

# THLCIC Behaviour Policy

Treasure House (London) CIC

<b>Approved by:</b>	Naomi Long Srikrotriam	<b>Date:</b> 31 <sup>st</sup> August 2019
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## 1. Our Vision

At Treasure House, we believe every young person is unique, creative, and capable of extraordinary growth. Our community is built on trust, respect, and a deep sense of belonging. We nurture individuality, celebrate differences, and work together to create a safe, supportive space for learning and personal development.

Our community consists of all who are involved with the Organisation including students and their parents, staff, volunteers and other professionals who work with us.

### Our Ethos

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 nurture their 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.

Through small classes and strong relationships, we empower students to re-engage with learning, overcome barriers, and achieve qualifications and life skills that prepare them for their next steps. We appreciate that this may take time and initially feel like an impossibility to some students. With small-group/1:1 teaching our students' needs are met, leading to very low incidences of disruption so our young people can learn effectively.

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

## 2. Aims

- Foster a culture of kindness, respect, and high aspirations.
- Celebrate each individual's strengths and creativity.
- Ensure everyone feels safe, valued, and empowered.
- Promote positive behaviour and relationships through trust and restorative practice.
- Align our approach with Ofsted's 2025 expectations for behaviour, attitudes, personal development, and safeguarding.

## 3. Our Principles

- Every member of Treasure House is valued for who they are.
- We work in partnership—young people, families, and staff—to create a caring environment.
- We believe in second chances, restorative conversations, and learning from mistakes.
- Our approach is flexible and tailored to individual needs, especially for those with additional vulnerabilities.

## 4. Expectations for Our Young People

At Treasure House, we encourage everyone to:

- Treat themselves and others with kindness and respect.
- Express themselves creatively and positively.
- Listen to and value each other's voices.
- Move safely and calmly around our learning spaces.
- Speak out if they feel unsafe or see something that isn't right.

See Appendix B for a list of school rules.

## 5. Sixth Form Privileges

When students enter the Year 12, 13 or 14 of Treasure House they are entitled to gain privileges that KS4 students do not have. These are:

- Retaining mobile phones and other electronic devices (provided they are not used in class settings unless the teacher requires it, e.g. for research purposes)
- Going offsite for lunch (provided they return to site by 12:55pm in order to start lessons at 1pm)

## 6. Staff Responsibilities

All staff at Treasure House are expected to:

- **Foster Positive Behaviour:**  
Proactively create a calm, supportive classroom environment where positive choices are encouraged and celebrated.
- **Model Excellence:**  
Demonstrate good time management, a positive attitude towards learning and achievement, respectful language, and an acceptance of diversity at all times.
- **Champion Inclusion:**  
Hold the highest expectations for all students, regardless of identity, background, current circumstances, and/or SEND.
- **Respond Flexibly:**  
Adapt their approach to meet the individual needs of students, recognising and valuing each young person's unique strengths and challenges.
- **Manage Behaviour Restoratively:**

Address negative behaviour within the classroom context, using a reconciliatory and negotiated approach that aims to repair relationships and support personal growth.

- **Challenge Discrimination:**  
Actively challenge any form of prejudice, discrimination, or exclusion, and promote a safe, inclusive community for all.
- **Reflective Practice:**  
Staff regularly reflect on their own practice, share insights with colleagues, and seek feedback from students and families to continually improve our approach.
- **Effective monitoring and use of MIS for recording**

Staff are required to monitor positive, negative and neutral behaviour on our MIS. Leaders and staff meet daily to co-create strategies for mitigating barriers to learning. These are evaluated weekly at our staff meetings.

Staff receive regular training and support to implement this policy.

## Nurturing Positive Behaviour

- Staff model Treasure House values in all interactions.
- Positive behaviour is recognised with meaningful praise, creative rewards, and celebration of achievements.
- Personal development is woven through our curriculum, arts, and enrichment activities
- Every young person is encouraged to take ownership of their actions and reflect on their journey.

## Celebrating Success: Our Reward Plan

- At Treasure House, we recognise each young person's effort and progress through our Reward Scheme. Students collect pebbles for meeting targets set in collaboration with staff, which can be exchanged for a gift voucher when their personalised goal is reached. Parents and carers are kept informed of their child's progress and achievements.

We also value personal milestones. Birthdays are special occasions in our community, and every student is celebrated with a birthday cake and a card, ensuring they feel recognised and valued as part of the Treasure House family.

## 7. Standing Up to Discrimination, Sexism, and Harassment

- Treasure House does not tolerate any form of bullying, discrimination, sexism, or sexual harassment.
- We build understanding and empathy through open discussions, PSHEE, and creative projects.
- All staff are trained to notice, challenge, and respond to inappropriate behaviour or language.
- We act swiftly and supportively when concerns are raised—ensuring everyone feels listened to and safe.
- Where needed, we involve families and external agencies to provide holistic support.

## 8. Restorative Responses and Support

- Restorative conversations are at the heart of our approach, helping young people to repair relationships and learn from experiences.
- Consequences are fair, consistent, and personalised, always aiming to support growth rather than punish.
- Examples include: time for reflection, restorative meetings, working for the community or creative expression.
- We work closely with families and professionals.

## 9. Monitoring, Feedback, and Ofsted “Report Card”

- Behaviour, wellbeing, and achievements are tracked and regularly reviewed to ensure every young person is thriving.
- We share progress with families through creative, accessible “report cards” and regular conversations.
- Feedback from young people, families and staff is central to shaping our approach.

## 10. Listening to Our Community

- The voices of our young people are heard through regular circles, the School Council and creative projects.
- Families are valued partners—invited to share feedback, ideas and concerns.
- We continually review and adapt our policy to reflect our community's needs and strengths.

## 11. Roles and Responsibilities

- **Headteacher:** Leads on vision, implementation and review.
- **Staff:** Model values, nurture positive relationships and respond supportively.
- **Young People:** Take responsibility for themselves and each other, and contribute to our caring community.
- **Families:** Work in partnership with us to ensure every young person feels safe, happy and inspired.

## 12. Safeguarding and Wellbeing

- We are vigilant and proactive in safeguarding, recognising that behaviour is almost always a sign of unmet needs.
- Staff follow clear procedures and communicate openly with our Designated Safeguarding Lead.
- Our behaviour policy links directly to our safeguarding, anti-bullying, SEND, and inclusion policies, and is guided by statutory requirements, including Keeping Children Safe in Education.

## 13. Review and Next Steps

- This policy is reviewed annually, shaped by feedback from young people, families and staff.
- We use behaviour and wellbeing data, creative feedback methods, and Ofsted's "report card" to evaluate our impact.

This policy is updated annually unless legislation requires. It is available on our website or, on request, from the office.

## Appendix A: How We Respond to Sexism, Sexual Harassment, and Discrimination

- **What does it look like?** Unwanted comments, gestures, jokes, exclusion, or any action that makes someone feel unsafe or unvalued.
  
- **What do we do?**
  1. Listen without judgement.
  2. Record the concern and share with the Designated Safeguarding Lead.
  3. Act swiftly to investigate, support, and restore.
  4. Involve families where appropriate.
  5. Offer ongoing support to everyone involved.

## Appendix B: Treasure House School Rules

The following school rules help everyone feel safe, respected, and ready to learn at Treasure House. All students are expected to follow these guidelines each day:

### Respect and Community

- Treat all members of the Treasure House community with kindness and respect.
- Use language that is inclusive and never discriminates against anyone by age, disability, gender, sex, race, religion or belief, or sexual orientation.
- Respect others' boundaries and belongings; do not touch anyone or their property without permission.
- Never take or share images or videos of others without their explicit consent.

### Attendance and Punctuality

- Attend school every day and participate fully in all timetabled lessons.
- Arrive on time and be ready to start lessons promptly.
- Sign in on arrival, especially if arriving after 10am (please state your reason if late).
- Sign out at lunchtime if leaving the premises, and at the end of the school day.

### Safety and Conduct

- Remain on school premises between 10am and 3pm unless you have permission from the headteacher to leave.
- Hand in mobile phones and electronic devices to the office each morning, unless you have a sixth form agreement allowing you to keep your device.
- Never bring weapons, drugs, smoking paraphernalia, or offensive materials onto school premises.
- Never access inappropriate websites or content, including sexual, threatening, or extremist material, while at school.
- Always use technology responsibly and according to school guidelines; report any concerns about misuse to a member of staff, whether inside or outside school hours.

### Property and Environment

- Take care of school property and equipment; you may be asked to reimburse the school for any damage caused.

### Safeguarding and Wellbeing

- Report any concerns or incidents that affect your own or others' safety and wellbeing to a trusted member of staff.