



THE KING DAVID SCHOOL

Positive Behaviours Policy

This policy outlines the approach to student behaviour at The King David School. It is based on our school values. It defines how students should conduct themselves and the consequences of not adhering to these guidelines. It is predicated on the establishment and maintenance of positive relationships between students and staff.

Overarching values of The King David School

Three values define the ethos of the school:

1. Egalitarianism
2. Social Justice
3. Inclusion

Principles underpinning positive behaviour at The King David School

Four principles govern behaviour that helps create the ethos of the school:

1. Respect
2. Community Mindedness
3. Honesty
4. Responsibility

Approach to student behaviour

We teach behaviour in the same way as we teach curriculum content and skills. The primary goal is to swiftly address any instances of misbehaviour, not as prolonged disruptions, but as prompt interventions aimed at facilitating a return to the learning process and social cohesion.



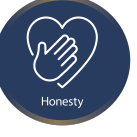

By prioritising proactive measures that reinforce positive conduct, we create a conducive atmosphere where learning remains the central focus while addressing and swiftly resolving any behavioural challenges that arise.

This policy is based on the beliefs that:

- Optimal learning requires order and structure
- Relationships are the starting place for positive classrooms, where all students are enabled to be active learners
- There is a need for clear and practical lines of response

Standards of Behaviour

The King David School expects a high standard of behaviour from all students. This standard is governed by four principles as described below. We strive to regularly articulate, model and reflect on this standard of behaviour, by explicitly referencing the four governing principles, so students have a clear idea of what is expected of them.

Principle governing Positive Behaviour	In the Classroom בתוך הכיתה	Outside of the Classroom מחוץ לכיתה	In General באופן כללי
Respect כבוד 	<ul style="list-style-type: none"> We demonstrate regard for other people's ideas, values, and contributions We listen attentively to our teachers and fellow students We value the learning and teaching time of the whole class We contribute to a focused learning environment We treat personal and shared resources with care, including classroom materials and equipment 	<ul style="list-style-type: none"> We communicate appropriately with staff and peers ie. language and tone We cooperatively share space We wait patiently and considerately for staff to arrive 	<ul style="list-style-type: none"> We honour others' personal boundaries We use polite language, and appropriate manners in all interactions We are mindful and considerate of everyone's personal space and safety We wear our school uniform correctly and with pride
Community Mindedness קהילתיות 	<ul style="list-style-type: none"> We wait for our turn to speak We actively include all students in group activities, discussions, fostering a sense of belonging for all We work cooperatively with all of our peers We offer assistance or support to classmates when needed, creating a collaborative and helpful learning environment 	<ul style="list-style-type: none"> We invite others into group activities We are considerate of others as we move around the campus ie. standing aside and waiting patiently so others can pass, opening doors for other people 	<ul style="list-style-type: none"> We maintain a positive social environment by avoiding negative behaviours such as gossiping or disrespectful comments We act as an upstander We act to include others We choose to be actively involved in our school community
Honesty 	<ul style="list-style-type: none"> We maintain academic integrity in all assignments and assessments by ensuring our work is our own and that it meets the requirements We own our mistakes and are open to learning from them 	<ul style="list-style-type: none"> We know the rules and we follow them because we understand that they help create a better learning environment, which is safe for all We recognise our mistakes, admit when we are wrong and take appropriate action 	<ul style="list-style-type: none"> We are sincere and transparent about mistakes or misunderstandings in our social relations We always communicate truthfully and openly, both in words and actions
Responsibility 	<ul style="list-style-type: none"> We demonstrate we are ready for learning by being punctual to class, with essential stationery, books and charged devices. We actively seek help when needed We participate fully in the learning process putting in effort to produce quality work 	<ul style="list-style-type: none"> We ensure the safety of others We keep shared spaces, corridors and locker areas clean and tidy 	<ul style="list-style-type: none"> We find opportunities to lead by setting good examples We accept responsibility for our own actions We represent our school positively in public

Section A: Positive Behaviour

A focus on positive behaviour creates a productive, supportive and pleasant atmosphere, contributing to an enjoyable and fulfilling learning experience for students and staff. The recognition of positive behaviours is the central tenet of this policy. We define positive student behaviour at three levels.

Level One

- Small acts of positive behaviour

Level Two

- Significant or consistent positive behaviour

Level Three

- Exceptional positive behaviour

Recognising Positive Behaviour

We strive to regularly recognise positive behaviour at all three levels.

Level	Examples	Recognition
Level One Small acts of positive behaviour	<ul style="list-style-type: none"> • Holding a door open for others • Settling to task quickly • Noticing someone does not have a partner and asking them to join 	Subject & Kesher teachers offer a positive comment to the student to verbally acknowledge their behaviour. For example, "That was really courteous, thanks."
Level Two Significant or consistent positive behaviour	<ul style="list-style-type: none"> • Consistently offering to help other students or staff • Consistently displaying positive and productive classroom behaviour • Making an exemplary contribution to a co-curricular activity or school event 	Kesher/subject teachers award the student a Kol Hakavod using the Staff Portal for which the student, their parents, their YLC, and their teachers will be notified by email.
Level Three Exceptional positive behaviour	This level is defined as exemplary behaviour over the course of a year which is outstanding among a student's peers and exhibited in varied situations. (For example, camps, sports days, school productions, in the schoolyard, or in the classroom)	The YLC awards the student the Derech Eretz award for their year level to be conferred at Presentation Evening

Misbehaviour

Introduction to Sections B to E

We define misbehaviour as behaviour that is not respectful, honest, responsible, and/or community-minded. We define four different types of misbehaviour as described below. If a student exhibits misbehaviour, the School's response depends on the type of misbehaviour.

Type of Misbehaviour	Examples
Misbehaviour in the classroom	<ul style="list-style-type: none"> • Distracting others • Disrupting lessons • Rudeness • Calling out • Not following instructions • Teasing • Low-level harassment • Mishandling of property
Misbehaviour outside the classroom	<ul style="list-style-type: none"> • Truancy on-site • Low-level physicality with other students • Teasing • Harassment • Mistreatment of or damage to property
Major Misbehaviour	<ul style="list-style-type: none"> • Truancy off-site • Swearing at a staff member • Repeated rudeness toward staff members • Repeated failure to comply with staff instruction • Repeated misbehaviour in class • Threats of physical violence or other forms of harassment • Physical violence towards students or staff • Wilful damage to school or student property • Theft of school or student property • Possession of prohibited items at school (inc. weapons). • Smoking, vaping, drinking alcohol or consuming illicit drugs • Actions or behaviours that bring the School into disrepute online or in person • Consistently behaving in a manner that interferes with the educational opportunities of any other student or students • Behaving in a way that threatens the good order of school programs • Engaging in discriminatory behaviour either in person or online, including bullying or comments made on the basis of race, sexuality, gender.
Infringements	<ul style="list-style-type: none"> • Not adhering to the School's uniform policy • Not adhering to the School's phone use policy • Not adhering to the School's lateness policy • Not adhering to the School's gum policy

Section B: Misbehaviour in the Classroom

When a student exhibits behaviour that is not respectful, honest, responsible, and/or community-minded in the classroom, they are not meeting the School's expectations. This includes: distracting others, disrupting the lesson, rudeness, calling out, not following instructions, teasing, low-level harassment, and mistreating property.

For low-level misbehaviour, the classroom teacher should respond by implementing a series of escalating warnings and consequences. In Middle and Senior School classes a Caution should be issued if repeated warnings and consequences do not induce a change in a student's behaviour. Teachers are free to define this series in their own classrooms.

One way classroom teachers can create a series of escalating consequences to respond to low-level misbehaviour is by using the 'Six Rs'.

1	Relationship	The teacher has established a positive and respectful relationship with the student throughout the year and draws on it as a basis for interacting with the student about their misbehaviour.
2	Remind	When the student exhibits misbehaviour, the teacher reminds the student of the behaviour required of them.
3	Redirect	If the misbehaviour persists, the teacher explicitly redirects the student from what they are doing to what they should be doing.
4	Relocate	<p>If the misbehaviour persists, the teacher asks the student to sit at a different desk in the classroom or alternative space in the Sports arena.</p> <p>If this resolves the misbehaviour, no further action is required.</p> <p>If this does not resolve the misbehaviour, Middle and Senior school teachers should issue the student a Caution using the Staff Portal. The student's Keshar teacher will be automatically notified of the Caution and will reflect on the situation with the student in their next Keshar session.</p> <p>The classroom teacher should have a brief reflective conversation with the student at the end of the lesson.</p>
5	Remove	<p>In the rare instance that misbehaviour persists (despite the issuing of a Caution) the teacher sends a message on the staff Google Space for the YLC, HOS, AHOJS or VP to collect the student and remove them from the class.</p> <p>This supporting staff member will collect and supervise the student for the remainder of the period, but will not directly address the misbehaviour.</p> <p>The teacher has a reflective conversation with the student at the earliest convenient time, preferably before their next lesson together. In the Middle and Senior Schools, the teacher then informs the student's YLC that they were removed from class after receiving a Caution. The YLC then initiates a YLC conference as described below. In the Junior School, the teacher informs the Keshar teacher as described below.</p>
6	Reflect	<p>Junior School</p> <p>Upon receiving notification that a student was removed from class, the Keshar teacher liaises with the issuing teacher and then conducts a reflective conversation with the student at the next break or another suitable time. The student is asked to reflect on their misbehaviour in the presence of the Keshar teacher. The Keshar teacher makes contact with the student's parents. If this occurs on a second occasion, the HOS or AHOJS will make contact with the student's parents.</p> <p>Middle & Senior Schools</p> <p>Upon receiving notification that a student was removed from class, the YLC initiates a YLC Conference with the student and the issuing teacher. The YLC also contacts the student's parents to explain that the conference is taking place and outlines the steps taken by the classroom teacher prior to the removal of the student from class. At the conference, the student is asked to reflect on their misbehaviour in the presence of the YLC and the issuing teacher. Parents do not attend a YLC Conference. The YLC tells the student that if a second conference is required in the same semester it will be a HOS Conference.</p>

In Senior and Middle School classes, if the misbehaviour is significant (but not major), the classroom teacher should respond by issuing the student a Caution. This should be accompanied by a reflective conversation at the earliest convenient time addressing the misbehaviour and informing the student that a Caution has been issued.

Responses to Repeated Misbehaviour in the Middle and Senior Schools

Cautions

A teacher issues a Caution by submitting it on the student's profile page on the Staff Portal. They will be required to indicate the date and period of the misbehaviour, and write a comment describing the misbehaviour. It is important that this comment is succinct, objective and factual. There will also be a tick-box that the teacher can choose to check if they wish to indicate that the misbehaviour constitutes egregious disrespect to them or another staff member. Ticking this box flags the Caution for the YLC who may wish to escalate the Caution to a YLC Conference. In these instances, the YLC would liaise with the issuing teacher and require their attendance at the YLC Conference.

When a teacher issues a Caution, an automated email is sent to the student, their Keshet teacher, their YLC, and their parents. The email to parents will be timed to arrive at 5:00pm that day. It will include the description of misbehaviour that the teacher has submitted and inform the parent that they can view a list of their child's Cautions (and Reminders) for the year on myKDS.

If a student receives three Cautions in a rolling month, the YLC will initiate a YLC Conference just as they would if the student was removed from class.

YLC Conferences

When a YLC initiates a YLC Conference on the Staff Portal an automated email is sent to the student, their Keshet teacher, and their HOS. If the conference is a result of three Cautions, it is attended by the student, their YLC and their Keshet teacher. If the conference is a result of a removal from class, it is attended by the student, their YLC and the issuing teacher. The YLC notifies the student's parents that the conference is taking place and explains the circumstances. At the conference, the student is asked to reflect on their misbehaviour and offer strategies to exhibit positive behaviour in the future. At their discretion, the YLC may choose to issue a secondary consequence to accompany the YLC Conference. This may include implementing a behaviour contract or asking the student to complete community service, such as picking up rubbish at lunchtime. If the YLC judges the student to not be taking the YLC Conference seriously, they may end it and direct the student to return to start again on an agreed date after some self-reflection. This situation should be reported to the student's parents.

If a second conference is required in a semester, the YLC informs the student that it will be a HOS Conference.

HOS Conferences

When a HOS initiates a HOS Conference on the Staff Portal an automated email is sent to the student's Keshet teacher and their YLC. The HOS personally contacts the student and their parents to arrange the conference. The conference is attended by the student, their parents, their YLC and the HOS. At the conference, the student is asked to reflect on their misbehaviour and offer strategies to exhibit positive behaviour in the future. At their discretion, the HOS may choose to issue a secondary consequence to accompany the HOS Conference. This may include issuing an internal or external suspension. If the HOS judges the student to not be taking the YLC Conference seriously, they may end it and direct the student to return to start again on an agreed date after some self-reflection.

At the conference, the HOS explains that the student will be asked to present to the Student Behaviour Review Committee (SBRC) if their behaviour does not improve.

The Student Behaviour Review Committee (SBRC)

At the discretion of the HOS, in consultation with the YLC, a student's pattern of misbehaviour can be escalated to the Student Behaviour Review Committee (SBRC). This committee comprises the HOS, the VPSW, and the Principal. This committee will meet with the student and their parents to set out expectations that the student must meet to continue their enrollment at the school. The committee may also issue additional consequences at their discretion, including internal and external suspension. If a student presenting to the SBRC holds a scholarship, the SBRC may choose to recommend to the Senior Leadership Team that the scholarship be withdrawn or placed on probation. If misbehaviour continues after a student has met with the SBRC, the Principal will review the student's enrolment. In cases of serious misbehaviour, the Principal may direct the SBRC to discontinue a student's enrolment.

Reflective Conversations

In reflective conversations, YLC Conferences and HOS Conferences, staff should encourage students to evaluate their misbehaviour with open-ended questions such as:

- How did your actions contravene the four principles for school behaviour: responsibility, honesty, respect and community-mindedness?
- What was the impact of your actions on you, your peers, and your teacher?
- What are some better choices you could make in the future?