



Behaviour Policy (including Rewards and Sanctions)

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Mission Statement

'To educate young people to meet the challenges of life courageously, to use their talents to the full and to live the values of Christ's Gospel'

This policy is applied to all students, whether day or boarding. It has been developed in accordance with the principles established in Behaviour and Discipline in Schools (2016) and duties under the Equality Act 2010.

School Ethos

Thornton College is a place where:

- all individuals are respected and their individuality valued;
- students are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm; and
- rewards and sanctions are applied fairly and consistently.
- students thrive in an atmosphere of positive encouragement.

Principles

St Claudine instructs us, "You must love the students very much". We demonstrate our love for our students in the way in which we treat them and through the expectations we have of them. We encourage them, primarily through praise and commendation, to become caring and responsible young people.

Responsibilities

The Head Teacher of Thornton College

The Head Teacher, together with the Deputy Head, Heads of Year and Boarding Staff, will determine the detail of the standard of behaviour acceptable to the school and it is the responsibility of all staff to ensure that standards are consistently upheld, primarily through praise and commendation and where necessary through Sanction – See Appendices 'Behaviour Ladder' and 'Reward Ladder.'

All Staff

All staff are expected to

- encourage good behaviour and respect for others
- to apply all rewards and sanctions fairly and consistently
- to prevent and tackle all forms of bullying
- to set a good example to students.

Staff do this by:

- worshipping together

- being sensitive to the needs, pressures and demands placed upon the students in our care.
- forgiving and being ready to be forgiven.
- arriving punctually for lessons, duties etc.
- ensuring work is well prepared
- expecting high standards of work, behaviour and dress.
- showing students that their work is appreciated through appropriate comments, commendations, display, referrals, etc.

Promotion of good behaviour

Well planned, interesting and challenging lessons contribute to ensuring good behaviour. Teaching should be delivered in such a way that it fosters self-motivation, ensuring students are interested in their work and encouraging them to think for themselves.

Code of Conduct

The Code of Conduct has been developed by the students and approved by parents, teachers and governors. It is signed by the student, parents, teachers and governors when students enter Thornton College. All students are expected to abide by the Code. It is displayed in every classroom.

School Procedures and Expectations

Time is given early in the year for staff to explain and discuss the following procedures and expectations with students. Staff will keep reminding students of these minimum expectations during tutor time, assemblies and individual conversations.

Behaviour on the Corridors and around school

- Students should address others properly, saying "Thank you" or "Please", extending these courtesies to all members of the Thornton College staff and to any visitor to the school;
- Students may not run inside the building. They must keep to the left on stairs and in corridors and move about in a quiet manner.
- Students must always be considerate and courteous to one another in using doorways and corridors. They must be careful to allow members of staff (teachers and non-teachers alike) to have the right of way.
- Students must be ready to offer help to staff and visitors should the need arise. They should always acknowledge or greet them.
- No food or drink may be consumed in the corridor. This rule also applies to the Sports Hall, Library, ICT rooms and Expressive Arts Centre.
- Chewing gum is never permitted in any part of the building or the grounds.
- Students must be aware of other lessons going on, so must maintain appropriate noise levels, especially during P5 or P6.
- Litter must always be put into a litter bin.

Behaviour in Class

- Students should be punctual for all lessons
- Students line up quietly outside the subject room and go in after the member of staff, unless otherwise instructed.

- During the lessons students must work hard in all types of activity, whether singly or in groups, ensuring they complete all assigned work.
- Students should only talk to each other about the work, with permission and not call out
- At the end of class students stand to be dismissed.
- Students should thank the staff member for the lesson and say Good afternoon/morning before leaving the classroom
- All absence from lessons must be explained and unexplained absence will be followed up.

Homework

All students will be set homework that will extend their learning, challenge them, help them to further understand the work they have done in lessons or prepare for future lessons. Students are expected to try their very best in the completion of all homework. Should homework not be completed or completed below the standard expected, staff will follow sanctions as listed on the Behaviour and Sanctions Ladder.

It may be the case that a student is not completing homework because they need more support in doing so. Support should, therefore, be offered at lunch time or after school where this is an issue. If a student is regularly not completing their homework, this could also be an indication of an extra learning need. If a teacher suspects that this is the case, they should discuss this with the SENDCO.

Going to and from School

- Full outdoor school uniform must be worn.
- Students must conduct themselves quietly and with courtesy for others.
- Students who have permission to leave school early must wait in the Reception Area to be collected by parents / guardians
- Students whose parents do not arrive by 4.15pm will be taken to the appropriate Late Stay classroom.
- Sixth Form students may use their own vehicles as long as they have shown appropriate documentation to the Head of Sixth Form / Assistant Lead of Sixth Form. Parking is available for Sixth Form pupils on the bank.

Permissions

- Permission of a teacher is required by students who wish to make or receive a telephone call, except Sixth Form students who may make and receive calls on their own mobile devices outside lesson time as long as courtesy is paid to others in the area.
- No students may leave the premises without written permission of their parent or guardian. This permission must be given to the appropriate teacher for approval. Sixth Form students may leave the premises as long as permission is sought from the Head Teacher or Head of Sixth Form / Assistant Lead of Sixth Form. For reasons of safety, all students intending to leave school during the day must sign out, unless they are going to be accompanied by a member of staff who will notify the Office.

Absence

- Parents / Guardians should contact the school to notify the school of any absence and the reason for the absence. In the event of a planned absence, Parents/guardians must notify the school. If a student is absent and there has been no contact from home, the school office will contact parents.

Lateness to Registration or lessons

All students arrive at school by private transport or school bus. When a student is late they must sign in at the Front Office who will pass this information on to the School Office. A record will be kept of the punctuality of students and this record will be reviewed by the form tutor and Head of Year. In the case of lateness to lessons, the class teacher or Head of Department should follow the procedure outlined on the Behaviour and Sanctions ladder.

Heads of Year monitor attendance (including lateness) to school (the Deputy Head oversees attendance and lateness for the Prep School) and will make direct contact with parents should a pattern of absence or lateness develop during a half term.)

School Equipment

- Each student must treat the school premises and equipment in a sensible and responsible manner. Deliberate damage is unacceptable.
- All classrooms will be left in good order at the end of each lesson.
- Accidental breakage or damage of school equipment must be reported immediately.

Personal Property

- Girls are advised not to leave money or valuables in their bags or desks. Money may not be lent or borrowed.
- Mobile phones should **not** be switched on during the school day, unless they are going to be used to enhance learning with permission of the classroom teacher (see Use of electronic device and internet policies). If a mobile phone rings or is seen in use sanctions will be applied in line with the Behaviour Ladder. Each student is responsible for her own property and may not buy from or sell items to each other.

Uniform and Presentation

A high standard of presentation is to be demanded of each student. The official school uniform is obtainable only Schoolblazer.com or from the Nearly New shop run by the Friends of Thornton College.

Full school uniform and appropriate shoes must always be worn. This includes to and from school and on all educational visits unless students have been otherwise instructed.

Uniform rules include:

- Hats must be worn by students from Reception to Year 4.
- All items of equipment and clothing must be clearly named.
- Uniform must be worn in a tidy and acceptable manner. Students may not wear uniform in need of mending. Shoes must be kept clean.
- Hair must be neat and not allowed to fall over the face. It should be tied back, if long (Year 11 students will be permitted to wear their hair down as a privilege of their prefect status. It must be tied back in lessons where it is considered a Health and Safety necessity).
- Hair that is dyed an unnatural colour, is **not** acceptable.

- Make-up, nail polish and jewellery may not be worn at any time. Plain ear studs or small, clear, jewelled studs may be worn, but only one pair is permitted. Other types of earring are not allowed.

Sixth Form Uniform

- Students must dress in an appropriate way for a smart working environment. They should wear a black, navy or grey business suit which can consist of trousers, skirts or dresses with co-coordinating suit jackets.
- Hair must be neat. Long hair should be tied back when required in labs for Health and Safety.
- Make-up, nail polish and jewellery may be worn at any time. Plain ear studs or small, clear, jewelled studs may be worn, but only one pair is permitted.

Rewards and Sanctions

All rewards and sanctions must be applied fairly and consistently.

The Behaviour and Reward Ladders are reviewed annually at the Heads of Year meetings and reflect staff consultation.

Rewards

See Reward Ladder

Good behaviour, effort and the service of others should be rewarded in the following ways:

- Use of praise
- House Points (Prep) / Commendations (Senior)
- Awards
- Public recognition
- Parental contact.

Commendations & House Points

Commendations and House Points are awarded, by staff, to students who make a good effort, produce praiseworthy academic work or who show willingness to help and carry out duties. The latter - commendations for service - count in the Senior School towards the Kakabadse Shield (donated in memory of Mrs Kakabadse, a friend of Thornton College) which is awarded each year to the House gaining the highest number of Service Commendations / House Points.

All Commendations and House Points for service, together with Commendations and House Points awarded for competitive events and other achievements, count towards the House Cups. In the Sixth form, Senior and Prep School, Bronze, Silver, Gold and Platinum Certificates are awarded. Bronze, Silver and Gold certificates are presented to Prep girls in their Chapel Assembly and to Senior Girls in their Senior Assembly. Platinum certificates are presented in the Awards Ceremony. Where girls achieve beyond Platinum and an additional Bronze award, there is the Ultimate Platinum award, which is awarded at the Awards ceremony.

Sanctions

Teachers should encourage good behaviour through praise and encouragement. Where necessary, and where this approach has failed, sanctions should be applied in line with the Behaviour and Sanctions Ladders (Years 1-4 and Years 5-13).

At Sixth Form level, alternative sanctions may be applied, as agreed by the Head of Sixth Form/ Assistant Lead of Sixth Form.

In Boarding, sanctions are outlined in the Boarding Behaviour Ladder (included in the Boarding Handbook). Where appropriate and where poor behaviour takes place in the 'day' school, boarding students will be sanctioned according to the 'day' Behaviour Ladder.

Teachers may discipline students at any time the student is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school. This may include:

Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- In some other way identifiable as a student at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In all instances, the sanctions listed on the Behaviour Ladder will apply.

The college reserves the right to impose detention outside of school hours – see Behaviour Ladder.

Serious breaches of discipline which involve notifying parents or which involve suspension or exclusion will be dealt with by the Head Teacher of Thornton College and/or Deputy Head in consultation with the form tutor and HOY.

Staff will always consider whether the behaviour under review gives cause to suspect a student is suffering, or likely to suffer, significant harm and where this may be the case, staff will follow the school's safeguarding policy.

Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. Where necessary, the school would consider whether a multi-agency assessment would be necessary.

Exclusion from school

Exclusion from school is a very serious matter. It would be considered if a student was a hazard to others or disruptive to the point of seriously affecting the learning of others. Involvement with drugs in any way will be regarded as grounds for exclusion.

Exclusions may be fixed (suspension) or permanent (expulsion). Only the Head Teacher of Thornton College has the power to exclude a student from school. In the absence of the Head Teacher, this power will be delegated to the Deputy Head Teacher. The Head Teacher will:

- inform the student's parents of the period of the exclusion, or that the exclusion is permanent.
- give the reasons for the exclusion.
- inform the Chair of Governors if the exclusion is permanent

Fixed term exclusions are given in response to very serious incidents of bad behaviour or repeated bad behaviour. The exclusion is an outward and visible sign that such behaviour is absolutely rejected by the school community and gives time for reflection and discussion at home, before schooling is resumed. Other sanctions may be given alongside the fixed term exclusion. The student and her parents / guardians will meet with the Head Teacher of Thornton College before being readmitted.

Permanent exclusion will be used in circumstances in which a student poses an extremely serious threat to the safety, educational progress or welfare of others or when after prolonged support and warnings the student continues to be defiant in seriously undermining the standards required by the school.

Appeals

Parents are entitled to appeal to the governing body against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body at the school. A hearing will be set up as quickly as possible, but within 10 days at the latest.

The governors' decision is final.

Parental co-operation forms part of the contract between the school and all parents of students at the school. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

Continuing Education

For a fixed-period exclusion pupils will be provided with work through school Apps and / or existing work on our Enrichment page of Firefly. Examples include: Doodle Maths / English / Spelling / Timetables for Prep student alongside continued reading and spelling practice, and 'My Maths' alongside continued reading for Senior students.

Corporal Punishment

In accordance with the law Corporal punishment is illegal in all circumstances.

Reasonable Force

Key staff are trained in 'Positive Handling.'

Teachers or other member of staff, may use 'reasonable force' to maintain good order and discipline in the classroom and to prevent a student from:

- committing an offence;
- injuring themselves or others
- damaging property

The Head Teacher and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for certain items such as weapons, alcohol, illegal drugs - see Arrangements for searching students and their possessions policy.

When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, Thornton College will consider the risks carefully, recognising the additional vulnerability of these groups.

Arrangements for searching students and their possessions

General Approach

The School is committed to safeguarding the welfare of all children and we seek to cultivate an environment of mutual respect and treat students and staff fairly and sensitively. In the unusual event of a student, or a student's room, locker, bag or other repository for possessions, being searched, the School will take all reasonable steps to maintain the usual high standard of safeguarding. Professional judgement is to be used in all cases: if in any doubt, advice should be sought from a senior member of staff, unless the urgency or another overriding aspect of a situation makes such referral impractical.

See Arrangements for searching students and their possessions policy

Malicious Complaints against Staff

Any complaint by a student against a member of staff in Thornton College will be taken seriously and investigated. However, following investigation, if complaints are found to be unsubstantiated then the student will face a fixed term exclusion. Any further instance of malicious and false complaints against a member of staff in our school, will result in a permanent exclusion.

Behaviour Support Systems

The school will support behaviour management by working with the individual. In particular, with reference to the Equality Act of 2010, staff will make reasonable adjustments for those students with SEN or disabilities in dealing with incidents of poor behaviour. All staff will be made aware and, where relevant, undergo training, to ensure they are confident with appropriate strategies adopted for individuals.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy. Reasonable adjustments to our policy and procedures may be made to ensure we give adequate support to those students with additional needs.

Involvement of Parents

The co-operation of parents / guardians to uphold the expectations of good behaviour is extremely important. Parents are also encouraged to support good behaviour and positive habits in their students (through the school's 'Code of Conduct', and at parent meetings).

Parents / guardians will be informed of both reward and sanction via different means as outlined in the Behaviour Sanctions and Reward Ladders. Parents/ guardians will always be involved in more serious discipline cases.

Involvement of Students

Article 12 of the UN Convention on the Rights of the Student allows students who are capable of forming views the right to express those views. *(The government's Circular 10/99 also suggests that students can help to reinforce behaviour policies by contributing to them.)*

The School Council meets each half term and students are invited to contribute to discussions about sanction and reward along with all other matters of interest and importance to them. Discussions in Form/circle time will inform the deliberations of the School Council.

The Deputy Head in collaboration with the Special Educational Needs and Disability Co-ordinator (SENDCO) will ensure that the needs of SEND students are properly taken into account, and that their participation in any consultation process is assured.

Liaison with other agencies

Where necessary the school will liaise with other agencies to ensure that we source adequate support for our students. This may include discussions with GPs, counsellors, and other specialist agencies such as CAMHS.

Transition between class

- At the end of each lesson, teachers will give students sufficient time to pack their bags, thank the teacher/member/s of staff. All students will leave the classroom in an orderly fashion and walk on the left-hand side of the corridor to their next lesson. On arrival at lessons, students will wait outside of the classroom in single file until invited into the room by a member of staff. There is no 'designated' time given for transition between lessons but all students and staff are expected to travel in a timely and orderly manner.

Transition between year groups/schools

- The school will carefully monitor the behaviour and welfare of any student who has recently joined the school and will put steps in place to ensure the smooth transition of these students into Thornton College. We recognise that it may also be difficult for students to transition between Year 6 and Year 7, or indeed between Year 9 and Year 10 and between Year 11 and Year 12. Form Tutors are aware of their role in ensuring that this process is a smooth one for their students and monitor them closely. The Heads of Year work closely to ensure smooth transition, including through events such as induction day, trial lessons, and assemblies.

Bullying

Preventing bullying (including cyber bullying, prejudice-based and discriminatory bullying)

Our approach to preventing and tackling bullying, including cyber-bullying can be found in our **Anti-Bullying Policy**. All incidents of bullying and other behaviour concerns are recorded centrally on Cpoms.

Prevention

All staff are aware that children learn best in a calm and safe environment and that it is everyone's responsibility to prevent bullying and abuse occurring in the first place. At Thornton, staff closely monitor the behaviour and interactions of students and act quickly should issues arise that may lead to incidents of bullying. Staff inform tutors and Heads of Year of any concerns; such concerns are logged on Cpoms and relationships are monitored. Where appropriate, early intervention takes place, either through a conversation with individuals, with groups of pupils and/or with parents/carers.

Prevention is also assisted through discussion of issues of differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Differences may also include children with different family situations, such as looked after children or those with caring responsibilities. Such discussions can take place in curriculum lessons, PSHEE, tutor time and assemblies and include an emphasis on the zero-tolerance approach to prejudice-based language.

Students are reminded of the importance of demonstrating tolerance and respect to all of those around them both in how they speak and in how they behave. They are not only encouraged to speak up if they are experiencing any difficulties, but they are also encouraged to speak up for any others they see who may be experiencing difficulties.

Emphasis is placed on the school's high expectations of behaviour and respect for all. All students are made aware of such expectations and both staff and older students know it is their responsibility to exemplify these standards to all in their own behaviour. Expectations of good behaviour extend beyond the classroom to the corridors, dining room, playground and beyond the school.

Senior girls who are given positions of responsibility, are aware that they should be setting a good example to the rest of the school. Prefects and the Head Girl team have links with classes across the school and are available to listen. Students are made aware of what they should do should a student confide that they are being bullied or should they find themselves as bystanders.

Both the Prep School and Senior School have Anti-Bullying Ambassadors – students who have completed training with the Princess Diana Anti-Bullying Charity and who meet regularly to work on different initiatives to educate students (and parents) about what bullying is and what do if they believe they are being bullied or have witnessed bullying. Girls also consider initiatives to improve the wellbeing of students in an effort to prevent bullying.

The staff Chaplaincy team also provide a 'Listening Ear' for girls to speak with a member of staff in the chapel should they wish to discuss any concerns they have.

Cyber-Bullying:

Thornton College aims to protect all students and staff and ensure that they feel safe at all times, including when using new technology and accessing the internet. All students are made aware of the Anti-cyberbullying Code and the 7 rules (located in their School Planner).

Cyber-bullying by children, via texts.

Thornton College has procedures in place to deal with any incidents and sanctions are applied to students in keeping with our Behaviour Policy / Behaviour and Sanctions Ladder. Students are educated to understand and respond to the risks involved (including the sharing of concerns with a responsible adult) and information sessions and talks are scheduled as required. This is overseen by the DSL and Head of Computer Science and Digital Learning. We have adequate filters in place to keep our students safe when accessing the internet at school. All staff are aware of safety issues and have signed the Information Technology Policy. Students will be taught appropriate use of the internet and social media as part of their IT, tutor, and PSHEE programme. Online Safety will also be embedded throughout the curriculum.

Students, staff and parents are supported to understand the risks posed by the CONTENT accessed by students – their CONDUCT on line – who they have CONTACT with in the digital world – and the risks posed by COMMERCE, including online gambling and inappropriate advertising

If an electronic device that is prohibited by the school rules has been seized and there is reasonable ground to suspect it contains evidence in relation to an offence, or a pornographic image or a child or an extreme pornographic image, the device will be given immediately to the police.

Thornton College has an agreed IT and E-Safety policy and Acceptable Use Policy in place that outlines our management of access to the internet. Internet access is monitored by SOPHOS to prevent access to material that is inappropriate for our students and a daily report is emailed to the DSL, the Bursar and IT Manager and the Deputy Head along with immediate alerts when searches of a extremist, profane or sexual nature are detected. Access to 3G and 4G is managed through our Behaviour Policies. Boarders are not allowed access to their mobile devices overnight.

Further details can be found in **the IT Acceptable Use and E-Safety Policy, the Safeguarding Policy and the Anti-Bullying Policy.**

Peer on peer abuse (child on child)

At Thornton College, there is a zero-tolerance approach to peer on peer abuse. Staff are aware that children can abuse other children and that it can happen both inside and outside of school and online. The absence of reporting does not mean that such abuse is not happening and should staff have any concerns, they should speak to the DSL. At Thornton College, all staff understand the importance of challenging inappropriate behaviours between peers. Such abuse will never be accepted or dismissed as ‘banter’ or ‘having a laugh.’ Students are also taught the importance of not accepting or dismissing such behaviour as ‘banter.’

In all incidents of peer-on-peer abuse, staff should inform the DSL and /or the Deputy Head Teacher, dependent on the nature of the incident. The Deputy Head Teacher / DSL will follow procedures as outlined in the Behaviour Ladder and/ or the Anti-Bullying Policy and / or Safeguarding Policy, dependent on the nature of the abuse. All concerns, details of how the concern was followed up and resolved will be logged on Cpoms. .

Peer-on-peer abuse is most likely to include but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- non-consensual sharing of nudes and semi nudes images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

All staff are aware that addressing inappropriate behaviour – even if it appears relatively innocuous – can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. At all times, students will be reassured that they are being taken seriously and that they will be supported and kept safe. All students are aware that they can report any concerns they have to any member of staff – who will notify the DSL (or Deputy DSL).

'Sharing nudes and semi-nudes'

- The term 'sharing nudes and semi-nudes' is defined as being to send or post nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The motivations for taking and sharing nude and semi-nude images, videos and live streams may not always be sexually or criminally motivated – such images may be created and shared consensually by young people. It is possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Other incidents may include:
 - children and young people find nudes and semi-nudes online and share them claiming to be from a peer.
 - children and young people digitally manipulate an image of a young person into an existing nude online
 - images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children and young people complex. At Thornton, staff, pupils and parents are supported to understand the creation and sharing of sexual imagery of under 18s is illegal. This includes imagery of pupils themselves if they are under the age of 18.

Students will be taught and encouraged to report all cases of creating or sharing nudes or semi nudes to their tutor or to another member of staff.

Any youth disclosures of sharing of nudes or semi-nudes will follow the normal safeguarding practices and protocols for Thornton College.

In the event of disclosures about pupil – on – pupil abuse, all children involved, whether perpetrator or victim, will be treated as being 'at risk' and staff will follow procedures as outlined in the Safeguarding Policy (incidents of alleged bullying will follow procedures as outlined in the Anti Bullying Policy) **For further details see Safeguarding Policy**

Boarding Sanctions- See Boarding Handbook and Boarding Policy

Any sanctions taken should lead to reflection on the offence and encourage a change of behaviour. Action taken is at the discretion of the House Mistress in line with the Boarding Behaviour and Sanctions ladder. In all cases the actions of all staff must be in accordance with Thornton College's behaviour policy and disciplinary procedures.

Repeated and / or serious incidents of misbehaviour will be referred to the the Assistant Head and raised at weekly Boarding Meetings. Incidents will always be recorded and further action agreed.

These incidents may require a disciplinary meeting with the boarder and parents as appropriate.

In the case of repeated or serious misdemeanours which disrupt the education of other boarders, the individual concerned may be internally suspended or suspended from School. If the behaviour does not improve they may be removed from the House permanently. This will only take place as a last resort and after meetings with the Head Teacher of Thornton College.

Behaviour Policy for EYFS

Achieving positive behaviour

It is fundamental for the effective development of students' personal, social and emotional development to set clear and developmentally appropriate expectations for behaviour within a safe and secure environment where students are free from the fear of being hurt or hindered.

We actively encourage students to consider the views and feelings, needs and rights of others and the impact their behaviour has on people, belongings, resources and living things through modelling positive language and behaviour at all times.

At Thornton College EYFS the named person for coordinating a positive and consistent approach to behaviour is Mrs Felicity Jacobson, EYFS Leader.

The role of our coordinators is to:

- Keep up to date with legislation, research and guidance on promoting positive behaviour.
- Identify and access relevant sources of expertise and training on promoting positive behaviour to ensure a consistent response in the promoting of positive behaviour. To keep a record of staff attendance at training.
- Ensure all staff, volunteers, students and parents are familiar with the settings behaviour policy and the guidelines for behaviour.

The responsibility of all staff, volunteers, students and parents is to:

- Recognise that social interactions vary between cultures and families and acknowledge and respect each student's individual background.
- Provide a positive model of behaviour by treating one another with respect, care and courtesy at all times.
- Record and report all injuries and accidents appropriately, e.g. bites, to parents.

Strategies to promote positive behaviour:

Staff will:

- Use positive language when interacting with all adults and students.
- Ensure adult attention and praise is given in response to positive behaviour and that attention is not inadvertently used to reward negative behaviour.
- Consider student's ages and stages of development and particular individual needs when identifying and implementing strategies to manage behaviour.
- Involve students in the decisions that affect their daily lives. This is done by tuning into their feelings and behaviours as well as their voices e.g. helping students to devise rules for the playground.
- Ensure that where reasonable, there are enough popular toys, resources and sufficient activities available so that all students are meaningfully occupied.

- Praise and celebrate considerate and positive behaviours such as kindness (tree) or willingness to share by giving public praise, sharing achievements with parents/carers, stickers.
- Ensure students understand it is their behaviour and not the student as an individual that is unacceptable.
- Recognise that very young students are unable to regulate their own emotions, such as anger, fear or distress which commonly present as tantrums, snatching and biting. Therefore staff will respond calmly and sensitively when helping young students to manage these feelings.
- Focus on ensuring a student's attachment figure in the setting, their key person, builds a strong relationship to provide security for the student. (See Settling In Policy)
- Work in partnership with parents and carers to identify and together resolve any underlying causes for negative and persistently challenging behaviour.
- Recognise that in some case a student's educational need may affect their behaviour; where this is apparent staff will liaise with Mrs Annette Woodruff, SENDCO at Thornton.
- Recognise that it is normal for young students to explore aggression through their play and that such play offers healthy opportunities to support personal, social and emotional conflict resolution.
- Help students to understand the effect their behaviour has on other students and adults: we do not force students to say sorry, but encourage students to apologise for their actions in a range of ways, e.g. hug, provide a tissue for a crying student, share equipment. We ensure that this behaviour is modelled by all adults in the setting.
- Recognise that a consistent and planned approach is critical to effective behaviour management. Consistency among staff will ensure that students understand and respect the positive expectations set for behaviour within our setting.

We will not accept and will actively challenge any adults in the setting who;

- Use negative labels such as 'naughty' or 'silly'.
- Use physical punishment and so far as it is reasonably practical, staff shall ensure that physical punishment is not given to any student by any person who cares for or who is in regular contact with students .
- Use approaches intended to single out and humiliate students.
- Shout or use raised voices in a threatening manner in response to students' negative behaviour.
- Use or threaten corporal punishment, or punishment which could adversely affect a student's wellbeing.

Physical Risk and Incidents

The EYFS Leader, Mrs Felicity Jacobson has been trained in the use of Positive Handling (School Staff Safety Training, 'Positive Handling in Schools' Jan 2020)

- We will only use physical restraint, such as holding, when it is clear a student is at risk of serious harm to themselves or others and /or there is a risk of serious damage to property.

Where physical intervention is used to manage a student's behaviour the incident will be recorded and the student's parent and Head Teacher of Thornton College will be informed on the same day.

Legal Framework

- The Equality Act 2006, 2010
- Disability Discrimination Act (DDA) 1995, 2005

Policy Links

- Admission
- Complaints
- Partnership with Parents
- Settling In
- Employment and recruitment
- Managing Medicines
- Safeguarding/Student Protection
- Staff Concern Policy (Whistleblowing)
- Staff Code of Conduct
- Information technology Policy and E Safety
- Anti-bullying policy
-

EYFS Welfare requirements

- Safeguarding & Welfare Requirements
- Information and Complaints
- Equality of Opportunities
- Medicines
- Illnesses and Injuries
- Food and Drink
- Behaviour Management
- Safe Recruitment
- Premises
- Organisation
- GDPR

Behaviour Amendments to support the return to school following the Covid 19 Outbreak

In line with government guidance, behavior expectations and relevant sanctions have been updated from September 1st 2020 in order to support the physical opening of the College following the coronavirus (COVID19) outbreak. An additional behavior ladder (Appendix B) has been created for Years 5-11. Pupils and parents / guardians will be informed of the changes and time will be given to explain the additions to pupils and to emphasise their importance in ensuring a safe return to school. Teachers of pupils below Year 5 will discuss ways in which pupils can help to keep each other safe using appropriate language and example. Where pupils in the lower years behave in a manner that suggests they have deliberately acted to breach efforts to keep everyone safe, staff will use the formal warning and 'Good to be Green' system of sanction. They will also speak to parents / guardians to ensure that the reasoning behind, and importance of, the new rules is understood. The additional behaviour ladder will also be discussed with Sixth Form students by their tutors and Sixth Form team. Sanctions imposed upon Sixth Form students will be appropriate to their age group and will also include communication with parents / guardians if necessary.

Sanctions and rewards will continue to be enforced consistently and will also take into account individual needs.

The additional behaviour expectations reflect school plans and changes to the following:

- expectations for arriving at and leaving school (including behaviour on school transport)
- hygiene practices
- lunch and break time routines
- transitions between lessons
- expectations of social distancing

Appendix A Reward Ladder

Reward Ladder Years 1-13

Behaviour		Reward	Awarded by
Academic Work and Attitude to Learning	Behaviour and Service outside of lessons	House Points/ Commendations Academic certificates where relevant (Prep Doodle Certificates)	Any member of staff
Excellent work in lessons Excellent homework Excellent level of effort	Acts of kindness towards others. Leadership Significant Co-curricular contribution. Acts of service		
	Significant contribution and/or commitment to Music/Drama performances	House Points/ Commendations	Drama/Music staff
Outstanding performance and/or commitment over a term		Email home/ Telephone calls	Subject Teacher
Sustained progress/achievement in an academic subject		Postcard home/ envelope to be opened at home	Heads of Department and/or Heads of Year
Commitment/progress/ outstanding piece of work		Prep - Meeting with Dr Shaw Senior - Meeting with Mrs Holmes	Subject teachers – in liaison with HOD/Subject Coordinator
	Outstanding levels of kindness/and service towards others over a term	Prep - Meeting with Dr Shaw Senior – Meeting with Mrs Holmes	Individuals to be nominated and agreed by Prep staff/Heads of Year
	Contribution to sporting match fixtures	Match Colours/Laurels	PE Department
Sustained level of academic achievement in a subject		End-of-Year Subject Prize	Subject Coordinator (Prep) Heads of Department (Senior)
Effort, Service and Achievement	50 commendations/ house points	Bronze Certificate	Mrs Holmes
Effort, Service and Achievement	100 commendations/ house points	Silver Certificate	Mrs Holmes

Effort, Service and Achievement	175 commendations/ house points	Gold Certificate	Mrs Holmes
Effort, Service and Achievement	250 commendations/ house points	Platinum Certificate	Mrs Holmes
	Most enthusiastic student of Literature	Mary Douglas Campbell Award	Nominated
	Service to the School	Desmond Fennell Cup	Nominated
	The student who has shown great courage/determination	Jo Storey Cup	Nominated
	The student who has gained the most of her years at Thornton	Sister Edmund Boutell Trophy	Nominated

Appendix B

In our dealings with inappropriate behaviour, our aim is to seek reform and reconciliation. The following strategies maybe used:

Behaviour Guidance: 2021-2022

Years 1-4

Decisions will be made based on an assessment of each incident. The Behaviour Ladder below provides a guideline for sanction but is not exhaustive nor definitive.

Behaviour	Sanctions
Inappropriate jewellery or uniform Distracting others Eating in corridors Eating in classrooms (apart from wet break) Dropping litter Found in areas that are out of bounds	<ol style="list-style-type: none"> 1. Verbal Warning 2. Use of Good to be Green System 3. If behaviour continues - Formal explicit warning – which should be noted in planner
Not completing homework on time / to a satisfactory standard. Low level incidents of inappropriate language (this would depend on the words used and the context) Unkind words / actions towards others Deliberately telling mistruths Defiance towards a Prefect	<ol style="list-style-type: none"> 1. Verbal Warning / Use of Good to be Green System 2. Red / Consequence card on Good to be Green and note in planner. 3. Recorded communication with parent/s (letter /email) should behaviour continue – logged on cpoms
Defiance towards a member of staff Chewing gum Aggressive language (including swearing) towards another student	Break time / 20 minutes at lunch time detention and recorded communication with parent/s (letter /email) - Behaviour logged on cpoms

Reckless behaviour with the potential to endanger oneself or another	
Two break time detentions in one half term	Lunchtime detention for 30 minutes with Deputy Head and recorded communication (letter /email) with parent/s
Discrimination – of any form Physical aggression towards another student Aggressive, abusive language (dependent on language) Vandalism – with limited / no long term consequences	Meeting with parent and after school detention for 30 minutes with Deputy Head Incident logged on cpoms
Bullying	Consequence Card and communication with parents / guardians Restorative Justice Repeated incidents of bullying following Restorative Justice will result in parent meeting with Deputy Head and possible short term suspension
Peer – on – peer abuse	Parent meeting with HOY / Deputy / Head Teacher and short term suspension – each case will be assessed on an individual basis. There will be a statutory requirement to report all incidents of peer-on-peer abuse. Permanent exclusion will be considered in the most serious of cases.
Theft (dependent on item and intent) Swearing at members of staff Vandalism causing long term damage to school property Aggressive, abusive language – dependent on level Dangerous behaviour (that endangers self and/or others)	Parent meeting with Deputy Head and /or Head Teacher and short term suspension
Theft (Discretion of Board of Governors) Escalation of the above Physical aggression towards a member of staff	Longer term suspension Permanent exclusion

Mobile Phones: Mobile phones should be switched off and kept in school bags at all times between 8.30am and 4pm. They must not be removed from bags in the main school building or Quad without explicit permission from a member of staff.

Study and mobile phones: mobile phones may be used for genuine study purposes and only in the study room and/ or library. Permission must be sought from the member of staff on duty and staff members will check usage of the phone throughout the study period. Should you need to contact parents, please ask permission of the member of staff on duty.

Appendix C

Behaviour Guidance: 2021-2022

Decisions will be made based on an assessment of each incident. The Behaviour Ladder below provides a guideline for sanction but is not exhaustive nor definitive.

Behaviour	Sanctions
Lateness to lessons Inappropriate jewellery, uniform, or make-up Distracting others Eating in corridors Eating in classrooms (apart from wet break) Dropping litter Mobile phone found in blazer or pockets – not in school bag Attending School without essential equipment Found in areas that are out of bounds	<ol style="list-style-type: none"> 1. Verbal Warning 2. Formal explicit warning – which should be noted in planner/ emailed to the tutor should the planner not be available 3. Issue of yellow card should warning be ignored / behaviour repeated
Not completing homework or classwork on time / to a satisfactory standard. Low level incidents of swearing (this would depend on the words used and the context) Not preparing adequately for assessments Defiance towards a Prefect	<ol style="list-style-type: none"> 1. Formal explicit warning – which should be noted in planner/ emailed to the tutor should the planner not be available 2. Issue of yellow card should warning be ignored / behaviour repeated
Use of mobile phone in the school day without explicit permission from a member of staff Inappropriate usage of mobile phone during after school study and/or late stay	Immediate confiscation and yellow card issued On the first occasion, the phone will be held at Reception and collected at the end of the day On the second occasion, the student will be required to deposit the phone at Reception each day for a week
Defiance towards a member of staff Chewing gum Aggressive language (including swearing) towards another student Reckless behaviour with the potential to endanger oneself or another	Yellow card issued immediately.
Truancy	Yellow card issued immediately. A detention will be arranged with the relevant class teacher to ensure that all work missed is completed.
Two yellow cards in one half term for persistent poor / absent study / work in a particular subject	Lunchtime detention for 20 minutes by subject teacher
Three yellow cards in one half term for persistent poor / absent study / work in a particular subject	Lunchtime detention for 40 minutes by HOD Should this continue, a parent meeting will be arranged and PEP card issued.
Three yellow cards in one half term for a variety of reasons	Lunchtime detention for 40 minutes by HOY or Form tutor in the Prep School

Four or more yellow cards in one half term	Parent meeting with the Head of Year (and subject teacher if necessary)
Misuse of social media (with the potential to endanger oneself or another and/or aggressive/unkind behaviour, both in and out of school hours). Vandalism Cheating in internal examinations Discrimination – of any form (face to face or via social media) Physical aggression towards another student Aggressive, abusive language (dependent on language) Vandalism – with limited / no long term consequences	Red Card Letter home and after school detention for 1 hour by HOY Dependent on the incident, a parent meeting may be called with HOY and/or Deputy Head Misuse of social media involving another / other students will also result in confiscation of the mobile phone, if at school, for a period of 1 week (to be returned at the end of each day).
Bullying	Red Card and communication with parents/guardians Restorative Justice Repeated incidents of bullying following Restorative Justice will be issued with a Red Card
Peer-on-peer abuse	'Parent meeting with HOY / Deputy / Head Teacher and short term suspension – each case will be assessed on an individual basis. Permanent exclusion will be considered in the most serious of cases. There will be a statutory requirement to report all incidents of peer-on-peer abuse.
Two Red Cards issued in a term	Parent meeting with Deputy Head / Head Teacher
Theft (dependent on item and intent) Swearing at members of staff Vandalism causing long term damage to school property Alcohol, or any form of smoking or vaping, in school Aggressive, abusive language – dependent on level Bringing the school into disrepute Dangerous behaviour (that endangers self and/or others)	Parent meeting with HOY / Deputy / Head Teacher and short term suspension
Theft (Discretion of Board of Governors) Escalation of the above Physical aggression towards a member of staff Drugs brought into school Hacking the school system with malicious intent	Longer term suspension Permanent exclusion

Criminal acts Cheating in public examinations Uploading photographs of staff	
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Mobile Phones: Mobile phones should be switched off and kept in school bags at all times between 8.30am and 4pm. They must not be removed from bags in the main school building or Quad without explicit permission from a member of staff.

Study and mobile phones: mobile phones may be used for genuine study purposes and only in the study room and/ or library. Permission must be sought from the member of staff on duty and staff members will check usage of the phone throughout the study period. Should you need to contact parents, please ask permission of the member of staff on duty.

Year 11 students are permitted to use mobile phones responsibly in the Year 11 Common Room. Misuse of the mobile phones will result in confiscation.

Appendix D

Supplementary Behaviour Ladder following Covid 19 Outbreak

A supplementary behaviour ladder was created in response to the COVID 19 outbreak. Whilst some rules and regulations have relaxed, the following rules remain in order to keep everyone safe in school. The list is not exhaustive nor definitive.

Behaviour	Sanction
	<ul style="list-style-type: none"> • Verbal warning • Written warning in planner • Yellow Card • Contact with parent / guardian • Suspension
Breaching social distancing expectations (Senior School only). This includes unwanted close contact with others Breaching social distance expectations with staff (including marked areas within the classroom)	<i>Year 4 and below: Appropriate use of Good to be Green system and, where necessary, contact with parent / guardian</i>
Moving at a slow pace in the school corridors so as to increase the risk of contact with other pupils and staff	
Not following hygiene procedures advised by school. This includes: <ul style="list-style-type: none"> • Refusing to sanitise hands when entering / leaving classrooms • Refusing to follow the advice of 'Catch it, bin it, kill it.' 	

Wasting school sanitiser and / or PPE equipment (this includes filling personal containers with school products)	
Deliberately coughing or sneezing on someone close by	<ul style="list-style-type: none"> • Immediate yellow card issued and communication with parents • Red Card issued and communication with parents • Suspension <p><i>Year 4 and below: Appropriate use of Good to be Green system and conversation with parent / guardian</i></p>