

Behavioural Principles

King's College London

Mathematics School

Monitoring and Review

	Name	Date	Role
Last reviewed	Nora Kettleborough	10/09/2021	AH PDBW
Ratified	Education Committee	14/9/21	Governors
Next review	Education Committee	Autumn 1 2022	Governors

Introduction

This document sets out the underlying principles on which our behaviour policy is based.

What are our guiding principles?

- Students are responsible and intelligent individuals
- If students are involved in decisions concerning their learning environment, they are more likely to behave positively
- The learning experience at KCLMS should contribute positively to students' self-esteem
- The learning experience at KCLMS should provide and promote equality of opportunity
- The learning experience at KCLMS should enable students to grow and develop
- Students, parents / carers, staff and governors at KCLMS should demonstrate respect for individuals' race, sexual orientation, sex, disability and gender identity
- Self-control is preferable to external controls. Students can be made aware that how they behave is their choice and be supported in learning how to make positive choices. The long-term goal of behaviour management is for students to grow in maturity and to demonstrate self-awareness, self-direction, and self-control.
- Positive messages and high expectations generate growth and positive emotional and behavioural responses. Critical and negative messages generate negative behavioural responses.
- The reinforcement of positive behaviour is at least as important as ensuring there are consequences for adverse behaviour
- Everyone at KCLMS should feel empowered to challenge those who choose to behave in an anti-social manner or in a way which has an adverse impact on anyone's learning or well-being
- Actions have consequences, and the consequence should be related to the misdemeanour
- It is not the person, but the action which leads to the consequence

The KCLMS Values

So much of education is about growth, and the KCLMS Student Council had growth in their minds when they put together the school's values. They realised that what binds us as a community is more than a passion for mathematics. It is a sense that these values are universal to all of us at KCLMS. They represent attitudes and behaviours that we all, students and staff alike, respect and think are important.

The KCLMS Values are:

- Curiosity
- Ambition
- Compassion
- Tenacity
- Integrity

The KCLMS Values are embedded through our assembly system and the recognition of students demonstrating the values as part of the reward system and the weekly Values Award.

What behaviours do we expect staff and students to demonstrate?

In line with and in addition to the KCLMS Values, staff and students are expected to:

- Take responsibility for their actions
- Continuously strive to improve in all aspects of their learning and work
- Complete all tasks set thoroughly and ambitiously, meeting any deadlines set
- Be willing to contribute to all aspects of the school
- Be respectful to themselves and to each other
- Maintain outstanding levels of attendance and punctuality.

An expanded description of the expectations of students and also staff is given in the KCLMS Home-School Agreement.

How will staff encourage these behaviours?

- Leading by example
- Telling students what to do, not what not to do
- Praising and rewarding behaviour and not just achievement in line with the KCLMS Values
- Treating students with respect
- Being consistent
- Having clear expectations

- Consistently confronting unacceptable behaviour
- Actively promoting equality and diversity
- Using the language of “conversations and consequences” rather than “reprimands and punishment”
- Giving constructive feedback and helping students to make positive choices
- Being aware that students may experience difficulties such as bereavement

How will we achieve this?

- Having and maintaining the highest possible expectations
- Involving students in the construction of the KCLMS Values and reflection points on how to ensure these are embedded within the school culture
- Staff training
- A tiered reward structure; a tiered consequence structure
- Giving students positions of responsibility
- Take an individual interest in students and supporting them when things go wrong
- Referring issues through the pastoral system
- Providing close pastoral support for students who may be experiencing difficulties such as bereavement, or adverse family or personal circumstances

Appendix 1: Compassion at King's (For display in classroom areas)

Compassion at King's

Every King's pupil, along with the teaching staff, has an important role to play in upholding and maintaining our values with regard to Compassion, Ambition, Curiosity, Tenacity and Integrity. These values will be genuinely upheld if day-by-day each of us helps to create a compassionate and supportive environment, one in which people feel valued, able to be themselves and are free from any form of intimidation.

As intelligent and thoughtful young people, we believe that you are capable of judging the impact of your actions and words on another person. All forms of behaviour, whether in person, at school, or in the virtual world should be maturely considered and rooted in kindness, civility and decency.

There may be times in which you feel concerned by unkind behaviour that has happened to you or that you have observed happening to someone else. If this is the case, as a member of King's, please recognise that you have a responsibility to share any on-going concerns with a trusted adult.

It is not acceptable or humane to turn a blind eye or stand by and allow known acts of unkindness to continue without letting a teacher or parent know.

This caring action is not only for your happiness or the benefit and wellbeing of another person, but most importantly it clearly upholds the values we celebrate at KCLMS.

We are all very proud of our school's welcoming atmosphere and trust that you will always recognise your vital role in sustaining it.

September 2021