any concerns regarding sanctions with the pupil's Form Tutor or the Deputy Heads. Parents who remain dissatisfied with the response to a concern raised may make a formal complaint under the School's *Complaints Policy* and procedures.
- 17.3. Parents are entitled to ask for a Governors' Review of a decision to expel or to require removal of a pupil for disciplinary reasons by writing to the Chair of Governors. The procedure for a Governors' Review is set out more fully in the School's *Expulsion, Removal and Review Policy*.

Signed:



The Reverend Dr Stephen Cherry
Dean, King's College, Cambridge
Chair of Governors, King's College School

5th March 2021

Date of Last Review:	February 2021
Date for Next Review:	February 2022
Policy Owner:	Head / Deputy Heads
Authorisation:	Chair of Governors, on behalf of the Board of Governors

Appendix 1 – Additional Procedures for Covid-19 and Remote Learning

This appendix aims to set out expectations of pupils during Covid-19 whether they are present on site or learning remotely from home.

The procedures for sanctions as detailed in this policy will continue to guide the School's response to pupil misbehaviour during Covid-19. Non-deliberate contraventions of the health and safety procedures on site, such as forgetting to sanitise hands or wear a face mask at certain times, should be dealt with in accordance with the three-stage process for pupil misbehaviour.

Any deliberate contravention or persistent low-level breaches of the Covid-19 arrangements on site may be recognised as a serious breach of School discipline and will be dealt with accordingly at the discretion of the Head and Deputy Heads.

Pupils are expected to follow the health and safety and remote learning arrangements as below:

For pupils attending School:

- Pupils should adhere to the social distancing requirements in place including arrival and departure procedures, seating location and movement in the classroom, corridors, Dining Hall and all other outside areas on the School's premises. Pupils are only to go where directed by staff; all other areas are out of bounds during this time;
- Pupils should take every precaution to reduce the risk of virus transmission by regularly washing hands, using hand sanitiser and keeping work areas clean. Pupils should make use of the cleaning materials provided;
- Pupils are to follow the rules regarding the wearing of face masks relevant to their year group;
- Pupils are to leave site after dismissal, as quickly as is practicable, and not congregate with other pupils;
- Use of threatening or aggressive language and behaviour towards staff by either pupils or parents regarding the health and safety procedures will be dealt with via the sanctions in this policy and the School's *Terms and Conditions*.

For pupils accessing the Home Learning Platform:

- Pupils are held to the same high standard of behaviour during online lessons as they would be on site at School. This includes, but is not limited to, being on time and prepared for each lesson with the correct implements and equipment, completing set tasks and returning prep on time. Teachers have discretion to manage pupil behaviour during online lessons in the same way they would in their physical classrooms. Pupils are expected to follow teachers' instructions regarding their preferred method of communication and engagement during the online lesson including the use of microphones and the chat function. Pupils are expected to have webcams on unless otherwise directed by the teacher. Should a teacher need to exit a pupil for misbehaviour, they may remove the pupil from the online lesson and should report the incident to the relevant Form Tutor and Deputy Heads.
- The School continues to expect pupils to follow safe technology and internet usage as stated in the School's *Acceptable Use of ICT for Pupils Policy* and *Online Safety Policy*.
- Teachers keep a record of pupils' attendance and monitor pupil progress as normal. Any persistent lack of engagement with the curriculum will be dealt with by pupils' Form Tutors in coordination with the Deputy Heads.
- Any use of inappropriate, threatening or aggressive language or behaviour including racist, homophobic, discriminatory or bullying language or behaviour within the School's Home Learning Platform will be considered a serious breach of School discipline and will be dealt with according to the procedures detailed within this policy.