

Thrive Independent School

Behaviour Policy Statement

Date of Issue: June 2025



Why do we exist?

Provide students the opportunity to re-engage in learning. Champion individual pathways to success, fostering confidence, building resilience and developing the knowledge and skills needed to succeed in their next steps of life.

How do we behave?

Work hard. Respect. Grow

What do we do?

We establish high-performing alternative provisions, which maximise attainment in core areas, value diversity, develop character and build cultural capital.

How Will Students Thrive?

Attendance: Students guided and supported to attend Thrive for full time education.

Curriculum: Access a curriculum which matches abilities of our learners.

Pathways: Aim to provide students with a successful pathway back to mainstream education and further careers.

Aims Of Whole School Behaviour Policy

- to reflect the values expressed in our mission statement
- to ensure that every member of the school community feels valued and respected
- to promote an environment where everyone feels happy, safe and secure
- to make clear the positive and constructive rules of conduct as agreed by staff, parents and pupils
- to set the framework for rewarding positive and responsible behaviour
- to make explicit the procedures to be followed and sanctions applied should behaviour fall below these standards

The Objectives of The Whole School Behaviour Policy

- to ensure the school is a safe and supportive environment for all
- to ensure that all members of the school community are shown respect and show respect for others
- to encourage a positive approach to behaviour, self-discipline and respect by good example and using praise and reward for good behaviour
- to ensure that the environment, curriculum, and other factors within the School's control are monitored to ensure the promotion of good behaviour
- to ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

As a community it is essential that we recognise that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/ carers and visitors) as well as to our pupils. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us. We also recognise that the success of the policy depends on the full support of parents. To this end The Home/ School Agreement has been drawn up which reflects the expectations of all THRIVE Independent school. Upon entry into Thrive Independent school, all parents and pupils will be required to agree and sign the Home School agreement. A copy of this agreement will be filled on each pupil's school record.

Home Agreement – Thrive Independent School 2025 -2026

Teaching and Learning: pupils deserve the highest possible standard of teaching and support to help them learn.	School will: – Provide an enriched curriculum which challenges and motivates – Ensure that each pupil has the opportunities, support and guidance to achieve his/her full potential – Use regular assessment to track pupil progress Home will: – Take an interest in what my child is learning – Support the school's philosophy of high expectations for all – Encourage my child to work hard and support them in homework Pupil will: – Come to school ready to learn – Work hard in all lessons – Complete their home learning everyday
Attendance & Punctuality: pupils have the right to education and parents have a legal responsibility to make sure children attend regularly.	School will: – Contact parents on the first day of unknown absence – Contact parents of children who regularly arrive late for school – Refer to Education Welfare where attendance is a concern Home will: – Make every effort to make sure that my child will attend school every day and on time – Inform the school as soon as possible about any absence and the reason for it – Avoid taking children on holiday during term time Pupil will: – Attend school every day and arrive on time – Go straight to lessons during the school day
Behaviour and Ethos: pupils learn best in an orderly environment where everyone knows what is expected of them.	School will: – Have a behaviour policy which creates a safe and caring environment for everyone – Treat everyone with respect – Make sure that all staff, pupils and parents know what behaviour is expected – Consistently implement the behaviour policy sanctions and rewards – Place your child on daily behaviour report where necessary – Liaise with external agencies where necessary when concerns arise (Social care, Police, Greeniwhch Inclusion Team) – Search students for prohibited items when necessary Home will: – Give praise at home for good behaviour and attitude at school – Work with the school to find solutions in cases of unacceptable behaviour – Agree to the detention policy of the school – Sign daily behaviour reports where necessary – Work cooperatively with external agencies where necessary to support the wellbeing and behaviour of your child Pupil will: – Keep school and class rules

	– Be an ambassador for Thrive Independent school- polite to others in the school and in the wider community – Understand that any misbehavior whilst wearing School uniform will be dealt with as if the incident occurred at school – Treat others as I would wish to be treated – Have a positive attitude to learning and school – Attend detentions – Work cooperatively with external agencies to improve behaviour where necessary – Understand that you may be searched for banned or prohibited items where necessary – Go straight home after school. Do not visit any local shops.
Home Learning, Study Support & Enrichment: learning at home has an important part to play in helping pupils to achieve.	School will: – Keep parents informed about home learning – Provide suitable materials and advice on home-based activities and how to help – Provide a range of study support and enrichment opportunities Home will: – Encourage my child in home learning and sign the school planner Weekly – Encourage my child to read every day – Allow my child to attend off-site visits – Encourage my child to participate in the extracurricular opportunities offered by the school Pupil will: – Complete all home learning set and return it to school on time – Read everyday – Use my planner to organise my homework and record my achievements – Take part in extra-curricular activities offered by the school
Communication: good communication between home and school is essential to make sure that pupils get the support they need.	School will: – Make sure that parents have information about their child’s progress, behaviour and general school matters – Make sure that parents are informed about what their child is learning – Make sure they listen to parents’ concerns and do their best to help – Inform you if your child has detention Home will: – Tell school about anything that may affect my child’s learning or behaviour – Attend parent evenings – Raise concerns promptly and directly with the school Pupil will: – Take letters, notes and reports from school home and give them to my parents – Talk with parents and teachers about any worries in school – Be responsible for signing daily behaviour reports where necessary – Tell a teacher if there is anything that may be affecting my learning or behaviour
Uniform, Equipment & Parent Pay	School will: – Check your child’s uniform and equipment daily – Provide you child with a secure space and insist valuables like mobile phones are stored there Home will:

	– Make sure my child wears the correct uniform everyday – Make sure my child comes to school with the necessary equipment and books – Ensure my parent pay account is always in credit and all required payments for trips /visits/lessons/clubs are made in advance – Agree to the biometrics policy of the school – Agree to my child's photograph or film/video footage being taken for the school's use and for use by THRIVE – Agree to the confiscation of banned items, e.g. mobile phones Pupil will: – Wear the correct uniform everyday – Come to school with the correct equipment and books – Make sure valuables are stored in lockers at all times
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The Pupil Code of Conduct

The pupil code of conduct forms the foundation of the daily behaviour of pupils at school. All pupils are regularly reminded of these expectations and are expected to follow them with respect. The code of conduct is accessible in the pupils' planners for reference at any time and is consistently emphasized on a daily basis.

In the community of Thrive Independent school, I must:

- Listen to members of staff and follow instructions politely and calmly
- be polite to all I encounter: staff, visitors and fellow students and treat all people as I would wish to be treated
- go straight to lessons, holding doors open for others when corridors are busy
- walk in silence in a single file in corridors and stairs, keeping to the left, without running or causing a disturbance
- respect other people's privacy and family life so they are not offended by what I say or do
- never insult, undermine or swear at any member of staff, visitor or student
- never rush, fight, play-fight or engage in any other form of physical abuse on anyone at anytime
- never touch other people's property, and treat their belongings with respect

To show that I am an ambassador for which the School can be proud I will...

- dress smartly, in correct uniform at all times, including to and from school
- care for my uniform by hanging it up at the end of the day and keeping it clean and well pressed
- have respect for the school's neighbours and be helpful and considerate in the local community
- be aware of other people around me – on the streets, in shops, on buses and trains – never shout or behave in a way that will affect others (we share pavements, buses/trains)
- speak quietly and politely to my friends
- offer my seat where possible to an older person/mother with young children
- make my way to and from Thrive Independent school quickly and not congregate in large groups on the streets
- I understand that there will be consequences if I do not adhere to the Code of Conduct.

Rewards

The role of rewards in recognising and promoting Thrive Independent school values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/pupil relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking students. At Thrive Independent school, we promote the development of positive behaviour and good choices through the use of praise and reward. We achieve this by acknowledging and communicating "the good" wherever pupils exhibit it. Positive guidance is also essential in upholding good conduct among pupils and fostering positive decision-making.

Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths. The rewards policy operates within this guiding principle. We want a positive atmosphere and so colleagues should try to issue 5 rewards for every sanction. "Catch them doing the right thing", recognise it and offer positive reinforcement.

Pupils can be rewarded during the following times at school:

- In lesson time by their subject teachers
- During social times by staff on duty
- During Assembly meeting
- During On Call when senior teachers are patrolling the corridors and spot good behaviour in class or on the corridors

Classroom Expectations

At Thrive Independent school, teaching and learning is the main thing. The promotion of high-quality learning is at the heart of all our endeavors. We aim to inspire a future of passionate historians, mathematicians, scientists by delivering challenging and engaging lessons. Our teachers have excellent subject knowledge and are passionate about challenging each child to engage, stretch themselves and develop a love of learning. In order to support this, it is important for students to be able to learn in a classroom environment where the climate is calm, purposeful and well behaved. Staff are trained to create a proactive environment where students know how they are expected to behave in advance of them having to do so.

At the beginning of every academic year, all students undergo an induction which involves practicing classroom routines and expectations. These guidelines offer clear and specific instructions on how students should comport themselves during lessons to optimize their learning experience. These routines are standardized across all subject departments to uphold consistency and cultivate positive learning habits in students. The following is a list of classroom expectations and routines employed at Thrive School.

Our Expectations

- Students are greeted when they arrive to lesson by the teacher who will be standing on the threshold at the door
- Students sit in their seat which is allocated by their teacher (pre-planned on their seating plans)
- Students are expected to have the right equipment, including a full pencil case and their planner on the desk.
- Teachers will take the register in the first 5 mins of the lesson, each lesson.
- Students straight away complete the 'do now' activity which is a short, snappy starter activity in silence and independent (this is typically linked to the learning from the last lesson)
- Students are recognised and praised for working hard, participation, producing good quality work and being helpful or showing civitas through merits and verbal praise.
- Students are expected to ensure their classroom environment remains tidy and clean
- Teachers will insist on "loud and proud" where student's verbal responses can be heard by all.
- We insist on silence for independent work.
- Students are not given the option to opt-out. 100% participation is expected from all.

Our Learning Routines

Sitting with hands on the desk or arms crossed:

Adopting this position demonstrates attentiveness and focus to students' class teacher. Typically initiated after a countdown from the teacher, students are required to cease their current activity, place their pens on the table, and fold their hands or arms while maintaining eye contact with the teacher. This action signifies compliance and concentration, ensuring that each student is actively listening at 100% readiness to receive teacher instructions.

2. Voice Levels (2-1-0)

Voice levels serve as a tool for students in lessons to manage the appropriate volume for their communication, whether it be "loud and proud", quiet or silent during different activities. Students are taught to employ voice levels to ensure that class discussions and group activities are conducted with fairness, respect and professionalism. Each designated voice level signifies the expected manner in which pupils should communicate with each other or address the class:

A. Voice level 0: Silence. All students are expected to not speak and work in silence. This is usually insisted upon during demonstration/ independent activities.

B. Voice level 1: Quiet voice. When pupils are sharing verbal responses with their partner, they should use this voice level so that their partner can hear them, but they are not speaking too loudly to interrupt other conversations.

C. Voice level 2: Loud & Proud. Students should adopt a presentation style technique where they are speaking loud and clear so that the entire class can hear what they are saying.

3. One voice at a time

The principle of 'One voice at a time' is straightforward. The fundamental expectation is that students refrain from talking over each other or speaking when the teacher is addressing the class. This fosters respect, encourages turn-taking, and ensures that responses and instructions can be clearly understood by everyone.

4. Do Now Completion

It is expected that all pupils attempt the Do Now in every lesson and these Do Nows are typically short quiz/questions which can then be self or peer assessed, using red pen.

5. Homework Submission

Homework is set each week.

Other key routines include -

Turn and Talk - The 'Turn and talk' practice is typically implemented during paired work. The teacher instructs students to turn towards each other (utilizing voice level 1) and engage in a discussion about the assigned topic or activity. Throughout this exchange, students are expected to stay focused, communicate with respect, take turns contributing to the conversation, and be prepared to provide feedback when called upon by their teacher.

Think, Pair, Share - The 'Think, Pair, Share' strategy is employed in every classroom across all subjects. It serves as a tool to assist students in refining their thought process and honing the articulation of their responses before presenting them to the entire class. The teacher guides students to take a brief moment to contemplate their individual answers in silence, followed by engaging with their partner using 'turn and talk'. Subsequently, students have the option to volunteer their responses, or the teacher may employ 'cold-calling' where students can be selected to share their ideas.

Procedures For Dealing With Disciplinary Problems In Secondary Lessons

Thrive Independent school has a zero tolerance of any behaviour which might cause offence or harm or disrupt the learning of others. We wish to ensure that every child is safe, happy and free to learn and make progress. To ensure that this situation is secured we will sanction students who do not comply with our expectations. In order that students comply with these expectations, our detention system is simple, fair, swift and transparent. There is a detention page in the pupil planner for recording purposes. Students should be verbally told about their detention, and they have the option to write a note to remind themselves of it inside their planners. Period 6 teachers will notify pupils 5mins towards the end of their lesson to remind pupils to attend their detention. Parents will be notified if their child is in detention through

Staff use the 'champion teacher techniques', outlined in the behaviour policy under classroom expectations, to try and secure 100% compliance from students. The central principles of managing student behaviour are that it be done with a firm, calm finesse. This can be achieved where we follow these guidelines:

1. Use non-verbal techniques e.g. fingers on lips, arms folded or bouncing ball to indicate hands down, circulating the room
2. Staff are trained and encouraged to use positive reinforcements to correct student behaviour e.g. "Thank you for your persistence. I am waiting for 2 more pupils and then we will all be showing perfect behaviour."
3. Use de-personalised commands e.g. "I am waiting for just one pair of eyes" or "I need everyone to put their hands down and wait to be asked rather than call out answers"
4. Where a pupil is persistently not meeting expectations or responding to the steps described above it may be necessary to speak to the pupil or even issue a sanction. This will be done discretely and as privately as possible. We do not want to reward any poor behaviour with public attention as this is likely to increase and not end the unwanted behaviours. These discrete conversations should follow these steps:

WARNING
WARNING
15 MINS
30 MINS
RELOCATION/ONCALL

General points:

Sanctions (Detentions) are recorded on to Bromcom and students are notified

KS3 students will be expected to write a side of lines for each 15-minute detention they have. KS4 can get on with study. P6 Staff will inform students if they have a detention at the end of the lesson. Students with a 30-minute logged will be collected towards the end of p6 by a member of staff to ensure attendance, as a missed 30-minute detention will result in a 60-minute detention the next day. Whole class detentions should not be issued as an appropriate sanction by any teacher.

Enrichment/Study support does not take precedent over detention.

Cut off point for same day detentions is the end of p5 (14:40 and 14:10 on a Friday). Any detentions logged after this time will roll over to the next day. Students will be notified of this. Learning disrupted by persistent low-level disruption and/or failure to follow code of conduct for lessons as outlined below:

1. Warning 1 identifying the unwanted behaviour
2. Warning 2 is issued and student is then warned that any continuation of the unwanted behaviours will lead to a sanction issued. At this point, students have been given two clear chances to correct their behaviour by their teacher.
3. If disruption persists a 15 minute detention is issued and recorded on Bromcom
4. Any continuation or further behaviour concern will lead to a 30-minute detention and the student is reset by the class teacher (this means having a private conversation restating expectations and informing student they are on a last chance, moving a student's seat etc.)
5. If disruption persists – departmental relocation to another classroom in the department for the rest of that lesson. The classroom teacher will
 - Set the rest of the class to complete work
 - Go over to the pupil and ask them to step outside with you (ensure they have their planner)
 - The classroom teacher will give work to the student and email the staff member to notify them they are expecting to receive a relocated student. The classroom teacher will write in planner 'reasons out of lessons' with clear instruction of room number, date and time
 - classroom teacher will enter the relocation on Bromcom and the detention is now set for 30 minutes.
 - Teachers will ensure they follow up with a restorative with students when things have gone seriously wrong to ensure that the student understands what was poor about their behaviour and how to meet the expectations of them in future. Where the incident is serious i.e. aggression, violence, abusive language or refusal to leave the classroom and go to another classroom on call should be called. Please refer to the procedure for a serious incident.
6. If multiple relocations occur from the same subject/teacher, parent contact will be prioritized
7. in order to gain parent support and work together to reduce the number of relocation and
8. address the poor behaviours. Multiple relocations (or a failed relocation) will result in 1 day IE.

Defiance or rudeness to an adult or cursing another member of the class:

Examples might be persisting in disruption after issuing a 15- minute detention, challenging the issuing of a verbal warning, talking back, being openly defiant, refusing to move when asked to change seat or cursing another member of the class:

An instant relocation will be issued if a student is violent or threatening the safety of a teacher or another student. It will be treated as a serious incident and on call will be contacted to collect the student and take them to the Reflection Room initially. The teacher will complete an incident report and send it to the head of year.

Summary Of Secondary Sanctions 2025 - 2026

At Thrive Independent school, pupils are expected to follow our core routines and behaviour expectations. If pupils are not meeting these expectations, a number of measures will be put into place in order to support pupils to do so. All sanctions will be an opportunity for pupils to understand, reflect upon and correct what went wrong.

These sanctions include:

Description of behaviour	Action taken
No equipment Late to lessons/line-up No PE Kit Continued disruption/ lack of focus/ co-operation/talking	15-minute detention
Late to school Poor behaviour in assembly Poor corridor behaviour Poor behaviour during social time Eating food outside the dining hall or playground/ chewing/ dropping litter/ leaving trays and food in the canteen Inappropriate language; cussing other pupils Repeated or serious disruption of learning/Relocation Rudeness/defiance/answering back/rolling eyes/ tutting	30-minute detention
Missing a 15 or 30-minute detention Late to school after 9am Extreme disruption/defiance Refusal or delay of phone confiscation Graffiti/Vandalism/destruction of school property Truancy from a lesson	60-minute detention
Walking away from a Teacher Flat refusal to follow clear and reasonable instructions Threatening behaviour – to pupils or staff	60-minute detention/IE/Respite/Suspension
Poor Behaviour in IE	Repeat IE/ Suspension
Serious incidents/ Repeated visits to IE	Suspension

System For Detentions

If a student violates the rules, an appropriate sanction will be assigned, and these sanctions are non-negotiable. Once set, students must attend the detention. Detentions are centralized and occur after school in the specific locations:

KS3 detention (Year 7, Year 8, Year 9): is held in the school canteen. Students must arrive by 3:00. Being late results in denial of entry, leading to an escalated detention the following day. During KS3 detentions, students are expected to write lines, which will be inspected for quality and completion. Any disruptive behaviour such as talking, leaving seats, attempting to communicate with others, arguing, or refusal to complete lines, results in detention failure and an escalated sanction the following day or internal exclusion decided.

KS4 detention (Year 10, Year 11): takes place in the canteen hall. Students must arrive by 3:00. Being late results in denial of entry, leading to an escalated detention the following day. KS4 students are expected to engage in independent

study, actively writing or completing tasks in their exercise books. Failure to meet this expectation, or any disruptive or challenging behaviour, results in detention failure and an escalated sanction or internal exclusion is decided.

Relocation Procedures

The purpose of relocating students from the classroom is to ensure an undisturbed learning environment, maintaining a calm, purposeful, and orderly space. Staff are trained to implement relocation following the behaviour policy, and students are aware of the order in which sanctions are applied, including the possibility of relocation. Relocations are not intended for minor behaviour infringement. Instead, they are implemented to help teachers regain focus and control, addressing any dangerous or extremely challenging behaviours. When relocated, students will be assigned to a different classroom, preferably within the same subject, and are expected to continue working to the best of their ability. If subject continuity is not possible, students will be placed in a suitable classroom and instructed to work independently on the assigned task.

In cases where placing a student in a classroom is not appropriate or behaviours are deemed more challenging, the student may be placed in the reflection room while decisions are made about next steps.

Staff may skip steps and issue a sanction for relocation straight away where it is deemed that a student is displaying extreme defiance, highly challenging behaviours or flat refusal to follow any instructions.

Staff may require assistance with relocating a student if behaviours are extremely challenging.

Reasons for doing this will be:

- a) refusal to leave the classroom, following departmental relocation
- b) cursing or inappropriate gestures – particularly towards an adult
- c) verbal aggressiveness towards a peer or adult;
- d) bullying or other harmful behaviour;
- e) threatening others – physical or verbal
- f) destruction of another person's or School property;
- g) refusing to wear the appropriate uniform;
- h) playing with fire alarms or extinguishers;
- i) vandalism;
- j) deliberate involvement in or instigation of conflict.
- k) sexually inappropriate behaviour;
- l) willful disobedience or serious disrespect to an adult.

In the case of SLT relocation, all teachers contact the member of SLT on call via a Bromcom ON CALL log. The classroom teacher must log the relocation on Bromcom as soon as possible, but by the latest the end of the day. Where further action may be required an incident report should be completed by the class teacher and sent to the Head of Year.

On Call

The On Call teams consists of pastoral and senior teachers who patrol the corridors and school during both learning and social times. Their role is to ensure that classrooms maintain order and calmness, assisting with any challenging behaviours to allow uninterrupted teaching. On Call also actively identifies and rewards positive behaviours, issuing silver merits to students recognised by their teachers for diligent work, exemplifying core values, or demonstrating civitas during social periods.

Suspension & Reintegration

When a student faces suspension from school, they are prohibited from attending for the specified suspension period. Work will be organized for the student, and it is expected that they engage in remote learning to the best of their abilities. Parents/guardians will be invited to a reintegration meeting to discuss the incidents leading the suspension and, most importantly, outline the steps to support the reintegration back into Thrive School. Attending this meeting once arranged is imperative.

Defining A Serious Incident at Thrive Independent School

The following list provides examples of what constitutes a serious incident (In or out of school). The list is neither exhaustive nor definitive and members of staff may use their discretion so long as they are following the code of conduct.

- Repeated visits to IE for persistent breaches of the school's Code of Conduct
- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances
- Bullying/Cyberbullying or other harmful behaviour
- Bringing 'outsiders' onto school property in order to threaten or create conflict
- Sexually inappropriate behaviour
- Threatening others – physical or verbal
- Cursing or inappropriate gestures – particularly towards an adult
- Deliberate involvement in or instigation of conflict
- Verbal aggressiveness towards a peer or adult
- Wilful disobedience or serious disrespect to an adult
- Stealing
- Knowingly possessing stolen property
- Vandalism and destruction of property
- Consistently disrupting learning
- Playing with fire alarms or extinguishers
- Smoking or drinking alcohol, using or distributing drugs
- Cheating in a test or exam
- Wearing, displaying or graffitiiing 'gang' affiliated items and phrases
- Bringing the school into disrepute

Anti-bullying Policy (also see Anti-Bullying Policy)

Our Mission statement makes clear the entitlement of all in the school to be equally valued and respected and the responsibility of all to show understanding and respect for others. In the light of this, bullying in any form has no place in Thrive Independent school and will not be tolerated.

General introduction

It is very important to be clear about what is, and is not, bullying. There are many definitions and perceptions of bullying, but all recognise that bullying is sustained and takes place where there is an imbalance of power.

Two useful and comprehensive definitions are:

A bully is an individual who tends to torment others either through verbal harassment or physical assaults, or through more subtle methods of coercion.

Bullying is the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted (cyber bullying), or emotional abuse, or through attacks on the property of another. It may include, but not be limited to, actions such as verbal taunts, name-calling and put-downs, including ethnically-based or gender-based verbal put-downs, and extortion of money or possessions.

Cyber bullying is bullying through the use of communication technology like mobile phone text messages, e-mails or websites. This can take many forms, for example:

- Sending threatening or abusive text messages or e-mails, personally or anonymously
- Making insulting comments about someone on a website, social networking site (e.g. Instagram) or online (blog or YouTube)

- Making or sharing derogatory or embarrassing videos of someone via mobile phone or email (such as ‘Happy Slapping’ videos)

‘Sexting’ is the sending and receiving of sexually inappropriate images or messages, using a mobile phone or the internet. It is illegal for children under the age of 16 to do this and will be referred to both the police and social care. An investigation will be undertaken and appropriate action taken. It is illegal for a pupil to retain a sexually inappropriate image of another pupil and show it to other pupils. Again, this will result in a referral to the police and social care. It is likely that any pupil doing this will be suspended.

Sexual Harassment – At Thrive Independent school, we acknowledge that Gender-based violence is a continuum, the foundations of which can be found in everyday attitudes and behaviours that are often left unchallenged by wider society. At Thrive Independent school, we treat all instances of gender-based violence and sexual harassment incredibly seriously. This includes physical, mental or sexual harm as well as the threat of this harm and coercion. These instances could be between peers (peer-on-peer abuse), or towards members of the wider school community. We will investigate all suspected instances of gender-based violence thoroughly, will never dismiss the behaviour as ‘banter’, and sanction appropriately. Moreover, we will engage with the wider professional network and make all necessary appropriate referrals and risk assessments when instances of Problematic Sexual Behaviour (PSB) and Harmful Sexual Behaviour (HSB) arise to ensure that behaviours are not repeated and support is put in place. Instances of PSB are followed up and all instances of HSB are followed up and recorded on CPOMS for monitoring and intervention purposes. We have zero tolerance of bullying and sexual harassment.

The aims and objectives of the school in relation to bullying are to:

- Ensure all students, teachers and parents know that bullying will not be tolerated.
- Ensure clarity and agreement about what is and is not bullying.
- Ensure whole school awareness of the rights and responsibilities of all pupils with regard to bullying.
- Involve all members of the school, staff and pupils in helping to prevent bullying and to confront it when it occurs.
- Encourage pupils to report instances of bullying.
- Ensure that all pupils, parents and staff know what preventative steps the school takes and how these are implemented.
- Ensure all pupils, staff and parents know the procedure to follow when bullying occurs.

In dealing with bullying we aim to:

- Eliminate the bullying itself.
- Support the victim by resolving the problem and by building up his/her self esteem and where appropriate developing strategies to avoid bullying.
- Bring the perpetrator to realise the unacceptability of his/her behaviour and the consequences should it continue.
- Investigate the cause of the bullying behaviour and where appropriate work with him/her to modify his/her behaviour.
- Reconcile the perpetrator and the victim.

The school’s response to bullying is achieved in various ways:

All new pupils are given a pupil handbook on arrival which includes what to do if a student feels he/she is being bullied.

Assemblies are delivered by the pupils to highlight the issues. These assemblies focus on:

- Clarifying and defining what is and is not bullying, raising awareness of the difference between disputes, endings of friendships and bullying behaviour.
- Cyber bullying as part of safety.
- encouraging zero tolerance of bullying behaviour, encouraging a sense of social responsibility and the courage to speak out when necessary, and ensuring pupils know what they can do if they or someone else is being bullied.

Key pastoral staff will always mediate between the bully and the victim, where appropriate. The victim will be encouraged to tell the bully how the bully’s actions made them feel. The bully will be given an opportunity

to apologise.

Record keeping

Incidents of bullying are recorded on CPOMS by the member of staff investigating the incidents. Serious concerns about bullying will result in the parents of the pupil being invited into school to meet with the Head of Year.

Pupils who feel they are being bullied will be asked to keep a detailed record of incidents.

Sanctions

The varying nature and varying degrees of bullying require a range of responses and a range of sanctions. Anyone who bullies someone will be seen and spoken to about this by SLT.

In appropriate cases, (and particularly, though not exclusively, where the perpetrators do not attend the school and the bullying occurs elsewhere), the police liaison officer is involved, to advise the victim on what steps can be taken. Where the perpetrator is part of the school he/she would stress the seriousness of the matter and the possible consequences if it were to continue.

In the cases of a first and minor incident an informal warning from the Inclusion manager may be sufficient. This would be recorded as a detention for bullying on Brom Com and also on CPOMS as an act of bullying.

Where a pupil is found to persist in acts of bullying, despite warning, or demonstrate serious bullying behavior, it is necessary for the pupil to be removed from lessons and sent to Internal Exclusion (I.E.) for a fixed period and sit an after school detention. In certain circumstances, it may be necessary to recommend a suspension to the Headteacher.

A suspension might also be given even if there have not been previously recorded warnings if the seriousness of the bullying warrants it.

Uniform

It is expected that all pupils will travel to and from the School every day in neat, clean correct uniform, giving the clear message to the public that our pupils take pride in belonging to the School. Anyone who fails to do so will be sent home to change their uniform or kept out of lessons for the day. Incorrect items of clothing or jewellery may be confiscated until the end of term.

Dos and Don'ts:

- No jewellery or make-up to be worn by any student, except for a watch and one stud worn in the earlobe. Smart watches are not permitted.
- Hair must be worn in an appropriate, professional style with no extreme styling or designs of hair or eyebrows; e.g. lines/intricate patterns/Mohicans/
- No coloured hair/hair extensions/ braids or other types of extravagant hair. Only natural hair colour is allowed
- No false nails or nail varnish is allowed.
- No makeup
- Boys should wear black belts only
- Boys must never wear shorts or tracksuit bottoms under their trousers
- Girls must never roll skirts up- they will be asked to roll this back down

Students who attend school wearing the incorrect uniform may be asked to correct it immediately by borrowing uniform from student services, going home to get changes or asking a parent to bring in correct uniform items for them, or may be removed and placed in internal exclusion (IE) if there is resistance to correct this.

EQUIPMENT

There are a number of items that a student needs in order to be able to take a full and active part in learning at the School. Therefore all students should pack their Thrive Independent school bag with the following items every day. Failure to have these may result in sanctions.

- Current reading book

- Student planner
- 1 x clear pencil case with the following contents:
 - 2 x black or blue writing pens
 - 1 x red writing pen
 - 2 x highlighter pens
 - 2 x sharpened pencils
 - 1 x rubber
 - 1 x 12 inch ruler
 - 1 x glue stick
- Maths equipment: Scientific calculator, protractor & compass
- 1 x water bottle – full
- Books/folders for that day

NB- Permanent pens of any kind or tipex are not permitted and will be confiscated.

Mobile Phone Policy

Our policy regarding mobile phone ownership is stringent. Students can travel to and from school with their mobile phones but must switch them off at the school gates before entering in the morning.

All mobile phones should be handed into the main office. There is strictly no justification for any student to keep their mobile phone in their bag, pocket or anywhere else on their person.

If a phone is discovered, it will be confiscated and returned to the student at the end of the term. This rule is non-negotiable and has been unanimously accepted by all parents/guardians upon enrolling their children at Thrive Independent school. The home agreement clearly outlines this rule.

Student Online Use

Thrive Independent school is registered under the Data Protection Act and has a legal responsibility to protect and control all stored electronic data and safeguard its use. All students are expected to contribute to the safety and security of all data by using the computer systems and Internet, sensibly and legally for their own personal work. All Students are required to exhibit online behaviour consistent with real-life expectations: respectful, professional, and polite. Any instance of online misuse, whether occurring within or outside of school, will be addressed in accordance with the school's behaviour policy.

Students are briefed on the online and ICT expectations outlined below:

All students have a user area on the main system, which is protected from unauthorised access by a password. It is your personal responsibility to protect your area but not revealing your password to any other student or member of staff. If you think that someone may know your password you must change it as soon as possible.

Your password must be between five and eight letters in length and should be something that you can easily remember, although not obvious to other people (middle name, pet name etc. should not be used)

A member of the I.T team can provide a new password if you forget your password.

If another student gains access to your user area and uses it incorrectly then you will be held responsible for not protecting your area. If you are taken off the system, or Internet, for a time and need to use it during lesson time you must bring a note from the subject teacher to I.T requesting re-admittance.

Any use of the computer systems should only be for School activities (i.e. classwork, homework, fieldwork, projects, examination work etc.) and will usually be directed by the subject teacher.

The Network's manager will run regular scheduled searches within all users' My Documents. It is in each user's responsibility to ensure that unauthorised files are not found (i.e. exe files, games, music/video, MP3 or any other non-School related data).

Below are listed activities that are not allowed on the main computer Network system and Internet:

- Logging onto the system using another students or staffs area. Your user area should not be used by anyone else and you should not give your password to other students
- Altering or deleting another user's documents
- Using or saving any system or unauthorised programs, including games, on the network.
- Setting up or using an unauthorised message or bulletin board system
- Creating batch files or changing system settings
- Storing unauthorised personal files in shared areas.
- Unauthorised movement around the system directory structure using Windows or MS-DOS
- Creating, sending or displaying files that contain information of an offensive nature, or contain inappropriate information relating to other students or staff, which may be deemed offensive.
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Intentionally wasting limited resources
- Abuse of network privileges
- Accessing and/or playing any on-line interactive flash games
- Using a USB Pen Drive or MP3 player to copy, transfer or save any music or media files onto the network that are unrelated to course work and breach copyright law. The use of USB drives to move course work to and from school is permitted.
- Attempting to use inappropriate search words to access forbidden web sites via any search engine.

Sanctions

Violations of the above code of practice will result in a temporary or permanent ban on computer systems and/or internet use. Additional disciplinary action may be taken in line with existing practice on inappropriate language or behaviour and will be dealt with under the disciplinary policy of the School i.e. contact parents, detentions and suspensions. When applicable, police or local authorities may be involved.

Rules For Responsible ICT Use

- I will only use the school's computers for schoolwork and homework and I will keep my login and password secret
- I will only delete my own files.
- I will not look at other people's files without their permission.
- I will not bring files into school without permission.
- I will ask permission from a member of staff before using the Internet and will not visit Internet sites I know to be banned by the school.
- I will only e-mail people I know, or my teacher has approved.
- The messages I send, or information I upload, will always be polite and sensible.
- I will never become involved in cyber bullying, as laid out in the anti bullying policy
- I will not open an attachment, or download a file, unless I have permission or I know and trust the person who has sent it.
- I will not give my home address, phone number, send a photograph or video, or give any other personal information that could be used to identify me, my family or my friends, unless my teacher has given Permission.
- I will never arrange to meet someone I have only ever previously met on the Internet or by email or in a chat room, unless my parent, guardian or teacher has given me permission and I take a responsible adult with me.
- If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will tell a teacher/ responsible adult.

Defining A Serious Incident At Thrive Independent School

The following list provides examples of what constitutes a serious incident (In or out of school). The list is neither exhaustive nor definitive and members of staff may use their discretion so long as they are following the code of conduct.

- Repeated visits to IE for persistent breaches of the school's code of Conduct

- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances
- Bullying/Cyberbullying or other harmful behaviour
- Bringing 'outsiders' onto School property in order to threaten or create conflict
- Sexually inappropriate behaviour
- Threatening others – physical or verbal
- Cursing or inappropriate gestures – particularly towards an adult
- Deliberate involvement in or instigation of conflict
- Verbal aggressiveness towards a peer or adult
- Wilful disobedience or serious disrespect to an adult
- Stealing
- Knowingly possessing stolen property
- Vandalism and destruction of property
- Consistently disrupting learning
- Playing with fire alarms or extinguishers
- Smoking or drinking alcohol, using or distributing drugs
- Cheating in a test or exam
- Wearing, displaying or graffitiing 'gang' affiliated items and phrases
- Bringing the school into disrepute

Appendix 1

Witness Statement Report



STUDENT WITNESS STATEMENT

Name

Staff requesting witness statement

Location of incident

Time of incident

Date of incident

Has this statement been written by a member of staff on behalf of the student? YES/NO
(Please circle)

Description of incident

(Please include details of exactly what happened, names of those involved, names of eye-witnesses. Please quote, as exactly as possible, any conversation.)

(Please continue on a seperate sheet if necessary)
Student: I confirm that this is a true account of what took place, signed:

Appendix 2

Banned Items at Thrive Independent school

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate, dangerous or illegal items, or any inappropriate and harmful substances, are not brought in to school.

In the majority of cases the application of common sense will easily determine what should not be brought in to school.

The list below is not exhaustive but is intended as a guide – other items may be confiscated or banned if the school comes to see these as inappropriate or dangerous.

Sanctions under the Behaviour Policy may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous.

The school reserves the right to exclude students in extreme cases, or when students or parents have received warnings about banned items.

1. Fire Lighting Equipment
 - Matches, lighters, etc
2. Drugs and Smoking equipment
 - Nicotine or Tobacco products, Cigarettes, E-cigarettes, Vapes etc
 - Alcohol
 - Solvents
 - Any form of illegal drug
 - Any other drugs except medicines covered by the Prescribed Medicines Procedure, including legal highs
3. Weapons or other dangerous items and illegal items
 - Knives or blades, including pen knives, craft knives, razors
 - Catapults or guns of any kind, including replicas and BB guns
 - Laser pens and LED torches
 - Whips or similar items such as long chains
 - Pepper sprays and gas canisters (e.g. CS gas)
 - Fireworks or explosives of any kind
 - Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)
4. Items related to appearance
 - Make up
 - False nails
 - Hair extensions
 - Eyelash extensions and false eyelashes
 - Dyed hair other than natural colours
 - Piercings other than one stud in an ear
 - Tattoos
 - Hair cutting/Hair dressing materials
 - Face coverings including balaclavas or snoods or wrapping material over the face, including over the mouth or nose. Any attempts to conceal identity, anywhere in school, contravene the school policy.
5. Other Items
 - Any form of liquid based correction fluid
 - Chewing gum
 - Energy drinks/Fizzy, sugary drinks
 - Large quantities of sweets, biscuits, crisps and other unhealthy items
 - Offensive material (pornographic, homophobic, racist etc), including material which discriminates against protected characteristics
 - Any aerosol (other than essential medication) Note: students should use non-aerosol deodorants

- Cameras
- Mobile Phones (see above in the policy)
- Fidget toys (unless specified in an ILP)
- Clothing which contravenes the uniform policy - eg hoodies on the school site, balaclavas or snoods or wrapping material over the face, including over the mouth or nose. Any attempts to conceal identity, anywhere in school, contravene the school policy.

Searches

Staff are empowered to search students for these items with or without consent.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In practice most students will hand over prohibited items when asked which enables the school to deal with the situation sensibly and restoratively. Any member of staff may ask a student's permission to search their coat, blazer or bag with permission.

The headteacher and authorised staff are permitted to search students without permission in certain circumstances. Further details are in the link above.

From time to time, our partners at the MET Police will conduct "Safety Arches", as they do across Greenwich Schools – these are searches conducted by the MET of groups/year groups of students, if the Police and our Safer Neighbourhood Team have reason to believe illegal or banned items are in circulation at school.