

THORPE HALL SCHOOL

Behaviour Policy

1. Statement of Intent

Teachers and students at Thorpe Hall School have an open culture that promotes consideration, empathy and respect. Collaboration between staff and students is integral and every student is encouraged to become self-assured, confident learners who have excellent behaviour for learning and are proud of their achievements and their school. By encouraging the right attitudes to learning we also enable our students to participate fully in school and the local community and equip them with a mind-set to be successful in the next stage of education, training or employment. We hope that through positive re-enforcement and praise our students will become courteous, display high levels of conduct and show strength of character.

2. Behaviour Principles

At Thorpe Hall School, we believe that positive behaviour is taught, modelled and reinforced through consistent expectations, positive relationships and a culture of mutual respect. High standards of behaviour are fundamental to creating a safe, inclusive and purposeful learning environment in which every pupil can thrive.

We recognise that behaviour is a form of communication and that changes in behaviour may indicate an underlying need or concern. Whilst maintaining consistently high expectations, staff will seek to understand the reasons behind behaviour and consider whether safeguarding concerns, special educational needs or disabilities (SEND), medical needs or other factors may be influencing a pupil's choices.

Thorpe Hall School adopts a reflective and restorative approach to behaviour management wherever appropriate. Consequences are intended to be proportionate, educational and supportive, enabling pupils to understand the impact of their behaviour, take responsibility for their actions, repair relationships where appropriate and develop strategies to prevent repeated incidents.

Through this approach, Thorpe Hall School aims to develop pupils who demonstrate self-regulation, resilience, empathy and accountability, preparing them to make positive choices both within school and beyond.

This Behaviour Policy has been developed with reference to current Department for Education (DfE) guidance, including [*Behaviour in Schools*\(DfE\)](#), [*Suspension and Permanent Exclusion Guidance*](#), [*Searching, Screening and Confiscation*](#), [*Mobile Phones in Schools*\(January 2026\)](#), [*Restrictive Interventions, Including the Use of Reasonable Force in Schools*\(April 2026\)](#), and [*Keeping Children Safe in Education \(KCSIE\)*](#). It also reflects the requirements of the Independent School Standards and should be read alongside the School's Safeguarding and Child Protection Policy, Anti-Bullying Policy, SEND Policy and Suspension and Exclusion Policy. This policy applies throughout the Preparatory and Senior School. The EYFS follows a separate Behaviour Policy.

This policy aims to:

- a) Give clear guidance to staff, students and parents about standards and expectations of behaviour within the school and local community, including a zero tolerance towards all forms of bullying.

- b) Promote high standards of behaviour that supports education and equips students with the behaviours and attitudes to be caring, thoughtful citizens.
- c) Encourage positive behaviour while still dealing with inappropriate behaviour.
- d) Recognise that, on occasion there will be a reason for changes in behaviour and this might be a sign of underlying issues with a student that need to be supported. Staff will adhere to these high expectations of the students while still being vigilant to any concerns.
- e) Use rewards and consequences to reinforce positive behaviour and challenge inappropriate behaviour.
- f) Promote courtesy, conduct and character.
- g) Ensure that arrangements are made to safeguard and promote the welfare, safety and wellbeing of students, members of staff and the general public.
- h) Enable students to develop and demonstrate positive behaviour and attitudes to learning.
- i) To promote reflection with our student body and how to prevent repeated behaviours happening.
- j) Underpin the PSHRE curriculum, tutor times and assembly foci.

2. Roles and Responsibilities

The Governing Body within the school need to establish a policy and procedures for behaviour and monitor the incidents, support consequences and challenge repeat cases accordingly.

It is the responsibility of the Headteacher to promote and encourage positive standards of conduct, being courteous and developing a strong character. Evidence of these will be recognised by the Headteacher and celebrated within the school.

The Headteacher will also challenge any poor behaviour, using informal procedures where possible but implementing formal procedures where necessary.

It is the responsibility of all staff to familiarise themselves and follow this policy and procedures in accordance with relevant professional standards. In particular staff should:

- a) Be well presented and act in a professional manner at all times, including the use of appropriate language.
- b) Be punctual for lessons.
- c) Ensure that students enter and leave the classroom in an orderly manner.
- d) Have good classroom management and high levels of challenge.
- e) Deliver well planned and engaging lessons, set appropriate and challenging homework and mark work providing appropriate feedback to support progress.
- f) Use a common language of reminder, warning then consequence.
- g) Provide adequate supervision during lessons, break and lunch times.
- h) Be courteous and polite to students and avoid the use of sarcasm or scathing remarks.
- i) Praise, encourage and reward students.
- j) Seek further help and guidance from other members of staff if required.
- k) Not tolerate derogatory or aggressive language, anti-social behaviour or disruption to lessons.
- l) Work in partnership with parents to inform them of poor behaviour and positive praise.
- m) Staff should be positive and highly motivated, expecting high standards and outcomes.
- n) Record poor behaviour and subsequent parental contact.
- o) Recognise that referrals to include other external agencies may be required to promote a holistic approach with students.

It is the responsibility of students to develop positive relationships in the school to:

- a) Demonstrate impeccable standards of behaviour, good personal relationships and have respect for all individuals.
- b) Demonstrate high level of behaviour and attitude for learning within all lessons.
- c) Demonstrate the “3 Cs”: Courtesy, Conduct and Character

Involvement of Parents and Guardians

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

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

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

Where a parent or guardian has a concern about the management of behaviour or the effectiveness of this policy, they should raise this directly with a relevant staff member while continuing to work in partnership with them.

3. Rewards

Rewards are an integral part of Thorpe Hall School, and we want to ensure we celebrate all our successes both in and outside of school. Excellent work, effort and behaviour are to be recognised and commended by staff whenever possible.

The school rewards students with House Points, Achievement Points and Dojo points that can be awarded by teachers, tutors and associate staff who have contact with students. In Prep, successes are monitored via Dojo, whereas in the senior school SIMS is used to record achievements. Teaching staff will communicate home as a way of recognising positive behaviour. Staff also use a postcard system that highlights pupil’s achievements and efforts in and around the school – some will be sent home or given to the pupils throughout the academic year

Prep children attend a weekly celebration assembly. Assemblies provide opportunities to celebrate successes across the curriculum, and achievements noted in school and externally. At the end of the academic year, Presentation Day provides the community to come together to celebrate the values of kindness, endeavour and reliability; academic excellence and ‘grit’ are also recognised.

In the senior school, Achievement Points, excellent attendance and improvements in behaviour will be rewarded at the end of each half term/term via year group or whole school assemblies, where a

range of awards, opportunities and prizes are given. Students will be rewarded for displaying the 3 Cs: Courtesy, Conduct and Character and these will be recognised in the rewards assemblies.

The schools House system encourages pupils to work as a team and encourages participation in house competitions and events in order to try and win the overall House trophy.

4. Monitoring and Review

At Thorpe Hall School we recognise that monitoring and reviewing behaviours is necessary to ensure we promote positivity and reward successes. This allows our students to feel a sense of belonging and foster a sense of pride in themselves and others. We also need to look for any trends or patterns in negative or inappropriate behaviours so that we can add support strategies, reflection or highlight any other areas of concern. Staff are made aware and have training on the fact that changes of behaviour can be reflective of a student who is struggling and is finding it hard to communicate how they are feeling. This can be due to a myriad of reasons beyond the student's control. For example, a recent bereavement, experiencing a breakdown in a relationship or dealing with abuse.

Staff analyse behaviour regularly to identify patterns, underlying causes and appropriate interventions. Reflective conversations, restorative meetings and targeted support will be used wherever appropriate to help pupils understand the impact of their behaviour, repair relationships and develop strategies to avoid repetition.

The Governing Body will review the policy annually to make sure the school is adopting a fair and consistent approach.

5. Expectations and Code of Conduct

All staff have high expectations of behaviour from students in lessons, around school and in the local community. Staff should not accept poor behaviour, tardy work or lack of respect within our school.

Students are expected to demonstrate excellent attitudes to learning by having a determined, focused and positive mental attitude.

Students should display the right behaviours for learning by following staff instructions and demonstrating the right behaviours in and around school that show respect and being courteous.

Students should follow the three Cs in and around school: Courtesy, Conduct and Character.

Students are expected to:

- a) Develop positive relationships in school and show excellent behaviour, strong personal interactions, and respect for everyone in line with our equal opportunities ethos.
- b) Follow the school's expectations and embody the school values.
- c) Follow the rules of the school and instructions given by staff.
- d) Be prepared for all lessons and complete work to the highest standard.
- e) Show respect for everyone and do not disrupt the learning of others.
- f) Arrive to school and lessons on time and always wear the full and correct uniform.
- g) Always represent the school with impeccable standards.
- h) Adhere and respect other staff and students' personal space.

6. General Conduct Around the School

- a) Students at Thorpe Hall School are expected to be courteous to others by using 'please' and 'thank you' to staff/students or visitors to the school.
- b) All staff will role model the behaviours expected of students.
- c) When moving around school we will expect our students to wear the appropriate uniform and remove outdoor coats, scarves, hats and gloves.
- d) Staff and students will ensure that, when appropriate they are helping others by keeping doors open or offering to help others in need. This promotes a kind and courteous school community and fosters positive character traits.
- e) During break and lunch times, students should not be in the school corridors. Students will be in their allocated areas during these times and are aware that there is no eating in the school corridors at any time.
- f) Not use inappropriate or offensive language. We expect this both within the school and outside in the local community while wearing the Thorpe Hall School uniform.
- g) Other than phones used as medical devices, mobile phones must be switched off (or on silent where medically required) and put away in a school bag while on the school site. Any student seen with a mobile phone while on the school site, or if their phone is found to be switched on or sounds while on the school site will have the phone taken to the reception staff to be confiscated.
- h) Uniform should be always worn correctly both within the school and in the community.
- i) The use of drugs, including tobacco and vaping will not be tolerated.

7. Conduct Outside of School and Online

It is also the responsibility of the students to understand that offsite behaviour must also be impeccable, such as when:

- a) Taking part in any school-organised or school related activity.
- b) Travelling to or from school.
- c) Wearing the Thorpe Hall school uniform or PE kit.
- d) If a student is in some other way identifiable as a student at Thorpe Hall school.
- e) In order to not adversely affect the reputation of the school.
- f) So as not to pose a threat to another students or member of the public.

During school events or activities, the School has the power to sanction pupils for misbehaviour in line with this policy. Serious misbehaviour outside of school (including online) that bleeds into the school community will be dealt with in accordance with this policy. Any behaviour of an aggressive/physical or threatening nature may be reported to the: Essex Police CYP Officers.

8. Procedures for Dealing with Inappropriate Conduct

Where appropriate, consequences will incorporate opportunities for pupils to engage in reflective or restorative work. This may include restorative conversations, written reflections, behaviour coaching, mediation or reintegration meetings to help pupils understand the impact of their actions, repair relationships and develop strategies to make more positive choices in the future.

The school will encourage impeccable conduct by:

- a) Following the school procedures and expectations.

- b) Informing parents at the earliest opportunity of successes and behaviour issues and involving them in measures to support improvement in behaviour.
- c) Offering the opportunity for individual guidance and counselling to students to reflect, develop, monitor and review behaviour.
- d) Offering appropriate training to meet the needs of teaching and non-teaching staff dealing with behaviour problems.

The school procedures are:

- a) Utilise the zero-tolerance approach to poor behaviour. In the Senior School, a reminder will be offered, and if the behaviours do not change, then a warning and consequence will be given. Preparatory pupils will be provided with two warnings prior to receiving a consequence. Where behaviour is deemed to be of a more serious or significant nature, the reminder and/or warning stages may be bypassed, and a consequence may be issued immediately.
- b) Class Teacher detentions, Head of Year detentions, Senior Leadership detentions.
- c) Use of report cards to monitor behaviour and progress.
- d) Academic study sessions for the completion of unfinished work.
- e) Use of alternative areas within the school for disruptive behaviour via staff requests during social times.
- f) Where appropriate, consequences will incorporate opportunities for pupils to engage in structured reflective or restorative work. This may include restorative conversations, written reflection, behaviour coaching, mediation, or supported discussions with staff to help pupils understand the impact of their behaviour, repair relationships where appropriate, identify alternative choices and develop strategies to prevent similar incidents occurring again.
- g) Internal or Fixed term exclusions.

In line with the Children's Act 1989 the School:

- Rejects the use of corporal punishment.
- Rejects the threat of corporal punishment.
- Rejects any punishment which may adversely affect a child's wellbeing.

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

9. Record Keeping

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

10. Stages of Behaviour

Teachers should set explicit and high expectations within their classroom, in line with school standards and expectations. Staff should not accept poor standards of work, behaviour or respect. Students will have excellent attitudes/behaviour towards learning, be self-disciplined and show respect.

Staff should deal with the rare incidences of low-level disruption by:

- a) Reminding students of the expectations, re-iterating the school expectations.
- b) Where appropriate, staff should use brief restorative conversations to encourage pupils to reflect upon their choices and correct their behaviour before further consequences become necessary.
- c) Utilising staff requests for support.

Continued or repeat incidents of poor behaviour choices should result in an appropriate consequence, in the Prep School, Pupils may be required to work in the Co-Heads' office until the end of the school day. Parents will be notified in a timely manner. Consequences for Senior School students could be a detention, with the relevant staff member or placed in isolation with an immediate 4.45pm finish.

Refer to Appendix 1 for Prep Behaviour Stages and Appendix 2 for Senior Behaviour Stages - the examples given are not exhaustive of all behaviours displayed within the school setting. Staff within the school will be aware that repeat behaviours that are 'out of character' will be investigated thoroughly to ensure the student is safeguarded at all times.

We will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, in such circumstances we may promote a *team around the child meeting* to ensure the needs of the child are met and support strategies are put place. The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Safeguarding/Child Protection policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

In the Senior School, Level 3 or above sanctions that require an isolation - Students should be removed from circulation in order that statements and necessary investigations and actions can take place. If a student is isolated, they may be required to remain in isolation until 4.45pm.

11. Serious Misbehaviour

All parents and students should be aware of the more serious sanctions, including suspension and exclusion, that the school can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches (not exhaustive) of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco/Vape abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting with intent to cause harm;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;

- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions in accordance with this policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings.

The School may be required to exclude a student, or to require a student to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious 'one off' incident may justify exclusion even where a student has not been previously suspended or disciplined.

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

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

12. Report System

Reports are intended not only to monitor behaviour but also to provide opportunities for pupils to reflect on their choices, celebrate improvements, identify barriers to success and agree achievable behaviour targets with staff and parents. Reports may be issued to students who are demonstrating repeat behaviour and can be used to promote positive behaviour or highlight any behaviour that hinders progress. At Thorpe Hall School we promote our students having time to reflect and rectify any behaviour that does not promote our school values.

All behaviour monitoring will be conducted via an attitude to learning report and be overseen by a designated member of staff (Form Tutor, Head of Year/Department, Senior Leadership Team).

Although we hope that through reflection our students will refrain from escalating behaviour, we are aware that, in rare cases, some students may need to move up in severity. In these cases, the following will apply:

Staff involved	Form Tutor	HOD (if in one subject area)	HOY (if across 3 or more subjects areas)	HOY	SLT	Headteacher
Time frame	2 weeks monitoring	2-week monitoring	2 weeks monitoring	4 weeks in total with monitoring every 2 weeks	2-week monitoring	1 week monitoring
Behaviours	Repeated Low level disruption in lessons and/or social times	Disregard for school rules across in specific subject area	Disregard for school rules across a variety of means/subjects	Repeated disregard for school rules across a variety of means/subjects	Serious disregard for school rules	Continued disregard for school rules and consequences
Actions taken to link with parent/carer	Email/phone call home.	Phone call home.	Round robin from all teachers and meeting with parent	Review and meeting with parent every 2 weeks	Meeting with parent. Possible adjusted timetable	Meeting with parent. Possible adjusted timetable
Escalation procedure	No improvement progress to HOY	No Improvement progress to HOY	No improvement progress to PSP	No improvement progress to SLT	No improvement progress to Headteacher	No improvement discussion about placement in school

**Please note in Prep HOY (Head of Year) may be replaced by the Assistant Head in the above table.*

13. Personal Support Plan (PSP) Senior School

A PSP helps coordinate interventions for students at risk of disaffection or fixed term, permanent exclusions. They ensure that intervention is personalised and targeted to individual student needs.

In the Senior School, given the intensive nature of a PSP, Heads of Year will wish to target those students who are clearly at risk of disaffection and fixed-term permanent exclusion. Factors which may be considered include the number of fixed-term exclusions (3 in one term should be a trigger), low attendance impacting on behaviour or other extenuating circumstances that we feel may help a student improve their choices and behaviours.

If it is decided that a PSP is the best way forward, the Head of Year should initiate a meeting, inviting parents, students and appropriate outside agencies as appropriate. This plan will last from 4-6 weeks with 2-week review meetings that include the parents, school and child. This ensures transparency and consistency approaches and strategies used to allow the child to be successful.

In the Prep School, a PSP may be used as a tool to support a pupil's positive choice making. A PSP will only be introduced when pupil does not respond positively to Behaviour Think Sheets (3 in one term for the same behaviour being a trigger). In such cases, the Assistant Head of Prep will monitor the support and will update parents with regards to the length of monitoring and the progress being made.

14. Anti-bullying Policy

At Thorpe Hall School, bullying is defined as:

‘Any deliberate, persistent or repetitive behaviour by an individual or group that intentionally causes physical, emotional, or psychological harm to another pupil or group of pupils. Bullying can be direct or indirect, and may be carried out in person or through digital technologies. It is often motivated by prejudice, including but not limited to race, religion, culture, sex, gender identity, sexual orientation, special educational needs, disability, or family circumstances’

Bullying may take several forms, including:

- **Physical / Non-verbal:** hitting, kicking, pushing, taking or damaging belongings, or other forms of physical aggression.
- **Verbal:** name-calling, teasing, taunting, or threatening language.
- **Indirect / Relational:** spreading rumours, social exclusion, or ostracising individuals or groups.
- **Cyber / Online:** sending harmful or threatening messages, emails, images, or posts on social media or other digital platforms.
- **Prejudiced-Based:** targeting individuals because of a protected characteristic under the Equality Act 2010.

Bullying is distinguished from occasional disagreements or conflict by its intentionality, persistence, and the imbalance of power between those involved. At Thorpe Hall School, students are encouraged to speak up when they experience or witness bullying. Behaviour that is repeated and causes distress or harm will be treated as bullying, and the school will take appropriate action in line with our Behaviour Policy and Safeguarding procedures.

Thorpe Hall School has a zero tolerance for any forms of bullying and aims to comply with Section 154 of the Education Act 1996 by, maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual. Full details of how we prevent bullying as much as possible can be found in our Anti-Bullying Policy on our website.

We understand that, whilst at school, some students may be challenging and defiant, withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Incidents of bullying are recorded and monitored until the incidents of bullying are perceived to have been positively resolved. The school will follow and adhere to the guidance in the School's Behaviour Policy to address child-on-child abuse and will impose appropriate consequences.

15. Racism/Homophobic/Sexist (Misogynistic) Language

Any reports of students using racist, homophobic or sexist/misogynistic language will always be taken seriously. The School will ensure that reflection, education and review of these cases to develop a culture of inclusivity and equality. Any such cases will be recorded, and the students involved questioned to ascertain if there are any underlying concerns that parents need to be made aware of. We are aware that there is a culture of 'repeating' what has been heard by others and that many students need to be taught about the history and meaning behind language that is commonly used but unacceptable. This will be done in PSHRE lessons, assemblies, Thoughts of The Week and tutor time activities. We encourage all our students to speak up and have a zero tolerance for any language that is deemed offensive or discriminatory towards others.

16. Support for Students

This is not an exclusive nor exhaustive list but do include:

- Use of internal, fully qualified counsellor to support students.
- External agencies of support.
- Reporting systems including positive report, time out, tailored timetables.
- Round robins/ information gathering.
- Personal Support Plan (PSP)-4-12 week plan to promote positive behaviours and foster reflection, review and rectifying behaviours.
- Meeting with parents.
- Reflection time on behaviours and choices that are displaying repeated incidents.
- Peer support/ Buddies/ Positive student role models.
- Co-curricular activities.
- Restorative meetings and reflective conversations following incidents of inappropriate behaviour.

17. SEND Students:

At Thorpe Hall School we acknowledge the legal duties of the Equality Act 2010 and special needs requirements and ensure that we:

- a) Safeguard and respect students with SEND.
- b) Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of students with SEND.
- c) That punishments do not breach any other legislation (for example in respect of disability, special educational needs, race, religion and other equalities and human rights) and must be reasonable in the circumstances.

Use of LDC:

This area is used to support those with SEND with time out requirement, who are vulnerable, undergoing diagnosis or returning to school. We may also use this area to support sanctions for our SEND students.

18. Use of Consequences

Classroom expectations:

Any student who does not display the correct attitude/behaviour for learning will be issued a reminder and asked to reflect and rectify their behaviour. If there is no improvement, issue a warning. If the behaviour continues to disrupt then issue a teacher-based consequence.

In the senior school detentions should be set and take place as quickly as possible to ensure that the link between cause and consequence is clear. Detentions can be issued during student break and lunch times and after school for up 30 minutes without parental consent. These detentions should be used for minor class disruption or incidents.

Students failing to attend a class teacher detention will have the detention re-issued. If there are 2 failed attempts to attend the consequence, then the HOD will issue a detention for 1 hour (with parental consent). The detention will escalate through the HOY to member of SLT and any failure to comply with this would result in an isolation.

Prep pupils may be required to attend study sessions with staff during lunchtimes – these can be issued without parental consent. Sessions will last for 20 minutes. During this time, pupils can complete unfinished work, uplevel work or complete a reflection task.

19. Expectations Cards (Year 5 and Above)

Students in Year 5 and above will be issued a green Expectations Card at the start of each term. This card must be carried at all times (except when in PE kit) and presented when requested by a member of staff.

- Missing Card: If a student does not have their card available when asked, a B1 sanction will be issued immediately.
- Signings for Infringements: Staff will sign the card for visible uniform breaches or if a student forgets required equipment.

Card Progression:

1. Green Card: If the card receives 3 signings, a B1 sanction will be issued by the student's form tutor.
2. Yellow Card: The student then progresses to a yellow card. After 3 signings, a B2 sanction will be issued by the HOY, HOD, or AHT.
3. Red Card: The final stage is a red card. If this card receives 3 signings, a B3 sanction will be issued by the HOY or SLT.

This system provides students with up to 9 opportunities per term to make the right choices regarding uniform and equipment, promoting personal responsibility.

SEND Adjustments: Pupils on the SEND Register will have their expectations adjusted where appropriate, and staff are aware of individual needs and reasonable adjustments.

20. Use of Suspension:

A suspension is a serious consequence and can only be approved by the Headteacher where:

- a) There has been an appropriately serious breach of the rules or where there is a serious risk to the education or wellbeing of other students in school.
- b) A student's defiance has reached such a point that the student has become unsafe to keep the student on site.

21. Off-site Direction

In exceptional circumstances, the Headteacher may direct a pupil to work away from the school site for a temporary period where this is considered necessary in the interests of safeguarding, the welfare of the pupil, the safety of others, or the orderly running of the School.

Off-site direction is not a suspension or permanent exclusion and will only be used following careful consideration of the individual circumstances.

Before making this decision, the Headteacher (or delegated Senior Leader) will undertake an individual risk assessment, taking into account:

- safeguarding;
- the pupil's welfare;

- SEND and medical needs;
- educational provision;
- the impact upon other pupils and staff;
- proportionality.

Parents will normally be informed prior to the commencement of an off-site direction and appropriate educational work will be provided wherever reasonably practicable.

Arrangements will be made for review and reintegration.

22. Use of Permanent Exclusion:

A decision to permanently exclude a student is extremely serious and will only be taken where the facts have been clearly established on the balance of probabilities.

Permanent exclusion based on a series or pattern of behaviour is a judgement that the student is demonstrating 'persistent defiance'. That is a refusal to respond which has persisted over time, despite various interventions and with no reasonable prospect that the student will change their behaviour.

Permanent exclusion based on a 'one off' offence will occur where there is: serious violence, actual or threatened, against another student or member of staff; sexual abuse or assault; arson or serious criminal damage; supplying/ bringing illegal substances into school (or engaging in these activities while in the Thorpe Hall School uniform), endangering other students' welfare or carrying an offensive weapon.

In the event of a permanent exclusion. The School will support the child and their family to obtain a place at another suitable educational establishment.

23. Other Sanctions

Students may also lose privileges such as:

- a) Loss of involvement in activities, trips or events.
- b) Where a student's behaviour means that there is an increased risk in involving the student in a particular activity, trip or event, the student may be withdrawn until such time as the risk is judged to be reduced.
- c) The school may specify criteria to take part in certain events and activities (e.g., attendance) and students who do not achieve the specified criteria will not be eligible to take part.
- d) The removal of responsibilities, e.g. Pupil Leadership Teams/ School Council Membership.

24. Restrictive Interventions, Including the Use of Reasonable Force

The School follows the DfE *Restrictive Interventions, Including the Use of Reasonable Force* (April 2026) guidance. Therefore, staff use proactive and de-escalation strategies wherever possible. Consequently, restrictive interventions are used only when necessary, proportionate, and time-limited to address an immediate risk of harm.

Thorpe Hall School does not operate a “no contact” policy. Staff may use appropriate, non-force physical contact when needed (e.g., first aid, personal care in line with plans, guiding pupils, offering comfort, or demonstrating activities) which are consistent with mandatory safeguarding duties.

When Restrictive Interventions May Be Used

Staff may use reasonable force or restrictive intervention only to prevent a pupil from:

- a) causing injury to themselves or others;
- b) seriously damaging property where this creates a safety risk; or
- c) causing immediate disorder that presents a risk of harm.

Staff receive training on the safe and lawful use of reasonable force during induction and through regular refreshers. In accordance with statutory guidance, staff may use reasonable force off-site when they have lawful charge of a pupil.

Recording and Reporting

Staff will inform a member of the Senior Leadership Team as soon as possible after any physical restraint. All restrictive interventions, including significant uses of force, must be recorded using the form on the staff weblinks page.

Incidents should be recorded as soon as practicable, ideally the same day. Parents will be informed as soon as reasonably possible, except where doing so would create a safeguarding risk. Parents of EYFS pupils will be informed on the same day or as soon as practicable.

Records will be kept in line with the School’s retention schedule and GDPR requirements.

Support After an Incident

The immediate priority is the wellbeing and safety of students and staff. Medical assessment will be provided if required. Once appropriate, a debrief will take place with the student and staff involved, led by a non-involved member of staff. Ongoing wellbeing support will be offered to the student, staff, and any witnesses.

The School will review each incident to understand its causes and identify how to reduce future use of restrictive interventions.

Seclusion

Seclusion is a non-disciplinary safety measure, used only to protect others from immediate harm when a student is highly dysregulated and not acting with intent. It is never used as punishment or threatened as a sanction.

Seclusion will take place in a safe, non-threatening space, with continuous supervision. It will end as soon as the immediate risk reduces. All seclusion incidents will be recorded and reported as outlined above.

Pupils with SEND and Individual Support

The School recognises that students with SEND or those who have experienced trauma may be more vulnerable to restrictive interventions. We work to understand triggers and provide proactive, personalised support to reduce risk.

Where possible, staff who know the student well will help identify triggers, assess risk, and develop preventive strategies.

Working with students, parents, and relevant professionals, the School will:

- Develop prevention and de-escalation strategies, such as removing distressing stimuli, providing space and time to regulate, or using supportive activities.
- Create a behaviour support plan outlining adjustments, communication preferences, and where increased physical contact may be required.
- Review the plan regularly and after significant incidents, adjusting it based on what has been effective.

The Governing Body reviews data on the use of force, seclusion, and restraint to identify any disproportionate impact on pupils with protected characteristics or SEND.

25. Searching, Screening and Confiscation

School staff can search a student for any item if the student agrees.

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item, or any item banned by the school rules.

School staff can seize/ confiscate any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

If a student refuses to be searched, the school may refuse to have the student on the premises. Health and Safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised.

Following confiscation, the item can be held in the school safe, and parents asked to collect at their earliest convenience. If a student is found in possession of an illegal item such as vapes, pornography, alcohol, the school will destroy items appropriately and they will not be returned. Any banned items e.g. knives, weapons or banned substances will be handed to the police.

Searches with students will be carried out by a member of staff of the same sex as the student being searched and another member of staff (ideally a member of SLT) who will act as a witness. There is a limited exception to this rule under the DfE guidance if the school "reasonably believes that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff."

The School does not conduct intimate searches and only a pupil's outer clothing will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

Reasonable Force when Conducting Searches

Reasonable force will only be used only when searching for legally prohibited items under the Education Act 1996, and never to search for items banned only under the School Rules. Any decision to use reasonable force will be taken on a case-by-case basis, using no more force than is necessary and for the least amount of time, and with regard to de-escalation wherever possible.

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

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search. Where a search is carried out without a witness, this will be specifically recorded. The School will regularly monitor records to identify any trends and to consider whether searches are falling disproportionately on particular groups of students.

Following any search, the School will consider pastoral support, early help and/or referral to children's social care where appropriate and will ensure that students and staff receive support and debriefing where needed. Any significant incident involving the use of force will be recorded and reported in line with statutory requirements as previously highlighted.

Electronic Devices

Thorpe Hall School operates a 'gate to gate' mobile phone policy. Pupils are not permitted to use mobile phones, smart watches or other personal smart devices during the school day, from the moment they enter the school site until they leave at the end of the day, unless specifically authorised by a member of staff or where required as part of an agreed medical or educational arrangement.

Mobile phones must be switched off (or placed in airplane mode where appropriate), kept out of sight and stored securely throughout the school day. Any unauthorised use of a mobile phone or personal smart device may result in the device being confiscated in accordance with this Behaviour Policy and returned in line with the School's procedures

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

Any decision to search a student's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection & Safeguarding Policy. The School will

document the decision, including times, dates and reasons for decisions made in its safeguarding records.

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

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

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

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

The full DfE Guidance on Searching, Screening and Confiscation, July 2022 can be read [here](#):

26. Teaching and Learning

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

27. Complaints

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure which apply equally in the EYFS setting is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Procedure on request.

28. Safeguarding Links

Thorpe Hall School will always consider whether the behaviour under review gives cause of concern with regards to Safeguarding. If there is any concern that a child is suffering or is likely to suffer significant harm, then staff will follow the school's Safeguarding Policy.

29. Consistency

In order to have a consistent approach within Thorpe Hall School we ensure the following:

- a) Staff training, support and development.
- b) The induction of new staff.
- c) Monitoring of consistency in behaviour across the school.
- d) Monitoring of logs of administration of disciplinary actions taken.

Date reviewed:	September 2026
Date approved:	October 2026
Next review:	September 2027

THORPE HALL SCHOOL

Appendix 1 Prep Behaviour Stages	P0 Verbal warning/ Name on the board	P1	P1	P1	P3	P5
Behaviour type	Lack of learning behaviour focus	Low Level Disruption	Interrupting Learning	Rudeness and Defiance	Disregard for the rules/ aggressive behaviour	Gross misconduct
Examples	- Not following instructions - Talking while the teacher speaks - Rudeness towards friends	- Low level disruption: - Failure to complete work - Lack of PE kit - Using unkind words - Swearing - Interrupting learning - Rough play in prep - Repeat of P0	- Persistent low level disruption - Persistently interrupting learning - Disruptive behaviour - Failure to comply with staff - Failure to follow instructions	- Disregard for school rules - Rudeness and defiance - Swearing - Aggressive behaviour - Inappropriate language - Minor damage to school property - Taking someone's property	- Serious disregard for the rules - Swearing at staff - Bullying (all forms) - Homophobic/Racism - Physical violence - Serious damage to school property - Sexualised behaviour - Online misconduct	- Gross misconduct - Physical assault - Bullying incl. Persistent Homophobic/Racist behaviour
Authorising staff	Teacher/form tutor (person who noticed the behaviour)	Teacher/form tutor (person who noticed the behaviour)	Teacher/form tutor (person who noticed the behaviour)	Teacher/form tutor (person who noticed the behaviour)	Staff to inform SLT who will then action.	Staff to inform SLT who will inform the Headteacher
Actions by authorising staff	Contact Class Teacher / Form Tutor and notify of noticed behaviour	BTS to be completed and shared with SLT	BTS to be completed and shared with SLT	BTS to be completed and shared with SLT	Staff to inform SLT. CS completed with SLT.	Staff to inform SLT. CS completed with SLT.
Sanction	No BTS/CS needed; however, pupils may be required to catch up on learning at the discretion of the Teacher/Form tutor or	At the discretion of the Teacher/Form tutor pupil may be moved and or required to complete work during recess.	At the discretion of the Teacher/Form tutor pupil may be moved and or required to complete work.	At the discretion of the Teacher/Form tutor pupil may be moved and or required to complete work during recess.	Parents to be informed by SLT. Consequences to be agreed between home and school.	HT to decide next steps including fixed term exclusion Permanent exclusion

	moved to a different seat.	SLT will review the behaviour Log and will deal with appropriately.	SLT will review the behaviour Log and will deal with appropriately.	SLT will review the behaviour Log and will deal with appropriately.	SLT will review the behaviour Log and will deal with appropriately.	
SLT will monitor behaviour and record each P1, P3 and P5 incident appropriately. Recorded on the School's Behaviour Log. In Prep, children will have P1s reset each term as it is at this time of development that children learn the School's behaviour expectations. The exception to this would be P3 and P5. Both P3 and P5 will automatically be brought to the attention of SLT (via email or verbally) by any staff member who has witnessed the pupil's poor behaviour choices. If the same behaviour is recorded on three occasions within a term, parents will be informed. The pupil will then be supported through the Positive Progress Scheme, initially for a two-week period, with progress reviewed at regular intervals thereafter. NB: Authorising Staff - Teacher/form tutor (person who noticed the behaviour). This means the staff member who noticed a particular poor choice is the person who will complete the P1 (BTS). They will also notify the Class Teacher / Form Tutor. BTS= Behaviour Think Sheet						

Appendix 2

Stage	Behaviour Descriptor	Examples (not exhaustive)	Typical consequence
B1	Low-Level Concerns that disrupt learning or fall below school expectations	• Lack of equipment • Failure to complete work • Incorrect uniform • Poor attitude to learning • Low-level disruption • Late to lesson • Three Expectations Card signings	Teacher detention (up to 30 mins), phone call home
B2	Repeated or Escalating Disruption or behaviour that significantly disrupts learning or affects others, despite reminders	• Persistent disruption • Repeated failure to follow instructions • Rudeness • Repeated incorrect behaviours or expectations • Continued off-task behaviour	Teacher detention (up to 1 hour), phone call home
B3	Serious Misconduct that shows a disregard for school expectations or the safety and wellbeing of others	• Defiance • Aggressive behaviour • Inappropriate language • Internal truancy • Minor damage • Repeated uniform breaches	Internal Isolation, parent/carer meeting
B4	Serious Misconduct Requiring Immediate SLT Intervention	• Swearing directly at staff • Physical violence • Persistent bullying • External truancy • Significant damage • Smoking/vaping • Racist/homophobic incidents • Repeated serious child-on child behaviour	Internal Isolation, possible suspension, parent/carer meeting
B5	Critical Incident or Exceptional behaviour requiring immediate consideration of suspension, permanent exclusion, or external agency involvement	• Serious physical assault • Possession of a weapon • Supply of illegal drugs • Serious sexual violence or sexual assault • Arson • Serious hate incident • Significant vandalism • Credible threats of serious violence • Bringing prohibited items into school	Immediate removal from lessons, investigation by SLT, parents/carers contacted, consideration of suspension or permanent exclusion, referral to external agencies (where appropriate)

Recording: Every behaviour incident must be recorded accurately.

Professional Judgement: Behaviour stages are guidance rather than a checklist. The examples are not exhaustive. Staff and leaders will consider the nature, seriousness, context, frequency, intent, previous behaviour, SEND and any mitigating factors when determining the most appropriate response. This may include moving a behaviour to a higher or lower stage than the examples suggest. Where behaviour is deemed to be of a more serious or significant nature, the reminder and/or warning stages may be bypassed, and a consequence may be issued immediately. Decisions regarding suspension or permanent exclusion will always be made in line with statutory guidance and following consideration of all relevant circumstances.

THORPE HALL

SCHOOL