



THE  
KING'S SCHOOL  
CANTERBURY

# Behaviour Policy

Responsible Person: Senior Deputy Head

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## Table of Contents

<b>1.</b>	<b>INTRODUCTION .....</b>	<b>3</b>
<b>2.</b>	<b>MONITORING AND REVIEW.....</b>	<b>4</b>
<b>3.</b>	<b>APPROACH TO PUPIL BEHAVIOUR .....</b>	<b>4</b>
<b>4.</b>	<b>SYSTEM OF REWARDS .....</b>	<b>5</b>
<b>5.</b>	<b>SCHOOL RULES .....</b>	<b>6</b>
<b>6.</b>	<b>RESPONSES TO MISCONDUCT.....</b>	<b>6</b>
<b>7.</b>	<b>SYSTEM OF SANCTIONS .....</b>	<b>7</b>
<b>8.</b>	<b>DETERMINING THE NATURE OF A SANCTION .....</b>	<b>8</b>
<b>9.</b>	<b>DISCRIMINATION AND HARASSMENT .....</b>	<b>10</b>
<b>10.</b>	<b>EXCLUSIONS (TEMPORARY OR PERMANENT) AND REMOVAL .....</b>	<b>11</b>
<b>11.</b>	<b>STAFF AND GOVERNOR TRAINING AND ENGAGEMENT .....</b>	<b>11</b>
	<b>APPENDIX 1: SCHOOL RULES.....</b>	<b>11</b>
	<b>APPENDIX 2: DISCRIMINATION AND HARASSMENT LEVELLED RESPONSE .....</b>	<b>11</b>

## 1. INTRODUCTION

- 1.1 This policy applies to the King's School Canterbury (Senior School) only, hereafter 'the school' or 'The King's School'. Junior Kings ('JKS') and the International College ('IC') have their own separate behaviour policies.
- 1.2 This policy sets the standards and rules of behaviour for pupils attending the School, as well as the methods used to encourage good behaviour and the sanctions adopted in the event of any misbehaviour.
- 1.3 In so doing, it aims to foster a supportive, caring and kind school community in which all pupils and staff feel safe, and in which all pupils can learn and reach their full potential. It is written with reference to the non-statutory guidance offered in Behaviour in schools: advice for headteachers and school staff (2024), section 9 of The Education (Independent School Standards) Regulations (2014) ensuring that arrangements are made to safeguard and promote the welfare of pupils and section 15 of the National Minimum Standards for Boarding Schools (2022).
- 1.4 In accordance with the law, under no circumstances does the school use corporal punishment. (Section 131 of the Schools Standards and Framework Act, 1998).
- 1.5 This policy applies throughout the school day, and also:
  - Whenever pupils are taking part in a school-organised or school-related activity, whether on or off site
  - Whenever pupils are travelling to and from school, or are identifiable as a pupil of the school
  - Whenever pupils are travelling between different parts of the school campus and/or are around the city of Canterbury when the school is in loco parentis
  - At any time, and both online and in person, if there may be repercussions for the orderly running of the school, an impact on pupil relationships or if the school's reputation may be adversely affected.
- 1.6 The policy should be read alongside the following other documents;
  - 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
- Exclusion and Required Removal Policy

## **2. MONITORING AND REVIEW**

- 2.1 This policy is to be reviewed at least annually by the Senior Deputy Head, and ratified by the Senior Management Team (SMT) and governors.. In addition, the log of serious disciplinary sanctions is reviewed and analysed at least termly along with other colleagues such as the Deputy Head (Pastoral) and Assistant Head (Boarding) at KSC, as well as key pastoral staff at JKS and the IC. This enables themes and trends to be identified, and any preventative and remedial actions considered in order to minimise the risk of such misbehaviour reoccurring in the future.

## **3. APPROACH TO PUPIL BEHAVIOUR**

- 3.1 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.
- 3.2 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
- 3.3 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, for example as peer mentors, chapel wardens, house and school monitors, they help and support those around them.
- 3.4 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.
- 3.5 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
- 3.6 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.

## 4. SYSTEM OF REWARDS

- 4.1 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.
- 4.2 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 and/or HsMs.
- 4.3 It will be the responsibility of the Senior Management Team (SMT) 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.

## 5. SCHOOL RULES

- 5.1 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.
- 5.2 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.
- 5.3 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.
- 5.4 Each House also publishes a set of House rules which align with the School rules, but allow for some variation on matters not covered by these in order to reflect the different physical and social environments of the Houses.

## 6. RESPONSES TO MISCONDUCT

- 6.1 In responding to misconduct, the school will seek to consider the role of education and restorative practices. The objective in any response is to:
- Resolve conflict, and to hold individuals and groups accountable
  - Repair and restore positive relationships
  - Reduce, prevent and improve harmful behaviour
  - Address the needs of the school community – understand and review factors which
  - may have led to conduct
- 6.2 In managing misconduct, the school recognises that:
- Everyone has a unique perspective and it is important to understand the views of all parties
  - Our thoughts and context influence what we do and say – the school must be able to establish the causes of poor behaviour
  - Pupils may need support to understand the impact and consequences of their actions
  - Individuals involved in an incident may be best placed to find ways to make positive and sustainable changes to behaviour
- 6.3 In order to achieve the objectives above, the school will typically:
- Involve an appropriate range of stakeholders (pupils, parents, staff) in discussions regarding misconduct so that the full context can be understood
  - Consider the role of education alongside the role of sanctions – both in the way that

- constructive sanctions are issued and how incidents are discussed with pupils (for example in assemblies)
- Monitor carefully pupils involved in serious misconduct in order to provide ongoing support and intervention as required
- Consider whether incidents reveal the need for further training or support for staff
- In line with the safeguarding and child protection policy where there are allegations relating to incidents such as sexual offences or child on child abuse, the school will liaise and/or report to the relevant outside agencies (local authority, social services or police)

## 7. SYSTEM OF SANCTIONS

7.1 Notwithstanding the overall approach to behaviour set out above, sanctions are nonetheless sometimes necessary in a school community to promote positive behaviour, safeguard others, and ensure a good environment for teaching and learning. 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.

A summary of the hierarchy of sanctions used is shown in the table below.

Level	Sanction	Cause	Detail, Rationale and Personnel
1	Verbal Admonishment	Minor indiscretions	This should be the first recourse of any member of staff. Constructive discussions that actively engage all pupils with their teachers build goodwill and encourage reflection. This is more likely to resolve issues early, giving pupils ownership of the solution.
2	Departmental Detention or House Sanction (community duties, withdrawal of privileges, breakfast reporting, confiscation of mobile telephone or other electronic devices)	Relatively minor and/or repetitive classroom, house or school misbehaviour.  e.g. significant lateness to lessons; repeatedly inadequate uniform.	Typically given by classroom teachers (in consultation with their HoD to ensure consistency) and House Staff (in consultation with their HsM).  Further information given in ‘Detention Guidelines’ (Appendix 1). All sanctions given at Level 2 should be recorded in CPOMS.
3	More significant house or school sanctions including;  formal gating, house detention, Satis Card (for	More serious offences or for persistent bad work or behaviour e.g. missing co-curricular commitments without good reason, unkind	Typically given by HsMs, Head of Year, Heads of Department or members of SMT. These should always be recorded in CPOMS. This level of sanction typically overrides a pupil’s attendance at school commitments. All Midweek

	unacceptable academic performance);  Mid-week School Detention	or disrespectful behaviour towards other pupils or staff	Detention records are also kept centrally on iSAMS.
4	Saturday Detention	Serious offences, typically relating to serious academic issues, smoking or vaping, drinking alcohol, being out of bounds, inappropriate relationships, persistent and/or significant unkind behaviour, and damage to property	Recommendations for a Saturday Detention should be passed to the pupil's HsM, who will consult with the Senior Deputy Head. A record of this detention will be kept on CPOMS, iSAMS and on the central serious sanctions log. .
5	Exclusion (internal, temporary or permanent)	Very serious behavioural problems, typically relating to theft, bullying, substances and/or sexual activity	Details are found in the separate whole-school exclusion policy.

In all cases, the Head and Senior Management team reserve the right to use discretion when deciding on the most appropriate sanction. The trust and confidence of the relationship between the School, parents and pupils is a key component of the ongoing educational relationship.

## 8. DETERMINING THE NATURE OF A SANCTION

- 8.1 In assessing cases of poor behaviour, and the nature of the disciplinary response, a number of factors should be considered. Where there is doubt, and where there is a possibility that the response should fall under levels 4 or 5 of the above table, the Senior Deputy Head must be consulted.
- 8.2 If it is necessary to conduct an investigation into the alleged conduct of pupils, this will typically be carried out by;
- For behaviour likely to fall into level 1, 2 or 3, the HsM or their deputy
  - For level 4, the Director of Safeguarding, Assistant Head (Boarding) or a Head of Year
  - For level 5, the Senior Deputy Head.
- 8.3 Whichever colleague determines a sanction, regard must be had to the following factors:
- The pastoral context of those involved, including mental health and safeguarding;
  - Whether the pupil(s) involved have any special educational needs or disabilities



- The nature of the conduct and its impact on others
  - The age and level of understanding of the pupils involved
  - The extent to which the conduct is premeditated or targeted
  - The extent to which there is a power imbalance evident in the behaviour towards another pupil
  - The extent to which the conduct is part of a pattern or has been repeated
  - The extent to which pupils involved in conduct have been honest and remorseful
- 8.4 In some cases it may be appropriate to make reasonable adjustments to the level of sanction that would otherwise be imposed. Furthermore, the sanction should not breach any other legislation in respect of disability, race, religion and other protected characteristics under the *Equality Act 2010*.
- 8.5 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 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:
- whether reasonable steps have been taken to understand and address the pupil's educational and/or other needs or vulnerabilities;
  - whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;
  - whether the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:
    - ensuring that education, benefits, facilities and services are targeted at those who most need them;
    - the fair exercise of powers;
    - ensuring the health and safety of pupils and staff, in light of clearly identified risks;
    - maintaining academic and behaviour standards; and
    - ensuring the well-being and dignity of pupils.
- 8.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the SENCO and further action will be considered.
- 8.7 The school seeks to work collaboratively with the parents of a disabled pupil whose behaviour is of concern, and expects the same in return from parents. The school's aim will be to support the pupil whilst balancing its responsibilities towards other pupils and staff. In appropriate cases, e.g.: where there are concerns about the welfare of either the disabled pupil or fellow pupils, the school will seek external guidance in line with the Safeguarding Policy. The pupil's parents should be kept informed and the school will expect parental cooperation at an early stage and throughout, so as to maintain mutual trust and confidence between the school and parents and avoid possible escalation and the necessity to consider sanctions. Where sanctions are under consideration, the school will consider whether an intended sanction is proportionate in the context of the treatment of other incidents of similar conduct and whether lesser and/or previously untried sanctions might be appropriate and effective.
- 8.8 Consideration will also be given to mental health and wellbeing of pupils before, during and after any sanctions being imposed. If conversations or interviews are required in order for members of staff to investigate alleged poor behaviour, pupils may be given 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 an impact on their behaviour; this might take the form of additional time during meetings, rest breaks, an advocate or similar.

- 8.9 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. Further details on online behaviour are set out in the school's Online Safety Policy.
- 8.10 HsMs take the main responsibility in deciding when to inform parents of any sanctions imposed. For more serious offences (those at level 4 or 5) this will be done in conjunction with members of the SMT. Records of serious incidents and the disciplinary actions imposed are retained and logged in the Serious Sanctions log. As set out above, there is at least a termly review of this log and comparison with the equivalent logs at JKS and the IC in order to assess the effectiveness of the approach adopted, enable the identification of any patterns and trends, and to feed into the Life Matters programme to proactively prevent such behaviour taking place in the future. Details of sanctions imposed at level 3 or lower are typically recorded in CPOMS by relevant staff and are visible to senior pastoral staff. This allows for monitoring and the identification of any variations in the approach taken by different Houses or members of staff.
- 8.11 In line with the safeguarding and child protection policy where there are allegations relating to incidents such as sexual offences or child on child abuse, the school will liaise and/or report to the relevant outside agencies (local authority, 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. As mentioned above, due consideration will be given to liaison with external agencies, including the police, social services or other local authorities as required.
- 8.12 Further information on the ways that the school works to prevent bullying, and the steps that are taken when a case arises can be found in the school's Anti-bullying policy.
- 8.13 Pupil leaders in Houses may not impose sanctions on other pupils, but can recommend to a HsM that such action is taken.

## **9. DISCRIMINATION AND HARASSMENT**

- 9.1 Running in parallel to the responses to disciplinary issues 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 and 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 a widely-publicised QR code and the levelled response, found at Appendix 3, is implemented.

## **10. EXCLUSIONS (TEMPORARY OR PERMANENT) AND REMOVAL**

10.1 In the instance of serious misconduct, it may be decided that a pupil should be excluded from school either temporarily or permanently. Further details can be found in the Exclusion and Required Removal Policy. Teaching and pastoral staff should always report serious misconduct within or outside lessons to the relevant HsM, the Deputy Head (Pastoral) and the Senior Deputy Head. In some circumstances, pupils may be required to remain out of lessons or at home whilst an investigation into alleged misconduct is completed in order for it to be determined whether the misdemeanour can be dealt with by this behaviour policy, or through the removal, exclusion and review policy. This is a neutral act and is not recorded as a sanction. A log of all exclusions will be kept by the Senior Deputy Head and also recorded on CPOMS and isams.

## **11. STAFF AND GOVERNOR TRAINING AND ENGAGEMENT**

11.1 The School recognises that good training is a key aspect of ensuring consistent management of behaviour. The School ensures that staff are regularly training on all aspects of behaviour management and the provisions of this policy. In addition, the Senior Deputy Head keeps under review the need for any appropriate training which is required for staff to meet their duties and functions within this policy. This includes:

- training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour; and
- additional training and support to enable staff to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

11.2 Governors are engaged in the operation of this policy by receiving regular reports from school leaders and by reviewing the policy each year to ensure that it remains compliant and continues to meet the needs of the School, pupils and staff.

## **APPENDIX 1: SCHOOL RULES**

## **APPENDIX 2: DISCRIMINATION AND HARASSMENT LEVELLED RESPONSE**