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1. Introduction

The King's School is an Anglican school that supports the Christian ethos and where all students are respected and valued. The School strives to ensure the safety, welfare and happiness of all its members so that each boy can develop his talents in an atmosphere of self-discipline and mutual respect.

The guidelines that follow are designed to promote learning and encourage a positive environment within the School Community. The School's focus is not to hand out punishments but to use discipline as a formative contributor to the child's education.

Discipline is needed in order to ensure a safe and purposeful environment for a child's education.

The main aims of behaviour management at The King's School are to ensure that our core values and expectations are implemented consistently and fairly within the spirit of our mission.

Our main aims are to:

- Provide a safe, positive and nurturing environment that allow all students the opportunity to succeed.
- Ensure all members of the School Community are equipped with a consistent and fair approach to managing appropriate behaviour.
- Promote positive relationships amongst all members of the School Community and develop strong partnerships with parents/caregivers.

Special considerations may need to be made due to personal or family crisis points. School Counsellors, Housemasters

and Year Co-ordinators will let staff know if there are special circumstances for a student without divulging confidential information.

2. Our Policy

The King's School will be a safe, positive and nurturing environment that allows all students the opportunity to succeed.

Behaviour expectations of students are informed by the School's values.

- Any behaviour that is inconsistent with the School's values would be considered unacceptable
- The School's values guide and inform how we respond to unacceptable behaviour

The School prohibits the use of corporal punishment in disciplining students attending the School.

The School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

3. School Values

 Responsibility	<p>We take responsibility for others and ourselves. Responsibility means recognising that we share our lives with others in a shared world. Living and learning in community means taking responsibility for contributing positively and actively to our community and our world. Responsibility for our world means living sustainably. Responsibility is strongly aligned with compassion and integrity, for we reach out with compassion and demonstrate our integrity when we choose to take responsibility for ourselves and others.</p> <p>Take responsibility.</p>
 Integrity	<p>We live our lives with integrity. To demonstrate integrity means to live a life that is integrated and balanced, cohesive and coherent. As a community of integrity, we are unified and work together for the common good. We are trustworthy and reliable, we follow through with conviction and courage. Integrity is strongly aligned with responsibility and honesty, for when we are true to ourselves and one another and exercise responsibility, we demonstrate our integrity.</p> <p>Demonstrate integrity.</p>
 Compassion	<p>We live to serve one another. Having compassion means caring for others, being kind and gentle. Compassion is stronger than sympathy or empathy, it is much more active and intentional. In a Christian sense, it is going out of one's way to help others, to be generous towards others, to care for others and stand up for others. Compassion is strongly aligned with humility and responsibility, for it is from an attitude of humility that we choose to take responsibility for others and reach out to them with compassion.</p> <p>Be compassionate.</p>
 Humility	<p>We do not think more highly of ourselves than we ought. We are human and we share in the humanity of others. Being humble arises from our Christian belief that we are equal in the sight of God because we are all created in His image. Humility is strongly aligned with respect and compassion, for it is when we are humble that we are able to respect one another and are motivated to reach out to others with compassion. Being humble recognises that we are not always right, we get things wrong.</p> <p>Be humble.</p>
 Excellence	<p>We strive to be excellent for others and ourselves. We do this in order to make an outstanding impact for the good of society. Striving for excellence means seeking to improve and better ourselves, to be always growing. Our striving for excellence is that we may be excellent for the sake of others. Excellence is strongly aligned with a life of compassion, humility, respect, honesty, integrity and responsibility, for it is when we commit ourselves to serve others that we strive to be excellent for others.</p> <p>Strive for excellence.</p>

 Respect	<p>We respect one another and ourselves. Respect involves valuing people and property so that neither is dishonoured. We respect other's beliefs and points of view. We do not bully or impose our will on others, whether in thought, word or deed. We respect ourselves by adopting a lifestyle that is balanced and promotes wellbeing. Respect is strongly aligned with humility and honesty, for it is when we are committed to the truth and able to recognise we may be wrong, that we are able to show respect.</p> <p>Show respect.</p>
 Honesty	<p>We are honest. Honesty means being trustworthy, sincere and authentic. We are true to ourselves and one another. We do not mislead or misrepresent each other. As members of our community, our trust for one another depends on our honesty. Honesty is strongly aligned with integrity and respect for it is our commitment to being honest with each other that enables us to be trustworthy and live with integrity and to show respect for one another.</p> <p>Be honest.</p>
 Gratitude	<p>We celebrate with gratitude to God and each other. Gratitude is important in celebrating excellence in others, for keeping us humble and protects us from a spirit of complaint.</p> <p>Celebrate with gratitude.</p>

4. Procedures

i. Tudor House

Inappropriate student behaviour at Tudor House is responded to and managed depending on the level of misbehaviour

LEVEL 1 – Managed by teachers		
Behaviour	Possible Consequences	Communication
<ul style="list-style-type: none"> Appearance: Incorrect uniform, inappropriate hair Misbehaviour: Inappropriate games, rudeness, littering, out of bounds, chewing gum Unprepared: Homework incomplete, books missing, no equipment Not completing work Physical/verbal actions against other students: Pushing, jostling, making inappropriate comments. Lateness: Arriving at Specialist lesson/activity General conduct in Sport/activities: unsportsmanlike behaviour, non-co-operation with officials, not following directions set by staff Out of Bounds 	<ul style="list-style-type: none"> Discuss the School Values not met and how these could be worked towards Movement away from peers Apology Imposition: Extra work/lunchtime Comment: Diary – rule reminder and warning Red Diary Comment Limited to a particular play area Counselling: In class/out of class <p>Referral to Colour Housemaster</p>	<p>Possible Parent Contact: Diary/Parent Teacher interview/ report/phone call/email and document Synergetic</p> <p>Welfare meeting/Outsource assistance if necessary</p> <p>Referral to Colour Housemaster</p>
LEVEL 2 – Managed by Colour Housemaster or Sportsmaster		
Behaviour	Possible Consequences	Communication
<p>Colour Housemaster manages:</p> <ul style="list-style-type: none"> Continued examples of Level 1 Foul and abusive language: swearing, inappropriate comments to staff and/or students Minor property damage marks on desk, graffiti 	<p>Counselling: In class/out of class</p> <ul style="list-style-type: none"> Remind the student of their 'belonging' to the school community and that living the School Values comes with 'belonging.' 	<p>Notify referrer of action</p> <p>Parent Contact: Diary/ Parent Teacher interview/ phone call/ email and document in Synergetic</p> <p>Welfare meeting/Outsource assistance if necessary</p>

<ul style="list-style-type: none"> • Striking a classmate Appearance: Incorrect uniform, in public • Misbehaviour: on excursions or on transport • Physical/Verbal actions: pushing, rushing, not lining up at bus stop correctly <p>Sportsmaster manages:</p> <ul style="list-style-type: none"> • Attendance Issues: failure to attend Saturday Sport/repeated lateness to Saturday Sport • Breach of Player Code of Conduct/Poor Poor Sportsmanship 	<ul style="list-style-type: none"> • Formulate strategies to meet the Values • Withdrawal from playground • Apology • Comment Warning/Red Diary Comment • Community Service e.g., cleaning, repairing • Check-in, Check-out Card – focus on making positive/ expected behaviour choices <p>Referral to Deputy Head, Students and Community</p>	
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LEVEL 3: Managed by Deputy Head, Students and Community

Behaviour	Possible Consequences	Communication
Cont. examples of Levels 1 & 2 <ul style="list-style-type: none"> • Gross disrespect: Deliberate rudeness and refusal to comply • Property damage: Graffiti, broken window, furniture broken, School or other student property • Inappropriate Physical/Verbal behaviour Fighting, bullying including cyber bullying, verbal abuse of student • Digital Technology Misuse: inappropriate use/damage • Theft 	<ul style="list-style-type: none"> • Counselling: In class/out of class • Conference with involved students • Note in Diary/phone call requesting parent interview • More than 3RDCs – contact parents – community service/ Behaviour Support Plan - focus on making positive/expected behaviour choices • Digital Technology privileges withdrawn (up to 2 weeks) • After School Detention • Student contract and probation <p>Referral to Head of School</p>	Notify referrer of action Parent Contact: Diary/Parent Teacher interview/phone call/email and document in Synergetic Welfare meeting/Outsource assistance if necessary

LEVEL 4: Managed by Head of School

Behaviour	Possible Consequences	Communication
• Cont. examples of Levels 1, 2 & 3	• Counselling: In class/out of class	Notify referrer of action

<ul style="list-style-type: none"> • Inappropriate Physical/Verbal behaviour: (Fighting, bullying including cyber bullying, verbal abuse of student) • Gross disrespect to staff • Any behaviour that would seriously undermine the reputation of the School 	<ul style="list-style-type: none"> • Note in Diary/phone call requesting parent interview • Saturday Detention • Internal/External Suspension • Student Contract and Probation <p>Referral to Headmaster</p>	<p>Parent Contact:</p> <ul style="list-style-type: none"> – Meeting with HoS – Discussion of Expectations of return to School <p>Welfare meeting/Outsource assistance if necessary</p>
<p>LEVEL 5: Managed by Headmaster</p>		
Behaviour	Possible Consequences	Communication
<ul style="list-style-type: none"> • Continued examples of Levels 1, 2, 3 & 4 • Serious assault/bullying 	<ul style="list-style-type: none"> • Counselling, Parent Contact • Suspension • Termination of Enrolment 	Notify referrer of action Meeting with Headmaster Outsource assistance if necessary

ii. Prep School

POSITIVE BEHAVIOUR REINFORCEMENT

Interaction between staff and boys should be of a positive nature. Whilst situations will occur where students need to be counselled about inappropriate behaviour, it will involve reflecting on poor choices made and encouraging better choices.

The Prep School has developed systems designed to encourage positive behaviour patterns

Merits	Staff may award students merit points for behaviour, effort or excellence in academic activities. Class results are tabulated and School wide totals calculated as an ongoing part of the yearly House Competition. Regular updates in assembly help to maintain enthusiasm for the competition.
Awards	Students may be awarded "Excellence Awards" or one of the other awards by staff for outstanding performance in class activities or recognition of good behaviour. If students receive four Excellence Awards they are entitled to a "Headmaster's Distinction" which is presented at the School Assembly. The Deputy Head Students & Community may award a Distinction Certificate for outstanding work, effort or citizenship. Housemasters may award a Housemaster's Distinction Certificate to boys in the House who have made an outstanding contribution of service to the House in citizenship, sporting or cultural endeavours.
Presentation Day Awards Years 3-6	At the end of the year a number of awards are presented as either book prizes, trophies or certificates to acknowledge contributions across a range of endeavours in the School. Outstanding performances in the academic, sporting and cultural spheres are recognised at the annual Presentation Day Awards alongside the contributions of service to the School community - School Citizenship and Young Kingsman Awards.

KINDERGARTEN & YEAR 1

	Level 1	Level 2	Level 3
Behaviour	<ul style="list-style-type: none"> - Hurting a schoolmate's body - Hurting a schoolmate's feelings - Disobeying a teacher - Being rude to an adult - Not caring for our school - Not caring for the uniform - Going out of bounds - Lateness to class after a break - Inappropriate possessions - Running on hard surfaces - Home Learning not done, no note o No Hat – play on verandahs 	<p>Repeated level 1</p> <ul style="list-style-type: none"> - 3 strikes with timing at discretion of teacher - Rudeness to adults - Lying - Swearing - Punching - Teasing - Spitting - Biting - Stealing - Poor bus behaviour - ICT misuse see ICT policy - Repeated disobedience 	<p>Repeated level 2</p> <ul style="list-style-type: none"> - with timing at discretion of Deputy Head - Students & Community <p>Significant consequences for:</p> <ul style="list-style-type: none"> o Major vandalism o Physical violence o Pattern of bullying o Cyberbullying o Racism o Truancy
Responsibility	<ul style="list-style-type: none"> - Teacher who witnessed behaviour 	<ul style="list-style-type: none"> - Teacher who witnessed behaviour - Referred to Deputy Head - Students & Community 	<ul style="list-style-type: none"> - Referred to Deputy Head - Students & Community - Teacher and Housemaster informed - When necessary - Head, Counsellor informed

Communication	<ul style="list-style-type: none"> Method by teacher discretion 	<ul style="list-style-type: none"> Teacher record Parents informed by Consequence sheet that is issued by Deputy Head - Students & Community 	<ul style="list-style-type: none"> Teacher record Database record Deputy Head - Students & Community to inform parents and, when necessary, a meeting is arranged
Action	<ul style="list-style-type: none"> Five minute time out in neighbouring room Counselling with teacher who witnessed behaviour Alerting parents where a pattern of behaviour exists Communication diary when necessary 	<ul style="list-style-type: none"> Counselling Deputy Head - Students & Community's Office - 10 minute time out Consequence sheet 	<ul style="list-style-type: none"> Counselling Interview with parents School service or Consequence sheet Playground Suspension In-school Suspension Suspension Expulsion

YEARS 2 to 6

	Level 1	Level 2	Level 3
Behaviour	<ul style="list-style-type: none"> Hurting a schoolmate's body Hurting a schoolmate's feelings Disobeying a teacher Being rude to an adult Not caring for our school Not caring for the uniform Going out of bounds Lateness to class after a break Inappropriate possessions Running on hard surfaces Home Learning not done, no note No hat - withdrawn from fields 	<ul style="list-style-type: none"> Repeated level 1 <ul style="list-style-type: none"> 3 strikes with timing at discretion of teacher Not honouring commitments Lying Poor bus behaviour Swearing Punching Teasing Spitting Stealing ICT misuse see ICT policy Repeated disobedience 	<ul style="list-style-type: none"> Repeated level 2 with timing at discretion of Housemasters and Deputy Head - Students & Community <p>Significant consequences for:</p> <ul style="list-style-type: none"> Major vandalism Physical violence Pattern of bullying Cyberbullying Racism Truancy
Responsibility	<ul style="list-style-type: none"> Teacher who witnessed behaviour 	<ul style="list-style-type: none"> Teacher who witnessed behaviour Deputy Head - Students & Community, Associate Chaplain, Prep Sergeant manage lunchtime procedures 	<ul style="list-style-type: none"> Referred to Deputy Head - Students & Community Teacher, Housemaster, Prep Sergeant informed When necessary - Head, Counsellor informed

Communication	<ul style="list-style-type: none"> - Behaviours recorded in diary thereby informing parents 	<ul style="list-style-type: none"> - Online register and recorded in diary, thereby informing teachers and parents - Teacher record - Database record when necessary 	<ul style="list-style-type: none"> - Three Lunchtime consequences constitute an additional afternoon Detention within a semester - Prep Sergeant places notification sticker for afternoon Detention in diary - Prep Sergeant or Deputy Head - Students & Community will contact parents for significant consequences and a straight Friday Detention - Detention sheet added to database - Summary notes of parent interviews added to database when necessary
Action	<ul style="list-style-type: none"> - Counselling with teacher who witnessed behaviour - 10 minute related consequence 	<ul style="list-style-type: none"> - Lunchtime consequence - Housemasters, Deputy Head - Students & Community, Associate Chaplain and Prep Sergeant monitors 	<ul style="list-style-type: none"> - Three Lunchtime consequences constitute an additional afternoon Detention within a semester - Prep Sergeant places notification sticker for afternoon Detention in diary - Counselling - Interview with parents - Afternoon Detention - Playground Suspension - In-school Suspension - Suspension - Expulsion

iii. Senior School

Behaviour/ Discipline and Management Guidelines

LEVEL 1		
Behaviours	Report to	Possible Interventions
Academic Low level misbehaviour in class Interruption, talking, poor manners, eating in class Homework incomplete Late to class Insufficient academic effort Inappropriate use of technology (incl. phone)	Class Teacher (Academic)	By classroom teacher, mentor and/or Sergeant) Strategies could include: <ul style="list-style-type: none"> – Warning/reprimand – Counselling Referral – Mediation – Time out card from Counsellor – Class Behaviour Contract – Isolation – Class/Faculty – Detention – Confiscation – Tutor Referral – Restitutions – Explicit teaching - expected behaviour – Sergeant Referral – Seating Plan – Parental Contact – ESS Referral
Pastoral Incorrect uniform Inappropriate hair Foul language/swearing Inappropriate use of technology Littering Lying	Mentor (Pastoral) Sergeant (Support)	Record details with Student Diary Card Signing. Advise Mentor of progress. If behaviour continues, refer to Head of Department /Housemaster. (L2)
LEVEL 2		
Behaviours	Report to	Possible Interventions
Repeated Level 1 Behaviours Low level bullying/incl cyber Lack of respect/rudeness to teacher Not following instructions Higher level disruption to class/co-curricular Major homework, task not completed (malpractice for senior assessment tasks)	Class Teacher/ HOD (Academic) Mentor/ Housemaster (Pastoral) Sergeant	By classroom teacher, Mentor, HoD, Housemaster and/or Sergeant Additional Strategies include: <ul style="list-style-type: none"> – Friday Detention – Year Coordinator Referral – Sergeant Referral – WHS Restriction (Industrial Arts) – Blue or Yellow Card – ESS Referral – Tutor Referral – Academic Improvement Plan – Housemaster Referral – Counselling Referral Record details and actions on Synergetic. Advise Teacher and/or Mentor of progress.

		If behaviour continues, refer to Year Coordinator (Academic) or Housemaster (Pastoral). (L3)
LEVEL 3		
Behaviours	Report to	Possible Interventions
Repeated Level 2 Behaviours Malpractice (Cheating in exams, Plagiarism) High level bullying/incl cyber (racist/sexual comments) High level disrespect/ rudeness to staff (ie abusing, swearing) Truanting Fighting Affray	Year Coordinator/ Deputy Head (Academic) Housemaster/ Deputy Head Students and Community	<p>By Year Coordinator, Housemaster, Deputy Head - Students and Community and/or Deputy Head - Academics</p> <p>Additional Strategies include:</p> <ul style="list-style-type: none"> - Red Card - Sergeant Referral - Counselling Referral - Parent Meeting - ESS Referral - Malpractice (Snr Students) - Saturday Detention - Mediation <p>Record details and actions on Synergetic.</p> <p>Advise Teacher and/or Mentor of progress.</p> <p>Parents to be informed.</p> <p>If behaviour continues, refer to the Deputy Head - Students and Community and/ or Head of Senior School/Deputy Headmaster. (L4)</p>
LEVEL 4		
Behaviours	Report to	Possible Interventions
Extreme Bullying incl cyber Carrying/displaying a knife/weapon Assault (Physical/Sexual) Pornography Drugs/Alcohol (consuming and providing) Gambling Theft Smoking Vandalism Indecent Exposure Bringing the School into disrepute Any activity that breaks the law Data Breach	Head of Senior School/ Deputy Headmaster Deputy Head- Students and Community	<p>Head of Senior School/ Deputy Headmaster</p> <p>and/or</p> <p>Deputy Head – Students and Community</p> <p>Level 4 Interventions are at the Head of Senior School and Deputy Head of Students discretion but may result in suspension or expulsion (refer to <i>Student Expulsion and Suspension Policy</i>).</p> <p>Each situation will be dealt with on its own merits. Criminal Behaviour will be reported to the Police. Headmaster/parents to be informed as soon as possible.</p> <p>Record details and actions on Synergetic.</p> <p>Advise Teacher, Mentor, HoD, Year Coordinator and/or Housemaster of progress.</p>

This is a guide only and interventions and consequences will be made at the discretion of the School and according to the context of the behaviour.

5. Management

Category	Operational
Endorsed by	CSE
Reviewer	Heads of Campus
Version	1 May 2022 2. January 2024 – formatting only 3 April 2024 – integrating Tudor House, Prep. Senior School
Review Period	Biennial
Next Review	April 2026