



King's Group

Whole School Behaviour Policy

Behaviour Policy

Aim of Policy

- ✓ To celebrate the success of the students in all aspects of school life.
- ✓ To promote the Core Values highlighted in the Code of Conduct.
- ✓ To support the staff to ensure teaching and learning can take place in a positive working environment.
- ✓ To encourage good behaviour by celebrating success.
- ✓ To give clear guidelines to staff, parents and students as to the consequences of both positive and negative behaviour.

The emphasis of this Behaviour Policy is placed very much on reward and praise. Encouragement and expressions of approval are used whenever possible and a positive attitude is adopted towards behaviour and discipline. At King's College Panama, we believe that emphasising positive behaviour tends to marginalise bad behaviour and decreases the number of misdemeanours. A well-managed, orderly environment in school will help students to react in a positive way.

The aim is to foster and encourage these qualities and believe that effective discipline ultimately comes from settled, happy and fulfilled students operating within an atmosphere in which the quality of personal relationships is very high.

Core Values

King's College Panama, in line with all King's College Schools, has 10 Core Values that it believes all staff, students and parents should display at all times:



Primary Rewards and Consequences

Rewards

Without exception, success is to be celebrated at all levels and teachers should use verbal praise as much as possible wherever and whenever it is appropriate.

Rewards and Consequences Processes (House Points, Certificates and Prizes)

- Positive behaviour should be both visibly and verbally acknowledged in class; names in students should be written on the **positive display board**.
- Positive and Negative behaviours are logged as “**Individual House Points**” on Class Charts and, depending on the nature of the Pastoral or Academic behaviour, carry a value ranging between 1 HP - 5 HP (See **Appendix 1**).
- **An accumulation of 25 Housepoint will result in a certificate being awarded in class. 50 (Bronze), 75 (Silver) & 100 (Gold) House Points will be awarded with a certificate in respective weekly Key Stage Assemblies.**
- In Nursery to Year 6, full use should be made of the House Points Tracking system chart which is visible in all classrooms.
- In addition, EYFS and KS1 will reinforce positive behaviour linked to the Core Values through the awarding of stickers and badges etc.
- On a weekly basis one student from each class will receive a *Student of the Week* certificate and class trophy to acknowledge their achievement in displaying and applying one or more of the Core Values.
- Praise should be frequent and meaningful and can be related to either academic or pastoral achievements. Formal recording of positive behaviours should be recorded on Class Charts during or after lessons on the same day behaviour was acknowledged.
- Whilst recognising that positive praise and recognition is paramount, there will be cases where negative actions or behaviour have to be dealt with. The student(s) must be made aware of their actions which should then be recorded on Class Charts during or after lessons on the same day behaviour was acknowledged. They should not however be visible on the classroom walls as a reminder of their negative behaviour.
- At the end of the year, Prize Giving Awards are distributed celebrating Progress, Effort and Achievement plus a Head Teacher's award.
- This behaviour system is adhered to by all members of staff (including Secondary Cover teachers) throughout the school day, including break times and lunchtimes.
- There will be cases where a small number of students may have their own behaviour plan linked to their *Individual Education Plan* (I.E.P) which may contain strategies that are tailored to their specific needs.

Secondary Rewards and Consequences

Rewards

Without exception, success is to be celebrated at all levels and teachers use verbal praise as much as possible wherever and whenever it is appropriate. Rewards are given to students for good work, good behaviour and good citizenship.

Positive behaviour should be both visibly and verbally acknowledged in class; names in students should be written on the **positive display board**. Positive behaviours are logged as “**Individual House Points**” on ClassCharts and, depending on the nature of the Pastoral or Academic behaviour, carry a value ranging between 1 HP - 5 HP (See Appendix 1). These are reviewed *weekly* by Form Tutors and Key Stage Leaders and celebrated in Form Time.

Certificates for 50 (Bronze), 150 (Silver) & 300 (Gold) House Points will be awarded with a certificate in respective weekly Key Stage or Whole School Assemblies.

Parents are informed of positive behavior and outstanding academic achievement through ClassCharts or through written and verbal communication with teachers.

Celebratory Assemblies are held throughout the school year to publically recognise both academic and pastoral achievements and success. These may include:

Secondary:

Student of the Half-Term
Termly English Speaker
Termly Language Learner
Termly Reader
Termly Resilience & GRIT Award
Termly Display of Core Values
Acts of Random Kindness
Sports Performer of the Month

Both are reviewed regularly and more opportunities to celebrate success can be introduced should the Pastoral Team and Key Stage Leaders feel appropriate.

In addition, we aim to celebrate positive behaviour with:

Positions of responsibility – such as **School Council, Form Captain, Ambassador or Mentor** are awarded to students who consistently excel or show true ‘grit’ across areas of the school

Special certificates are to be awarded to those students who do particularly well in public examinations or within particular subject areas

Prize Giving Awards: at the end of every year as special prize giving ceremony is held and students, nominated by staff members, are rewarded cups and trophies for outstanding effort across Year Groups, Subjects and different areas of the school. One student is awarded “The Head Teachers Award” for outstanding contribution to the school community.

Behavioral Interventions & Consequences of Negative Behaviours

All staff, irrespective of their job title, are responsible for behaviour management in the school and are able to impose consequences as appropriate. Incidents at lunchtime or playtime must be dealt with by the teacher on duty and recorded on ClassCharts.

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Students should not miss their 'learning time' by being sent out of class for prolonged periods unless to speak with a designated member of staff and students must not be left unsupervised at any time. Ineffectual consequences such as writing lines should not be given but instead should be given an opportunity to reflect on the expectation that they have failed to meet or the rule they have broken. The purpose of the consequences below is not to punish but as a behavioral intervention.

For the most part the severity of the Consequences imposed by staff function on a scale and escalation in severity From -1 to -5 (**See Appendix 1**) - there may be times that a level is skipped or a pupil is advanced to a higher level depending on the severity of the action. Parents are informed of Consequences via ClassCharts and through written or verbal communications from teachers of Key Stage Leaders

In Class Behaviour Management techniques should be employed by staff when correcting negative behaviours and should follow the process below:

- 1. First Warning is a verbal warning about negative behaviour.**
- 2. Second Warning and the behaviour must be recorded (but NOT visually) and a reminder to the student the expected behaviours and encourage them that this is "within their control to do so".**
- 3. At this point the student should be moved to a position in class to support their behavioral decisions**
- 4. Third reminder and the behaviour must be recorded in Classcharts and an appropriate sanction given.**

All staff should "model" acceptable behaviour, speech, courtesy, dress code, etc. in and out of the classroom. Be friendly yet firm; friendly but not friends. Be fair and consistent. (**See Appendix 2**) .Focus on the behaviour rather than the child. When an incident has been dealt with, move on. We all need a fresh start.

Target Setting & other behavioural interventions

We should endeavour to modify inappropriate behaviour. We must continually try to help our students to adjust their behaviour to conform to what is expected of them at King's College.

Strategies used should be centred on the use of rewards, praise and the positive reinforcement of desired behaviours. They should be re-evaluated if they are not succeeding.

Low level Consequences administered by classroom teachers should be explained and targets must be set for the student to avoid being sanctioned again. When pupil behaviour improves, these changes should be verbally praised.

Medium level Consequences should also be explained fully to the students and targets set in regard to behaviour rectification. Students placed on a Weekly Report should have specific written targets set and they should be praised if they achieve these targets.

Students that have been isolated or temporarily excluded will be placed on a contract for one term following their return and an interview with their parents. Their targets will be agreed alongside the parents. (see Exclusion Policy)

Students that have accrued a number of low level sanctions over a certain period of time may be placed on report.

Parents should be informed for students who gain an accumulation of -5 points and for every -5 there after a parents should be informed via a meeting, phone call or email home whichever is more appropriate.

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Approved by	Next Review: June 2019
Approved by Advisory board	Next Review:

APPENDIX 1

Examples of Academic Behaviours		Examples of Pastoral Behaviours	Possible Outcome
<p>Consistently producing Outstanding classwork, homework, project</p> <p>Representation for Country/Province in Arts, sport, Drama, Music etc</p> <p>Scholarships</p> <p>Achieving outstanding or making outstanding progress in External Examinations or assessments</p> <p>Consistently demonstrating a HIGH LEVEL of independence in their learning</p> <p>Receiving student of the week</p> <p>Producing a piece of outstanding work that is exceptional in it's content</p>	5	<p>Consistently supporting another student with social, emotional and behavioural needs</p> <p>Welcoming and guiding VIP around school in an exceptional manner</p> <p>Buddying new students</p> <p>Community Service/Volunteering (excluding DofE)</p> <p>Humanitarian work locally, Nationally or Internationally</p> <p>Achieving Form Captain/Subject Ambassador/House Captaincy</p>	<p>See Headteacher OR HOP/HOS Informed</p> <p>Phoncall home</p> <p>Email home</p> <p>Publicising on Social Media</p> <p>5 "Merits"- Now Housepoints</p> <p>Class/Form Tutor Informed</p>
<p>Demonstrating significant improvement in classwork, homework or projects</p> <p>Achieving outstanding or making outstanding progress in internal assessment/exams</p> <p>Excellent performance in school representation i.e. Concerts, Sporting Events & Competitions</p> <p>Involvement in student Leadership/Captaincy</p>	4	<p>Welcoming and guiding prospective parents around school</p> <p>Welcoming and guiding prospective students around school</p> <p>Displays open mindedness and tolerance towards others</p> <p>Proactively cleaning up after others in the dining hall or playground</p>	<p>See HOP/HOS OR HOP/HOS Informed</p> <p>Phoncall home</p> <p>Email home</p> <p>4 "Merits"- Now Housepoints</p> <p>Class/Form Tutor Informed</p>
<p>Displaying application of new skill</p> <p>Displaying knowledge of real world application</p>	3	<p>Explaining difficult concepts to a group of other students</p> <p>Consistently high attendance over the course of a term</p> <p>Consistently displaying the King's Core Values</p>	<p>See KSL/KSL HOP/HOS Informed</p> <p>Praise in front of class</p> <p>Note in Planner/Contact book</p> <p>Class/Form Tutor Informed</p> <p>3 Housepoints</p>
<p>Consistent willingness to learn new facts in various subjects</p> <p>Consistently using a range of resources to extend own learning</p> <p>Consistently neat classwork/homework</p>	2	<p>Supporting another student in their learning or 3</p> <p>Consistently neat/smart Uniform</p> <p>Regular punctuality</p> <p>Displaying high levels of respect to self and others</p> <p>Being honest in a difficult situation</p>	<p>Contact Form Teacher/Class Teacher</p> <p>Stamp in book</p> <p>2 Housepoints</p> <p>Class/Form Tutor Informed</p>

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		Showing sustained improvement in displaying one or more of the King's Core Values	
Punctuality Neatness and Good presentation of self/work Use of English Correct response to challenging or open questions	1	Good manners when eating Politeness Playing nicely with others One off actions observed to be in line with the King's Core Values.	Made available on Class Charts Parent app Credit of sticker given. Praise in front of classmates, <i>1 Housepoints</i>
Being deliberately late to school or class. Failure to complete work to a deadline. Hindering the progress of other pupils. Inappropriate use of the internet, intranet or other ICT resources.	-1	Showing disrespect for others. Chewing gum Not respecting the surrounding environment. Not prepared for class - equipment missing or chromebook not charged Littering Minor defacing of school property. Inappropriate personal appearance.	A reprimand or a warning. Writing a letter of apology. A withdrawal of privileges Community Service (e.g littering) Reflection (break time or lunch time). Contact Form Teacher/Class Teacher
Repeats or more serious examples of the kinds of misbehaviour at Level 1. Cheating or copying another pupil's work. Truancy from lessons or leaving the school site or school-related activities without permission. Inappropriate use of recording devices on school premises.	-2	Repeats or more serious examples of the kinds of misbehaviour at Level 1. Use of obscene language or gestures. Major disruptive behaviour. (in or out of classrooms) Possession or distribution of offensive material.e.g notes or images (both drawn and digital) Petty theft. Anti-social behaviour e.g. minor scuffles. One-of / minor incidents of abuse via digital platforms Use of mobile phone inside the school grounds. Biting only applicable to EYFS children. Making an intolerant remark or action inside or outside the classroom	Pupils held back for reflection Contact Form Teacher/Class Teacher Parents informed. by class or subject teacher KSL informed
Repeats or more serious examples of the kinds of misbehaviour at Levels 1 or 2. Failure to observe regulations of public examinations. Plagiarism – unauthorised use of another person's work.(more serious examples) Defiance and refusal to work	-3	Repeats or more serious examples of the kinds of misbehaviour at Levels 1 or 2. Possession, use or sale of stolen property. Tampering with devices designed to ensure the health, safety and security of others. Stealing, vandalism, fighting, gambling etc, Inappropriate body contact. Bringing the school into disrepute through activities on or off-site.	Daily report In-school exclusion Parent meeting with KS Leader (Target setting)

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	<p>Use of racist, sexist, homophobic or derogatory language or actions inside or outside the classroom</p> <p>Any isolated incidents of bullying</p>	
<p>Repeats of more serious examples from Levels - 1, -2 & -3</p> <p>Ongoing defiance and refusal work with same or numerous teachers</p> <p>Deliberate disruption during public examinations</p>	<p>Consistent abuse via digital platforms (cyber bullying)</p> <p>Possession, use or sale of tobacco.</p> <p>Possession, use or sale of alcohol.</p> <p>Possession, viewing or distribution of pornographic materials.</p> <p>-4 Serious acts of defiance or threatening an employee of the school.</p> <p>Persistent physical, emotional or cyberbullying</p>	<p>Meeting with respective Head</p>
<p>Repeats of more serious examples from Levels - 1, -2, -3 or -4</p>	<p>-5</p> <p>Extortion of other pupils.</p> <p>Indecent exposure.</p> <p>Possession of drug-related articles.</p> <p>Major vandalism.</p> <p>Possession of a prohibited weapon.</p> <p>Arson.</p> <p>Outrage of modesty.</p> <p>Assault.</p> <p>Serious theft.</p> <p>Possession, consumption or trafficking of illegal drugs.</p> <p>Targeted use of racist, sexist, homophobic or derogatory language or actions against any other student or member of staff</p>	<p>Meeting with respective Head of School</p> <p>Daily report to Head Teacher</p> <p>At risk of permanent exclusion</p> <p>Parent meeting with SLT, Specialists and KS Leader (Target setting)</p> <p>Possibility of supported move</p> <p>Meeting with Board members</p>

APPENDIX 2

SECONDARY CODE OF CONDUCT:

Students will:

- Respect themselves and one another
- Complete work set to the best of their ability and on time
- Take pride in their work
- Listen to others as they would like to be listened to themselves
- Raise their hand if they wish to respond to a question
- Arrive to class promptly
- Sit in class according to the seating plan
- Be willing to work with others and on their own
- Always be polite, courteous and caring
- Follow instructions
- Respond to feedback from teachers

Teachers will:

- Create a safe and fun learning environment
- Provide opportunities to work in groups, pairs and independently
- Be consistent, kind and fair
- Reward positive behaviour and attitude
- Deal promptly with disruption, rudeness and negative behaviours
- Listen, at a designated time, to students' explanation of negative behaviour
- Provide feedback, both verbally and written
- Arrive to class promptly

Parents will:

- Represent themselves in and out of school in a manner that positively reflects the ethos of the schools
- Be respectful to staff, students & other parents
- Maintain communication with the school
- Provide constructive feedback
- Involve themselves in all aspects of school life