

# The American School in London

## Behavior Policy: Lower School

*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 party</b>	Lower school principal
<b>Approved by</b>	Board of Trustees
<b>Approval date</b>	October 2024
<b>Next review date</b>	October 2026

### Lower School Student Code of Conduct

The Code of Conduct is based on the school's mission and the ASL Portrait of a Learner and reflects our core values and all applicable UK laws and regulations. Students in the Lower School have the right to an excellent education that excites and challenges them 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 individuals, and to express respectfully their beliefs and opinions. Students in the Lower School contribute to the learning and social environment and also have the responsibility of upholding the school's values. ASL's expectations for all lower school 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, in accordance with the Education Act 1996 and with the guidance outlined in [Searching, screening and confiscation](#), 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.

## Overview of the disciplinary process

Most student infractions is addressed in the moment, by an ASL employee, when and where it occurs. In responding to misbehavior, other adults, including 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 infraction(s), what information is available and what further information is needed, and who might be at risk.

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 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.

### **Consequences for an Infraction of the Code of Conduct**

As a school, we try to respond to infractions in a way that is instructive, restorative, and equitable. 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. 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 while the corrective action must be a matter of judgment by the appropriate teacher or administrator, the points 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.

Logical consequences to support students' self-regulation (classroom teacher and/or administration):

- Students will be reminded of school or classroom rules.
- A timeout may be implemented for students to reflect on their behavior.
- Conflict resolution may be used among students.
- A phone call may be made or an email sent to parents/guardians.
- A parent/guardian conference may be held.
- A student may be sent home if another child is physically harmed in a deliberate manner.
- A student may be excluded from extracurricular activities or special trips.
- A student may be suspended from school for one to three additional days in severe cases of misbehavior or for repeated disrespect, teasing, bullying or hurting others.

Lower school administration and employees are always available to support families in resolving disciplinary issues. The lower school counselors are often invited to support students and parents/guardians.

Severe misbehavior, which puts other students at risk or disrupts the learning program of the School, could result in the student being asked to leave the School. If such a circumstance were to arise, the following process will take place prior to a decision being made about expulsion. This process is followed in all three school divisions.

The student's parents/guardians and the relevant school administrator(s), including the Head of School, will meet for a hearing. If appropriate, the student may also be invited to join.

Prior to the hearing, the family will be made aware of the infraction(s), receive a written copy of the school's findings, 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's parents/guardians (and the student, if appropriate) 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.