



## **Behaviour, Discipline and Exclusions Policy (including Rewards and Sanctions)**

*Note: This policy applies to all sections of the school including EYFS*

### **1 Aims and expectations**

- 1.1 Thorpe House encourages pupils to adopt the highest standards of behaviour, principles and moral standards. We promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of teamwork and leadership through our extensive programme of extracurricular activities.**
- 1.2 Thorpe House is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipping him to take his place in the modern world.**

### **2 Code of Conduct**

**Just as the Staff at Thorpe House follow a Code of Conduct, so too the pupils should adhere to a Code of Conduct (See Appendices).**

**We see education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. Our conduct is underpinned by our school Christian values.**

**No member of staff may strike, use improper language or administer corporal punishment of any kind. The School rejects all forms of corporal punishment.**

#### **2.1 Behaviour**

**Pupils are expected to act with courtesy and politeness. Pupils should respect the environment, in and out of school and should have due regard for others, their possessions and property. Pupils should understand that poor or inappropriate behaviour or language reflects badly on both themselves and the school and will not be tolerated.**



## 2.2 Lessons and Homework

Pupils have a set of **Prep-Prep Golden Rules, Prep Principles and Senior School Classroom Expectations** they are expected to adhere to. We expect pupils to be ready to learn and to participate in school activities. They should attend

school and lessons punctually and follow the school's **Attendance Policy**. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community. Pupils should ensure that they create a secure and effective learning environment for themselves and others. The same principles apply to work done at home, in the library, in supervised study, on trips or, indeed, anywhere that learning can take place.

## 2.3 Bullying

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our **Anti-Bullying Policy** is available on the school website. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation, physical disability or learning difficulty or disability.

## 3 Involvement of Pupils

3.1 Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, e.g. via the **School Council**, which meets regularly.

3.2 Pupils are expected to know and understand the expectations the School has of them in respect of:

- **Behaviour (including learning behaviour)**
- **Conduct**
- **Uniform and personal appearance**
- **Use of ICT**
- **Boundaries**
- **Values and Attitudes**

## 4 Rewards and Sanctions

4.1 Pupils are encouraged to learn effectively, develop as individuals and comply with our **Code of Conduct** through a system of Rewards and Sanctions. The emphasis is firmly on rewarding a positive attitude and appropriate behaviours, and celebrating success.



## 4.2 Day-to-Day Management of Behaviour

### a) For boys in Pre-Prep

At all ages, rewarding boys is far more important than imposing punishments and that is particularly the case in the Pre-Prep. Therefore, any good act, whether it be for kindness, manners or achievement is rewarded with the award of a merit which is recorded on a chart in the boy's classroom. In rare instances, a boy may lose a few minutes off playtime for a more serious issue/offence.

Other means by which to recognise achievement include:

- Verbal praise and written praise for good work
- Stickers and stars
- Special mentions in School Assemblies during the week and sometimes the Weekly Bulletin. There is an Awards
- Outstanding pieces of work which are displayed on the display boards as a celebration of effort and success
- Posting examples of excellent work in art/design, sports, and drama and concert
- Prizes are awarded at the school's prize-giving at the end of the school year.
- Other Communications, which may take the form of emails, letters, calls or postcards home, are also used to reward contribution, effort and attainment.

### b) For boys in Years 3 to 11, the following card system applies for rewards and sanctions:

Each boy carries a card about his person, kept in his blazer. When a teacher wishes to award a boy a merit this is recorded by initialling a box on the boy's card.

On a weekly basis form tutors record the scores for each individual pupil onto the school system. When a pupil reaches a net score of 100 points he is eligible for a reward and he is given a slip of paper to take to the Headmaster.

In Years 3 to 6 the boy is then presented with a Thorpe House Certificate of Achievement and a red Merit badge in school assembly. Should a boy collect three certificates in the course of an academic year he will be awarded a Certificate of Excellence and a yellow badge, handing back the two red badges. The red and yellow merit badges may be worn by the pupil on his blazer.

In Years 7 to 11 the boy is praised by the Headmaster and he is awarded a prize as a reward for his efforts depending on the number of merits gained.

Merits may be given as follows:

- Good piece of work – 1 merit (2 if outstanding)
- Good contribution in a lesson (or over a period of time) – 1 merit
- Act of community service – 1-3 merits depending on the scale of the act undertaken
- Up to 10 merits may be awarded where a pupil has been involved in an ongoing activity such as a school show or music rehearsals leading up to a performance



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### **4.3 Other Rewards**

In addition to the merits, work of a high standard may be sent to the Headmaster and shown to the rest of the school in assembly.

For outstanding achievement in different walks of life within the school pupils are able to receive School Colours.

Prizes are awarded at the school's annual Celebration and Prize-giving at the end of the school year.

Other Communications, which may take the form of emails, letters, calls or postcards home, are also used to reward contribution, effort and attainment.

### **4.4 Sanctions**

#### **4.4.1 Pre-Prep/Prep School**

For minor and/or first time failure to meet expectations, the pupil can expect to be given a verbal reprimand or warning and may have a conversation with his/her teacher to discuss behaviour management.

More serious and/or repeated failure to meet expectations will result in an appropriate sanction and the pupil will need to discuss their behaviour with a senior member of staff and parents will be informed. In some instances, parents may be invited in to discuss concerns about their child's behaviour to agree strategies to improve the behaviour. They will not involve any form of unlawful or degrading activity. There is no corporal punishment at Thorpe House School.

Examples of sanctions include:

- Being asked to sit out from an activity for a period of time
- Being detained at break time or lunch time for part or all of these periods
- Temporary confiscation of a pupil's property

For more serious breaches of discipline, pupils may be temporarily excluded for a specified period or, on rare occasions, permanently excluded.

Details of exclusions are included in Section 8 of this policy.

#### **4.4.2 Senior School**

For minor and/or first time failure to meet expectations, the pupil can expect to be given a verbal reprimand or warning and their form tutor will be notified. More serious and/or repeated failure to meet expectations will result in an appropriate sanction and will be referred to the Head of Middle School or Head of Senior School

Sanctions may undergo reasonable change from time to time and the system is published in the Parent and Pupil Handbooks. They will not involve any form of unlawful or degrading activity. There is no corporal punishment at Thorpe House School.



Examples of sanctions include:

- Community drill – community service in the dining hall and around the school
- being detained at break or lunch time
- confiscation of a pupil's property
- a school academic detention (Tuesday and Fridays after school from 4pm-5pm)
- SLT detention (after school on a Friday 4-5pm)
- withdrawal of privileges
- assistance with domestic / community tasks, such as collecting litter
- Saturday Detention 9.30-11.30am (for more serious breaches of discipline)
- internal exclusion
- temporary exclusion for a specified period or, on rare occasions, permanent exclusion.

Details of exclusions are included in Section 8 of this policy.

### 4.4.3 Details of Community Drill and Detentions

Community Drill – this is given to a pupil for instances of poor behaviour which do not warrant an after school sanction. Where community drill is given the pupil will be required to assist with small tasks around the school such as litter picking, assisting with tidying in the dining hall. Examples where this sanction might be given include (but this is not an exhaustive list):

- poor behaviour/disruption in lessons
- poor behaviour in the playground and around school
- persistent tardiness to lessons
- needing to be picked up regularly for unkempt uniform
- rudeness
- littering

Lunchtime/Break time detentions – these are issued when a pupil has not been able to hand in work after having had (on the first occasion) a 24 hour extension to complete the task and may also be given for poor behavior during a lesson. This would last up to 20 minutes.

After school detentions are issued when a pupil is persistently not handing in homework, i.e. successive homeworks. Detentions would not be issued where there is a valid reason for not having completed homework on time or if this has happened after an intervening period of several weeks where the member of staff would again give the pupil a 24 hour extension and lunchtime detention. Parents are asked to notify the school at [reception@thorpehouse.co.uk](mailto:reception@thorpehouse.co.uk) to inform the school if there has been a difficulty with completing homework. After school detentions are for one hour on Tuesday and Friday after school.

SLT detention – issued as a result of serious misbehavior and will be taken by a member of the Senior Leadership Team. This detention takes place on Friday from 4-5pm.



## 4.5 “On Report” (Prep and Senior Schools)

Any boy whose work, attitude, organisation or behaviour has been consistently unsatisfactory may be placed “On Report” to support them to break that cycle of behaviour. Being “On Report” involves the pupil carrying a Report Form to each class, giving it to the teacher at the beginning of a lesson, and having it signed by the teacher at the end of the lesson. The boy will take the completed Report Form home at the end of each day for his parents to sign and he will then return it to school the next day for checking by the Form Tutor.

## 4.6 House Competitions

As part of the overall approach to discipline and rewards there are separate on-going house competitions in the three distinct parts of the school.

In the **Pre-Prep** the total number of merits for each boy is recorded on a weekly basis. These are put together to get a set of house totals for the week. The winning house is announced in assembly and a house cup awarded each week.

In the Pre-Prep and **Prep Schools** the net totals of merits for each boy are put together to create a weekly house total. The winning house is announced in the weekly achievement assembly and a cup is awarded. The on-going totals are reported to the boys on a termly basis, and a house cup awarded at the end of the summer term for the winner of the House Competition which also includes the results for Sports Day and other house competitions which have taken place.

In the **Senior School** the net totals of merits for each boy are put together to create a weekly house total. The on-going totals are reported to the boys on a regular basis, and a house cup awarded at the end of the summer term for the winner of the House Competition, which also includes the results for Sports Day and other house competitions which have taken place.

## 4.7 Management of Poor Behaviour or Work

The sanctions listed in the previous section are in place to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. All sanctions are recorded on the school database.

- We expect children to listen carefully to instructions in lessons and to pay attention. If they do not do so we warn them about this, and if they persist we award them a minor sanction and ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect boys to try their best in all activities. If they do not do so, we may ask them to redo a task during their free time and minor sanctions may be awarded alongside this action.

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- If a child is deliberately disruptive in class, the teacher reprimands him. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he calms down, and is in a position to work sensibly again with others.
- If the behaviour of a boy in class or around the school involves the misuse of any item of personal belongings then the member of staff dealing with the incident may confiscate the offending item for a fixed period. In certain circumstances this may be returned directly to the boy's parents rather than to the boy with an instruction that the item should not be brought to school again.
- The safety of the children is paramount in all situations. If a child's behaviour endangers his own safety or that of others, the teacher stops the activity and the child is immediately taken to a senior member of staff.
- In cases of persistent serious breaches of discipline or if a child is guilty of repeatedly poor behaviour that disrupts, upsets or endangers others, the Head of the relevant section of the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. At this point appropriate sanctions may include a Saturday detention, withdrawing the boy from a forthcoming school trip or from an event(s) at which he may be representing the school or fixed term or permanent exclusion depending on the nature of the offence and the history of the situation (see section 8 below).

### 4.8 Recording Rewards and Sanctions

In the Prep and Senior Schools, the total number of merits are recorded on the school's MIS. Disciplinary concerns are also registered on the MIS. On a weekly basis. Form Tutors enter the total number of merits which have been entered onto the boy's card in the preceding week. They should also use this opportunity to monitor the disciplinary record of boys in their classes. The number of merits awarded to each boy is sent out as part of his report.

In the Pre-Prep Department, the class teachers keep a weekly record of how many merit points have been awarded to each boy. If a boy misbehaves, merits are never taken away; rather, the boy misses some of his break time, or if the misdemeanour were more serious, the boy will miss as much playtime as the Head of Pre-Prep deems necessary – or both. The poor behaviour is always discussed with the boy and he is reminded of the Golden Rules; where skills allow, a boy may be asked to write a letter of apology during the missed playtime. Where necessary, parents are informed of the misdemeanour and on occasions of more serious offences, the boy is sent home.

In Nursery Class the boys are not in Houses and therefore merits are awarded for good behaviour or good work. Teachers use positive discipline and the boys understand and agree their classroom rules. Any poor behaviour is dealt with quickly and parent are informed where necessary. Repeated poor behaviour is carefully tracked by the teachers, in partnership with the Head of Prep-Prep and the SENCO. In such cases, parents are informed and support is given.



### **5 The role of the Form Tutor**

- 5.1** The form tutor upholds expectations of the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the form tutor discusses these with the whole class during form time.
- 5.2** The form tutor has a responsibility to monitor the rewards and sanctions obtained by each boy in his or her charge. If he or she has cause for concern about a boy then a discussion is held with the Head of the relevant part of school about suitable means of helping the boy. If the boy does something that is commendable the tutor should implement a suitable reward and keep a record of it so that it can be reported to parents at the most suitable juncture.

### **6 The role of the Teacher**

- 6.1** It is the responsibility of each teacher to ensure that the school rules are enforced inside and outside their class, and that his/her class behaves in a responsible manner during lesson time.
- 6.2** The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 6.3** The teacher treats each child fairly and enforces the school disciplinary code consistently. The teacher treats all children in his/her class with respect and understanding.
- 6.4** If a boy misbehaves repeatedly in class, the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the teacher will discuss the boy's behaviour at the relevant break time staff meeting and seek help and advice from senior staff.
- 6.5** The teacher reports to parents about the progress of each child in his or her class, in line with the whole-school policy. The teacher may also contact a parent directly if he or she has concerns about the behaviour or welfare of a child, but this will usually follow a discussion with the relevant form tutor.
- 6.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in 2012 DfE document 'Use of Reasonable Force'. Teachers in our school are not permitted to hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting himself. The actions that we take are in line with government guidelines on the restraint of children.

### **7 The role of the Headmaster**

- 7.1** It is the responsibility of the Headmaster to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the school.
- 7.2** The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.



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**7.3** The Headmaster keeps records of all reported serious incidents of misbehaviour. He reports on instances that are causing concern to the next Governors' meeting

**7.4** The Headmaster has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. Serious acts of misbehaviour are likely to include (but are not limited to):

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying;
- Physical assault/threatening behaviour;
- Abuse towards a member of staff
- Fighting;
- Racist or Sexist abuse;
- Sexual misconduct;
- Damage to property.

For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child. A permanent exclusion will only take place after the school governors have been notified.

## **8 Teaching and Learning**

Thorpe House aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. The school actively promotes a "growth mindset" approach to learning. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

## **9 Uniform and Appearance**

Pupils are expected to take pride in their appearance and to look clean and smart at all times at school and on their journeys to and from school, and at all times when in uniform. The same expectations exist when not in uniform, but on school business, for instance on trips or visits.

## **10 Involvement of Parents and Guardians**

Parents and Guardians who accept a place for their child at Thorpe House School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.



## **11 The role of Governors**

- 11.1** The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headmaster in carrying out these guidelines.
- 11.2** The Headmaster has the day-to-day authority to implement the school's Behaviour, Discipline and Exclusions policy, but Governors may give advice to the Headmaster about particular disciplinary issues. The Headmaster must take this into account when making decisions about matters of behaviour.

## **12 Internal, fixed-term and permanent exclusions**

- 12.1** If a boy has been guilty of unacceptable behaviour the Headmaster may conclude that exclusion is a suitable punishment. This would only be the case if the sanctions listed in Section 4 and Section 7 of this policy were inappropriate because of the nature of the offence or because of the repeated nature of misbehaviour being exhibited.
- 12.2** Only the Headmaster (or the acting Headmaster) has the power to exclude a pupil from school. The Headmaster may exclude a pupil for one or more fixed periods. A first exclusion would normally be Internal for one or two days, subsequent exclusion would be external for a number of days up to a week. The Headmaster may also exclude a pupil permanently. It is also possible for the Headmaster to convert an internal or fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 12.3** If the Headmaster externally excludes a pupil for a fixed term, he informs the parents immediately, giving reasons for the exclusion and informs the Governing body that he has done so.
- 12.4** The Headmaster consults with the Chairman of Governors before making a permanent exclusion. The Headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 12.5** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headmaster.
- 12.6** A sub-committee of three members of the governing body will be set up to consider any exclusion appeal on behalf of the governors.
- 12.7** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.
- 12.8** If the governors' appeals panel decides that a pupil should be reinstated, the Headmaster must comply with this ruling.
- 12.9** If a parent is still unhappy with the outcome they may make a complaint under the Complaints procedure.



**13 Monitoring**

- 13.1** The Headmaster monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 13.2** The school keeps a record of incidents of misbehaviour. A sanctions record is kept on the school's data disc onto which all punishments are recorded and the reason for the punishment having been given. Details of specific serious incidents are kept separately on individual boys' files.
- 13.3** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

**14 Review**

- 14.1** This policy is reviewed on a regular basis but is also updated whenever a new initiative is introduced to manage pupil behaviour of any kind.
- 14.2** The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed September 2018  
Reviewed January 2020

To be reviewed: September 2021

**Headmaster** \_\_\_\_\_

**Chairman of Governors** \_\_\_\_\_



**Appendix: Expectations of pupil behaviour**

**Being prepared:**

- **Arrive at lessons on time, line up sensibly and quietly outside the classroom**
- **When instructed, enter the classroom in a calm manner and stand behind your desk**
- **Make sure you have the correct equipment you need for every lesson**

**Being a good learner:**

- **Listen carefully to instructions given by the teacher**
- **Remain focused throughout every lesson**
- **Aim to make the most of each lesson and aim to work to the best of your ability**
- **The teacher will identify lesson objectives and success criteria and pupils should expect to meet these during a lesson or seek further support as needed**
- **Pupils will not have items on their desk that might distract them during the lesson**
- **Prep must be completed and handed in on time – pupils could expect to miss a break to catch up with homework. If it is a repeated event the teacher may keep the pupil behind after school**

**Respecting others:**

- **Be respectful of other members of the class**
- **Work in a manner that doesn't distract other members of the class**
- **If a visitor enters the classroom you must stand up, wait in silence and await further instructions from your teacher**

**Finishing on time:**

- **At the end of the lesson, wait quietly and sensibly until you are given permission to leave**
- **Leave the classroom in a calm and sensible manner**