



THOMSON HOUSE SCHOOL

Thomson House School

Behaviour Policy

Agreed by: Governor's Education Committee
Date: October 2021

Review Cycle: Annual
Next Review Date: October 2022

All the Thomson House School policies should be read in conjunction with the Equality Policy and the Child Protection Policy.

If you require a copy of this document in large print, Braille or audio format, please contact the School Business Manager

Thomson House School Behaviour Policy

At Thomson House School good manners and excellent standards of behaviour and attendance are the norm. Positive behaviour and an understanding of rules and boundaries are essential building blocks for individual development.

Our learning approach, where each child is encouraged to develop their individual potential and talents provides a positive, nurturing environment for our pupils. Our focus on family ensures that parents and carers, as well as pupils, are invested in our school community and play a pivotal part in supporting our commitment to excellence in all areas of school life.

The behaviour management policy is based on *RESPECT*:

- *Respect for others in the school*
- *Respect for learning*
- *Respect for oneself*
- *Respect of the environment*
- *Respect for the community*

1. Promoting Good Behaviour: Principles and Strategies for Staff and Parents

Promoting good behaviour is a whole school community approach and is centered on consistency, clarity and communication.

The Governing Body will:

- Govern the behaviour management of the school in line with the Department for Education's 'Behaviour and Discipline in School: Guidance for Governing Bodies' (DfE Jan 2016)
- Ensure that the Behaviour Management Policy is designed to promote excellent behaviour and discipline on the part of the pupils
- Ensure that the Behaviour Management Policy is enforced by the Head Teacher and all the staff
- Ensure that the policy is distributed to staff and parents annually by the Head Teacher and posted on the school's website
- Review the policy annually, in conjunction with the Head Teacher.

The Head Teacher will:

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that the Behaviour Management Policy is annually distributed to, and clearly

- understood by all staff, parents and pupils.
- Ensure that school rules are clearly displayed in classes and around the building.
- Model the behaviour that is expected from your staff and students.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Monitor the rewards and sanctions delivered by the staff, to ensure consistency across the school
- Ensure that staff are provided with training and support in managing behaviour within the school
- Ensure that staff work with parents to support good behavior in school
- Ensure that systems are in place to support pupils with behavioural difficulties, in conjunction with the Head of Inclusion where appropriate.
- Ensure that parents understand the expectations of parental behaviour

All Staff will:

- Model positive behaviour in line with Thomson House School's behavioural expectations
- Be consistent with implementing rewards and sanctions, in line with the school's policy
- Praise good behaviour and celebrate successes
- Ensure that pupils are well supervised at all times
- Use a restorative approach to managing misbehaviour
- Use problems that do arise as an opportunity for learning

The Teaching Staff will:

- Ensure that behavioural expectations are clearly displayed in the classroom
- Ensure that the pupils know and are reminded of the behavioural expectations
- Consistently enforce the behavioural expectations, with rewards and sanctions
- Give regular feedback to parents about their child's behaviour.
- Liaise with the Head Teacher and Head of Inclusion when children present with behavioural difficulties
- Behave as role models, acting in a respectful, polite and courteous manner with pupils and staff in school.

Expectations of Parents

- Support and enforce Thomson House School's behavioural expectations
- Alert the school of any issues quickly
- Work in collaboration with the school staff in resolving issues and incidents
- Take a calm and objective approach when there are concerns, avoiding any actions that might escalate a problem
- Behave respectfully and courteously towards staff
- The school will not tolerate verbally or physically aggressive behaviour towards children or staff from adults. This applies to parents too – if parents are intimidating towards staff, they will risk being banned from the school's premises.

2. Rights and Responsibilities For all Members of the School Community

All members of the Thomson House School community have a right to:

- Feel safe and secure at all times
- Be treated with kindness, courtesy and respect
- Learn without being disturbed by others
- Be listened to if a problem arises
- Be given time to explain their actions and restore their behaviour

All members of the Thomson House School community have a responsibility to:

- Uphold the rights of others
- Treat others with courtesy, kindness and respect
- Respect the right of others to learn
- Talk things through if a problem arises and work to restore positive behaviour
- Inform staff if they feel that they are being mistreated by others

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

3. Thomson House School Behavioural Expectations



The behavioural expectations will be clearly displayed in all classrooms and around the school.

All children, parents and staff are asked to commit to these expectations and they will be discussed and reviewed regularly by all members of the school community.

Excellent behaviour will be positively re-enforced via the reward systems and celebration assemblies

Our behavioural management system creates a strong, safe learning environment for all pupils and will also teach students how to take responsibility for their own behaviour and how to positively contribute to a community.

4. Rewards

Thomson House School is committed to promoting positive psychology where we focus on building strengths as opposed to remedying deficits. We focus on the positive and celebrate successes. As we believe that personal success is multi-faceted and that each child should have the opportunity to develop their individual strengths, there will be rewards in all areas

of school life. These rewards provide a positive focus and something to continually aspire towards. Adults and children alike are regularly praised for positive behaviours such as kindness, respect, tolerance, resilience, co-operation, friendliness, work completed to an excellent standard, personal improvement in effort and output will be regularly recognised in the following ways.

Individual rewards

- **Verbal descriptive praise** – children will learn good habits and others will follow the example set if the praise is properly described.
- **Stickers and certificates** – should be given generously (especially in Lower School) and are good for immediately responding to a particularly good piece of work or behaviour. Children feel proud to wear them and will be noticed by other adults including parents who will reinforce the praise.
- **House Points** – children can be awarded house points throughout the week for showing good behaviour.
- **Dojo Points** – children can be awarded class Dojo points for good behavior.
- **Roary The Lion** – Weekly, in Friday’s assembly, a child in YR-Y3 will be awarded Roary for displaying one of the core values of the school – kindness, curiosity or courage.
- **The Golden Tie** - Weekly, in Friday’s assembly, a child in Upper School will be awarded the tie for displaying one of the core values of the school – kindness, curiosity or courage.
- **Weekly Raffle** – one child from each class will ‘win’ a small raffle prize, as tickets are drawn from a hat. The children can be awarded raffle tickets at the end of each day, for reaching the ‘happy thumb’ ie for being exceptionally well behaved during the day.

Children with Special Educational Needs

In line with the SEN Code of Practice (2014), The Equality Act (2010) and the Children and Families Act (2014), Thomson House School recognises that it has a duty to make ‘reasonable adjustments’ to support the behaviour of children who have special educational needs. Having made reasonable adjustments, the school has the same high expectations of behaviour from all groups of children, including those with special educational needs.

THS understands that persistently disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues or issues at home or with friendships. All factors will be taken into account.

However, THS also recognises that poor behavioural choices may in fact be as a result of special educational needs and, if this is the case, THS will make reasonable adjustments to support the child with SEND in making good behavioural choices. Teachers will ensure that clear boundaries are put in place for behaviour and a clear system of rewards and sanctions will be explicitly taught to all children.

Assemblies

Regular assemblies promote school spirit and unity. Assemblies offer us the opportunity to set school goals, inspire and excite students and provide a platform for individual celebration and aspiration. Parents will be encouraged to attend Friday assemblies and will be told in advance if their child will be performing or receiving a special mention. Positive contributions to the school will be acknowledged and celebrated in these. The children's achievements, both in and out of school, will be recognised across all areas including academics, sports, creative arts, community involvement etc.

Currently, due to COVID-19, assemblies are 'virtual' at THS and take place on Mondays (site assemblies); Wednesdays (Singing Assemblies) and Fridays (Whole School assemblies). However, as soon as THS can safely manage assemblies with large groups of children together in one location, assemblies will revert to the following summary of assemblies, timings and purpose:

Title	When	Content
Whole School Assembly	Monday	<ul style="list-style-type: none">• Well being, PSHE & SMSC• Whole School Messages• Religious Education
Year Group Assembly	Tuesday	<ul style="list-style-type: none">• Well being• Issues that crop up• Stories with morals• Religious stories
Whole School Singing Assembly	Wednesday	<ul style="list-style-type: none">• Musical knowledge• Links to curriculum
Class Assembly	Thursday	<ul style="list-style-type: none">• Class based issues• Stories with morals• PSHE themes; SMSC messages• Religious Education
Whole School Assembly	Friday	<ul style="list-style-type: none">• To celebrate successes• Certificates• Performance• Stars of the Week• Outside speakers• Wellbeing; PSHE and SMSC• Whole school messages• Themed Talks

5. Managing Misbehaviour

If children do not adhere to Thomson House School expectations, we will work with them to ensure that they reflect on and modify their behaviour appropriately. Sanctions for continued misbehaviour will be restorative, meaning that they will be purposeful and appropriate to the infringement.

The **Golden Time** system allows for positive behavior to be rewarded across the school. Each class can earn up to 20 minutes of Golden Time each Friday, in which class teachers set up special activities as a privilege. However, individual children / whole classes can lose minutes from the earned Golden Time as a sanction for misbehavior. Adults must first give a warning before the child loses a minute to allow them to correct their behaviour.

During Golden Time, children with lost minutes must sit away from the activities and reflect upon their behaviour for the number of minutes lost. Those with several minutes lost must spend the time discussing their behaviour, finding alternative ways of handling situations and setting targets with their teacher for the following week. These targets should be shared with parents in the child's reading journal/homework journal and if necessary, discussed with parents formally.

Below is a chart that outlines our systems and consequences for repeated misbehavior. At any age, the first step in the behavioural management system is to ask the child which expectation that they have not met, to allow them the opportunity to acknowledge their behaviour and then be given an opportunity to change it.

Should the behaviour not change, the following strategies will be employed:

<p>Poor Behaviour in the classroom</p>	<ul style="list-style-type: none"> • Children will be issued with a warning when they behave inappropriately in class, ie. Not following instructions or disrespecting others. If they continue to act inappropriately the child will lose a minute of either playtime that day or Golden Time that week. • Another warning will be given and the child is moved to a focus table for 'Time Out' and/or further minutes can be lost from play time or Golden Time. They will be reintroduced when they have had time to calm down and consider their actions. They must be placed within view of an adult. • If a child continues to behave inappropriately they may be given 'Time Out' in a different classroom for a specified period of time – usually 5 – 10 mins. They must be escorted to the other classroom. • Teachers may choose to speak to a child at another time about their behaviour in order to avoid interrupting the flow of the lesson. • Teachers must use their discretion about the sanction given but must always give a warning and describe the inappropriate behaviour and the sanction which will be given. Lost time can always be earned back with positive behaviour. • Children may be placed on behavioural monitoring to allow for closer daily supervision and feedback on progress between teachers and parents
<p>Other types of Poor Behaviour</p>	<ul style="list-style-type: none"> • Misbehaviour, such as non-violent disagreements or incidence of breaking the school expectations, will be dealt immediately with the member of staff on hand. • In the playground children may be given time out by standing against the wall for a period of a few minutes. • the classroom teacher will be informed of the incident by the member of staff, and serious incidents will be recorded on CPOMS • any incident of physical violence between pupils will be

	<p>referred to the Head Teacher immediately and logged on CPOMS.</p> <ul style="list-style-type: none"> any incident of racist abuse will be referred to the Head Teacher immediately, logged on CPOMS and subsequently logged with the Borough via Achieving For Children's termly racist incidents collation form.
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In operating the sanctions system, staff must be mindful to always **label the behaviour and not the child** and avoid being disapproving of the child. They must always describe the behaviour as the object of their disapproval and use 'I' statements to make the child understand how their behaviour impacts on others. Eg. "I find your behaviour very distracting to my lesson and would like it to stop so I can continue teaching. If it does not stop I will take away one minute of your golden time/playtime." Children should be encouraged to use this language with one another so that they explain how another's behaviour affects them.

ANY VIOLENT OR DANGEROUS BEHAVIOUR WILL NOT BE TOLERATED AND A MEMBER OF SENIOR MANAGEMENT WILL BE INFORMED AND WILL INTERVENE IMMEDIATELY. PARENTS/CARERS WILL BE CALLED IN AND A PUPIL MAY BE SUSPENDED. SERIOUS OR REPEATED ACTIONS OF MISBEHAVIOUR MAY RESULT IN EXCLUSION.

6. Bullying

Bullying can be described as deliberately unkind behaviour towards another, through looks, words or deeds, over a prolonged period of time.

We are committed to providing a caring, friendly and inclusive environment where all of our children can learn in a safe and productive environment. School culture is one of positive relationships, empathy and respect for diversity and bullying of any sort will not be tolerated. Interpersonal skills, relationship building and conflict resolution are regular parts of our Wellbeing and PSHE programmes to help children to develop these skills.

We are a 'telling school' where students will always be encouraged to inform staff of any incidents or behaviours that are not in line with our positive school ethos. Should bullying occur, students will know that, by telling, the situation will be dealt with promptly and effectively and that anyone who knows about any bullying are be expected to inform staff.

Strategies for dealing with incidents of bullying

- Staff will be trained in working with all students to help them gain an understanding of how their behaviour impacts others and provide them with strategies and targets for improvement.
- Bullying will be discussed at the beginning of every academic year with each class and the children will be encouraged to discuss strategies for dealing with bullying.

- Circle time and mediation will be used regularly as a way of encouraging pupils to reflect on their relationships with one another, along with their individual thoughts and feelings. It will also be used to encourage problem solving within the class as a team.
- The school will explicitly teach anti-bullying lessons during the annual anti-bullying week (November) as well as other times of the year, when necessary
- When accusations of bullying are received, they should be immediately reported to a member of the Senior Management Team who will speak to all the children concerned. They will also seek to meet with the parents of both perpetrators and victims so that a full picture of the circumstances can be gained.
- Support for both perpetrators and victims will be put in place
- Parents will also be informed of interventions that are taking place with their child so that they can support the positive behaviour focus and inform the school of progress occurring outside of school.
- In cases where these interventions do not result in changing bullying behaviour, a more disciplined-focused approach will need to occur. Meetings with parents, pupils and staff will occur on a regular basis and behavioural contracts agreed upon, with clear consequences set out, such as removal from play time, removal from lessons, suspensions or exclusions.

7. Peer on Peer Abuse

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school and online. All staff are able to recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including online bullying, prejudice-based and discriminatory bullying)
- abuse within intimate partner relationships
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting and initiation/hazing type violence and rituals

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Thomson House School does not tolerate any form of abuse and will not allow any such behaviour to be passed off as 'banter', 'just having a laugh' or 'part of growing up'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

What to do:

- When an allegation is made by a pupil against another pupil, members of staff will consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the Designated Safeguarding Lead will be informed.
- A factual record will be made of the allegation.
- The DSL will contact children's services to discuss the case. The DSL will follow through the outcomes of the discussion and make a children's services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files.
- If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to Thomson House School's Behaviour Policy.
- Where neither social services nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan. Early help may be sought from AfC's Resilience Network meetings.
- The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

For further information regarding Sexual Violence and Sexual Harassment please see the THS Safeguarding & Child Protection Policy.

THOMSON HOUSE SCHOOL EXCLUSION POLICY

Rationale

This document deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed;
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a pupil will be taken in the following circumstances:-

- In response to a serious breach of the Thomson House Behavioural Expectations
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others (including adults) in the school.

We do not wish to exclude any child from school, however sometimes this may be necessary. Thomson House School will use the Department for Education's statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' (Sept 2017) and the statutory guidance on 'Behaviour and Discipline in School: Guidance for Governing Bodies' (DfE Jan 2016)

Behavioural Expectations, rewards and sanctions are outlined in this Behaviour Policy. Should a child's behaviour not respond to a sanction by restoring positive behaviour, an in-school exclusion may be issued.

In-school exclusions

This will involve a child working in a class other than their own. Work is provided by their class teacher and the child will usually work in a reciprocal class for a period of half a day / one full day. A telephone call and letter/email home will inform parents that this is to be carried out.

Fixed period exclusions

A child who gets into serious trouble may be excluded from school for a fixed period of time if they have seriously broken school rules or if by allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils, or harm adults.

Examples of this behavior may include:

- Verbal abuse to staff and others / Verbal abuse to pupils
- Indecent behaviour
- Physical abuse to/attack on staff/ pupils (e.g fighting, causing harm)
- Damage to property
- Misuse of illegal drugs or other substances
- Theft
- Threatened violence against another pupil or a member of staff
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Head Teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governing Body Discipline Committee will meet and review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

The Governing Body Discipline Committee will meet and review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter /email will be sent giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter/email.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate.

If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and parents.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal substances on school premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal substance
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 193 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him")
- Arson

The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned.

Before deciding whether to exclude a pupil either permanently or for a fixed period the Head Teacher will:

- Ensure appropriate investigations have been carried out

- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equality Policy, Child Protection Policy
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head Teacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, exclusion will be the outcome. Making the decision to exclude either for fixed term or permanent is not one to be taken lightly and will be treated as such by all involved.

Discipline and physical contact

At Thomson House School teachers will not punish pupils physically but can physically restrain them where it's necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious disruption.

Teachers are trained to de-escalate, defuse and divert first in order to manage more serious misbehaviour. However, we accept that in exceptional circumstances, physical intervention may be necessary.

If a pupil is deemed at risk of challenging behaviour, the staff supporting that child will have training in identifying behavioural triggers; the use of effective strategies to divert, defuse and de-escalate; understanding strategies to be avoided and be aware of preferred physical interventions.

Physical Intervention refers to the actions by which one person restricts the movements of another. It implies the restrictions of a person's movement which is maintained against their will. Intrusive forms of physical intervention, which are used as a response to violence, can be potentially harmful. Within this context, terms such as control, restraint, physical restraint, force or handling, are all considered as physical intervention. It is important to note that not all physical intervention involves physical contact; for example, locking a pupil in a room or using physical presence to restrict a pupil's freedom of movement is also considered physical intervention.

Staff are trained to support the management of physical intervention and no member of staff will be asked to operate physical intervention on a child without being trained.

Physical intervention, when used, will be:

- in the best interest of the child
- reasonable and proportionate
- intended to reduce risk
- the least intrusive and restrictive of those options available which are likely to be effective

Any incident of physical intervention is distressing for the pupil and the member of staff. Following an incident, the intervention will be recorded on CPOMs within 24 hours and any medical support necessary will be offered to all parties. Parents will be informed immediately following the incident. Well-being support will be offered to both the pupil and staff concerned.

Review

The Governing Body (Education Committee) will review this policy annually and update, modify or amend it, in conjunction with the Head Teacher and as it considers necessary to ensure the policy meets the needs of Thomson House School.

Date of Policy: October 2021

Date of Review: October 2022