



THOMAS'S KENSINGTON BEHAVIOUR POLICY

INTRODUCTION

At Thomas's Kensington, we expect every member of the school community to behave in a kind and considerate way towards others. All members of our school community – pupils, staff and parents – are expected to follow the Thomas's Code of Conduct.

The School Rule across all four Thomas's Schools is to Be Kind. This key rule is reinforced in Thomas's Kensington in a variety of ways, for example during circle time, in assemblies, as well as across the RSHE and wellbeing curriculums.

The underlying principle for good behaviour is to encourage, praise and reward good behaviour, and we do this in a variety of ways as outlined below. Behaviour is formally judged during all observations and logged in the monitoring file; we are aware that exemplary behaviour should support good teaching and learning.

This Policy complements and should be read in conjunction with the Thomas's Schools Behaviour policy.

ROLES AND RESPONSIBILITIES

Role of the teacher

- The teacher's role is to praise and reward positive behaviour and to be consistent inside and outside the classroom so that effective learning can take place.
- Members of staff draw attention to good behaviour to provide a model for children of how to behave appropriately.
- All staff have high behaviour expectations and treat all children fairly and equally. It is our expectation that all staff are seen as good role models for pupils and will share good practice.
- There is always an open dialogue with parents. Class teachers and senior leaders keep them informed of both good and poor behaviour. This can be done verbally or by email.
- Each class develops its own Class Charter at the start of the school year, which is regularly reinforced in lessons. It sets out how pupils would like to feel and actions that can be taken to achieve these feelings, placing an emphasis on positive behaviour.
- Circle time is used as a vehicle to encourage good behaviour and discourage poor behaviour. Each class teacher will hold regular circle time during RSHE lessons and form time.
- It is the duty of all teachers to ensure that the systems for rewards and sanctions are fairly and consistently implemented. If a pupil misbehaves it is the responsibility of the staff

member present to deal with the poor behaviour and, in the case of specialist staff, to report it to the Form Teacher.

- Teachers (especially in the Lower School) avoid long discussions with pupils as to why behaviour is unacceptable, since young children are not fully developed in their reasoning skills. We will simply tell the child if their behaviour is unacceptable, for example, saying we do not kick because it is unkind and hurts people; we would then remove them from the situation.
- No child is ever sent to stand outside a classroom or to face a wall.
- We will only use physical restraint to prevent physical injury in accordance with the guidance in the Thomas's Behaviour Policy.

Role of the Pastoral Deputy Head (Behaviour Officer) and Headmistress

- A record of behaviour incidents is kept on iSAMs, including serious incidents.
- The Headmistress and Pastoral Deputy Head act in a supportive and advisory role to staff and are kept fully informed of concerns relating to the pupils. The Pastoral Deputy Head is the first port of call for more serious behaviour incidents and will contact parents as appropriate.
- Children are sent to the Headmistress and Pastoral Deputy Head for reasons of good as well as poor behaviour.

Rewards for good behaviour

Carrot Rewards:

Carrot Rewards is used in the Prep School and in Year 2 as a behaviour management system. In the Prep School, it provides data that tracks both good and bad behaviour.

- Carrots are awarded for individual good behaviour and the demonstration of the Thomas's Values. Parents can track their child's achievements by logging onto the Carrot Rewards Parent Portal.
- Children achieve progressive rewards as they achieve more carrots, for example, being invited to morning tea with the Headmistress and/or Pastoral Deputy Head.
- Each term, the children from each year group who gain the most carrots are given a special certificate, presented at the celebratory end of term assembly.
- The carrot points that children earn contribute to their house's weekly overall total. In each end of term assembly, the Thomas's Kensington Behaviour Cup is awarded to the house that has earned most carrots.
- In the Lower School, carrot stickers are awarded to highlight pupils who have demonstrated good behaviour and a positive attitude. They may be awarded, for example, for demonstrating good manners at lunch, holding a door open for friends or making kind comments to one another. Each term, the children achieving most carrots are invited for morning tea with the Pastoral Deputy Head.

Other school-wide rewards:

There are a number of additional ways in which good behaviour is acknowledged and rewarded:

- Verbal praise from staff, in the form of acknowledging an act or deed well done.
- A positive comment in the Homework Diary for parents to read.

- One class member in the Lower School is entered into the Good Book each week. This is placed in the foyer of the school for all to see.
- One class member in the Prep School is recorded in the Golden Book each week and awarded a certificate. This can be for good work or good behaviour. The book is displayed in the foyer.

Additional Lower School rewards:

- In the Lower School, each class competes for the weekly Lunch Cup award. This celebrates good manners and is awarded in assembly each week to the pupils.
- Each term in the Lower School, the children vote for two Be Kind monitors in each Year Two class. These monitors encourage younger children to follow our school rule: Be Kind. The monitors hand out special Be Kind Stickers to children demonstrating acts of kindness towards their friends and teachers.
- There is a certificate for the kindest class each term.

Sanctions for poor behaviour

Carrot Rewards:

- Carrot Rewards sanctions are introduced once children enter the Prep School. Pupils will initially receive a verbal warning for misbehaviour. If continued, this will result in a carrot being taken away.
- Each time a total of five carrots have been taken away from a child:
 - Prep School children will visit the Pastoral Deputy Head during break time and complete a 'reflection form'. In this, they write how their actions have impacted others. They also set a target for how they can contribute to a better learning and school environment for themselves and others. The reflection form is sent to their Form Teacher, senior leaders and is also emailed to their parents.
 - Whenever five carrots have been taken away, a Form Teacher or the Pastoral Deputy Head will contact the parents of the child concerned to discuss their behaviour.
- In instances of serious poor behaviour, a Demerit may be given, resulting in five carrots being taken away. A child would immediately have five carrots taken away for poor behaviour such as physical aggression (e.g. kicking or punching another child), manipulative behaviour (such as writing a nasty note about another child), emotional nastiness (such as teasing or mimicking another child), swearing or stealing from another pupil. Such incidents are recorded on the S-Drive with form teachers and senior leaders informed.
- All children are made aware of the types of incidents that would warrant five carrots being removed.

Other sanctions:

- Children may be asked to move position to be near a teacher or away from others if they are not listening or giving a task their full attention.
- Children may be removed to a time-out space within the room or even to another classroom to give the child some space. If misbehaviour still continues the child will see the Pastoral Deputy Head.
- For children in Year 2, repeated behaviour incidents will result in a Behaviour Card being given. Parents will be contacted and the Lower School Deputy Head and Pastoral Deputy Head informed.

- In the Lower School, with continued misbehaviour, the Lower School Deputy Head will impose an appropriate sanction. This could include missing playtime or sitting out of a favoured activity.
- In both the Prep School and Lower School, for serious offences, a parent would be called in immediately to meet with the Headmistress and/or the Pastoral Deputy Head.
- In extreme circumstances it may be deemed appropriate to suspend a pupil or, for very serious offences, to invoke the Thomas's Schools' Exclusion Policy and exclude a pupil. This will always be led by the Headmistress in consultation with the Executive Principals.
- For continued poor behaviour, the Pastoral Deputy Head may issue an encouragement system support card, which enables parents and the school to work together to improve behaviour. This will always follow a discussion with the teacher, the parents and the child (if deemed appropriate). It is crucial that this is supported at home so that the child knows everyone is 'singing from the same song sheet'. The child's behaviour is recorded using the card for an agreed period of time (usually one or two weeks) and a record of this is kept on the S-Drive.

Behaviour expectations relating to Covid-19

The intention of our Staying Safe at School behaviour guide is to help the children understand expectations around behaviour and routines and to ensure a school environment that minimises risk for all.



The 'SAFETY' acronym will be regularly used and referred to by teachers to ensure it is understood by all. Pupils will be reminded of the importance of washing or sanitising their hands each time they enter and leave the school, classrooms, and before/after break snacks and lunch.

Pupils not following the behaviour guide and routines relating to Covid-19 will be warned by teachers in the first instance. If behaviour expectations are repeatedly ignored, parents will be contacted by Form Teachers in the first instance, and subsequently by the Lower School Deputy Head or the Pastoral Deputy Head.

See also: [Thomas's Behaviour Policy](#), [Thomas's Code of Conduct](#),
[Thomas's Safeguarding and Child Protection Policy](#)

This policy will be reviewed annually		
Created: September 2018	By:	Adrian Costello, Deputy Head Pastoral
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