



BEHAVIOUR POLICY

This policy will be reviewed annually or in response to changes in legislation		
Created	December 2007	Vice Principal
Last Review	August 2023	Pastoral Leads, Head of Compliance
Approved	September 2023	Education Board

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.

SCHOOL SUPPLEMENTS

[Thomas's Battersea Behaviour Policy Supplement](#)

[Thomas's Clapham Behaviour Policy Supplement](#)

[Thomas's Fulham Behaviour Policy Supplement](#)

[Thomas's Kensington Behaviour Policy Supplement](#)

[Thomas's Putney Vale Behaviour Policy Supplement](#)

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. The schools' behaviour expectations and pastoral systems are explained 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 and

creates a safe environment in which all pupils can learn and reach their full potential. 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.

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

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 supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture, and repeats elements during the academic year.
- 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

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 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 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 Proprietor is responsible for monitoring this behaviour policy's effectiveness and holding the Head to account for its implementation.

The Head 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 expectations are maintained and rewards and sanctions are applied consistently.
- ensuring that staff are appropriately trained to enforce this policy including the use of reasonable force, and that authorised staff are trained in how to lawfully and safely carry out searches for prohibited items.

All members of staff are responsible for:

- implementing the Behaviour Policy fairly and consistently
- modelling expected behaviour and positive relationships 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
- challenge pupils to meet the school's expectations and maintain boundaries of acceptable conduct
- 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

Standards for good behaviour are outlined in the School Rules/Pupil Code of Conduct and discussed with pupils at the start of every academic year and reinforced throughout the year. Where a pupil joins midway through the year, their class teacher will ensure they understand the school's expectations, culture and curriculum.

The following statements apply to all of Thomas's.

- 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 Supporting Pupils

When responding to misbehaviour, teachers should consider whether changes in behaviour indicate that a pupil is in need of help or protection, or have an unidentified SEN or mental health need. Teachers should report any concerns to the DSL or SENCo.

The School considers its approach to meet the needs of all pupils, including those with SEND to ensure high expectations are maintained for all pupils. The School will:

- take reasonable steps to ensure no pupil experiences substantial disadvantage caused by the school's policies or practices
- where applicable, provide additional support to enable pupils to meet the school's behaviour expectations
- consider behaviour in relation to a pupil's SEND (although not every incident will be connected to their SEND)
- take a graduated approach (assess, plan, deliver, review) to manage behaviour
- anticipate any triggers of misbehaviour and put in place support to prevent these.

Teachers can speak to the Pastoral Lead or SENCo for advice about supporting a pupil with SEND.

The School recognises that following an incident, some pupils may need additional support to understand how their behaviour did not meet expectations, and is proactive about identifying and supporting them. Strategies include helping pupils to understand how their behaviour did not meet expectations, trying to find out where any misbehaviour stems from or carrying out interventions.

4.2 Reasonable Force

Reasonable force should never be part of a general regime. All members of staff have the power to use reasonable force 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. When considering the risks staff should consider the specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

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 \(2013\)](#)

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.

4.3 Searching and Confiscation

The Head or authorised staff (Pastoral Leads, Heads of School and Trip Leaders) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco or cigarette papers,
- fireworks,
- pornographic images or
- articles that a member of staff suspects has been or is likely to be used to commit an offence or cause harm.

In addition, under the school rules the authorised staff may carry out a search if a member of staff suspects a pupil has a vape.

Staff should refer to the [DfE advice: Searching, Screening and Confiscation \(July 2022\)](#) for guidance before carrying out a search.

- The member of staff conducting the search must be the same sex as the pupil being searched, and a second member of staff must be present to witness the search. Where this is not possible, refer to the DfE advice for exceptions to this rule.
- The member of staff must explain the reason for the search taking place and seek co-operation.

- Where a pupil does not co-operate, reasonable force may be used for prohibited items. Force cannot be used to search for items banned under the school rules.
- Strip searches can only be carried out by the Police. The school retains a duty of care for the pupil and should advocate pupil wellbeing at all times. .
- Search of the pupil's outdoor clothing, pupil's bags, lockers 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
- Staff may examine any data or files on an electronic device confiscated as the results of a search, if there is good reason to do so. When an incident might involve an indecent image/video of a child, the device should be confiscated and the member of staff avoid looking at the content and refer to the DSL. Refer to the Online Safety Policy for details on responding to an e-safety incident.
- The DSL or a deputy should be informed of any search where the member of staff has reasonable grounds that the pupil was in possession of a prohibited item (as outlined above). Where the search has revealed a safeguarding risk, the DSL or a deputy must be informed immediately.
- Parents must be informed as soon as practicably possible, that a search has taken place and the outcome

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.

All searches should be recorded in CPOMS. Details to record include the name of the pupil, the date, time and location of the search, who conducted the search and other people present, what was being searched for and the reason, any items found and follow-up action.

4.4 Mobile Phones

Pupils in the older years in each school who can demonstrate a clear need for a mobile phone (such as for security when walking to and from school) may bring one into school.

Pupils are not allowed to keep their phones with them during the school day and must follow the procedures outlined in the Pupil ICT Acceptable Use Policy.

Any pupil found to have a phone with them during the school day will have the phone confiscated and reported to the relevant Head of School.

4.5 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 as part of a school activity, 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.

Refer to the Exclusion Policy for further details.

4.6 *Training*

School staff members receive training as part of their induction and as part of regular training to ensure:

- that staff have thorough knowledge of how and when to put such principles into practice
- that behaviour is managed consistently, in a proportionate and fair way and based on knowledge of a pupil's needs
- 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

4.7 *Rewards*

In order to foster and promote good behaviour, teachers:

- provide positive reinforcement and rewards to pupils that meet the expected standards
- 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.

4.8 *Sanctions*

When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively in line with this policy.

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 and at sports fixtures.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside school (e.g. when travelling to or from school, whilst in

school uniform, when it poses a threat to another pupil or could adversely affect the reputation of the school).

- The response must
 - be consistent, fair and proportionate
 - take into account a pupil's personal circumstances
 - act as a deterrent
 - protect pupils from themselves or others
 - support pupils to understand and meet the behaviour expectations of the school
 - support pupils to re-engage with meaningful education
- Teachers have the power to impose detention outside school hours
- Teachers can confiscate pupils' property where it is reasonable to do so

Where a pupil with SEND has misbehaved, teachers should consider whether the pupil understood the rule or instruction, was unable to act differently as a result of their SEND or has a tendency to act aggressively due to their SEND. If a teacher has any concerns about applying a sanction to a pupil with SEND they should speak to the DSL or SENCo.

Refer to the School Supplements for specific details of sanction applied in response to misbehaviour

4.9 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 stage 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 their child's teacher each 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

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

Pupils will be given the opportunity to discuss incidents, and if they wish for a record to be made of their feelings and opinions. This record must be completed with a nominated member of the SLT.

4.10 Harassment and child-on-child abuse

The school is committed to providing pupils with a learning environment free from harassment and ensuring all pupils are treated, and treat others, with dignity and respect. Harassment is any unwanted physical, verbal or non-verbal conduct that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. A single incident can amount to harassment. Harassment may involve conduct of a sexual nature or it may be motivated by someone's particular characteristics, for instance disability, gender

reassignment, race, nationality, religion or sexual orientation. A person may be harassed even if they were not the intended target.

Any pupil who has been harassed or who has witnessed someone else being harassed or has witnessed unacceptable behaviour from another pupil(s) should report this to his/her form tutor or another trusted member of staff. The school will take all reports very seriously and will investigate and act as appropriate and according to its processes. This includes serious allegations that have taken place away from school or online. Where appropriate, the school will liaise with external agencies such as the police and children's services. Where staff become aware of incidents of harassment or child-on-child abuse this must be reported to the DSL without delay.

5. MONITORING

Behaviour data is monitored by the Head and Pastoral Lead on a termly basis at a school, year group and individual level to identify any trends, and possible factors contributing to the behaviour including system problems or failure to provide additional support. The school will also analyse data by protected characteristic to help inform policy and ensure the school is meeting its obligations under the Equality Act 2010.

Pupils are asked about their experience of behaviour and the school's behaviour culture through pupil surveys and the School Council. Feedback will be used to support the evaluation of the policy.

This Behaviour Policy will be reviewed by the Pastoral Leads and approved by the Education Board.

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' (September 2023)

DfE Sexual violence and sexual harassment between children in schools and colleges (September 2021)

DfE Advice 'Behaviour and discipline in schools' (July 2022)

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

DfE Advice 'The Prevent Duty' guidance (December 2023)

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' (July 2022)

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

APPENDIX

Appendix A: Hackett Continuum: Responding to children who display sexualised behaviour