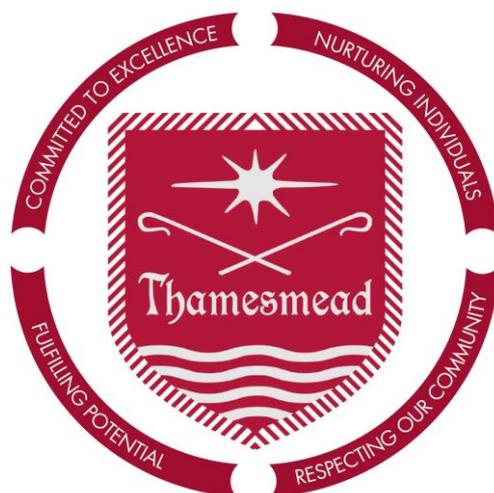


# THAMESMEAD SCHOOL



## Behaviour for Learning Policy

**(Updated for the full reopening of the school September 2020)**

Person Responsible	A. Bate
Governors Committee	Personal Development, Behaviour and Welfare
Review period	<b>Termly</b>
Date of review	August 2020
Date of next review	Autumn 2020

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## September 2020 Update

As the school prepares to welcome all students and staff back to Thamesmead in September, the behaviour, welfare and safeguarding of all members of our community remains a key priority. It is essential that all members of the school community adapt to new rules and routines as well as demonstrate the behaviour necessary to keep themselves and others safe during the ongoing Coronavirus pandemic.

The aim of this update to the Behaviour for Learning Policy is to inform all stakeholders of the key changes necessary to maintain a positive and safe learning environment.

The highlighted sections show the changes that have been made for the reopening of school and how staff and students will need to behave differently. This includes new systems and procedures that have been introduced and how students will be supported to adhere to them.

### The purpose of this update is to:

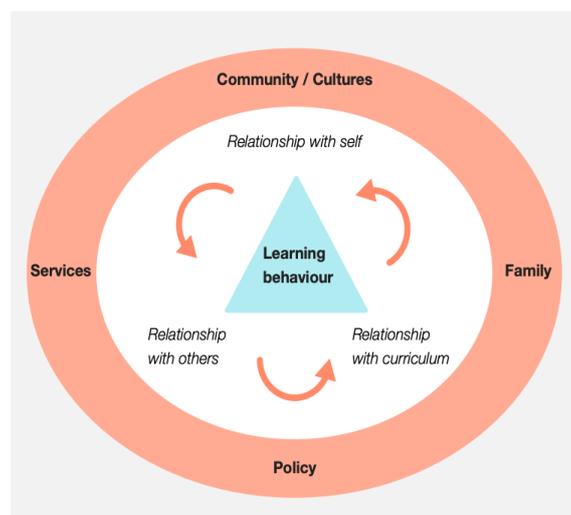
- To ensure that staff and students know and understand the way we must change our behaviour to keep everyone safe from the risk of infection
- To ensure that where behaviour is unsafe, an intervention takes place quickly to change that behaviour
- To help staff to understand that our first priority is teaching safe behaviour and that different approaches are appropriate when differentiating between inadvertent or forgetful unsafe behaviour and deliberate unsafe behaviour

## 1. Aims

Thamesmead School prides itself as a highly inclusive school and is committed to providing the best possible educational opportunities and outcomes for all students. We aim to provide a safe, caring, well-ordered environment which allows the best possible teaching and learning to take place. All members of the school community are expected to uphold the school rules and values. Where instances of unacceptable behaviour occur intervention will be swift, supportive, intelligent and effective. This intervention will protect the interests of the majority whilst aiming to change the behaviour of those causing difficulties.

## Behaviour for Learning

Behaviour for Learning emphasises the crucial link between the way in which children learn, their social knowledge and behaviour. Behaviour for learning is focussed on establishing positive relationships with others, on being self-reflective and self-managing and on engaging with the curriculum. At Thamesmead School we recognise the importance of positive relationships between students and their teachers and how this contributes to a culture of exceptional behaviour and respect.



The behaviour or learning conceptual framework adapted from Powell and Tod 2004

### This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how students are expected to behave
- Define what is considered to be unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying policy online.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying policy.

This policy complies with our funding agreement and articles of association.

## 3. Ready, Respectful, Safe (RRS)

During the reopening of the school an emphasis will be placed on students being ready to learn, being respectful of others and being safe while they are at school. The three rules aim to provide a simple, memorable reference point for staff and students when talking about expectations and behaviour



In addition to the school's existing 'ready to learn' strategy and emphasis placed on 'respect' in the Charter for behaviour additional guidance about 'safe' behaviour in response to the coronavirus pandemic is outlined below.

<b>Ready</b>	As per the teaching and learning 'Ready to Learn' strategy
<b>Respectful</b>	As per the Thamesmead Charter for Behaviour below
<b>Safe</b>	<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Arrive and leave school by the allocated entrance within the specified time</li> <li>• Observe social distancing on the way to and from school</li> <li>• Go directly home at the end of the day</li> <li>• Follow the one-way system around school (unless directed by a member of staff in the event of a fire)</li> <li>• Remain in allocated areas during break and lunch times</li> </ul> <p><b>Hygiene</b></p> <ul style="list-style-type: none"> <li>• Use hand sanitiser and wash hands thoroughly using soap and water on arrival to school and at other points throughout day, especially before eating and as directed by staff.</li> <li>• Avoid touching your mouth, nose and eyes with hands</li> <li>• Apply the principle of '<i>catch it, bin it, kill it</i>' by coughing or sneezing into a tissue before putting it into a red bin. (If you don't have a tissue, cough or sneeze into your elbow/ upper arm. Wash or sanitise your hands immediately afterwards)</li> <li>• Do not share equipment including drinks and food with other people</li> <li>• Clean equipment and work area at regular intervals during the day.</li> </ul> <p><b>Social Distancing</b></p> <ul style="list-style-type: none"> <li>• Maintain a 2m distance from other people as much as possible</li> <li>• Follow the 2m distancing marking around school</li> <li>• Only socialise with other students within the same class or year group or class 'bubble'</li> </ul> <p><b>Inform a member of staff immediately if you are experiencing symptoms of coronavirus. These include high temperature, new, continuous cough or loss or change to your sense of smell or taste.</b></p>

## Safe behaviour

Ensuring safe behaviour is essential to reduce the risk of infection for all members of the school community. However, in keeping with the principle that behaviour needs to be systematically taught, the school has a duty to differentiate between *inadvertent* or *forgetful* unsafe behaviour and *deliberate* unsafe behaviour.

## Inadvertent or forgetful unsafe behaviour

The school recognise that staff and students are learning new rules, adopting new habits and will make mistakes. Should this happen, the school will consider what risk has been posed, and whether any immediate action needs to take place (e.g. washing of hands), before responding to the problem. In addition to this the school must use these opportunities to teach students about the importance of safe behaviour in the context of reducing the risk of infection. For example, by reminding and reinforcing the rules or by discussing the risks of that behaviour).

## Deliberate or repeated unsafe behaviour

Where a student behaves in a deliberately unsafe way (for example, by intentionally coughing or spitting on someone, or by moving into another “bubble”, the school will take this very seriously. Again, the first course of action is to consider whether any immediate action is necessary. The problem will still be approached as an opportunity for further learning but will also prompt urgent discussion with the student’s parents or carers. If necessary, a personal risk reduction plan may be agreed up with the student and parents or carers to ensure safe behaviour.

It is appropriate to note that the school continues to have a range of disciplinary powers including exclusion (as set out in government guidance) and where it is deemed necessary for the safety of students and staff they will be used.

### 3.1 Thamesmead Charter for Behaviour

The Thamesmead School Charter for Behaviour is displayed in all classroom and outlines the expected behaviour of students under the following headings:

- Respect each member of the school community
- Respect everyone’s right to learn
- Respect the learning environment
- Respect the school’s reputation



### Thamesmead School Charter for Behaviour

At Thamesmead School all students should aim to be the best possible version of themselves. As a school we recognise that good behaviour is essential for all students to learn and succeed.

We expect all students to show respect for themselves and other members of the school community:

#### Respect each member of the school community

- Following instructions first time, without argument
- Showing courtesy and consideration for others
- Keeping unkind comments and actions to themselves (in person and online)

#### Respect everyone's right to learn

- Attending school and lessons punctually, ready to learn and with the correct equipment
- Completing all classwork the best of their ability
- Completing all homelearning on time and to the best of their ability
- Not disrupting their own learning or the learning of others

#### Respect the learning environment

- Moving around the school calmly and quietly, keeping left in the corridors
- Maintaining a clean and tidy school, eating in designated areas and not dropping litter
- Following the school rules when using IT equipment and computer network

#### Respect the school's reputation

- Wearing the school uniform at all times with pride
- Going straight home at the end of school, unless attending a detention or participating in an after-school activity
- Maintaining high standards of behaviour on the journey to and from school and on trips

### Key principles

Students	Members of Staff
<ul style="list-style-type: none"> <li>• No one has the right to disrupt the education of others</li> <li>• Students that demonstrate positive behaviour, engage with their learning and go above and beyond should receive praise and recognition</li> <li>• Students that fail to meet the school's expectations and engage with negative behaviour must take responsibility for their actions</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure high expectations of student behaviour and conduct</li> <li>• Behaviour need to be systematically taught, modelled and reinforced</li> <li>• Staff will demonstrate kindness and support the belief that adult behaviour will influence student behaviour</li> <li>• Staff will work to establish a visible positive consistency towards behaviour across the school</li> </ul>

## 4. Definitions

### Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Failure to follow instructions
- Derogatory comments towards others
- Lack of respect to other members of the school or wider community
- Non-completion of classwork or homelearning
- Poor attitude
- Incorrect uniform
- Use of mobile phones and personal electronic devices such as tablets, games consoles and music players during school time or during school activities
- Offensive language

### Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Failure to comply
- Use of electronic devices and/or social media to target students or staff
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol / illegal drugs / legal highs / drugs paraphernalia
  - Stolen items
  - Cigarettes / tobacco / cigarette papers / e-cigarettes / matches and lighters
  - Fireworks
  - Pornographic images
  - Laser pens
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Deliberate or repeated unsafe behaviour (as outlined above)

## 5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

All aspects of bullying will be dealt with appropriately. Both the victim and the perpetrator will receive appropriate levels of support. Details of the school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

## 6. Roles and responsibilities

All members of the school community play an important role in maintaining high standards of behaviour and ensuring a calm and orderly environment.

### 6.1 The Governing Body

The Personal Development, Behaviour and Welfare Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The Personal Development, Behaviour and Welfare Committee will also review this behaviour policy in conjunction with the Headteacher. **Provide strategic support for the updated safety measures outlined in this updated policy.**

## 6.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Personal Development, Behaviour and Welfare Committee, giving due consideration to the school's Charter for Behaviour. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, along with monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently. **Carry out reintegration telephone meetings following fixed term exclusion.**

## 6.3 The Senior Leadership Team

The Senior Leadership Team is responsible for ensuring there are good standards of student behaviour in the day-to-day running of the school and that the charter for behaviour and school's rules, rewards and sanctions are followed consistently. They will monitor classroom practice and data to ensure that concerns are being managed. **Ensure that national and local guidance is being followed to reduce the risk of infection and support all staff to implement and adhere to the updates within this policy.**

## 6.4 Heads of Year

The Head of Year is responsible for monitoring students' behaviour across the year group. They will identify students for whom persistent poor behaviour is an issue in both individual subjects and across a range of subjects. They will ensure that students are placed on report and support them with strategies and targets for improvement. Heads of Year will liaise with parents and acknowledge when improvements have been made or further intervention is required. **Adhere to, and consistently apply the updated rules and routines to reduce the risk of coronavirus. Monitor and support the consistent application of the updated behaviour for learning policy across the year group.**

## 6.5 Curriculum and Subject Leaders

Curriculum and Subject Leaders are responsible for monitoring students' behaviour across their specific area of curriculum. They will monitor classroom practice and data to identify any concerns. They will work with the subject teacher, and student to provide support strategies that will improve behaviour, and subsequently monitor individual behaviour for improvements. They will communicate with parents where behaviour is becoming a significant concern. **Adhere to, and consistently apply the updated rules and routines to reduce the risk of coronavirus. Monitor and support the consistent application of the updated behaviour for learning policy across the department.**

## 6.6 House Leaders

House Leaders are responsible for ensuring that the positive achievements of individual students are recognised, rewarded and celebrated consistently. They will provide opportunities for each year group in their house to take on responsibility and leadership within the school community.

## 6.7 Classroom Teachers

Members of staff are responsible for:

- Implementing the behaviour policy consistently
- Planning and delivering high quality lessons that engage students and meet the needs of individuals
- Setting high expectations and modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on SIMS and notify parents when they are concerned about a student's behaviour
- Following up any behaviour incident with a restorative conversation before the next lesson
- Adhere to, and consistently apply the updated rules and routines to reduce the risk of infection.
- Refer inadvertent or forgetful unsafe behaviour during lessons to Subject or Curriculum Leaders and to Heads of Year if the behaviour occurs out of lessons
- Refer deliberate or repeated unsafe behaviour to Subject or Curriculum Leaders and 'on call'

The Senior and Middle Leadership team will support staff in responding to behaviour incidents.

## 6.8 Form Tutor

The form tutor is responsible for supporting their tutees to achieve necessary improvements where and when they are required. They will provide students with a consistent framework for positive behaviour by ensuring that tutor time is structured and consistent with Thamesmead behaviour expectations, routines and values. They will be the first point of contact for/ with parents when behaviour issues begin to appear a general concern. When a student persistently misbehaves in a number of subject areas they will communicate this to the Head of Year. Adhere to, and consistently apply the updated rules and routines to reduce the risk of coronavirus.

## 6.9 SEND Coordinator

The school **SEND Coordinator** is responsible for advising members of the Senior Leadership Team regarding reasonable adjustments of the school behaviour policy that may be required for SEND students.

Students will have their individual support plan / pastoral support plan / wellbeing plan reviewed in light of the new circumstances. If there are concerns that appropriate support is not possible during this period, despite our best endeavours, a meeting will be held with parents (and relevant external professionals) to discuss next steps and what additional adaptations may be possible to ensure the student can manage his/her behaviour safely.

## 6.10 Students

Students are expected to take responsibility for their own conduct, behaviour and safety and will be made fully aware of the new coronavirus measures outlined in the policy. Students are also expected to adhere to the existing behaviour policy and guidance. Students are to remain alert and report any perceived risks or unsafe behaviour.

## 6.11 Parents

Parents are expected to:

- Support their child in adhering to the Behaviour for Learning Policy and Charter for Behaviour.
- 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 creation of personal risk reduction plan in the event of concerns regarding deliberate or repeated unsafe behaviour

## 7. Parental Support

Parents have a clear role in supporting the school to make sure that their child is well behaved at school. As a school we expect all parents/carers to encourage their children to show respect and support the school's authority.

In extreme cases parents will be asked to sign a parenting contract or the school may apply for a court-imposed parenting order. Parents are encouraged to monitor and track their child's attendance, achievement and behaviour points on the Parent Portal.

Thamesmead School places a strong emphasis on good manners, positive communication and mutual respect. The vast majority of parents, carers and visitors to the school are keen to

work with us and are supportive and want to work in partnership. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and/or physical abuse towards members of the school community. We expect parents and other visitors to behave in a reasonable way towards members of staff and adhere to our guidance for behaviour on school premises as well as on social media.

Parents and carers are expected to take responsibility for the conduct and behaviour of their child, both inside and outside of the school in relation to the updated rules, routines outlined in this policy. Parents are asked to work in partnership with the school to provide a consistent message regarding the importance of taking the necessary actions to reduce the risk coronavirus.

### **7.1 Parenting Contracts and Parenting Orders**

We will consider using parenting contracts and parenting orders where a student has seriously misbehaved even when the student has not been excluded from the school. A parenting order can require parent(s) to follow the courts directions, for example to attend parenting courses to assist them in dealing with their children.

## **8. Rewards and sanctions**

Achievements, rewards and behaviour incidents will be recorded in the SIMS Behaviour Module. Parents and Carers are able to view these online via the Parent Portal. Thamesmead School has clear and well understood systems to reward and sanction students. The accepted principle is that, wherever possible, teachers praise and reward more than they reprimand. The research evidence recommends a 5:1 ratio of positive-to-negative interactions. The 5:1 ratio theory is that for every criticism or complaint the teacher issues, they should aim to give five specific compliments, approval statements and positive comments or non-verbal gestures.

The rewards system is used to recognise and reinforce positive behaviour. This has been developed to enable students to be awarded achievement points for various things from positive contributions in lessons to participating in Thamesmead Plus activities. These points are recorded and lead to individual bronze, silver and gold awards along with competing for the overall annual House Award.

### **8.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Non-verbal prompts

- Verbal praise
- Written comments on students' work
- Achievement points
- Subject/tutor group recognition e.g. 'Star of the Lesson', 'Chef of the Week', 'Linguist of the Month'
- Telephone calls/ e mails/ letters/text messages to parents
- Public praise in tutor groups/assemblies
- Subject certificates
- Attendance Certificates
- Celebration Assemblies
- Positions of Responsibility
- Display of work or achievement on a best work board or via Thamesmead Talk
- Headteacher Awards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- The warning system
- A verbal reprimand
- Sending the student out of the class for a short time to reflect on their behaviour
- Expecting work to be completed outside of lesson time
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Parent telephone calls or emails
- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal and external exclusions from the school

Where appropriate, either because of the seriousness or the level of repetition of misbehaviour, parents or carers will be informed and invited to discuss matters with the respective member of staff dealing with the situation. Responses to inappropriate behaviour will be measured and students will be treated firmly and fairly to ensure that the learning environment is safe and secure for all students and staff.

### **8.3 Detentions**

The Education and Inspections Act, 2006, confirms the right of schools to impose the sanction of detentions, if necessary without parental consent. The Education Act, 2011 removed the requirement on schools to give 24 hours' notice to parents for detentions outside of normal school hours which last longer than 10 minutes. However, Thamesmead School will provide

24 hours' notice to parents regarding detentions. This is to allow a parent the opportunity to organise alternative travel arrangements for their child if necessary. The times that a detention out of school hours may be set are after school and INSET days. Thamesmead does not currently set detentions at weekends although the 2006 Act does give all schools the power to do this.

Parents are notified of detentions out of normal school hours which last longer than 60 minutes straight after school, by letter, or by email or text message. The type of behaviour that is likely to result in an out of school hours' detention includes:

- lateness to school/lessons
- poor behaviour in school
- defiance
- failure to follow instructions
- lack of homelearning or homelearning of a poor standard
- poor effort with work
- persistent lack of equipment or care of equipment
- repeated poor standard of uniform

To ensure consistency, detentions are organised on a whole school basis, rather than by individual staff. Detentions last for 30 or 60 minutes.

To maintain year group 'bubbles' detentions will take place for each year group after school each day.

Day	Year Group	Time
Monday	11	3.30-4.30pm
Tuesday	10	3.30-4.30pm
Wednesday	9	2.45-3.45pm
Thursday	8	2.45-3.45pm
Friday	7	2.45-3.45pm

### Lunchtime detentions

Occasionally a student's poor behaviour at break or lunch requires them to sit a detention at this time. If this occurs during the lunch break they are always given the opportunity to either purchase food from the school canteen or to eat food they have brought into school.

Due to the reduced opportunities for after school detentions and increased time given for lunch staff will be have the opportunity to make greater use of lunchtime detentions. These will provide an alternative to afterschool detentions, providing a more immediate response to unsatisfactory behaviour or work with students and allow for restorative conversations to take place between staff and students where necessary. It is important to note the times allocated for each year

group to ensure students are able to access the canteen (Years 7, 8 and 9) or the Pod (Years 10 and 11) to buy food with the rest of their Year Group.

#### **8.4 Out of school behaviour**

All students are expected to follow the school's rules during the school day (including the duration of school trips and visits) and when travelling to and from school. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate students' conduct when they are not on the school premises and are not under the lawful control or charge of a member of school staff.

Sanctions, including fixed and permanent exclusions, may be applied by the school where a student has misbehaved off-site. This includes students being educated off-site at an alternative provision or during a managed move as well as when represented representing the school, such as on a school trip or on the bus on the way to or from school.

Students are expected to follow social distancing rules and maintain year group 'bubbles' on the way to and from school.

#### **8.5 Malicious allegations**

Students who have concerns about the behaviour of any member of staff should always report it to a member of the Senior Leadership Team or their Head of Year. All concerns of this nature will be investigated thoroughly. Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

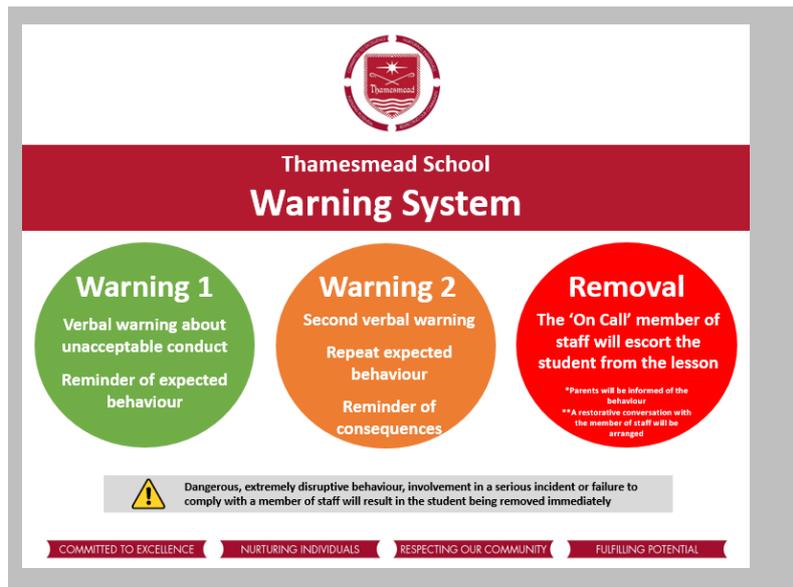
Please refer to our Safeguarding Policy and procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider how to support the member of staff accused of misconduct.

### **9. Promoting positive behaviour**

#### **9.1 The Warning System**

Staff will intervene and challenge students who disrupt learning and do not follow the school rules. Staff will use a Two Warning System to support students to behave in line with the school's expectations. Where students are unable to do this a senior member of staff will be called on to intervene. Students who fail to comply at this level will face the possibility of being internally excluded or receiving a fixed term exclusion.



- **Warning 1** – The member of staff will verbally warn the student about their conduct, remind them of the expected behaviour and encourage them to follow the school rules.
- **Warning 2** – The member of staff will provide a second verbal warning and remind the student of the consequences of their actions. Where appropriate the member of staff will ask the student to move to another seat in the classroom. Students will be reminded that a third warning will result in them being removed from the lesson. All warning 2s will be logged on SIMS and visible on the Parent Portal.
- **Removal to another classroom** – The student will be asked to leave the classroom and be escorted by the senior member of staff 'on call' to another lesson (within the same Year Group) with work to complete. A student who is removed from a lesson for a third warning will receive a one-hour detention.

Or

- **Immediate removal 'on-call'** - If a student is extremely disruptive, involved in a serious incident or if they fail to comply with a member of staff, they will be removed from the lesson immediately. Deliberate or repeated unsafe behaviour will result in a student being immediately removed and placed 'on call'.

## 9.2 Internal Exclusions Unit (IEU)

Students who seriously and/or persistently contravene the school's behaviour expectations will be placed in the Internal Exclusion Unit (IEU). In IEU students work separately from the rest of the school, including at break and lunch time. While in the IEU students are supervised by members of staff to ensure they receive the necessary support and complete the work they would have done in their normal lessons.

Wherever possible the parents of students in IEU are asked to bring them to Reception at the start of the day and then collect them at the end.

Students can be placed in the IEU for between 1 and 5 days depending on the nature of the incident or previous behaviour. For repeated violations of the policy students will be placed in IEU for additional days or receive a fixed-term exclusion (FTE) from the school. In the event of behaviour being repeated more than 5 times students are at risk of being permanently excluded (PEX) from the school.

Stage	Repeated behaviour	Days in IEU or FTE
1	First offence	1 day
2	Second offence	2 days
3	Third offence	3 days or FTE
4	Fourth offence	4 days or FTE
5	Fifth offence	5 days or FTE / PEX

\* In addition to these sanctions students will receive a range of support to help them to manage their behaviour. Examples of this might include report cards, mentoring and Pastoral Support Plans (PSP).

One off serious incidents can be fast tracked to fixed or permanent exclusion at the discretion of the Headteacher.

To maintain 'bubbles' only students from the same year group can be placed in IEU at the same time.

Day	Year Group	Time
Monday	9	8.20am-2.45pm
Tuesday	8	8.20am-2.45pm
Wednesday	7	8.20am-2.45pm
Thursday	11	8.50am-3.15pm
Friday	10	8.50am-3.15pm

### 9.3 Restorative Meetings

When there has been an occurrence of poor behaviour that has resulted in the student being removed from the lesson it is the responsibility of the member of staff to ensure that a restorative conversation takes place before the student is due to return to that class. In this conversation the member of staff will focus on supporting the student to understand the behaviour that was of concern, the impact it had upon others and learning, and how they should behave in the future.

Curriculum Leaders; Subject Leaders; Head of Year; Senior Leaders; and restorative mentoring specialists are available to support students and staff in these conversations.

During the reopening of the school there are fewer opportunities for restorative conversations to take place in after school detentions. However, the extended lunch period

will provide an additional opportunity for staff to hold restorative meetings with students. It is important to note the times allocated for each year group to ensure students are able to access the canteen (Years 7, 8 and 9) or the Pod (Years 10 and 11) to buy food with the rest of their Year Group.

## 9.4 Behaviour Reports

When the behaviour of a student is identified as a cause for concern they will be placed on a behaviour report and given clear, specific targets for improvement. Students will be placed on different reports when they reach certain behaviour point thresholds or when there is a serious cause of concern related to a one off incident.

**Stage 1: Form Tutor Report (FT)** - A student will be placed on Form Tutor report after 5 behaviour incidents in a term or for a one off incident. Students will have their report card checked each day by their form tutor either before school, breaktime, lunch time or after school depending on the form tutor's availability. Students will be placed on Form Tutor report for a minimum of one week (5 school days) and no more than two weeks (10 school days). If a student fails the report after two weeks they will be moved up to Head of Year Report.

**Stage 2: Head of Year Report (HoY)** - A student will be placed on Head of Year report after 15 behaviour incidents in a term / or for failing FT report / or after being placed in IEU / or a one off incident. Students will be placed on Head of Year report for a minimum of one week (5 school days) and no more than two weeks (10 school days). If a student fails the report after two weeks they will be moved up to Senior Leadership Team report.

**Stage 3: Senior Leadership Team Report (SLT)** - A student will be placed on Senior Leadership Team report after 25 behaviour incidents in a term / or for failing HoY report / or after receiving a fixed term exclusion / or a one off serious incident. Students will be placed on SLT report for a minimum of one week (5 school days) and no more than two weeks (10 school days). If a student fails the report after two weeks they will be moved up to Deputy Headteacher report.

**Stage 4: Deputy Headteacher Report (DHT)** - A student will be placed on Deputy Headteacher report after 35 behaviour incidents in a term / or for failing SLT report / or after receiving a second fixed term exclusion / or a one off serious incident.

**Stage 5: Headteacher Report (HT)** - A student will be placed on Headteacher report after 45 behaviour incidents in a term / or for failing DHT report / or after receiving a third fixed term exclusion / or a one off serious incident.

Behaviour Reports	
<b>Form Tutor Report</b>	<ul style="list-style-type: none"> <li>5 behaviour incidents in a term or for a one-off incident.</li> </ul>
<b>Head of Year Report</b>	<ul style="list-style-type: none"> <li>15 behaviour incidents in a term</li> <li>Failing Form Tutor report</li> <li>Being placed in IEU / or a one-off incident.</li> </ul>
<b>Senior Leadership Team Report</b>	<ul style="list-style-type: none"> <li>25 behaviour incidents in a term</li> <li>Failing Head of Year report</li> <li>After returning to school from a fixed-term exclusion / or a one-off serious incident.</li> </ul>
<b>Deputy Headteacher Report</b>	<ul style="list-style-type: none"> <li>35 behaviour incidents in a term</li> <li>Failing Senior Leadership report</li> <li>After receiving a second fixed-term exclusion / or a one-off serious incident putting them at risk of permanent exclusion.</li> </ul>
<b>Headteacher Report</b>	<ul style="list-style-type: none"> <li>45 behaviour incidents in a term</li> <li>Failing Deputy Head Teacher report</li> <li>After receiving a third fixed-term exclusion / or a one-off serious incident.</li> </ul>

## **Failing a report**

A student will fail a report if they;

- have more than two negative comments in one day
- receive more than two Warning 2s in a week
- fail to attend a detention
- removed from a lesson or placed 'on-call'
- are involved in a serious incident

## **9.5 The House System**

The house system plays an important role in encouraging positive behaviour. Each child's tutor monitors their overall progress and actively encourages them to achieve good standards of attendance, punctuality, organisation and behaviour. Rewards will be issued for positive behaviour and will also contribute to our house competition. Leading House members are rewarded for their achievements termly and with an annual rewards day for the leading house at the end of the year. All achievements are celebrated publicly through weekly notices, the assembly system, our parent newsletter, and in assemblies, including annual celebration assemblies

Each House offers a range of positions of responsibility. There are designated opportunities for each year group to take on such leadership. This enables all students to become positive role models for their peers. Successful fulfilment of these roles is rewarded and recognised across the school.

## **9.6 The wider curriculum**

The school uses a wide range of opportunities across the curriculum to support students to understand the importance of positive behaviour in and out of school. These include Citizenship lessons, registration activities, assemblies, the use of outside agencies as well as through individual subjects. These activities have been modified at the start of term in response to students returning to school and support the teaching of new rules and routines introduced as part of the full reopening of the school.

## **9.7 Student support**

Thamesmead School recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of the individual.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **9.8 Pastoral Support Plan (PSP)**

Where there are serious concerns about the behaviour of a student a Pastoral Support Plan (PSP) will be set up. This is usually triggered by a number of fixed term or internal exclusions. The purpose of a PSP is to work with the student and their parent(s)/carer(s) to agree to a plan to support the improvement of their behaviour. Possible intervention strategies and improvement targets are discussed and agreed. External agencies are likely to be involved in the development of a PSP. We will provide up to three PSPs in an academic year to support students to make improvements in their behaviour. If this support cycle is not successful in supporting a student to make improvements to their behaviour then we will then consider alternative strategies including fixed and permanent exclusion.

Pastoral Support Plans in place before the 24<sup>th</sup> March 2020 will resume at the start of term.

## **10. Behaviour Management**

### **10.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom, including Behaviour for Learning strategies.

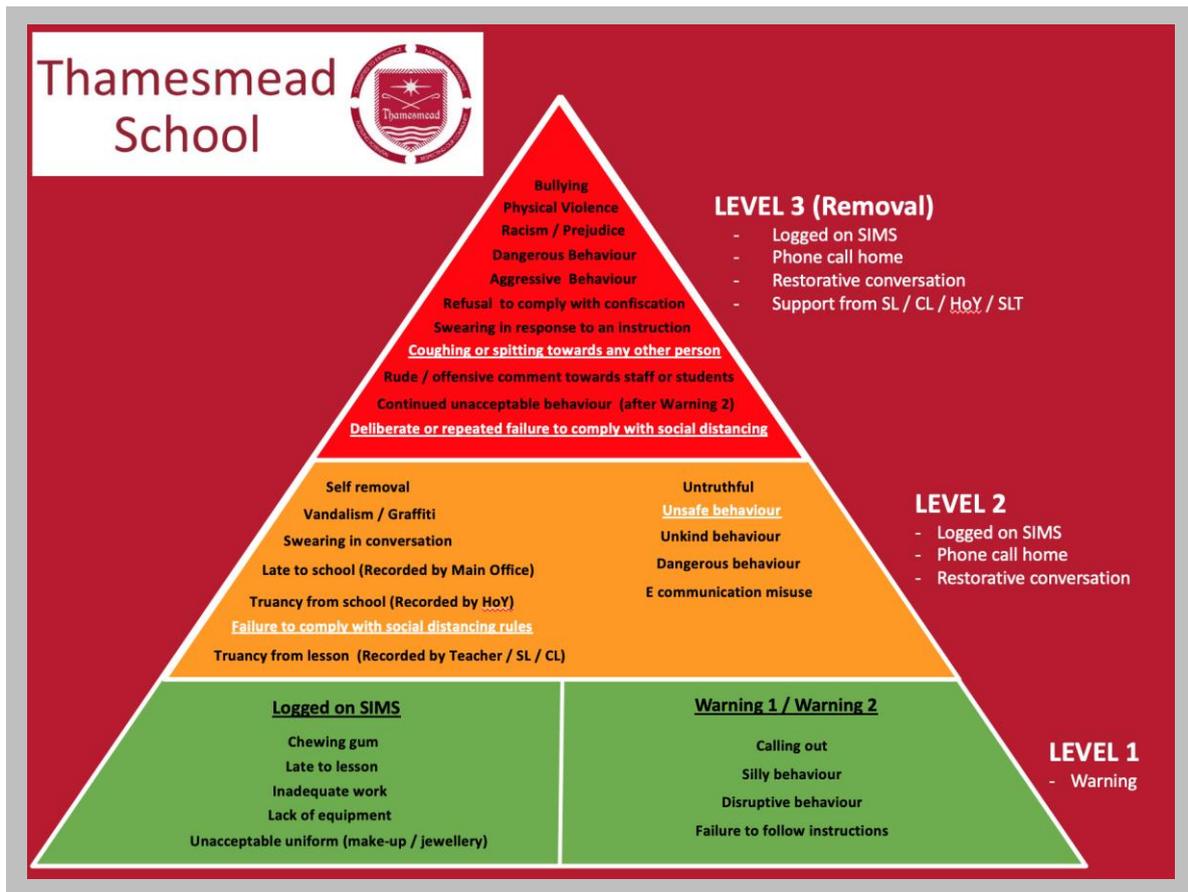
They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Charter for Behaviour **and Ready, Respectful Safe**
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Using 'above and beyond' to recognise excellent performance in lessons

## 10.2 Behaviour Intervention Pyramid

To support a consistent response to behaviour incidents a behaviour pyramid is used by staff



This has been updated to include the following:

### Level 3

- Coughing or spitting towards another person
- Deliberate or repeated failure to comply with 'bubbles' and safety measures

### Level 2

- Failure to comply with 'bubbles' and safety measures
- Unsafe behaviour

### 10.3 investigating behaviour incidents

Incidents will be investigated thoroughly with the standard of proof applied when moving to a decision. Staff will take statements, use available CCTV footage and speak to parties involved. The investigating member of staff's decision will be based on the balance of probabilities, that it is more probable than not that the student did what he or she is alleged to have done.

### 10.4 Fast Track incidents

Very serious incidents, e.g. serious physical assault, verbal abuse of a member of staff or student, are reported directly to a member of the Leadership Team who then decides on the most appropriate action.

### 10.5 Exclusion from School

**Fixed term exclusion:** The decision to issue a fixed term exclusion will be taken in the following circumstances:

- In response to a serious breach of the school's rules.
- If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.
- If a student deliberately or repeatedly fails to follow safety measures putting themselves or others at risk.

Exclusion is an extreme sanction and is only administered by the Headteacher or, in the absence of the Headteacher, the Deputy Headteacher who is acting in that role. Exclusion, whether fixed term or permanent will be used for reasons which constitute examples of unacceptable conduct and are transgressions of the school rules. The Headteacher may exclude a student for one or more fixed periods not exceeding a total of 45 days in any one school year.

Stage	Repeated behaviour	Days FTE
1	First offence	1 day FTE
2	Second offence	2 days FTE
3	Third offence	3 days FTE
4	Fourth offence	4 days FTE or PEX
5	Fifth offence	5 days FTE or PEX

**Permanent exclusion:** Thamesmead School seeks to avoid permanent exclusions. These take place only for very serious incidents. There are two main types of situation in which permanent exclusion will be considered.

- As a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)
- In exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include serious actual or threatened violence against another student or a member of staff, sexual abuse or assault or possession and/ or use of an illegal drug on the school premises

### **10.6 Alternative provision**

Students who demonstrate on-going behavioural issues may be directed to study off site to improve his/her behaviour. This approach will be used as an alternative to permanent exclusion and part of a stepped approach to support a student with specific difficulties. Students placed onto an alternative provision programme will have a key worker appointed to them and their progress will be reviewed half termly and monitored weekly. When students are directed on to an alternative provision programme parents/carers will be consulted on the type of provision that will be put in place. All alternative programmes will be bespoke and relative to the needs of the student. Programmes could include a combination of approved educational providers commissioned by the school. **During the full reopening of school the use of alternative learning provisions will be reviewed on an individual case basis.**

### **10.7 Physical Intervention**

Staff at Thamesmead School have the legal power to use reasonable physical interventions in order to prevent students from hurting themselves or others. There may also be situations in which a student seriously disrupts good order in the school or causes damage to property.

The term 'reasonable force' covers the broad range of actions used by most school staff at some point in their career that involves a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

### **Principles relating to the use of physical intervention:**

- Always be used as a last resort
- Staff will have good grounds for believing that immediate action is necessary
- Steps should be taken in advance to avoid the need for physical restraint. For example, through dialogue, diversion and distraction; allowing space; talking, listening and humouring; cajoling and reasoning; and the student will be warned verbally that physical restraint will be used unless he/she complies
- Every effort will be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Restraint will be an act of care and control, never be used as a form of punishment
- Be recorded and reported to parents
- The incident will be recorded and reported to the Headteacher at the earliest opportunity
- The parents/carer will also be informed at the earliest opportunity that physical restraint has had to be used on their son/daughter

### **Additional principles relating to the use of physical intervention:**

Thamesmead School will be guided by the following principles in these circumstances, in line with the advice from the Surrey Accredited Training Centre:

- Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene
- Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as students.

## 10.8 Searching and confiscation

Members of the Senior Leadership Team (and staff authorised by them) have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Any prohibited items (listed in section 4) found in a student's possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate. Searching students is conducted in line with the DfE's guidance on searching, screening and confiscation.

**During the full reopening of the school searches will continue to operate as required.**

### Conducting a search

In order to maintain safety in the school, members of staff will search a student for any item if the student agrees. This will take place when a member of staff has reasonable suspicion that the student may be carrying a banned item. Students will be expected to co-operate with reasonable requests to search. Students will be asked to empty their pockets/bags and other areas where items could be concealed. No physical searches will be undertaken by any member of school staff. **During searches staff will ensure social distancing is maintained avoid coming into contact with student's belongings as much as possible. When this is not possible staff will wear disposable gloves and other personal protective equipment as required. Any confiscated items will be placed in a resalable plastic bag.**

Where possible the person undertaking the search will be the same sex as the student being searched; and there will be a witness (also a staff member), if at all possible, they will be the same sex as the pupil being searched.

There is a limited exception to this rule. With co-operation of the student involved, staff will carry out a search of a student of the opposite sex and/or without a witness present, but only where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not done immediately and where it is not reasonably practicable to summon another member of staff.

Where a student refuses to co-operate, staff will consider contacting parents and/or the Police to carry out the search.

## **Mobile Phones and electronic devices**

Mobile phones and other mobile or electronic devices such as tablets and MP3 players are not permitted for use in the school day. During the hours of 8.20am and 3.15pm they are expected to be kept by students in their bags with the power turned off. They are not permitted for use in detention or after school clubs. If a phone is seen between these hours then it will be confiscated, parents will be notified and the device will be held by the school for three nights. In the event of the device being confiscated on a Friday it will be returned at the end of the day but the student will be expected to hand it in to the reception on Monday to be kept for three nights.

Teachers may give students permission to use their phone in a lesson if it is beneficial to their learning. Once this purpose has been completed the phone must then be switched off and placed away.

**During the full reopening of the school the confiscation of mobile phones will continue. Any confiscated mobile phone will be placed in a resealable plastic bag.**

## **10.8 Police Involvement**

Thamesmead School reserves the right to involve the police in cases where students' actions would be considered illegal, irrespective of the incident taking place in or outside of school.

## **11. Stages of intervention and support**

Thamesmead School has a staged disciplinary structure. We will place a student on a report if behaviour points and other evidence indicates that behaviour is becoming a cause for concern or following a serious incident.

When reviewing an incident or pattern of behaviour, consideration will be taken of the current stage a student is at, any previous history and repeat behaviours, and any mitigating circumstances.

Progression through stages 1-5 will indicate the increasing seriousness of the school's concerns about a student's behaviour. Students who reach stage 4 or 5 will be considered at risk of permanent exclusion and a risk to the ethos and expectations of the school. If behaviour continues to be of concern after reaching stage 5 the student will be permanently excluded.

## Reports

Stage	Report card	Number of incidents
1	Form Tutor (FT)	5 incidents
2	Head of Year (HoY)	15 incidents
3	Senior Leadership Team (SLT)	25 incidents
4	Deputy Headteacher (DHT)	35 incidents
5	Headteacher (HT)	45 incidents

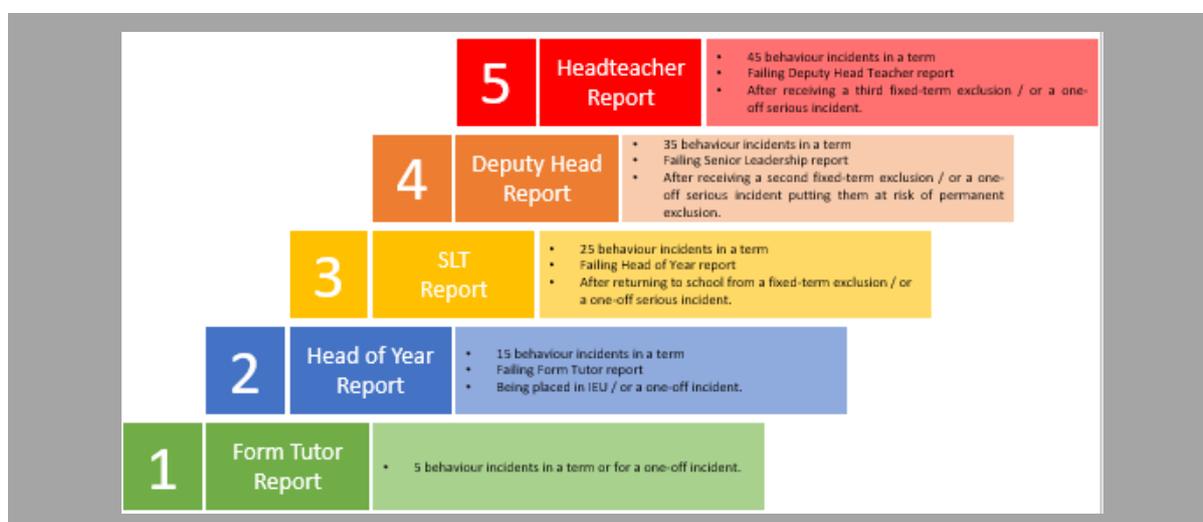
## Internal Exclusions Unit (IEU)

Stage	Repeated behaviour	Days in IEU
1	First offence	1 day
2	Second offence	2 days
3	Third offence	3 days or FTE
4	Fourth offence	4 days or FTE
5	Fifth offence	5 days or FTE / PEX

## Fixed Term Exclusions (FTE)

Stage	Repeated behaviour	Days FTE
1	First offence	1 day FTE
2	Second offence	2 days FTE
3	Third offence	3 days FTE
4	Fourth offence	4 days FTE or PEX
5	Fifth offence	5 days FTE or PEX

\* These stages of intervention and support can take place separately or in combination.



## 12. Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or at various points throughout the year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## 13. Training

As part of the updated Behaviour for Learning Policy new rules and routines have been introduced to reduce the risk of spreading the Coronavirus and keep students and staff safe. These changes will be supported by changes for staff and students.

### 13.1 Staff Training

Staff are provided with training on behaviour for learning, including proper use of physical intervention, as part of their induction process. Behaviour management will also form part of continuing professional development. All staff training will be documented and recorded.

Additional training and support will be provided to all staff as a result of the changes made to this policy. This training will be made available to all members of staff before the full reopening of the school.

### 13.2 Student Training

As a school we recognise that learning and following rules, especially new practices and procedures, requires them to be systematically taught, revised frequently and followed consistently.

All students will be supported in the following ways:

- Throughout the school there will be signs/posters/visual prompts to remind students and staff of the new safety measures in place that should be followed
- All adults will explain new routines sensitively and help students to feel safe and reassured by the rules in place
- The new routines and expectations will be explained and repeated by teachers every day and throughout the day. This will reassure all students and particularly those experiencing anxiety
- All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
- Whilst new rules and behaviour expectations are being established, we will focus on routines, safety and well-being

- The tutor structure and safeguarding team will be available in school and remotely, allowing students to share concern ('tellsomeone@thamesmead' can also be used to report a concern)
- School staff will pay particular regard to families and students who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance. This information will be made available in the 'handle with care' update
- All our usual systems for affirming and reward students' good behaviours will continue, with a continued focus on the Thamesmead Values and emphasis on 'Staying Alert' to potential risks
- For students who are not managing for any reason to follow our school expectations we will follow the school warning system. However, extreme behaviour coughing or spitting at or towards any other person or other actions that could potentially put other people at risk will result in the student being removed immediately
- If, despite all appropriate support and guidance, a student repeatedly breaks our current safety rules, the Headteacher may, as a last resort, consider alternative arrangements or exclude a student either for a fixed period or permanently.

#### **14. Monitoring arrangements**

This behaviour policy will be reviewed annually by the Headteacher and the Personal Development, Behaviour and Welfare Committee. At each review, the policy will be approved by the Headteacher. In addition to this this policy will also be reviewed annually by Year Teams and in consultation with the School Council.

A regular audit and report of behaviour including exclusions will be presented to the Personal Development, Behaviour and Welfare Committee and the Full Governing Body.

The staff working groups for behaviour, the return to school and change group will also be consulted regarding the changes that have been made to this policy and being implemented to keep students and staff

#### **15. Links with other policies**

This behaviour policy is linked to the following policies:

- Equality
- Uniform
- Exclusions
- Anti-bullying (including Cyberbullying)
- Physical Contact
- Attendance

- Educational Visits
- Management of Allegations (against staff).
- Online Safety / Mobile phone procedure
- Trips
- Drugs