

# **BEHAVIOUR REWARD SANCTIONS & EXCLUSIONS POLICY**

Person responsible: Deputy Head (Pastoral)  
Reviewed: April 2023

### **Expected Behaviour:**

The King's School is a community where the welfare of all is protected and promoted. It is important that all members of that community take responsibility for their contribution to it, that they should have an awareness of the needs and sensitivities of others, and that they play their part in creating a kind, tolerant and mutually supportive environment. In particular, the school should always be conscious of the fact that we share our environment with many who have no formal connection with the school.

The school expects the behaviour of its pupils to reflect the values that lie at the core of its philosophy. These include:

- a sense of responsibility
- self-discipline
- a proper regard for authority
- mutual respect
- an awareness of and sensitivity towards the needs and perspectives of others
- respect for, and celebration of, difference in others
- a sense of service to the community
- kindness

Pupils are encouraged to behave well and act as positive role models to each other and to the wider community through a variety of activities. For example:

- In sports and games, where they learn to accept victory and defeat in a sporting fashion and with good grace;
- In community service, where they learn to appreciate their own good fortune and the importance of giving willing and consistent support to others in the community;
- Through the philosophy of service leadership where, as for example peer mentors, chapel wardens, house and school monitors, they help and support those around them.

The school places emphasis on the positive behaviour to be expected and rewarded, as well as prevention of what is unacceptable. At its heart is the promotion of a good learning and teaching atmosphere in which all pupils can realise their potential.

The school seeks to reinforce and promote the values outlined above through:

- the School Rules as published in the Calendar and on the intranet
- a system of Rewards for Achievement, Effort and Good Behaviour
- a system of Sanctions
- the clear defining of Roles and Responsibilities

The policy safeguards and promotes the welfare of all pupils, protecting them from discrimination and harassment on any grounds. It relies on a culture of mutual respect between parents, pupils and staff and this relates to both online and offline behaviour. It takes into account the mental health and wellbeing of pupils and staff, recognising the need for support from the Pastoral team, Learning Enhancement, Counsellors, Chaplains etc.

It is important that this policy should be read and applied in conjunction with other school policies and programmes, published separately (see Appendix 1). It will be subject to regular review by the Deputy Heads in consultation with others in the school community.

## **School Rules**

School Rules (which can be found in the Calendar, are sent to all parents before their child arrives in the school and published on the intranet and the school website) are intended to impose only such restrictions as are necessary for the general wellbeing of the school. Good order is best when it results naturally from the good sense and good feeling of everybody concerned and the ethos of this school is that we all live together in respect for one another and behave accordingly. Rules and conditions remain binding on pupils, both boarding and day, throughout their time at school, or when travelling to or from school, regardless of age. Bringing the school's reputation into disrepute (by defamatory or other words or deeds) constitutes a serious breach of discipline at any time and could lead to expulsion.

Pupils are made familiar with the school rules

- in tutorial sessions where groups and individuals meet with Tutors and discuss incidents, issues, values and concerns;
- through notices on house or school noticeboards;
- in assemblies where the importance of toleration, kindness and being a good neighbour are regularly taught;
- in Life Matters lessons where issues such as bullying are discussed.

The Head is responsible for the care and the discipline of the pupils, both boarding and day, and for the management of the school. The Head reserves the right to withdraw a pupil from a particular examination subject if, in the Head's opinion, that is in the pupil's own interest.

## **System of Rewards**

It is important to establish a culture in which praise and encouragement far outweigh the frequency of punishment and admonition, and where members of staff are proactive in recognising and accentuating the positive. Rewarding pupils for achievement, effort and positive behaviour motivates them and creates the best climate for effective teaching and learning.

To this end a system has been established to promote rewards for achievement, effort and behaviour. The key elements of this system, which are not intended to be exclusive, are:

- award of 'Bene Fecits' for anything (academic, co-curricular or pastoral) that warrants immediate positive recognition
- award of 'Subject Commendations' for sustained exceptional effort or outstanding achievement in an academic subject
- award of 'Tutor Commendations' for outstanding interim and full reports
- award of 'Co-curricular Commendations' for examples of sustained excellent co-curricular contribution, either in terms of achievement or in terms of contribution to the community
- award of 'Head's Commendations' for outstanding individual achievement
- colours awards made at Congratulatory Assemblies, both for sport and co-curricular involvement
- school prizes and awards for all kinds of achievement
- the use of school and house noticeboards and the intranet and school website to record special achievements
- recognition in reports of special effort or achievement
- mention in assemblies of special achievements or positive behaviour by individuals or groups

- frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement
- regular communication to parents of 'good news', in particular by Tutors or Housemasters / Housemistresses (HSMs).

It will be the responsibility of the Senior Leadership Team (SLT) to monitor the frequency and effectiveness of this system of rewards. All Bene Fecits, Commendations and Colours are recorded on the pupil's file via iSAMS, along with school prizes and any special individual achievements.

### **System of Sanctions**

Sanctions are necessary in a school community to promote positive behaviour, and a good teaching and learning environment. They are most useful when seen by everyone as a deterrent. When used they must be applied fairly and consistently, and appropriately to the seriousness of the offence, though it must be recognised that a strict 'tariff' cannot always be applied as more serious offences are rarely straightforward and will always differ in circumstances and context.

In assessing cases of poor behaviour, consideration should be given as to whether the behaviour in question gives cause to suspect that a child is suffering or likely to suffer, significant harm. Consideration should also be given as to whether poor behaviour could be the result of any special educational need or disability or because a pupil is experience other difficulties, perhaps when moving from another country or school. When these causes of bad behaviour might be relevant, parents, guardians and other agencies may be consulted. Consideration will also be given to mental health and wellbeing. All boarding and day pupils will be given appropriate advice about choosing an appropriate advocate, and will be given support to access the person they wish to choose as their advocate if they want one. Support will also be provided for all boarding and day pupils who have additional needs which might have impact on their behaviour, this might take the form of additional time during meetings, rest breaks, an advocate or similar.

Where a boarding or day pupil or a group of pupils behaves poorly outside the school grounds and that behaviour is likely to bring the school into disrepute or cause repercussions for the orderly running of the school, the school reserves the right to take action against that pupil or group of pupils. Examples of such circumstances could include behaviour while travelling to and from school, while at away matches, whilst off-site in the city or when on school trips. Online offences will be treated in a similar way. The full range of sanctions may be considered for use in responding to such cases.

It is important for there to be a scale of sanctions, with it being clear whose responsibility it is to apply them at the appropriate level. Sanctions can be applied for unacceptable academic work as well as behaviour issues.

**In setting out this scale of sanctions, the need for flexibility and common sense is emphasised.** The intention is to provide clarity in empowering members of staff to deal with situations themselves or know how and when to pass it on to higher authority. It should not preclude simple remedies such as reporting a boarder or a day pupil to his or her HSM or to a member of the SLT.

HSMs take the main responsibility in deciding when to inform parents of any sanctions imposed. For more serious offences this will be done in conjunction with members of the SLT.

Records of serious incidents and the disciplinary actions imposed are kept by the Deputy Head (Pastoral) to evaluate the effectiveness of the approach adopted, to enable the identification of any patterns (for example in bullying, and if related to any protected characteristics) and enable remedial actions to be taken where necessary. Any specific findings will be reported to the Head, who will in turn report them to Governors, and be considered in the context of Safeguarding.

### **Level 1**

Simple admonishments backed up by the authority of staff within the school is often as effective as a formal sanction and should be the first recourse of any member of staff: it should be the exception rather than the rule that things are taken 'higher' or lead to specific 'punishment'. Constructive discussions that actively engage all pupils with their teachers build goodwill and encourage reflection. This is more likely to resolve issues before they escalate, giving pupils ownership of the solution.

### **Level 2 (School)**

These would be used by any member of staff for minor classroom or school misbehaviour. Particular examples of such misdemeanours (eg. lateness to class; uniform offences) are laid out in the 'Detention Guidelines' and any frequent repetition of such instances should be recorded in the next Interim Report. Heads of Department are encouraged to become involved in helping out members of their department having problems with particular pupils or groups in class. Some form of departmental detention may become appropriate for persistent offenders. Other strategies for classroom behaviour management can be developed in discussion with the Deputy Head (Pastoral) or any senior member of staff.

### **Level 2 (House)**

These would be imposed by HSMs or other members of the house pastoral team for minor house misbehaviour or for school matters reported to HSMs. A certain degree of flexibility is allowed to HSM, but the sanctions can include extra community duties, withdrawal of privileges, breakfast reporting, confiscation of mobile telephone or other electronic devices etc. House monitors can ask for these sanctions to be applied but should not impose them. Any sanctions applied must not involve deprivation of sleep or food, and if physical exercise is part of the sanction, an alternative must be offered. Each house must publish a set of house rules. HSMs should keep a written record of sanctions imposed at this level.

### **Level 3**

This level would be applied for more serious offences or for persistent bad work or behaviour. In houses HSM can for instance use formal gating; a house detention in a pupil's free time; or place a pupil on **Satis Card** for unacceptable academic performance. Records of these sanctions should be kept by the HSM. **Academic Detention** (Tuesdays 5.0 – 6.0 pm) can be given in consultation with the Head of Department (HoD) for persistent academic issues. This level of sanction also includes a pupil's absence from school commitments (eg. games, activities, assemblies, music lessons etc., but excluding lessons, where unexplained absence would normally result in a Head's Detention). In such an instance, the teacher i/c the activity missed should enter the absence in the register (taken on iSAMS or SOCS) and this will be followed up by the HSM, who will consider entering that pupil into the relevant Head of Year **Midweek Detention** (60 minutes) according to the published sanction tariff. See 'Detention Guidelines' for further details. All Midweek and Academic Detention records are kept centrally on iSAMS.

#### **Level 4 (Head's Detention)**

This is held for boarding and day pupils each Saturday evening from 19.30 to 22.00 (and Sundays 15.00 to 17.00 if required) and is supervised on a rota by members of Common Room. Recommendations for Head's Detention should be passed to the pupil's HSM, who will consult with the Deputy Head (Pastoral) if needed. A record of this detention will be kept on the pupil's file on iSAMS and on the central serious punishment spreadsheet. Head's Detention is usually given in the case of offences relating to serious academic issues, smoking or vaping, drinking alcohol, being out of bounds, inappropriate relationships, verbal abuse or threatening behaviour, theft or damage to property, and bullying. In serious cases of these offences, suspension will be considered.

In line with the Safeguarding and Child Protection policy where there are issues such as sexual offences or child on child abuse the school will report to the relevant outside agency (social services or police). Suspected criminal activity will be reported to the Police whether that has been inside or outside of school. Suspected drugs and weapons will be confiscated immediately and provided to the police as necessary for evidence.

#### **Anti- discrimination levelled response**

Running in parallel to the levelled response above are the King's levelled responses to discrimination and harassment. Education in these areas is key and pupils learn about accepted behaviours through House notices, assemblies, whole school assemblies, Life Matters lessons, and good behaviours and responses are modelled in all areas of school life. If any member of the school community feels that an individual goes against these behaviours they can report this through the QR code and the levelled response, found at Appendix 3, is implemented.

#### **Corporal punishment**

The use of, or any threat to make use of, corporal punishment is forbidden at all times.

#### **Exclusions (temporary or permanent)**

The Head is responsible for the care and the discipline of the pupils. If a pupil fails to comply with the School Rules and any regulations made from time to time, the Head may require the pupil to be removed, without a refund of the current term's fees. The Head also reserves the right to ask parents to withdraw any pupil who is, in the Head's opinion, not making sufficient progress to warrant (in the pupil's own interest) his or her retention in the school. The Head will consult with the Chairman of Governors on all permanent exclusions.

For a **temporary exclusion (suspension)** the Head or Deputy Head (Pastoral) will write a letter to the parents, which might include a formal warning about behaviour in the future. A notice will be published on the Common Room noticeboard about every such suspension. The HSM would usually have the responsibility of informing the parents before a pupil is suspended, arranging a collection time and ensuring that appropriate work is taken home. The length of suspension will vary according to the circumstances and nature of the offence but will generally not be longer than a week. A record of all suspensions will be kept by the Deputy Head (Pastoral) and also on the pupil's iSAMS file.

For **permanent exclusion** a distinction is made between **expulsion** and **requirement to leave**. A boarding or day pupil is liable to **expulsion** for a grave breach of school discipline (as indicated in the school rules) and for other serious offences, for example a serious criminal offence or some wilful act calculated to cause damage to the school, its community or any of its members. Formal expulsion means that the pupil's name will be expunged from the roll of the school and reference to the facts and circumstances will be made in response to every request for a reference.

For a breach of school discipline falling short of one for which expulsion is necessary, the pupil may be **required to leave** permanently. In all such cases reasonable assistance will be given in helping the pupil to make a fresh start at another school. A boarder may also be required to leave the boarding house without necessarily being required to leave the school.

In any circumstances where permanent exclusion is being considered the Head is required to act fairly and in accordance with the principles of natural justice. The Head will ensure that the correct procedure (as laid down in the Exclusion and Removal procedure) is followed and will use every reasonable endeavour to contact parents before any final decision is taken.

A record of all permanent exclusions will be kept in the Head's office and must be notified to the Chairman of Governors (or a deputy), who will also be responsible for invoking the Exclusion and Removal Procedure (see separate document) if requested by the parents.

### **Roles and Responsibilities**

**Boarding and day pupils with areas of responsibility (e.g. School or House Monitors)** have an important role to play in the general good 'behaviour' of the School. Their principal role is one of example, and they should never underestimate the influence they have on younger members of the school. School or House monitors may not impose punishments, however they may ask the HSM, or another member of the housestaff team, for the following punishments to be imposed: Breakfast reporting or gating; extra communal or House duties; House Detentions (no more than 30 minutes) provided that they can clearly evidence the reasons for such requests. These punishments may only be imposed for agreed and pre-defined misdemeanours as agreed with the Deputy Head (Pastoral) and the HSM during induction into the Monitor role.

**All members of the Common Room** have a responsibility to maintain school discipline and manage the behaviour of all pupils. They must have realistic expectations of behaviour and be prepared to talk through and engage with issues of behaviour before thinking of applying sanctions. They are encouraged to ask for help from more senior and more experienced colleagues to resolve situations. They are authorised to apply sanctions up to and including Level 3 above.

**Housemasters / Housemistresses** have responsibility for the safety and behaviour of pupils in their houses. They are expected to maintain good house discipline, to help pupils develop self-discipline, and to encourage and reward effort and achievement in all spheres of school and house life. They will be the first and main point of contact with parents and staff about all aspects of a pupil's behaviour and development (though for specific academic issues, a parent may wish to contact the pupil's **Tutor**, who will liaise closely with the HSM). HSMs will be informed and consulted by all members of staff about issues involving pupils in their house. The Head or Deputy Head (Pastoral) will consult them on any issue that might lead to a pupil's suspension. HSMs are authorised to impose sanctions up to Level 4 above, and they must keep records of any sanctions imposed on a pupil that are not already recorded on iSAMs.

**The Deputy Head (Academic)** will ensure that the reporting system encourages and notes special effort or achievement, but also draws attention to concerns about poor behaviour or unacceptable work. If deemed necessary, he (or the relevant Head of Year) will see any pupils whose work is unsatisfactory or who are in danger of failing exams. Such pupils are normally identified during meetings of the Academic Review Committee which meets regularly.

**The Deputy Head (Pastoral)** has responsibility for helping members of the teaching staff to develop good strategies for classroom management and will liaise with Heads of Department on any issues arising from this. The Deputy Head (Pastoral) will ensure that the induction of any new staff will include specific reference to this policy and how it works. The Deputy Head (Pastoral) is responsible to the Head for managing all issues of discipline and behaviour within the school and will review this and associated policies at regular intervals. The Deputy Head (Pastoral) will publish procedures in relation to both rewards and sanctions, organise supervisory rotas where needed, keep the Head informed of any significant issues of behaviour which arise, and will deputise for the Head when necessary.

**The Head** is responsible to the Governors for ensuring appropriate standards of discipline within the school, and for the promotion of positive behaviour by all pupils, both boarding and day. The Head will determine the main principles behind any behaviour policy and ensure that it does not conflict with other school policies. The Head will determine all issues of exclusion (temporary or permanent), in consultation with the Chairman of Governors.

**The Governors** endorse the principles underlying the policy and require the Head to ensure appropriate standards of discipline within the school.



## **Appendix 1**

The following school documents in particular relate to this policy:

- The Anti-bullying policy
- The Safeguarding and Child protection policy, including child on child abuse and the response to incidents of such abuse, including disciplinary action taken
- The School rules – including banned items
- The Physical Restraint and Use of Force policy
- The Provision for pupils with particular Religious Needs
- The Searches and Confiscation policy
- The rules on use of Mobile phones
- The Drugs, Alcohol and Smoking policy
- The IT Acceptable Use policy
- The Code of conduct for pupils working with young children
- The Educational Visits policy
- The Complaint procedure
- The boarding principles and practice
- The SMSC regulations and guidelines
- Exclusions and Removal procedure

This policy also takes into account the guidance or requirements in the following government documents:

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67222/behaviour-in-schools-guidance.pdf)

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67222/keeping-children-safe-in-education-2022.pdf)

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67222/equality-act-advice-final.pdf)

[Boarding schools: national minimum standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards)

## Appendix 2

### **Pupil Rewards and Conduct guidance**

*Full information regarding Rewards and Sanctions can be found in the Expected Behaviour, Reward, Sanctions and Exclusions policy, but the extract below gives clear guidance for all pupils, boarding and day, as to how to **attain rewards and avoid sanctions**.*

#### **Rewards**

Bene Fecits may be given to pupils by any member of staff for immediate positive recognition in any area of school life.

Commendations may be given for exceptional effort, outstanding achievement and contribution.

In addition, Houses should have their own clear rewards systems which encourage and facilitate the gaining of school rewards in the spirit of the relevant House.

#### **Sanctions**

The 'tariffed' sanctions below will only be implemented following a discussion between the pupil and their Housemaster/Housemistress (HSM), Deputy HSM, or their Head of Year, or a member of SLT.

- Missed Music Lesson, Missed Conversation Lesson, Missing Games, Missing Activities, Missing Tutor Period = HoY Detention
- Lates:
  - a) 10 mins lates = 1 Misconduct
  - b) 15 mins lates = 2 Misconducts
  - c) 20 + mins lates = Detention
- Missing Assembly = 2 Misconducts
- Uniform worn incorrectly = 2 Misconducts
- 4 misconducts in one week = HoY Detention

*Misconduct and minutes late will be reset weekly, but those who gain regular misconducts should expect their HSM/Deputy HSM to put them in detention as appropriate.*

In addition:

- 4 Detentions in a term lead to a Head's Detention.
- All Misconducts reset at Half Term to encourage a fresh start for the pupil.

**Academic Detentions** are separate to the tariff above and are to be used by classroom teachers and in conjunction with their Head of Department. Relevant steps with regard to academic behaviour should be taken before use of Academic Detention.

## Appendix 3

### Anti-discrimination | a levelled response – pupil version



*The following is intended to be clear, inclusive and supportive – to be fit for purpose – for all pupils: boarding and day, staff, families and the policies and practices designed to safeguard and enrich our school community and the world beyond*

#### Vision

At The King's School we are firmly committed to providing an anti-discrimination framework that is trusted and valued for its proactive and restorative efficacy.

This commitment includes **actively protecting** each other from unfair behaviour and **actively listening** to each other's perspectives.

Responding to discrimination is not seen as optional. It is everyone's responsibility.

For our school community, a discriminatory incident is any incident perceived to be discriminatory by the person harmed or any other person<sup>1</sup>:

- **Hate incident** | a person is harmed in a way perceived to be motivated by prejudice against a protected characteristic<sup>2</sup>
- **Harassment** | more than one hate incident by the same harmer or group of harmers<sup>3</sup>
- **Hate crime** | a person experiences a crime perceived to be motivated by prejudice against a protected characteristic<sup>4</sup>

We understand that discrimination is, "as much about impact as it is about intention<sup>5</sup>". Discrimination can marginalise, humiliate and dehumanise – impacting well-being, a sense of belonging and social cohesion<sup>6</sup>.

We see discriminatory behaviour as learned and therefore open to reframing through reflection and education.

#### Principles

- **Responding decisively** *over* failing to address unfair behaviour
- **Holding space for perspectives** *over* challenging positions
- **Understanding and repair** *over* shame and blame
- **Taking responsibility** *over* sanctions (a last resort)

Our response to discrimination centres the experience of the harmed, the understanding of the harmer and reparation between the people involved.

#### Terminology

- **Harmed** | the person(s) affected by the perceived discrimination
- **Harmer** | the person(s) perceived to have discriminated against the harmed (intentional or otherwise)
- **'Casual' discrimination** | prejudiced choices where the motivation to cause harm is less clear cut, i.e. misguided 'banter'. In reality, there is nothing casual about discrimination
- **Targeted discrimination** | discrimination where the motivation to cause harm is clear, i.e. prejudiced verbal abuse

<sup>1</sup> This builds upon the definition of racism in the Stephen Lawrence inquiry report <https://www.gov.uk/government/publications/the-stephen-lawrence-inquiry> (page 362, section 45.17)

<sup>2</sup> [Check if you've experienced a hate crime or hate incident](#) (Citizens Advice)

<sup>3</sup> [Check if you've experienced a hate crime or hate incident](#) (Citizens Advice)

<sup>4</sup> [Check if you've experienced a hate crime or hate incident](#) (Citizens Advice)

<sup>5</sup> Dr. Soutphommasane in [What is casual racism?](#) (Australia Human Rights Commission)

<sup>6</sup> [Casual racism FAQs](#) (Australia Human Rights Commission)

## Anti-discrimination | a levelled response – pupil version

The following progression of responses is designed to enable restorative and proportionate outcomes for the majority of cases.

Where this is not possible, the order of the levels may need to be adjusted or sanctions escalated (i.e. when a significant amount of time has elapsed between incidents of 'casual' discrimination or the harmer refuses to participate in a key process).

Offence	Priority	Response	Key outcomes
Anything perceived to be unfair treatment	record + investigate	<p>Anti-discrimination leads to <b>investigate</b></p> <ul style="list-style-type: none"> <li>✓ Restorative questions for all directly involved</li> <li>✓ Gather evidence (i.e. material evidence, witness statements, CCTV)</li> <li>✓ Categorise discrimination, inc. protected characteristic affected + if is a hate incident, harassment or hate crime</li> <li>✓ Check for previous offences</li> <li>✓ Decide and implement an appropriate level of response</li> </ul> <p><b>N.B.</b> in support of a restorative culture, the harmed or harmer may at any level request being supported to hold a face-to-face restorative conference – these are <i>voluntary, risk assessed and only combine with the school meeting the harmer's parents/guardians as a Level 4 response</i></p>	<ol style="list-style-type: none"> <li>1. Recorded via the QR code or school staff (informed / witnessed)</li> <li>2. Harmer supported to apologise to the people impacted + informed of consequences of similar/worse behaviour in the future</li> <li>3. Relevant parents/guardians informed within 24h. (at the most)</li> <li>4. Inform people involved of school's chosen response</li> <li>5. HSMs to check on well-being of harmed and harmer across coming weeks (update staff + families as necessary)</li> </ol>

NOT ENOUGH EVIDENCE to show a discriminatory incident took place →	inform people involved about <b>support available</b> (inc. educational workshops + counselling) + <b>consequences</b> of similar/worse behaviour in the future
ENOUGH EVIDENCE to show a discriminatory incident took place →	levelled response decided on a case-by-case basis (see below)

Offence	Priority	Response + Outcomes
First 'CASUAL' discrimination <b>Level 1   JKS L2 IC L4</b>	conversation	<ul style="list-style-type: none"> <li>✓ Attending staff to <b>'call in' harmer within 24h.</b> – a scaffolded restorative discussion, ideally instant and <i>before</i> they go to their next activity</li> </ul>
SECOND 'casual' discrimination: <u>same</u> protected characteristic <b>Level 2   JKS L2 + IC L4</b>	education	<ul style="list-style-type: none"> <li>✓ 30m. <b>social literacy workshop</b> – impact of stereotyping and discriminatory language</li> </ul>
THIRD 'casual' discrimination: <u>same</u> protected characteristic or First TARGETED discrimination <b>Level 3   JKS L3 + IC L5</b>	education + restoration	<ul style="list-style-type: none"> <li>✓ 30m. <b>bespoke social literacy workshop</b> – relevant protected characteristic</li> <li>✓ Supported to write a <b>restorative letter / recording</b> for the harmed (<i>not for them to keep</i>)</li> </ul>
FOURTH 'casual' discrimination: <u>same</u> protected characteristic or SECOND targeted discrimination <b>Level 4   JKS L3 + IC L5</b>	restoration	<ul style="list-style-type: none"> <li>✓ Supported to contribute to an indirect (<i>shuttle</i>) or direct (<i>face-to-face</i>) <b>restorative conference</b> (<i>with a supporter</i>) and <b>restorative agreement</b></li> <li>✓ Harmer's <b>parents/guardians</b> requested to <b>attend a meeting</b> to discuss school's concerns (SLT present)</li> </ul>
FIFTH 'casual' discrimination: <u>same</u> protected characteristic or THIRD targeted discrimination <b>Level 5   JKS L4 + IC L6</b>	sanction	<ul style="list-style-type: none"> <li>✓ <b>Sanction</b> to be decided by SLT in line with relevant policy + <b>placed on harmer's school record</b>, e.g. <ul style="list-style-type: none"> <li>- Head's detention<sup>7</sup></li> <li>- Internal community service (e.g. cleaning graffiti)<sup>8</sup></li> <li>- External community service (inc. at another King's site)</li> <li>- Loss of privileges (e.g. loss of responsibility)<sup>9</sup></li> <li>- Probationary Period on Contract</li> <li>- Permanent Contract Withdrawal from School</li> </ul> </li> <li>✓ Harmer's <b>parents/guardians</b> requested to <b>attend a meeting</b> to discuss sanction awarded + consequences if behaviour fails to improve (SLT present)</li> </ul>

<sup>7</sup> KSC 2022-23 calendar (p.55)

<sup>8</sup> <https://childlawadvice.org.uk/information-pages/discipline-within-school/> (Child Law Advice)

<sup>9</sup> <https://childlawadvice.org.uk/information-pages/discipline-within-school/> (Child Law Advice)