



School Behaviour Policy

1. Introduction

The Behaviour Policy at KNES is established to safeguard the welfare of all pupils and staff in order to guarantee that a high quality of teaching and learning occurs at the school.

Pupils are well informed about the content of this policy and our expectations that they must behave in an appropriate manner at all times, we educated our students to be reflective, responsible individuals who are responsible for their own actions through PSHE lessons, Form Time and through assemblies where the central ideas of respect, pride and good behaviour are promoted and rewarded. KNES adheres to a positive holistic educational experience for our learners, this is re-enforced through our rewards and sanctions policy. All key stake holders at KNES are required to promote positive behaviours at all times for the purposes of setting a good example for our pupils.

A successful behaviour policy requires the commitment and consistency of practice of all staff to ensure that learners know the standards expected of them. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Learners should be treated fairly and consistently and all should uphold the values of our mission statement.

2. Aims

- Support effective teaching and learning
- Foster mutual respect. Prepare learners for the adult world
- Create consistency of expectations and consequences (These to be communicated clearly)
- Challenge poor behaviour in an appropriate manner

We want our policy to:

- Encourage, recognise and reward
- Create a safe learning environment
- Give clarity of expectation to staff and students
- Give a clear understanding of staff roles

The impact of the curriculum on behaviour and attendance will be monitored continuously.

The PSHE curriculum will be used to teach and promote the social, emotional and behavioural skills necessary for adulthood. All curriculum areas will provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all students can learn and make progress.

When designing the teaching programme, account will be taken of students' prior learning of social, emotional and behavioural skills at KS1 for primary school and KS2 for secondary.

3. Rewards and Sanctions

3.1 Rewards:

Clear rewards and sanctions are consistently applied.

The school is divided into four houses, London, Cambridge, Oxford and Durham, in keeping with the British nature

of the school. All staff are encouraged to reward our students through the house point system for positive behaviours or effort which may include: classwork, homework, showing kindness to others or helping to make a constructive difference to the life of the school.

Certificates are awarded to those who accumulate house points in great numbers for their exemplary behaviour, attitude towards learning or by their whole school contribution.

These certificates are converted into bronze, silver or gold certificates and are awarded through assemblies.

3.2 Sanctions

Whilst the school focus upon rewarding students and creating a constructive and positive environment in which all of our students can academically and personally flourish, it is an important aspect of our system that sanctions are given to students when it is justified to do so. We believe it is the right of teachers to be able to teach their lessons and for all learners to be able to learn free from disruptive behaviours.

Sanctions are used when it is appropriate and all members of staff are responsible for pupil's behaviour around the school. Discipline must be maintained hence sanctions may be given during break/lunch time or after school.

A Saturday detention can sometimes be organised for pupils who persistently display negative behaviour.

Parental involvement

A key part of our strategy of dealing with disruptive behaviours which may occasionally be displayed by some students is to heavily involve parents so that they can play their role in supporting the school to ensure that their child (children) are focussed upon learning and not to be engaged in behaviours which have a negative impact upon themselves, their peers or their teachers.

Monitoring pupil's behaviour

The school has a report card system and students on report are monitored meticulously, parental meetings are organised when necessary to discuss concern and progress.

Serious offences

More serious offences are dealt with internal exclusion. The school will only use in the very last resort of exclusion, this punishment can only be applied to secondary school pupils (as per ministry guidelines) and only for offences that the school feel are extremely serious.

There are different procedures for different areas of the school and levels of sanctions the nature of these is stated in the different policies for SEN, EYFS, Primary and Secondary Departments.

The school endeavours to deliver a world class holistic education for our pupils. We aspire to give every child in our care a well rounded education and the personal skills necessary in order to allow all of our students to become international civic citizens of the world.

Corridor and Site Behaviour

- > All staff to meet/greet and exit students from classroom at start and end of each lesson
- > All staff have a responsibility to monitor behaviour in the corridor in which they teach.

Students must not be placed outside the classroom for 'cooling off'

Expectations of dress:

A high standard of personal appearance is expected and anyone arriving at school in non-uniform clothing/footwear may expect to be removed from lessons.

Mobile phones, MP3 Players and iPods and other technical equipment

All technical equipment is not allowed during the school day. If such equipment is in view of individual member of staff, it will be confiscated. The equipment will be placed in the school safe until a parent/carer comes in to school to collect it.

How do we get consistency of implementation?

- KNES rules are communicated daily to students in registration and in lessons and termly during parent's meetings
- Staff support to deliver consistency in corridors

How will we communicate the policy to everyone?

- Pastoral Lead assembly followed up by Form Tutor first week back
- Home/School Agreement communicated to parent and student through the planner

How do we know it is understood and accepted?

- Planner to have copy of code of conduct and parents sign pupils' planner weekly.
- Calm environment around building
- 'Behaviour' a standing item at Curriculum area meetings
- Lesson to maintain a consistent approach to classroom management

How do we get consistency of implementation for uniform?

- Parents and students are clear on what is expected (images/models are displayed in form rooms) and a copy of expectations is shown in pupil's planners.
- Uniform check during assemblies and by form tutors daily.

Received date: _____ Done by: _____

Next review date: _____