

K.N.E.S Student Behaviour and Engagement Policy

Intent of this Policy

The intent of this policy is to provide a safe, secure and supportive environment where there is responsible social behaviour. A key goal of Kuwait National English School is to instil an ethos of positive behaviour in our students so that the school can properly function in its main task of educating our students.

For the purposes of this document the definition of discipline is:

The practice of training people to obey rules or a code of behaviour, using consequences to correct disobedience where appropriate and necessary.

For the purposes of this document the definition of behaviour is:

The way in which one acts or conducts oneself, especially towards others.

This policy provides guidelines for Kuwait National English School on the systems to be implemented at the different school department levels to promote and encourage students to behave well, work hard and be successful (rewards and incentives) and also explains the actions to be taken in case of non-adherence (consequences) to such guidelines.

1. Aims of the Policy

1. To have a common, workable policy for the management of student behaviour.
2. To ensure a consistent approach across all departments in the management of discipline.
3. To provide a general framework for each department to elaborate their specific behaviour policies.
4. To support measures towards the promotion of high behaviour standards representative of the local and international expectations of good citizenship.
5. To reinforce the authority of Kuwait National English School in acting against indiscipline.
6. To set down responsibilities at all levels for the controlling and monitoring of student behaviour.

2. Principles of this Policy

1. Each student has the right to learn and to be respected by others.
- 2 Every teacher has the right to teach without untoward disruption.
3. Children and adolescents cannot be expected to behave like mature adults.
3. Maintaining appropriate student behaviour is an essential condition for teaching and learning.
4. Maintaining appropriate student behaviour is an integral part of the school curriculum.
5. Behaviour is learned and teaching good behaviour is an integral part of the school curriculum..
6. Emphasis must constantly be on self-discipline and responsibility.
7. Sanctions are effective only when used sparingly but consistently.
- 8, Child protection principles and safeguarding of child rights must remain at all times central to behaviour policies.
9. Students learn constructively from their mistakes and every incident of misbehaviour has to be seen as educative.
10. An approach focused on positive encouragement and praise towards students is likely to developing a sense of well-being and a feeling of belonging for all.
11. The foremost contributor to good student behaviour is a positive, stimulating and encouraging, supportive, friendly and rewarding atmosphere.
12. High quality delivery of teaching is central to positive student behaviour.
13. The Heads of each Department have primary and direct responsibility for maintaining the orderly functioning of their departments and individual safety of students within the school.
14. All members of the KNES school community share responsibility for the promotion of high standards of student behaviour.

3. Essential Aspects of Good Discipline at Kuwait National English School

1. All members of the KNES school community should be made aware of expected standards of acceptable behaviour.
2. Approach dealing with several aspects of indiscipline should be consistent, as should be the case of praise for good behaviour.
2. There should be clearly defined guidelines at the school level to maintain high standards.
3. There should be clearly defined guidelines at the department levels to maintain high standards.
4. Courtesy at all levels should be encouraged.
5. The entire KNES school community has a key role to play including, teacher, non-teaching staff, parents and children.

4. Roles and Responsibilities.

Maintaining discipline is a responsibility conferred upon teachers, form tutors, and social workers. It is also the direct responsibility of the Senior Leadership Team to put in place effective control mechanisms that allow the institution to run smoothly.

School Management

Heads of departments at Kuwait National English School have prime and direct responsibility for discipline within their departments. They are required to

1. Stimulate a whole school approach in preventing and / or tacking indiscipline.
2. Lead by example, be regular in attendance and punctual and be role models for the students.
- 3, Develop strategies in terms of the organisations, systems and school curriculum towards supporting the development of students social and emotional skills.



4. Work in partnership with parents to develop and support the social and emotional skills that pupils need within the school environment and within the wider community outside the school as well as outside the local culture.
5. Promote a positive school culture and well-ordered environment.
6. Put in place effective monitoring and control mechanisms for the orderly running of their departments.
7. Act promptly against all forms of student indiscipline by way of both preventive actions and restorative justice practices where students assume responsibility for their actions;
8. Work in partnership with parents and ensure that they are involved in discussions before any situation is allowed to deteriorate;
9. Develop the sense of belonging to the school among their students and staff;
10. Provide all necessary support to teachers in their endeavours to sustain high standards of behaviour;
11. Identify performance gaps of staff and create conditions for improvement;
12. Arrange for in-house sharing of experiences and good practices; and
13. Organise and facilitate training of staff to enhance their capacity to manage challenging behaviour.

Staff

While staff at Kuwait National English School are expected to demonstrate high professional standards in the management of their individual classes, they and other staff are also expected to:

1. Lead by example, be regular in attendance and punctual and be role models for the students.
2. Ensure constant supervision of students and ascertain that they understand the meaning of acceptable behaviour.
3. Collaborate in maintaining discipline during assembly, breaks and other events and activities.



4. Strive for high standards of courtesy and behaviour in every aspect of relationships within the school.
5. Intervene promptly and firmly when encountering unacceptable behaviour and be consistent in their responses to same.
6. Support the implementation of the school behaviour programmes in a spirit of corporate responsibility.
7. Draw the attention of the Head of Department on any student whose behaviour is worthy of notice (praiseworthy or negative).
8. Be supportive of students and colleagues and demonstrate good team spirit.
9. Treat all students fairly and equally seeking to raise their self-esteem and develop their full potential.
10. Take every opportunity to promote and reward good behaviour, achievement and effort.
11. Be the positive representatives of Kuwait National English School, through their professionalism at all times.

Senior Leadership have a responsibility to continually re-enforce the mission and philosophy of Kuwait National English School.

Students

Every student at Kuwait National English School is responsible for his own behaviour and to act in a manner that demonstrates self-discipline and a sense of responsibility. They are expected to;

1. Abide by their School Behaviour Policy rules.
2. Have a positive approach to their school life.
3. Show courtesy and respect at all times towards others.
4. Be regular in attendance and punctual.
5. Co-operate with their peers and staff.;
6. Recognise that no poor standards of behaviour will be accepted.



7. Develop a sense of community and of caring for each other and for the environment.
8. Accept responsibility for a well-ordered community at school and take a positive role in the running of the school.
9. Demonstrate a positive image of their school through their exemplary behaviour at and outside school.

Parents

It is recognized that parental involvement and responsibility are essential and parents are accountable for their children and their behaviour. They have the essential role to strive for their children demonstrating good and acceptable behaviour at all times, recognising that this has a profound effect upon their attitudes at school. They are expected to:

1. Abide by and endorse the Rules and Regulations and any other policies of the school;
2. Encourage an attitude of respect for the environment, and for one another among their children;
3. Fully collaborate with the school in the elaboration and implementation of behaviour resolution measures for their children.
4. Share discussions with teachers and the Department Heads concerning their child's education, welfare and behaviour and any concerns, difficulties or anxieties.
5. Encourage their child to project a positive image of the school at all times.
6. Ensure the regular attendance (minimum 90% attendance rate) and punctuality of their child.

5. Behaviour Management at School Level

It is the direct responsibility of the Senior Leadership Team to put in place effective mechanisms for maintaining the orderly functioning of the school.

- > Department Heads are to make such rules for the administration and discipline of the school as he/she may deem fit.

- > Department Heads are also required to ensure their staff perform such duties in the execution of behaviour procedures as they may deem fit, and they may authorise them to inflict such consequences, other than corporal punishment, as they may deem fit for any misconduct or breach of the rules of which a pupil may be found guilty at any time and in any place.

- > The Rights of the Child, however, stipulates that children be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any person who has the care of the child.

- > Kuwait National English School is also dedicated to the requirement that school discipline be administered in a manner consistent with the child's human dignity and in conformity with both local and British values.

6. Key Principles of Best Practice

The following are some key principles of best practice at Kuwait National English School to which full commitment is required in the prevention and tackling of behaviour problems:

1. A positive school culture and climate which
 - > is welcoming of difference and diversity, supportive and is based on inclusivity;
 - > is free from any form of violence, coercion and discrimination or other causes of stress and tension; and
 - > promotes respectful interpersonal relationships across the school community.



2. Strong and effective leadership for stimulating a school-wide approach and preventing and tackling indiscipline with support and commitment of the whole school community.
3. Well-planned behaviour programmes for the implementation of preventive strategies (including awareness raising measures).
4. Effective supervision and monitoring of students.
5. Empowerment of students and active student participation in school policies,
6. Support and advice services for students.
7. Consistent recording, investigation and follow up of undisciplined behaviour.
8. On-going evaluation of the effectiveness of the school's behaviour policy and behaviour programmes.

7. School Behaviour Policy

The approach of the school to behaviour management is encapsulated within this School Behaviour Policy. This document represents the expectations of the local community, the schools mission and philosophy and British standards of the expected behaviour.

The Key Elements constituting this School Behaviour Policy are;

- > The schools Vision, Mission and Philosophy statements depicting the values it wants to see upheld.
- > Rights, roles and responsibilities of each component of the school community for maintaining high behaviour standards.
- > Rules, procedures and protocols setting boundaries and expectations
- > Rewards and incentive schemes
- > Breaches, consequences and sanctions
- > Mechanisms for control, monitoring, follow-up and support
- > Restorative justice practices and programmes for behaviour problem resolution

8. Disciplinary Actions

It is essential for our school to have a range of disciplinary actions in place to provide firm responses to disruptive behaviour. Such actions shall aim at helping the student to develop a sense of right and wrong and shall not be directed against the student as a person.

Minor Offences

These will be dealt with using available means such that management and teaching staff can act in a firm and consistent manner in all such cases that disturb the smooth running of school activities or threaten the rule of order.

Examples are

- > Immediate checking of misbehaviour.
- > Verbal reprimand.
- > Repeated or extra work where work is of an unacceptable standard.
- > Note to parents in the Homework Diary.
- > Issue of a warning

Teachers will consider a removal of the pupil from the class only when there is no other way to defuse a potentially very difficult situation in class or when it is exceptionally impossible to continue the lesson because of the behaviour of a particular student.

The following may be used as deterrents in case of repetition of misbehaviour

- > Temporary suspension of privileges
- > Temporary suspension from activities e.g. school trips and sports activities
- > Issue of a written warning

In very occasional circumstances if the above does not prove successful, the case will be referred to the Department Head for further disciplinary procedures.



Serious Offences

More serious offences or gross misbehaviour in breach of the School Rules and Regulations shall be addressed through disciplinary actions escalated as hereunder:

Detentions - Afternoon detentions and Saturday detentions provided;

- i). The offence is serious enough as to warrant this action;
- ii). Prior official written warning has been issued;
- iii). Parents have been informed in advance;
- iv). Arrangements have been made for the supervision of the student during the detention class; and
- v). Tasks given for the detention are meaningful and help towards behaviour resolution

Temporary suspension

To be applied only in cases of gross or persistent serious misbehaviour provided;

- > The Suspension has been approved by the Head of Department.
- > The suspension period does not exceed 5 days
- > provisions are made for enabling a considered, positive resolution process and re-entry plan.
- > Parents are informed in writing of the reasons for the suspension as well as conditions attached to the period of suspension and those to be met prior to the student's re-entry to school.



Official final warning

In case of persistent breach or serious discipline incidents even after three periods of temporary suspension.

- > Provided the case is fully supported by objective evidence of involvement in past discipline incidents and failure of behaviour resolution measures. Any serious recurrence would entail a permanent expulsion from the school.

Expulsion from the School

Where there is a persistent breach or serious discipline incident after an official final warning has been issued.

Parents will be notified and the case will be reviewed by members of the Senior Leadership Team.

9. Bullying

Bullying is a form of behaviour where an individual or group deliberately uses power to hurt or intimidate over a period of time, or in an isolated incident. It is important to recognize that bullying could occur between individual or group of students but also between staff and students.

Bullying, whether verbal, physical or psychological, is a behaviour which is deliberately hurtful. It involves aggression and unequal power relationship resulting in pain and distress which are often persistent. Bullying will not be tolerated in any of its forms and should be considered as being a very serious offence to be dealt with accordingly and with all required severity.

Preventive approaches should be adopted to make Kuwait National English School a bully free zone for all. Victims and other students should be encouraged to come forward and disclose any suspected cases which should be addressed very cautiously to avoid repercussions from the bully.



While support should be provided to the child victim as a first priority, the school should consider productive ways of working with bullies towards changing their aggressive attitudes as well as other constructive responses aiming at avoiding repetition. An Anti-Bullying Policy for Kuwait National English School is available and staff should make every effort to ensure it is incorporated into the school curriculum.

10. Departmental Behaviour Policy

Each Department at the Kuwait National English School is responsible for following the guidelines for discipline and behaviour as outlined in this document. Each department will use this policy as a guideline to set appropriate rewards and sanctions which are relevant and appropriate for its student body.

This policy will be reviewed and altered as appropriate by the SLT after a minimum of every two years as standard.