

ACS Behaviour Policy

Please note:

ACS International Schools is committed to protecting individuals' personal data, and aims to remain at all times fully compliant with data protection laws and guidance from the relevant regulators. ACS further commits to ensuring that the planning and writing of all policies and procedures that involve the handling of personal data are guided by the principle of privacy by design, and that individuals' rights to have their data safeguarded are a paramount consideration in ACS' pursuit of all its operational and strategic practices.

ACS is committed to inclusion across race, gender, faith, identity and abilities. We believe that diversity helps us to fulfil our purpose, realise our vision and exemplify our values.

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Legislation,

This policy has been developed in accordance with the principles established by

- [Independent School Standards Regulations \(ISSR\) Part 3, para. 9, \(December 2014\);](#)
- [Behaviour in Schools: Advice for headteachers and school staff \(2024\)](#)
- [Searching, screening and confiscation: Advice for schools \(2022\)](#)
- [Education and Inspections Act, 2006](#)

and with the guidance provided in

- [Keeping Children Safe in Education \(2024\)](#)
- [National Minimum Standards for Boarding Schools, 2022](#)
- [Statutory Framework for the Early Years Foundation, 2023](#)
- [The Equality Act 2010;](#)
- [Use of Reasonable Force in Schools;](#)
- [Supporting Pupils with Medical Conditions at School](#)
- [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)
- [Sharing Nudes and Semi-Nudes: advice for education settings working with children and young people \(2024\)](#)
- [Voyeurism \(Offences\) Act \(2019\)](#)
- [Mental Health and Behaviour in Schools \(2018\)](#)
- [Mobile Phones in Schools](#)

1. Purpose

Student behaviour is a key contributor to student welfare and to ensuring school is a safe, welcoming and effective learning environment. The purpose of the ACS Behaviour Policy is:

- to express ACS's purpose, [vision and values](#) in managing student behaviour
- to promote individual and community wellbeing (both personal and academic)
- to provide clear and consistent guidance to all ACS community members about our high standards for student behaviour
- to support and maintain safe and productive learning environments in which disciplinary consequences are proportionate, considered, supportive, and decided on a case-by-case basis.

2. Philosophy

- 2.1 Positive. ACS teaching and learning practices promote and support positive behavior. ACS seeks to cultivate an awareness in the mind of every student of the importance of respect for staff and fellow students.

ACS believes that all stakeholders in a school share a responsibility for developing learning environments that foster pro-social behaviour and a positive school climate. We expect most behaviour problems to be managed pre-emptively by classroom teachers and school staff through positive relationships and effective professional practice.

We acknowledge and promote positive behaviour through a range of informal strategies and organized pastoral care systems, including a badging programme which recognises students' personal growth and contributions to the community. Our goal is to help students develop critical self-management skills and intrinsic motivation to speak and act in line with our values. We favour natural and social reinforcement of behaviour in the context of meaningful relationships.

- 2.2 Educative. Positive and corrective feedback about student behaviour is an important part of personal and social development. Behaviour standards can and must be taught--actively through explicit curriculum, and passively through everyday interactions. Students need multiple opportunities to learn and grow, which sometime includes making mistakes or exercising poor judgment. Correcting misbehaviour early, managing minor problems, and ongoing recognition for good behaviour helps students develop appropriate speech and actions.

Disciplinary consequences establish clear boundaries, protect the rights and dignity of all members of the community, establish safe learning environments, and communicate the gravity of persistent or serious poor behaviour (including disruptive, bullying, dangerous, discriminatory, or illegal speech and actions).

2.3 Holistic. Student behaviour is an essential dimension in the broader context of school climate (the overall quality and character of school life). School climate is based on patterns of students', parents', and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organisational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. An effective school climate is based on several key principles:

- Norms, values and expectations are articulated and discussed so that everyone feels socially, emotionally and physically safe.
- People are engaged and respected.
- Students, families and educators work together to develop, live and contribute to a shared school vision.
- Educators model and nurture attitudes that emphasise the benefits and satisfaction gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment.

2.4 Restorative. Misbehaviour disrupts relationships and learning, often reducing the safe spaces required for students to develop personally and academically. Effective behaviour management includes key relational practices that aim to valorise the feelings, psychological safety, and productive collaboration that are integral to healthy learning communities.

Effective behaviour management includes de-escalation and reintegration, while respecting privacy and exercising compassion for everyone involved. We prioritise asset-based, bias-informed approaches as a part of contextual safeguarding that include community voice. Professional judgment, individualised response, proportional consequences, and collaborative partnerships with external agencies all support this restorative approach.

Restorative conversations involve understanding how behaviour impacts others and the school community adversely, the steps that students must take in future to ensure their conduct is appropriate, and how to remove barriers that the young person faces in meeting standards of acceptable behaviour. As part of a larger approach to behaviour management, effective restorative practices help resolve conflict, repairing damage, and ensure responsibility is taken by those who have caused harm.

2.5 Developmental. Specific expectations for ACS campuses and divisions, and disciplinary procedures that may be followed as a consequence of a student's breach of those expectations, are contained in divisional handbooks and published on Schoology. All divisional practices are compliant with this policy.

Misbehaviour or changes to behaviour can be an indication that a student is in need of help or protection from suffering, or being likely to suffer, significant harm. We evaluate students' behaviour in context and provide appropriate pastoral screening and safeguarding assessment as needed.

- 2.6 Inclusive. ACS provides appropriate behavioural support for students with special educational needs or disabilities. Where disciplinary consequences are considered appropriate responses to breaches of behaviour expectations, ACS will make reasonable adjustments for students with disabilities or special educational needs and will make non-discriminatory decisions. All students are expected to maintain the same standards of behaviour, and a student's SEN/D status does not preclude the possibility of their receiving disciplinary consequences.

SEN teachers, counsellors, and pastoral leaders design, share, and monitor Individual Behaviour Plans for students who require additional support.

2. Roles and Responsibilities

- 2.1 The ACS **Board of Trustees** is responsible for monitoring this policy's effectiveness and holding the Chief Executive and Head of School to account for its implementation, and for ensuring that the policy does not discriminate on any grounds, including but not limited to disability, gender identity, race, religion or belief, or sexual orientation.
- 2.2 The **Head of School** is responsible for the day-to-day implementation of the policy, and for advising on its review.
- 2.3 The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure that it is applied with fairness and consistency.
- 2.4 **Staff** are responsible for:
- implementing the Behaviour Policy consistently
 - modelling positive behaviour
 - providing a personalised approach to the specific behavioural needs of particular students
 - screening and referring students for serious behavioural challenges
 - recording behaviour incidents.

ACS expects that most behaviour-related situations will be handled by the classroom teacher without the need for intervention by members of the school's Senior

Leadership Team. However, the school's Senior Leadership Team will support staff in responding to behaviour incidents when needed.

- 2.5 ACS recognises that all adults, staff (including temporary staff), volunteers and administrators, have a full and active part to play in modelling and maintaining appropriate standards of discipline and behaviour in our school.
- 2.6 Teachers and school leaders in school routinely handle most minor behavioural problems. ACS will involve parents with more serious issues.
- 2.7 Teachers with responsibilities for students with special education needs and disabilities should contribute to the development of policies, practice guidelines and behaviour plans that impact their students.
- 2.8 **Parents** are expected to:
 - Support their child in adhering to the requirements outlined in the relevant divisional handbook and supporting policies;
 - Inform the school of any changes in circumstances that may affect their child's behaviour;
 - Discuss any behavioural concerns with the class teacher promptly.

5. Behaviour Outside of School

- 5.1 ACS recognises that incidents that happen outside school can impact school climate and students' behaviour. Under Section 90 of the [Education and Inspections Act 2006](#), teachers and other authorised staff members have the power to discipline students for misbehaving outside of the school premises to such an extent as is reasonable, as well as when the student is on school premises or elsewhere when the student is under the lawful control of the staff member.
- 5.2 Behaviour that could have repercussions for the orderly running of the school, or that poses a threat to another student or member of the public, or that could adversely affect the reputation of the school may be met with disciplinary consequences regardless of whether it took place on ACS premises or elsewhere, and regardless of whether the behaviour occurred within a school-sponsored activity.
- 5.3 Behaviour outside of school can include physical and electronic communications, digital activity, online interactions, social media engagements that reflect poor digital citizenship; illegal activity that threatens other students, staff or members of the public; or interactions which negatively impact the school or bring it into disrepute. Students are referred to the ACS Acceptable Use Policy (AUP) for more detailed descriptions of expected standards of online behaviour.

6. Attendance and Punctuality

- 6.1 Regular attendance at school is required by law. Attendance is taken twice daily in Early Childhood and Lower School, and at the beginning of each lesson in Upper School. Students who are discovered to be truanting or who are repeatedly late will face disciplinary consequences. Parents or carers will be contacted without undue delay to discuss possible reasons and school support systems that could help.
- 6.2 Attendance and punctuality are contributors to academic and personal success. ACS publishes an [Attendance Policy](#) that outlines attendance procedures and expectations. It is expected that students and their families will familiarize themselves with this policy and with the school's daily schedule.

7. Drugs, Alcohol and Misuse of Substances

- 7.1 ACS does not tolerate drug use of any sort on school property or during off-site school activities. Any students found to be in possession of drugs, or supplying or taking drugs, including solvents and any other substance that can be misused or is harmful, will face disciplinary consequences.
- 7.2 Preventing the abuse of drugs, including alcohol, and similar harmful substances falls under the school's duty of care, and is a safeguarding issue. For that reason, misuse of such substances by ACS students that happens off site but that could be connected with ACS may also be considered under this policy and may become liable for disciplinary consequences including suspension or permanent exclusion from the school.
- 7.3 Carrying, supplying, or taking prescription drugs illegitimately could result in permanent exclusion.
- 7.4 Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school. Families of students who require medication should confer with the school nurse.
- 7.5 ACS understands that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication. Further details of ACS' support for students on medication is outlined in the Medical policies (collection).
- 7.6 Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity will face disciplinary consequences and may be permanently excluded.
- 7.7 ACS's rules on drugs, alcohol and the misuse of substances apply to students during their travel time to and from school, extra-curricular visits and school trips. Students should bear in mind that their behaviour in public is associated with the school and its

reputation, and they should conduct themselves appropriately.

- 7.8 ACS will screen and search for, and when appropriate, confiscate prohibited and illegal items ([Searching, screening and confiscation: Advice for schools \(2022\)](#)), recording searches in MyConcern and notifying parents as required. We will exercise these powers in a safe, calm, and supportive environment.

8. Bullying

- 8.1 ACS publishes a separate Anti-Bullying Policy. Further details about anti-bullying strategies can be found in divisional handbooks.
- 8.2 ACS welcomes people of all cultures from around the world to create a powerful shared experience that shapes the way we teach and learn, and that actively defines our international character. ACS strives to ensure that all students feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our Behaviour Policy and will be treated as a disciplinary issue.
- 8.3 In particular, behaviour and/or the use of derogatory language that is racist, homophobic or intended to belittle, humiliate or single out others on the basis of their race, gender, disability or any protected characteristics recognised in the Equality Act 2010 will be treated as a serious breach of ACS values and behavioural expectations, including the ACS DEIB Charter. Students will face disciplinary consequences and may be permanently excluded for such behaviour.

Under English law, behaviours committed against any person or group because of their disability, transgender identity, race, religion or belief, sex or sexual orientation are hate crimes. Potential hate crimes taking place on ACS campuses or in places where ACS is responsible for supervision (such as sports trips, field trips/extra-curricular visits, and all; school-sponsored transport) will be reported to the police (in addition to the school's response). Such behaviours may include:

- threatening behaviour/ assault
- damage to property (including hate graffiti)
- inciting others to commit hate crimes (coercion to become involved)
- online abuse
- harassment motivated by hate.

- 8.4 ACS does not distinguish between verbal and physical bullying, or between bullying in person or by electronic, online or written means. All bullying, whether directed at students, staff or parents, including abusive and harassing behaviour on social media, will be treated as a breach of ACS values and dealt with as a disciplinary matter.

- 8.5 Respect is an integral part of the ACS curriculum. Students are taught according to ACS values, and the school takes seriously its duty to promote the fundamental British values that include mutual respect and tolerance of those with different faiths and beliefs. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff. Any intentional breach of this expectation will be dealt with as a disciplinary matter.
- 8.6 ACS recognises that students will on occasion behave in a way that causes concern to other students, or act in ways that cause harm to other students. Child-on-child abuse is addressed in ACS's Safeguarding and Child Protection Policy and in the Child-on-Child Abuse Prevention and Response Policy, and is informed by *Keeping Children Safe in Education*.
- 8.7 ACS recognises that children can abuse their peers. Such abuse is regarded as unacceptable at ACS and will not be passed off as "banter" or "part of growing up". Some examples of forms of peer-on-peer abuse are outlined below. This outline is not intended to represent an exhaustive list, and future behaviour trends may inform the list's expansion or modification. In addition to disciplinary consequences that can include suspension and permanent exclusion, peer-on-peer abuse can be subject to criminal prosecution.
- verbal insults intended to intimidate others or make them feel worthless, and comments of a sexually explicit nature intended to insult or subjugate others
 - bullying, as defined in the ACS anti-bullying policy
 - coercion or intimidation, including financial harassment
 - stalking or harassment
 - Harmful Sexual Behaviour – children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others.
 - Serious Youth Violence – any offence of serious violence or weapon-enabled crime where the victim is aged 1-19 ('Youth Violence' is defined in the same way, but also includes assault with injury offence)
 - initiation ceremonies, hazing or ritual misconduct.
 - Youth Produced Sexual Images ("sexting" or sending/soliciting explicit photographs or messages often via social media or mobile devices)
 - Upskirting (the act of taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm)
 - [Cyberflashing](#) (sending an unsolicited sexual image to someone online, without their consent).
 - Creation of inappropriate text and images with AI.
- 8.8 ACS believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by other children in school.

- 8.9 ACS recognises that children and young people are capable of sexually abusing their peers. ACS is clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported. If the report includes an online element staff will be mindful of [Searching, screening and confiscation: Advice for schools \(2022\)](#). ACS will also guard the rights of reported persons and provide appropriate support to them and their families. Staff taking the report will inform the DSL or a Deputy DSL immediately in line with the procedures outlined in the Safeguarding and Child Protection policy.

- 8.10 ACS notes that research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, ACS will also educate students in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school, and what services they can contact for further advice, including provision for reporting anonymously.

9. Disciplinary Consequences

- 9.1 Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. In cases where disciplinary consequences are appropriate, ACS may use the following measures:
- meeting with principal, Head of School or similar school staff implementing school discipline, to which parents may be invited
 - discipline entry in school records (which may include a formal letter)
 - temporary removal from timetabled learning (in-school suspension) during school time
 - agreement to a behaviour plan with staged consequences
 - behaviour monitoring/observation status
 - withdrawal of privileges (social suspension)
 - suspension from school for a given period
 - permanent exclusion from ACS Schools.
- 9.2 The above list is not exhaustive and is provided as a guide only. Consequences are adapted according to the seriousness and frequency of the behaviour; school leaders assign disciplinary consequences fairly on a case-by-case basis, taking into account the context, history, and individual circumstances of each response.
- 9.3 Procedures to be followed in the event of a formal disciplinary meeting are set out in Appendix 1.
- 9.4 ACS will maintain a record of disciplinary actions in its School Information System(s).

- 9.5 In addition to informal behavioural awards and ongoing positive reinforcement, teachers and school leaders also record commendable behaviour in the Student Information System, categorised by ACS's vision for education that seeks to develop confident individuals, caring contributors and effective learners.

10. Online Behaviour

- 10.1 ACS publishes a separate Online Safety Policy which outlines the expected standards of behaviour of ACS students using online forums to communicate with peers and others.
- 10.2 ACS uses filtering and monitoring procedures as outlined in *Keeping Children Safe in Education*. The ubiquity of 4G and 5G provision in the United Kingdom increases the importance of students' ability to recognise when their production and/or use of online content falls short of standards anchored in ACS values. ACS commits to continuing to educate students in respectful and courteous behaviour online, and expects equally high standards of behaviour in the digital and physical worlds.
- 10.3 In particular, the use of devices in online harassment and/or bullying (including Youth-Produced Sexual Imagery), the deliberate exposure of other students to inappropriate material and the use of devices to access content that is forbidden, inappropriate or blocked by ACS filtering will be deemed matters for disciplinary consequences. Students are referred to the ACS Acceptable Use Policy (AUP) for more detailed descriptions of expected standards of online behaviour.
- 10.4 Students' and ACS community members' attention is drawn to updates made to the ACS Online Safety Policy and Acceptable Use Policy, which outline the expected standards of behaviour of ACS students using online forums to communicate with peers and others. These include new expectations about the appropriate use of conferencing forums such as Zoom, as well as Learning Management Systems.

11. Searching and Confiscation

- 11.1 Following guidance set out in *The Education and Inspections Act 2006*, and [Sharing Nudes and Semi-Nudes: advice for education settings working with children and young people \(2024\)](#) ACS staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. Searching and/or confiscation will be done in accordance with the guidelines set out in [Searching, screening and confiscation: Advice for schools \(2022\)](#). It should be noted that vaping products are treated as smoking products under English law. It is illegal for persons under 18 years of age to purchase or use smoking products.

- 11.2 ACS's first priority is to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be confiscated without notice.
- 11.3 In the UK, a teacher, or someone who has lawful control of the child, can search a student with their permission to look for any item that the school's rules say must not be brought into the school. Heads of School and other members of staff authorised by them have the power to search a student without the student's consent if they suspect they are in possession of "prohibited items". Prohibited items that can be searched for without consent include:
- knives or weapons
 - alcohol
 - illegal drugs
 - "legal highs"
 - stolen items
 - any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to interfere with school security or IT systems
 - to cause personal injury to, or damage to property of any person
 - e-cigarettes, tobacco and cigarette papers
 - fireworks
 - pornographic material or technology enabling access to this material.
- 11.4 Strip searches (any search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.12. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times. In all but the most extreme circumstances, ACS considers that school should not be the location for strip searches.
- 11.5 *The Education Act 2011* allows for staff seizing an electronic device to examine any data or files on the device if they have reason to believe the data may represent a risk of harm to the device holder or to others or that it may cause disruption to the smooth running of the school. These data or files may be handed to an appropriate agency before returning the item.
- 11.6 Any cigarettes or other tobacco products including e-cigarettes confiscated in school will be destroyed.

12. Use of Force and Physical Restraint

12.1 Nowhere in ACS is corporal punishment to be used or threatened. Section 93 of *The Education and Inspections Act 2006* enables school staff to use appropriate force, including physical restraint, as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- commit any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- cause personal injury to, or damage to the property of, any student (including him- or herself); or
- prejudice the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

12.2 ACS does not encourage the use of force, which will be used very rarely and only in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at the time. The degree of force used should be the minimum needed to achieve the desired result.

12.3 All staff at ACS have the authority to use force when reasonable, and this extends to any other person whom the Head of School has given responsibility to oversee students. Staff can also use this power when they are lawfully in charge of students but off the school premises (for example, on a school trip). The non-statutory guidance for all schools in England, [*Use of reasonable force: Advice for headteachers, staff and governing bodies*](#), advises that adults in schools may reasonably intervene to

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

The use of physical intervention should, however, be avoided wherever possible and always used as a last resort, with minimum force, and for the shortest time needed.

12.4 Following serious incidents involving the use of force, the school will speak to the parents of the student concerned.

- 12.5 All serious incidents involving the use of force and/or physical restraint will be documented by the school. Use of force must be recorded and signed by a witness. These records will be retained in the log of incidents of physical restraint ("Bound and Numbered Book"), and copied to MyConcern for student or Confide for staff concerns.

13. Dress Code and Appearance

- 13.1 ACS does not have a school uniform. However, the school expects students to respect the need for appropriate attire to be worn at all times on school premises, when travelling to and from the school, and when on school approved visits off site.
- 13.2 Clothing that carries offensive or suggestive images or messages contrary to ACS values, may result in the wearer being instructed to change. For example, ACS students should not wear clothing that promotes alcohol, drugs, tobacco, inappropriate language, promiscuity, violence, contains explicit imagery, promotes discrimination or contains discriminatory language directed against people who belong to protected categories, or is otherwise offensive.
- 13.3 Students should not wear clothing that is unfit to wear owing to its physical state.
- 13.4 Students should not wear clothing that presents a hazard. For example, footwear such as flip flops. Students should ensure that clothing, footwear, and piercings are appropriate for the activities they may be participating in, especially during visual arts, science lessons, physical education and sport.
- 13.5 Hats, hoods, bandanas, beanies, caps etc. can be worn inside the building for medical or religious reasons only.
- 13.6 Students should ensure that undergarments are not visible (students must consider all activities they may be participating in) and should, therefore, dress accordingly. This includes having tops and bottoms that are an appropriate length and fit properly.

14 Belonging, wellbeing, and mental health

- 14.1 School discipline must
- respect diversity and help foster positive relations/ intercultural understanding
 - be maintained and administered with equality
 - be inclusive, and not be based on (or increase) stereotypes about people who have protected characteristics
 - foster a sense of belonging for all students.

- 14.2 Attitudes of kindness, gratitude, and compassion should be a focus for student reflection and growth about their behaviour as they mature. Self-awareness, emotional intelligence, and resilience are all shaped by a focus on positive behaviour.
- 14.3 Inappropriate behaviour can include subtle and sometimes unintentional discriminatory speech and actions (micro-aggressions or incivilities). Self-awareness, education, listening, challenge, and active bystander engagement (allyship) are key strategies in developing a positive school climate.
- 14.4 Ongoing reflection on school disciplinary practices should focus on evaluating how well they increase students' competence, sense of belonging, and personal autonomy. Students' personal and academic wellbeing are supported when behaviour management focuses on building self-discipline, preventing misbehavior, developing emotional intelligence, and meeting children and young people's needs—rather than on punitive techniques for correcting misbehavior. A positive school climate is critical for promoting students' social-emotional well-being and mental health.

15 Malicious allegations

- 15.1 When a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.
- 15.2 When a student makes an allegation of sexual violence or sexual harassment against another students, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the reporting students in accordance with this policy.
- 15.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct and other affected by them, including the broader school community.

16 Monitoring and evaluating behaviour

- 16.1 The school will collect data on the following:
 - Behavioural incidents (PowerSchool Behaviour log) and Individual Behaviour Plans
 - Persistent absence, suspensions, and exclusions
 - Incidents of searching, screening, and confiscation
 - Perceptions and experiences of school culture (anonymised surveys) from students, staff, and parents.

- 16.2 The data will be analysed biannually by school leaders, group management, and Trustees as part of the biannual group safeguarding report. The data will be analysed from a variety of perspectives including:
- At school level
 - By age group and/or division
 - At the level of individual members of staff
 - By time of day/week/academic year
 - By protected characteristic.
- 16.3 The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to address apparent inequity.

17. Links to Other ACS Policies

- 17.1 This policy is associated with and should be read in conjunction with the following ACS policies:

Acceptable Use Policy
 Anti-bullying Policy
 Attendance Policy
 Child-on-Child Abuse Prevention and Response Policy
 Complaints Policy
 Exclusion Policy
 First Aid & Administration of Medicines Policy (part of the Medical Policies Collection)
 Online Safety Policy
 Safeguarding and Child Protection Policy
 Special Education Needs and Disabilities Policy
 Student Mental Health Policy

- 17.2 School divisions maintain Handbooks with further details about disciplinary procedures, which are annually acknowledged by parents and students.

Appendix 1

Procedures to be Followed During Disciplinary Process

ACS hopes and expects that consequences for student breaches of the Behaviour Policy will prompt reflection and learning on the part of the student and will lead to a positive outcome wherever possible.

Unfortunately, there are times when a breach of the Behaviour Policy, and of the values it represents, is either part of a continued pattern of behaviour or is a single instance of sufficient magnitude to lead to a severe disciplinary consequence. In these cases, ACS will strive to conduct proceedings in a fair manner that allows all sides to state a case and to be heard, and the facts to be considered in a fair and impartial manner.

Most unacceptable student behaviour will be handled by divisional principals, assistant principals, or authorized staff members acting on the principal's behalf. More serious breaches may be handled by Heads of School or Deputy Heads of School where applicable. It is these breaches that the procedures described in this appendix will usually apply.

Inquiry. Where a breach in expectations of behaviour is deemed by the divisional principal to merit handling by the Head of School (either because of its seriousness, the repeated nature of the breach, the observation that previous means of addressing the situation have not been successful, or any other reason), there will follow an inquiry into the incident by the Head of School or by an appointee of the Head of School's choosing.

Formal disciplinary meeting. The allegation will be described/outlined to the student in a formal disciplinary meeting chaired by the Head of School, or someone authorised to act with similar authority.

Allegations will be outlined in language the student can understand, and interpreters will be arranged if required.

The student may be accompanied by a parent or school staff member at any formal disciplinary meeting where the possible consequence is a suspension or permanent exclusion.

Appeal. Families will have the right of appeal if the disciplinary consequence in question resulted in

- suspension of more than three days
- prevention of the student from sitting a public examination
- permanent exclusion.

The appeal will be heard by a review panel appointed by the Chief Executive. Review panels will be made up of no fewer than three members, none of whom will have been involved in

earlier stages of the same incident, and at least one of whom will be a person who is not a current ACS staff member or Trustee.

The purpose of the appeals procedure is to ensure fairness by determining if ACS followed relevant policies, and that school leaders acted in line with accepted professional standards. The appeal is the final procedure offered by ACS within the scope of this policy.

The parents, legal guardians or whoever is named in the relevant admissions contract must advise the school if they wish to invoke their right of appeal **within seven** days of the Head of School's decision, in writing.

For clarity:

- The admissions contract and its Terms and Conditions constitute the legal agreement between ACS and parents whose children are enrolled at ACS schools.
- Each ACS school and division publishes further guidance in handbooks that detail behaviour and consequences which fall within the scope of this policy.

ACS publishes a separate policy on (permanent) exclusion from school.