



TALBOT HEATH SCHOOL “Honour Before Honours”

BEHAVIOUR POLICY - Whole School Policy incl. EYFS

Date adopted: 1st September 2024

Date for next adoption: Autumn Term 2026

Reviewed by: FGB Committee

As a school, we will make reasonable adjustments to this policy, in line with the SEND Code of Practice (2014) and the Equality Act (2010), for students with SEND.

This policy should be read along with other key behaviour management policies including: ICT, Mobile Equipment and Digital Citizenship Policy; Procedure for Searching Pupils and their Possessions Policy; Exclusion Policy; Mobile Devices Policy (including appendix: Yondr Student Mobile Device Policy and Guidelines (Years 7-11); Homework Policy.

Core Principles

1. Grounded in our school values of: ‘Curious Minds’; ‘Generous Hearts’; ‘Adventurous Spirits’.
2. While understanding the sanctions policy, our pupils focus on the rewards and opportunities available.
3. Teacher interventions are positive, prompt, predictable
4. Sanctions given are consistent, fair, proportionate
5. Every pupil at Talbot Heath has the right to achieve their potential. Therefore, we do not allow any behaviour that makes it harder for others to achieve their potential.
6. Every pupil at Talbot Heath has the right to feel secure. Therefore, no pupil has the right to take another pupil’s sense of security.
7. Every teacher has an equal role to play; we are all responsible for maintaining expectations.
8. Every parent/guardian plays an active role in understanding expectations and supporting the school in maintaining them.
9. Our policies are clear, simple and understood by all. Expectations are regularly communicated to the school community.

Core Pupil Expectations

1. Pupil behaviour reflects the school’s core mission of ‘Curious Minds’; ‘Generous Hearts’; ‘Adventurous Spirits’.
1. Pupils show respect to members of staff, themselves and each other.
2. Pupil behaviour in lessons supports the learning of the whole class.
3. Pupils move sensibly around the school site showing respect for the learning of others.
4. Pupils arrive at lessons on time, prepared to learn.
5. Pupils treat school buildings and property with respect.
6. Pupils follow the dress code.
7. Pupils accept sanctions when given. If necessary, an opportunity will be provided to seek clarity on the sanction at an appropriate time.
8. Pupil behaviour does not bring the school into disrepute, including when outside school or online.
9. Pupils do not use mobile phone devices or any other form of media e.g. social networking sites to make negative comments about other students or staff including taking photographs of others without their permission.

Expectations in different contexts

This policy acknowledges that expectations of pupils and staff are different in different areas of the school. Expectations for our Sixth Form are the same as pupils in other year groups with the exception that mobile devices are allowed in their Common Rooms and that their dress code is different to other year groups.

Pupil Expectations

Pupil: On site but outside of the classroom

'Every pupil at Talbot Heath has the right to feel secure'

1. Pupils follow the uniform policy.
2. Pupils eat in the designated areas only and do not chew gum.
3. Pupils do not wear headphones or 'Airpods' in the corridor.
4. Pupils follow the Mobile Devices policy (including using Yondr pouches).
5. Pupils keep their outdoor/ 'big' coats in their lockers when in the school building (unless otherwise directed by the Head Teacher).
6. Pupils walk sensibly and respectfully around the school site.
 - a. Pupils do not run in the corridor.
 - b. Pupils walk on the left-hand side along corridors and on the stairs.
 - c. Pupils do not drop litter and pick up litter that they see.
7. Pupils do not visit their lockers or go to the toilet between lessons except in exceptional circumstances. Pupils are encouraged to plan ahead.
8. Pupils do not wait outside classrooms for their teacher to arrive unless it is in the science block, or HUB. They go in and sit in their seating plan and get on with the pre-set activity/regular routine.
9. Pupils should not consume or have upon their person any prohibited items. This includes but is not limited to cigarettes, vapes, alcohol and illegal drugs (see 'Prohibited Items' in appendix).

Pupil: During Lessons

'Every pupil at Talbot Heath has the right to achieve their potential'

1. Pupils understand that everyone has the right to learn and so behave accordingly.
2. Pupils arrive on time to lessons.
3. Pupils are prepared:
 - a. They bring all necessary equipment (iPads charged)
 - b. They bring any homework that is due
 - c. They bring water should it be needed
 - d. They visit the toilet before or after school, during breaktime or at lunchtime, when possible.
4. Pupils follow the uniform policy.
5. Pupils use an iPad only when directed to by their teacher. Its default position should be closed, flat and on the desk.
6. Pupils sit in their designated seating plan unless otherwise directed.

Pupil: Outside of school

The **'Core School Expectations'** outlined above apply for any behaviour that:

- Happens online
 - Not using any social networking site to make negative comments about other students or members of staff in the school
- Occurs when taking part in any school-organised or school-related activity
- Occurs when travelling to or from school; including on the school minibus
- Occurs when the pupil is wearing school uniform or is in some other way identifiable as a pupil at the school
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Staff Expectations

Staff: Managing behaviour on site but outside of the classroom

'Every member of staff has an equal role to play; we are all responsible for maintaining expectations.'

- **Uniform in the corridor.** This is every teacher's responsibility.
- **Uniform in Form Time** (AM and PM registration) should be checked by tutors.
- **Poor behaviour on the corridor/around the school site** should be addressed in a positive, prompt, predictable way. If a pupil is seen not living up to the school expectations, teachers should address this.
- **Teaching Assistants/ Peripatetic Teachers etc.** should have an understanding of behaviour expectations but with different expectations of intervention.
- **Punctuality** should be encouraged by teachers prompting pupils to get to lessons on time. Teachers who are on duty at break or lunch have greater responsibility to do so.
 - Teachers of lessons 1, 3, and 5 have a special responsibility to support pupil punctuality. They should ensure that they do not keep pupils behind after the bell.

Staff- Managing behaviour during lesson time

'Every pupil at Talbot Heath has the right to achieve their potential.'

'Every pupil at Talbot Heath has the right to feel secure.'

Teachers should:

- Have purposeful lessons planned.
- Make behaviour expectations clear to pupils, referring to school values when addressing poor behaviour
- Follow the 'Graduated Response Process' approach to addressing negative behaviour in order to give pupils the opportunity to correct their behaviour.
- Use a considered seating plan for each lesson, including the 6th Form.
- Have a clear starter activity for each lesson.

Appendices:

Appendix 1: Behaviour policy including rewards and sanctions - Senior School

Appendix 2: Behaviour policy including rewards and sanctions – Junior School

Appendix 3: Behaviour Policy Pre-Preparatory (EYFS and KS1)

Appendix 4: Girls on Board Approach

Appendix 1

I. Prohibited Items

Pupils must not bring prohibited items onto the school site or otherwise be found to have them upon their person while on site, journeying to or from school or wearing school uniform. Prohibited items include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; e-cigarettes; vapes; fireworks; pornographic material; mobile devices (including smartwatches) that are not locked in a Yondr pouch (years 7-11); or any item a 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. It is forbidden to smoke, vape, drink alcohol or consume illegal drugs.

The Head and staff authorised by her have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

II. Confiscation

Any item is likely to be confiscated by staff if it: is illegal for a pupil to possess; poses a threat to others; poses a threat to good order for learning; poses a health or safety concern; is being used contrary to school policy; is against school uniform rules.

Tutors and teachers confiscating items should put the item in an envelope, write down the pupil name, date, what the item is and member of staff name and hand this in to the office. Confiscated items are logged by office staff. After a first offence, items may be collected at the end of that day. Should repeat offences occur, parents will be informed by school before the item is returned to the pupil and further sanctions may be applied.

III. Mobile Devices

For Senior students in years 7-11, all mobile devices (including mobile phones and smartwatches) must be switched off and locked in a Yondr pouch throughout the school day. The Yondr pouch must be placed in a student's school bag. These rules are both to protect our students and encourage them to socialise face-to-face with each other during the school day.

There are clear sanctions in place for students who break these rules, which include immediate confiscation of the mobile device and a subsequent after school detention. The following 3-step approach is in place for students in years 7-11.

| | | |
|---|----------------------------|--|
| 1 | First incidence of misuse | Immediate confiscation of mobile device, followed by after school detention. Written notification. |
| 2 | Second incidence of misuse | Immediate confiscation of mobile device, followed by after school detention. Mobile device to be handed in to school office each day for 1 week. Written notification. |
| 3 | Third incidence of misuse | Immediate confiscation of mobile device, followed by temporary exclusion. Mobile device to be handed in to school office each day for 2 weeks. Parents to meet with Headteacher. |

Examples of misuse of mobile devices and Yondr pouches are outlined in the Mobile Device Policy. Misuse of a mobile device includes any breach of the Yondr Mobile Device Policy.

Sanctions relate to any one academic year (September to July). For example, if a student misuses her mobile device at the start of September, this will count as the first incidence of misuse, even if there were one or two incidences of misuse in the previous year.

Regular Mobile Device and Pouch Checks

Pouch checks will be conducted regularly to ensure that students are adhering to the Yondr Mobile Device policy and that pouches have not been damaged.

Students will be asked to turn out their pockets (including their blazer pocket) and will be asked if the member of staff can look in the student's bag and/or locker. The inside and outside of the pouch will be checked for damage. Bags and blazer pockets will be checked to ensure that students do not have a mobile device that is not in a pouch and that they are not in possession of a strong magnet.

Tutors will conduct checks during tutor time, with support from the pastoral team and/or SLT. In addition, random spot checks will take place. Checks will also be made when there is good reason to suspect that a student has misused a mobile device or pouch, for example following reports by staff or students of misuse. Searches will be carried out in line with our Procedure and Policy for Searching Pupils and their Possessions.

IV. Guidance for issuing sanctions outside of the 'Graduated Response Process.'

In some circumstances, it may be necessary to give a demerit for a single instance of poor behaviour either in the corridor or in the classroom.

| Sanction | Description |
|--|---|
| Level 1: Demerit | <p>A single instance of this behaviour should result in the pupil being issued a demerit. This list is indicative rather than exhaustive:</p> <ul style="list-style-type: none"> • Failure to comply with a reasonable instruction. For example, not stopping when found running in the corridor. • Use of inappropriate language not directed at an individual. • Graffiti that does not result in permanent damage. • Breaking the school uniform policy (multiple examples of incorrect uniform at the same time should be given separate demerits i.e. a pupil has incorrect earrings and hair is down = two demerits). • Disruption to learning • More than 5 minutes late to a lesson. If more than one pupil is late, the lesson should begin/continue as planned but all late pupils are given a demerit. If all have been let out of a lesson late, it is up to the teacher who let them out late to follow up with an email. • Lack of cooperation • Inappropriate language • Disrespecting the school environment (littering, graffiti etc.) • Disruptive behaviour on the school site. <p>If these behaviours are repeated, following staff member intervention, a Level 2: Head of Key Stage Detention should be issued.</p> |
| Level 2: Head of Key Stage Detention (BE1) | <p>A single instance of this behaviour should result in the pupil being issued a Head of Key Stage Detention. This list is indicative rather than exhaustive:</p> <ul style="list-style-type: none"> • Use of inappropriate language directed at a pupil or teacher. • Bullying or intimidating behaviour. • Graffiti that results in permanent damage or financial cost. • Serious disruptive behaviour. |

| | |
|--|--|
| 30-minute lunchtime detention | <ul style="list-style-type: none"> • More serious misuse of iPad/technology • Failure to correct semi-permanent uniform non-compliance, having been issued a 'Uniform Card' (see below) <p>If a pupil is persistent in continuing this behaviour a Level 3: Behaviour Detention (BE2) should be issued.</p> |
| Level 3: Leadership Detention (BE2) One hour after school detention | <p>A single instance of this behaviour should result in the pupil being issued a Leadership Detention. This list is indicative rather than exhaustive:</p> <ul style="list-style-type: none"> • Failure to attend a Head of Key Stage Detention • Failure to behave properly in a Head of Key Stage Detention • More serious bullying or intimidating behaviour • Serious damage to property • First or second incidences of mobile phone misuse/breaches of the Yondr Mobile phone policy (see details in appendix III) <p>If a pupil is persistent in continuing this behaviour a Level 4: Head of School sanction may be used.</p> |
| Level 4: Head of School | <p>Range of interventions available as appropriate and are outlined in the school behaviour policy.</p> <p>Sanctions include: Internal exclusion; Suspension; Permanent Exclusion</p> |

V. Homework sanctions

The homework policy outlines when and how much work is set. If a pupil fails to produce homework on the due date (shared on Homework4), their teacher should consider any extenuating circumstances and use their discretion before issuing an academic demerit. Pupils struggling to manage their homework should seek support from their teacher or tutor and attend Homework Club.

The pupil should then hand in a copy of the completed work to the teacher's pigeon hole by the end of tutor time the next day. If they fail to do so, the teacher should issue another academic demerit.

Tutors are notified when demerits are issued to their tutees, so should be able to support pupils in remembering to hand in work.

Homework can be considered incomplete if it is of a sufficiently poor quality. This is up to the teacher's discretion and should be rare.

VI. Monitoring a detention

When an academic detention has been issued and is being completed, the following guidelines will apply:

- Pupils should complete the reflective task.
- Additional written work may be set at the discretion of the teacher.
- Allow pupils to catch up with incomplete work. The primary goal of the detention is not to be punitive. If the teacher believes that the pupil would benefit from catching up with missing work in the detention, they can set this at their own discretion.

VII. Monitoring Pupil Uniform

Who is responsible for monitoring pupil uniform?

| When | Who | What |
|---------------------|----------------------------------|--|
| Before leaving home | Parent/Guardian | Before leaving to go to school, parents/guardians are requested to check pupil uniform. |
| Arriving at TH | Teachers on duty around the site | In a firm but friendly way, teachers remind them of uniform expectations. If a correction can be made there, pupils do so before moving on to tutor time. |

| | | | |
|-------------|------|------------|--|
| During Time | Form | Form Tutor | Addresses any uniform non-compliance. If the uniform policy has been broken, a demerit will be given on E-Praise* <ul style="list-style-type: none"> • Uniform is corrected there and then. • Alternative uniform provided as appropriate. • Uniform Card given for any changes that cannot be made there and then. |
|-------------|------|------------|--|

Confiscation (Uniform related)

If a pupil is found to be wearing items of jewellery that are in breach of the uniform policy, along with issuing a demerit, the item should be confiscated.

The item of jewellery should be put into an envelope, with the name and tutor group of the relevant pupil. It should then be handed into the office. The pupil will then be able to collect it at the end of the day.

Uniform Cards

Where a correction to pupil uniform non-compliance cannot be made during the school day, a Uniform Card will be given.

The card will have the pupil's name and tutor group on it, the details of the uniform infraction, and the date by which the correction will have been made.

Examples of when a uniform card will be issued and how much time will be given for the correction to be made:

| Issue | Time allowance |
|---|-----------------------|
| False nails that cannot be removed with nail varnish remover | 48 hours |
| Earrings that are new and cannot be removed | 24 hours |
| Fake tan | Five school days |
| Non-Natural Hair Colour | 48 hours |
| Semi-permanent eye-lashes that need to be removed by a specialist | Five school days |

If a pupil does not make the correction in the allotted time, the Behaviour and Discipline Policy should be followed.

Appendix 2: Behaviour Procedure including rewards and sanctions – Junior School

BEHAVIOUR PROCEDURE FOR JUNIOR SCHOOL including rewards and sanctions

In the Junior School our aim is to instil the notion that 'good discipline' evolves from self-discipline and this comes from the children being in a caring and supportive orderly environment.

Great store is set upon the value of mutual respect, with staff setting good role models of behaviour and displaying a willingness to listen to children. This helps the children to develop high self-esteem and a sense of responsibility for their own actions.

Staff aim at all times to be firm and yet fair, with consistency across the age range. We do have a system of sanctions. (See section on sanctions). If there are more serious problems, then the school contacts the parents so that the correct behaviour can be reinforced both in and out of school. The children are encouraged to 'learn' or acquire the following skills in order to help them develop their own self-discipline. The school promotes good behaviour by ensuring that:

1. Children show politeness and courtesy towards, and consideration of all others, both in and out of school, and realise every individual is important and worthy of such consideration.
2. Children are encouraged to be safe in the playgrounds and the woods, in addition to the school premises, and have the reasons for such safety restrictions carefully explained to them.
3. Children are expected to look after their own belongings and to treat all such items, whether on loan from the school or their own property, with respect, making sure everything is named and that property is kept tidily.
4. They are taught that punctuality is important.
5. The older children are expected to set a good example to the younger ones as well as displaying care for their well-being.
6. Positions of responsibility are valued from Head Girls, Prefects, Wellbeing Ambassadors and Form Leaders etc. They are encouraged to realise at an early age that everyone has a part to play in the smooth running of any community and that if they do not carry out the duties for which they have responsibility, then they are letting down not only themselves, but also the rest of the community.
7. We impress upon them the need to tell the truth at all times and try to instil in them that there is a difference between telling tales and telling an adult about something which needs to be reported.
8. They are encouraged to think of others in a wider sense by becoming actively involved in charity work at school.
9. We help children to foster a pride in their form group, their school and its grounds and the world at large as well as a pride in themselves. This is tied in with uniform. They are expected to wear school uniform which is neat and tidy. We try to help them to understand that buttons missing, socks rolled down etc., look untidy and if they feel untidy then their work and their attitude is likely to be sloppy too.

REWARDS AND SANCTIONS

By far the most welcome rewards come from praise from others for a job well done. We do, however, have a range of rewards and incentives.

Staff are encouraged to commend students whenever possible and while this is often best done informally, the use of House Points for pupils in Years REC to 6 allow for achievement and progress to be formally recognised and celebrated. House Points are also given for non-academic praiseworthy actions such as kindness, helpfulness, good manners, consideration of others etc.

Outstanding work or non-academic achievement for example exemplary behaviour by any pupil throughout the school will be given either a Praise Postcard, Teacher's Commendation, a Head of Junior School's Commendation. These are presented in assembly. For a '*Head's Commendation*' – the pupil is awarded a special certificate. The Pupil Praise Post Box allows pupils to nominate each other to be recognised for acts such as kindness, helpfulness, good manner, consideration of others.

School Colours and Half Colours are awarded in PE. These are for exceptional performance and contribution to these areas of the school. Girls also receive badges for being members of the Junior Choir and for helping in the library and as playground buddies and for helping our recycling efforts.

Pupils are commended for their achievements in assembly and specific 'Celebration Assemblies' devoted to the presentation of certificates, trophies, school colours etc. are held throughout the year. A formal annual Prize-giving ceremony for Year 6 is held each year to recognise student achievement.

Pupils are encouraged to tell staff about any achievements outside school as they progress through the school and they also regularly update their 'Achievements, Experiences and Activities' data which includes details of both in school and out of school activities and achievements.

Have a Go Heroes are presented fortnightly in Kindergarten to Year 2 in recognition of good work, progress, kindness etc.

Any breaches of school rules on discipline matters are dealt with in accordance with the discipline policy.

The Junior School Senior Leadership Team are responsible for pupil behaviour management throughout the Junior School. They can be called upon for help and support by other staff as needed.

Disciplinary sanctions have three main purposes:

- to impress upon the pupil that such behaviour is unacceptable
- to deter the pupil from repeating that behaviour
- to indicate to other pupils that the behaviour is unacceptable and deter them from doing it.

It should also be noted that sanctions ought to serve the purpose of learning too so that pupils learn why a particular action was unacceptable and learn how to behave differently in the future.

Sanctions are more likely to promote positive behaviour if pupils see them as fair, so staff are required to apply sanctions consistently and fairly. Staff must also take into account pupils' individual needs/circumstances when applying sanctions e.g. SEN, EAL, disabilities and cultural sensitivities. Staff should also consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties or other type of special educational need. No unacceptable or excessive punishments are used and this includes corporal punishments.

At Talbot Heath frequently low-level interventions, such as reminding a pupil of a rule or by giving a non-verbal signal, are all that is needed to discipline a pupil. Rather than impose a sanction sometimes it might be more appropriate to discuss the issue with the pupil, encouraging her to consider the harmful effects of her misbehaviour. Where such strategies prove unsuccessful or the poor behaviour is more serious or persistent, disciplinary sanctions may be employed. No unacceptable or excessive punishments are used. Staff discuss the giving of orange and red cards to ensure sanctions are considered, appropriate and proportionate.

Sanctions in the Junior School:

Minor Offences

Minor offences such as calling out, late work or incorrect dress will generally be dealt with by means of a verbal reprimand from the appropriate member of staff. Children will be advised of their error and may be required to correct it.

Orange Cards

- Orange cards are given for minor offences if the actions of the initial member of staff do not stop the behaviour and after two verbal warnings.

Red Cards

- Red cards are given directly to the pupil for more significant offences or for repeated/ persistent misbehaviour. Before giving a Red card, it is advised that the member of staff discuss with SLT the nature of the pupil's misdemeanour in order to confirm the sanction is proportionate with the situation.
- Pupils are required to present their Red card to the form teacher and then to the Assistant Head Pastoral of the Junior School within 24 hours. The Assistant Head Pastoral in conjunction with the Head of Junior school will decide an appropriate sanction.
- Contact (with discretion for individual circumstances) is made by the Head of Junior School with the parents for each Red card given. This contact may be informal (email or phone call) or formal (letter).
- A record of the contact with parents is given to the tutor and recorded on iSAMs.

Appropriate and proportionate sanctions may be used according to the Head of Junior School's discretion after discussion with Junior SLT. These may include:

1. Report Cards

In isolated cases, careful tracking of a pupil is needed throughout the school day to identify patterns and to record progress. When this is the case a pupil may be placed on a Report card.

- Staff recommending a report card should do so via the Head of Junior School.
- When a pupil is placed on Report their actions are tracked during the school day. The pupil must have their report card signed off after each lesson by the subject teacher, after break and lunch by the duty staff and at the end of the day by the Assistant Head Pastoral of Junior School.
- Staff are encouraged to write positive comments on the report card when appropriate.

2. Behaviour or work contracts

Where misbehaviour is persistent and the orange/red card report system has not worked then a pupil may be asked to sign and adhere to a work or behaviour contract.

This will be drawn up by the Head of Junior School and then signed in the presence of the pupil, the Head of Junior School and a parent/guardian. This contract will set out desired or prohibited behaviour and give a timescale.

If it is not met there will be a meeting with the parents and Junior SLT and other sanctions may be considered.

- Removal from the group/class
- Extra work or repeating unsatisfactory work until it meets the required standard
- Confiscation of items (refer to the guidelines on confiscation)
- Carrying out a useful task in the school if appropriate
- Lunchtime detention

Staff must allow reasonable time for the pupil to eat, drink and use the toilet. Staff should also consider whether the detention is likely to put the pupil at risk.

- Withdrawal of access to the School IT system, including the School iPad, if the pupil misuses it or contravenes the ICT, Mobile equipment and eSafety Policy
- Withholding participation in a School trip or an event that is not an essential part of the curriculum
- Temporary (fixed period) exclusion
- Permanent exclusion

Possible Orange Card Behaviour:

Knowledge, judgement and discretion should be used for low level sanctions. Two verbal warnings should be given, if these warnings do not rectify the behaviour then an orange card should be given. In some cases one verbal warning is enough, if the action is significant enough that the pupil should not repeat the behaviours a second time.

Missing kit whether sports or instrumental should not be sanctioned through the behaviour system, with children of this age, whilst we are encouraging self-reliance, the responsibility for kit is shared with the parent. PE and music staff should liaise with the Form Teacher so that parents can be notified and a request made to send the correct kit to school.

Example behaviour that would be sanctioned by an orange card, this list is not exhaustive:

- Silly or inappropriate behaviour in lessons
- Silly or inappropriate behaviour in the playground or between lessons
- Persistent disruption to learning
- Punctuality to lessons
- Late or non-completion of homework without explanation or note (after 2 homeworks)
- Rudeness to others or to staff (low level – talking back/cheek/nasty comments to pupils)
- Unpleasant behaviour to others (low level – exclusion of others from play after warnings, unwillingness to share after staff intervention etc.)

Possible Red Card Behaviour:

This sanction should be discussed with another member of staff, preferably the form tutor or SLT of the Junior School before giving out. A good rule of thumb is if it is wilfully dangerous or highly unpleasant/inappropriate behaviour, the red card is the right sanction.

- Persistent lying after having been given the opportunity to tell the truth
- Highly dangerous play in playground, between lessons, on mini-buses, in the school buildings
- Using offensive language loudly and aggressively towards another person
- Bullying of any kind
- Stealing
- Deliberate and/or persistent serious injury to others
- Acts of deliberate vandalism

When using sanctions staff should: (DFE Guidelines)

- make clear they are dealing with the behaviour, rather than stigmatising the person
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break-time to finish it off)
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour

- use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour
- when appropriate, use sanctions to put right harm caused
- use sanctions in a calm and controlled manner
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- avoid whole-group sanctions that punish the innocent as well as the guilty
- never issue a sanction that is humiliating or degrading

Pastoral support

Depending on the nature of the incident and the circumstances of the individual pupil involved, a referral might lead to:

- consultation with the parent
- the use of the continual monitoring system for the pupil
- setting behavioural targets for the pupil to help individual pupils to manage their behaviour.

At this stage other agencies such as the Social Services may become involved.

Talbot Heath recognises that pastoral support is not, however, just about addressing behaviour. Good pastoral support should also be concerned with academic attainment and developing pupils' ability to become good citizens.

The School keeps a record of serious disciplinary offences: fixed-period and permanent exclusions and disciplinary meetings involving parents are recorded on the file of the pupil.

Reference

DFE Behaviour in Schools, Advice for Headteachers and School Staff, September 2022.

NB - All serious incidences are logged at the time of the event and copies kept on file. They must be given to the Head of Junior School within 24 hours of the incident.

Appendix 3:

BEHAVIOUR POLICY – EYFS and KEY STAGE ONE (Pre-Prep)

In Pre-Prep we encourage good manners, a caring attitude towards others, respect for other people and their property, and a degree of self- discipline.

Our aim is that all children should keep the following Code of Behaviour to promote good behaviour:

1. "Please", "thank you" and "excuse me" when required.
2. Children should hold doors open for others.
3. No running in school.
4. Silent orderly behaviour when required, e.g. fire drills and assemblies.
5. Clothes and books to be put away tidily at all times.
6. No borrowing or lending unless with the permission of a member of staff.
7. No money to be in school unless requested by staff and then only in a sealed envelope.
8. No sweets in school.
9. No toys in school unless it is the child's birthday (Reception, Years 1 and 2) or, in the case of

Kindergarten, at the discretion of the class teacher. Some topic related games or toys may be brought in at the request of the teacher.

10. School uniform to be worn at all times.

11. All items to be named clearly.

Children are spoken to by staff and reminded of the correct or appropriate behaviour. This is usually all that is necessary.

In each EYFS class there is a behaviour chart where children can be rewarded by moving up to the rainbow or shooting star. Alternatively, after a warning they can be moved onto the “thinking cloud” if they continue to break the Golden Rules.

In each KS1 class there is a behaviour ‘traffic light’ system. Each child starts the day with a green card, if after warnings, they do not adapt their behaviours they would move onto an orange card. In extreme cases a red card would be displayed. Each morning the system is reset to green

If bad behaviour persists despite several warnings, parents are informed. Major misdemeanours are recorded in an incident log, detailing the behaviour and actions taken. These are kept by the Junior School Headmistress. Parents are informed of any serious incident or consistent poor work pattern and a record of the conversation retained on iSAMS.

An example of this might be:

- (a) Persistent injury to other children, e.g. biting or pinching.
- (b) Bullying.
- (c) Abuse of school or other people's property.

Appendix 4: Girls on Board Approach

At Talbot Heath we are passionate about developing resilient girls who have the necessary skills to navigate the complexities and dynamics of friendships.

Talbot Heath follows the 'Girls on Board' approach. This is an approach which helps girls, their parents and their teachers to understand the complexities and dynamics of girl friendships. This approach empowers girls to solve their own friendship problems, with minimal adult intervention and recognise that they are usually the ones who can do so. This approach does not replace the Anti Bullying Policy and is used as a proactive tool to prevent escalation of friendship issues.

It is important that pupils still know that they are able to talk to adults in school, the approach encourages open continued dialogue.

Pastoral Team responsibility

- To establish which approach should be taken with regard to the friendship issue reported. (Bullying investigation or Girls on Board Approach)
- Girls on Board Champions, trained members of the Pastoral Team, will deliver staff training to ensure that they understand the approach and are able to support it with the pupils they teach.
- Girls on Board Champions, trained members of the Pastoral Team, will deliver an initial session to each year group, annually. These sessions are non-judgemental and reflective. They are designed to raise empathy amongst girls. The sessions aim to empower girls to find their own solutions.
- Reactive sessions will be delivered by Girls on Board Champions with reminders and opportunities to focus on generic issues that may have led to girls falling out. These sessions will take place during a tutor time with minimal impact on curriculum time. Junior reactive sessions may take place in PSHE.
- Girls on Board Champions will communicate with parents through parent information sessions and distributing resources to encourage parents to apply the same approach at home.

Teacher Responsibility

- Attend staff training sessions on the Girls on Board approach.
- Apply this approach, including key vocabulary, with pupils who are experiencing friendship issues.
- Seek advice from the Pastoral Team if unsure if the issue is conflict or bullying.

Parent Responsibility

- Engage with the approach, attend parent information sessions and read resources shared by school.
- Continue to engage with form tutors to share any concerns to enable the school to decide upon the correct pastoral approach. This may or may not include Girls on Board Reactive Sessions.