THE
KING'S SCHOOL
CANTERBURY

Behaviour Policy

Responsible Person: KSC Senior Deputy Head

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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 in compliance with The Education (Independent School Standards) Regulations (2014) and the National Minimum Standards for Boarding Schools (2026). It has regard to Behaviour in schools: advice for headteachers and school staff (2024).

1.4 All staff at King's play a role in modelling good behaviour (see the staff code of conduct), in encouraging positive behaviours, and in intervening where poor behaviour takes place. However, the central contact for pupil behaviour issues is a pupil's Housemaster or Housemistress, with serious issues being escalated to Heads of Section/Year, the DSL, the Senior Deputy Head and, ultimately, the Head. Where relevant, other specialist services are also involved, including the Learning Enhancement Team (for SEND), the Health Centre (and their nursing team) and counsellors.

1.5 Key pastoral staff, such as Housemasters and Housemistresses regularly receive training on how to handle behavioural incidents, often from the DSL, and all teaching staff are required to read this policy at the start of each academic year.

1.6 In accordance with the law, under no circumstances does the school use corporal punishment. (Section 131 of the Schools Standards and Framework Act, 1998).

1.7 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.

1.8 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 by the KSC Senior Management Team. 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

The School seeks to provide a community in which every pupil can learn, contribute and flourish. This framework explains how the School encourages positive behaviour, protects the learning environment, supports pupils when difficulties arise and responds to behaviour fairly, consistently and proportionately.

Its purpose is not simply to set out rewards and sanctions, but to encourage the qualities of character that lie at the heart of life at King's: kindness, respect, responsibility, service, integrity and self-discipline. It is based on the belief that positive behaviour should be recognised more often than poor behaviour is sanctioned, that concerns are best addressed early, and that accountability should always be accompanied by appropriate support and guidance.

The framework applies to all pupils and to behaviour during lessons, co-curricular activities, boarding, educational visits and all other activities undertaken under the authority of the School. It is intended to provide a clear and consistent approach rather than a rigid set of rewards and sanctions, allowing staff to exercise professional judgement while taking account of the individual pupil, the circumstances and the values of the School.

The Four Elements of the Framework

The framework is built around four complementary elements which together encourage positive behaviour, protect learning and support pupils in becoming responsible members of the King's community.

Recognition

Positive behaviour should be recognised regularly. Bene Fecits acknowledge pupils whose actions make a positive contribution to the life of the School, whether through kindness, effort, service, leadership or achievement. Recognition encourages the qualities the School values and helps build a culture in which pupils take pride in contributing to School life.

Recognition should be timely and meaningful. Wherever possible, pupils should understand why they have been recognised so that positive habits are encouraged and reinforced.

Protecting the Learning Environment

Every pupil has the right to learn in a calm, respectful and purposeful environment. Staff therefore have a responsibility to protect the learning of the whole class whenever behaviour disrupts teaching or prevents others from participating fully.

Where necessary, this may include the temporary removal of a pupil from a lesson. This is not intended as a punishment, but as a practical step to safeguard the learning of others while giving the pupil an opportunity to reflect, regain their composure and return successfully to the classroom.

Restoration

Most behaviour is best addressed early. Coaching conversations, reflection and pastoral support help pupils understand the impact of their actions, repair relationships and make better choices in the future.

The aim is not simply to correct behaviour but to help pupils develop maturity, resilience and self-discipline. Wherever possible, pupils should leave an incident with a clearer understanding of what is expected and the confidence to make a fresh start.

Sanction

Where behaviour requires a formal response, sanctions provide fair and proportionate accountability. They reinforce the standards expected at King's while sitting alongside, rather than replacing, pastoral support.

Sanctions should therefore be seen as one part of the School's approach to behaviour. Their purpose is not simply to punish poor choices but to encourage responsibility, reflection and positive change.

A Shared Approach

The success of this framework depends less on the number of rewards or sanctions issued than on the consistency with which expectations are applied and the quality of the relationships between staff and pupils.

3.1 Recognition, Protecting the Learning Environment, Restoration and Sanction are intended to work together. Used consistently and with good judgement, they help create a school in which pupils can learn well, take responsibility for their actions and make a positive contribution to the King's community.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

3.2 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.

3.3 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 feel safe and can realise their potential.

3.4 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

3.5 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 considers 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 (BENE FECITS)

4.1 The tradition of awarding Bene Fecits has long been part of life at King's. They are a simple way of recognising the many positive contributions pupils make to the academic, pastoral and co-curricular life of the School.
The term comes from Latin:
Bene = well; Fecit = has done; Bene Fecit = *"has done well."*
Bene Fecits recognise far more than academic success. They acknowledge kindness, service, leadership, perseverance and the many everyday actions that make King's a positive and supportive community. They encourage the qualities the School values and remind pupils that contribution matters just as much as achievement.
The School aims to recognise positive behaviour more often than it sanctions poor behaviour. Staff are therefore encouraged to award Bene Fecits regularly whenever pupils demonstrate the qualities and values that contribute positively to School life.

4.2 Levels of Recognition

The three levels of Bene Fecit reflect the scale of a pupil's contribution, rather than simply different degrees of achievement.

Bene Fecit (Level 1) – Everyday Positive Contribution

A Bene Fecit (Level 1) recognises the everyday choices that make a difference to life at King's. These awards should be used frequently by all members of staff to acknowledge the everyday habits and attitudes that help pupils succeed and strengthen the wider School community.

Examples may include:

- excellent engagement in lessons;
- excellent preparation and organisation;
- supporting peers or members of staff;
- demonstrating kindness, respect and courtesy;
- representing the School positively;
- responsible use of technology;
- positive contribution to sport, music or other co-curricular activities;
- perseverance, resilience or sustained effort in response to challenge.

Bene Fecit (Level 2) – Sustained or Significant Contribution

A Bene Fecit (Level 2) recognises contributions that go beyond everyday expectations through sustained commitment, leadership or notable achievement.

Examples may include:

- sustained academic improvement;
- consistently high-quality work over time;
- leadership within a team, society or activity;
- sustained contribution to House life;
- service to the wider community;
- significant contribution to Open Days, school events or other School activities;
- notable sporting, musical, dramatic or academic achievement;
- sustained commitment to a project or initiative that benefits others.

These awards recognise contributions that have had a lasting impact beyond a single lesson, event or occasion.

Bene Fecit (Level 3) – Exceptional Contribution

A Bene Fecit (Level 3) is reserved for exceptional achievement or service that has had a significant impact on the wider School community.

Examples may include:

- outstanding academic distinction;
- exceptional sporting, musical, artistic or cultural achievement;
- exceptional leadership over an extended period;
- outstanding charitable or community service;
- significant contribution to the life and reputation of King's;
- delivery of a whole-school assembly;
- a Head's or Senior Management Team Commendation.

These awards should remain exceptional and will normally be approved by the relevant Head of Section or a member of the Senior Management Team.

4.3 Recognition and Celebration

Bene Fecits accumulate throughout the academic year and provide an opportunity to recognise sustained positive contribution.

Pupils reaching the following milestones will receive formal recognition:

Milestone	Recognition
50 Bene Fecits	Certificate presented in Year Assembly
100 Bene Fecits	Certificate presented in Whole School Assembly together with an invitation to the Head's Breakfast or Lunch
150 Bene Fecits	King's pin badge presented by the Head in Whole School Assembly, together with the Head's Breakfast or Lunch and an additional award determined by the School

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 mentoring sessions where groups and individuals meet with mentors 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 These rules include the school's approach to controlling mobile phones. Very broadly, these are that pupils in Years 9-11 should not have phones with them during the school day, Monday to Friday. Sixth Formers may have phones with them, but should not have them out around school or in classes without explicit teacher approval.

5.5 A list of banned items, and those for which a search may be undertaken are included in the separate Prohibited Items Policy

5.6 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 UNACCEPTABLE BEHAVIOUR (MISCONDUCTS)

Where a pupil's behaviour falls below the standards expected at King's, a misconduct may be recorded. Misconducts provide a fair and proportionate response when behaviour requires a formal sanction. Their purpose is not simply to sanction poor behaviour, but to help pupils reflect on their choices, take responsibility for their actions and make a positive fresh start.

No framework can anticipate every situation. Staff should use their judgement, taking account of the individual pupil, any identified learning needs, the circumstances of the incident and any previous pattern of behaviour.

Misconduct (Level 1)

Low-Level Behavioural Concerns

A misconduct (Level 1) is appropriate where behaviour falls below everyday expectations but can usually be addressed through a reminder of those expectations, together with discussion and reflection.

Examples may include:

- lateness to commitments;
- failure to complete or submit prep;
- missing equipment;
- incorrect uniform;
- low-level disruption;
- misuse of technology;
- minor unkind behaviour;
- failure to meet everyday expectations.

Wherever possible, these matters should be dealt with by the member of staff at the time they occur.

Misconduct (Level 2)

Serious Behavioural Concerns

A misconduct (Level 2) is appropriate where behaviour represents a more serious breach of expectations or where lower-level concerns continue despite earlier support and intervention.

Examples may include:

- deliberate defiance or refusal to follow a reasonable instruction;
- rudeness towards staff;
- repeated disruption to learning;
- refusal to surrender a device when instructed;
- inappropriate online behaviour;
- repeated unkind behaviour;
- truancy from a School commitment.

A misconduct (Level 2) will normally result in a mid-week detention together with appropriate pastoral follow-up.

Misconduct (Level 3)

Significant Breaches

A misconduct (Level 3) is reserved for serious breaches of School rules or behaviour that places the safety of others, or the reputation of the School, at significant risk.

Examples may include:

- possession or consumption of alcohol;
- possession of prohibited items;
- academic malpractice;
- discriminatory language or harassment;
- serious breaches of boarding or visiting rules;
- behaviour that places others at significant risk;
- persistent or serious defiance.

A misconduct (Level 3) will normally result in a Saturday detention or internal suspension. It will usually be issued following consultation with the relevant members of the senior management team, although Housemasters and Housemistresses may issue these directly where authority has been delegated.

For circumstances where an external or permanent suspension is likely to be the outcome, investigating colleagues will liaise closely with the Senior Deputy Head.

Whilst there are immediate and defined sanctions for misconducts (Level 2) and (Level 3), This framework is intended to provide guidance and consistency for House Teams when responding to behavioural incidents. While professional discretion may be exercised in cases where pupils have identified pastoral needs, special educational

needs and disabilities (SEND), or other significant contextual factors, it remains essential that lower-level behavioural concerns are addressed through a graduated and escalating response. This ensures that appropriate support, intervention, and accountability are provided at the earliest opportunity to promote positive behavioural change.

6.1.1 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

6.1.2 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)
- Consider whether the police and other external agencies need to be made aware of the behaviour in the event of it being potentially criminal. Where the police do become involved we will always follow their guidance and this may often require the school to forgo our own disciplinary investigation for a period of time.

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.

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.

Level	Sanction	Cause	Detail, Rationale and Personnel
0	Verbal Admonishment	First instance of poor low-level behaviour in any area of school life	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.
Misconduct (Level 1)	Verbal Admonishment Recorded on ISAMS	A misconduct (Level 1) is appropriate where behaviour falls below everyday expectations but can usually be addressed through a reminder of those expectations, together with discussion and reflection.	Issued by all staff. If possible, these matters should be dealt with by the member of staff at the time they occur. ***Accumulation of misconducts (-1) will lead to a review by relevant colleagues.***
Misconduct (Level 2)	Mid-Week Detention	A misconduct (Level 2) is appropriate where behaviour represents a more serious breach of expectations or where lower-level concerns continue despite earlier support and intervention.	Typically given by HsMs, Head of Section, 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 Detention records are also kept centrally on iSAMS.
Misconduct (Level 3)	Saturday Detention, suspension (internal, temporary or permanent)	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	All incidents at this level require an internal investigation which could be undertaken by Housemaster or Housemistress, Head of Section, the DSL or other member of the Senior Management team. The appropriate sanction will be determined once the investigation has taken place and in liaison with the Senior Deputy Head.

7.2 Education and restorative interventions will be used alongside sanctions to ensure that pupils understand why their behaviour is unacceptable and to provide opportunities for reflection, accountability, and resolution. Wherever possible, educational and restorative approaches will run in parallel with sanctions, enabling pupils to learn from incidents, repair relationships where appropriate, and make positive behavioural changes moving forward

7.3 Colleagues, including Housemistresses, Housemasters and Heads of Section, may also utilise a range of supportive interventions to help pupils make more positive behavioural choices. These interventions may include report (Satis) cards, regular pastoral meetings, mentoring, behaviour targets, and structured monitoring. The purpose of these measures is to provide guidance, support, and accountability, enabling pupils to reflect on their behaviour, develop self-regulation, and achieve sustained improvements over time.

8. DETERMINING THE NATURE OF A SANCTION

8.1 Where it is necessary to investigate the alleged conduct of a pupil, responsibility for managing the matter will usually be determined by the seriousness of the behaviour and the level of misconduct involved.

- **Misconduct (Level 1)** incidents should, wherever possible, be addressed by the member of staff who witnesses or identifies the behaviour. Timely intervention is often the most effective way of addressing lower-level behavioural concerns and supporting positive behaviour change. The relevant House Team (including the Mentor, Housemistress/Housemaster, or Deputy Housemistress/Housemaster) will monitor and follow up on such concerns through the pastoral system. Where a pattern of behaviour emerges through the accumulation of multiple Misconducts, the House Team will take the lead in implementing appropriate interventions and escalating support as necessary.
- More serious incidents, which are likely to fall within the level 2 or 3 Misconduct categories, should be referred to the Designated Safeguarding Lead (DSL) in the first instance. The DSL will triage the incident and determine the most appropriate route for investigation and resolution. This may include referral to the relevant Housemistress or Housemaster where pastoral oversight is most appropriate, or involvement of the relevant Head of Section where the seriousness, complexity, or wider implications of the incident warrant senior academic leadership.
- The DSL will keep the Senior Deputy Head informed of serious behavioural incidents and any emerging concerns. The Senior Deputy Head's involvement is likely to increase where incidents are particularly significant, involve repeated or persistent, serious misconduct, or where the outcome may result in a fixed-term (external) suspension or permanent exclusion.

8.2 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

8.3 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*.

8.4 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.

8.5 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.

8.6 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.

8.7 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.

8.8 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.

8.9 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 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 by the KSC Senior Management Teamin 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 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.

8.10 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 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.

8.11 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.

8.12 Pupil leaders such as School Captains, School Monitors or Heads of House 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 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 DSL in the first instance. 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 incident 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 DSL, in association with the Senior Deputy Head, and 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, notably through the Pastoral & Safeguarding Committee, and the Education Committee. This policy is also reviewed by the Pastoral & Safeguarding committee each year to ensure that it remains compliant and continues to meet the needs of the School, pupils and staff.