



TALBOT HEATH SCHOOL “Honour Before Honours”

BEHAVIOUR POLICY - Whole School Policy incl. EYFS

Date adopted: Autumn Term 2025

Date for next adoption: Autumn Term 2027

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 from other year groups.

Purpose of Sanctions

Disciplinary sanctions serve three main purposes:

1. To demonstrate to the pupil that their behaviour is unacceptable.
2. To deter the pupil from repeating the behaviour.
3. To signal to other pupils that the behaviour is unacceptable and discourage them from engaging in similar conduct.

Sanctions also aim to be a learning opportunity, helping pupils understand why a particular action was inappropriate and guiding them on how to modify their behaviour in the future.

Fair and Consistent Application of Sanctions

For sanctions to be effective, they must be perceived as fair. Therefore, staff are expected to apply sanctions consistently and equitably across all pupils. When applying sanctions, staff must also consider individual pupil needs, including those related to Special Educational Needs (SEN), English as an Additional Language (EAL), disabilities, and cultural sensitivities.

Furthermore, staff should reflect on whether a behavioural issue could stem from unidentified learning difficulties or other special educational needs, rather than an intentional act of misbehaviour. Sanctions should always be proportionate and suitable for the situation, and no excessive or inappropriate punishments, including corporal punishment, are ever used.

Low-Level Interventions

In many cases, low-level interventions, such as reminding pupils of school rules or using non-verbal signals, may be sufficient to address behavioural concerns. Where appropriate, staff may engage in conversations with pupils, encouraging them to reflect on the harmful impact of their actions. These informal strategies help to prevent the need for formal sanctions.

Escalation of Sanctions

When initial strategies prove ineffective, or if the misbehaviour is more serious or persistent, disciplinary sanctions may be necessary. Orange and Red Cards are used for more significant behaviour concerns. Before issuing such sanctions, staff should ensure that sanctions are appropriate, proportional, and in line with the severity of the incident.

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.

Pastoral Support

At Talbot Heath, pastoral support is designed to provide a comprehensive approach to addressing the needs of each pupil, particularly when behavioural concerns arise. Depending on the nature of the incident and the individual circumstances of the pupil involved, a referral may result in:

- **Consultation with parents** to discuss concerns and collaborate on strategies for improvement.
- **Continual monitoring** of the pupil’s behaviour to track progress and identify any patterns or triggers.
- **Setting behavioural targets** to help the pupil manage their behaviour more effectively and make positive changes.
- In certain cases, **external agencies**, such as **Children’s Services**, may become involved if the situation warrants further support.

However, Talbot Heath recognises that **pastoral support** goes beyond simply addressing behavioural issues. It also plays a key role in supporting **academic attainment** and helping pupils develop into responsible and well-rounded individuals, fostering their ability to become good citizens.

The school maintains a **record** of serious disciplinary incidents, including **fixed-period exclusions**, **permanent exclusions**, and any disciplinary meetings involving parents. These records are kept on the pupil’s file for future reference.

Reference

DFE Behaviour in Schools, Advice for Headteachers and School Staff, February 2024.

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: Behaviour policy including rewards and sanctions - Senior School

Senior Rewards:

At Talbot Heath we aim to reward good behaviours and encourage the development of skills and abilities that will aid students both in their school journey and in their preparation for life after school, instilling the school values of curious minds, generous hearts and adventurous spirits. The promotion of these values and the rewarding of accomplishments are done in a series of ways. Achievements are recorded on the Epraise rewards system, where teachers, pupils and parents have access to the application and can track progress.

House Points:

These are collected on an individual basis and are also added to the House Point tally to contribute towards the House Cup, working as a team to earn points for the Houses and the awarding of the Mary Broad Cup. The House with the most points will be awarded the Cup at the end of each term and receive a mufti day in reward.

House Points are awarded on the Epraise rewards system and are awarded for both team and individual contributions, successes and achievements.

Points awarded are visible to staff, students and parents on the Epraise app.

Staff are encouraged to award on average between 2-4 House Points for each lesson or activity.

House points are awarded in 6 key areas that encourage the growth and development of each student on their school journey.

These are:

Community - Being a part of any community shows qualities of integrity and generosity of spirit. Through this award students demonstrate the school motto of 'Honour before Honours', with their supportive approach to both the school and wider community.

Leadership - Leadership builds skills in organisation, communication, confidence, adaptability, decision making and the ability to motivate others. These are all vital skills to build through your school journey and to prepare you for life after school, as they are highly valued by employers.

Resilience - Effort, determination, adaptability and risk taking are all key elements of resilience and these qualities combined with evaluation skills and tenacity, help to develop growth. This can be awarded in all areas across the school.

Creativity - Creativity is an essential skill demonstrated across the school and valued both in school and by employers. This involves qualities such as problem solving, idea generation, adaptation, and experimentation. Illustrating curiosity and adventure.

Academic – This shows the development of abilities within academic practice. Rewards are given by teachers for the quality and development of work produced in class and also for student dedication and achievement in clubs and activities that will enhance and develop academic skills.

Teamwork - Being a part of an effective team will allow students to develop valued skills to include listening, communication, accountability, collaboration and time management. In this award students will need to demonstrate their participation and growth in a team situation.

All House Points awarded are represented on the Epraise system in the achievement of milestones.

Milestone	*Number of House Points	Form of acknowledgement
Amber	50	Virtual badge awarded on Epraise
Emerald	100	Virtual badge awarded on Epraise

Sapphire	150	Virtual badge awarded on Epraise
Ruby	200	Virtual badge awarded on Epraise Email home from Head of Key Stage
Diamond	250	Virtual badge awarded on Epraise Email home from Deputy Head Head's Commendation
Pink Diamond	350	Virtual badge awarded on Epraise Email home from Head Head's Commendation

*Point levels are to be reviewed.

A certificate will be presented to students on achieving each of these milestones in the Key Stage Assembly. Students can also spend House Points in the Epraise shop, where a selection of items will be available. These will include a range of different items or privileges, that will be monitored and altered over time.

Talbot Heath Colours

House Points for each of the six areas of reward also contribute towards the awarding of Talbot Heath Colours. These awards are earned over a longer period of time throughout the student's school journey, and show their development of the key skills and values.

House Points earned together with other notable achievements and contributions, all go toward the awarding of the Talbot Heath Colours. Within the Epraise system, 'Accolades' and 'Achievements' can all be recorded where teachers, pupils and parents can see a student's journey.

Achievements are reviewed at the end of each academic year by form tutors, Heads of Key Stage and the Deputy Head. All information on Epraise will be reviewed and those students who have achieved the desired level for each reward decided. The Talbot Heath Colours will be awarded in a special ceremony at the end of each academic year.

Bronze	Available to U3 – U5	100 House Points in a particular area, plus at least 3 achievements to demonstrate the values of the area, e.g. taking part in a school production for Creativity, or Maths Challenge for Academic.
Silver	Available to U4 – U5	200 House Points in a particular area, plus at least 3 more achievements in the area, to include taking a more major role in an activity, or achievement to a higher level than Bronze.
Gold	Available to L5 – U5	300 House points in a particular area, plus at least 3 more achievements, with evidence of working at a higher level than Silver, or taking a lead role in activities.
Platinum	Sixth Form Only	50 House points in a particular area, plus showing a role of responsibility in the area with at least 3 examples of going above and beyond what is expected and evidence that shows real growth. Evidence that will assist applications and future aspirations during and after leaving school.

*Points levels are to be reviewed.

Head's Commendations

These are awarded for a special piece of work or achievement that goes above and beyond and upholds the school values of Curious Minds, Generous Hearts and Adventurous Spirits, or for gaining

250 House Points.

Sports Colours

These are rewarded for exceptional performance in sport, from committed attendance at training and sports clubs through to competing for the school or at a regional or national level. Involvement in sport takes a great level of resilience, dedication, skill and teamwork. Students begin their journey in Year 5 of Junior School through to the Sixth Form in Senior School, and are rewarded for their involvement in a wide selection of sports.

Awards are made in special recognition assemblies at two points throughout the school year, dependent on the sport.

Outside of school achievements

It is important to note that students have other skills and achievements outside of school that contribute to their abilities and growth. As a school we acknowledge the hard work and efforts that students have made both in and out of school.

These can be recorded on the Epraise system within the Student Biography section and students are asked to email both their Tutor, Head of Key Stage and the Head Teacher, to notify them of the hard work and the accomplishments they have made.

Other types of reward

All staff are encouraged to reward students verbally and build good relationships and expectations on a day to day basis. Acknowledgement of achievements may also be made in a variety of other formats to encourage and motivate students. These methods may include stickers, written feedback, display of work, postcards home, prize pots, Dojos app.

Senior Sanctions

I. Graduated Response Process

Occasionally, a pupil may need to receive a warning about their behaviour in a lesson. Warnings are given in class when a pupil's behaviour disrupts the learning of the class or otherwise detracts from the maintenance of a positive, safe learning environment.

Warnings may be given for a range of reasons, including:

- Lack of engagement in the lesson
- Failing to respond to teacher instruction or request
- Talking when a member of staff or peer is talking
- Lack of respect of others or the classroom environment
- Disturbing the learning of others

The initial intervention should be a verbal warning, using the school behaviour expectations to explain exactly what was inappropriate. Additional guidance:

- This initial warning should be **as private as possible** in the classroom. For example, the whole class has been asked to work in silence but one pupil shouts out. The teacher could go over to the pupil and speak quietly to them, giving a verbal warning. In making this action private, the teacher is seeking not to escalate the situation and is clearly not trying to embarrass the pupil or draw unhelpful attention to their behaviour.
- The teacher should emphasise that the pupil now **has an opportunity** to engage in positive behaviour.

- Language used in this verbal warning should be **objective** and **impersonal** and as clear as possible: the behaviour is not in line with whole-school explanations therefore action needs to be taken. The sanction is for the **behaviour** and is not a judgement of the pupil as an individual.

If the behaviour continues, another verbal reminder is given and the pupil's name is written in the teacher's planner. If the teacher does not have a planner on them, they should make a common sense adaptation - the important factors being that there is a record of this step and that it is clear to the pupil in question that this step has been taken. The clarity of this step should also act as a clear signal that the teacher is being consistent in following a whole-school policy. Again, the teacher should emphasise that the pupil now has another opportunity to engage in positive behaviour.

If the pupil then chooses to continue engaging in disruptive behaviour or continues to be disengaged with their own learning, the teacher should progress in awarding a demerit, as outlined below.

Step-by-step

First instance	Verbal warning – teacher makes expectations clear.
Pupil repeats behaviour or engages in different disruptive behaviour	
C1	Pupil name is written in the teacher's planner* and the teacher repeats expectations. The emphasis is on pupil choice.
Pupil repeats behaviour or engages in different disruptive behaviour	
C2	A tick is placed beside the pupil's name. Teacher repeats expectation, emphasis on pupil choice. The pupil will be awarded a demerit at the end of the lesson.
Pupil repeats behaviour or engages in different disruptive behaviour	
C3	A second tick is placed beside the pupil's name. The pupil will be given a Lunchtime Detention .

*PE and other practical subjects may wish to make a common-sense adaptation depending on location.

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

In some circumstances, it may be necessary to give a demerit or detention 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.

	<ul style="list-style-type: none"> • 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: Lunchtime Detention should be issued.</p>
Level 2: Lunchtime detention (30 minutes)	<p>A single instance of this behaviour should result in the pupil being issued a Lunchtime 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. • 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: After School Detention should be issued.</p>
Level 3: Leadership After School Detention (one hour)	<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 IX) <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> <ul style="list-style-type: none"> • Level 4 sanctions are used for a wide range of more serious behavioural issues. They are also used for a third incidence of mobile phone misuse/breach of the Yondr Mobile phone policy (see details in appendix IX)

III Escalation of Demerits

Number of Demerits	Intervention
3 demerits	Lunchtime Detention (30 minutes) Parents informed
6 demerits	Lunchtime Detention (30 minutes) Parents informed
9 demerits	Lunchtime Detention (30 minutes) Parents informed

12 demerits	SLT After School Detention (1 hour) Parents informed
15 demerits	Head Teacher After School Detention (1 hour) Parents informed
18 demerits	Parent Meeting with Headteacher Further sanctions will be applied where relevant
21+ demerits	Parent Meeting with Headteacher Further sanctions will be applied where relevant Consideration will be given to the full range of sanctions, including Monitoring Book and suspension.

IV. 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.

V. 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.

VI. Homework sanctions

The homework policy outlines when and how much work is set. If a pupil fails to produce homework on the due date, their teacher should consider any extenuating circumstances and use their discretion before issuing a 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 demerit.

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.

VII. 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.

VIII. 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 Form Time	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.

IX. 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.
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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.

X. Monitoring and Support

The pastoral team monitors behaviour carefully and provides pastoral support where needed, including addressing any underlying issues. If appropriate, a student will be given a Monitoring Book to help address any behaviour issues and support her with working on targets for improvement.

Appendix 2: Behaviour Procedure including rewards and sanctions – Pre Prep and Junior

In our Pre Prep and Junior Department, we believe that good discipline is rooted in self-discipline. Our aim is to nurture this understanding by providing a caring, supportive, and orderly environment where all children feel valued and respected.

Central to our approach is the principle of **mutual respect**. Staff lead by example, modelling positive behaviour and showing a consistent willingness to listen to pupils. This approach supports the development of high self-esteem, confidence, and a sense of personal responsibility in each child.

Behavioural Expectations and Culture

Staff strive to maintain a consistent, firm yet fair approach across all age groups, ensuring that expectations are clear and upheld. While a system of sanctions is in place for when standards are not met (see *Sanctions* section), our primary emphasis remains on promoting and reinforcing positive behaviour through proactive strategies and strong home-school partnerships.

Where more serious or persistent behavioural concerns arise, parents are contacted to support a shared and consistent approach, reinforcing positive behaviour both in and outside of school.

Development of Self-Discipline

We actively encourage pupils to develop the following skills and attitudes as part of their personal growth and journey towards self-discipline:

- **Respect and Courtesy:** Pupils are expected to show kindness, politeness, and consideration towards others at all times, both in and beyond the school community. Every individual is recognised as deserving of respect and care.
- **Safety Awareness:** Children are taught to behave safely in all environments, including playgrounds, wooded areas, across the school site and online. Safety expectations are clearly explained to ensure understanding and compliance.
- **Responsibility for Property:** Pupils are encouraged to take responsibility for their own belongings and to treat all property, whether personal or school-owned, with respect. Items should be clearly named and stored tidily.
- **Punctuality:** Pupils are taught the value of punctuality and the importance of being ready to learn.
- **Leadership and Role Modelling:** Older pupils are expected to set a positive example for younger children, showing care and support for their peers. Roles such as **Head Girls, Prefects, School Council Representatives** and **Form Leaders** are seen as opportunities to develop leadership skills and contribute to the smooth running of the school community. Pupils are reminded that with responsibility comes accountability.
- **Honesty and Integrity:** Truthfulness is a core expectation. Children are taught the difference between unhelpful 'telling tales' and the importance of reporting concerns to a trusted adult when appropriate.
- **Empathy and Community Contribution:** Pupils are encouraged to consider the needs of others and are regularly involved in charitable activities, helping them to develop a sense of global and social responsibility.
- **Pride in Appearance and Environment:** Children are expected to wear their school uniform with pride. This includes keeping it neat and tidy, as personal presentation is closely linked to self-respect and a positive attitude towards learning.

Through these principles, we aim to create a supportive environment in which every pupil can thrive, take pride in their behaviour, and grow into a responsible and respectful member of the school and wider community.

Recognition and Rewards – Junior School

At Talbot Heath Junior School, we recognise that the most meaningful and lasting rewards often come through genuine praise and recognition from others for a job well done. While informal encouragement remains a powerful tool, we also provide a structured system of rewards to celebrate both academic and non-academic achievements.

Praise and Positive Reinforcement

Staff are encouraged to praise and commend pupils as frequently as possible. While informal verbal recognition is often the most immediate and effective form of encouragement, we also use formal mechanisms to acknowledge and celebrate pupil success across all areas of school life.

House Points System (Reception to Year 6)

House System

Upon joining Talbot Heath Junior School, all pupils are allocated to one of four school houses. The **House System** plays an important role in fostering a sense of belonging, teamwork, and community across the school.

The houses are:

- **Badgers** (Blue)
- **Robins** (Red)
- **Woodpeckers** (Green)
- **Squirrels** (Yellow)

The House system provides opportunities for pupils to work collaboratively across year groups, contribute to collective achievements, and participate in a range of inter-house activities and events. It encourages positive relationships, school spirit, and the development of leadership, cooperation, and a healthy sense of competition.

House Points System (Reception to Year 2)

Pupils in Reception to Year 2 participate in the House Points system through the collection of coloured tokens, which represent their allocated House.

House Points are awarded to recognise behaviours and achievements that reflect the core values of the school, such as:

- Kindness and respect
- Effort and perseverance
- Teamwork and collaboration
- Responsibility and care for others

Tokens are collected collectively by House, fostering a strong sense of both **individual contribution** and **team achievement**. This system helps our youngest pupils to understand the importance of positive behaviour, personal effort, and being part of a wider school community.

House Points and the EPraise System (Years 3–6)

Pupils in Years 3 to 6 take part in the school's House Point system through E-Praise, a digital platform designed to celebrate and track both individual success and House contributions.

House Points are awarded to recognise our school values:

Generous Hearts

We reward students who demonstrate kindness, empathy and a commitment to others, including:

- Supporting and including peers in group work and play.
- Showing kindness and compassion in everyday interactions.
- Taking on leadership roles that promote teamwork and collaboration.
- Volunteering to help others, both in the classroom and the wider school community.
- Demonstrating patience, active listening and a willingness to resolve conflicts peacefully.

Curious Minds

We recognise students who show a love of learning, curiosity and academic engagement, such as:

- Asking thoughtful questions and showing genuine interest in learning.
- Showing resilience when faced with challenges or setbacks.
- Exploring new ideas and demonstrating creativity in their work.
- Actively participating in lessons, projects and independent learning.
- Applying critical thinking and problem-solving skills across different subjects.

Adventurous Spirits

We celebrate students who show courage, independence and a willingness to try new things, including:

- Stepping outside of their comfort zone to take on new challenges.
- Participating in school trips, performances, competitions or extracurricular activities.
- Leading or contributing to new initiatives or projects within the school.
- Showing independence in their learning and decision-making.
- Taking positive risks and demonstrating perseverance in unfamiliar situations.

Through E-Praise, pupils can:

- Monitor their individual progress, reflecting on their strengths and contributions.
- Exchange House Points for a variety of prizes in the *EPraise Online Shop*, promoting goal-setting and self-motivation.
- Contribute to their House total, working together towards collective rewards and recognition.
- Earn team-based rewards, with incentives and celebrations held throughout the academic year.

All House Points awarded are represented on the Epraise system in the achievement of milestones.

Milestone	*Number of House Points	Form of acknowledgement
Blue	100	Email home from tutor and virtual badge awarded on Epraise.
Bronze	150	Email home from tutor and virtual badge awarded on Epraise.
Silver	200	Email home from Head of Junior and virtual badge awarded on Epraise.
Gold	250	Junior Head's commendation

		Virtual badge awarded on Epraise.
Diamond	400	Junior Head's commendation Virtual badge awarded on Epraise. Invitation to Junior Head's Tea

*Point levels are to be reviewed.

House Points contribute to the overall total for each House, encouraging healthy competition, a sense of community, and shared pride across year groups.

This system supports our commitment to developing independent learners, collaborative team members, and confident individuals who value both personal growth and collective achievement.

Formal Commendations

Exceptional work or outstanding behaviour may be further recognised through the following commendations:

- **Teacher's Commendation:** Awarded for excellent academic effort, creative work, or outstanding progress.
- **Junior Head's Commendation:** Awarded for exemplary behaviour, leadership, or contribution to school life. Recipients receive a special certificate and recognition in assembly.

Pupil Praise Post Box

To promote a culture of kindness and peer recognition, pupils are encouraged to use the **Pupil Praise Post Box**. Through this initiative, pupils can nominate each other for recognition based on:

- Acts of kindness
- Helpfulness or support to others
- Good manners and respectful behaviour
- Demonstrations of inclusion and empathy

Nominations are reviewed regularly, and selected pupils are acknowledged publicly during assembly, fostering a strong sense of community and mutual appreciation.

Awards and Recognition – Co-Curricular Contribution

In addition to academic and behavioural recognition, Talbot Heath Junior School values and rewards pupil contributions to the wider school community through a range of co-curricular awards.

School Colours and Half Colours – PE

School Colours and Half Colours are awarded in Physical Education to pupils who demonstrate exceptional performance, commitment, and contribution to sport and physical activity within the school. These awards celebrate pupils who consistently show dedication, teamwork, and excellence in sporting pursuits.

Service and Participation Badges

At Talbot Heath Junior School, we believe in recognising and celebrating pupil involvement in the wider life of the school. **Service and Participation Badges** are awarded to pupils who contribute meaningfully to school initiatives, demonstrating responsibility, leadership, and a commitment to the school community.

The following badges are awarded in recognition of specific roles:

- **ECO Club Volunteer** – Awarded to pupils who actively participate in the school's environmental initiatives, promoting sustainability and supporting ongoing eco-friendly practices within the school community.
- **School Council Member** – Presented to pupils who have successfully applied to represent their peers as part of the Key Stage Council. These pupils contribute ideas, feedback, and help promote pupil voice throughout the school.
- **Maths and English Ambassador** – Awarded termly to selected pupils who demonstrate a passion for these subjects and contribute positively by sharing ideas, supporting peers, and providing input to help enhance the teaching and learning of Maths and English across the school.

These badges reflect our commitment to fostering leadership, collaboration, and pride in contributing to the life of the school beyond the classroom.

Celebration of Achievement

At Talbot Heath Junior School, we are committed to recognising and celebrating pupil achievement across all areas of school life. Pupils are regularly commended for their accomplishments during assemblies, where personal successes, academic progress, and contributions to the school community are acknowledged.

In addition to regular recognition, **specific Celebration Assemblies** are held throughout the year. These assemblies are dedicated to the presentation of:

- Certificates
- Trophies
- School Colours and Half Colours
- Service and Participation Badges

These events provide a meaningful opportunity to highlight both individual and collective achievements in a supportive and celebratory environment.

To mark the culmination of their Junior School journey, Year 6 pupils are honoured at a formal annual Prize-Giving Ceremony. This special event recognises outstanding academic performance, personal development, and contributions to school life, celebrating each pupil's unique strengths and successes.

Weekly Recognition Awards

To encourage and celebrate positive attitudes, effort, and alignment with the school's values, Talbot Heath Junior School presents weekly awards across all year groups.

THero Awards

From Years 3 to 6, pupils may be awarded the THero Award, which is aligned with our core school values of:

- Generous Hearts
- Curious Minds
- Adventurous Spirits

These awards are given to pupils who exemplify these values through their actions, attitude, and contributions to school life. In recognition of their achievement, THero recipients are invited to attend a celebratory afternoon tea hosted by the Head of Junior School.

Public Recognition

Both Have-a-Go Heroes and THero Award winners are celebrated in the school's weekly THeadlines newsletter, ensuring their efforts are recognised by the wider school community.

Sanctions in the Junior School

Staff must be mindful that behaviour can sometimes be a manifestation of underlying issues, such as emotional distress, learning difficulties, or other personal challenges. In such cases, misbehaviour may be a form of communication rather than an intentional disruption.

It is essential that staff remain attentive and compassionate, taking the time to understand the root causes of a pupil's behaviour. If a pupil's actions suggest that they may be struggling emotionally or socially, appropriate support should be offered.

By recognising and addressing these underlying concerns, we aim to provide a more holistic approach to pupil well-being, ensuring that their emotional and developmental needs are met alongside behavioural expectations.

Minor Offences

Minor offences, such as calling out, submitting late work, or wearing incorrect dress, are generally addressed through a **verbal reminder** from the relevant member of staff. The pupil will be **advised of the error** and may be asked to **correct the behaviour**. These interventions aim to provide guidance while maintaining a positive and supportive environment for learning.

Yellow Card – Academic Expectations

The Yellow Card system is used to reinforce and uphold academic standards across the school. Pupils in **Years 3 to 6** may still require support with organisation from both staff and parents. A **Yellow Card** is used as a **reminder**, rather than a sanction, to reinforce expectations related to:

- **Correct equipment** for lessons
- **Correct uniform**, including PE kit and Forest School attire
- **Homework** completion and submission

The Yellow Card serves as a gentle prompt to help pupils develop their organisational skills and meet the school's expectations. It is intended to encourage responsibility and to remind pupils, with the support of their parents, to maintain the standards expected in these areas.

Intervention Levels:

- **Level 1:**
Subject teacher issues a verbal reminder to the pupil, reinforcing the importance of correct uniform, bringing the appropriate equipment, and submitting homework on time. Subject teachers should keep detailed records and make contact with the form tutor.
 - **Level 2:**
Form Tutor makes informal contact with parents/carers (e.g., a brief conversation at the end of the day) to discuss repeated concerns regarding uniform, equipment, or homework.
 - **Level 3:**
A Yellow Card is issued to the pupil. Parents/carers are informed by the Form Tutor via email, outlining the reason for the card and reiterating expectations regarding uniform, equipment, and homework completion.
-

Orange Card – Behaviour Expectations

The Orange Card system is used to address and correct behaviour that does not align with the school's values and behavioural expectations. It is intended to support a positive, respectful, and productive learning environment.

Examples of Orange Card Use:

- Disruptive behaviour in lessons that affects the learning of others.
- Inappropriate conduct between lessons or during breaktime.
- Poor punctuality to lessons.
- Rudeness to peers or staff members.
- Unkind or disrespectful behaviour towards other pupils.
- Misuse of school equipment.
- Inappropriate language

Intervention Levels:

- **Level 1:**
Staff member issues a verbal reminder to the pupil regarding behaviour expectations.
- **Level 2:**
A formal warning is given that continued behaviour may result in an Orange Card being issued.
- **Level 3:**
An Orange Card is issued to the pupil.

Follow-up:

Pupils who receive an Orange Card will be required to attend a 10-minute reflection meeting with either the Head of Junior or the Deputy Head. During this session, the pupil will reflect on the incident and discuss why the behaviour was unacceptable within the values and expectations of Talbot Heath School.

Red Card – Serious Behaviour Concerns

The Red Card system is used to address serious incidents of misconduct or repeated, persistent misbehaviour that does not align with the school's core values and expectations. It represents a formal and significant response to behaviours that may cause harm, distress, or disruption to others or the school environment.

Examples of Red Card Use:

- Persistent dishonesty, particularly after being given the opportunity to tell the truth.
- Dangerous behaviour during break times, between lessons, on school transport, or elsewhere on school grounds.
- Use of offensive language.
- Any form of bullying (following an investigation in accordance with the school's Anti-Bullying Policy).
- Theft or attempted theft.
- Deliberate physical harm to others.
- Acts of intentional vandalism to school property or the belongings of others.

Procedures and Follow-up:

- Staff must first report and discuss the incident with the **Head of Junior** or **Deputy Head** prior to the issuing of a Red Card.
- The pupil will then meet with the **Head of Junior**, who will review the incident and determine the appropriate course of action.
- The **Head of Junior** will inform the pupil's parents/carers of the incident and the action taken.
- A formal record of the incident will be logged on **ISAMS** and recorded in the **sanctions log**

Appropriate and Proportionate Sanctions

Sanctions may be applied at the discretion of the **Head of Junior School**, following a discussion with the **Deputy Head**. These sanctions will be appropriate to the nature and severity of the behaviour, and may include the following:

Report Cards

In some cases, it may be necessary to track a pupil's behaviour throughout the school day to identify patterns and monitor progress. When this is deemed appropriate, a pupil may be placed on a **Report Card**.

- The **Head of Junior School** must be consulted before a report card is issued.
- The pupil's actions will be tracked during the school day, with staff required to sign off on the report card:
 - **Subject teachers** will sign after each lesson.
 - **Duty staff** will sign after break and lunch.
 - **Form Tutor** will sign at the end of the school day.
- Staff are encouraged to provide positive feedback when appropriate to reinforce progress.

Behaviour or Work Contracts

For persistent misbehaviour where the **orange/red card** system has not been effective, a pupil may be asked to sign and adhere to a **Behaviour or Work Contract**.

- The **Head of Junior School** will draft the contract, which will outline expected or prohibited behaviours and a timeline for improvement.
- The contract will be signed by the pupil, the Head of Junior School, and a **parent/carers**.
- Failure to meet the contract's terms will result in a meeting with the **Head of Junior School** and may lead to further sanctions.

Additional Sanctions

The following sanctions may also be used as deemed appropriate:

- **Removal from the group/class**
- **Extra work or repeating unsatisfactory work** until it meets the required standard
- **Confiscation of items**, in line with the school's guidelines on confiscation
- **Completion of a useful task** within the school, if appropriate
- **Lunchtime detention** (with appropriate time allowed for eating, drinking, and toilet use; staff must also consider any risks involved)
- **Withdrawal of access to the School IT system**, including the iPad, if misused or if the pupil contravenes the **ICT, Mobile Equipment, and eSafety Policy**
- **Withholding participation** in a non-essential school trip or event
- **Temporary (fixed-period) exclusion**
- **Permanent exclusion**

These sanctions are designed to be **proportionate, fair**, and to support the pupil's development and understanding of acceptable behaviour. They are implemented to ensure a positive and respectful learning environment for all.

Appendix 3:

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

Promoting positive behaviour in Nursery and Kindergarten begins with warm, respectful relationships and a safe, consistent environment where children feel valued. Clear, age-appropriate expectations and routines help children understand what positive behaviour looks like, with regular praise and encouragement reinforcing kind, helpful, and safe choices. When challenges arise, a restorative approach supports children in understanding their feelings, recognising the impact of their actions, and learning how to make things right. This approach aligns with the whole school behaviour policy, ensuring that even the youngest children develop self-regulation and respect for others within a nurturing setting

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.

Weekly Recognition Awards

To encourage and celebrate positive attitudes, effort, and alignment with the school's values, Talbot Heath Junior School presents weekly awards across all year groups.

Have-a-Go Heroes (Kindergarten to Year 2)

Each week, pupils from Kindergarten to Year 2 are recognised as Have-a-Go Heroes for demonstrating qualities such as effort, progress, kindness, and resilience.

As part of the celebration, recipients are awarded a cape and mask to wear proudly for the week, symbolising their achievement and inspiring their peers to try their best.

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 Head 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.

Golden Time (Year 1 and Year 2)

Golden Time in Year 1 and Year 2 offers children a well earned opportunity to celebrate positive behaviour choices and enjoy a range of fun, engaging activities. Held either weekly or fortnightly at the discretion of the class teacher, this special time encourages pupils to take ownership of their rewards by choosing how they would like to spend it, with options including creative tasks, outdoor play, and imaginative role play. Role play in particular supports behaviour and essential developmental areas in Key Stage One, helping children explore

social roles, build confidence, practise communication, and deepen their understanding of the world around them through collaborative play.

Within our Pre Prep setting, the traffic light system remains in place to help pupils reflect on their behaviour. If a child has received an orange card during the week, they will spend part of their Golden Time in quiet reflection, discussing their feelings, choices, and next steps with a trusted adult. This mirrors the Junior School orange card protocol, where pupils reflect during breaktime with a member of the Senior Leadership Team, promoting accountability and emotional growth across all year groups.

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 from KS3. 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.