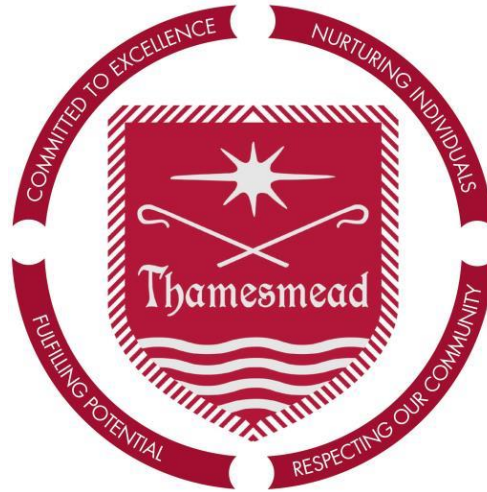


THAMESMEAD SCHOOL

Behaviour for Learning Policy



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|----------------------------|--|
| Person Responsible | P. Watson |
| Governors Committee | Personal Development, Behaviour and Welfare |
| Review period | Annually |
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Contents

| | |
|--|-----------|
| 1. Aims | 4 |
| <ul style="list-style-type: none"> • Behaviour for Learning | |
| 2. Legislation and statutory requirements | 4 |
| 3. Behaviour at Thamesmead School | 5 |
| <ul style="list-style-type: none"> • Brilliant Basics • The Thamesmead School Charter for Behaviour • Key principles (students and staff) | |
| 4. Definitions | 6 |
| <ul style="list-style-type: none"> • Misbehaviour • Serious misbehaviour | |
| 5. Bullying | 6 |
| <ul style="list-style-type: none"> • Types of bullying | |
| 6. Roles and responsibilities | 7 |
| <ul style="list-style-type: none"> • The Governing Body • The Headteacher • The Senior Leadership Team • Heads of Year • Pastoral Managers • Curriculum and Subject Leaders • House Leaders • Classroom Teachers • Form Tutors • SEND Coordinator • Students • Parents | |
| 7. Parental support | 9 |
| <ul style="list-style-type: none"> • Parenting Contracts and Parenting Orders | |
| 8. Rewards and sanctions | 10 |
| <ul style="list-style-type: none"> • List of rewards and sanctions | |
| 9. Promoting positive behaviour | 11 |
| <ul style="list-style-type: none"> • Helping students manage their behaviour in class • Restorative Meetings • Behaviour Reports and Escalation • The House System • Student support • Pastoral Support Plans (PSP) | |
| 10. Behaviour management | 14 |
| <ul style="list-style-type: none"> • Classroom management • Behaviour and consequences • Investigating behaviour incidents • Fast Track incidents • Detentions and lunchtime referral • Internal Exclusions Unit (IEU) • Exclusion from School • Alternative Provision • Use of Physical Intervention • Searching and confiscation • Mobile phones and electronic devices | |

| | |
|---|-----------|
| <ul style="list-style-type: none"> • Conducting a search • A zero-tolerance approach to discriminatory behaviour, sexual harassment and sexual violence • Out of school behaviour • Allegations and malicious allegations • Police Involvement | |
| 11. Stages of intervention and support | 25 |
| 12. Supporting students with SEND need including social and emotional behaviour needs <ul style="list-style-type: none"> • Implications for classroom practice • Recommendations to improve behaviour • Reasonable adjustments | 25 |
| 13. Reasonable adjustments | 26 |
| 14. Student Transition | 27 |
| 15. Training | 27 |
| 16. Monitoring arrangements | 27 |
| 17. Links with other policies | 27 |
| Appendix 1: Written statement of behaviour principles | 28 |
| Appendix 2: Warning System | 29 |
| Appendix 3: Escalation of consequences on points | 30 |

1. Aims

Thamesmead School prides itself as a highly inclusive school, 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 values and rules. 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.

This policy aims to:

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

Behaviour for Learning

Behaviour for Learning emphasises the crucial link between the way in which children learn and their social knowledge and behaviour. Behaviour for learning is focussed on establishing positive relationships with others; on being self-reflective; 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 positive behaviour and a culture of mutual respect.

2. Legislation and statutory requirements

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

- [Behaviour in schools 2024](#)
- [Searching, screening and confiscation at school \(July 2022\)](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [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 2011](#), 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.
- DfE guidance explaining that schools must publish their behaviour 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. Behaviour at Thamesmead School

3.1 Brilliant Basics

There is an expectation at Thamesmead school that students are 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. These are that students be READY, RESPECTFUL and SAFE. These three rules are the foundations for our expectations and should underpin all expectations and behaviours for every member of our community.

To help students meet these expectations there are five 'brilliant basics' that are practical steps that they can employ to ensure that everyone is ready, respectful and safe. These should also be modelled and taught by the staff and supported by parents to ensure every lesson is uninterrupted, progress is made and positive relationships are formed throughout the community.

The Brilliant Basics are:

- **Students demonstrate effort in their learning.**
- **Students are respectful and polite.**
- **Students are punctual to school and lessons.**
- **Students are full equipped.**
- **Students are smart in their correct uniform.**

3.2 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

Key principles (students)

- No one has the right to disrupt the education of others
- Students that demonstrate positive behaviour, engage with their learning and go above and beyond should receive praise and recognition
- Students that fail to meet the school's expectations and engage with negative behaviour must take responsibility for their actions

Key Principles (staff)

- Ensure high expectations of student behaviour and conduct
- Behaviour needs to be systematically taught, modelled and reinforced
- Staff will demonstrate kindness and support the belief that adult behaviour will influence student behaviour
- Staff will work to establish a visible positive consistency towards behaviour across the school

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.
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Prejudice or discriminatory behaviour
- 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
 - Vapes and liquids/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)

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 Physical | Emotional Physical |
| Being unfriendly, excluding, tormenting | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic / Biphobic • Transphobic • Disability-based | <p>Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)</p> <p>These events are still considered prejudicial discrimination even when the comments or actions are claimed to be made in 'jest' or 'banter', or the victim is not representative of one of these protective characteristics.</p> |
| 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.

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 statement 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.

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.

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.

6.5 Pastoral Managers

Pastoral Managers will support the Head of Year to monitor and respond to behaviour incidents. The Pastoral Manager works closely with the Head of Year for their Year Group, collating attendance and behaviour data for analysis and proactive intervention. They are available during the day to support the implementation of the behaviour policy and its routines. This will involve supporting students in attending lessons, responding to parents and investigating incidents of misbehaviour.

6.6 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.

6.7 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.

6.8 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

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

6.9 Form Tutors

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.

6.10 SEND Coordinator

The school SEND Coordinator is responsible for advising members of the Senior regarding reasonable adjustments of the school behaviour policy that may be required for SEND students. The SEND coordinator will also advise staff regarding effective strategies to support students with additional needs. This will also include making reasonable adjustments to consequences such as detentions and internal exclusions. The SEND Coordinator will also manage and lead their department to support students and staff in the implementation of the behaviour policy.

6.11 Students

Students are expected to take responsibility for their own conduct, behaviour and safety 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, acting at 'upstanders' of high expectations rather than 'bystanders'.

6.12 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

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.

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 court's direction, for example to attend parenting courses to assist them in dealing with their children.

8. Rewards and sanctions

Achievement and behaviour incidents will be recorded as House Points. Parents and Carers are able to view these online. 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:

- Encouraging smiles
- Verbal praise
- Written comments on students' work
- Achievement points
- Above and Beyond boards in classrooms
- Subject/Head of Year/Tutor recognition e.g. 'Star of the Lesson', 'Chef of the Week', 'Linguist of the Month', prizes in assemblies.
- 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
- Expecting incomplete/inadequate work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Meeting with parents
- Agreeing a behaviour contract
- Putting a student 'on report'

- Internal exclusions in school
- Temporary Alternative Provision (TAP) for a short period (one or two weeks) at another school.
- Offsite Direction to another school
- External exclusions from the school (temporary or permanent)

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.

9. Promoting positive behaviour

9.1 Helping students manage their behaviour in class (see Appendix 2)

Staff will intervene and challenge students who disrupt learning and do not follow the school rules. Staff will use a consistent script 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 placed in the Internal Exclusions Unit (IEU) for a fixed period of time or receiving a suspension for a fixed term exclusion (see 10.2 Behaviour and consequences).

REMIND – The member of staff will verbally REMIND the student about their conduct and encourage them to follow the school rules. A line that a teacher might use could be: *"[Student name] I need to REMIND you that we do not talk when someone else is talking. I am expecting you to face the front and listen, so that you can hear what is being said."* The member of staff must give the student time to correct themselves. This might take a bit of time, especially if they are in a heightened state of mind.

RESET – If poor behaviour persists, the member of staff will need to help the student reset their behaviour choices. Where appropriate the member of staff will move the student to another seat in the classroom. The member of staff might say something like; *"[Name of student] you need to reset. This is now the second time I have had to stop the learning taking place in the classroom. You need to RESET so that you can engage. You have been talking out of turn, so face the front so that you are paying attention to what I am teaching you. This RESET needs to happen as the next step is that you are removed from the classroom. I do not want that, so take some slow deep breaths to help you start again."* This statement should make it explicit that if they do not improve their behaviour, then they will be removed from the lesson. This must be logged on Bromcom, so that it is communicated home.

REMOVAL – The student will be asked to leave the classroom and go to the Reflection Room. A student who is removed from a lesson will receive a one-hour detention the following day. 'On Call' can be made via the MS Teams channel which is set up daily and supervised by a member of the Senior Leadership Team. This incident must also be logged on Bromcom as soon as possible, before 3:30pm on the same day. The student has 5 minutes to get the Reflection Room. Failure to do so will result spending the rest of the day in IEU.

Or

Immediate Removal 'on-call' - If a student is extremely disruptive, involved in a serious incident or if they fail to comply with the senior member of staff, they will be placed in the Internal Exclusions Unit (IEU) and receive a 40-minute detention the following day.

9.2 Restorative Meetings

When there has been an occurrence of poor behaviour that has required the issuing of a detention or On Call a restorative conversation must take place. This should take place during the detention, where the member of staff will meet with the student. The aim of this is to help student learn from mistakes made, repair relationships that have been impacted by poor behaviour choices, and ensure that student are supported in positive behaviour for learning choices.

9.3 Behaviour Reports and Escalation

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. A guide to the stages of escalation can be found in Appendix 3.

Stage 1: Form Tutor Report (FT) – When a student is placed on Form Tutor Report, 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). The Tutor must communicate the reasons for the report to the parents/carer at the start of the period. A review must also be communicated home at the end. A review is also conducted with the Head of Year. If a student fails, the report after two weeks they will be moved up to Pastoral Manager Report.

Stage 2: Pastoral Manager Report (PM) – When a student is placed on Pastoral Manager Report, students will have their report card checked each day by the Pastoral Manager for their Year Group either before school, breaktime, lunch time or after school depending on the availability and as arranged by the Pastoral Manager. Students will be placed on Pastoral Manager Report for a minimum of one week (5 school days) and no more than two weeks (10 school days). The Pastoral Manager must communicate the reasons for the report to the parents/carer at the start of the period. A review must also be communicated home at the end. A review is also conducted with the Head of Year. If a student fails, the report after two weeks they will be moved up to Head of Year Report.

Stage 3: Head of Year Report (HoY) – When a student is placed on Head of Year Report, students will have their report card checked each day by the Head of Year for the Year Group either before school, breaktime, lunch time or after school depending on the availability and as arranged by the Head of Year. 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). The Head of Year must communicate the reasons for the report to the parents/carer at the start of the period via a meeting in school. A review must also be communicated home at the end. A review is also conducted with the Assistant Headteacher for the Key Stage. If a student fails the report after two weeks they will be moved up to Senior Leadership Team report.

Stage 4: Senior Leadership Team Report (SLT) – When a student is placed on Senior Leadership Team report, students will set targets agreed by the Assistant Headteacher, student and parent or carer in a meeting. This will be regularly checked over a two-week period. The student will use a report card to monitor the progress and refer to in the meetings to check the students’ progress with the Assistant Headteacher and parents when asked or in the review meeting at the end of the two-week period. The report and the review are also shared with the Deputy Headteacher. If a student fails, the report after two weeks they will be moved up to Deputy Headteacher report. The student also will attend another school for a one- or two-week period. This is called a TAP.

Stage 5: Deputy Headteacher Report (DHT) – When a student is placed on Senior Leadership Team report, students will set targets agreed by the Deputy Headteacher, student and parent or carer in a meeting. This will be regularly checked over a two-week period. The student will use a report card to monitor the progress

and refer to in the meetings to check the students' progress with the Deputy Headteacher and parents when asked or in the review meeting at the end of the two-week period. The report and the review are also shared with the Headteacher. If a student fails, the report after two weeks Alternative Provision, a Managed Move to another school or even Permanent Exclusion could be implemented.

Failing a report

A student will fail a report if they;

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

9.4 The House System

The House System plays an important role in encouraging positive behaviour. Each student'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.

9.5 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.

9.6 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 internal exclusions or suspensions. 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 which could be an alternative provision for their education or a permanent exclusion.

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, 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 a fresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Using 'above and beyond' to recognise excellent performance in lessons
- Restorative meetings will take place between the student and the member of staff following a 'Removal' from a lesson or a behaviour incident involving rudeness or defiance. These meetings will be facilitated by the staff member's line manager, or another appropriate member of middle or senior leadership.

10.2 Behaviour and consequences

The vast majority of students rarely need to be sanctioned and when they do it is for relatively minor reasons. However, where necessary we aim to be as consistent as possible in our application of sanctions. The following table gives an indication of the possible consequences of unacceptable behaviour. Our focus is always on restorative justice, and we aim in all circumstances to deal with any issues swiftly and fairly. This is to ensure that all parties can move forward with the best possible learning attitude.

This table is not exhaustive, and the school reserves the right to impose reasonable sanctions where a student's behaviour falls below required standards.

| Stage | Unacceptable Behaviour | Consequence | Who actions | Support and by Whom |
|----------------------|---|---|-------------------------------------|--|
| 1 (In Lesson) | <p>Not being Ready, Respectful or Safe Lack of equipment*¹ Not following basic instructions Minor disruptive behaviour that distracts other students from focusing on their work Eating and chewing in corridors/classrooms Unkind behaviour to another student (More minor, isolated incidents which can be dealt within the moment – seek HOD or HOY for advice if unsure)</p> <p>Late arrival to lessons (allow four minutes at the start of lessons 1, 2 and 3 for lesson change over)</p> | <p>Instructions to correct behaviour, with advice or training to improve.</p> <p>First Offence: Reminder Second Offence: Reset Third Offence: Removal - 'On Call'</p> <p>Late arrivals will be held back at the end to make up the time and minutes late recorded on SIMS</p> | All staff, including support staff. | Curriculum and Subject Leaders |
| 1 (Out of Lesson) | <p>Not being Ready, Respectful or Safe Lack of equipment *¹ Not following basic instructions Running in corridors Eating and chewing in corridors/classrooms Littering Deliberate flouting of 'One way system'. Unkind behaviour to another student (More minor, isolated incidents which can be dealt with in the moment – seek HOD or HOY for advice if unsure)</p> | <p>Instructions to correct behaviour, with advice or training to improve.</p> <p>First Offence: Reminder Second Offence: Reset Third Offence: Removal - 'On Call'</p> <p>These would be challenged about school verbally and followed with Log on Bromcom if repeated</p> | All staff, including support staff. | HOY and Pastoral Managers |
| 2 | <p>Persistent or serious Stage 1 infringements, Repeated uniform, jewellery and make-up infringements *¹ Misuse of planners Lack of punctuality to lessons</p> | <p>RESET (1 point) Detention</p> | In class: Class teacher, CL/SL | <p>Detentions recorded on Bromcom and available to be viewed by staff, students and parents. Tutors, pastoral team and parents to monitor sanctions. Tutor/teacher reports (reports will be used as a support in all cases as and when considered necessary)</p> |
| | <p>Persistent lack of punctuality to lessons Misuse of mobile phones, smart watches, etc. Missing home learning/coursework deadlines</p> | <p>After school detention (40 minutes) Confiscation of mobile phone, smart watch jewellery etc, for 3 nights Makeup removal</p> | In class: Class teacher, CL/SL | |
| | <p>Being late to school 8:30, after the gates are locked. (Unless public transport is late)</p> | 15-minute lunchtime detention | SLT, Duty Staff, HOY, PM | |
| 3 | <p>Failure to attend Stage 2 Late to school detention, Removal from lesson (following a Remind and Reset)</p> | <p>After school detention (40 minutes)</p> | School detention run | Communication with parent/carer from |

| Stage | Unacceptable Behaviour | Consequence | Who actions | Support and by Whom |
|-------|---|---|---|--|
| | Persistent or serious Stage 2 infringements, KS4 missing homework/coursework deadlines Losing or failure to complete 'report' card Failure to attend catch up sessions or intervention. Rudeness and a lack of respect shown to others (staff & students) Failure to follow instructions (FTFI) Walking away from a member of staff Truantiing/avoiding lesson Anti-social behaviour (e.g. spitting) Out of bounds (out of sight = out of bounds) More than one student in a toilet cubicle Graffiti and/or vandalism Selling/buying for personal gain Indirect discriminatory or prejudicial language / behaviour, e.g. a discriminatory comment not targeted at an individual or group ^{*3} | Where vandalism or graffiti takes place and there is cost involved in repairing the item or surface. The student is responsible for covering the cost. For incidents of graffiti, the student will be randomly searched. | by staff on a rota in designated locations. | Pastoral Support Administrator. Head of Year/subject reports. Consultation with SLT, HOY and PM, Curriculum/subject leads and Inclusion Manager where necessary. |
| 3a | Failure to attend an after school detention (in the first incident) | After school detention (2 hours) | | |
| 4 | Persistent or serious Stage 3 infringements, The refusal to follow instructions after a Removal from a lesson or On Call has taken place Repeated refusal to go to lesson Abusive & aggressive language directed at another student Smoking or vaping or in the company of smokers or vapers. In possession of smoking materials, Out of bounds - off site Leaving after school detention early without permission (if this is a prearranged agreement, the MOS who is the dealing with the student must return them in person when ready) Failure to attend after school detention Theft Refusal hand over an item of confiscation. Fighting and physical aggression (endangering others) - this will apply to all students involved. Bullying or child-on-child abuse Pulling down the trousers, or pulling up a skirt of another student (nonconsensual indecent exposure) Inappropriate sexual behaviour Discriminatory or prejudicial language / behaviour targeted towards an individual or group ^{*3} Swearing as a reaction to staff and their instructions (indirect) Failure to attend an after school detention (in the 2 nd incident and doubled for 3 rd incident) | I.E.U. *2 Sanctions could also include other restrictions of free time, detention during school INSET days, or removal of other privileges. For incidences of graffiti, smoking and vaping, the student will be randomly searched. Repeated In-school truancy will result in IEU | HOY, SLT. | Meeting between parents & Year Heads/SLT Pastoral Support Plan (PSP), CAMHS, mentors, modified curriculum, and other support agencies. These are areas of support that pastoral staff will use when deemed appropriate. Risk Assessment Reintegration meeting takes place with HOY |

| Stage | Unacceptable Behaviour | Consequence | Who actions | Support and by Whom |
|-------|---|---|---|--|
| | Roaming or In-school truancy (refusal to go to lessons) | | | |
| 5 | Persistent or serious Stage 4 infringements, Persistent or serious physical aggression (endangering others) Persistent or serious bullying or child-on-child abuse Persistent or serious inappropriate prejudicial language / behaviour or sexual behaviour * ³ Failure to attend an after school detention (in the fourth incident) The refusal to follow the simple and fair request of any member of staff during I.E.U. Refusal to be searched Repeated vaping in school or being in the presence of students vaping Distribution of vapes Abusive & aggressive language directed at staff Major graffiti and/or vandalism Carrying weapons or imitation weapons Drugs & Alcohol (in possession and/or under the influence of) | Suspension * ² After a suspension a reintegration meeting is required before the student can return to lessons. For Health and Safety reasons, students may be required to 'cool off' under school or parental supervision. May also be referred to the police or other agencies. For incidences of graffiti, smoking and vaping, the student will be randomly searched. | Headteacher or Deputy Headteacher in case of the Headteacher's absence. | As above, and review of the PSP. Reintegration meeting takes place with SLT (HOY maybe present) |
| 6 | Persistent/serious Stage 5 infringements A serious 'one-off' incident which in the judgement of the Governing Body warrants permanent exclusion from the school community. Drugs & Alcohol (dealing) Displaying weapons or imitation weapons (with or without threat) | Permanent Exclusion * ² | Headteacher & governors. | Local Authority Exclusions Officer |

*¹ Equipment and Uniform logs on SIMS will occur 1 Behaviour point on Bromcom and will follow a separate escalation system to all other behaviour logs and their escalations – see tables below.

*² See I.E.U./internal exclusion below.

The above table is not exhaustive. We reserve the right to impose reasonable sanctions where a student's behaviour falls below required standards.

In case of any Exclusion it should be noted that the Educational Welfare Service, acting on behalf of Surrey County Council, may issue a Penalty Notice:

Penalty Notice relating to Exclusions

Section 103 of the Education and Inspections Act 2006 places a duty on parents to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each exclusion. Failure to do so will render the parent liable to a Penalty Notice. The amount payable is £80 if paid within 21 days of receipt of the Penalty Notice, rising to £160 if paid after 21 days but within 28 days. If the Penalty Notice is not paid, the recipient will be prosecuted for the offence under Section 103. Alternative education provision will be made from the sixth day of any exclusion and failure to attend such provision without good reason will be treated as unauthorised absence.

*³ Refer to Section **10.13 A zero-tolerance approach to discriminatory behaviour, sexual harassment and sexual violence**

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 Senior Leadership Team who then decides on the most appropriate action. It can also be arranged that students are supported in IEU after being removed via On Call, before being reintegrated back into lessons.

10.5 Detentions

Detentions can be set for a number of reasons. Primarily, these will be for removals from lesson, failure to complete homelearning, or other incidents where students have not been ready, respectful or safe (see 10.2 Behaviour and consequences).

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 we will provide 24 hours' notice to parents regarding these 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 straight after school via the school's communication platform linked to Bromcom. The type of behaviour that is likely to result in an out of school hours' or after school detention are shown in section 10.2.

To ensure consistency, after school detentions are organised on a whole school and department basis, rather than by individual staff. Failure to attend a detention will result an escalation of the sanction.

Detentions will be held in central locations within departments for Home Learning detentions, and allocated rooms for behaviour related detentions. Home Learning Detentions will be held on specific days for each department, and behaviour detentions will be held the day after any event that might have incurred this consequence. The detention will last for 40 minutes from the point of their arrival and settling down. Students must arrive within 5 minutes of the end of school. Students will be given work or tasks to complete, and the expectation is that they engage with what is given them and do this without interacting with other students in the room. Only one reminder or warning of the expectations will be given if students are not meeting these expectations, before they will be expected to leave. In this event, there will be an escalation to the following day in IEU.

The timing, location and reason for the detention will be communicated to both students and parent via the school's MIS system (Bromcom and My Child at School).

There will be a few incidents, where a longer period than the normal forty minutes will be used for detentions. In these cases, there will be online communication the evening before the detention with a parent or carer to inform them of the sanction. Support is expected.

In line with the Department for Education's guidance for [Behaviour in Schools \(July 2024\)](#), the school has the right to issue the sanction of a detention on the same day as the incident. When this is to be applied, contact will be made with a parent or carer to inform them of the sanction. Support is expected.

Failure to attend detentions will result in the following escalation of sanctions:

- A 2-hour detention to be sat the next day with SLT duty for first offence.
- Referral detention for Break and Lunch time for the following five school days.
- IEU to be sat on the following day for failure to attend referral.
- IEU should be sat for 2 days as an escalation on the 3rd offence.
- A one-day suspension will be served on the fourth offence. A Reintegration meeting will be held with the HOY and a member of the Senior Leadership Team to address the continued disrespect for school systems.

Break and Lunchtime detentions, known as Referral

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.

This detention is also used for students who arrive late to school.

10.6 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.

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 suspension 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.

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).

A one-off serious incident can be fast tracked to permanent exclusion at the discretion of the Headteacher.

10.7 Exclusion from School

Suspension: The decision to issue a suspension 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.

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 suspensions 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 / PEX |
| 5 | Fifth offence | 5 days FTE / 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; possession and/or use of an illegal drug on the school premises; or an incident involving knives or weapons in school

10.8 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.

10.9 Use of 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.

10.10 Searching and confiscation.

Members of the Senior Leadership Team (and staff authorised by the Headteacher) 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.

Further guidance can be found in the Student Search Policy

10.11 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 8.25am and 2.35pm 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, although this is not encouraged as a regular or normal practice as research does not show this to be completely helpful. Staff are to proactive and extremely clear on the expectations of the

use of devices if used in class. Once this purpose has been completed the phone must then be switched off and placed away.

The escalation of sanction for repeated phone misuse or infringement is as follows:

- First offence – three school nights
- Second offence – three school nights, with the parents to collect at the end of the confiscation.
- Third offence – 5 school nights, with the parents to collect at the end of the confiscation.
- Fourth Offence – 10 consecutive nights, with the parents to collect at the end of the confiscation.

Parents have signed the admissions agreement when their child joins the school and therefore full support is expected.

10.12 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.

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 student 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.

Further guidance can be found in the Student Search Policy

10.13 A zero-tolerance approach to discriminatory behaviour, sexual harassment and sexual violence

A Prejudice or discriminatory related incident is defined as: any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.

We recognise the following protected characteristics, as outlined in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

We will investigate, record and report all incidents, including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean

that the incident did not cause harm. Our response will always aim to educate so that everyone understands the potential harm which can result from such behaviour. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent an incident from being considered prejudice related.

We recognise that prejudice-related incidents may take a range of forms, which include but are not limited to: use of prejudicial language; ridicule and jokes; verbal abuse; physical assault; graffiti or damage to property; discriminatory behaviour e.g. refusing to work with a person; incitement to behave in a prejudicial manner; bullying, including cyber bullying.

The school will ensure that all incidents of discriminatory behaviour, sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to the Child Protection and Safeguarding Policy for more information.

The school will aim to work with the victim to support and their families, communicating promptly and timely in the event of any discriminatory behaviour.

The school will ensure that the offender and their parents(s) or Carer(s) are supported and there is an education to improve behaviour and attitudes. Support is put in place with appropriate level of intervention and sanction. This may involve other members of staff or outside agencies to incorporate more specialist help if needed.

The school will endeavour to be proportionate in the implementation and the escalation of the intervention and sanctions, through consultation with the Senior Leadership Team.

10.14 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.

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

10.15 Allegations and 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.

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider

whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and student accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

10.16 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 1-6 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.

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

12. Supporting students with SEND needs (including social and emotional behaviour needs)

Students with social emotional or behavioural difficulties will often exhibit behaviours which can make it difficult for them to function effectively at school or cause disrupt to the education of other students.

In many cases such pupils also experience significant difficulty in acquiring basic literacy and numeracy skills and often function at a frustration level and therefore feel that they fail all the time. It is essential that these students are supported appropriately, and reasonable adjustments are made to meet their specific needs and allow them to experience success.

12.1 Implications for classroom practice:

All members of staff must be aware of the students that they teach with SEND needs and apply appropriate and effective strategies to support them. Example of this include:

- make sure that work is pitched at the right level and scaffolded appropriately.
- avoid confrontational situations - reprimand in private wherever possible, avoid sarcasm.
- tactically ignore some unwanted behaviour while praising even small successes
- focus on the behaviour not the child's personality.
- ensure instructions, targets and expectations are made explicit.

- discuss issues and appropriate strategies with the SEND Coordinator, Head of Year, Pastoral Manager and Form Tutor.
- praise is often more effective in private or can be a series of unobtrusive signals – gestures thumb-up, nod.
- refer to school rules including Ready, Respectful, Safe and make it clear to students what is expected of them, be prepared to remind frequently.
- emphasise the positive, individual praise for good behaviour as well as good work.
- be fair and consistent, don't make idle threats.
- target specific behaviour (e.g. calling out). Don't expect to put everything right at once - progress will take time.
- Understand the individual needs of the students and invest time building positive relations.

12.2 Recommendations to improve behaviour.

- reinforce rules frequently.
- give clear, precise instructions.
- stress positive, desirable outcomes and use positive framing.
- give direct modelling of acceptable behaviour and suggest alternative ways of dealing with a situation.
- provide frequent feedback and reinforcement.
- ensure regular contact with home.
- agree targets and reward the student for meeting them.
- praise and encouragement should be used as much as possible.
- ensure positive comment are recorded on SIMS and house points awarded.
- praise appropriate behaviour, which is taking place nearby, to pupil who is behaving inappropriately.
- emphasis positive changes rather than negative ones.
- give a clear message to keep students on task.
- Refer to the Charter for Behaviour and Ready, Respectful, Safe
 - praise and reprimand based on these rules.
- give a pupil a verbal warning and offer a strategy to avoid escalation of the problem.
- reward a pupil for improved effort and attitude as well as achievement.
- invalidate the behaviour at times by use of humour, redirection or time out.
- avoid confrontation.
- for minor misbehaviour, e.g. off task
 - check task is appropriate and understood by the student.
 - give non-verbal signal, stare, move nearer to the student.
 - time out ensuring that thinking of new strategies are an essential part of the process.
 - reminder of acceptable behaviour.
 - movement within the classroom.

13. Reasonable adjustments

The Department for Education guidance, [Behaviour in Schools \(July 2024\)](#) states that any behaviour policy should reflect the individual context and needs of every school. Where reasonable adjustments are made, these will be agreed with the parent(s) or carer in advance and will be set for a limited period with regular review in place. The adjustments will be made clear to the student, their family and the school staff. It is important to make clear what rules pupils need to follow, what the consequences will be for breaching these

rules, the role of staff in implementing the decisions, and how reasonable adjustments and adaptations can be made for specific pupils who need them.

Reasonable adjustments are to be initiated by the school and in agreement with the student and their parent(s) or carer. These can be put in place for students on the SEND register, disadvantaged students or student who are making the transition into Thamesmead from another school. The intention is to support them to meet the expectations of Thamesmead school, not to excuse them from poor behaviour choices.

14. 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.

15. Training

Staff are provided with training on managing behaviour, 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.

16. 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.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- CCTV Policy
- Child Protection and Safeguarding
- Complaints Policy Procedure
- Curriculum Policy
- Dealing with Unacceptable Parent Behaviour Policy
- Disciplinary and Capability Policy
- Drugs Policy
- Educational Visits Policy
- Equality Policy and Objectives
- Exclusions Policy
- Home Learning Policy
- Management of Allegations Policy

- Online Safety Policy
- Peer-on-Peer Abuse Policy
- PSHE and Citizenship Policy
- SEND Policy
- Student Attendance and Punctuality Policy
- Student Search Policy
- Teaching and Learning Policy
- Uniform Policy

Appendix 1: Written statement of behaviour principles

In addition to the key principles listed in section 3

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of abuse or discrimination.
- Staff and volunteers always set an excellent example to students.
- Rewards, sanctions and are used consistently by staff, in line with this policy.
- The behaviour policy is understood by students and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Script for helping students manage their behaviour in the classroom: Reminder, Reset, Removal (On Call)

REMIND

REMIND – The member of staff will verbally REMIND the student about their conduct and encourage them to follow the school rules. A line that a teacher might use could be: ***“[Student name] I need to REMIND you that we do not talk when someone else is talking. I am expecting you to face the front and listen, so that you can hear what is being said.”*** Where appropriate the teacher will write the student’s name on the board. The member of staff must give the student time to correct themselves. This might take a bit of time, especially if they are in a heightened state of mind.

RESET

RESET – If poor behaviour persists, the member of staff will need to help the student reset their behaviour choices. Where appropriate the member of staff will move the student to another seat in the classroom. The member of staff might say something like; ***“[Name of student] you need to reset. This is now the second time I have had to stop the learning taking place in the classroom. You need to RESET so that you can engage. You have been talking out of turn, so face the front and not your mates. This RESET needs to happen as the next step is that you are removed from the classroom. I do not want that, so take some slow deep breaths to help you start again.”*** This statement should make it explicit that if they do not improve their behaviour, then they will be removed from the lesson. This must be logged on Bromcom and visible on the MCAS app.

REMOVE

REMOVAL – The student will be asked to leave the classroom and go to the Reflection Room. A student who is removed from a lesson will receive an after-school detention the following day. ‘Removal’ can be made via the MS Teams On Call channel which is set up daily and supervised by a member of the Senior Leadership Team. The member of staff might say something like; ***“You have been reminded, and you should have reset yourself, but your choices are interrupting the learning of others, you are being removed because you...”*** This incident must also be logged on Bromcom as soon as possible, before 3:30pm on the same day. The student has 5 minutes to get to the Reflection Room. Failure to do so will result in spending the rest of the day in IEU.



Dangerous, extremely disruptive behaviour, involvement in a serious incident or failure to comply with a member of staff will result in the student being removed immediately.

Appendix 3: Escalation of consequences on behaviour points

Behaviour Stages: The following categories could be considered in defining the severity and consequences of an event to both in and out of the classroom

| Stages 1 & 2 | Stages 3 & 4 | Stages 5 & 6 |
|--|---------------------------------------|--|
| Low Level poor behaviour | Seriously poor behaviour | Significant and extremely poor behaviour |
| Poor uniform – to be checked by AM tutor and throughout the day by other staff | FTFI | Swearing at or in front of a member of staff |
| Lateness (after 5 mins late to lesson) | Disruptive behaviour | Swearing at another student (overheard by staff) |
| Lateness to school with no valid reason – 15 min lunchtime detention | Dangerous behaviour | Persistent FTFI (x at least 3 in one incident) |
| Low level poor behaviour (Remind and Reset) | Unkindness | Bullying |
| | Rudeness | Discriminatory behaviour |
| | Silliness | Bringing in banned items |
| | Anti-social behaviour | Vaping / smoking or in the company of those doing it or in possession of paraphernalia |
| | Graffiti | Being off-site without permission |
| | Vandalism | Poor behaviour in after-school detention |
| | Indirect Discriminatory behaviour | Inappropriate sexual behaviour |
| | Discriminatory comments | Theft |
| | Chewing gum / eating in class | Any other extreme behaviour-related incident |
| | Any other behaviour-related incidents | |

| Behaviour points | Action taken by staff |
|-------------------------|---|
| 10 points | Student meeting with the tutor, targets set (email home) |
| 20 points | Student meeting with the tutor, targets reviewed and adjusted with warning of report + parental phone call from Tutor |
| 30 points | Form tutor report + parental meeting with Tutor, targets reviewed and adjusted |
| 40 points | Student meeting with Head of Year, targets reviewed and adjusted + parental phone call |
| 60 points | Meeting with Parents and Head of Year report (Phone call home at start and end) |
| 100 points | Daily HOY report & 1 day in I.E.U. (Meeting with student <u>and</u> parent/carer(s) at start and review with parents with a phone call) |
| 150 points | Daily AHT Key Stage Lead report & 2 days in I.E.U. (Meeting with student and parent/carer(s) at start and review with parents with a phone call) |
| 200 points | Daily DHT report & 3 days in I.E.U. (Meeting with student and parent/carer(s) at start and review with parents with a phone call) |
| 250 points | 1 day FTE |
| 300 points | 2 days FTE |
| 350 points | 3 days FTE |
| 400 points | 4 days FTE |
| 450 points | 5 days FTE and a final warning issued before potential PEX |