



THOMAS'S CODE OF CONDUCT

INTRODUCTION

The ethos of Thomas's Schools can be set out in its Principles, Aims and Values which make up the Code of Conduct. It is hoped and expected that all members of the school community respect and adhere to these guidelines.

PRINCIPLES

- a) We expect everybody, adults, pupils, parents and anyone connected to the school to be kind, honest, considerate, trustworthy, courteous, responsible, co-operative, friendly and hardworking.
- b) We should all respect others' feelings and be ready to help; give praise and encouragement; be sympathetic to others' needs; try our best; tell the truth; be reliable in carrying out our duties; be polite; show respect for property; be punctual and be ready for lessons.
- c) As a pupil you should show kindness and courtesy to all members of the school community; work to the best of your ability; ask for help when necessary; listen carefully and involve yourself fully in the life of the school.
- d) Your teachers are expected to promote a happy environment for their pupils; ensure the safety of their pupils to the best of their ability; establish high expectations and maintain appropriate behaviour in their lessons; deliver the best possible lessons to their pupils through careful planning, assessment and relevant feedback; show courtesy at all times in their dealings with parents.
- e) Your parents should support the school in your education and discipline; show courtesy at all times in their dealings with all members of staff; observe the given term dates; ensure your punctual delivery and collection, and ensure that your pupil planner is signed every day.

AIMS

Our aim is to ensure that each child in our care fulfils his or her potential. We would like every pupil to become the best that he or she can be.

In each school, we aim to offer a rich and broad education, which inspires enjoyment, learning and achievement. We expect every member of the schools' communities to "Be Kind".

A Broad Curriculum

- In narrow terms, our remit is to prepare our pupils thoroughly for the academic entrance and scholarship examinations of their chosen senior school.
- We believe, though, that we have a much wider responsibility than this.
- We believe that we are preparing children not only for their senior schools, but also for the life that lies beyond them.
- Our curriculum enables our pupils, boys and girls, to make outstanding progress, which fully supports them to move on to their next stage of education.
- We regard these preparatory school years as forming the foundation on which our pupils will build their future education and future lives. We are mindful of the fact that our pupils' experience of school and of life at this early age will in large measure shape the adults that they will become.
- During their time with us, we therefore aim to give our pupils an education which is both rich and broad.
- To this end, we place a strong emphasis on high academic standards, set within a broad curriculum, within which Art, Ballet, Drama, French, Computing, Music and PE are all taught by specialist teachers from a child's first day in school.
- Furthermore, we are committed to running a strong and varied programme of outdoor learning, trips, clubs, speakers and extra-curricular activities to enrich the educational experience of our pupils.

'Be Kind'

- We are a Christian school, open to children of all faiths.
- The most important school rule, which applies to every member of the school community, is "Be Kind".
- Our ethos, aims and values actively support the upholding of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs; British values which we cherish, equipping pupils for life in modern Britain
- In each school, we aim to engender an ethos of kindness, encouragement and understanding, in which pupils' strengths are developed and their weaknesses supported, so that each child is challenged without being inhibited.
- We expect our pupils to make impressive progress as a result of their own hard work, the best efforts their teachers, the judicious support of their parents and the encouragement of their peers.

VALUES

Kindness

We expect pupils at Thomas's to be kind; to be good friends to those around them, always on the lookout for those in need of a word of encouragement or a listening ear. We expect our pupils not just to tolerate but to celebrate difference including faith, beliefs and culture.

Courtesy

We expect our pupils to be unfailingly courteous and polite; to have regard for the needs of others; to be responsible for the impact of their behaviour on those around them; to stand back, holding the door open, to allow adults through; to be particularly aware of the very young and the very old; not to 'hog the pavement' on school trips; to say "please" and "thank you" without prompting.

Honesty

We expect our pupils to be honest, to act with integrity at all times and to understand the rule of law.

Respect

We encourage all members of the community to respect themselves, each other, their learning environment and the wider community: to respect the right of others to hold differing beliefs or views and to develop an awareness of individual liberty.

Perseverance

We would like our pupils to appreciate the importance of, and to show, perseverance; to acquire a 'growth mindset' by understanding that intelligence can be developed; to embrace challenges; to persist in the face of setbacks; to see effort as the path to mastery; to learn from criticism; to find lessons and inspiration in the success of others and, as a result, to reach ever-higher levels of achievement and a greater sense of free will.

Independence

We would like our pupils to become independent learners; to be responsible, organised and to manage their books and belongings effectively; to work hard; to be conscientious about their homework and to hand it in on time. In the classroom, we would like them not only to make valid contributions, but also to be good listeners, who respect and encourage the efforts of their peers.

We hope that, as a result of their lessons at school, our pupils will begin to take responsibility for their own learning, reading around subjects that interest them, carrying out their own research and making full use of the many excellent resources available to them.

As a result, we would like our pupils to gain a growing sense of enquiry and wonder about the world around them ; about the vast body of knowledge and skills that has brought mankind to where we are today – and about how much there is still to learn.

Confidence

We expect our pupils to acquire self-knowledge by encountering both success and failure in an environment of support and encouragement, both at school and at home. Consequently, they should feel 'comfortable in their own skin', full of self-confidence and able to make their own judgements. We would like our pupils to be the best version of themselves that they can be, not a second-hand version of someone else.

Leadership

We aim to equip our pupils to lead by example; to be prepared to stand out from the crowd; to be the first to respond to someone in need; to stand up for what they believe to be right; to risk making an unpopular decision, if they believe it to be for the greater good; to earn the trust and respect of others. We hope that our pupils will experience at an early age the opportunities and challenges of leadership.

Humility

Notwithstanding their confidence, our pupils are expected to retain a sense of humility; to be conscious of the advantages they enjoy and to be grateful for them. We hope that all our pupils will acquire a sense of the eternal and that this will inform their perspective of their place in the world.

Givers, not takers

Above all, we would like our pupils to be givers, not takers; to show generosity of spirit; to use their skills and talents first for the benefit of others. We hope that our pupils will leave their school with a strong sense of social responsibility, set on a path to become net contributors to society and to flourish as successful, conscientious and caring citizens of the world.

See also: [Behaviour Policy](#)
Staff Handbook: [Staff Conduct Guide](#)

This policy will be reviewed annually			
Created: May 2009	By:	Jill Kelham, Vice Principal	
Latest Review: March 2017	By:	Joanna Copland, Vice Principal	Changes made
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