



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), Behaviour in Schools Guidance (2022) 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 who treat each member of our community with respect.

Students are taught explicitly what good behaviour looks like. Some students will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When students do misbehave, the school will be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. Where circumstances arise that endanger the safety of a pupil or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

Communicating the school policy to all members of the community is an important way of building and maintaining the school’s culture. It helps make behaviour expectations transparent to all students, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. This will be done through the first day of the school academic year and the publication of the behaviour policy on the school’s website.

Responsibilities

The Head Teacher of Thornton College

The Head Teacher, together with the Deputy Head, SLT, 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 will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students.

All staff are expected to:

- encourage good behaviour and respect and tolerance 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 through good teaching

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.

Consistency and Routines

The consistent and fair implementation of the measures outlined in the behaviour policy is central to an effective whole-school approach to behaviour.

Routines will be used to teach and reinforce the behaviours expected of all students. Any aspect of behaviour expected from students is made into a commonly understood routine; for example, entering class or clearing tables at lunchtime. These routines are simple for everyone to understand and follow.

Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

The school leadership team will be highly visible, with leaders routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School Procedures and Expectations

Students are expected to always demonstrate excellent levels of behaviour, the school's policies and procedures support this and are fundamental to the development of a community based upon respect and tolerance for one another.

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

From September 2022, the College has adopted the 'Girls on Board' approach to help students navigate their friendships. Girls on Board say that their approach "helps girls, their parents and their teachers to understand the complexities and dynamics of girl friendships. The language, methods and ideas empower girls to solve their own friendship problems and recognises that they are usually the only ones who can".

The Deputy Head and the Assistant Head, Head of Prep, are responsible for explaining the approach to all students from Year 4 up via tutor meetings. Parents are informed of the approach via letter and are invited to attend meetings where the approach is explained in further detail in order that they work with the school to support the students in resolving any friendship issues.

Behaviour on the Corridors and around school

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 enter the classroom unless there is no member of staff present, in which case they will wait outside of the classroom in single file until the arrival of the 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.
- Students should address others properly, saying "Thank you" or "Please", extending these courtesies to all members of the Thornton College community and to any visitor to the school.
- Students must walk 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 and/or recycling bin.

Behaviour in Class

- Students should be punctual for all lessons
- Students should enter the classroom when a member of staff is present. Should a member of staff not be present, students must line up quietly outside the subject room.
- 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.

Students with Additional Needs where those needs might affect behaviour

The school will ensure that everyone, including students with SEND, can feel they belong in the school community and high expectations are maintained for all students. Behaviour will need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Staff will be given adequate training on matters such as how certain special educational needs, disabilities, or mental health needs which may at times affect a pupil's behaviour.

The school will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

The school will consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

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 or in the Sixth Form Agreement

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 additional 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 students on the bank.

Developing Respect and Tolerance

Thornton College is a community and as such expects each member of the community to be tolerant of one another and show respect towards each other. The school supports students to develop both tolerance and respect through reflection, discussion and presentation carried out in assemblies, curriculum lessons, PSHE and tutor time.

The Tutor Well Being Programme allocates specific time, in addition to that listed above, for students and staff to discuss issues of equality, diversity and inclusion. Topics may be introduced by tutors and/or Heads of Year or student led. Specific assemblies may also be arranged to address issues of respect and tolerance with specific year groups or with Prep and Senior schools as whole communities. We encourage the students to think outside of 'one single story' and instead celebrate what makes each person in our community unique.

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. Students should not make or take telephone calls whilst in the corridors.
- 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 and students should

be collected from the main reception. 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 or the Assistant Head - Head of Prep. 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 Assistant Head – Head of Prep 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.
- Students must take good care of the outdoor equipment and the grounds and ensure they are treating the whole of our school site with respect.
- 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 from 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:

- 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 10 and 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 below Year 10. Both Year 10 and Year 11 students are permitted to wear light make-up. Nail varnish is permitted in the Sixth Form and neutral nail varnish is permitted in Year 11. Plain ear studs or small, clear, jewelled studs may be worn by all students, but only one pair is permitted until Year 11 when an additional ear piercing is permitted. Other types of earrings are not allowed.

Sixth Form Uniform

- Students must dress in an appropriate way for a smart working environment. They should wear a business suit which can consist of trousers, skirts or dresses with co-ordinating 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.

Rewards and Sanctions

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all students. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos.

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. The Good to be Green system of behaviour management is used in Y1 to Y4.

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.

House Commendations

House Commendations 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.

All House Commendations 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

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the Head Teacher has decided should not do so) or an unpaid member of staff authorised by the Head Teacher
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

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

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).

When a member of school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively in accordance with the school behaviour policy.

A response to behaviour may have various purposes. These include; deterrence, protection and improvement.

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. It should be noted that the serious sanctions apply differently in Day and Boarding School, i.e a Red Card will carry different consequences and sanctions within Boarding.

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

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 and / or a member of staff at the school.

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

For details about policy and procedure regarding drug, tobacco and alcohol abuse, see **Appendix F**

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

Involvement of Parents

The school will reinforce the whole-school approach by building and maintaining positive relationships with parents; for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate students' successes, or holding sessions for parents to help them understand the school's behaviour policy.

The co-operation of parents / guardians to uphold the expectations of good behaviour is extremely important and Thornton College will always wish to work *with* parents and carers to encourage good behaviour and habits and also to reflect upon and address incidents of poor behaviour.

Parents / guardians will be informed of both reward and sanction via different means as outlined in the Behaviour Sanctions and Reward Ladders, and always invited to communicate with the tutor and/or Head of Year in both praise and sanction actions.

Parents/ guardians will always be involved in more serious discipline cases

'**Serious**' breaches of discipline are defined as those which warrant the issuing of a Red Card and / or suspension or exclusion. In each instance, parents will be formally written to and/ or spoken to by either the Deputy Head Teacher or, in the case of suspension and expulsion, the Head Teacher, both,

where relevant, in consultation with the Form Teacher and Head of Year or the Assistant Head – Head of Prep.

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.

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 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.

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. It would also be considered where false allegations are made and/or where the reputation of the school and/or member of staff at the school was brought into disrepute.

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 and 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, when after prolonged support and warnings the student continues to be defiant in seriously undermining the standards required by the school, and/ or where the student makes false allegations and brings the school/ members of staff into disrepute.

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, students 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 'Dr Frost Maths' alongside continued reading for Senior students.

Referral

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.

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) including poor, mental health or with medical conditions, Thornton College will consider the risks carefully, recognising the additional vulnerability of these groups.

Post Sanction

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

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents;
- 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
- considering whether the support for behaviour management being provided remains appropriate.

Designated staff should be appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

Arrangements for searching students and their possessions – See Appendix E

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.

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 either a fixed term exclusion or permanent exclusion. If the decision is taken to issue a fixed term exclusion and there are further instances of malicious and false complaints against a member of staff in our school, such behaviour will result in a permanent exclusion.

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 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 students 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, PSHE, tutor time and assemblies and include an emphasis on the zero-tolerance approach to prejudice-based language. - See above 'Developing Respect and Tolerance.'

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 been trained either in house or through an outside organisation such as 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 to 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 Senior Anti Bullying Ambassadors form a student-led Committee.

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.

Incidents Online

The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. The school is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. The school has in place filtering and monitoring of IT systems in order to prevent issues.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school will sanction students when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

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 messaging:

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

Modified August 2023

To be reviewed September 2024

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 online – who they have CONTACT within 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 of 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 Bursar and IT Manager and the Deputy Head (DSL) along with immediate alerts when searches of an 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.**

Child-on-child abuse (child on child)

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.

The school is clear in every aspect of its culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. The school has made it clear to all staff the importance of challenging all inappropriate language and behaviour between students and the culture is one in which sexual harassment of all kinds is treated as unacceptable.

The school will never normalise sexually abusive language or behaviour by treating it as ‘banter’, an inevitable fact of life or an expected part of growing up. The school advocates strenuously for high standards of conduct between students and staff; demonstrating and modelling manners, courtesy and dignified/respectful relationships.

Students who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children’s social care are ongoing. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for the school to access appropriate support for students exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual

harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

In all incidents of child-on-child abuse, staff should inform the Deputy Head Teacher or Head of Prep as appropriate. The Deputy Head Teacher /Head of Prep 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.

Child-on-child 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-nude 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 Deputy Head DSL (or Deputy DSL) and/or Head of Prep.

'Sharing nudes and semi-nudes'

- Students are supported to understand that the law on child-on-child abuse is there to protect them rather than criminalise them.
- 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, students and parents are supported to understand the creation and sharing of sexual imagery of under 18s is illegal. This includes imagery of students 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 child-on-child 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**

Suspected criminal behaviour

When criminal behaviour is suspected, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and any relevant evidence preserved. Once a decision is made to report the incident to police, the school will ensure any further action taken does not interfere with any police action. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

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 Deputy Head (Head of Boarding) 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 Caroline Thomas, EYFS Manager.

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 setting's 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 students' 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 Manager, Mrs Caroline Thomas 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, Diversity and Inclusion
- Medicines
- Illnesses and Injuries
- Food and Drink
- Behaviour Management
- Safe Recruitment
- Premises
- Organisation
- GDPR
- Fundamental British Values
- SMSC Development

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 Mr Holmes Senior - Meeting with Dr Shaw	Subject teachers – in liaison with HOD/Subject Coordinator
	Outstanding levels of kindness/and service towards others over a term	Prep - Meeting with Mr Holmes Senior - Meeting with Dr Shaw	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	Dr Shaw
Effort, Service and Achievement	100 commendations/ house points	Silver Certificate	Dr Shaw

Effort, Service and Achievement	175 commendations/ house points	Gold Certificate	
Effort, Service and Achievement	250 commendations/ house points	Platinum Certificate	Dr Shaw
	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: 2023-2024

Years 1-4

Decisions will be made based on an assessment of each incident.

The Behaviour Ladder below provides a guideline for sanctions but is not exhaustive nor definitive. All significant incidents should be logged.

Behaviour	Sanctions
Intentional 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 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	Verbal Warning Use of Good to be Green System If behaviour continues - Formal explicit warning noted in planner Supervised completion of homework
Three break time detentions in one half term	Lunchtime reflection with Head of Prep Parents informed.
Defiance towards a member of staff Reckless behaviour with the potential to endanger oneself or another Discrimination – of any form Physical aggression towards another student Aggressive, abusive language (dependent on language) Vandalism – with limited / no long-term consequences Dangerous behaviour (that endangers self-and/or others) Chewing gum	Staged response depending on severity – Reflection with the teacher at break time or lunch time Reflection with Head of Prep at lunchtime After school detention for 30 minutes with Head of Prep Parents informed at every stage
Bullying	After school detention for 30 minutes with Head of Prep Restorative Justice Parents informed Repeated incidents of bullying will result in parent meeting with Head of Prep and the Deputy Head
Theft (dependent on item and intent) Swearing at members of staff Vandalism causing long term damage to school property	Parent meeting with the Head of Prep and / or the Deputy Head and /or the Head Teacher and short-term suspension
Child on child abuse	Parent meeting with Head of Prep / Deputy Head and short-term suspension – each case will

	<p>assessed on an individual basis.</p> <p>Permanent exclusion will be considered in the most serious of cases.</p> <p>Thornton College will adhere to all statutory requirements to report all incidents of child-on child abuse.</p>
<p>Escalation of any of the above</p> <p>Theft (Discretion of the Board of Governors)</p> <p>Physical aggression towards a member of staff</p> <p>Uploading photographs or videos of staff or videos naming staff without their knowledge or consent</p> <p>Any other significant behaviour inside or outside of school</p>	<p>Longer term suspension</p> <p>Permanent exclusion</p>

Any mobile phones brought into school should be handed in to the form teacher for safe keeping. They should not be used in school without the permission of the teacher.

Appendix C

Behaviour Guidance: 2022-2023

Decisions will be made based on an assessment of each incident and the School may choose to step outside of the behaviour ladder if there are mitigating or aggravating circumstances.

Detentions will be carried out in a timely manner.

The Behaviour Ladder below provides a guideline for sanctions 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) Deliberately littering and not respecting our environment Mobile phone found in blazer or pockets – not in school bag Attending School without essential equipment Found in areas that are out of bounds	Verbal Warning Formal explicit warning – which should be noted in planner/ emailed to the tutor should the planner not be available 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 or rudeness (this would depend on the words used and the context) Not preparing adequately for assessments Defiance towards a Prefect	Formal explicit warning – which should be noted in planner/ emailed to the tutor should the planner not be available Issue of yellow card should warning be ignored / behaviour repeated Supervised completion of homework during break or lunchtime (Years 5&6)
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 of device (phone or watch) and yellow card issued On the first occasion, the phone/watch 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 cards are issued immediately.

Truancy	Yellow cards are issued immediately. A detention will be arranged with the relevant class teacher to ensure that all the work missing 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 the 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 contact with the Head of Year/Head of Prep (and subject teacher if necessary). After school detention to reflect on the way to improve.
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/ Head of Prep Dependent on the incident, a parent meeting may be called with HOY/Head of Prep 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 After school detention with the opportunity to reflect with either HOY or Head of Prep Restorative Justice Repeated incidents of bullying following Restorative Justice will result in parent meeting with Head of Prep/HOY and the Deputy Head
Child on child abuse	'Parent meeting with 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. Thornton College will adhere to all statutory requirements to report all incidents of child-on-child abuse.

Two Red Cards issued in a term	Parent meeting with Head of Prep/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 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 any of the above Physical aggression towards a member of staff Drugs brought into school Hacking the school system with malicious intent Criminal acts Cheating in public examinations - this includes being in possession of any unauthorised items such as mobile phones, smart watches etc. Uploading photographs or videos of staff or videos naming staff without their knowledge or consent Any other significant behaviour inside or outside of school	Longer term suspension Permanent exclusion

Mobile Phones: Year 5 and 6 students should hand in the mobile phones to their form teacher at the beginning of the day and collect them at the end of the day.

For all Senior students, mobile phones should be switched off and always kept in school bags between 8.00am 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

Searching students and their possessions 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 and its agents 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.

The fundamental principles are two:

1. Act with due care, consideration and sensitivity and remain mindful of the need to respect privacy (in line with Article 8 of the European Convention on Human Rights); particular thought should be given to boarders for whom, during term time, the School is their 'home'
2. Remember that the need to protect persons/property from injury/damage and from loss is paramount and that this duty of care can in certain circumstances override all other protocols

In line with the DfE publication 'Searching, screening and confiscation', January 2018, staff are permitted to search a pupil for any item if the pupil agrees (mindful of the child's age and other considerations). The Head Teacher and staff authorised by him/her have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - Vaping materials
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The Head Teacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

The same applies to confiscation: such items found in school or on a student's person may be confiscated. Staff are also permitted to seize any item they consider harmful or detrimental to school discipline. An example may be a laptop which a boarder persists in using after 'lights out' or a mobile phone used when it should not be or in an inappropriate way during school hours. Any item confiscated, should be kept safe and the details of the confiscation (item, date, time, location, owner, reason, etc.) logged. An indication should be given at the time of confiscation to the student by the member of staff who has confiscated an item of when the item is likely to be returned. The duration of a confiscation should be reasonable and proportionate and, as in all matters, not unduly punitive. Forty-eight hours might be a reference-point for a confiscation period. Consideration should be given to the possible consequences of keeping the item and the student apart (for instance travel safety in the case of a confiscated mobile phone).

External Agencies and Disciplinary Action

If a student is suspected of carrying on their person or having in their possessions/room etc. an item or items considered by the School to be dangerous and/or illegal, such as drugs, then the matter should be referred to a senior member of staff and it may be appropriate to call the Police. Irrespective of any action taken or not taken by external agencies like the Police, the School may take its own action, such as suspending the student in the first instance from school if they refuse permission for the search to take place. Any subsequent decision related to any or to further disciplinary actions from school would take into account any co-operation, or lack of it, on the student's part and what might reasonably be inferred from that.

Whilst it is not possible to have detailed procedures that cover every eventuality, in general, the following guidelines should be borne in mind and, where possible, observed.

Personal Searches

If a student is suspected of carrying an unauthorised item (for example, alcohol or a laser beam pen) a member of staff should ask the student, if feasible in the presence of a second adult witness, if the student is happy to turn out her pockets or bag. Throughout, the student should, if possible, be kept under close supervision in case there is an attempt to divest herself surreptitiously of any item. If the student refuses to cooperate, the member of staff should contact an appropriately senior member of staff who should consider if it is appropriate to try to contact the student's parents. As appropriate, and if the parents can be contacted, they should be encouraged to persuade the student to agree to the search taking place. If the matter is of major concern and the student still refuses to approve of the search, then the Police may be called in to conduct the personal search.

Personal searches, especially forced personal searches, should if at all possible be avoided, though may in extremis be necessary. For example, all reasonable steps should be taken, where there is a danger, or a risk of danger, to persons or property, to contain that danger/risk. This might include, in extremis, all or any of the following: physical restraint, forced search (of person and/or of property), and confiscation.

'Forced Searches'

Reasonable force may be used in exercising the statutory power to search students, without their consent, for weapons and (with effect from September 2010) for alcohol, illegal drugs and stolen property ('prohibited items'). At Thornton College, this search power may be exercised by staff where they have reasonable grounds for suspecting that a student has such items. However, the School's guidance in this matter is that any such 'forced search' should be undertaken only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student), or mean that what might be the only opportunity to establish that such an item was in that student's possession as suspected, is lost. Other means of dealing with the student and the situation should be used if possible – such as keeping the student under close surveillance (so any item cannot be surreptitiously disposed of), isolating the student from others for the time it takes for matters to be addressed, etc. Very strongly recommended wherever feasible are the following courses of action:

- Refer the matter to a senior member of staff before/rather than making any physical intervention
- Consider whether or not such a search might be better conducted by the Police rather than by a member of staff (the former being preferable wherever possible)
- If at all possible, do not be alone with a student if it really is necessary to conduct a search

Staff should avoid, if at all possible, any physical contact altogether with a student, most especially any kind of forced physical contact that might prompt resistance on the student's part. Equally, however, preserving safety is paramount, and, where a 'forced search' presents itself as the only or

best way of preserving safety, not to conduct such a search might be construed as a failure in the duty of care on the part of the member of staff involved. Alternatively leave such a search to the police. Searches especially 'forced' searches should be carried out and where practicable, witnessed by a female member staff.

Searches of personal property or school property, for example in a room or locker

Belongings are no longer 'of the person' when they are being stored at school or in school property such as desks or lockers. This allows for a greater flexibility of approach. However, if a search by a member of staff is undertaken the level of intrusion is potentially as great and so the offence suspected needs to be sufficiently serious, the need for a search legitimate, and prospect of success reasonable.

For 'lost' items of relatively low value, a student should be asked to search her own belongings to see if the item has been 'misplaced'. If more than one student is included, the scope of the search and the number of students involved should reflect the nature of the loss and be legitimately targeted. Kit inspections fall into this category. Members of staff (one as witness) might watch the student(s) search, but this may not be deemed necessary or appropriate.

Where a boarder's room is to be searched, the boarder should be given the opportunity to conduct the search personally by emptying out drawers, opening the safe etc. under direction from the members of staff present. If a boarder refuses to co-operate, and the circumstances are deemed to warrant a search by staff, then the room should be searched by staff, with at least two members of staff being present throughout. Any suspicious items found should be deposited in a plastic bag and sealed.

General Guidelines

Generally, staff should not without very good cause (such as that provided by circumstances exemplified above):

- Touch the student, especially forcibly. (Any restraint should be in line with the School's policy on the use of restraint)
- Search the student's person, which for these purposes extends to her outer clothing and pockets, or remove the student's clothing - even their coat - for the purpose of searching it.
- Search a student's pockets: these should be turned out by the student.
- Search a student's room or bag without her being present and without another adult witness being present.
- Act in isolation: if in any doubt staff should refer to a senior member of staff.

As a guide only and without any suggestion that these would be the only appropriate ways to proceed, here are some examples of suggested courses of action:

- If a search reveals any offensive weapons, including knives, or evidence in relation to an offence, or anything suggestive of these things, the item or items should be removed to a place of safe-keeping (confiscation) and the member of staff should inform an appropriately senior member of staff, who will see that the finding of any weapons, or suspected weapons, is reported to the Police.
- If evidence of illegal substances, drugs or of suspected illegal substances is found, the senior member of staff involved determines what action to take in accordance with the School's Policy.

- If tobacco or alcohol items are found in a student's possession, they should be confiscated by the member of staff, who will inform a senior member of staff. The senior member of staff involved determines what action to take in accordance with the School's Policy.

Further suitable courses of action might, depending on circumstances, include the following, but would not preclude other suitable ways of proceeding:

- In the case of initial refusal to co-operate, a member of SLT to contact parents/guardians and ask them to persuade the student to submit to the request.
- In the case of continuing refusal to co-operate, a member of SLT to suspend and isolate the student in school and call the parents to attend. If appropriate (items of considerable value, illegal drugs, weapons etc.), advise parents and student that the police might be contacted and asked into the School to make the search.
- In the case of continuing refusal to co-operate, a member of SLT to call the police so that they might make the search at School. If for some reason the police cannot immediately attend and the search is deemed urgent, then the student should attend while a member of staff, with a member of the SLT as witness, makes the search. Forcible entry is only to be used if reasonable grounds exist to search for illegal drugs (Misuse of Drugs Act 1971) or weapons, and then only on school property, not personal property.
- A student's room and belongings to be searched only when there are clear grounds for suspecting something is untoward; unless impractical, the reasons to be explained to the student. In most circumstances the student to be present during the search.
- All searches to be undertaken by a minimum of 2 members of staff
- Wherever possible the student to be asked to make available the required area (such as a drawer) and to remove contents
- Parents to be informed

Recording the results of personal and / or property searches

When a search has taken place the following items should be noted and kept on the relevant student's file:

- The reason for the search taking place
- The date and time of the search
- The results of the search
- All staff involved
- Other agencies involved
- The outcome (including any disciplinary action taken in respect of that student)

Appendix E

Drug, Tobacco and Alcohol Abuse Policy and Procedure

We do not condone the misuse of drugs and alcohol by any member of the school, staff or student, nor the illegal supply of these substances.

We seek to educate our students and to help them develop into mature young people able to say no to drugs.

The school is committed to the health and safety of all its members and will take action to safeguard their well-being.

The school acknowledges the importance of its pastoral role in the welfare of young people and through the general ethos of the school will seek to help them develop positive attitudes, and to give them the necessary skills to cope with life in a society where many different kinds of drugs are available.

Aims:

- to ensure that Thornton College is free from illegal drugs (and solvents)
- to educate students on the effects of drugs (and solvents) on the mind and body
- to provide opportunities for students to practice the personal and social skills and the strategies needed to deal with situations involving drugs, alcohol and tobacco
- to promote the individual's self-confidence, self-esteem and self-worth
- to explain the legal situation with regard to the use and misuse of drugs and alcohol
- to enable young people to identify sources of appropriate personal support
- to enable parents to acquire knowledge and support

We hope to achieve these aims through a planned and monitored whole school approach which will involve curriculum work as well as general pastoral guidance.

Tobacco and Vape

Smoking is the single most preventable cause of premature death and ill-health in our society. The school policy on smoking aims to give students the message that the habit creates health problems for smokers and non-smokers alike, that non-smoking represents the norm in society and that it receives support from the school and staff. Recent legislation has made it an offence for children under 18 years to be sold tobacco products.

Smoking, or being in possession of cigarettes or tobacco, is prohibited when a student is under the school's authority.

Students found smoking or in possession of cigarettes or tobacco can expect their parents to be informed and an appropriate punishment administered. Subsequent offences may result in suspension. For a persistent offender the Head Teacher reserves the right to review the student's membership of the school community.

This applies to e-cigarettes and vaping materials as well.

Alcohol

Alcohol is a depressant drug, particularly when taken in large quantities. Even at low levels, the potential for serious accidents arises. The Licensing Act of 1964 makes it generally illegal for alcohol to be sold to anyone under the age of 18, or for a person under 18 to buy alcohol. Girls are not allowed to bring alcohol on to the premises or to drink alcohol on the way to or from school

Any student found to be under the influence of alcohol should be placed under adult supervision in the surgery. Parent(s)/Guardian(s) of day students should be contacted immediately and asked to collect their daughter. Parent(s)/Guardian(s) of boarders will be informed immediately and the boarding staff will be responsible for the girl's welfare while she is intoxicated.

Parent(s)/Guardian(s) and the student will attend a formal interview with the Deputy Head/Head Teacher at a later date in order to establish what support is required and available.

The student will be excluded internally or externally for a fixed period.

Illegal Drugs

All staff are expected to be aware of the signs of possible drug abuse and to report any concerns about a student to the Head Teacher. The signs listed below may indicate drug abuse, but their presence alone is not conclusive proof as many of them are a normal part of adolescence.

- Decline in academic performance.
- Unusual outbreaks of temper, mood swings, restlessness, irritability.
- Excessive tiredness without obvious cause.
- No interest in physical appearance.
- Lack of appetite
- Sores or rashes, especially on the mouth or nose.
- Heavy use of scents, colognes etc.
- New friends in older age group.
- Unwillingness to take part in school activities.

If a member of staff receives any information which indicates that a student is abusing drugs, either in school or at home she has a duty to act in the best interests of the student. This may involve different courses of action for individual students, but must in every case involve informing the Head Teacher.

Students thought to be in possession of illegal substances or under the influence of illegal substances should be escorted to the Head Teacher's Office. The Head Teacher is accountable for any further investigation. She will contact the appropriate authorities and inform parents of the situation.

The student can expect to be permanently excluded and the incident will be referred to Governors.

Any student caught supplying or inciting the use of controlled drugs, or being in possession of them with the intent to supply, will be expelled.

In addition, where it has been brought to the attention of the Head Teacher that a student has been formally cautioned by the police for the possession of an illegal drug the school reserves the right to exclude her.

Drugs education is integrated within the framework of Personal, Social, Health Education. Our tutorial programme enables students to develop and maintain a level of self-esteem which motivates

them to value their welfare and take conscientious care of themselves. The focus is on the students themselves and their knowledge, feelings, attitudes and decision making capabilities that help to develop necessary skills including seeking and sifting information, critical thinking, decision making and assertiveness.

Guidance on the discovery of drugs

There are two circumstances when harmful or illegal drugs may be legally removed:

- from a place within the school's jurisdiction
- from a person within the school's jurisdiction

From a place

If possible, remove the drug in the presence of a witness. Do not let children touch. Do not use a bare hand to remove LSD (acid) tabs or used syringes.

From a person

If possible, retrieve the drugs from a student **in the presence of a witness**.

DfEE Circular 4/95 states:

It is open to members of staff to search a student's desk or locker where he or she has reasonable cause to believe it contains unlawful items, including illegal drugs. Where students are suspected of concealing illegal drugs on their person, every effort should first be made to secure the voluntary production of any unlawful substances, for example by asking them to turn out their pockets. If a student refuses, the police should be called in to deal with the situation. Intimate physical searches should never be made by a teacher.

Always

- Remove the drug and record the time, place and circumstances by which the drug came to you.
- Do not investigate the substance. Record the size, number and appearance. Have a witness countersign recordings.
- Take the drug immediately to the Deputy Head or Head Teacher. Do not keep the drug on your person or property.
- Place the substance in a sealed container. Ask a witness to sign and date the package.
- Keep the student under close supervision; watch their every movement carefully in case they try to dispose of any drug they may still have.
- It is the responsibility of the Head Teacher to decide the hand-over of drugs as discussed under the law (see circular 4/95).

Drug Testing

Where there is concern about a student regarding the misuse of drugs, it is possible, with the consent of the relevant student and parents, for drug testing to take place.