



Kensington Park
S C H O O L

Part of the



ACHIEVEMENT, BEHAVIOUR, REWARDS & SANCTIONS POLICY

The aim of this policy is to promote the positive behaviour of students while also giving clear guidance for issuing lower level sanctions for misbehaviour

This Policy is governed by the following:

- Equality Act 2010
- DfE Guidance 2014 Behaviour and Discipline in Schools (revised September 2018)
- The Education (Independent School Standards) Regulations 2014 as amended by the Education (Independent School Standards) Regulations 2018 (ISS Regulations)
- The Independent Schools Standards Guidance for Independent Schools, April 2019
- *Keeping Children Safe in Education* (September 2021)

At Kensington Park School we believe that positive behaviour is essential for effective teaching and learning to take place in a safe and secure environment, free from disruption, violence, bullying or any other form of harassment. We actively encourage our students to have a positive ethos of enjoyment and take pride in our School, with them recognizing that it is their own personal responsibility to display good behaviour and discipline.

Like any community, the school requires accepted codes of conduct and procedure, aiming to foster constructive relationships based on mutual respect, friendliness, trust and tolerance. This extends to parents and guardians who are encouraged to be involved in the behaviour of our students by developing a shared response.

Consistency across the School

It is important that a consistent approach is adopted across all three sites of the school: Lower School, Sixth Form and Boarding. Guidelines outlining the expectations in these different settings are set out in Welcome Booklets for the Lower School, Sixth Form and Boarding. At the start of the year all students are introduced to the Student Code of Conduct on Firefly and are asked to sign to say that they agree and will abide by the school rules.

Expectations are reinforced by tutors, in assemblies and in PSHE lessons so that the school's ethos, culture and values are embedded at all levels. Senior students are expected to act as role models by setting an example to the more junior students. Praise and encouragement is given to any student whose good behaviour has been witnessed.

Guidelines for staff are provided in various induction events and meetings, so that when they travel cross site consistency can be kept. Support for staff is always available and they are encouraged to engage with the student's tutor, in case others are experiencing similar concerns. It is essential that all staff work collectively and follow the procedures that exist.

Staff should also make reasonable adjustments for students with Special Educational Needs (SEN) or disabilities that may affect their behaviour, with the SENCo being involved as necessary. Standards are expected to be kept not only within lesson time, but in all aspects of the day, including educational visits, sport, residential trips, using Public transport and in Kensington Gardens.

We make it clear that the same considerate and inclusive behaviour is expected from all members of the school community: staff and students alike. At all levels we seek to affirm and model what is good, promoting tolerance, kindness, patience and understanding.

This policy must be read in conjunction with the *Child Protection & Safeguarding Policy, the School Procedures Policy, the Illegal Substance, Smoking and Alcohol Policy, and the ICT & E-safety Policy.*

Behaviour Management Responsibilities

The Headmaster is ultimately responsible for the behaviour & discipline of the school. This is further supported by

Lower School (Years 7-11) Head of Lower School

Sixth Form (Years 12&13) Head of Sixth Form

Boarding House (Years 9-13) Head of Boarding.

There is also a pastoral structure in place, with Heads of Year being delegated to by:

Head of Lower School: Head of Year 7&8; Head of Year 9-11

Head of Sixth Form: Head of Year 12; Head of Year 13.

These senior staff will give guidance to more junior staff and are also supported by the DSL should concerns become of a safeguarding nature.

Rewards

At KPS we recognize how affirmative words and specific praise are hugely important for reinforcing positive behaviour. Praising students helps them to raise their own self-esteem and appreciate their strengths, whether of character, effort or achievement. This can be just as important as tangible rewards and praise. Teachers include such comments in their emails to parents either weekly in the Lower School or fortnightly in the sixth Form. Good work and behaviour is expected, but alongside this there are rewards for excellent and outstanding examples.

Merits When a student joins the School they become a member of a House named after the hidden rivers in London (Fleet, Effra, Tyburn and Walbrook). Staff are also allocated to a House.

A Merit is awarded through SIMS and displayed automatically through Firefly for the following accolades:

For one Merit: Academic achievement, excellent effort, club contribution, musical performance, artistic performance, sporting representation, exemplary character trait, hosting visitors, other

For two Merits: player of the match, representing your House in House Competitions, representing the school.

For five Merits: End of half term Head of Year / Head of Faculty Commendation

For ten Merits: Headmaster's Commendation (HMC)

For twenty points: Headmaster's Recognition of 3 HMCs

Merits are awarded for thoughtful, kind and helpful actions as well as high quality work and effort. Every term the winning House is announced in the end of term assembly and an event or trip for the winning House will be organized.

Head Of Year / Head Of Faculty Commendation At the end of each half term HOY and HOF nominate students from different year groups for a HOY / HOF Commendation. These are given for their contribution academically, pastorally, for leadership or character traits. Certificates are awarded in the end of term assembly, announced by the Headmaster. Extra certificates may also be given in specific academic areas, sport, music, the Arts or co-curricular achievement.

Merits Every half a term a voucher is given to the student with the most Merits in each year group and a cup with an award or book/voucher is given to the overall winner in the Lower School and Sixth Form

Head Master's Commendation (HMC) For an exceptional piece of work, consistently high levels of effort or contribution to the school community over a period of time, or an unusually kind, generous or thoughtful act, a HMC is given. This is logged in SIMS, with 10 Merits being awarded. The tutor & should also be emailed and it recorded on a shared spread sheet which will be reviewed by SLT. During tutor time the tutor reviews why it has been awarded and notifies the parents or guardians through their weekly (Lower School) or fortnightly (Sixth Form) email. HMCs are also announced in assembly.

Headmaster's Recognition If 3 HMCs are given over the course of a term, the student is seen by the Headmaster and 20 Merits awarded through SIMS. These are announced in the end of term assembly.

Sanctions

At KPS we believe that good and thoughtful behaviour is essential for learning and making a positive contribution to our community. Students and parents agree to the school applying disciplinary sanctions, if required, when accepting a place for their son or daughter to the school.

Some students may not always conform to these agreed standards, and in these cases a

holistic approach is taken. This will include reviewing pastoral, academic and co-curricular aspects with appropriate members of staff and parents as necessary, so that we can work together in the interests of the student and the community.

Following this a system of sanctions may then be required. These may link to work, effort, behaviour and personal conduct and may be given when such areas are significantly below the school's expectations. Any sanction must be appropriate, proportionate and relevant to the offence committed and it should be completed in a timely manner.

In the first instance teachers should always address issues where a student is not meeting the required expectations. Often this will involve outlining their expectations or giving a warning of the sanction that may follow should improvement not be seen. Depending on the nature of the incident then more senior members of staff and parents will be informed.

Extra work session during Study Slot If a pattern is developing of a student falling behind in their work, does not complete homework satisfactorily or fails an assessment, they may be put into an Extra Work session as a means of support, rather than a sanction. The teacher will provide guidance and then review what the students is expected to achieve during this time. These happen after school between 4 and 5pm during the Study Slot. An email must be sent home to the parent by the teacher, with the tutor copied in, with 24 hours' notice required. Flexibility should also be shown for after school clubs or activities.

Other Sanctions

Minor offences around the school can be dealt with by the member of staff on duty through discussions, a firm word or tidying up. However a Cause for Concern can be issued at any point of the day.

Sending a student out of class should be avoided if at all possible. If there is no alternative, they should be sent out with a note or email to the Heads of Lower School or Sixth Form. If neither are available the student should wait in Reception.

Cause for concern: In minor cases, when a student's concentration, behaviour or organization is of particular concern and a warning has been given, a "Cause For Concern" will be issued. This will be recorded on cpoms and SIMS with a simple reason being logged, that will also be read by parents through Firefly. This removes a Merit and the tutor should be notified. Tutors review the number of Merits and causes for concern that have been issued each week during Tutor Time on a shared spread sheet. This is then reviewed by SLT.

Head of Year Detention: If 3 causes for concerns are given within half a term, or a more major discipline issue is experienced, a HOY detention will be given. Tutors will monitor the number of Causes of Concern that are being awarded and notify the Head of Year when 3 have been awarded. Head of Year Detentions are taken by the HOY for half an hour during lunch. Students are expected to discuss with the HOY the reason why they are there and set targets for improvement. HOY detentions will be raised and logged in HOY meetings with the Head of Lower School and Head of Sixth Form and discussed in SLT.

Report card: If there is an on-going cause for concern, the student will meet with the Head of Lower School or Head of Sixth Form. Where closer monitoring would support the student to better understand the standards necessary, then the student is likely to be placed on a report card, monitored by their tutor. They will take the card to each class, placing it on the teacher's desk at the start of each lesson. The staff will fill it in with the relevant observations and a ranking, before giving it back signed at the end of each period. The tutor will monitor the card every day and initial it. At the end of the week the Heads of Lower School or Sixth Form will sign it and review. It operates for an agreed number of days / weeks. The completed form will be shared with parents by the tutor on a weekly basis.

School Detention: Students with significant breaches of school rules or on-going lower level repeated behaviour, will be seen by the Head of Lower School or Head of Sixth Form and given a Friday School Detention, supervised by a member of the ELT. Parents will be informed

by the Head of Lower School or Head of Sixth Form. School Detentions are recorded by the Heads of Lower School and Sixth Form.

Exclusion, Suspension, Removal and Review

For significant breaches of the school disciplinary policy and where exclusion, suspension or removal is considered, then the policy *Exclusion, Suspension, Removal and Review Policy* is applied.

Approved by Headmaster

09 September 2021

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