



THOMAS'S BATTERSEA BEHAVIOUR POLICY

INTRODUCTION

At Thomas's Battersea, we believe that praise is the greatest motivator. We use a 6:1 ratio of positive to negative comments when dealing with the pupils in our school. Creating an environment where pupils can thrive while feeling challenged academically and supported pastorally is important to us. Pupils are given the opportunity to succeed and are rewarded accordingly through the wide use of our merit card system, golden unicorns, stars, Be Kind stickers, commendations and colours.

Classroom management

To keep things as simple as possible we have a set of rules known as 'The Golden Five'. These are;

Arrive prepared and on time.

Contribute positively.

Follow Instructions.

Listen to others.

Leave the place as you found it.

All teaching rooms should have these displayed at all times and individual classroom management plans should be based on these expectations. Whilst we do not wish to be prescriptive with classroom management, teachers should develop strategies that work with their individual classes. These techniques should aim to promote positive attitudes to learning. Some of the techniques used include; awarding stars or merits and having visual tallies of these, using visual cues to allow pupils to check their behaviour. At times, sanctions may need to be used, some examples are; placing a pupil's name on the board, detentions, relocation within the room. It is important to remember that positive reinforcement is the best motivator and the system used throughout the Middle and Upper Schools is the merit card system. Pupils should be awarded a merit for good work and behaviour when they are demonstrated. In the Lower School, pupils are awarded with stars and golden unicorns for good behaviour and work.

In the Lower School, examples of positive behaviour and work are displayed in the Good Book at the entrance to the Lower School. Examples of good work and behaviour are also celebrated in the weekly Lower School Assembly. At times, however, pupils may need to reflect on their behaviour and as a result may miss some of their break time or free time. This should be proportionate and be limited in time to reflect their younger age. For example, a Year 1 or 2 pupil should have around 5 minutes reflection time with an absolute maximum of 10 minutes if required. Consistency with imposing these sanctions among year groups is important. For exhibiting continuous negative behaviour, a pupil may be sent to the relevant Head of Year. At this stage,

parents may be notified. In cases of a serious breach of the school's Code of Conduct or Behaviour Policy, a pupil should be sent to the Head of Lower School. This should be seen as a serious sanction and parents will be notified. Lower School teachers are encouraged to communicate with the parents of their pupils and develop a cohesive approach to behaviour management both at school and home.

In the Middle School pupils are rewarded regularly with merits and merit badges for different milestones. Each week, the Head of Middle School will set a focus for the week and one pupil from each class will be chosen as winner the Pupil of the Week Award. Other examples of good work and conduct are celebrated in the weekly Middle School assembly. If sanctions are required pupils may be given a detention, missing part of their break. Awarding teachers are responsible for supervising pupils during these times of reflection and the time should be limited to no more than ten minutes. In these cases, a note should be placed on iSAMS in order to monitor the behaviour of individual pupils. In cases of continued misbehaviour or serious breaches of the school's Code of Conduct, pupils should be sent to the Head of Middle School. At this stage, parents will be contacted. This should be seen as serious sanction and if further issues arise, the pupil may be referred to the Deputy Head (Pastoral) or the Headmaster.

In the Upper School, pupils are awarded with merits for good behaviour and work. Commendations for co-curricular subjects are awarded to leaving pupils in assembly at the end of each term and colours are awarded for leavers in PE. Examples of good work and conduct are celebrated in weekly assemblies. Pupils may be given a detention during their break. Detentions will vary depending on the accumulation of demerits. The awarding teacher will supervise the detention and a note should be raised on iSAMS. Form Tutors have pastoral responsibility for their forms and for continued misbehaviour, teachers should refer the pupil to the relevant Form Tutor. For serious breaches of the school's Code of Conduct and Behaviour Policy, pupils will be referred to the Head of Year. The Head of Year may impose a lunchtime detention and will contact parents. Please see the sanctions flow chart (**Appendix 2**).

For extremely serious behavioural issues or for behaviour which continues following intervention by the Head of School, these matters should be referred to the Deputy Head (Pastoral) or Headmaster. At this stage, parents will be called in and the pupil may be given an after school detention, suspension or permanent exclusion; please see the exclusion policy for more guidance. House points are accumulated at the end of each week at posted on the House board. This is a running total of success across all of the school.

Entering and exiting a classroom

In the Lower and Middle Schools, teachers will normally lead their class from break to the classroom, whereby pupils will follow the teacher into the room, stand behind their chairs and follow any instructions given. In the Upper School, pupils move between lessons regularly and the following applies; teachers will stand at the door to the classroom and greet their class as they enter the room. If possible, pupils in the Upper School should line up outside of the classroom and wait for the teacher to ask them to enter. Teachers are reminded to adhere to lesson start and finish times in order for this to work smoothly. Upon entering, pupils should stand behind their seats and take out any equipment that is needed for that lesson. Teachers should invite pupils to sit down. When an outside visitor enters a room, e.g. parents on a show round, pupils

are expected to stand until they are asked to sit by the class teacher. At the end of each lesson, pupils should wait until they are asked to pack up and stand behind their seats and given permission to exit the room.

Movement around the school

In the Lower School, pupils should be escorted to their next lesson by their class teacher, teaching assistant or specialist teacher. Specialist teachers will negotiate with teachers regarding the process for picking up and delivering classes to lessons. At no time should a Lower School class be allowed to move through the school unaccompanied. Visiting Music Teachers will collect pupils for lessons. While moving through the school, pupils are expected to walk quietly in single file, wherever possible on the left.

In the Middle and Upper School, there are times when pupils move through the school unsupervised. It is expected that when doing so, pupils remember the acronym of CALM; Courtesy, Appearance, Left and Movement. Pupils are expected to hold doors for adults, move quietly through the school keeping to the left of corridors and stairways. At no time should a pupil run through the school buildings or the courtyard.

When classes are being escorted through the school by a teacher to a school event such as to an assembly or to view a play, pupils should follow the teacher in single file, on the left and in silence.

Break time

At the end of break time, the bell will be rung three times; the first bell signals for pupils to freeze, the second for pupils to move to their place of lining up, the third for silence. Pupils in the Lower and Middle Schools will then be escorted to their class by a teacher. Upper School pupils should line up in single file and in silence and will be sent in to lessons by the staff member on duty once this has been achieved.

Pupils are allowed to work in the library during break times and they will be advised when it is time to leave. Pupils leaving the library must head outside in order to line up with their class as mentioned above. At no time should a pupil leave the library at break time and go elsewhere within the school.

Ball games which require kicking of a ball e.g. Football or Rugby are to be played in designated areas. Please see the playground map. Under no circumstances should pupils be playing games that require physical contact. Rugby is a good example. Pupils may play 'tag' rugby in a small area; however they should not be tackling each other. Slide tackles and contact in Football are also not allowed.

If any pupil is becoming physical with another pupil, the teacher on duty should intervene and issue a time out if required. Supervising teachers of the climbing frame should note that pupils should not be allowed to stand on top of the equipment and they should actively monitor the games that take place. Running to and from equipment is allowed, however games involving running, such as tag would be better played in the main playground due to the limited space.

Lunch Break

At lunch break, the three bell system applies. Year groups are requested to line up one at a time, in their form groups, according to the timing on the duty rota and then sent into lunch. Classes should not be sent to lunch until they are silent and in a straight line.

The member of the duty staff supervising the courtyard during break time should monitor the lining up of year levels for lunch. Once the queue of the first year group is moving into the dining room, they should then signal for the next year to line up and move to lunch.

Lunch sittings

During the lunch sitting, pupils are expected to raise their hand if they need to leave their seat and they should wait until a teacher approaches them. Pupils are encouraged to use the loo at break time rather than at lunch to minimise movement in the dining room. Wherever possible, teachers should bring extra food to the table rather than let pupils move about. Pupils should not leave the table to clear until a member of the duty staff has confirmed that they are happy for them to do so. Pupils will then be asked to place their tray on the conveyer belt and leave the dining hall quietly. A member of the Leadership Team or duty staff should supervise movement past the main office

In the Lower School, Reception will normally be in the lunch room first. They will begin their lunch in silence. Classes entering during this time are asked to enter as quietly as possible to assist with the Reception lunch.

Registration

Pupils should arrive in their form room by 8.15 in the mornings for registration to begin; in the Upper School registration begins at 8.25, in the Lower and Middle it begins at 8.30. Pupils who arrive later than this should be marked as 'late' on the register unless they have attended a club or the bus to school is late. Registration times are essential in the morning and afternoons in order to take the attendance register. If a teacher does not physically see a pupil at these times they should be marked as absent. Pupils arriving to school after this period must report to the school office to register. If a pupil arrives in the classroom late they must be asked whether they have been to the office to report in and, if they have not, sent there straightaway.

At lunchtime, pupils are expected to return to their form rooms for registration at their allotted time. Both registration times should be used by the form teacher to pass on notices and to prepare the pupils for their lessons by settling them. All pupils should have a reading book in their locker to use during these times where appropriate. On Thursdays, when Middle and Upper School pupils go to church, if pupils arrive late, the Admin team will mark these pupils as late and then walk them part way to the church, handing them over to Jeff Hawkins to take into church. If a bus arrives late and its passengers miss registration the bus driver must bring a list of those who were on the bus to the school office.

Teachers are reminded that both the morning and afternoon registrations are legal requirements and must be taken electronically using iSAMS. If for whatever reason a teacher is unable to do so, a member of the Leadership Team should be notified and/or a replacement found.

Church

Pupils from Years 3 – 8 are required to walk to Church on a Thursday morning. Pupils are expected to walk in pairs, paying attention to those around them. At road crossings, pupils should be silent and watch for traffic in both directions. Pupils are asked to walk on the side of the pavement furthest from the road wherever possible and to make space for the public. Teachers should encourage pupils at all times to be aware of their surroundings.

Uniform

Pupils are expected to be in the appropriate school uniform at all times. When items of uniform are missing, a note should be placed in the pupil's diary by their parents. For pupils who have missing items or who are not wearing the uniform correctly, a note should be placed in the 'concerns' section of iSAMS using the category of 'uniform'. These will be tracked and followed up by the Form Tutor. Parents should be notified in cases of persistent missing items of uniform.

See also: [Attendance Policy](#), [Thomas's Behaviour Policy](#),

This policy will be reviewed annually			
Created: September 2015	By:	Anthony Douglas, Deputy Head (Pastoral)	
Latest Review January 2020	By:	Suzannah Cryer, Deputy Head (Pastoral)	Changes made
Next Review: January 2021	By:	Suzannah Cryer, Deputy Head (Pastoral)	

Appendices

Appendix 1: Upper School Sanctions

Appendix 2: Upper School Behaviour Flow Chart

THOMAS'S BATTERSEA BEHAVIOUR POLICY APPENDIX 1



UPPER SCHOOL SANCTIONS

The main form of sanction for pupils is a detention at first break. This is to ensure that the pupil is aware of the school expectations regarding acceptable behaviour and has a chance to reflect on their behaviour.

The system for issuing detentions is simple and transparent. There are 3 types of detention: break detentions; lunch break detentions and after school detentions. Every detention should be recorded by the teacher or adult issuing the detention. (Please refer to the levels of sanction in the flow chart below)

1. Break detentions

If a pupil's behaviour hasn't improved after a warning or by using classroom management strategies, the pupil will miss first break and will help the teacher or Teaching Assistant in the classroom.

These detentions are logged on iSAMS centrally by the supervising teacher at the time the detention is issued. By doing so, the form tutor, Head of Year and Leadership Team will be informed. These detentions will be tracked.

2. Lunch break detentions

Pupils who receive two or more detentions in a week, or who receive three break detentions in a term will attend a lunch break detention with a Head of Year or the Deputy Head (Pastoral). These detentions are logged at the time the detention is taken. Where a pupil fails to attend a detention, parents will be notified that their child will be issued with a Friday detention.

If a member of staff deems a pupil's behaviour to warrant more than a break detention, they may issue them with a lunch break detention and should notify the pupil's Head of Year immediately.

On receiving a lunchtime detention, the Head of Year or Deputy Head Pastoral will notify the parents of the pupil.

3. After School Detentions.

Pupils who receive two or more lunchtime detentions will attend detention after school from 1600 – 1700. Pupils who have breached the school's code of conduct and whose behaviour is deemed dangerous will be issued with an after school detention immediately.

These detentions will be held with either the Deputy Head (Pastoral) or the Headmaster. Parents will be informed and should meet with the supervising member of staff when

collecting their child from the detention in order to work together with the school to ensure the pupil's behaviour improves.

Subject Clinics

Each subject in the Upper School has been allocated a Subject Clinic time at either first or second break. These are to be used for;

- Pupils who feel that they need extra academic support
- Pupils who are struggling to complete prep

The subject clinic should not be used for behaviour-based detentions. If a pupil needs to attend the clinic due to homework not being completed, the relevant teacher should alert the parents to the fact that there is an issue. Form tutors should also be included in any correspondence to ensure that the pupils can be discussed in a pupil progress meeting.

THOMAS'S BATTERSEA BEHAVIOUR POLICY APPENDIX 2



Upper School Behaviour Policy

	Level 1	Level 2	Level 3	Level 4
	ANY STAFF MEMBER	HOD HOY	HOS DHP	HEAD DHP
Behaviour	Low level breach/disruption	Medium level or 5 demerits	High level or 3 detentions	Very high level or 3 SLT detentions
Consequences	*Warn first Demerit on iSams	Detention Parent contact *Hand in iPad 4pm	SLT detention Internal exclusion may be applied	Discretion of the Head & DHP Exclusion
Action Required	iSams record FT & HoY warning at 3 demerits	iSams record HoY contact parents & hold detention	iSams record Parent meeting onsite Warning at 3 detentions	iSams record Parent meeting onsite Ongoing comms
Parent Contact	No	Yes Email or phone call	Yes Email & meeting onsite	Yes Email & meeting onsite