



King's College Behaviour and Rewards Policy

Year 6-8

Purpose

At King's College, we create a safe, respectful and positive environment where all students can succeed academically, socially and emotionally.

We believe that excellent behaviour is taught, modelled and reinforced through strong relationships, high expectations and consistent routines.

Our approach is built on three key principles:

- Teach expectations clearly
- Recognise positive behaviour regularly
- Respond calmly and consistently when behaviour falls below expectations

Our aim is to keep students learning, maintain positive relationships and avoid escalation wherever possible.

The King's Golden Way

The King's Golden Way is the foundation of behaviour across the school.

All students are expected to:

1. Be ready to learn
2. Give 100% effort
3. Follow instructions first time
4. Keep hands, feet and unkind words to yourself

5. Respect everyone and everything
6. Be kind and inclusive
7. Do the right thing, even when no one is watching

These expectations will:

- Be displayed in every classroom
- Be referred to during lessons
- Be revisited during tutor time
- Be signed by students at the start of each academic year

Classroom Culture and Routines

Daily Non-Negotiables

Students must:

- Arrive on time
- Bring planner
- Bring a full pencil case
- Bring required books and equipment
- Bring a water bottle
- Bring a calculator when required
- Complete the Do Now activity immediately
- Follow line-up routines
- Use toilet and nurse passes appropriately

Consistent Classroom Practice

Every lesson should include:

- A calm start
- A Do Now activity
- Clear expectations
- Positive recognition

- Consistent routines
- A calm exit

Classroom Agreements

At the beginning of each academic year:

- Each class creates a Class Behaviour Agreement
- Agreements are linked to the King's Golden Way
- All students sign the agreement

This promotes ownership and accountability.

Rewards and Recognition

The school actively celebrates positive behaviour.

Daily Recognition

Teachers may award:

- House Points
- Verbal praise
- Positive phone calls home
- Leadership opportunities
- Classroom responsibilities

Weekly Recognition

- Star of the Week
- Tutor Awards
- House Recognition

Termly Recognition

- Certificates
- Reward events
- Movie and popcorn afternoons
- Activity afternoons

- Educational trips
- Special privileges

End-of-Term Behaviour Raffle

Students receive entries for:

- Positive behaviour
- Consistent effort
- Improvement
- Excellent attendance
- Living the King's Golden Way

The more House Points earned, the more raffle entries students receive.

Representation of the School

Behaviour records may be considered when determining whether students are suitable representatives for:

- School trips
- Competitions
- Leadership positions
- External events

Behaviour System

All staff use the same language and follow the same process.

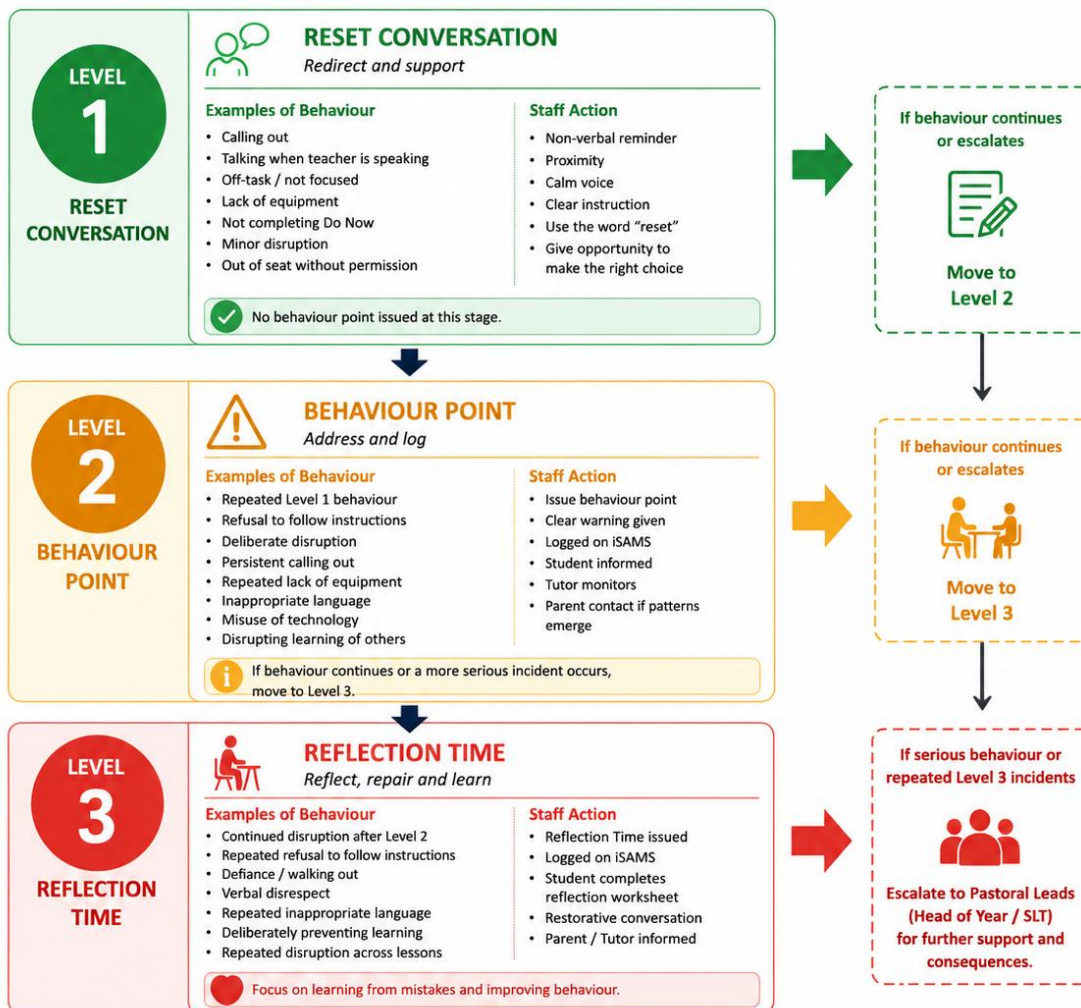
The word "**Reset**" should be used rather than confrontational language.

KING'S GOLDEN WAY – 3 LEVEL ESCALATION PROCESS

Simple. Consistent. Positive.



Our Goal: Keep students learning, keep relationships positive, avoid escalation where possible.



Serious Behaviour

Bullying, racism, physical aggression, threats, serious damage, vaping, leaving site, possession of prohibited items etc. may bypass steps and be escalated immediately.



Everyone is Responsible

Teach expectations. Recognise positives. Respond calmly. Support improvement.

Level 1 – Reset Conversation

Purpose

To redirect behaviour quickly and positively.

Teacher Response

Example Language

"name, this is your reset. I need you focused on your work now."

No behaviour point issued at this stage.

Level 2 – Behaviour Point

Purpose

To address repeated or more significant disruption.

Level 3 – Reflection Time

Purpose

To provide structured reflection and prevent further escalation.

Reflection Time Includes

Students complete a reflection sheet:

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. What impact did your actions have?
5. What will you do differently next time?

Restorative Conversation

Completed by:

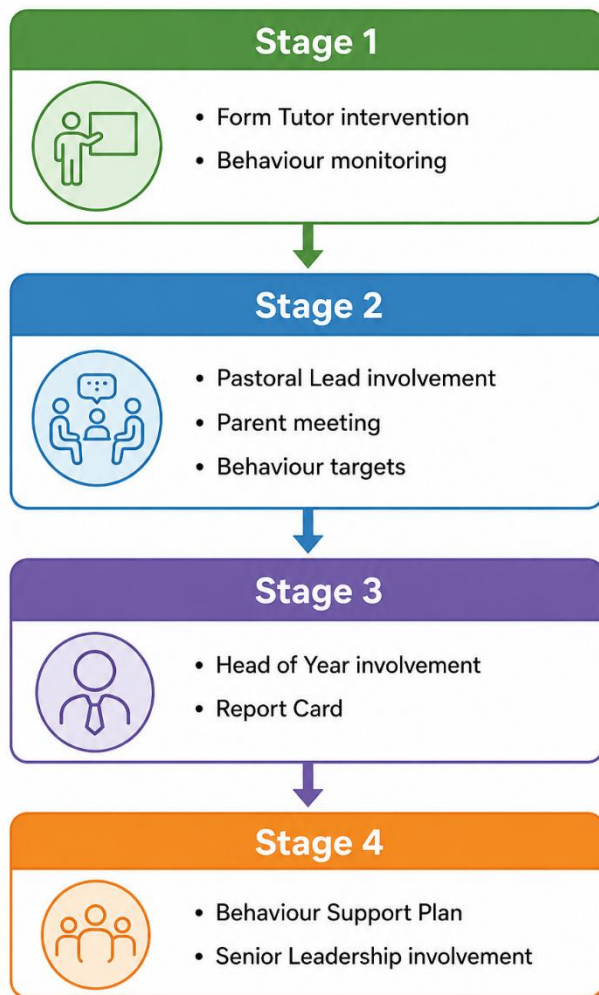
- Teacher
- Form Tutor
- Pastoral Lead

where appropriate.

Escalation Procedures

Multiple Reflection Times

Where a student receives multiple Reflection Times:



Serious Behaviour

Serious incidents may bypass Levels 1–3.

Examples include:

- Bullying
- Racist behaviour
- Discriminatory language
- Physical aggression
- Fighting
- Threatening behaviour

- Verbal abuse
- Damage to property
- Leaving school site
- Unsafe behaviour
- Possession of prohibited items

Possible consequences:

- Removal from lesson
- Internal isolation
- Parent meeting
- Behaviour contract
- Suspension
- External agency involvement where appropriate

On-Call System

Where classroom strategies have been exhausted or behaviour becomes serious:

Teachers may request On-Call support.

The On-Call Team consists of:

- Senior Leadership Team
- Head of Core Subjects
- Head of Non-Core Subjects
- Pastoral Leaders

Responsibilities include:

- Supporting de-escalation
- Removal where required
- Ensuring learning continues
- Recording outcomes

Removal Process

A student may be removed when:

- Learning cannot continue safely
- Behaviour is preventing learning
- Serious disruption continues despite intervention

Students will:

- Complete reflection work
- Participate in restorative conversations before returning

Tracking and Monitoring Behaviour

All behaviour incidents must be recorded on iSAMS and CPOMS.

Behaviour data is reviewed regularly by:

- Form Tutors
- Heads of Year
- Pastoral Leaders
- Senior Leadership Team

Data is used to:

- Identify patterns
- Provide early intervention
- Recognise positive behaviour
- Support student wellbeing

Roles of staff

Role	Responsibilities	
 Role of Staff	All staff are responsible for: - Teaching expectations - Following the behaviour system consistently - Using the language of "reset" - Rewarding positive behaviour - Logging behaviour accurately - Maintaining calm and professional responses - Building positive relationships	
 Role of Form Tutors	Form Tutors are the first line of pastoral support. They will: - Build positive relationships - Monitor behaviour points weekly - Contact parents when concerns emerge - Deliver reflection and guidance sessions - Support behaviour targets - Celebrate success	
 Role of Pastoral Leaders	Pastoral Leaders will: - Monitor behaviour trends - Lead interventions - Meet with students and parents - Coordinate support plans - Work with tutors and teachers - Escalate concerns when necessary	
 Partnership with Parents	We believe behaviour improves most effectively when school and home work together.	
	The school will provide: - Early communication - Parent meetings - Workshops and coffee mornings - Behaviour guidance - Arabic and English communications	Parents are expected to: - Support school expectations - Attend meetings when required - Reinforce positive behaviour at home - Work collaboratively with staff

Inclusion and Student Support

King's College recognises that behaviour is a form of communication.

Where appropriate we will:

- Make reasonable adjustments
- Consider additional needs
- Identify underlying causes
- Provide targeted support
- Work with specialist services