



# King David High School

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## Behaviour and Reward Policy

Approved by:

Date:

Last reviewed on:

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## The King David High School

### Behaviour and Reward Policy

Policy title	Behaviour and reward policy
Last amendment date	September 2022
Approved by	The King David High School Governors
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### **Introduction**

The overarching aim of our behaviour policy is to promote positive behaviour where pupils demonstrate kindness, take responsibility for their actions, and work hard to manage and improve their behaviour at all times.

דעלך סני לחברך לא תעביד — זו היא כל התורה 'Love thy neighbour as thyself' and 'ואהבת לרעך כמוך' 'That which is hateful to you do not do to another' is the essence of Judaism and underpins all Jewish and British values. Therefore, The King David High School's values are based on the school motto, Emet (Integrity) and Emunah (Faith).

Behaviour in the sixth form is in accordance with the Sixth Form Code of Conduct.

### **Aims- in line with the schools' values of Emet and Emunah.**

1. To provide a safe, secure learning environment where no pupil is invisible and all are supported to access a suitably challenging and encouraging curriculum.
2. To provide clear boundaries for acceptable behaviour which are consistent throughout the school.
3. To encourage increasing independence, reflection and self-discipline so that pupils learn to accept responsibility for their own behaviour.



4. To develop personal growth, acceptance of diversity, tolerance, courtesy and empathetic awareness of others.

5. To develop integrity and faith as citizens of modern Britain and as members of an Orthodox Jewish community.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body has approved this policy and will monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

All staff are responsible for modelling positive behaviour and implementing the behaviour policy consistently.

### **Parents/Carers**

It is vital that parents support the school. Successful education depends on this partnership. The school expects that by accepting a place at school every parent accepts the ethos of the school, its discipline policy and the duties and responsibilities which go with it. Therefore Parents/Carers should:

- Support the school's expectations of high standards of behaviour.
- Recognise the importance of having a positive attitude towards their child's achievement.
- Attend all relevant meetings concerning their child's attitude and behaviour for learning.

## **Praise and rewards**

This policy outlines the ways in which The King David High School acknowledges and rewards the achievements and contributions of pupils in all aspects of school life. The reward and praise policy is intended to motivate pupils to achieve their best. The King David High School believes that giving rewards

- Increases the motivation of pupils, improving their self-esteem, aspirations and enjoyment of learning.
- Encourages all pupils to achieve. They will receive credit for achievements throughout the school in all contexts. This will continue to raise standards and further improve behaviour and attendance,
- Supports the role of the form tutor in celebrating success and helps to facilitate the awareness of achievement by other members of staff and parents.



Pupils are rewarded through;

- Verbal praise- Recognising pupils during lessons or assemblies.
- Achievement points (A points)
- Certificates and postcards home awarded for academic achievements and exemplary behaviour.
- Prizes throughout the year for progress and effort
- End of year mega draw with prizes
- Badges from A points (bronze, silver, gold, sapphire)
- School praise notice board
- Privileges such as lunch queue pass
- Community awards


Rewards may be different across the key stages and Yavneh.

Heads of year will run weekly leagues to highlight and celebrate pupils and their achievement points. There will be weekly awards decided by the Heads of Year which could include stationery and lunch queue passes. At the end of every term each year group will have a celebration assembly where pupils who have worked hard in class have the chance to win additional certificates and prizes with a summer prize draw at the end of the school year.

### **Behaviour Management and Classroom Climates**


At The King David High School all teachers should use a variety of strategies for managing the behaviour of pupils. Teachers should refer to 'classroom climates' for learning in Years 7-11 and use the appropriate recommended strategies to de-escalate unacceptable behaviour, to re-engage and to avoid disruption to pupils own learning and that of others. In class, lessons are structured using classroom climates.

## Classroom Climates




**Classroom Climate 1 = Silent with focus**

100% of students are expected to work in silence and concentrate fully on their task.



**Classroom Climate 2 = Pairs and Groups**

100% of students are expected to engage and contribute through questions, ideas and stating knowledge to any pair and group activity.



**Classroom Climate 3 = One voice, everyone listens**

100% of students must be silent, sitting up and focusing on the speaker with no shouting out or interruptions.



## Consequence System for in Class Behaviours

The King David High School acknowledges that pupils will not always behave perfectly, and the consequence system is designed to give pupils choices to reflect on their behaviour. Its principal role is to support pupils being able to learn in a calm, orderly and safe environment where all pupils can thrive and make outstanding progress. All teachers will use strategies that supports pupils to adopt acceptable behaviours that supports learning and build strong relationships. If, despite these strategies, a pupil's behaviour in class does not meet the expectations of the teacher and the school, the following system of consequences will be used:

<b>In class behaviour</b>		
<b>Consequence level</b>	<b>Description of behaviour</b>	<b>Action to be taken</b>
<b>C1- CHOICE</b>	Not following the classroom climates or teacher instruction	Verbal warning to the pupil and a reminder to pupil to make the right choice.
<b>C2- CHANCE</b>	Continued failure to not follow the classroom climates or teacher instruction. A C2 will also be issued in class for the following: Lack of Equipment Incorrect Uniform Lack of Homework Late to Lesson	Teacher will log the C2 on SIMS/Edulink and remind the pupil of their final chance to correct their in-class behaviour. Multiple C2's will result in further sanctions.
<b>C3- CONSEQUENCE</b>	Behaviour is disrupting their learning and the learning of others and is disrespectful.	Pupil will receive a 30 minute lunchtime detention. This will be logged on SIMS/ Edulink.
<b>C4- REMOVAL</b>	Behaviour continues to disrupt their learning, the learning of others and the classroom. Behaviour is disrespectful.	Pupil is sent to the Reflection Room and completes a reflection sheet to return to the teacher at the end of the lesson. Pupil will receive a 1 hour after school detention.

Whilst in the Reflection Room, pupils will complete a sheet that is designed to promote a restorative conversation with the teacher who sent them out. They will then complete the work from that lesson, or other suitable work provided by the teacher on duty. The class teacher will notify parents that their child has been sent to reflection. An after-school detention will be issued. These will usually take place Monday- Thursday from 15.35-16.35. Yavneh detentions will run fortnightly on a Wednesday 4.40-5.40.

Please note- certain behaviours in the classroom would result in an immediate C4 Removal – such as swearing or physical/aggressive behaviour.



If a pupil is sent to the reflection room twice in one day they will spend the remainder of the day in the reflection room.

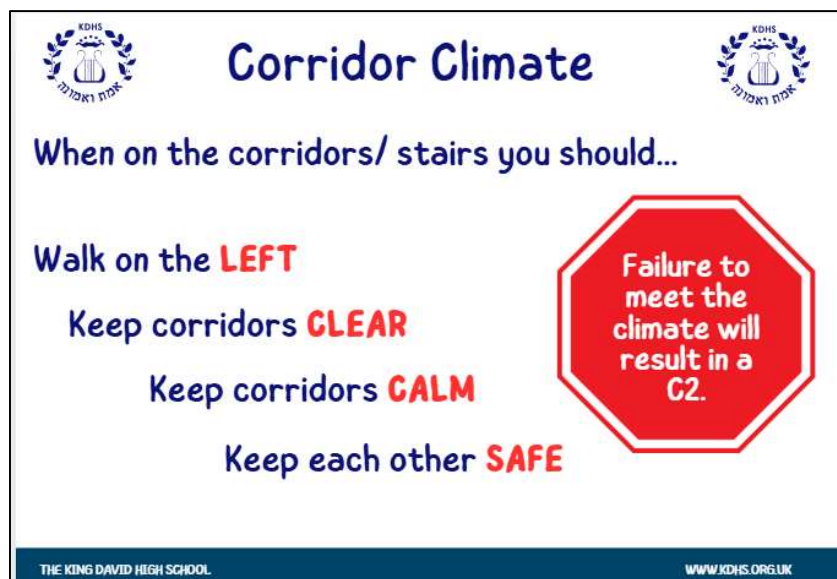
If a pupil fails to follow instructions in the reflection room, they will be placed back in the reflection room the following morning for half a day.

### **Consequence System for out of Class Behaviours**

During unstructured time, i.e. breaktime and lunchtime or movement breaks, it may be necessary to issue a sanction for the following behaviours:

- Running in the corridor
- Use of Mobile Phone
- Open Defiance
- Damage to property
- Possession of a banned item
- Uniform violation
- Inappropriate language towards staff/ pupils
- Threatening/aggressive behaviour

Pupils will be expected to follow **Corridor Climate** which includes walking on the left, keeping corridors clear of bags, keeping calm and behaving in a safe manner.



### **Reports and Escalation Stages**

An acceleration of negative behaviour points may trigger a pupil to be placed on a report card (See appendix 1) which is monitored and signed at the end of every school day. Pupils must also have this signed at home by a parent or guardian.

Failure to pass the targets set on the report card will lead to an escalation on the school behaviour stages including parental meetings and individual behaviour plans (See appendix 2). Once a pupil is on a stage 3 report card or beyond, pupils will de-escalate back to stage 2 when successfully passing.



Pupils may also be placed on a lateness and punctuality report card and to monitor a pupil's behaviour in school.

### **Off-site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school whilst wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour could have repercussions for the orderly running of the school, be a threat to another pupil, or adversely affect the reputation of the school. This may link to other policies as listed under the Links to other Policies Section.

### **Suspensions and Extreme Behaviour**

There are some serious behaviours that prevent pupils from doing well and could result in a suspension or permanent exclusion by the Headteacher. Most behaviour is managed in school, however on occasion a pupil may be required to leave the premises and serve a suspension. The following list provides some, but not all, examples of behaviours that could lead to a suspension or permanent exclusion:

- Repeated refusal to follow the school rules
- Verbal or physical abuse of staff or students
- Bullying, in any form
- Sexual harassment of any kind
- Prejudice on grounds of any of the protected characteristics
- Carrying an offensive weapon
- Use or sale of alcohol or any other mood-changing drugs
- Deliberate damage or theft
- Smoking/vaping in or around the building or whilst wearing school uniform
- Gambling
- Bringing the school into disrepute

Suspensions are at the discretion of the Headteacher and will usually be no longer than 5 days. Parents will be contacted before a pupil is sent home and if necessary, other agencies such as the police or social services will be contacted.

The process for suspensions is as follows: Up to five-day fixed-term suspension – parents are contacted by phone and a letter is sent home. In certain cases, it may be beneficial to take the pupil home after contacting their parents. The matter is always fully discussed with the parents prior to the pupil's return to school in the "Reintegration" meeting with a member of the pastoral team/ SLT. Any suspension will be recorded on the pupil's school file. Pupils are not sent



home before the end of the school day unless contact with parents has been made. A parent/guardian will be expected to attend a reintegration meeting which is an opportunity to discuss and reflect on the incident that had occurred. Pupils will not return to lessons until this meeting has taken place. Standards, expectations and further potential consequences are shared prior to the pupil returning to mainstream lessons.

### **Permanent exclusion**

A decision to exclude a pupil permanently should only be taken: 'In response to serious or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school' as stated in the DfE Exclusion from maintained schools, academies and pupil guidance.

All decisions made will be lawful, reasonable, fair, and in line with the DfE statutory guidance. Clear communication will be prioritised. Preventative measures and support for the pupil including for their safeguarding and wellbeing needs, will run parallel to the exclusion procedures at all times. This policy also aims to secure a pupil's right to an education despite having been excluded, by ensuring that appropriate arrangements are in place. Permanent exclusion is a consequence of last resort and will be used sparingly. Prior to a decision to permanently exclude a student, the Headteacher will discuss the case at the governing body.

### **Reasonable Adjustments**

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At The King David High School all pupils are treated equally irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will consult with external agencies and plan support programmes for that pupil.





### Links to other policies

Anti-Bullying Policy  
 Attendance Policy  
 Child Protection and Safeguarding Policy  
 E-Safety Policy  
 Homework Policy  
 Mobile Phone Policy  
 SEND policy  
 Equality, Diversity and Inclusion  
 Uniform and Personal Appearance Policy  
 Sixth Form Code of Conduct  
 Yavneh policy

### Links to Government and educational guidance

[Reasonable force](#)  
[Behaviour in schools](#)  
[KCSIE 2024](#)  
[Suspensions and permanent exclusions](#)  
[Mobile phones in schools](#)

### Appendix 1 – Report stages

Report card level	Staff	Point / behaviours / sanctions / behaviour stage
1	Form tutor	15 C points in a week 1-week on report ½ a day in Reflection Stage 2 on behaviour stage
2	Head of Year	Failed to pass stage 1 report 1-week report card Parental meeting- pastoral manager Stage 3 on behaviour stage
3	Assistant Headteacher/ Pastoral manager	Failed to pass stage 2 report 2-week report card Parental meeting – Head of Year and Assistant headteacher Stage 4 on behaviour stage
4	Headteacher	Failed to pass stage 3 report 2-week report card Parental meeting- Head of Year/ Headteacher Stage 5 on behaviour stage



## Appendix 2

Stage	Behaviour Type	Intervention
1	Low level behaviour. Failure to follow class climates (C1, C2's being given)	Form tutor conversations Accumulation of C2's sanctions
2	Repeated negative behaviour Increase in consequence points (C2's, C3's)	Stage 1 report (form tutor to contact home) Lunchtime/ afterschool detentions
3	Failure of stage 1 report card Failure to complete stage 2. Increase in consequence points (C3's, C4's)	Stage 2 report (parental meeting with pastoral manager) Lunchtime/ afterschool detentions Reflection room
4	Failure of stage 2 report card Failure to complete stage 3 Increase in consequence points (C3's, C4's)	Stage 3 report (parental meeting with HOY & AHT) Lunchtime/ afterschool detentions Reflection room
5	Failure of stage 3 report card Failure to complete stage 4 Increase in consequence points (C3's, C4's)	Stage 4 report (parental meeting with HOY/AHT/HT) Lunchtime/ afterschool detentions Extended time in reflection room Individual behaviour plan
6	Failure of stage 4 report card Failure to complete stage 5 Increase in consequence points (C3's, C4's)	5-day step-out
7	Failed 5 day step out Returned after step out and no improvements in behaviour.	Managed move
8	Failed managed move	Governor panel meeting Case for permanent exclusion