



# The Thomas Adams School

## Behaviour Policy

***Outstanding education and care that will allow every young person to reach their potential, regardless of their starting point: Life Opportunities.***

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## Introduction

This policy is derived from The 3-18 Education Trust model policy. Each school in the Trust has adapted relevant sections, which are specific to their setting, their context, their phases and their operational procedures.

This is therefore a Trust-based policy, contextualised for individual schools.

## Purpose

The 3-18 Education Trust believes that good behaviour in schools is central to a good education. In order to become accomplished, resilient and compassionate young people when they leave us, all young people must feel confident enough to take risk and make mistakes.

However, in order to full reach their potential, our pupils require clear boundaries and support so that they can learn in a calm, safe and supportive environment and are protected from disruption.

It is our aim that every member of the trust's community – pupils, staff, parents, governors, trustees, the wider community - feels valued and respected, and all stakeholders must be treated fairly. We expect **all** members of our community to set an example to others in order to establish the highest standards of behaviour.

In so doing, we aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure our pupils complete their work to the best of their ability. Ultimately, our aim is to prepare our pupils for life after school.

## Our Behaviour Principles

In all schools in The 3-18 Education Trust, we expect there to be:

- a whole school approach to behaviour, with simple, clear and well communicated expectations;
- high expectations of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly to help create a safe and fair environment;
- support in place from school leaders for school staff in managing pupil behaviour;
- targeted interventions to improve pupil behaviour and support for pupils to help them to meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- proportionate action taken to ensure that pupil behaviour does not disrupt the learning of others;
- a culture in which bullying, physical threats or abuse and intimidation are not tolerated so that all pupils are safe and everyone is treated with respect;
- systems in place to ensure that any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively;

- a clear understanding from staff of their responsibilities, as set out in Part 1 of Keeping Children Safe in Education 2022, to provide a safe environment in which pupils can learn.

## **Our Core Values at Thomas Adams**

At Thomas Adams, everything we do centres around our core values of:

- **RESPECT** – for oneself, each other, the school environment and our wider community.
- **RESILIENCE** – To keep working hard and believing in oneself, even when faced with adversity.
- **SUCCESS** – In whatever form this may take for each individual; achieving the best possible outcome from the school experience.

## **Roles and Responsibilities**

### **The role of school leaders**

The school leadership team in all trust schools should be highly visible with leaders engaging with pupils, parents and staff on setting and maintaining behaviour culture and an environment where everyone feels safe.

Leaders also play a crucial role in ensuring that staff understand behavioural expectations, induct any new staff thoroughly and provide regular CPD for staff to support them to meet their duties within the behaviour policy.

At Thomas Adams, leaders use ARBOR to analyse behaviour incidents every half term to identify patterns and ensure that the correct support is in place for pupils and staff as required. Governors are kept up to date with relevant data through termly meetings. Link Governors also visit school to review procedures and observe policy in practice.

### **The role of teachers and staff**

Staff have an important role in developing a calm and safe environment for pupils and in establishing clear boundaries of acceptable pupil behaviour. Staff in all of our schools should also challenge pupils to meet the school expectations and should consider the impact of their own behaviour on the school culture.

### **The role of pupils**

Every pupil in all of our schools should be made aware of the school behaviour standards, expectations, pastoral support and consequences processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules. Pupils should be asked about their experience of behaviour and provide feedback to school leaders.

### **The role of parents**

Parents have an important role in supporting each school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern

about the management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

### **Staff Induction and development**

At Thomas Adams, new staff follow a full induction programme which provides clear guidance and information on the school's policies and procedures relating to pupil behaviour. Staff are issued with a Staff Handbook each September (or upon arrival for any new appointments), this contains clear information about behaviour management and school procedures. Throughout the academic year, there is ongoing staff training which focuses on establishing a consistent approach to behaviour responses.

### **Behaviour Expectations and Pupils with SEND and/or Disability**

All schools in our trust will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Schools need to manage pupil's behaviour effectively, whether or not the pupil has underlying needs and behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

As far as possible, we aim to anticipate likely triggers of misbehaviour for pupils with SEND and/or disability and we put in place support to prevent these.

### **Responding to Good behaviour – Praise and Rewards**

Acknowledging good behaviour encourages repetition and rewards provide an opportunity for staff to reinforce the school's culture and ethos. Therefore, we would expect all schools in our trust to have procedures and processes in place to reward good behaviour.

At Thomas Adams we praise and reward pupils when they reach or exceed our expectations. In this way pupils are encouraged to behave well, benefitting both motivation and academic progress. All pupils have equal opportunity to receive praise, regardless of ability level. Our school recognises and celebrates success in a variety of ways and continues to review the rewards system in consultation with pupils, staff and parents/carers. We continually aim to provide rewards that are appropriate to our pupils. Praise could take any of the following forms:

- Verbal praise in and out of lessons
- Written praise
- Allocation of House Points
- Star of the lesson awards
- Text messages home
- Postcards Home
- Praise telephone calls home
- Public display of high quality work

- Head Teacher commendations
- Head Teacher breakfasts
- Awards in Celebration Assemblies
- Awards in House Assemblies
- Awards at Celebration Evenings

Praise is recorded on ARBOR as House Points. Pupils who receive high numbers of House Points are rewarded at the end of each half term. These rewards vary and have previously included; confectionary items, early lunch passes and gift vouchers.

On top of personal recognition, House Points are also credited to the overall House totals. This encourages pupils to value House Points, and gives pupils a sense of belonging to the community of a House. At the end of each term, House totals are announced. At the end of the academic year, a House Cup is awarded to the House that has achieved to greatest number of House Points.

## **Responding to misbehaviour**

When a member of school staff becomes aware of a misbehaviour, we would expect them to respond predictably, promptly and assertively with their first priority being to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques can be used to help prevent further behaviour issues arising. It is everyone's responsibility in schools to respond to behaviour incidents.

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

When considering whether a sanction is reasonable, we would expect all staff in our trust to consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

At Thomas Adams, some extreme behaviours will have an automatic sanction, for example the possession of drugs or a weapon will result in permanent exclusion. However, there are no set sanctions for most behaviours as there are different degrees of severity, and all circumstances must be considered when deciding on the response to poor behaviour choice. There will be variations in response so that we can meet any specific social, emotional, learning or other needs which require a personalised approach. Some incidents will require investigation and careful consideration before a sanction is put in place.

As a result of any inappropriate behaviour that goes against our community ethos and values, the following sanctions may be applied:

- A verbal reprimand and reminder of our behaviour expectations

- The removal of break time, lunch time or other privileges
- The withdrawal of a student from a lesson or from a peer group
- The withdrawal from participation in a school trip or event
- School based community service
- Compensation to the school or an individual for damaged or stolen property
- The confiscation of property
- Detentions, including during and after school
- Internal exclusion / removal
- Suspension from school for a fixed period of time
- Permanent Exclusion

### **Supporting pupils following a sanction**

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- considering whether support for behaviour management being provided remains appropriate
- Reflective work based on the behaviour that was sanctioned
- Being put on a monitoring report (Subject / Form or Whole School Tiered Report)
- Reintegration discussion and Reintegration Contract put in place
- Parent meeting to discuss behaviours and support package in place
- Professionals meeting to discuss behaviours and support package in place

### **Specific Behaviour Issues**

At Thomas Adams, we regularly communicate to our pupils the school's expectations and what individuals can expect if they choose not to follow these expectations. The following information is continually reinforced with pupils:

#### **Uniform and appearance**

Uniform must be worn at all times, including on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Students wearing inappropriate clothing, piercings, hair styles etc. will be referred to their Head of Year and may be isolated at break/lunch times or during the day. Medical reasons for not wearing the correct uniform must be supported by a letter from a doctor.

#### **Mobile telephones and other electronic devices**

At Thomas Adams, we acknowledge that many parents/carers wish their child to have a mobile telephone in their possession for reasons of personal safety. Therefore, pupils are



allowed to bring mobile telephones into school, but they must be switched off and out of sight at all times. If a mobile telephone is seen or heard during the school day without specific permission from a member of staff, it will be confiscated and a further sanction may apply.

If a parent/carer needs to contact their child during the school day, they should contact reception and a message will be relayed to their child.

If pupils have mobile telephones, iPods, air Pods, Smart watches, headphones or other electronic devices out during the school day, they will be confiscated. These will then be returned to the pupil at the end of the day for the first offence. For every subsequent confiscation, parents/carers will be informed and a responsible adult will need to collect the item from school.

### **Inappropriate language**

Any student heard swearing will be reprimanded by the member of staff at the time. This may be recorded on ARBOR and a Head of Year detention will be given. Verbal abuse towards other people will not be tolerated and will result in a sanction.

### **Damage to property**

Reckless or deliberate damage to property will be sanctioned. Staff will assess if the damage is accidental or deliberate. Pupils will be charged for any costs incurred for replacement or repair of damaged items.

### **Out of bounds**

Pupils are expected to remain in designated areas at break and lunch times, and before and after school. Clear guidance about exact restricted areas is continually communicated to pupils.

- Until the bell sounds in the morning at 8:40am, pupils must not enter the building.
- The field is not used during the winter months or when it is wet, pupils must stay on the yard at these times.
- The front of school, the staff car park and bus lane are out of bounds during the school day.
- The field, from the end of the courts all the way to the path to the Music block, is out of bounds at all times.
- The Sixth Form area is out of bounds to lower school pupils, unless they have a timetabled lesson there.
- Classrooms at break and lunch times are not for use, unless supervised by a member of staff.
- All roof spaces, windows and fire escapes are not to be accessed by pupil other than for intended use.

### **Misuse of computer equipment**

Misuse of computer equipment, such as hacking or improper use of the internet, can result in the loss of privileges and will be dealt with according to the severity of the incident.

### **Offensive conduct to other students**

This includes abuse which is peer-on-peer (physical or verbal), racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school anti-bullying policy. Systematic bullying over a prolonged period of time may result in permanent exclusion.

If a pupil is harassed physically or verbally within the school, or on social media, they should bring this to the attention of a member of staff so that the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved.

### **Offensive conduct to a member of staff**

Abusive language, rudeness and defiance towards a member of staff will not be tolerated. Pupils defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including permanent exclusion from school. This also includes; threatening conduct, aggressive or damaging conduct, and repeated misconduct.

Violent conduct towards staff, harassment of a member of staff, their property or family, including beyond the boundary of the school day or term, would be a very serious offence and may result in permanent exclusion from school.

### **Deliberate classroom disruptions**

Classroom disruption is unacceptable as it disrupts the learning of others. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists.

### **Theft**

All cases of theft, including taking property without permission, will be investigated by a senior member of staff. Sanctions will be relative, but the school may look to permanently exclude for theft. The police may be informed.

### **Alcohol and drug related offenses**

Any incident suspected to be related to alcohol, drugs or substance abuse will be dealt with very seriously. When a substance is not illegal, but thought to be a danger to the individual or others, confiscation will be followed by a sanction.

In cases where illegal substances are involved, the Police may be informed. Consuming an illegal or prescribed substance (when the substance has not been prescribed for the individual) while under school jurisdiction, or supplying / purchasing such a substance, or being under the influence of such a substance, are all serious offences.

Any involvement in supply of illegal or prescribed substances is extremely serious and will lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to supply a substance off the school premises, or the intent to supply, are all also illegal.

### **Smoking and vaping**

Smoking and vaping are not allowed on the school site or in school uniform off site. Pupils who are caught smoking or vaping, or are found in possession of related paraphernalia, will face serious sanctions.

### **Possession of an offensive weapon**

An offensive weapon is anything used as a weapon or to intimidate others. Items within this category includes knives and blades of any length, catapults, any items capable of firing a projectile, fireworks, laser lights, any noxious substances that are inappropriate within the confines of a school and any replica items. Weapons will be confiscated and parents will be informed. Items may be given to the Police, disposed of safely or returned to parents/carers. Sanctions will be given and their severity will depend on the level of offence and the intention to harm others. Bringing knives or blades of any kind into school is likely to lead to permanent exclusion.

### **Possession of other offensive items**

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Suspension or permanent exclusion will apply in aggregated cases where the conduct is repeated.

### **Obstruction of justice**

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Pupils who wilfully conceal important information will face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account when determining the severity of any sanction imposed.

### **Improper conduct / harmful sexual behaviour**

Sexual activity between pupils is not appropriate in a school environment. Where such activity involves coercion, harassment, assault or duress, it will be treated as an issue of utmost seriousness. This may involve police action and could result in permanent exclusion. However, sanctions will also be issued, even if the contact between pupils is consensual, when the behaviour goes beyond what would be considered normal affectionate behaviour for that age.

### **Protocol for involving or informing the Police of behavioural events**

The police will be informed when the school is made aware of a criminal act outside school. All information will be passed to the police.

For criminal events within school, the police will be informed if it is a significant and serious criminal event.

For less significant criminal events, the school will use its discretion as to whether or not to inform the police.

Parents/Carers must be aware that, if they wish the police to take action following an incident, then school will be restricted in the action that it can take. School may not be able to put any sanctions in place for the offence as this would be considered a double punishment.

Criminal events are defined as:

- Carrying an offensive weapon
- Theft

- Criminal damage (including graffiti and vandalism)
- Drugs (possession and supply)
- Assault (peers / adults)
- Sexual assault / abuse / harassment
- Serious misuse of technology

## **Detentions**

A detention is a commonly used sanction at Thomas Adams, it is used as a deterrent to future misbehaviour.

There are different types of detentions that can be given as sanctions for poor behaviour. These detentions usually take place at either break or lunchtime. These include;

- Form Tutor Detentions
- Teacher Detentions
- Subject Detentions
- Whole School Detentions set by the Head of Year or SLT
- Social Time Isolation set by the Head of Year or SLT

Students may be given break and lunch detentions, but they will always be given the opportunity to get food or go to the toilet. No pupil will miss out on the opportunity to have lunch. In certain instances, however, pupils may be given access to the canteen, but may not be allowed to eat with their peers.

Occasionally, it is necessary to set a pupil an After School Detention. Pupils required to attend such a detention will be informed at least 24 hours in advance and parents/carers will be notified.

It is the responsibility of the parent/carer to make relevant arrangements to ensure that their child is collected from an After School Detention.

## **The Use of Reasonable Force**

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means 'using no more force than is needed.'

Members of staff in all our schools have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline at the school among pupils.

Headteachers and authorised school staff may also use such force as is reasonable when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been used to commit an offence or cause harm.

## Screening and Searching

All Trust schools adhere to the DfE 'Searching, Screening and Confiscation, Advice for schools' document, published July 2022. Please refer to this document for further guidance or clarity on the process.

School staff in all of our schools can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. Staff should consider whether the confiscation is proportionate and consider any special circumstances to the case.

There are also two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. (*Section 94 of the Education and Inspections Act 2006.*)
2. Power to search without consent for "prohibited items" (*Section 550ZA (3) of the Education Act 1996*). These items include:
  - Knives and weapons (including replica items)
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, matches, lighters and cigarette papers / vaping paraphernalia
  - Fireworks
  - Pornographic images
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - Any item banned by the school.

At Thomas Adams, in addition to the list above, the following items are also banned in school;

- Aerosol deodorants, perfumes or other sprays
- Chewing gum
- Energy drinks
- Bangers, stink bombs or any other item that may cause alarm or offense.

Weapons, knives, drugs and extreme or child pornography will be handed over to the police. Other confiscated items may be disposed of or returned to a parent/carer.

## Removal From Classrooms

Removal is where a pupil, for serious reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This should allow for continuation of the

pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but it should still be meaningful for the pupils.

Removal from a classroom is considered to be a serious sanction and should only be used when other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be distinguished from the use of separation spaces (sometimes known as nurture rooms) for non-disciplinary reasons (e.g. where a pupil is taken out to regulate his or her emotions).

All schools in our trust collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. Separately, it is expected that our schools collect data to identify patterns relating to pupils sharing any of the protected characteristics to ensure the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

At Thomas Adams, our priority is to keep children in their classrooms by using de-escalation techniques, mediation and restorative practices. A member of staff can call for Lesson Support when all usual methods of behaviour management are not helping to modify a pupil's behaviour, or when there is a serious breach of our school expectations. A member of the Pastoral Team and the Senior Leadership Team are available every hour to support classroom teachers in dealing with persistent or extreme poor behaviour choices. As a last resort, the pupil may be removed from the classroom and put to work in another classroom, or in another space within the school.

For serious behaviour incidents, students may receive a full or part day of internal exclusion which is usually spent in the Learning Inclusion Room (LINC), but may be situated elsewhere on the school site.

Students placed in an internal exclusion must report to the Pastoral office and hand in their mobile telephone. They will spend the day/part day working in isolation with the opportunity to have rest breaks and access food and drink. However, they will not be allowed to socialise with other students. They will be supervised at all times by a member of staff and relevant work will be provided throughout the day.

Students may be placed in the LINC room whilst any serious breach of school rules is investigated.

During their internal exclusion, pupils will be given time to reflect on their behaviour and could be asked to complete specific work relating to the incident. The pupil will also be supported by a member of the pastoral team, who will discuss the behaviour and offer advice and guidance on how to make better choices moving forward.

## **Behaviour Outside of School Premises**

According to '*Behaviour in Schools 2022*', schools have the power to sanction pupil for misbehaviour outside of the school premises to such an extent as is reasonable.

Thomas Adams will investigate and sanction accordingly, any poor behaviour or behaviour which brings the school's name into disrepute that occurs outside of school premises.

This includes on visits and trips, during any other event or occasion related to the school, and any occasion where the pupils are the responsibility of staff. This also applies when pupils are off site on study leave or work experience, and when pupils are travelling to and from school as they are considered to be representing the school.

## **Online Student Behaviour**

Inappropriate online behaviour or use of social media will be dealt with in school when it is brought to the attention of staff, especially if it results in issues which arise in school. Mobile devices will be checked for offensive materials and relevant action will be taken. Where appropriate, the police will be informed and evidence will be forwarded on if requested.

## **Behaviour in Examinations**

Examinations play an important part in assessing the progress being made by pupils. All years will have school examinations during the year. Pupils will be advised of the timings of the examinations and issued with examination timetables. During examinations, pupils must:

- Arrive at the correct location at the published time wearing the correct school uniform
- Enter the examination room in silence
- Remain in silence throughout the examination and until all papers are collected in
- Wait to be dismissed by the invigilators in silence
- Bring the correct equipment to the examination
- Not take mobile telephones or smart devices of any kind, including watches, into the examination room.

The same rules apply for external examinations. The rules for public examinations are set out by the JCQ. The consequences of examination infringement can be found on the JCQ website. The rules for conduct in examinations are available from the Examinations Officer.

## **Preventing Recurrence of Misbehaviour**

All schools in our trust adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. This support may be delivered outside of the classroom, in small groups or in one-to-one activities.

All staff at Thomas Adams are trained to record incidents of poor behaviour on ARBOR. Pastoral staff and the Leadership Team monitor this information to identify any pupils who are persistently misbehaving and support for these pupils is allocated accordingly. Structures exist within Thomas Adams to support pupils whose behaviour is causing concern. Parents/carers are usually involved in the discussion process regarding these interventions. However, it is the Head of Year, a member of the Pastoral Team and/or a member of the Senior Leadership Team who refer into these areas of support. Our interventions are intended to develop the child's ability to self-manage and self-regulate, these include:

- SEND assessment to investigate if there are barriers to learning
- SEND interventions tailored to specific needs
- Creation of Pupil Centred Plan to inform staff of effective strategies
- Restorative or mediation conversations
- Subject Report for issues within a subject area
- Form Tutor report and mentoring
- Whole School Report (Tiered)
- Anger / Anxiety Management, Resilience or Aspire programmes
- Mentor system
- Time Out cards
- Access to safe areas within the school
- School Counsellor
- SEAL programme
- Behaviour Panel Meetings – Head of Year / SLT / Governors
- Referrals to outside agencies (CLIMB / EMBRACE / We Are With You etc.)
- Educational Psychologist assessment
- External behavioural assessment
- Webstar (Early Help)
- Inclusion Service from County – Pupil Planning Meetings and reviews
- Personalised Learning Plan
- Inclusion Advice Forum Referral

School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, and support approaches will be used in conjunction with sanctions to reduce reoccurring behaviours.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan and then review the needs of the pupil and the impact of the support being provided. If the pupil has an EHCP, early contact with the Local Authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment, such as an Early Help assessment, is required.



## Anti-Bullying Statement

At the heart of our work on behaviour is a zero-tolerance approach to any form of bullying and we take bullying seriously. We want everyone in our community to understand the value of good choices. All schools in our Trust believe that everyone has the right to feel welcome, safe and happy and we are committed to ensuring that all members of the school communities are able to achieve their potential without the fear of being bullied. Bullying of any kind is never acceptable and will not be tolerated.

We will seek to educate any individual who acts against our expectation in order to develop more positive behaviour and we will support all those who are the victims of unkindness.

The Anti-Bullying alliance defines bullying as *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'* The trust supports this definition, whether it is physical or emotional.

It is the responsibility of all members of the school communities to implement the anti-bullying procedures and it is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility, for the welfare of others. Pupils, parents/carers and staff should understand that reporting instances of bullying is essential and be assured that they will be supported.

The use of technology to intimidate others is an increasing national trend and that such forms of bullying will also be dealt with robustly under each school's anti-bullying procedures.

### Prevention and Education.

At Thomas Adams we strive to effectively prevent and tackle bullying. The following strategies are in place to ensure that everyone feels safe and supported in school and that students are prepared and can act confidently should bullying occur.

In our School Community we:

- Recognise and respond to all forms of bullying, including; physical, emotional, racial, cultural, sexual, homophobic, gender related, verbal, non-verbal and cyber.
- Ensure all staff are aware of how to deal with bullying or suspicions of bullying. Specific training forms part of new staff induction.
- Support staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Will put support packages in place for both victims and perpetrators.
- Ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; everyone should feel safe to learn and abide by the anti-bullying

procedures.

- Support students to speak out about bullying that they have either witnessed or been subjected to.
- Require all members of the community to work with the school to support our anti-bullying procedures.
- Recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will endeavour to keep parties informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with the complaints policy.
- Seek to learn from good anti-bullying practice elsewhere.
- Utilise support from the Local Authority and other relevant organisations when appropriate.
- Include an assembly, form time and PSHE programme with opportunities for students to discuss bullying and the bully, exploring feelings and attitudes.
- Promote the [tellus@thomasadams.net](mailto:tellus@thomasadams.net) email address for any concerns to be reported on confidentially.
- Ask teachers to be aware of potential difficulties between students and take them into consideration when creating seating plans and in general classroom management.
- Ask staff on duty and lunchtime supervisors regularly to patrol areas of the site where bullying might go on undetected.
- Provide 'quiet' areas at breaks and lunchtimes, so that nervous or vulnerable students can go somewhere they feel safe.
- Have an induction programme for students, support vulnerable students and help them to settle into school successfully.

## **Monitoring and Evaluating School Behaviour**

We expect all schools in our trust to monitor and objectively analyse behaviour data at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour using this data to forward plan and further improve behaviour within schools.

At Thomas Adams, we analyse data recorded on ARBOR to monitor and address behaviour concerns. The information we gather is used to guide and inform the individual pupil interventions and support provided, but also the curriculum delivered.

At Thomas Adams, we also gather regular feedback and information relating to behaviour through our Stakeholder Voice work.

Data patterns and stakeholder feedback inform our assembly, form time and PSHE programmes. This ensures that, not only do we cover the national agenda, but that we also respond to our local and internal needs, providing targeted education to our pupils.

## Adams House

Adams House is a state Boarding House and part of Thomas Adams School and Sixth Form. Boarders at Adams House follow the House Rules as explained in the Boarding Handbook. If House Rules are broken, boarders will be sanctioned as explained in the Handbook.

Adams House Anti-Bullying Commitment is also explained in the Boarding Handbook.

## Policy Monitoring and Review

### Monitoring

The Chief Executive Officer and Deputy Chief Executive Officer will monitor the outcomes and impact of this policy/procedure on an annual basis.

### Review

Member of Staff Responsible	Chief Executive Officer/Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Behaviour in schools, September 2022, Education and inspections Act 2006 Education Regulations 2014 Searching, Screening and Confiscation, Advice for schools July 2022.
Policy Approved By	Trust Board
Date of Policy	Summer Term 2023
Review Period	Annually
Date of Next Review	Summer Term 2024