

# The American School in London

## Behavior Policy: Middle & High schools

*The current version of any policy, procedure, protocol or guideline is the version held on the ASL website. It is the responsibility of all employees to ensure that they are following the most up-to-date version.*

<b>Responsible parties</b>	Middle & High School Principals
<b>Approved by</b>	Director of Safeguarding and Compliance
<b>Approval date</b>	August 2023
<b>Next review date</b>	October 2024

## High School and Middle School Student Code of Conduct

The High School and Middle School's Code of Conduct is based on the school's mission, ASL Portrait of a Learner and our DEI statement, and reflects our core values and all applicable UK laws and regulations. As an ASL community member, you have the right to an excellent education that excites and challenges you in a safe learning environment, to engage actively and constructively in school-sponsored events and activities with other members of the community, to feel cared for and valued as an individual, and to express respectfully your beliefs and opinions. As a member of the community, you contribute to the learning and social environment and also have the responsibility of upholding ASL's values. ASL's expectations for all community members are outlined below.

## **Expectations**

It is vital that all members of our community understand behavioral expectations and the school's Code of Conduct. If a student violates school policy or rules or acts in a way that is in conflict with our core values, appropriate disciplinary measures will be taken by the School. All members of the school community share the responsibilities that come with the privilege of being part of our community. To that end, we expect parents/guardians to help their students, and other ASL students in their care, to make positive and healthy choices.

Please note that ASL's expectations of student behavior apply to all school-sponsored events, whether on or off campus. The School acknowledges UK laws regarding alcohol and tobacco use. On trips outside of the UK, both the laws of the host nation and the Code of Conduct apply. Furthermore, ASL reserves the right to intervene or take disciplinary action for serious breaches of the Code of Conduct that take place outside of school and/or at events not affiliated with school, if the School felt the breaches resulted in risks to health and safety and/or could be damaging to other students, our greater community or the reputation of the student or the School. In such cases, the School may use the same disciplinary process as described below.

## **Respect**

*We treat others the way we expect to be treated.*

*We appreciate our own cultures and personal histories.*

*We value diversity of thought and experience.*

## **Respect for others**

Members of the ASL community respectfully recognize, affirm and value people of all identities. ASL is an anti-bias school. We do not tolerate emotional, physical or sexual harassment, labeling, bullying, hazing, violence, discrimination or hurtful behavior of any kind. We expect students to promote a positive learning environment in the classroom, across campus and at all school-related events. Inappropriate language and gestures and excessive public displays of affection do not demonstrate respect for others and are therefore not allowed. We are a safe place to be one's whole self with people who are not like us, and we welcome the whole selves of others. Please see ASL's Statement on Harassment and the Anti-bullying Policy for more details. These policies apply to all members of our community, including students, family members, and employees.

## **Respect for self**

### *Substance abuse*

Alcohol, drugs, tobacco, nicotine and e-cigarettes/vaporizers are all potential dangers to the health and safety of the individual, as well as to a sound learning environment.

Possession, use, transmission or being under the influence of any illegal drug or UK-banned substance is prohibited. The misuse of prescription and/or nonprescription drugs is also prohibited, as is distributing prescription drugs to others. Cigarettes, e-cigarettes, “Juuls,” vaping or drug paraphernalia, alcohol or other intoxicants are not allowed on campus.

### *Attire*

Students’ attire should support a safe and positive learning environment. We expect students to dress for school in a way that is respectful of themselves, of others in our diverse community, and of the School as a learning environment. Please see the appropriate divisional Attire Policy for more information.

### *Respect for property*

We expect students to clean up after themselves, and to recycle and reuse as appropriate. We also expect students to respect the property of others and the School. ASL does not tolerate vandalism or theft of any kind, including borrowing items from others without prior consent.

## **Responsibility**

*We take ownership of our words and actions.*

*We fulfill our obligations to ourselves and to others.*

### **Attendance**

Responsible students attend classes regularly and on time. Please see the appropriate division’s Attendance Policy for more details.

### **Work completion**

Responsible students complete assignments in a timely manner and communicate with teachers as necessary regarding make-up work following absence.

### **Seeking help**

Responsible students are active and engaged in their own learning. We encourage and expect students to advocate for themselves, seeking help from teachers, advisors and other trusted adults when necessary. Communicating with teachers about deadlines or

difficult assignments and seeking support for academic struggles can help students to make good choices under pressure.

### **Technology**

Responsible students use technology appropriately. Our values and rules extend beyond face-to-face interactions to include online communication and social media. Students are expected to read, sign and abide by the school's Responsible Use Agreement.

### **Ethical use of AI**

Artificial intelligence (AI) refers to computer systems that can perform tasks that typically require human intelligence such as learning from data, recognizing patterns, adapting to new situations. AI tools use special computer methods, like learning from examples and understanding language, to help with different tasks and support people in many different areas.

Students must not use AI in harmful, discriminatory, or misleading acts or processes. Since AI results may include hallucinations (errors), students are expected to verify content elsewhere so that false information is not spread.

Students must not use AI tools for school:

- If they do not meet age or location requirements
- Without the permission of their course teacher

Students must acknowledge, attribute or cite AI when used in any aspect.

ASL considers any unattributed use of AI-generated text or imagery to be a breach of academic integrity and will follow the Level II behavioral Infractions as set out in this Student Code of Conduct.

### **UK law**

Responsible students abide by all UK laws. Students and families should familiarize themselves with UK law regarding illegal substances, harassment and hate speech, possession or sending of indecent images, and carrying and/or use of weapons.

### **Kindness**

*We act with compassion.*

*We help others.*

Kindness is at the heart of ASL's values and the expectations we have for all students, families and employees. We are a welcoming school with a strong commitment to diversity, equity and inclusion. Kind students act with compassion and help others. Students should remember that ASL is a K-12 school and to respect every student and adult on campus. Students should be particularly respectful of K-12 shared spaces within and around the building where older students serve as role models for younger students. ASL students are ambassadors for their school and their families, and they are kind and respectful to those outside our school community as well.

## **Integrity**

*We are honest.*

*We make the right choice even when no one is watching.*

Students at ASL act with integrity; they are honest with adults and peers and do the right thing whether or not anyone is watching. Lying, withholding information and obstructing the truth are inconsistent with ASL's values.

Students are to complete their own work and not take credit for the work of others or AI-generated content. This is essential to students' and teachers' ability to work together to create an honest and trusting atmosphere. Students are expected to exhibit integrity in all facets of their studies. Additional information is available in the middle school handbook or online in the high school Rules, Policy, and Behavior section of the website.

## **Courage to act**

*We have the courage to speak up for ourselves and for others.*

*We take positive action to make our community and world a better place.*

If students observe behavior that is not in line with ASL's values, we hope that they will take positive action. We encourage students to stand up for each other and themselves, which could include saying something in the moment, reporting the incident to an adult, and/or supporting those who have been impacted.

## **Overview of the disciplinary process**

Most student infractions are addressed in the moment, by a faculty or staff member, when and where they occur. In responding to behavioral infractions, other adults,

including advisors, administrators and/or parents/guardians may be included in the process as appropriate.

When more serious behavioral infractions occur, the School will use the following process to investigate and determine next steps.

First, there will be an initial assessment to determine the nature of the allegation(s), what information is available and what further information is needed, who might be at risk, and who should lead the investigation.

Second, the information gathering stage will take place, which could include interviewing and/or taking statements from students and/or adults as appropriate. Parents/guardians will be notified in due course as appropriate. The School reserves the right to interview students prior to notifying parents of disciplinary incidents. For the most serious (Level III, see table below) infractions, which may result in a suspension or expulsion, students will be supported during an interview by the presence of a teacher, advisor or counselor who will serve as an advocate for the student. Under some circumstances, students may be asked to remain out of school during an investigatory process.

Third, the consequence(s) for the infraction will be determined. In the Middle School, the divisional principal will make a decision about the outcome and consequences related to an investigation. In the High School, the Student Faculty Disciplinary Board (SFDB) will in most cases hold a hearing with students who have been found guilty of a violation after the administration has conducted an investigation. The SFDB does not itself conduct investigations or determine guilt or innocence. The SFDB makes recommendations to the high school administration as to appropriate consequences, following which the high school administration makes the final decision. Parents will be notified if a student is asked to appear before the SFDB. Please see the ASL website for more information on the purpose and work of the SFDB.

For the most serious discipline infractions, which could result in a student being asked to leave the School, a hearing will take place with the student and their parents/guardians and the relevant school administrator(s), including the Head of School. Prior to the hearing, the family will be made aware of the allegations and receive a written copy of the school's evidence and be given time to respond. During the hearing, the Head of School will review the disciplinary process, findings and possible consequences, and invite the student and their parents/guardians to give additional input or feedback. Following the hearing, the Head of School will make a decision about the appropriate sanction(s) for the student, which may include permanent expulsion.

Following the Head of School's decision, the family has the right to request an appeal in accordance with the guidelines of the 2014 Education Regulations for Independent School Standards. Full details of the Parental Complaints Policy can be found on the ASL website in our policies section.

## **Involvement of outside authorities**

ASL will usually report to the police any activity that it believes may amount to a criminal activity that takes place either within the school grounds or outside of its grounds. Drugs and weapons found at school will be confiscated immediately and held for the police as potential evidence.

Sexual offenses will generally be reported to the police immediately, including in cases where a student is suspected or alleged to have committed such an offense, provided a reasonable amount of evidence is available. The alleged victim's parents/guardians will usually also be informed immediately of the incident and told that the police have been informed. Whether the victim and parents/guardians then speak to the police is a matter for them to decide.

## **Substance abuse**

Students and parents/guardians should feel comfortable approaching the school counselor about substance abuse issues. Dependency, addiction and off-campus drug and alcohol use will be handled confidentially and as a counseling matter.

## **Consequences**

As a school, we try to do what is best for each student and the community-at-large, and in doing so, the full circumstances of each situation will be considered. In dealing with disciplinary incidents, ASL considers a variety of factors including precedent, a student's age, past record and standing at ASL, and any and all other circumstances related to the incident or individual of which we are aware and deem relevant; however, ASL must also take into consideration the safety of the wider community and the overall values of the School. The needs of an individual must therefore be reasonably balanced with the school's responsibility to the community.

While student behavioral problems vary in frequency and degree of seriousness, and the corrective action must be a matter of judgment by the appropriate teacher or administrator, the tables below serve as a guide to ASL's three general levels of behavioral infractions and possible consequences. For most lower-level behavioral infractions the philosophy of discipline at ASL is to foster the notion of "learning from

mistakes,” while more serious or repeated behavioral infractions would also result in more significant consequences. The list below gives examples and is not exhaustive.

### *Level I behavioral Infractions*

- Chewing gum (middle school only)
- Disrupting others’ ability to learn or the school environment
- Attire Policy violation
- Inappropriate, profane or derogatory language (this may also fall into the more serious category of harassment)
- Littering and/or not cleaning up after yourself
- Not using a school ID card properly
- Being present in an unsupervised or prohibited location in the School
- Roughhousing, pushing or shoving
- Excessive tardiness
- Violation of classroom rules or other disruptive behavior

Level I infractions are usually handled in the moment through a conversation or redirection by ASL employees. Consequences for minor infractions could include loss of privileges, assigned duties, a written reflection from the student, and/or parental/guardian notification. Students will make amends for their behavioral choices as appropriate.

### *Level II behavioral Infractions*

- Repeated behavior or extreme violation of level I behavioral infractions
- Breach of academic integrity
- Destruction of school or personal property
- Disrespect, disobedience or defiance to any ASL employee
- Forgery
- Lying or other matters of honesty
- Technology policy violations
- Truancy

Level II infractions usually begin with a referral to an administrator and an investigation into the circumstances of the incident. Consequences for level II infractions could include but are not limited to those listed for level I infractions, formal written warnings, lunch or after-school detention, exclusion from extracurricular activities and trips, in- or out-of-school suspension, and/or a meeting with parents/guardians. Students will make amends for their behavioral choices as appropriate.



### *Level III behavioral Infractions*

- Repeated behavior or extreme violation of level I or level II behavioral infractions
- Sexual misconduct, including any kind of solicitation or sending of inappropriate photos, materials, messaging or social media content
- Endangering the welfare of other students
- Physical assault, including fighting, hitting, kicking, etc.
- Verbal abuse/threatening behavior against students or adults
- Malicious accusations against ASL employees
- Harassment, bullying (including through social media and other forms of cyber-bullying) and hazing
- Use of racist language or any form of racism no matter the stated intent
- Hate speech
- On-campus possession, use or being under the influence of any illegal drug or banned substance, alcoholic beverage, e-cigarette, paraphernalia or intoxicant of any kind
- Transmission of any illegal drug or banned substance, alcoholic beverage, e-cigarette, paraphernalia or intoxicant of any kind
- On campus possession of a facsimile of any illegal drug or banned substance, alcoholic beverage, e-cigarette or paraphernalia
- Transmission of a facsimile of any illegal drug or banned substance, alcoholic beverage, e-cigarette or paraphernalia
- Possession or transmission of a firearm, knife or dangerous instrument or weapon of any kind, regardless of intention for use, including replica (fake) weapons
- Theft
- Violation of UK law

Level III infractions begin with a referral to an administrator and an investigation into the circumstances of the incident. Decisions about the consequences for these most serious infractions are made by the divisional principal in consultation with the Head of School. Level III behavioral infractions will most often result in suspension or expulsion from the School. Students will make amends for their behavioral choices as appropriate.