



**KING'S COLLEGE SCHOOL**  

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**PANAMA**

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# **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 shown below, along with the ideals of HPL and IB.
- ✓ 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 School, 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 School, 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**

### **Primary Rationale:**

Clear and consistent expectations of behaviour need to be explained to the students so that they know how to achieve success. ([Behaviour Expectations](#)) It is recognised that rewards are an important part of motivation and can effectively be used to improve motivation however intrinsic rewards such as overcoming challenging tasks and mastering new learning is also a reward in itself and developing intrinsic motivation is the most important form of reward. This type of reward encourages students to be prepared for life long learning. Rewards can also be used to support a sense of belonging to a group such as a House and earning rewards for the benefit of the group.

Behaviour management systems such as the traffic light system or thunder clouds should not be used to promote positive behaviour as research has shown that this affects self esteem.

All children except for those who require Individual Behaviour Plans should follow the Behaviour Policy. This policy is to be used alongside the [Primary Rewards and Sanctions Policy](#)

## **Rewards**

### **Intrinsic Rewards:**

Intrinsic reward, where children learn to enjoy learning in and for itself is the pinnacle of reward and is the best motivation for students in the longer term. Providing all students with challenging work in which they are provided scaffolds for success should be considered in every lesson. Verbal praise for effort and resilience for any aspect of a students' learning should always be used. Students who have shown resilience during an independent task should be praised immediately. Whole class feedback can be used to praise improvements in students' work which can be showcased to other students.

Praise for task completion should be avoided as this promotes speed over resilience and encourages students to avoid challenging content.

### **Extrinsic Rewards:**

#### House Gold Coins/Tokens:

The House system is to promote a sense of belonging to a group and that reward benefits the group as well as the individual. From EYFS to Year 6, children receive a gold token for showing behaviour that is above and beyond expectations in learning or behaviour (HPL) and demonstrating the Primary School rules.

Examples:

- Demonstrating aspects of High Performance Learning
- Picking litter up around school without being asked (HPL - Social Conscience)
- Helping a fellow student without being asked (HPL - Social Conscience)
- Performing an act of kindness without being asked (School Rules)
- Producing a good piece of work (HPL)
- Working hard in class (HPL)
- Showing kindness at all times

These tokens are collected in House tubes and the winning house is announced each term at assembly. The students also have an opportunity to share the reason for receiving the gold token with the Head or Deputy Head of Primary. All children share in celebration of the winning team.

House Gold Coins/tokens can also be used to gain momentum in motivation for reluctant students or students who are on an Individual Behaviour Plan.

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### Seesaw:

Good work is shared with parents on Seesaw. Staff upload photos of work with parents so that they can discuss it with their children.

### Student of the Week:

Each week a student from each class is rewarded with a Student of the Week Certificate for demonstrating an aspect of High Performance Learning. These are rewarded in class each Friday.

### Prize Giving Celebration:

At the end of the year, there is a Prize Giving Celebration for parents and students where students from each class are selected for their effort and progress through the year in a number of subjects under the High Performance Learning criteria.

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. Secondary students should adhere to the code of conduct (**See Appendix 2**)

Positive behaviours should be both visibly and verbally acknowledged in class; names in students may be written on the 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 Deputy Head of Secondary and celebrated in Form Time.

**Certificates for 50 , 100, 150 & 300 House Points will be awarded with a certificate in respective weekly 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:

##### Whole School

Student of the Term  
High Performance Learner Award  
International Mindedness Award

##### Key Stage Awards (based on IB learner profile)

Caring  
Thinkers  
Inquirers  
Resilience & GRIT Award  
Open Minded and Principled  
Communicators  
Reflective and Balanced  
Knowledgeable  
Risk-takers

Sports and Performing Arts achievements are also recognised in these assemblies

Both are reviewed regularly and more opportunities to celebrate success can be introduced should the Secondary Leadership Team feel appropriate.

In addition, we aim to celebrate positive behaviour with:

**Positions of responsibility** – such as **Head Prefects, Prefects, School Council, House Captains** or **Ambassador (wellbeing, conservation, community and communication)** 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 a special prize giving ceremony is held and students, nominated by staff members, are rewarded certificates 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.

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. A weekly "community service" session is held to provide students with the opportunity to reflect on their behaviour. This is run by the Secondary Leadership Team.

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, tutors or the Secondary Leadership Team

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 students should be given the opportunity to move on and make a fresh start.

### 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 strategies implemented to avoid the same behaviours occurring again. When pupil behaviour improves, these changes should be verbally praised and rewarded with house points and/or contact home.

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 by either their form tutor or the Deputy Head of Secondary, and they should be praised if they achieve these targets.

Students that have been isolated or temporarily excluded will have a plan put in place to improve their behaviour on their return to school, developed following a meeting with both the student and their parents. Their targets will be agreed alongside the parents. (see Exclusion Policy). In special cases, students will be put on a behaviour contract upon arrival at the school.

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

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*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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**APPENDIX 1 (Language Applicable for Secondary Level)**

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>Phonecall 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 &amp; 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>Phonecall 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
<b>Repeats or more serious examples of the kinds of misbehaviour at Level 1.</b> 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
<b>Repeats or more serious examples of the kinds of misbehaviour at Levels 1 or 2.</b> 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.	Daily report In-school exclusion Parent meeting with KS Leader ( Target setting )

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		<p>Bringing the school into disrepute through activities on or off-site.</p> <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><b>Repeats of more serious examples from Levels - 1, -2 &amp; -3</b></p> <p>Ongoing defiance and refusal work with same or numerous teachers</p> <p>Deliberate disruption during public examinations</p>	<p><b>-4</b></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>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><b>Repeats of more serious examples from Levels - 1, -2, -3 or -4</b></p>	<p><b>-5</b></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

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- Maintain communication with the school
- Provide constructive feedback
- Involve themselves in all aspects of school life