

Promotion of Positive Behaviour Policy

1. Introduction

This policy takes into account the **Education Act 2002, Independent School Standards Regulations (2014), Behaviour in Schools (2022)** guidance, the **Equality Act 2010**, and **Keeping Children Safe in Education** (latest iteration)

At King Edwards School, Witley we are committed to promoting a culture of mutual respect, kindness, and responsibility. This policy aims to create a safe, inclusive, and supportive environment where all pupils can flourish academically, socially, and personally. It applies to all pupils, both day and boarding, and aligns with our school values and ethos.

2. Aims and Objectives

The policy aims to:

- Encourage **positive behaviour, self-discipline, and respect** for others.
- Foster an inclusive community where pupils feel safe and valued.
- Ensure **consistent and fair** application of behaviour expectations.
- Establish **clear rewards and consequences** to reinforce positive conduct.
- Work collaboratively with parents, guardians, and external agencies when necessary.

3. Expectations for Behaviour

Pupils at King Edwards School, Witley are expected to:

- Show **respect** for peers, staff, visitors, and the wider school community.
- Demonstrate **honesty, responsibility, and integrity** in their actions.
- Behave in a way that **ensures the safety and wellbeing** of themselves and others.
- Follow school rules regarding **conduct in lessons, communal areas, and boarding houses**.
- Respect school property and the **learning environment**.

For boarding pupils, additional expectations apply regarding life in residential settings, ensuring harmony and a family-like atmosphere.

4. Promotion of Positive Behaviour

We promote good behaviour through:

4.1 School Ethos and Leadership

- Strong role modelling by staff and senior pupils.
- Clear communication of values through assemblies, tutor sessions, and school events.

- A well-structured PSHE (Personal, Social, Health and Economic) education programme.

4.2 Rewarding Positive Behaviour

Positive behaviour is recognised and encouraged through:

- Verbal praise and written commendations.
- House points, certificates, and awards.
- Special privileges for good behaviour in school and boarding houses.
- Recognition in school newsletters and assemblies.

4.3 Classroom Management

- Staff use **positive reinforcement** and a **consistent approach** to behaviour management.
- Well-planned lessons encourage engagement and reduce disruptive behaviour.
- Pupils are encouraged to take responsibility for their own behaviour.

4.4 Pastoral Support

- Tutors and Houseparents provide guidance to pupils in need of extra support.
- Pupil mentoring and buddy systems encourage peer support.
- Wellbeing initiatives, counselling services, and access to external agencies when necessary.

5. Addressing Inappropriate Behaviour

Where behaviour falls below expected standards, the school follows a graduated approach to sanctions, ensuring **fairness, proportionality, and restorative justice**. For details, see the Behaviour and Discipline Policy including School Rules.

5.1 Low-Level Disruptions

Handled at the classroom or House level, including:

- Verbal reminders and warnings.
- Temporary loss of privileges.
- Reflection time.

5.2 Repeated or Serious Misconduct

- Formal meetings with tutors, Houseparents, or pastoral leads.
- Behaviour contracts or individual support plans.
- Parental involvement in discussions.

5.3 Major Breaches of Behaviour Policy

Includes bullying, violence, substance misuse, or gross misconduct. Consequences may include:

- **Suspension or exclusion**, following a fair investigation.

- Referral to external support agencies where necessary.
- Consideration of safeguarding concerns (linked to KCSIE guidance).

6. Anti-Bullying Commitment

King Edwards School, Witley maintains a **clear and rigorous approach to bullying**, including cyberbullying, verbal abuse, physical aggression, and discrimination. All allegations of bullying are taken seriously and investigated promptly.

7. Boarding-Specific Considerations

Boarding pupils must adhere to the **School's Boarding Aims and Principles and other School Rules**, which outline expectations for:

- Living harmoniously in a shared environment.
- Respecting privacy, personal space, and cultural differences.
- Responsible use of technology and internet safety.

8. Partnership with Parents and Guardians

The school recognises that parental support is crucial in fostering positive behaviour. We encourage and effect:

- Open communication between home and school.
- Early intervention when concerns arise.
- Collaboration in reinforcing shared expectations.

9. Training and Staff Responsibilities

All staff receive regular training and advice on behaviour management, including:

- De-escalation techniques.
- Strategies for fostering inclusivity and respect.
- Safeguarding considerations related to behaviour.

10. Monitoring and Review

The effectiveness of this policy is reviewed annually, taking into account:

- Feedback from pupils, staff, and parents.
- Behaviour data analysis.
- Updates to legal and educational guidance.

Any amendments will be approved by members of the **Senior Leadership Team**.

DPC (Deputy Head)

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