



## BEHAVIOUR POLICY

This Policy applies to all year groups at Thomas's Schools, including the EYFS.

Thomas's London Day Schools operates as a united group of schools with a similar ethos and values and as such is referred to as a singular body. However in some areas, it is appropriate for each school to adopt discrete procedures, acknowledging the individual identity of each school and its specific personnel and systems. These supplementary procedures can be found by clicking the name of the relevant school below the contents list of this Policy.

This policy should be read in conjunction with the Thomas's Anti-bullying Policy, Code of Conduct, Online Safety Policy, Exclusion Policy, Safeguarding and Child Protection Policy, SEND Policy.

### CONTENTS

### Page

1. Introduction	1
2. Aims	2
3. Roles and Responsibilities	3
4. Procedures	4
5. Monitoring	8
6. Legislation and Guidance	9
7. Policy Review Record	9
8. Appendices	9

### SCHOOL SUPPLEMENTS

- [Thomas's Battersea Behaviour Policy Supplements](#)
- [Thomas's Clapham Behaviour Policy Supplements](#)
- [Thomas's Fulham Behaviour Policy Supplements](#)
- [Thomas's Kensington Behaviour Policy Supplements](#)

## 1. INTRODUCTION

All members of the school community will be made aware of and must agree with the expectations of behaviour outlined in this policy. This is achieved through initial staff induction, staff training, staff meetings and through assemblies and form time.

Parents are provided with a clear explanation of the schools' ethos via the website and open days before they choose the school. A description of the schools' behaviour

expectations and pastoral systems are mentioned at syllabus/curriculum information evenings, and reiterated before any residential trips.

Pupils are made aware that home and school are working in partnership. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of pupils at all times. Good behaviour is encouraged through a mixture of high expectations, clear policy and an ethos which fosters discipline and pupil respect between pupils, and between staff and pupils.

### **Thomas's Ethos**

The School's belief that good behaviour and good discipline are the result of consideration for others is encapsulated in the first school rule "Be Kind".

The School Values further support the development of pupils and their behaviour through the following qualities:

- Kindness
- Courtesy
- Honesty
- Respect
- Perseverance
- Independence
- Confidence
- Leadership
- Humility
- Givers, not takers

The School's Principles, Aims and Values make up the Code of Conduct which is a shared expression of expectations for pupils, staff and parents.

## **2. AIMS**

The aims for behaviour in schools are that all children will:

- be tolerant and understanding of the feelings and needs of others
- develop a responsible and independent attitude towards their roles in the community
- develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour
- learn to have respect for others and to behave courteously towards them
- contribute to a safe environment
- be able to work in an orderly atmosphere
- be able to understand the role of and need for discipline as a positive part of school life
- be protected against any form of physical intervention which is either unnecessary, inappropriate (either to pupil or prevailing circumstances) excessive or unlawful

In addition:

Thomas's schools do not discriminate against pupils contrary to Part 6 of the Equality Act 2010, nor do they not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and

beliefs. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The school also acknowledges its legal duties in respect of pupils with special education needs and disabilities. Reasonable adjustments will be made for disabled pupils and pupils with special educational needs.

The school also aims:

- to have systems of rewards and sanctions appropriate to the age of the children which are applied fairly and consistently
- to teach pupils about safe behaviour, including the safe use of technology and the internet and to understand the risks posed by the use of the internet and social media to bully, groom, abuse or radicalise others
- to help staff to protect themselves against physical attack
- to provide a supportive environment in each school whilst, at the same time, minimising the risk of any accusation of improper conduct towards a pupil.

Discipline and the development of self-discipline are achieved through a co-operative process involving parents as well as teachers.

All members of the community work towards the school's aims by:

- respecting the children as individuals
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- encouraging, praising and rewarding good behaviour
- promoting a sense of belonging to the community
- actively promoting fundamental British values
- providing good role models
- supporting one another

### **3. ROLES AND RESPONSIBILITIES**

The Principals are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher is responsible for:

- reviewing and approving this behaviour policy
- ensuring the policy is implemented effectively
- ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

All members of staff are responsible for:

- implementing the Behaviour Policy fairly and consistently
- modelling good behaviour around the school
- ensuring that the school values are enforced in their classes, and that pupils behave in a responsible manner during lesson time
- ensuring that all lessons are well planned and organised and are suitable for the ability of the pupils
- promoting good behaviour throughout the school community

- providing a personalised approach to the specific behavioural needs of particular pupils

Parents are expected to:

- support their child in adhering to the pupil code of conduct
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- support the school in any procedures which it believes are necessary to improve their child's behaviour

## **4. PROCEDURES**

The following statements apply to all Thomas's Schools.

- It is always unlawful to use force as a punishment.
- Any act of corporal punishment, or the threat of such an act, which causes or threatens harm or the expectation of harm to a pupil is strictly forbidden and constitutes gross misconduct. Members of staff indulging in such behaviour; render themselves liable to disciplinary action and the possibility of prosecution.
- No pupil is to be locked in a room

### **4.1 Physical Restraint**

Physical intervention should never be part of a general regime and should only be used in the following circumstances:

- In order to restrain a pupil to prevent injury to others
- Where a pupil is in danger of hurting him/herself
- To prevent a pupil from damaging property
- To prevent a pupil from causing disorder

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and always depends on the individual circumstances.

On any occasion where physical intervention has had to be used it must be reported to the head immediately. The parents must also be informed the same day. The actions that each school takes are in line with the official guidance as set out in the DfE's non-statutory advice: Use of Reasonable Force (2013)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

In the event of violent or aggressive act from a pupil, members of staff are encouraged to evacuate the classroom and seek immediate support from another member of staff or Senior Leader.

### **4.2 Searching and Confiscation**

Head teachers or authorised staff may search a pupil or their possessions where necessary in the interests of pupil safety. This may require the use of such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks,

pornographic images or articles that have been or could be used to commit an offence or cause harm.

- Force cannot be used to search for items banned under the school rules.
- Intimate physical searches are absolutely forbidden.
- Search of the pupil's outdoor clothing, hand baggage and school desks is appropriate.
- If there is a real belief that the pupil is concealing illegal substances or weapons then the Police will be called and the searching left to the Police. Every effort should be made to contact the parents prior to this

Pupils who are found to have made malicious accusations against school staff will be subject to the procedures in the school's Safeguarding and Exclusion Policies.

Members of staff may confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline.

### 4.3 Exclusion

The school reserves the right to exclude a child whose conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the School.

- Temporary or permanent exclusion is at the discretion of the Head.
- Details of the procedure are communicated in full to parents in the School's Terms and Conditions.
- Details of the review procedure are in **Appendix 1** of this Policy

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school and in the case of a serious single incident, is made only after a thorough investigation.

Reasons for exclusion:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school
- Breakdown of the relationship between the school and parents
- For behaviour outside the school, not on school business, the Head may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

### Suspension

Suspension is a temporary exclusion which should be for the shortest time necessary.

Suspension may be imposed for a period of time from half a day to 5 days for persistent or cumulative problems. This would only be enforced when the school had already offered and implemented a range of support and management strategies.

Suspension will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules), except where these are persistent and defiant.

Suspension may be used in response to a single incident of a serious breach of school rules and policies or a disciplinary offence.

In such cases the Head will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head will check whether the incident may have been provoked, for example by bullying or racial harassment.

If necessary the Head will consult a Principal but not the Principal who may have a role in reviewing the Head's decision.

### **Expulsion**

A permanent exclusion is a very serious decision and the Head will consult with a Principal before enforcing it.

As with a suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a criminal or disciplinary offence such as:

- serious actual or threatened violence against another pupil or a member of staff
- possession or use of an illegal drug on school premises
- carrying an offensive weapon
- persistent bullying
- racial, sexual or homophobic harassment

### **The decision to suspend or expel**

If the Head decides to exclude a pupil he/she will:

ensure that there is sufficient recorded evidence to support the decision

- explain the decision to the pupil
- contact the parents, explain the decision and ask that the child be collected
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- plan how to address the pupil's needs on his/her return
- plan a meeting with parents and pupil on his/her return

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

## **4.4 Training**

School staff members receive training to ensure:

- thorough knowledge of how and when to put such principles into practice
- that in circumstances where more restrictive holding is necessary, there is a proven ability to apply approved methods.
- that if a pupil is recognised as having emotional and behaviour difficulties, appropriate management plans are understood and implemented in partnership with parents and children

## **4.5 Rewards**

In order to foster and promote good behaviour, teachers:

- actively look for the positive

- praise, give positive feedback and reward good behaviour
- reinforce examples of correct behaviour wherever noted - in the children themselves, in books, in related incidents (news), through drama
- recognise achievement in all areas, not just academic
- celebrate achievement publicly in a variety of ways
- give informal feedback to parents

The school acknowledges the effort and achievement of all children, both in and out of school.

#### **4.6 Sanctions**

Teachers and teaching assistants/support staff have the authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. This power also applies to all paid staff (unless the Head says otherwise) with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside school.
- Teachers have the power to impose detention outside school hours
- Teachers can confiscate pupils' property
- Pupils' behaviour outside school on school business e.g. on school trips, at sports fixtures, is also subject to this Behaviour policy. Inappropriate behaviour in such circumstances will be dealt with as if it had taken place in school.

#### **4.7 Reporting and recording**

A good relationship between parents and school is essential and the staff of Thomas's London Day Schools endeavour to build a supportive dialogue between home and school and will inform parents at an early state if there are concerns about their child's welfare or behaviour. The aim is that parents should feel welcome at the school and have access to the teacher at the beginning and the end of the day and to the Head, usually within 24 hours of a request for a meeting.

Reports on behaviour issues include:

- daily verbal reports
- comments in pupil planners
- written reports
- e-mails
- parent/teacher evenings
- records on the school management system (iSAMS)

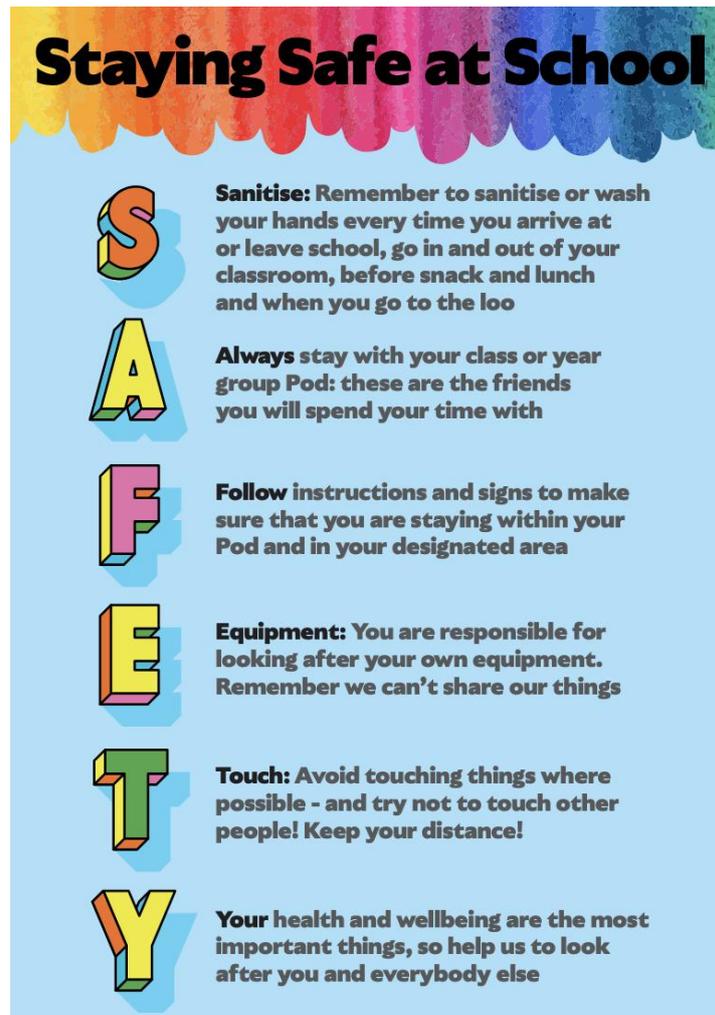
Teachers are also committed to communicating positive feedback to parents concerning behaviour as well as pointing out areas requiring improvement.

Following any incident the pupil will be given the opportunity to discuss, and if he/she wishes record, or have recorded, his/her feelings and opinions. This record must be completed with a nominated member of the SLT.

## 4.8 Behaviour expectations relating to Covid-19

The intention of our Staying Safe at School behaviour guide is to help the children understand expectations around behaviour and routines and to ensure a school environment that minimises risk for all.

The 'SAFETY' acronym will be regularly used and referred to by teachers to ensure it is understood by all. Pupils will be reminded of the importance of washing or sanitising their hands each time they enter and leave the school, classrooms, and before/after break snacks and lunch.



Pupils not following the behaviour guide and routines relating to Covid-19 will be warned by teachers in the first instance. If behaviour expectations are repeatedly ignored, parents will be contacted by form teachers in the first instance, and subsequently by a member of the School's Senior Leadership Team.

## 5. MONITORING

This behaviour policy will be reviewed by the Vice Principal and Pastoral Leads in the Schools every two years. At each review the policy will be approved by the Heads and Principals.

## 6. LEGISLATION AND GUIDANCE

This policy pays due regard to the following statutory guidance and other government advice.

DfE Statutory Guidance 'Keeping children safe in education' ([KCSIE](#))

DfE Advice 'Behaviour and discipline in schools' (January 2016)

DfE Advice 'Supporting pupils with medical conditions at school (December 2015)

DfE Advice 'The Prevent Duty' (June 2015) from The Counter-Terrorism and Security Act (2015)

DfE Statutory guidance "Special education needs and disability (SEND) code of practice 0 – 25 years (January 2015)

The Education (Independent School Standards) Regulations (2014)

DfE Advice 'Screening, searching and confiscation' (January 2018)

DfE Advice 'Use of reasonable force in Schools' (July 2013)

The Equality Act (2012)

The Schools (Specification and Disposal of Articles) Regulations 2012

The Education Act (2011)

The Education and Inspections Act (2006)

Health and Safety at Work etc. Act 1974

## 7. POLICY REVIEW RECORD

<b>This policy will be reviewed every two years unless there is a change in legislation</b>		
Created: December 2007	By:	Jill Kelham, Vice Principal
Latest Review: November 2020	By:	Joanna Copland, Vice Principal Suzannah Cryer, Deputy Head Pastoral, Battersea Jon Chesworth, Deputy Head Community & Welfare, Clapham Lee Walters, Assistant Head Welfare, Fulham Adrian Costello, Deputy Head Pastoral, Kensington Dianne Barratt, Consultant
Approved: November 2020	By:	Tobyn Thomas, Ben Thomas, Principals Simon O'Malley, Headmaster, Battersea Phil Ward, Headmaster, Clapham Annette Dobson, Headmistress, Fulham Jo Ebner, Headmistress, Kensington Ben Thomas, Head, Battersea Square
Next Review: November 2022	By:	Joanna Copland, Vice Principal Cross-School Leads

## 8. APPENDICES

Appendix 1: Procedure for review following exclusion

## BEHAVIOUR POLICY APPENDIX 1:



### PROCEDURE FOR REVIEW FOLLOWING EXCLUSION

The decision to expel or require the removal of a pupil from the School may be subject to review by a Principal at the parents' request. The decision to suspend a pupil for fewer than 11 school days may not be subject to review unless the suspension would prevent the pupil taking an examination.

If parents wish to ask for a review of the decision to expel a pupil from the School, they must make the request within seven days of being notified of the decision. The matter will be referred to the Principals. A Principal, who was not involved in the initial decision to exclude, will acknowledge the request and schedule a hearing to take place as soon as practicable and normally within five days.

Records relating to the decision to exclude and the parents' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances however shall the school or its staff be required to divulge to parents or others any confidential information on or the identities of pupils or others who have given information which has led to the exclusion or which the Head has acquired during an investigation.

The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

If possible the Principal will resolve the parents' complaint without the need for further investigation. Where further investigation is required, the Principal will decide how it should be carried out. After due consideration of all the facts considered to be relevant, the Principal will reach a decision on whether to uphold or rescind the exclusion or may make other recommendations. This decision will be made within ten days of the hearing.

The Principal will write to the parents informing them of the decision and the reasons for it. The decision of the Principal will be final. The Principal's findings and, if any, recommendations will be sent in writing to the parents, the Head and the other Principals.