Behaviour Policy

Contents:

Introduction 2
Rights and Responsibilities For all Members of the School Community 3
Promoting Good Behaviour: Principles and Strategies for Staff and Parents 4
The Local Academy Committee will: 4
The Head Teacher will: 4
All Staff will: 5
Teaching Staff will: 5
Pupils will be made aware of the following: 6
Expectations of Parents: 6
Safeguarding 6
Thomson House School Behavioural Expectations 7
Rewards 8
Individual rewards 8
Children with Special Educational Needs 10
Assemblies 11
Bullying 11
Strategies for dealing with incidents of bullying 12
Child on Child Abuse 13
Monitoring and evaluating school behaviour: 15
Review 16
APPENDIX 1: SCREENING, SEARCHING AND CONFISCATION 16
Searching a Student Guidance and Checklist 19
Appendix Two: Moving Around the School and Walking in our Local Area 22
Appendix Three: Start and End of the Day 23
Appendix Four: Lunch Time 25
Appendix Five: Playtime on the Green (Upper School) 26
Appendix Six: Lunchtime Play (Lower School) 27
Appendix Seven: Low Level Disruption 28
Appendix Eight: Physicality 29
Appendix Nine: KS1 Reflection Sheet 31
Appendix Ten: KS2 Restorative Conversation Support Sheet 32

Introduction

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.

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 consistent, whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- 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 head teachers 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 & Permanent Exclusion from maintained schools, academies & PRUs (2022)
- Use of reasonable force in schools (2013)
- Supporting pupils with medical conditions at school (2015)
- The Special Educational Needs and Disability Code of Practice (2014)

Thomson House School is a Rights Respecting school. Children's rights are promoted and realised, with all adults and children working towards this goal together.

There are four key areas at a Rights Respecting school; wellbeing, participation, relationships and self-esteem. Our Behaviour Policy Reflects this.

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 (Article 19)
- Learn without being disturbed by others (Article 28)
- Be listened to if a problem arises (Article 12)
- Be given time to explain their actions and restore their behaviour (Article 37)
- Be treated with kindness, courtesy and respect (The United Nations Convention on the Rights of the Child)

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 correct 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.

Promoting Good Behaviour: Principles and Strategies for Staff and Parents

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

The Local Academy Committee 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 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 rewards and consequences 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 behaviour in school
- Ensure that systems are in place to support pupils with behaviour challenges, in conjunction with the SENDCo 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
- Manage behaviour in a way that aligns with and reflects our school values
- Be consistent with implementing rewards and consequences, 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 consequences
- Give regular feedback to parents about their child's behaviour
- Liaise with the Head Teacher and SENDCo when children present with behaviour challenges
- 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 right to an education and a right to feel safe, and that with those rights they have a responsibility towards others
- 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.

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.

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 behaviour 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.

Restorative Approach:

At Thomson House School, a Restorative Approach is practiced by all adults and children. This allows for a consistent restorative approach to negative behaviour. If a child has behaved in a way that falls short of our behaviour standards, they are guided to identify what action is needed to correct it.

Restorative conversations guide children to:

- Identify the impact of their behaviour on themselves and others
- Identify what needs to happen next, to prevent the behaviour from occurring again
- Apologise to others impacted by their actions and accept a proportionate consequence

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, and 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 (recorded on Dojo) 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.

Consequences

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, following a Restorative Approach (see above). Consequences 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.

All staff have received training in trauma-informed practice and engage in regular, evidence-informed professional development to ensure that behaviour is understood and supported through a relational, needs-based approach. This ongoing training equips staff with effective strategies to respond to pupils experiencing emotional, social and behavioural challenges, promoting consistency, inclusion and positive outcomes for all children.

Golden Time

The **Golden Time** system allows for positive behaviour to be rewarded, as a class. Each class can earn up to 20 minutes of Golden Time each Friday, in which class teachers set up special activities as a privilege.

In Upper School, pupils may lose a proportionate amount of Golden Time where behavioural expectations have not been met despite support, reminders and opportunities to regulate and reset. This consequence will be accompanied by a restorative conversation focused on reflection, repair and future success. 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.

Please refer to Appendices 7 and 8, which outline the procedures that all staff are expected to follow when responding to low-level disruption and physical behaviour incidents.

Any violent or dangerous behaviour will be treated as a serious incident. A member of the Senior Leadership Team will be informed and will intervene as appropriate. Parents/carers will be contacted, and a suspension may be considered where necessary. Serious or repeated breaches of the school's behaviour expectations may result in suspension or permanent exclusion.
See the THS Exclusion Policy for further details.

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 a joint discussion between parents and staff as to whether there are any causal factors such as undiagnosed additional needs, 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 consequences 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.

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; parents are sent the assembly programme for the term ahead.

Bullying

Bullying can be described as deliberately unkind behaviour towards another, through looks, words or deeds, over a prolonged period of time. We use 'STOP' when talking about what bullying is:

S – Several
T – Times
O – On
P – Purpose

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: • 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 a trusted adult, 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 Leadership 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.

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
- up skirting 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.

Monitoring and evaluating school behaviour:

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Incidents of discrimination including racism, homophobia and sexism
- Attendance, permanent exclusion and suspension
- Use of force, restraint and/or seclusion
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, LAC members, 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 Local Academy 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 2026

Date of Review: October 2027

APPENDIX 1: SCREENING, SEARCHING AND CONFISCATION

Thomson House School follows the guidance given in The Department for Education's Screening, Searching and Confiscation document.

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

At THS, staff authorised by the Headteacher to conduct a search of a student include members of the Senior Leadership Team and SENDCo.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. Staff will always seek consent from the student to search their belongings and person. The items that are banned by THS and would necessitate a search are: drugs, knives or weapons, alcohol, stolen items, cigarettes, fireworks, pornographic images, metal combs, any item deemed to cause personal injury and mobile phones. Confiscation

of items such as mobile phones, jewellery and toys will be returned at the end of the day, or if persistent then at end of half term.

When considering undertaking a search, staff will always consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability such as awaiting the parent before conducting the search.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. This could be because they are in possession of a prohibited item, they do not understand the instruction, they are unaware of what a search may involve or they have had a previous distressing experience of being searched.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. A member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

A member of staff may search a pupil's outer clothing, pockets, possessions, bags, desks or trays. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, trays and bags.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

If a student refuses to consent to being searched their parent will be contacted and the police may be called if the student is suspected of having the following in their possession:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including themselves).

Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

If the police are called the students' parents will always be contacted and requested to attend the school. The student will never be left alone on the school premises with a police officer/s.

Parents/carers of students will always be informed following a search regardless of the outcome of the search. Staff who search a student should log the search on CPOMS.

The designated safeguarding leads oversees the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the deputy designated safeguarding leads.

The designated safeguarding leads should be informed of any searches conducted where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the designated safeguarding leads without delay if they believe that a search has revealed a safeguarding risk.

Searching a Student Guidance and Checklist

The school has the legal right to search students, their phones and bags with their consent for any item and without their consent for any prohibited item, for example cigarettes, drugs, weapons, alcohol, pornography.

Student	Name:	Class:
Date and time of search	Date:	Time:
Authorised by the Headteacher to search a student SLT and SENDCo only	Please print and record names: Staff 1	
	Staff 2	
Signature of student who has consented to being searched		
Reason for search		
Outcome of search		

Once form has been completed please hand to the DSL and log on CPOMS

Searching a student	Completed	N/A
Must be two members of staff present who are SLT or SENDCo only. The lead member of staff must be the same gender as the student you are searching.		
Tell the student that you are going to search them and why, you must have reasonable grounds to search.		
Explain to the student that whilst this it is not a pleasant thing to have to do, we have to put the safety of the whole school community first and we hope they agree.		
The search must take place away from other students/staff.		
Wear rubber gloves for hygiene purposes if you want to.		
Only search outer clothing, students cannot be asked to remove shirts or trousers. Ask the student to turn all pockets inside out.		
If you suspect a student has concealed something in their underwear, the police must be called to deal with it.		
Ask the student to remove shoes and pull down tops of socks.		
Check all compartments in school bags and other belongings.		
When you have finished the search, thank the student for their cooperation and explain that parents/carers will be informed of the search.		
1. If nothing found the student may return to lessons.		
2. If prohibited items found, the student must write a statement immediately.		
3. Please photograph any prohibited item found as a consequence of a search, request a camera from the office if you need one. Do not use a personal phone. When photographing knives/weapons, please place a ruler alongside the item to make sure size is explicit.		
4. Bag any weapons/drugs to avoid touching (envelope, plastic bag, disposable glove)		
5. Pass statement and prohibited items to Headteacher or Deputy Headteacher.		

6. If a student is in possession of an offensive weapon or drugs, detain them and contact the person will make the decision as to whether police should be called.			
7. If abusive or unsuitable material is found on mobile phones or electronic devices, please confiscate it and inform SLT or DSL. In the case of pornography or images of child sexual abuse, please pass to DSL who will contact the police.			
8. If the **police** need be called, contact the DSL and/ or Head will ensure that:	a. Parents /carers have been contacted and asked to attend		
	b. Appropriate adult (ideally parent /carers) is in place at all times that considers the safeguarding		
	c. Events are recorded and time logged		
	d. Student is aware of the reason for the police involvement		
	e. The police have good reason to search with commutation with their supervisor for approval		
	Complete a CPOMS behaviour report		
Complete this search checklist and pass to DHT or DSL – applies to all searches.			
Any additional notes:			

Appendix Two: Moving Around the School and Walking in our Local Area

Moving Around the School:

- Children line up in register order, without talking
- If children do talk, they are asked to return to their seats and then try again
- Class teachers lead children out of their classroom, keeping to the left
- Children move around school without talking
- Class teachers should pause regularly to ensure that all children are adhering to behaviour expectations
- House points are rewarded for positive behaviours

Moving Around the Local Environment:

At Thomson House School, all year groups have to walk between the two school sites, to the PE site and to the green for playtime (Upper School) on a regular basis.

This needs to be done safely and in a manner that reflects the values and high expectations of Thomson House School. Children and adults should remember that they are **representatives** of our school in the local community.

Before leaving:

- Children and adults wear high vis jackets
- Children line up in pairs, in register order (unless there is a clear safeguarding reason why a child needs to be at the front or back of the line) in silence
- A register is taken
- First aid is carried by an allocated member of staff

When walking:

- The class teacher leads the line
- The additional adult walks at the back of the line
- Children walk in their allocated pairs, quietly
- Children do not run and should not leave gaps between the person in front of them
- Children should walk on the side of the pavement furthest from the road

- Children should ensure that they are not taking up the entire pavement, so that other members of the public can use the pavement too

When crossing the road:

- Two adults stand either side of the road to create a 'channel' for the children to walk through
- **Silent roads** – children must not talk when they cross a road. Teachers should not start crossing the road until they can see that all children are silent and facing the front
- Teachers should ensure that they are able to cross the road as a class, without having to stop on the road i.e if another class is in front of them, they should wait until the class has moved so that all children can walk onto the pavement
- Teachers should develop road safety habits by encouraging children to look both ways as they cross the road

When crossing the footbridge:

- Children must move through the station in silence
- Children walk up and down the stairs in **single file, on the left hand side and in silence**, ensuring that members of the public can use the bridge too
- When exiting the station to go to the green, class teachers should walk their class down the ramp (rather than the steps) and wait at the door – children should wait in silence, back in their pairs
- These behaviour expectations are applicable on all school trips

Appendix Three: Start and End of the Day

At the start of the day, children should:

- Be welcomed by a member of the leadership team on the gate/door
- Enter the building quietly and make their way to their classroom quickly and sensibly; children should not dawdle on the stairs.
- Class teachers must stand at the door of their classroom to welcome children in.
- Class teachers and children should say good morning to each other; good manners are praised.
- Children should put their bags in boxes neatly and coats etc on their peg.
- In KS2, snacks should either be put into the child's tray or designated place within the classroom.
- Homework, books to change etc will be put in the designated place on the day that it is due in.
- Water bottles will be placed in a designated place within the classroom.
- Children will then sit at their designated seat and begin their "morning mission".

Dismissal:

Exit times are staggered on both Upper and Lower School to ensure a calm and safe dismissal. Teachers must ensure they are dismissing on time to avoid overcrowding.

Before leaving the classroom:

- Children should ensure that they have left their learning environment clean and tidy. Equipment should be away, and chairs must be tucked in.
- In tables or small groups, children to collect their bags, coats, water bottles etc and then return to their designated seat.

- Children then line up at the door in register order, in silence.

Early Years and Lower School:

- Teachers lead their class to their gate, in silence
- Children line up behind their class teachers, in silence, at the gate
- Teachers dismiss in register order; if parent/carers are not yet there, children move to the side to allow other children to be dismissed
- Teachers say 'Good afternoon, *name*'; the child replies 'Good afternoon' – eye contact is insisted upon
- Children can then walk to their parents
- Children **must not leave** until their teacher has said good afternoon to them

Upper School:

- Teachers lead their class to the hall in silence
- Children sit down in a line behind their teachers, without talking
- Teachers dismiss in register order; if parent/carers are not yet there, children stay sat down
- Teachers say 'Good afternoon, *name*'; the child replies 'Good afternoon' – eye contact is insisted upon
- Children can then walk to their parents
- Children **must not leave** until their teacher has said good afternoon to them

*To note: younger children accompanying their parents to collection must also demonstrate excellent THS behaviour. They should not be playing with or climbing on any equipment in the hall; teachers should ask children to stop if they see this behaviour.

Year 6:

- Teachers lead their class to the side door, in silence
- Children line up behind their class teachers, in silence
- Teachers say 'Good afternoon, *name*'; the child replies 'Good afternoon' – eye contact is insisted upon
- Children **must not leave** until their teacher has said good afternoon to them
- Children in Year 6 walk home by themselves; they must leave quietly with their walking buddy
- If children are not walking home by themselves, they must be dismissed to their parent/carer
- Class teachers must keep a list of children who do not have permission to walk home by themselves

Appendix Four: Lunch Time

Lower School:

- Children line up in register order, without talking
- Children walk up the stairs to the dining hall without talking
- Children should not have to wait on the stairs; ensure that children have moved up and not left any gaps
- Children tell the lunch time staff what they would like for their lunch, ensuring they use 'please' and 'thank you'
- Children take their plate and can add items from the salad bar; younger children might need help from a member of staff in the dining hall
- Children are directed to a table, and walk there calmly; they place their plate on the table and then return to collect cutlery
- Children can chat quietly to the children next to them whilst eating their lunch

Upper School:

- Pupils enter the dining hall quietly and sit at the table as directed.
- A member of staff will notify tables when to line up. The line should not be longer than six children at any one time.
- Children should go up to the serving hatch and wait quietly and sensibly.
- Children should say please and thank you.
- Children return to their seat and help themselves to cutlery on their table.
- Once finished, children put their hands up to inform a member of staff that they are finished. The member of staff should encourage children to try a bit of everything on their plate and eat enough so that they will not be hungry in the afternoon. However, children do **not** have to finish everything on their plate.
- Children put any uneaten food in the bin and put the cutlery and crockery in the washing up bowl.

- Children return to their seat. Children should then read, talk quietly within their table group

	Activity	Resources	Led By		
Monday	Sketching Rubbings	A4 paper, soft lead pencils	**Y4 – Sanveen**	**Y5 - Kelly**	**Y6 – Philippa**
Tuesday	Mini model making	Plasticine	**Y4 - Sanveen**	**Y5 - Kelly**	**Y6 - Philippa**
Wednesday	Chalk floor paintings	Jumbo chalks	**Y4 - Sanveen**	**Y5 - Kelly**	**Y6 - Philippa**
Thursday	Wool crafts	Wool, scissors (googly eyes, felt tips, pipe cleaners)	**Y4 - Sanveen**	**Y5 - Kelly**	**Y6 - Philippa**
Friday	Power Station	N/A	**N/A**		

or engage in a staff led activity until they are asked to line up.

- There should be no more than four children in the toilets at any one time; the adult on duty should monitor this.
- Cleaning monitors are selected by class teachers – four per year group. They are responsible for wiping clean the tables using cleaning spray and blue paper towel.
- Class teachers ask their year group to line up class by class in silence. Class teachers take the register, again in silence. Class teachers remind briefly of behaviour expectations, before leaving to the green.
- It is crucial that class teachers are on time for walking to the green, so that other year groups are not delayed entering the lunch hall.

Appendix Five: Playtime on the Green (Upper School)

	Activity	Resources	Led By		
Monday	Skipping Hula Hoops	Skipping ropes Hula hoops x 10	**Y4 - Mark**	**Y5 - Namrata**	**Y6 - Philippa**
Tuesday	Four Square	Chalk, ball	**Y4 - Mark**	**Y5 - Namrata**	**Y6 - Philippa**
Wednesday	Football	Football	**Y4 - Mark**	**Y5 - Namrata**	**Y6 - Philippa**
Thursday	Silent Ball	Tennis ball	**Y4 - Mark**	**Y5 - Namrata**	**Y6 - Philippa**

Friday	French Cricket	Tennis racket, tennis ball	**Y4 - Mark**	**Y5 - Namrata**	**Y6 - Philippa**

- At 12.00 a member of the Yr6 team will get out today's equipment. No other equipment is to be used apart from the equipment that is planned on the timetable.
- Reading box is to be take outside everyday by a member of staff. Staff must ensure that children put all the books away and look after the books.
- First Aid kits to be taken outside, first aid to be administered at the bench.
- All adults should be engaged with activities and actively leading play. No adult should be using their mobile phone, except in cases of an emergency when contact with the school office/emergency services might be necessary.
- Children start by completing the Daily Mile. They run two laps around the green. They should stick to the path and be mindful of other members of the pubic using the space. An adult stands at the start, and adult stands at the far corner by The Tapestry and an adult stands in the corner by the hill.
- Once all children have completed the Daily Mile and the adults have returned, playtime can start.
- 1 x adult on the court
- 1 x adult in the playground
- 1 x adult near the monkey bars
- Five minutes before lining up time, an adult blows the whistle. Children freeze. The adult gives a five minute warning – "You have five minutes until playtime is over. You have five more minutes left of playing. This is your five minute warning."
- At lining up time, an adult blows the whistle again. The children freeze. The adult gives the line-up instruction – "You have twenty seconds to be in a silent line. You must walk to your line in silence. Go."
- No adult or child talks in these twenty seconds.
- Children will be lined up in twenty seconds, without talking. House points to be given.
- Class teacher to take the register. All children must be silent for safeguarding purposes. Class teachers should not continue to take the register if children are talking.
- See separate appendix for moving around our local environment.
- The last year group (normally Year 5) are responsible for tidying up the equipment and returning it to school. Playground monitors can help put equipment back neatly where it belongs.

Appendix Six: Lunchtime Play (Lower School)

	Court	Front playground*	Quiet area	Reading bench
Monday	Cricket	Chalk	Colouring	Quiet reading
Tuesday	Playground games	Hoops and stilts	Dot-to-dot	Quiet reading
Wednesday	Football	Skipping ropes	Word search	Quiet reading
Thursday	Cricket	Chalk	Maths puzzle	Quiet reading
Friday	Playground games	Hoops and stilts	Colouring	Quiet reading

*To be opened when no extracurricular clubs are using this space

- All adults should be engaged with activities and actively leading play. No adult should be using their mobile phone at any time.
- At 11.30 an adult will get out today's equipment. No other equipment is to be used apart from the equipment that is planned on the timetable.
- 1 x adult on the front playground
- 1 x adult on the main playground leading games
- 1 x adult on the main playground behaviour management and first aid
- Reading box is to be take outside everyday by a member of staff. Staff must ensure that children put all the books away and look after the books.
- First Aid kits to be taken outside, first aid to be administered at the bench.
- At 12.25 an adult blows the whistle. Children freeze. The adult gives a five-minute warning – "You have five minutes until playtime is over. You have five more minutes left of playing. This is your five-minute warning."
- At 12.29 all class teachers arrive outside.
- At 12.29 an adult blows the whistle again. The children sit down. The adult gives the line-up instruction – "You have ten seconds to be in a silent line. You must walk to your line in silence. Go."
- No adult or child talks in these ten seconds. One adult will show the count down on their fingers.
- Children will be lined up in ten seconds, without talking. House points to be given.
- Each class teacher takes their class inside, without talking. House points to be given.
- At 12.30 Years 2 and 3 are bought out to the playground by their class teachers.
- At 13.20 an adult blows the whistle. Children freeze. The adult gives a five-minute warning – "You have five minutes until playtime is over. You have five more minutes left of playing. This is your five-minute warning."
- At 13.25 an adult blows the whistle. Children freeze. The adult gives the tidy up instruction – "It is tidy up time. You have one minute to have all your equipment tidied away. We must all work as a team. The playground monitors will check it is tidy. Go."
- At 13.29 all class teachers arrive outside.
- At 13.29 an adult blows the whistle again. The children sit down. The adult gives the line-up instruction – "You have ten seconds to be in a silent line. You must walk to your line in silence. Go."
- No adult or child talks in these ten seconds. One adult will show the count down on their fingers.
- Children will be lined up in ten seconds, without talking. House points to be given.
- Each class teacher takes their class inside, without talking. House points to be given.

Appendix Seven: Low Level Disruption

At Thomson House School, we have high expectations of behaviour. Our Behaviour Policy is based on respect for the rights of others.

The below sets out in chronological order, the sequence that the adult who is teaching the class should follow if a child is disruptive in a low-level manner:

- Remind children what our expectations are. The adult might say "I am looking to see everyone sitting still and facing the front."

- Give positive reinforcement to those who are modelling good behaviour expectations. They might say “Thank you so much to Child X, you are sitting still and facing the front.”

If the child continues with low-level disruption, the adult who is teaching should:

- Give a non-verbal signal that demonstrates clearly they want the child to stop
- Give the child a chance to reset using reference to the zones of regulation. The adult might say “I can see you are not yet ready to learn. Maybe you need to take some deep breaths”
- Give a first warning. “I would like you to stop that behaviour so that you and others around you can learn. This is your first warning”
- Give a second warning. “This is the second time I have asked you to stop. You need to move [to another place in the classroom] so that you and others around you can learn. This is your second warning.
- Give a third warning. “This is the third time I have asked you to stop. You need to leave the classroom for three minutes [with sand timer] so that you can reset. When you come back in you will be ready to learn”.
- The adult should then give a reminder of the zones of regulation for resetting and ask the child what they will need to regulate
- The child then needs to be given the opportunity to show they have reset and are ready to learn by re-joining the lesson
- Once the child has returned to the classroom, take opportunities to praise for positive behaviour and good work
- If a child has been given three warnings and been asked to leave the classroom, a restorative conversation should happen afterwards. If a child is given one or two warnings, a restorative conversation does not need to happen.
- If low level disruptions continues after all actions taken, teacher can escalate to moving child to another class to complete their work
- Teachers should think carefully before escalating to SLT in order to maintain appropriate next steps

The adult teaching the lesson should follow these steps; this is because one voice in the room giving verbal behaviour management is sufficient. More than one adult can be confusing and overwhelming.

- Additional adults should be used to support learning (challenge and support), and should be informed by Class Teachers which children they are supporting before the lesson starts

Appendix Eight: Physicality

At Thomson House School, we have high expectations of behaviour. Our Behaviour Policy is based on respect for the rights of others.

In the very rare instance of physicality, it is vital that all members of staff follow a consistent approach in order to ensure the safety and wellbeing of all children:

- If a child has been physical with another child, a restorative conversation must take place – this should happen only when all children involved are calm (Upper School Reflection Sheet; Lower School Reflection Sheet)
- As part of this restorative conversation, children must identify next steps – the need for a consequence and an apology
- In all instances of physicality, the consequence is missing the next possible playtime
- Parents must be informed
- Repeated instances of physicality will involve an escalation in approach, including discussions with members of SLT, possible SEMH support and continued meetings with parents

There are **very rare** instances when a member of staff might need to physically intervene, in order to keep all children safe. The **only** acceptable reasons for this are:

- To prevent potential risk of harm to another person (staff or pupil)
- To prevent potential risk of harm to themselves

Staff should be familiar with the government guidance on the use of reasonable force and ensure they are adhering to these guidelines.

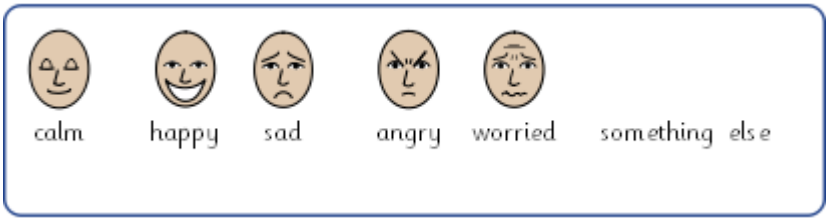
If a member of staff has had to physically intervene, they must tell a member of SLT immediately and submit a Use of Force, Restraint and/or seclusion form.

Appendix Nine: KS1 Reflection Sheet

My Feelings – Reflection

What happened?

How **did** you feel? 



What can you do next time?  

How do you feel **now**?

 calm  happy  sad  angry  worried something else

Are you ready to learn?

Yes No

Appendix Ten: KS2 Restorative Conversation Support Sheet

What happened?	
What could have gone better?	
What could I have done differently?	
What have I learnt?	