The American School in London

ASL Behaviour Policy

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.

Responsible party	Divisional Principals
Approved by	Educational Experience Committee
Ratified by the Educational Experience Committee:	23 October 2026

1. Policy Statement

The purpose of the ASL Behaviour Policy is to outline and describe the processes by which ASL fulfills and implements effectively its duty to promote good behaviour among students, to address behaviours that fall short of expectations, requirements and the school's core values, and to set out the disciplinary sanctions the school may use in cases where it is appropriate to do so. The policy is informed by the school's mission and the ASL Portrait of a Learner. It reflects our core values and all applicable UK laws and regulations.

At the heart of our approach to behaviour is our belief that positive behaviour is something to be nurtured and developed. We do not view discipline simply as a means to punish poor behaviour; rather, we seek to cultivate a school culture where all students understand and appreciate the values that underpin good behaviour.

All students at ASL 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 at ASL contribute to the learning and social environment and also have the responsibility of upholding the school's values.

ASL is committed to fostering a safe, respectful, and disciplined environment where students can thrive academically, socially, and emotionally. This policy outlines our expectations for behaviour, our rewards for positive conduct, and potential consequences for misconduct.

2. Our Values and Approach to behaviour

At ASL we hold the following core values, which guide our expectations for student behaviour:

- **Respect** – We treat others the way we expect to be treated. We value diversity of thought and experience.
- **Responsibility** – We take ownership of our words and actions. We fulfil our obligations to ourselves and others.
- **Kindness** – We act with compassion. We help others.
- **Integrity** – We are honest. We make the right choice even when nobody is watching.
- **The Courage to Act** – We have courage to speak up for ourselves and for others. We take positive action to make our community and world a better place.

Our school believes that by fostering an understanding of these values, students will develop self-discipline and a strong moral compass. We encourage positive behaviour through guidance, reflection, and meaningful support, ensuring that students feel empowered to make the right choices and to develop emotional regulation and conflict resolution skills.

ASL ensures that all staff receive regular training, both during their initial induction and as part of ongoing professional development, that is designed to familiarize them with the school's approach to positive behaviour and discipline. This training covers school systems and norms, school rules, routines, and consequence systems.

Similarly, ASL ensures that students are taught the school's values, expectations and requirements for behaviour, and that they understand the support the school provides for safe, appropriate and values-informed behaviour. Students learn about the roles and responsibilities of designated staff, and the support provided to pupils with additional needs where those needs might affect behaviour.

3. Scope of this Policy

This behaviour policy constitutes the school's student code of conduct, and applies at all times when students are representing the school, including:

- During the school day, including lessons, breaks, and lunchtime.
- When traveling to and from school, including behaviour on school buses and public transportation.
- On school trips, visits, and overnight stays, both in the UK and abroad.
- At all school-organized events and extracurricular activities, including sports games and performances.
- During summer camps and holiday programs run by the school, regardless of location.

Students are expected to uphold the school's values in all settings, demonstrating respect, responsibility, integrity, kindness and the courage to act both inside and outside of the school environment.

4. Roles and Responsibilities

ASL believes that positive behaviour is best ensured when *all* members of the community take responsibility for modelling respectful and appropriate conduct aligned with the school's core values. In addition, ASL's community includes people who have particular roles connected to students' behaviour. These include advisors, homeroom teachers, deans and administrators. Staff induction, training and support is intended to ensure staff feel informed and confident in fulfilling their duties upholding behaviour expectations and providing guidance to students.

The following descriptions of roles and responsibilities are intended to provide a non-exhaustive guide.

- **Head of School & Senior Leadership Team (SLT)** – Responsible for implementing and monitoring the policy. This includes supporting those guiding students in behaviour, recognizing positive behaviour and enforcing consequences where behaviour falls short of expectations. Those with these roles and responsibilities are also expected to listen and respond to prompts to modify this policy where necessary and to ensure it is aptly communicated to and made available to the community it serves.

- **Board of Trustees** - Responsible for meeting regularly with SLT members who directly oversee student behaviour and those who curate and implement this policy. This includes asking questions about how positive behaviour is being promoted and negative behaviour addressed and challenged, and holding SLT and Head of School accountable for working towards the commitment outlined in the policy statement above. Where required, trustees may be called upon to serve on a panel making decisions about consequences for students' poor behaviour.

- **High School and Middle School Directors of Student Life** - The High School and Middle School Directors of Student Life are responsible for the leadership and management of all aspects of student life, particularly in regard to student support, student activities, and student conduct. Reporting directly to the respective divisional principals in high school and middle school, and through collaboration with students, families, and faculty, the Directors of Student Life facilitate and foster students' character and academic development and cultivate a community grounded in the ASL core values.

- **Teachers & Support Staff** – Uphold expectations and provide guidance.

- **Students** – Follow school rules and demonstrate the school's values.

- **Parents & Guardians** – Support the school's behaviour expectations at home and at school. Parents are also expected to support the school in a partnered approach to positive behaviour, and to model appropriate behaviour themselves.

5. Consideration of ASL's Reputation

Students are expected to conduct themselves in a way that reflects positively on the school at all times. The school regards actions that could cause reputational damage—whether occurring on school premises or elsewhere—as a serious matter.

Examples of behaviour that may damage the school's reputation include, but are not limited to:

- Engaging in illegal or offensive activities while in school or in situations outside of school while identifiable as an ASL student.
- Sharing inappropriate content online (for example via social media) that contradicts the school's values.
- Any public misconduct that risks bringing the school into disrepute.

The school reserves the right to take disciplinary action, including suspension or expulsion, for behaviour outside of school that is deemed harmful to the school's reputation.

6. Malicious Allegations Against Staff

The school takes all allegations against staff members seriously and will investigate them in accordance with its policies including the Safeguarding and Child Protection policy. However, malicious or deliberately false allegations made against staff will be treated as a serious disciplinary offense.

If a student is found to have intentionally made false claims against a staff member:

- The school will take appropriate disciplinary action based on the severity of the offense.
- The student may be required to issue an apology and participate in a restorative process.
- In severe cases, the school may impose suspension or expulsion.

The school recognizes that false allegations can cause significant distress to staff and will ensure that any affected individuals receive appropriate support.

7. Promoting Positive Behaviour

ASL believes that students have a right to a learning environment that is safe with consistent discipline practices and the active promotion of positive behaviour. Decisions taken in respect of guiding positive behaviour at ASL are intended to be clear and developmentally appropriate consistent with this belief.

ASL promotes and reinforces positive behaviours through responsive classroom practices, the RULER program, advisory lessons, PSHE classes, guest speakers, extracurricular events, assemblies and by marking and celebrating themes linked to the attributes listed under the Portrait of the Learner. ASL's efforts to promote positive behaviour may also include acknowledging and/or recognizing exemplary behaviour.

8. Early Years

ASL complies with the UK's Early Years Foundation Stage (EYFS) statutory framework for its youngest children in K1.

ASL has a nominated safeguarding and discipline lead for this grade level, and decisions taken in regard to promoting positive behaviour and addressing poor behaviour in K1 are guided by the EYFS statutory framework**.**

9. Unacceptable Behaviour (Breaches of Discipline)

ASL is committed to creating a caring and supportive environment in which children flourish. Our core values of respect, kindness, responsibility, integrity and the courage to act are explained in Section 2 above, and inform our behaviour expectations. In addition to our core values, our Diversity, Equity and Inclusion (DEI) statement articulates the following foundational principle:

“ASL upholds the right to an educational experience in which diverse identities, experiences and ideas are recognized and human dignity is affirmed”.

To enable students to experience the fulfillment that comes from actively and fully participating in a learning environment in which their full identity is honored and supported, it is crucial that we strive to build a school community that models responsible personal and social behaviour.

Based on this core belief, ASL will neither accept nor tolerate behaviour that compromises either our core values or our DEI statement. Behaviour such as:

- Disrupting lessons or disrespecting employees.
- Bullying, harassment, or discrimination.
- Vandalism or theft.
- Inappropriate use of technology and digital devices.

and/or behaviour that in the opinion of school administrators aligns with the examples of infractions listed in Appendix 1 in this policy will be addressed in accordance with the consequences indicated in that Appendix.

ASL recognizes that language is an extension of behaviour and must also be considered within a school behaviour policy, as directed by the Independent School Standards. ASL will not tolerate the use of biased language between members of our community or for any biased language to be spoken aloud in classrooms.

Biased language is defined as words and phrases that are prejudiced, offensive and hurtful when related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation, social class or any of the protected characteristics listed in the Equality Act 2010.

The use of biased language may prevent students from feeling safe and experiencing a sense of belonging in school. ASL’s commitment to creating an inclusive environment for all members of our school community is evidenced in the language of our school mission statement, diversity, equity and inclusion statement, safeguarding policies, anti-bullying policy, and statement on harassment.

We recognize that students’ individual identities create lenses through which they interact with curricular materials that use biased language. For this reason, teachers must choose developmentally appropriate materials that represent the best examples for their intended purpose while ensuring that a diversity of voices and authors are represented. When curricular resources such as literature or historical documents contain biased language, we must provide a context for understanding the use of this language prior to exposure.

10. Addressing Bullying and Child-on-Child Abuse

ASL is committed to ensuring that all students feel safe and supported. We take an age-appropriate zero-tolerance approach to child-on-child abuse, including bullying, harassment, physical aggression, sexual violence or harassment, and online abuse.

Child-on-child abuse can take many forms, including:

- **Verbal abuse** (insults, name-calling, threats).
- **Physical abuse** (hitting, pushing, or any form of violence).
- **Online abuse** (cyberbullying, sharing harmful content).
- **Sexual harassment** (unwanted comments, gestures, or advances, unwanted physical contact).
- **Identity-based discrimination:** (name-calling/slurs, harassment, taunting or bullying involving the protected characteristics included in the Equality Act 2010)

Any reports of child-on-child abuse will be taken seriously, thoroughly investigated, and addressed in line with the school's Safeguarding and Child Protection Policy. Support will be provided for all students involved, and appropriate interventions will be put in place to prevent further harm.

11. Technology Use and Digital Behaviour

Students are expected to use technology responsibly and in accordance with the school's values. Misuse of technology, including inappropriate online conduct, will be addressed under this policy in addition to the Responsible Use policies.

A non-exhaustive list of considerations under this section is included below for guidance.

- Respect for Privacy: No photos, videos, or audio recordings may be taken without the explicit consent of the person being recorded.
- Locker Rooms & Changing Areas: The use of cameras, phones, or any recording devices is strictly prohibited in locker rooms and changing spaces.
- Responsible Online behaviour: Students must not engage in cyberbullying, post harmful content, or misuse social media in a way that disrupts the school environment.
- School-Issued Devices: Any school-provided devices must be used only for educational purposes and must not be used to access inappropriate content.
- Filtering and Monitoring Standards: In line with statutory guidance outlined in Keeping Children Safe in Education, ASL has regard to the filtering and monitoring standards for schools and colleges. Digital behaviour that fails to meet the expectations outlined in this policy will be detected and acted upon.

- CCTV: ASL maintains security measures around campus including CCTV. ASL's use of these measures has regard to the UK's data protection legislation and to the DfE's site security guidance. Further information on the use of CCTV in schools is described in the National Security Inspectorate's website and the Security Systems and Alarms Inspection Board's website.
- Students' use of social media is sometimes a legitimate concern of the school, especially where behaviours are unsafe or where they might put the school, school personnel or other students at risk. ASL reserves the right to protect its community, its reputation and the integrity of its systems from all forms of online threat.

12. Mobile Phones

ASL acknowledges the ubiquity in modern life of mobile phones and similar devices that combine multiple functionalities but that commonly allow the user as a minimum to make and receive calls, access the web and communicate via text and messaging apps. ASL recognizes the convenience such devices provide users in innumerable situations and circumstances.

At the same time, the school is mindful of the concerns about the potential such devices also have for distraction, screen addiction and malicious and harmful communications (including image sharing without consent and online bullying) that have been the subject of recent government guidance.

ASL's prohibition on mobile phone use in all grades below Grade 9 contributed to an enhanced learning environment during the 2024-25 school year. Consequently, the school has decided to extend the ban on the use of mobile phones to include students in grades 9-12 on campus during school hours from the 2025-26 school year. This is in accordance with the government guidance 'Mobile phones in schools'.

In exceptional circumstances, parents may request the divisional principal to grant specific access to a mobile phone for a given student for a defined purpose (for example, to alert the student to an anticipated significant family event). Any such requests will be considered on a case by case basis.

Students are required to use all devices responsibly and in accordance with the school's Responsible Use of Technology policy.

13. School Systems and Social Norms

ASL's core values and the ASL Portrait of a Learner form with the school's mission a framework for promoting and supporting ASL's social norms. We expect students to model the core values and to be co-creators of and advocates for a school culture that

is guided by them. ASL has established school systems that ensure the core values are celebrated and promoted, as well as systems of sanctions and consequences for use when students' behaviour does not meet expectations or requirements. Sanctions and consequences are applied proportionately and may include:

- Verbal warnings and restorative conversations.
- Detentions (lunchtime/after-school).
- Behaviour reports or pastoral support plans.
- Internal isolation.

Regular induction lessons, assemblies and presentations are intended to ensure that students are aware of the school's behaviour expectations and requirements, rules and routines, and know how they can raise any issues of concern.

A list of example infractions and potential consequences is provided in Appendix 1. When deciding consequences, school leaders reserve the right to consider mitigating factors - including specific learning differences (SLD) and diagnosed or undiagnosed conditions, that may impact behaviour and/or lessen a student's self-control abilities.

14. Retention of Disciplinary Records

All behavioural incidents are logged and monitored to track trends and ensure consistency in applying sanctions and support.

The school retains records of disciplinary incidents in compliance with the Data Protection Act 2018, UK-GDPR and other applicable regulations including guidance published by the Information Commissioner's Office. The school's privacy notices and data protection policy will inform all considerations of record keeping

Records of minor infractions are typically retained for a limited period and may be removed from a student's file after they leave the school.

Records of serious infractions, such as those related to suspensions, expulsions, and significant behavioural concerns, are retained for a period of time commensurate with statutory guidelines, and in accordance with safeguarding best practices.

ASL recognizes its duty to respect the confidentiality associated with all school records that relate to disciplinary consequences. All records are stored securely and are accessible only to authorized school personnel.

15. Suspension and Expulsion Procedures

The school publishes a separate Suspension/Expulsion policy which will inform processes where serious breaches of school rules merit consideration of these

sanctions. These processes are also referenced in the parent contract. A day of reflection out-of-school may be assigned to help students understand their actions, learn from mistakes, and think critically about the impact of their choices through age-appropriate restorative exercises.

Fixed-term suspensions and expulsions, (also known as permanent exclusions from school), involve a formal review process which is outlined in the Suspension/Expulsion policy.

16. Parental Right to Appeal Disciplinary Decisions

Parents or guardians have the right to appeal a decision to expel or require the removal of their child from the school. Additionally, appeals may be made in cases where:

- A student is suspended for eleven or more school days.
- A suspension would prevent the student from taking a public examination.

The appeal must be submitted in writing to the Head of School or Board of Trustees within a specified timeframe outlined in the school's Complaints policy. The appeal process will include:

- A formal review of the disciplinary decision.
- An opportunity for the student and parent/guardian to present their case.
- A final decision made by an independent appeals panel, where applicable.

17. Behaviour Expectations on School Buses, School Sanctioned Trips, and Off-Site Activities

Students are representatives of the school at all times, including when traveling or attending events outside the school grounds. Behaviour expectations remain the same on school buses, public transportation, and during trips or overnight stays.

- Students must show courtesy and respect to drivers, staff, and fellow passengers.
- School rules apply regarding language, conduct, and use of personal devices.
- Any poor behaviour may result in loss of privileges, such as being banned from using school transport or attending future trips.

Similarly, all school-organized summer camps and external activities adhere to this policy, ensuring a consistent approach to behaviour management across all settings.

18. Use of Reasonable Force and Restraint

ASL recognizes the UK's statutory guidance on the use of reasonable force and physical restraint.

In accordance with this guidance, ASL staff may use reasonable force only when necessary to prevent harm or significant disruption. All incidents will be recorded and reviewed.

At no time is force or the threat of force to be used as a means of punishment. ASL does not use, approve of, or threaten to use corporal punishment under any circumstances.

19. Searches, Screening, and Confiscation

ASL recognizes the UK's statutory guidance on searching, screening and confiscation.

In accordance with this guidance, the school reserves the right to search students' belongings if there is reasonable suspicion of prohibited items (e.g., weapons, drugs, or stolen property) being found. Confiscated items will be returned or disposed of in line with school policy.

Heads of School in England, and staff they authorise, have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below, or any other item that the school identifies as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the pupil).

- an article specified in the The Schools (Specification and Disposal of Articles) Regulations 2012:
    - tobacco and cigarette papers;
    - fireworks;
    - pornographic images.

20. Involvement of Parents or Guardians and of External Agencies

We work closely with parents to support student behaviour. Regular communication is encouraged through meetings, reports, and pastoral discussions.

Where necessary, the school will liaise with external agencies, such as:

- Local safeguarding authorities
- Social services
- Police forces
- Clinical support services including the NHS and appropriately accredited private practitioners

21. Links to Other School Policies

This policy should be read in conjunction with:

- Admissions Policy
- Anti-Bullying Policy
- Artificial Intelligence Policy
- High School Attendance Policy
- Middle School Attendance Policy
- Lower School Attendance Policy
- Complaints Policy
- ICT Responsible Use Agreement Policy - High School
- ICT Responsible Use Agreement Policy - Middle School
- ICT Responsible Use Agreement Policy - Lower School
- Safeguarding & Child Protection Policy
- Suspension/Expulsion Policy

22. Legislation and Guidance

This policy has been developed in accordance with:

- Independent School Standards Regulations (ISSR) Part 3, para. 9, (December 2014);
- Behaviour in Schools: Advice for headteachers and school staff
- Searching, screening and confiscation: Advice for schools
- Education and Inspections Act 2006
- Keeping Children Safe in Education
- Statutory Framework for the Early Years Foundation
- The Equality Act 2010: guidance
- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions at School

- NSPCC Guidance: Safeguarding, sexting and sharing nudes
- Voyeurism (Offences) Act 2019
- Mental Health and Behaviour in Schools
- Mobile Phones in Schools

Appendix 1: Examples of Infractions with Potential Consequences

The examples listed below are intended to guide an understanding of behaviours the school has identified in the past as meriting a disciplinary consequence. The list is non-exhaustive and is presented as a guide only. The level at which a particular behaviour is deemed to sit could vary according to specific characteristics and circumstances unique to each case. All cases will be considered in the context of these individual characteristics and circumstances. As a guide, suspension or expulsion (permanent exclusion from the school) are considered potential consequences for any behaviours that fall into the category of Level 3 infractions. Students will be asked to reflect on their actions and behaviours in order to think critically about their choices. The term “on campus” is deemed to mean while on a school sponsored activity of any kind.

<table>
<tr><th colspan="2">Level I behavioural Infractions</th></tr>
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<td>

Chewing gum (Lower and 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 behaviour
Refusing to follow directions
Academic dishonesty
Multiple unexcused absences and/or tardies
Horseplay
Making inappropriate gestures verbal put downs, cursing, talking back
Unauthorised use of mobile phones

</td>
<td>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 behavioural choices as appropriate.</td>
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Level II behavioural Infractions	
● Repeated behaviour or extreme violation of level I behavioural 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 ● Academic dishonesty (plagiarism, sharing work, cheating); ● Serious behaviour that distracts others from learning ● Throwing harmful items or throwing to hurt ● Gambling (in-person and online)	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 behavioural choices as appropriate.

Level III behavioural Infractions

● Repeated behaviour or extreme violation of level I or level II behavioural 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 behaviour 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 ● Using language or gestures that promotes hate (including displaying images of symbols that display hate); ● On-campus possession, use or being under the influence of any illegal drug or banned substance, alcoholic beverage, nicotine, tobacco, e-cigarette, paraphernalia or intoxicant of any kind* ● Transmission of any illegal drug or banned substance, alcoholic beverage, nicotine, tobacco, e-cigarette, paraphernalia or intoxicant of any kind* ● On campus possession of a facsimile of any illegal drug or banned substance, nicotine, tobacco, alcoholic beverage, e-cigarette or paraphernalia	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 behavioural infractions will most often result in suspension or expulsion from the School. Students will make amends for their behavioural choices as appropriate.

● Transmission of a facsimile of any illegal drug or banned substance, alcoholic beverage, nicotine, tobacco, 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 *Including the means to produce such (e.g. composite ingredients, seeds, solutions etc.)	