



THLCIC Behaviour policy

Treasure House (London) CIC

Approved by: Naomi Long Srirotriam **Date:** 31st August 2019

Last reviewed on: 24th April 2023 by NLS

Next review due by: 1st September 2024 (Every three years or when guidance dictates)

This policy sets out the school's powers to deal with negative behaviour or behaviour that prevents students from learning or feeling safe at Treasure House. The school must comply with statutory guidance, including DfE guidance 'Behaviour and Discipline in Schools, January 2016' and 'Behaviour in schools: advice for headteachers and school staff 2022', and has a legal duty to comply with the Equality Act 2010, in respect of safeguarding and in respect of students with Special Educational Needs (SEN). This document was updated in line with Keeping children safe in education (KCSIE) 2022.

1. The Treasure House Community

The Treasure House community consists of all students, staff and volunteers who take part in the life of Treasure House.

2. Our Ethos & Respect

When we respect ourselves and others we create a positive, safe and happy environment where we can learn effectively and reach our full potential

Young people come to Treasure House having been unable to be successful in mainstream schools. They may have had prolonged absences or experienced extreme anxiety in the high-pressure atmosphere of a mainstream setting.

Our ethos is to provide a flexible, negotiated approach in a supported setting. By providing students with physical and emotional spaces that minimise the triggering of stress response, we can support their growth and ability to cope and encourage new positive growth. By enforcing the 'circle of safety' around them, it is possible to undo some of the difficult feelings and associations that remain from their previous experiences in education. We aim to engage the students in the learning process again and teach them to love learning. We appreciate that this can take time and may initially feel like an impossibility to some students. We are a community of individuals with the common belief that mainstream settings do not work for all students all of the time and that we can offer a viable alternative with small group and 1:1 teaching. We work with no more than 15 students at Treasure House at any one time.

Our staff have the responsibility to foster positive behaviour within the classroom, modelling good time management, a positive attitude towards learning and achievement, respectful language and an acceptance of diversity within our community and a flexible approach to managing their needs in the classroom context. This means adopting the highest expectations for our students regardless of their identity, background, current circumstances and/or SEND. Staff will manage negative behaviour, in the first instance, within the classroom context, with a reconciliatory, negotiated approach. In 2022/23 a new behaviour monitoring system was introduced for more joined up communication across the school regarding emerging issues, all staff are expected to update this every day.

In order to foster a safe and supportive environment for our young people we ask that both parents/carers and students sign a Home/School Learner agreement that sets out what we will each commit to do. We expect all students and parents/carers to sign this agreement as part of their place at Treasure House.

We are a school that believes in hard work, fairness, respect, honesty and kindness. We ask that each student agree to support their peers as well as treating all students and members of staff with respect. Students should also behave respectfully towards equipment, the building and grounds and understand that negative behaviour outside of school hours will still be responded to by school staff through communication with parents, signposting or the involvement of relevant professionals.

Signs of disrespect are as follows:

- Swearing and insults
- Treating others as lesser than others or without value
- Damaging school or individual property
- Using social media or technology in a way that is illegal, unsafe or excluding, disrespects or breaks the trust of others
- Being dishonest or taking items that do not belong to you
- Using devices during school hours without permission from the headteachers
- Arriving late or unprepared to lessons
- Refusing to attend lessons or school
- Speaking over others or not listening when they speak
- Physical violence or inappropriate contact, language or actions
- Sexual violence (rape, assault by penetration, or sexual assault) and sexual harassment (unwanted conduct of a sexual nature such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sending nudes or semi-nudes.
- Touching or taking other people's belongings without permission or damaging other people's belongings
- Touching other students inappropriately or without their permission

3. School Rules

Students must:

- Treat other members of the school community with respect
- Attend school every day and take part in all lessons timetabled for them
- Be ready to start lessons on time
- Refrain from using language that could be deemed (even if unintentionally) to discriminate against others by age, disability, gender, sex, race, religion or belief and gender or sexual orientation
- Stay on school premises between the hours of 10am and 3pm unless given permission to leave by a headteacher
- Hand their mobile phone or electronic device into the office in the morning and collect it at the end of the day unless having signed a sixth-form agreement and having been given permission to retain their phone or device
- Never bring weapons, drugs, smoking paraphernalia or offensive material onto the premises
- Never access websites at school that are inappropriate or contain sexual, threatening or extremist content
- Never take or share images or video of anyone at Treasure House without their express permission
- Refrain from damaging school property or equipment, (students may be expected to reimburse the school for any damage caused)
- Respect others boundaries, do not touch others without their permission, respect others' belongings.
- Always use technology appropriately and in line with school guidelines, reporting to a member of staff any worrying incidence of misuse observed inside and outside school hours
- All students are expected to sign in on arrival to school, if they arrive later than

- 10am, specifying why late
- All students must sign at lunchtime, if leaving the premises, the school day.



Any absences from school are followed up after 10.15am on the phone call or message to parents. See our Attendance Policy for further details.

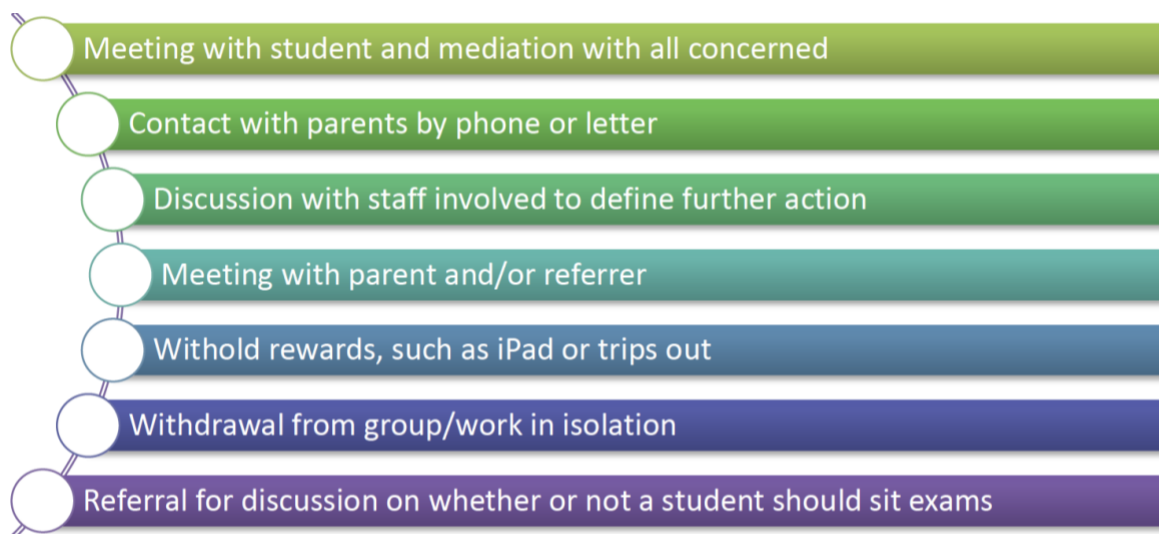
Risk assessments are undertaken in preparation for outings and visits. When out on trips, students are expected to represent the school and behave well at all times. Teachers are responsible for students whether on or off the premises and school rules will apply as appropriate.

Violence at Treasure House will not be tolerated. If a student acts in a violent (including sexual violence) or aggressive manner then they will be excluded from the provision. In serious cases, the student will be permanently excluded.

4. Approach to identifying and investigating behaviour

Each case must be dealt with on its merits, however, should students break school rules or show signs that they do not respect members of the Treasure House community:

Fig 1.1



Sanctions will be applied fairly in accordance with DCSF guidance and exclusion used when no other alternatives are available.

Sometimes the behaviour will be severe enough to warrant an immediate exclusion, this is usually, but not always, where there is a failure of students to act in a way that ensures the health and safety of all members of the Treasure House Community and usually involves risky or aggressive behaviour or consistent refusal to follow instructions from staff members.

In response to any sexual or other violence of a serious nature, a referral to early help will be completed and may be followed up with referral to children’s social care or being reported to the police on the advice of MASH (Multi-Agency Safeguarding Hub).

5. Praise and Reward

Record of Achievement

The student's behaviour is recorded by the student support staff or teachers and is reported back to parents via phone calls, Excellence Postcards or in termly reports.

Certificates of Achievement

Certificates are awarded each half term for all students who have made excellent progress, produced an excellent standard of work or achieved 100% attendance or punctuality rates. These certificates are awarded by subject teachers or from the headteachers

Each student will get a copy of the certificate. This allows them to share their successes with family before the end of the year.

Parents Evenings

Parents evenings are held to inform parents about the progress that their child is making so that they can best support their child to work to their maximum capability. Teachers enjoy the opportunity to give positive feedback for the effort that students put into their studies and the positive changes that their child has undertaken.

Teachers & other staff members

Teachers and other staff members are encouraged to reward their students in lessons and during the school day. Teachers are encouraged to adopt their own methods of reward including, but not limited to:

- Feedback in books or via email
- Quizzes or challenges with rewards
- Educational or fun trips out, such as to theatres
- Feedback to Directors

In addition, the headteachers or support staff may reward or praise the students by:

- Calling, or sending a message to parents
- Arranging whole school trips out, for example to Nandos, Ice Skating, the BMX track or a theme park
- Ordering a meal or preparing something extra special for lunch
- Conversations with the student to emphasise the positive progress that they have made
- Giving the student a chance to play a game, or watch a film.

Reward Plan

- Students may be offered the opportunity to take part in a Reward Scheme where they collect rewards (sometimes in the form of pebbles) which are rewarded with a gift voucher at a certain number. The target will be set in conjunction with the child and parent(s)/carer(s) will be informed.

Birthdays are an important celebration at Treasure House and every student will receive a cake and a card on their birthday.

6. Managing Behaviour & Sanctions

The staff of Treasure House (London) CIC are committed to using a conciliatory approach to managing problems and incidents. Most of our students have been subject to difficult and upsetting experiences in school and in formal settings. We believe that by treating our students as responsible individuals, we will equip them for life beyond education including teaching them how to successfully manage relationships, be assertive and better understand how to be part of a group.

This requires all students to take responsibility for themselves **and their own actions** and to commit to working towards creating better relationships for themselves, even with people who are not necessarily like them. We do not require students to become friends with other students but teach our students that part of life, particularly in the world of work, is being around people that may be different to you; it is important to show them respect and tolerance and expect the same in return.

We will not tolerate victim blaming. We encourage students to report incidents of abuse and harassment. We strive to create an environment where respect, tolerance, acceptance and diversity are at the heart of our ethos. We encourage students to challenge problematic behaviour so that we can continue to develop the way we respond to and support students.

Teachers have the right to expect a certain level of acceptable conduct from a student. If a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

Classroom Teachers, and other non-teaching staff, are expected to deal with minor incidents of disrespect or rule breaking, always with an awareness of underlying difficulties due to SEND or personal circumstances. The member of staff is expected to log any concerns on the Behaviour Management Software (Arbor) and to report any unresolved or developing issues, for further action, to the Student Support Coordinator or the Headteachers who will follow the procedure above (see fig 1.1).

We will not tolerate disrespect or physical violence towards any member of staff.

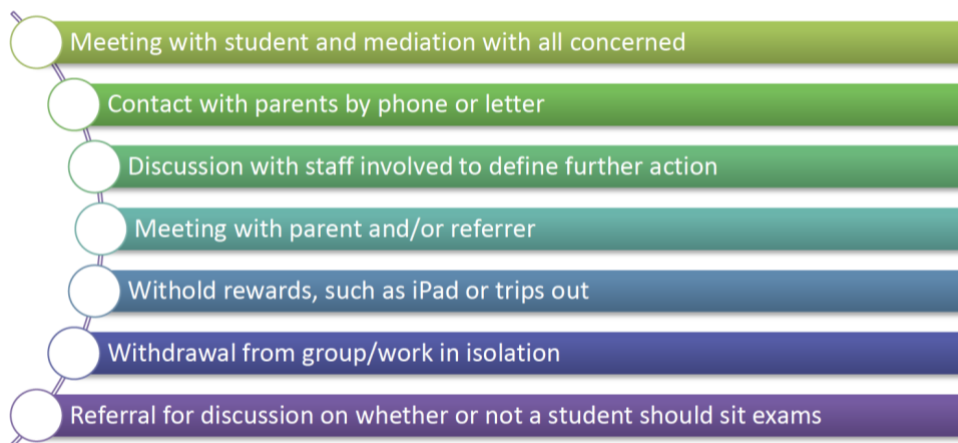
When dealing with behaviour issues, staff will:

- Explain to the student the effect of their negative behaviour and redirect them
- Explain to the student the effect of their negative behaviour and warn them that if it continues then they may be subject to further sanctions
- Staff may request a period of supervised independent work within the office or move the student to a different place within the classroom where problematic behaviour can more easily be monitored and dealt with
- Staff will meet with the student individually to discuss what went wrong and a strategy for moving on
- Refer the student to the Student Support Coordinator or the Headteachers who will investigate the situation and communicate with all involved to negotiate a strategy for moving forward
- Set extra work or homework in place of missed class work
- Apply another sanction as set out in the DfE guidelines, [Behaviour in schools: advice for headteachers and school staff 2022](#)

7. Consistent displays of disrespect or rule breaking

Sanctions Include:

Fig 1.2



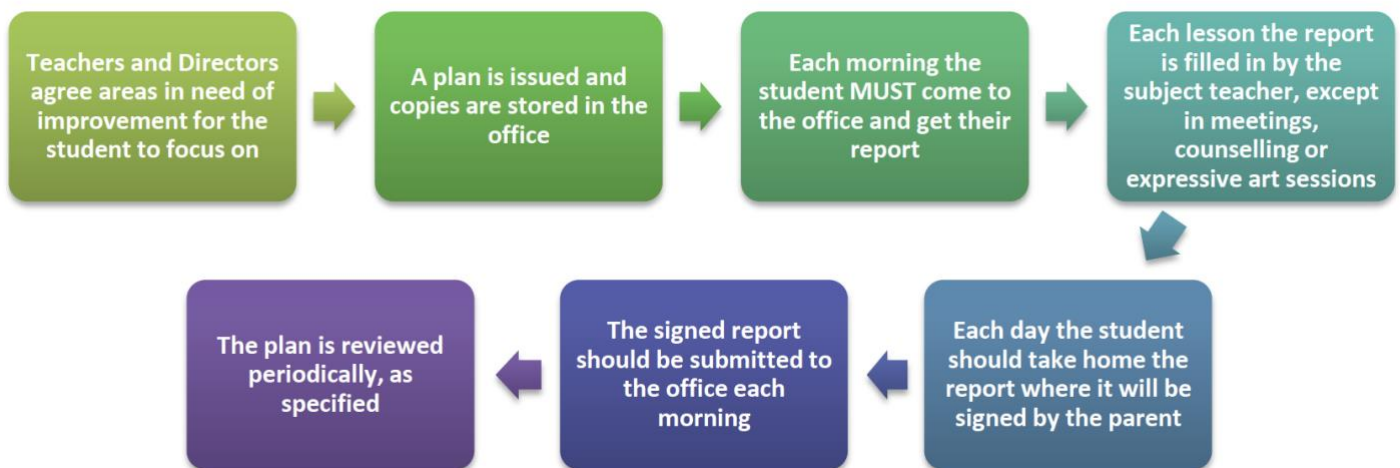
Behaviour Plans

Treasure House (London) CIC reserves the right to put a young person on a Behaviour Plan at any time. We believe this is an effective way of improving areas of concern as it allows the young person to understand, and focus upon, what needs to change. The young person will continue on the plan until they:

- a) show significant signs of improvement in the areas outlined on the plan and
- b) there are no other remaining behaviour concerns.

Students who do not show respect to school staff will not be removed from a plan.

Behaviour Plan Cycle



Parent(s)/Carer(s) Obligations

Parents must sign the plan every evening to show that they have read the comments and will discuss them with their child. If parents have any concerns then they can request a meeting at any time to review the plan.

8. Child on Child Violence

Harmful sexual behaviour is taken very seriously at Treasure House. Students are encouraged to report any concerns to a trusted member of staff who will have an obligation to share this with the Designated Safeguarding Lead (DSL) or Deputy Safeguarding Lead (DDSL). The school's response to any reported incidents will be proportionate, considered, supportive and further action will be decided on a case-by-case basis. Whilst the behaviour will not be accepted, the student alleged to have carried out the behaviour will not be demonised and will be listened to and offered appropriate support so they can change their behaviour.

Concerns can be reported through the anonymous feedback box in the hub, however, victims are encouraged to come forward in order to receive support. The victim's wishes will always be considered in the management of allegations and sanctions given.

Please see our RSE Policy for more information.

9. Serious Incidents

Serious incidents are, without exception, dealt with by the Directors. These include:

- Truancy from school & lessons
- Sexual harassment
- Extreme rudeness to staff
- Aggressive, risky, dangerous or extreme behaviour
- Smoking on school premises
- Refusal to comply with other sanctions
- Theft
- Bullying

Sanctions Include

- Meeting parents/guardians
- Ongoing monitoring/
- Possible immediate exclusion
- Withdraw from group/work in isolation in the office
- Verbal warning
- Restorative meetings

10. Very Serious Incidents

These incidents are, without exception, dealt with by the Directors. They include:

- Persistence of the above serious incidents
- Sexual abuse or harassment
- Serious incidents of bullying
- Racial harassment
- Fighting
- Continuous aggressive, risky, dangerous or extreme behaviour
- Bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- Involvement with drugs or alcohol
- Physical aggression towards a member of staff will be treated with the utmost severity

Sanctions available include:

- Some or all of the sanctions above in conjunction with:
- Fixed term exclusion
- Permanent exclusion
- Early help involvement
- Police involvement
- Child services involvement
- In the case that the student is allowed to continue to attend the school sanctions will be balanced

with education. The age and developmental stage of the alleged perpetrator(s) will be taken into account.

11. Malicious accusations against staff members

We aim to build strong and positive relationships with students. However, there may arise an exceptional circumstance where a student makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the student which will usually result in permanent exclusion or managed move. We recognise that this is an unusual situation and that the student concerned will need support, particularly in regard to their mental health and personal safety, and we will make appropriate referrals to CAMHs or Adult Mental Health Services and MASH or Social Care.

12. Banned items

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought into school. Students suspected of bringing in any item in the banned items under 'Prohibited items' may be searched without consent (in accordance with [DfE - Behaviour and discipline in schools, Advice for headteachers and school staff, January 2016](#)), including their belongings, by the Director(s) or other staff who are authorised to do so.

Prohibited Items

Power to search without consent for "prohibited items" include:

- knives, including craft knives, pen knives, razors
- guns of any kind, including replicas and BB guns
- alcohol
- illegal drugs and 'legal highs'
- stolen items
- tobacco and cigarette papers including e-cigarettes
- fire lighting equipment or inflammable liquids
- fireworks or explosives of any kind
- offensive material such as pornographic, racist or violent 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 rules that has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. Students suspected of bringing in any other banned item, such as those listed below may be searched (only with the student's consent), by a member of staff.

Other banned items

- Laser pens or LED torches
- Cameras: the school reserves the right to confiscate cameras or mobile phones and electronic devices and to delete any unauthorised pictures or video recordings of students or staff

The school reserves the right to seize, confiscate or destroy any of the banned items, or any item that the school deems to be unsuitable and dangerous. Sanctions may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. Students may be excluded in extreme cases, or when students have received previous warnings about banned items. Treasure House is keen to work together with other agencies to support the students in every way. This includes behavioural issues also.

13. Parenting Agreements or Parenting Orders

In January 2017 the government issued statutory guidance '[School attendance parental responsibility measures](#)' outlining additional measures for parental responsibility for behaviour and attendance. It gives local authorities and all schools legal powers to impose parenting contracts, parenting agreements and penalty notices for poor attendance and behaviour in schools. There is an expectation on schools to follow the guidance outlined therein. Potentially, these measures, when taken in the context of behaviour, can be applied to all young people on roll at Treasure House (London) CIC. Where attendance becomes problematic, the young person and their parents will be referred to the EWO at the Local Authority, where they are of compulsory school age (until the end of June in the academic year after their 16th birthday).

A **parenting contract** is an agreement between the parent(s) of a student and the local

authority or governing body of a school. They are voluntarily agreed by parents and consist of measures to improve attendance or behaviour at school. Measures contained in the contract will be funded by the local authority and may include referral to parenting classes and information on how the parents can get support (DfE, 2017).

A **parenting order** is imposed by the court and does not require parental agreement. It consists of a) a requirement for the parent(s) to attend counselling, such as parental education, for up to three months and b) a requirement for them to agree to measures set out to improve behaviour or attendance, valid for up to 12 months. The order will be monitored by a Local Authority officer, named in the order and any breach could lead to a fine of up to £100.

These measures will only be used by the school where all other options have been exhausted. Please see the guidance via the link above for further details.

14. Work with other agencies and professionals

Treasure House (London) CIC works with a range of agencies. Several of our students have a TAC, and most have at least one agency with them.

Agencies and professionals we work with include:

- Specialist Family Focus Team (SFFT)
- Social Care
- Southwark SEN
- Lewisham SEN
- Early Help Service
- Mentivity
- Southwark Virtual School
- EWOs
- Schools/Academies/Referrers
- YOS
- CAMHS
- Baseline Mentoring
- Southwark Information and Advice Service (SIAS)
- Southwark Anti-Violence Unit (SAVU)
- Insight
- St Giles Trust
- RISE

This policy was last reviewed in September 2022 and will be reviewed every three years or as changes in legislation dictate.

Contact details:

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