

KENSINGTON  
PARK SCHOOL

# 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 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 2024)

## REVIEWED BY:

Elizabeth Emerton	Head of Senior School	Date: 09/24
Sushma Bunger	Head of Sixth Form	

Date reviewed: September 2024

Next review: September 2025

## INTRODUCTION

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: Senior School, Sixth Form and Boarding. At the start of the year all students are required to read the Student Code of Conduct and e-safety Code of Conduct on Firefly. They are asked to sign to say that they 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 are 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. It is essential that all staff work collectively and follow the procedures that exist. Support is given as required.

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, in Kensington Gardens and travelling to and from school.

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, Exclusion, removal, suspension and review policy, Anti-bullying 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

- Senior School (Years 7-11) Head of Senior School
- Sixth Form (Years 12&13) Head of Sixth Form
- Boarding House (Years 9-13) Head of Boarding

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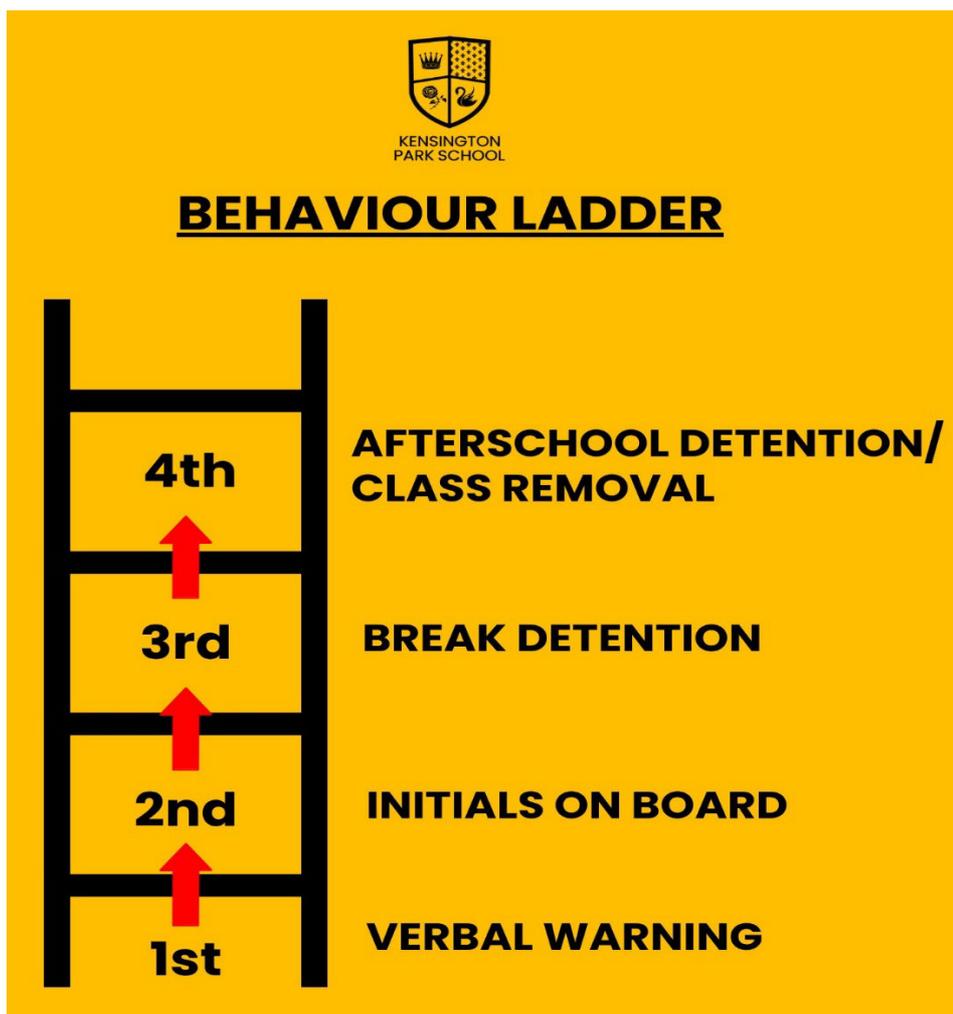
There is also a pastoral structure in place, with Heads of Year being delegated to by:

- Head of Senior School: Heads of Years 7,8,9,10&11
- Head of Sixth Form: Heads of Years 12 & 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.

## **THE BEHAVIOUR LADDER**

The behaviour ladder acts as a pictorial reminder to students about the stages of escalation that staff will follow if students do not follow the School's Code of Conduct. It sets out a clear sequence of events, starting with a verbal warning, followed by the student's initials being put on the board, a break detention and finally an after-school detention / class removal by the Head of Year. This awareness promotes accountability and encourages a student to de-escalate the situation through moving back down the ladder. The aim of this system is to co-regulate a situation that has unfolded rather than leaving it to co-escalate, to allow students to reflect and bring positive change, to promote fairness and understanding and ultimately lead to avoiding similar situations occurring in the future. The Wellbeing team have generated reflective questions both for students and staff that relate to this model in order to promote de-escalation and restorative conversations.



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## REWARDS

At KPS we recognise 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. Form tutors include such comments in their fortnightly emails to parents and guardians. Good work and behaviour are expected, but alongside this, excellent and outstanding examples are rewarded.

## 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 iSAMS and the student and their tutor is notified.

Merits are awarded for academic achievement, excellent effort, club contribution, musical performance, artistic performance, sporting representation, exemplary character trait, hosting visitors, player of the match, representing your House in House Competitions and representing the school amongst other things.

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 is organised.

Every term a voucher is given to the student with the most Merits in each year group.

The Sixth Form also highlights students in the year group assemblies, nominated by the teachers.

## HEADMASTER'S COMMENDATION

For an exceptional piece of work, consistently high levels of effort or contribution to the school community over a period of time, or an exceptional endeavour in line with our REACH values, a Headmaster's Commendation (HMC) may be given.

## HEAD OF YEAR / HEAD OF DEPARTMENT COMMENDATION

At the end of each term HOY and HOD nominate students from different year groups for a HOY / HOD Commendation. These are given for their contribution academically, pastorally, for leadership or character traits. Certificates are awarded 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 at the School.

When students display behaviour which is significantly below the school's expectations, sanctions which are appropriate, proportionate and relevant to the offence committed will be issued.

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## Senior School

### Break-time detentions

Break-time detentions take place in B7 during the break between Periods 2 and 3. A member of staff is present with the list of students who should attend. Students who do not attend have the sanction escalated to an after-school detention.

Examples of when break time detentions are given include: incorrect uniform, distracting behaviour, lack of effort or concentration, lack of equipment or stationery, no homework submitted, inadequate work, lateness to lessons, chewing gum.

Students who arrive late into school are also required to attend a breaktime detention.

### After-school detentions

After-school detentions take place from 16:05–16:35. They are of higher priority than clubs. These are for significant incidences that do not conform with the School Code of Conduct or for students who do not attend a breaktime detention. Parents are informed.

Oversight of sanctions and their escalation is held with the student's teacher and Head of Year. Heads of Department are also involved in academic matters, for example when teaching and learning is affected, or homework is not completed on time.

Examples of reasons for giving an after-school detention include removal from class, consistent lack of effort, defiant behaviour, persistent homework failure, damage to property, physical altercation, bullying, verbal abuse, inappropriate phone use and failure to attend a break detention.

### Sixth Form

After-school detentions take place on Thursday's between 16:05 and 16:35 for students who have not followed the Student Code of Conduct.

Students who are late for lessons must sign in the Late Book and add the reason. Every Friday afternoon, the Receptionist & Administrator will highlight any students who have been late to three or more of their lessons over the week and email the students that they need to attend an after-school detention the following week. Tutors are also copied in so they can notify parents.

Academic detentions take place either at lunch times or after school with the student's teacher, notifying both the Head of Department and Head of Year. Examples include, not completing homework. If the problem continues, the Head of Year will allocate Study Slots on the student's timetable. Parents are informed.

## **EXCLUSION, SUSPENSION, REMOVAL AND REVIEW**

For significant breaches of the school's Achievement, Behaviour, Rewards and Sanctions Policy and where exclusion, suspension or removal is considered, then the policy Exclusion, Suspension, Removal and Review Policy is applied.

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