



THOMSON HOUSE SCHOOL

Thomson House School

Behaviour Policy

Agreed by: Governor's Education Committee
Date: October 2022

Review Cycle: Annual
Next Review Date: October 2023

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

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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*

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010 Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

1. 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
- interacting online in and outside of the school day 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.

2. 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.
- Be highly visible and 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. This will include how certain special education needs, disabilities, or mental health needs may at times affect a pupil's behaviour.
- Ensure that new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules, routines and how best to support pupils.
- 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

Teaching Staff will:

- Create a calm and safe environment for pupils, establishing clear boundaries of acceptable behaviour.
- Ensure that behavioural expectations (or class charters) are clearly displayed in the classroom
- Ensure that the pupils know and are reminded of the behavioural expectations
- Highlight and promote good behaviour
- Challenge pupils to meet the school's 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.

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. They will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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.

3. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to the THS Safeguarding & Child Protection Policy for more information.

4. Thomson House School Behavioural Expectations

Behavioural expectations will be clearly displayed in all classrooms (through class charters or similar) 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.

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.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other, rooted in our school values
- Be courteous and use good manners
- In class, make it possible for all pupils to learn
- Move quietly around the school, including transitions to and from assemblies and playtimes
- Treat the school buildings and school property with respect
- Respect our outdoor environment, both onsite and offsite
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Be a proud representative of Thomson House School

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

5. 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. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. 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.
- **PATHS Pupil of the Day** - Each time we have a PATHS lesson, a pupil is selected at random to be our pupil of the day. This pupil receives compliments from their peers as well as giving themselves a compliment. This is a fantastic way to boost self-esteem and discuss the different feelings associated with receiving a range of compliments.
- **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.
- **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.
- **Teacher specific rewards** – each teacher will employ reward strategies that are applicable and encouraging to their class, this may include:
 - **Dojo Points** – children can be awarded class Dojo points for good behavior.
 - **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.
 - **Class Mascot** – children can be nominated by an adult or peer for exceptional effort, work or behaviour throughout the week. This pupil is then able to take the class mascot home for the weekend.

6. Sanctions

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 aim of any response to misbehaviour is to maintain the culture of THS, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

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.

The **Golden Time** system allows for positive behavior to be rewarded in Lower and Middle 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.

In Upper School, if, despite following the steps outlined in this document, the behaviour has not changed, pupils/whole classes may lose minutes from their playtime. This time will be reflective of the sanction and will be prefaced with an explanation of what expectations were not followed, how this should look and what impact it has had on others.

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 a warning when they behave inappropriately in class, i.e.. not following instructions or disrespecting others. This will be followed by a reminder of the expectations of such behaviour. 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 3 mins monitored by a sand timer. They must be escorted to the other classroom. Children in Upper School may spend this time outside the Senior Leadership office. This must be logged on CPOMS and parents informed the same day. • 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
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Other types of Poor Behaviour	<ul style="list-style-type: none"> • Misbehaviour, such as non-violent disagreements or incidence of breaking the school expectations, will be dealt with immediately by 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 referred to the Head Teacher immediately and logged on CPOMS. • 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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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.

7. 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.

Separation spaces (sometimes known as sensory or nurture rooms) are not to be seen as a form of sanction for a child with SEND.

8. 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.

Assemblies take place daily; Mondays (Executive Head Teacher on both sites; Tuesdays (Assistant Head Teachers on respective sites); Wednesdays (Singing Assemblies); Thursdays (Deputy Head Teacher on both sites and Fridays (Head of School)).

Title	When	Content
Executive Head Assembly	Monday	<ul style="list-style-type: none"> Well being, PSHE & SMSC Whole School Messages Religious Education
Assistant Head	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
Deputy Head Teacher Assembly	Thursday	<ul style="list-style-type: none"> Class based issues Stories with morals PSHE themes; SMSC messages Religious Education
Head of 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

9. 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.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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.

10. Child on Child Abuse

Children can abuse other children (often referred to as child on child 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 child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including cyber 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 (CPOMS).
- 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.

11. Monitoring and evaluating school behaviour:

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the DSL

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

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 2022

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