

# Behavioural Principles

King's College London  
Mathematics School

## Monitoring and Review

	Name	Date	Role
Last reviewed	Obehi Orukpe	06/09/25	AH PDBW
Ratified	Education Committee	Autumn 1 2025	Governors
Next review	Education Committee	Autumn 1 2026	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
- All members of the KCLMS community should promote equality and inclusion, not discriminating against individuals on the basis of their race, sexual orientation, sex, disability, faith, gender identity, age, marital / civil partner status or pregnancy / maternity
- 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, self-control and self-regulation.
- 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 as active bystanders
- 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 inaugural 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 throughout our school, and we recognise and acknowledge students who are demonstrating these values through our assembly and House systems. .

### **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 that they may not be aware of such as bereavement or trauma-related events.

### **How will we achieve this?**

- Having and maintaining the highest possible expectations
- Involving students in any developments and reflections regarding the school values, including on how to ensure they are fully embedded within the school
- 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
- Teaching students about importance of being active bystanders, and training students in how to be one safely.