



Behaviour and Pupil Management Policy

(Including rewards and sanctions)

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1. Introduction

It is a primary aim of Tower House that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We believe that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Ms Katie Clark.

2. Whole school approach to behaviour

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school

approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

3. Code of conduct

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The school has a code of conduct, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Boys have the Code of Conduct read to them each year (see Appendix 1). The Code of Conduct is printed in the termly calendar and boys have a copy in their homework diaries and more junior pupils will have these rules explained, in age appropriate language, by their class teacher.

The class teacher or Head of Year discusses the code of conduct with each class. In this way, every boy in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher/Head of Year discusses these with the whole class during 'form time'.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is available on request. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a child is adopted, looked after or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/exclusion.

4. Involvement of pupils

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils (including EYFS pupils) are aware of the School's behaviour standards, expectations, pastoral support and consequence process. All pupils are taught that they have a duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

5. Involvement and role of parents and carers

The role of parents and guardians is crucial to the school developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study. The school encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

The School Code of Conduct is set out in the termly calendar and we expect parents to read and support this code.

We expect parents to support their son's learning, and to co-operate with the school, as set out in the termly calendar. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their son's welfare or behaviour.

If the school has to use reasonable sanctions to punish a boy, parents should support the actions of the school. If parents have any concern about the way that their son has been treated, they should initially contact the class teacher/Head of Year. If the concern remains, they should contact the Head/Deputy and if still concerned, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. Unexplained absences

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Child Policy.

Please note that it is the school's policy not to allow holiday to be taken during term time unless in exceptional circumstances.

7. School rules

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out in Appendix One of this document and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

8. Promoting good behaviour - rewards

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

At the School we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements from our pupils in the following ways:

- Teachers congratulate pupils;
- Teachers positively reinforce good behaviour and good work ethic through verbal praise at every opportunity.
- Teachers give boys house points. These can be for a good piece of work, for consistent hard work, for good behaviour, to acknowledge outstanding effort, for being helpful to staff or acts of kindness in school. In years 3-8 boys keep a record of their house points in their homework diaries. These are collected each week and along with the class totals for Year R-2, combine to give an overall house total each week.
- Pupils individual and collective successes are celebrated in weekly and end of term assemblies:
- In the Junior School, we nominate boy's for work of the week certificates given in Junior assembly each week, as well as merit badges
- In the Senior School in the weekly House Point assembly House captains congratulate individual weekly house point success. There are also star badge targets for boys (Green:60; Blue:120; Red:180; Yellow:240; Bronze:340; Silver:440; Gold:540;) which are awarded as boys achieve these targets in House point assemblies. Year 3 boys also gain badges for their individual house point totals and go to the Deputy Head to receive this badge.
- In whole school end of term assemblies boys receive badges for effort and achievement in academic subjects, over all house point winners and for sporting success and effort. This is also the opportunity to congratulate boys for achievements across the curriculum from music/art/drama, to Library awards and personal achievement.
- Head's Award – is a very special award that can be nominated by any staff member for individual pupils or a whole class that have excelled in some way. These can range from an outstanding piece of work to a contribution in assembly or for looking after guest visitors to the school. Boys visit the Head's office to receive their certificate, are awarded 5 house points and their parents are informed.

The school acknowledges all the efforts and achievements of children, both in and out of school. The weekly newsletter congratulates boys regarding pupil achievement out of school as well as inside; for example, musical, sporting or artistic pursuits.

The School selects Prefects in recognition of good and responsible behaviour. They assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

9. Responding to misbehaviour

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- Deterrence – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School
- Protection – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- Improvement - supporting pupils to understand and meet the behaviour expectations of the School and re-engage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

10. Sanctions

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with them at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in helping the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Head / Deputy Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. 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.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy.

The school employs several sanctions to enforce the code of conduct, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect boys to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect boys to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a boy is disruptive in class, the teacher reminds him of behaviour expectations. If a boy misbehaves repeatedly, a verbal warning is given.
- It may be necessary to isolate a pupil from the rest of the class until he calms down and is in a position to work sensibly again with others.
- The safety of the boys is paramount in all situations. If a boy's behaviour endangers the safety of others, the class teacher stops the activity and prevents the boy from taking part for the rest of that session.
- If a boy is anti-social towards another pupil, the class teacher records the incident on ISAMs and the boy is sanctioned. If a boy repeatedly acts in a way that disrupts or upsets others, the pupil will be sent to the Head or Deputy who may contact the child's parents and seek an appointment to discuss the situation, with a view to improving the behaviour of the boy.
- If a boy physically hurts another deliberately and with intent to cause harm, this pupil may be temporarily excluded for the remainder of the day by the Head or the Deputy Head.
- If a boy uses foul or abusive language, this pupil may be temporarily excluded for the remainder of the day by the Head or the Deputy Head.

Senior School

- In the senior school the Head of Year is the first port of call for all disciplinary matters and subject teachers report back incidents of positive and negative behaviour using the ISAMs notes section for each child.
- If boys do not complete a piece of work (including homework) to the standard expected of the subject teacher, they may ask that the work is repeated. If this is still not completed satisfactorily then a suitable time to hold a supervised detention will be arranged in conjunction with the Deputy Head where by the pupil can complete the work to the expected standard commensurate with the pupils ability.
- A boy may receive a minus house point, recorded in his homework diary, for repeated offences or for misconduct deemed serious enough. This must be shown to his Head of Year and recorded on the weekly House Point record sheet which then goes to the Deputy Head.
- If a pupil receives 3 minus house points in any half term period, he will receive a lunch time detention with the Deputy Head. If a pupil receives 3 lunch time detentions in a term, he will then receive an after-school detention with the Deputy Head.
- If a single incident is felt serious enough, immediate escalation to either a lunchtime detention or after school detention may be necessary.

Junior School

- In the junior school, if a boy is disruptive in class/playground they are reminded of behaviour expectations. If disruption persists a verbal warning is given. Should disruption continue then teacher's behaviour management strategies implemented within the classroom for example, use of marbles in Reception, missing first 5 minutes of morning playtime etc.

- For repeated misbehaviours pupils may be asked to go to another junior school class for a period of time to reflect before their return. However, for more serious transgressions this consequence may come into effect immediately.
- Parental contact will be made if the behaviour is deemed severe, persistent or unsafe and ultimately detrimental to the learning and safety of others. This decision can, of course, be made at any point.
- If necessary, the Deputy Head will be involved which may be escalated to the Head.

In all matters the Head is the top of the sanctions process and ultimate sanction for any child who has been dealt with through all other channels.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

All members of staff are aware of the regulations regarding the use of force by teachers. There is a separate Restraint Policy. Teachers in our school do not hit, push or slap boys. The School rejects all kinds of corporal punishment. Staff only intervene physically to restrain boys or to prevent injury to a boy or if a pupil is in danger of hurting himself. The actions that we take are in line with government guidelines on the restraint of children. Where a staff member has to use restraint, a Use of Restraint Form will be completed by the staff member, and the incident logged on the schools 'Use of restraint Log' held on MS Teams.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

The school will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, staff will follow the School's Safeguarding Policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School has a confidential central register of all sanctions imposed for misbehaviour (ISAMs). The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

Supporting pupils following a sanction

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may 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.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.

- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

11. Serious misbehaviour

In the event of serious misbehaviour (see Appendix 3) a Behaviour Form will be completed by the Head. The indent will also be included in the Sanctions log held by the Head. Further details on exclusion can be found in Appendix 3 at the end of this policy.

12. Allegations against staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding Policy and Suspension and Exclusion Policy (Appendix 3), as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

13. Removal from classrooms

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

14. Preventing recurrence of misbehaviour

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents, including face to face meetings, if deemed necessary
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

15. Contextual safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

16. Special educational needs

The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. The School ensures that our 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. The School believes that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously. The School makes the appropriate reasonable adjustments for pupils with SEND or certain health conditions.

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

17. Role of the class teacher, subject teacher and head of year

It is the responsibility of the class/subject teacher to ensure that the code of conduct is enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class/subject teachers in our school have high expectations of the boys in terms of behaviour, and they strive to ensure that all boys work to the best of their ability.

The class/subject teacher treats each boy fairly and enforces the classroom code consistently. The teacher treats all boys in their class with respect and understanding.

If a boy misbehaves repeatedly in class, the class/subject teacher keeps a record of all such incidents; these are recorded on the notes section for the pupil on ISAMs. In the first instance, the class/subject teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of Year, Deputy Head or the Head.

The class/subject teacher reports to parents about the progress of each boy in their class, in line with the whole-school policy. The class teacher/Head of Year may also contact a parent if there are concerns about the behaviour or welfare of a boy.

Pupils are supported in all school matters by their class teacher or Head of Year and to understand and adhere to the behaviour and sanction expectations for the school. The class teacher/HoY is also the pupils' first contact with any concerns or questions.

The class teacher/HoY would be the first to liaise with other staff or parents if there are concerns about a pupil's behaviour. They would also praise good behaviour/work and through weekly house point collection would be the first to recognise and celebrate achievement.

The class teacher/HoY supports and helps with pupil's transition through the school by liaising with future teachers and passing on key information about pupils to future class teachers/HoY. The transition between Junior and Senior school is carefully planned with more responsibility given to the Year 3 pupils as the year progresses and greater integration with the senior school events and activities.

The class teacher/HoY is responsible for the smooth transition of new pupils into the school and the induction into the class. Behaviour expectations are explained to the new pupil and they are given a 'buddy' another pupil in the class to support and guide them through their first few weeks.

18. Role of the head

It is the responsibility of the Head, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

The Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head keeps records of all reported serious incidents of misbehaviour.

The Head has the responsibility for giving fixed-term suspensions to individual boys for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may permanently exclude a pupil.

The Head will record and investigate any accusations against staff by pupils and if these are found to be malicious will take disciplinary action accordingly after consultation with the pupil's parents.

The Head will involve other agencies such as social workers as the need arises.

19. Role of the governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Head in carrying out these guidelines.

The Head has the day-to-day authority to implement the school's Behaviour Management and Sanctions Policy, but governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.

20. Misbehaviour outside of school or online

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from School;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a pupil will be made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Suspension and Exclusion Policy (Appendix 3).

21. Use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and behaviour at the School.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are

advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head immediately after they have needed to restrain a pupil physically. A use of restraint form will be completed and details of the incident added to the school's restrain log.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

22. Searching

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the child to be searched and any SEND or vulnerabilities (including certain health conditions) the child may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in his/her possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

23. Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

24. Electronic devices

Where an electronic device is found during a search and that device is prohibited, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any child.

Any decision to search a child's device should be based on the professional judgement of the DSL and should always comply with the School's Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records. Parents and carers.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school rules. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another child), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the pupil in accordance with this policy [and the Suspension and Exclusion Policy], where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's [Safeguarding / Child Protection Policy].

25. Teaching and learning

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

26. Complaints

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's complaints

procedure which apply equally in the EYFS setting is on our website and sets out how parents can raise a formal complaint and how the school will handle it. We will also send you a copy of the complaints procedure on request.

27. Monitoring and review

The Head monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher/HoY records minor classroom incidents and any details or reports from class teachers inside or outside the classroom.

The Head keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSHE lessons, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff pupils, governors, trustees and other stake holders on their perceptions and experiences of the school behaviour culture.

This policy is reviewed and updated at least annually by the Governors.

Appendix 1: General School Rules

1. Boys should be respectful, and co-operative towards all adults. Boys should stand back on the stairs when an adult wishes to pass, should say 'Good morning' or Good afternoon' as appropriate and be ready to offer any help that may be required e.g. carrying books and so forth.
2. Boys should be reasonably quiet inside the school, especially when waiting for lessons, when they should be preparing the necessary books and beginning to read or work on their own. Boys are instructed that, if a teacher fails to arrive five minutes after the scheduled start of a lesson, a single representative must come to the school office (usually the form captain).
3. Boys should keep themselves clean and tidy and observe good standards of personal hygiene. Shirts should be tucked in and top buttons done up. Blazers should be worn for arrival and departure from school. Boys should be reminded when they are not wearing correct school uniform and, if appropriate, a note sent to the parents.
4. Boys hair should be short and neat following the general rule of; off the collar, off the ears, away from eyes (short fringe). Alternatively, hair should be held back with the use of a hair band or pin.
5. Boys should care for and respect all school property, as well as their own and other's personal belongings. No boy should go into the desk or locker of another boy.
6. Older boys should be able to look after and be responsible for younger boys. Younger boys should respect the older boys. Older boys, especially prefects and house captains, should **deserve** the respect of younger boys.
7. When boys speak to staff, they should use the appellation sir, miss, or the full name and title.
8. Boys in the Senior School should have the appropriate books on the desks and be ready to start the lesson. At the beginning of the day, they should empty their bags and ensure that everything they are likely to need during the course of the day is in, or on their desks. Homework diaries should be brought to school every day and taken home at the end of the day. Musical instruments should be stored tidily in the appropriate place in the music store.
9. Boys should always ask permission to leave the classroom during and between lessons. Boys are encouraged to only leave the classroom if absolutely necessary and that visits to the toilet or to fill water bottles should ideally be done during break times.
10. Boys are not allowed to bring games and toys, or items of any value to school. If they do, the school accepts no responsibility for their loss or damage. Mobile phones are not allowed to remain with boys during school time and must be left in the school office and collected at the end of the school day. The only money which boys should carry in school is for bus or train fares or for special events e.g. Book Week, charity or mufti days etc.
11. Boys should know when they are allowed in the building and when they should be in the playground. Boys are not to hang back in classrooms and cloakrooms
12. Boys are not allowed to bring sweets to school, but they may bring a healthy snack or piece of fruit for morning break. All boys should, have a reusable bottle for water and all boys are encouraged to drink water regularly.

Appendix 2: Rules of the Playground (agreed at School Council – 30/11/2022)

- All playground equipment and playground space must be shared regardless of year group.
- There should be play space for all games, football, basketball, tag/running games, cricket.
- Boys must be outside unless indoor break called and should not stay in the classrooms or school buildings.
- No chanting is allowed at any time and celebrations should be sensible.

General

- Always stop and freeze when the whistle is blown or teacher issues the instruction “Stand Still”.
- No bundling or aggressive games at any time. In tag games one hand or two hand touch is allowed but no grabbing or holding games including no tackling.
- Boys must not go out of the main school gate at any time unless with a staff member.

Main Playground

- A limit of 3x foam balls and 3x basketballs at any one time should be used.
- No games where balls are deliberately thrown at each other. Care should be taken with wet foam balls and they should never be thrown.
- Boys & staff must take notice/care of those playing ball games across the playground. The staff member will blow the whistle to stop games if a group is walking through the playground. Boys playing should also be aware and stop when Junior school/teachers/visitors walk through.
- Footballs must not be kicked out of hands and must always be kicked from the floor.
- No swinging on goals and care should be taken not to break or damage the goals when moving them and they should be carried not dragged.
- No misuse of cricket equipment, stumps should remain in bases
- There should always be an umpire for each cricket game whose decision is respected.
- Basketball games must only be played at the basketball end of the playground and basketballs not used in other areas.

Quiet Area

- No running in the quiet area or running games of any kind.
- Games in this area should try to be quieter than the main playground.
- No jumping over or walking on the low brick wall or wooden flower beds.
- Table tennis tables and table football tables should be shared and if players are waiting to play they should be given a chance to join in.

Indoor Play

- Boys should respect the indoor play hall and not play with curtains, equipment or climb on or behind seating.
- Foam balls are allowed but only dry indoor balls from sports store.
- At classroom wet break boys may play with classroom board games, chess, top trumps & playing cards.

{Rules compiled and agreed by school council 30/11/22}

Appendix 3: Suspension and Exclusion Policy for Serious Misbehaviour

The scope of this policy is not restricted to conduct on the School's property but also on trips and visits, and in any circumstances where a pupil's behaviour is deemed to bring the School's reputation into disrepute.

Only the Head (or the acting Head) has the power to exclude a pupil from school. The Head may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head may also exclude a pupil permanently. It is also possible for the Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Head will undertake the following before reaching a decision about the possible exclusion of a pupil:

- Consider all the relevant facts and such evidence as may be available to support the allegations made.
- Allow the pupil to give his version of events
- Check whether the incident may have been provoked (this may provide mitigating circumstances)
- Consult others as appropriate

The decision to exclude a pupil is entirely at the Head's discretion taking account of the information available to him at the time the decision is taken. Even though in some circumstances the Head may not be fully satisfied that the allegations have been proven, it may nevertheless be appropriate to exclude the pupil.

The length of the exclusion period is entirely at the Head's discretion taking account of the seriousness of the allegations. He will, however, attempt to make any period of temporary exclusion as short as is reasonably possible.

If the Head excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. Communicating a decision to exclude - the parents or guardians would normally be requested to call in to school for a meeting with the Head. He will use the meeting to advise them of his decision both verbally and in writing. He will also attempt to review with the parents/guardians what can be done to support the pupil whilst excluded and to consider what steps need to be taken to support the pupil on his return to School (if appropriate). If parents are unable or refuse to attend a meeting, then they will be advised by telephone and in writing according to the immediacy with which exclusion will take place. At the same time, the Head makes it clear to the parents that they can, if they wish, appeal against the decision (see below). The school informs the parents how to make any such appeal.

The Head informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head.

Examples of such behaviour include:

- Drug abuse
- Alcohol and tobacco abuse

- Theft
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Child on child (including online abuse)
- Physical assault/ threatening behaviour
- Fighting
- Sexual violence and harassment
- Racist, sexist, misogynistic, transphobic or homophobic abuse
- Sexual misconduct including sexting and or the consensual or non-consensual sharing of nudes/semi-nudes
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings.

The School may be required to exclude a pupil, or to require him to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective.

Aggressively physical reactions are completely unacceptable. A first incident may result in the child being given the opportunity to apologise and resolve never to react in this way again without reference to his parents but any repetition will result in parents being informed - with a view to their being involved in helping the child to react differently in future.

Examples of such behaviour include biting, kicking and punching. If such an incident occurs a record will be kept, and the child warned that a repetition could lead to suspension from school.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy and Low Level Concerns Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding Policy and Sanctions, Exclusions and Required Removal Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

Appeals against Exclusion

The School will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with under Stage 3 of the *School's Complaints Procedure* and should be made in writing to the Head within one week of the pupil's exclusion.

If the decision of any appeal against exclusion is that a pupil should be reinstated, the Head must comply with this ruling.

The School will make every effort to support a pupil who has been temporarily excluded. This will include:

- Setting and marking work whilst the pupil is excluded
- Liaison with the parents/ guardians to prepare the pupil for return to the School
- Planning and implementing a programme of educational arrangements that will best help the pupil's reintegration into the School at the end of the exclusion period.

The contract between the School and the parent or guardian has been terminated and the School is under no obligation to educate the pupil.



Appendix 4: Incidence of Bullying Form

Incident Number and Name of Pupil:		Date incident occurred and location:	
Year group:		Staff Involved:	
Description of Incident:			
Action taken at time of incident:			
Action taken as follow-up:		Date:	
Signed:		Date:	

Tower House School is committed to safe recruiting and to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Approved and Signed by Chair of Governors

Name: Antony Phillips



Signature: _____

Date: 13th November 2024
