



# King's College

TAUNTON

## Behaviour Policy

**Policy Date:** September 2025

### Responsibility

**Individual:** Deputy Head (Pastoral)

**Review Cycle:** (Annual)

**Next review:** September 2026

**Last review:** September 2025



This policy has been written with regard to the Department of Education guidance *Behaviour in Schools – advice for headteachers and school staff* (July 2022).

It should be read in conjunction with the following school policies:

- Child Protection and Safeguarding (which includes detailed arrangements for incidents of child-on-child abuse, including sexual violence and harassment)
- Equal Opportunities
- Anti-Bullying
- Online Safety
- Alcohol
- Drugs and drug testing
- Smoking
- Use of ICT, mobile phones and other electronic devices
- Use of Reasonable Force
- Confiscation of Pupils' Property
- Room searching
- Mobile phone policy



### INTRODUCTION

At King's College we encourage the establishment of good teacher/pupil relationships and support the school's values through a system of rewards and sanctions which are designed to promote a calm and safe learning environment in which all pupils can learn and reach their full potential.

King's College aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of teamwork and leadership through our extensive programme of co-curricular activities.

King's College is an inclusive community. We welcome pupils from a wide variety of backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person. We expect all members of our community to treat each other with dignity, kindness and respect

The school's system of rewards and sanctions is outlined in this document.

### CODE OF CONDUCT

King's College sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour both inside and outside the classroom, as well as outside the School and online.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of School life. They should follow the School's Rules and Regulations. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

We expect staff to maintain consistent behaviour expectations and to be aware of situations where a pupil's needs might affect behaviour. This (and associated policies) is included in staff induction processes.

Everyone has a right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated. Our Anti-bullying policy is published on our website and paper copies are available on request. The School is committed to being an equal opportunities school and is committed to equal treatment for all pupils, regardless of race, sex, disability, religion or belief, sexual orientation, gender reassignment, marital status, pregnancy or maternity, cultural and linguistic background ("protected characteristics").

We expect pupils to be ready to learn and to participate in School activities. They should attend School and lessons punctually, with all required equipment and they must follow the School's attendance and registration policies. They should care for the buildings, equipment and furniture in all areas of the school. We expect pupils to behave at all times in the best interests of the whole community.



Our code of conduct aims to:

- promote good relationships between all pupils, pupils and staff and to create a strong sense of community;
- provide a kind, caring and ordered environment that will encourage all pupils to develop into morally and socially responsible people;
- ensure that the development of intellectual, physical, creative and social skills happens in a happy and mutually respectful environment that is beneficial for all; and,
- promote the School's values

Pupil Code of Conduct – guiding principles

1. Conduct: You are expected to represent the School with distinction at all times. You should be kind and inclusive towards all in our community and treat all people equally. You should be considerate and courteous towards all those you come into contact with, during the school day, travelling to and from school, when visiting town or representing the School at any co-curricular activity. You should show respect for all property, our school buildings and environment, and treat other people's belongings with care.

2. Attendance and Punctuality: You are expected to be on time for all registrations and house roll calls. You should be punctual to all lessons.

3. Work: You are expected to take part positively and productively in lessons. You should follow rules specific to your class and ensure you bring all equipment (including electronic devices) needed for the lesson with you. All pupils have a right to learn free from distraction of others. You should ensure your behaviour does not distract others or disrupt the smooth running of the class. You must look after your books and files.

4. Appearance: The correct uniform should be worn at all times. A clean and smart appearance is expected. Specific guidelines on school dress are published separately.

5. Games and Co-curricular activities: You are expected to conduct yourself in the same manner as you would in class at all games and co-curricular activities, both in school and when away from school. You should be punctual and supportive of the activity and ensure that your behaviour is not distracting to others or disruptive.

5. Discipline: You are expected to show respect for and adhere to all School Rules.

6. Personal Safety: You should take personal responsibility for your own safety and for the security of your possessions. You should move around the school safely and sensibly and observe the out-of-bounds areas which are clearly listed in the School Rules.

### INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at King's College undertake to uphold the School's policies and regulations, including this policy. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and prep / private study.



Sometimes behavioural difficulties may stem from home circumstances and parents/guardians are encouraged to let the school know if there is anything happening at home that might contribute to their child demonstrating poor behaviour at school.

We are always happy to consider suggestions from parents and hope that you find the School responsive and open-minded. The School's pastoral systems are designed to meet the needs of all pupils. Pupils can raise any concerns they have via formal and informal means, these include:

- Tutor
- Houseparent
- Heads of Year
- The Chaplain
- The Senior Management Team
- School Captains and Vice Captains, House Captains and other senior pupils
- School committees, such as house and year group forums

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, with other agencies.

The School has a number of support systems in place to meet the needs of all pupils. These include access to individual counselling sessions with the School Counsellor.

The School welcomes feedback from parents on the effectiveness of its behaviour management measures and all other aspects of this policy.

### INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them. This process is facilitated by regular house meetings, prefect meetings, house forums, year group forums, Flourish meetings, the School's pupils' food committee and access to senior staff.

### SCHOOL RULES AND REGULATIONS

The School's Rules and Regulations are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. Copies of the main Rules and Regulations are published to all members of the community and each term on the school portal. They may change from time to time. Parents and Guardians undertake to support the authority of the Head and his staff in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

King's College undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include: detention, withdrawal of privileges (gatings), assistance with domestic tasks (such as collecting litter or tidying lockers), suspension for a specified period, removal or expulsion.



Corporal punishment is forbidden by law. Members of staff must not use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or humiliation.

The School's policy on Exclusions is published separately and procedures for exclusions are also outlined in the School's Terms and Conditions

The School records rewards and sanctions imposed on the children centrally with the use of the information management system iSAMS and via Class Charts. This includes the pupil's name, year group, house, date and sanction imposed. In accordance with the Equality Act 2010, reasonable adjustments are made for pupils with special educational needs or disabilities.

King's College reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/ exclusion.

Parents should be aware that the School has a duty of care to pupils and staff, including specific safeguarding and data protection legal responsibilities. Complaints about other pupils or staff will be investigated and actioned where appropriate, but the School will never disclose details of those actions to third parties, including to parents who made the original complaint.

### TEACHING AND LEARNING

King's College aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive, tactful but firm way. Our teaching staff offer our pupils a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

### COMPLAINTS

We hope that pupils and parents do not have any complaints about the operation of our behaviour policy; but copies of the School's complaints procedure can be sent on request.



### Appendix to Behaviour Policy - Rewards and Sanctions

#### Rewards

Achievement can be recognised as follows:

##### Academic

- Positive marking of work
- Verbal encouragement and praise
- Positive reports
- Credits (through Class Charts), i-Points and distinctions for good work, the latter being awarded in School assembly
- Academic prizes at the end of the School year (3rd Form have form prizes, 4th, 5th and Sixth Form have subject prizes)

##### Drama, Music, Community Service

- Special prizes awarded at the end of the School year
- School colours are awarded for achievement in music and drama
- Houses may also give colours for achievement in these areas

##### Sport

- Pupils win House and School colours for sport
- Presentation of cups and awards

##### Individual/Group achievements (e.g. national recognition, outstanding achievements)

- Acknowledgement in School assembly on Tuesday mornings
- By a notice on the Head's board
- By verbal recognition
- They may also be recognised by an entry on the School's website, in School newsletters or in the annual magazine.

##### Good behaviour/general contribution

- Noted on Class Charts
- Verbal encouragement and praise
- Acknowledgement in School assembly and chapel and house assemblies
- Positive House and Tutor reports
- Ferrett Prize – for all round unobtrusive contribution by a 4<sup>th</sup> form pupil
- Bolt Prize – for the outstanding all round contribution by a 5<sup>th</sup> form pupil
- Tonks Prize – for all round unobtrusive contribution by a Lower Sixth pupil
- Old Aluredian Prizes – for all round contributions by Upper Sixth pupils
- Mott Prize – for all round contributions by a 3<sup>rd</sup> form pupil



### Sanctions

The following sanctions for poor behaviour are guidelines and are reviewed regularly. They should be read in conjunction with specific policies/documents and rules on Alcohol, Smoking, Drugs, Sex and Relationships, Bullying (including Cyberbullying) and guidance on gatings.

Offence	Authority	Punishment Level
Drug abuse and the supplying of drugs (see separate policy); sexual offences including sexual violence and harassment; breach of the law of the land (e.g. theft); serious or persistent bullying (including cyberbullying, prejudice-based bullying and discriminatory bullying) and other types of child-on-child abuse. Repeated other offences after warnings and prior suspension.	Head	Expulsion
Expellable offences where clemency is possible; sexual impropriety; bringing spirits onto the site/ supplying spirits (see Alcohol policy for further details); continued smoking or drinking alcohol; alcohol consumption by lower school pupils; smoking or vaping indoors; bullying; violent/aggressive behaviour; discriminatory behaviour; leaving House during the night and breaching the school's duty of care; excessive drinking by any pupil (see Alcohol policy for further details); persistent low level disruption.	Head and Deputy Head	Suspension
Repeated smoking or vaping; drinking alcohol/repeated drinking of alcohol (may lead to suspension - see above and Alcohol policy for further details); breaking House or Town gating (see below)	Deputy Head	Close gating - restriction to House area when not in Main School, signing in at hourly (or half-hourly) intervals during Wednesday/Saturday afternoons and at weekends. May be supplemented by Saturday detention or with community tasks as arranged by the Deputy Head, e.g. early morning chores, or tidying chapel or main school lockers. The only exeats allowed are to go home or to a guardian's home. A close gating can also be served through being barred from the boarding house for a set period: this would require the pupil to go to a classroom during morning break and during the lunch period, and their attendance would be checked by a member of SMT.
Smoking or vaping outdoors; drinking alcohol (see Alcohol policy) breaking bounds; persistent infringement of dress regulations; unacceptable haircut or hair dyeing; repeated late or poor work; failure to sign in or out of House as required	HsP/ Reported to Deputy Head	Town gating – confined to school in town time. Sixth formers may not attend the Senior Social Club if town-gated. House gating may be appropriate – restricted to House area from 7.00 pm onwards.





Offence	Authority	Punishment Level
Unacceptable behaviour in class, e.g. rudeness, bad language, persistent lateness, disorganisation, work not done (after issuing an amber), deception, cutting a lesson or other school commitment. Persistent uniform/dress code infringement.	Member of staff	Detention during Wednesday afternoon.
Missing Wednesday detentions without valid reason, receiving multiple detentions in a set period.	Deputy Head	Detention during Saturday afternoon.
Deliberately missing lesson or activity	Member of staff	Detention – either classroom (for missing lessons) or CCA (for missing a co-curricular commitment).
Repeated poor work or sufficiently poor interim report	HsP/HoY/ Tutor	Work report to be shown to tutor or to Houseparent
Poor behaviour in class or late/poor work	Member of staff	Departmental break-time or lunch-time detention
Lateness of any kind, e.g. rising, for lessons, for lights out, also minor bad behaviour or scruffiness	Member of staff	Tardy Book (for boarding related offences) Report to duty staff at 7.30am Monitoring entry on Class Charts for lateness to lessons or activities
Lateness to lessons, being ill-equipped for lessons, uniform infringements	Member of staff	Monitoring entry on Class Charts
Dropping litter, chewing gum, spitting, dining hall offences	Member of staff	CCA detention – includes litter picking, dining room chores.
Minor offences in house- noise, untidiness, lateness to house in the evening	Member of staff	House tidying, house gating after prep



### **Sanctions – Conduct and Behaviour**

Unsatisfactory behaviour must not be tolerated. Staff should establish clear and consistent standards in the classroom and around the school. There will be occasions when staff will need to admonish and punish; consistency is particularly important at this time. In cases that are deemed pertinent the nature of the offence will be entered on Class Charts. All staff are encouraged to communicate verbally with relevant colleagues as well as registering a concern on Class Charts.

The following forms of sanction are used within the school's behaviour policy:

**Monitorings** – A behaviour monitoring should be entered on Class Charts for episodes of poor behaviour (including, but not limited to, lateness, being ill-equipped for lessons, and for uniform infringements). This information will be logged, monitored and will trigger a detention once a threshold is reached.

**Report Cards** – An individual may be put onto a report card if there are consistent patterns of behaviour or conduct that are causing concern. This will happen following consultation between the Head of Year, Houseparent and tutor.

**Detentions** – These are to be given for behaviour not covered in the monitoring system and should be entered on Class Charts.

A detention takes priority over **all** activities. Being in detention automatically carries a town gating for the whole day in question.

A single detention lasts for 40 minutes and takes place during Wednesday afternoon. Double or triple detentions can be given if the offence warrants it. Detentions are supervised by a member of staff according to a rota organised by the Assistant Head (Common Room). The pupil attends detention in full school dress.

**SMT (Saturday) Detention** (90 mins) – If a pupil is repeatedly in weekly detention, or if a detention is missed without a valid reason, an SMT detention will be held on a Saturday afternoon between 1.45- 3.15pm.

A pupil might also be placed in this detention for a major offence.

### **Power to restrain pupils**

Teachers may not use corporal punishment as a disciplinary sanction, however, they and others, if authorised to do so by the Head, may use such force as is reasonable to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property including their own
- behaving in a way which is prejudicial to the good discipline and order of the school whether in the classroom or elsewhere where the teacher has lawful control of a pupil.



### Reasonable Force

The degree of force must be in proportion to the incident and the minimum to achieve the desired result. The use of reasonable force might be justified in the following situations:

- violent behaviour by a pupil such as fighting or attacking a member of staff or another pupil
- acts of vandalism
- behaviour by a pupil, such as the misuse of objects or running in the corridors, which is likely to cause personal injury or damage to property
- refusal by a disruptive pupil to leave a classroom.

### Recording Incidents

It is important to keep detailed, up-to-date written records of all incidents when force has been used and to immediately inform the Head, and Deputy Head Pastoral (or in their absence a member of the SMT). These records should include:

- the names of the pupils involved and any witnesses together with where and when the incident took place
- the reason why the use of force was necessary
- a description of the incident including the steps taken to calm the situation before the force was deemed to be necessary and the nature of the force used
- the pupil's response
- the outcome of the incident
- details of any injury suffered by any of the parties or damage to property.

### Conclusion

As the above guidelines imply, the use of force is only warranted in very exceptional circumstances and should NOT be used as a normal method of enforcing discipline.

**Internal Suspension** may be ordered for an offence which is serious, but circumstances determine the sanction is served at school.

**Suspension** may be ordered if a pupil persists in misdemeanours after warnings or is involved in bullying, theft, lying, bringing proscribed articles or substances to School, repeated truancy from lessons or other serious wrong doing (including behaviour online and off the School premises). This gives the pupil a chance to consider, if possible with the help of discussions at home, the possibility that expulsion may subsequently be necessary unless conduct improves.

**Expulsion** may be ordered in certain circumstances, normally following suspension except in cases of serious misconduct. If this sanction is being considered, both pupil and parents will normally be invited to a meeting with the Head. Parents may in some cases be offered the opportunity to withdraw the pupil. In other cases, the Head may expel the pupil forthwith. The appropriate procedure to be adopted in any case is entirely at the discretion of the Head. Expulsion, if found guilty, may be the action against a pupil who is found to have made a malicious accusation against a member of staff.



### Record of changes

July 2016 – by KLM

- Change of wording to reflect new house style guidance
- Change of wording to reflect new school routines

Feb 2017 – by KLM

- Change of wording to cross reference with sanctions ladder within Alcohol Policy

July 2017 – by KLM

- Amendment to prizes for all round contribution to include those previously omitted.

August 2019 – by KLM

- Change of wording to cross reference with updated sanctions ladder in Alcohol Policy.
- Change of wording to reflect sanctions for vaping included in Smoking Policy.

August 2020 – by KLM

- Updated with Coronavirus addendum

October 2021 – by KLM

- Updated with specific reference to sexual violence and harassment and peer on peer abuse
- Academic flowchart updated

August 2022 – by KLM

- Updated to reflect changes to DfE advice, the updated statutory guidance in KCSIE 2022, and the revised NMS for boarding
- Updated by KLM to reflect changes to wording in offences and sanctions and the code of conduct

October 2023 – by KLM

- Updated to reflect changes to rewards and the introduction of I-Points

September 2024 – by KLM

- Change to wording of suspension to remove distinctions between fixed term/indefinite (latter no longer used)
- Change to wording to make sure it is explicitly clear that the school does not use corporal punishment.
- Change to wording regarding non-disclosure of details of disciplinary investigations/outcomes to third parties.

September 2025 – by KLM

- Change of wording at times from Head of Section to Head of Year
- Change of wording to reflect introduction of Class Charts as a means of logging good/poor behaviour
- Removal of academic rewards/sanctions flowchart, reflecting move to Class Charts
- Updated to remove Coronavirus Addendum