



Behaviour Policy

Our Primary Trust Behaviour Policy is aligned with The Trust mission, vision and values. Positive behaviour from all is the foundation to succeeding in our **mission** to provide an outstanding education for our communities, where everyone succeeds. By following our **values** of Kindness, Ambition and Responsibility, we will succeed in our **Vision** to inspire a love of learning within environments that are happy, respectful and challenging, where everyone feels valued and able to reach their full potential.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Good behaviour is integral to pupils' educational success; it enables pupils to focus on their learning and to experience emotional success. Good behaviour enables everyone to enjoy school life and to thrive. Furthermore, it facilitates personal growth and development and contributes to a pupil's wellbeing, self-esteem and positive self-perception.

Responsibilities of members of the school community

All members of the school community have a responsibility to create and maintain high standards of behaviour.

- The school's leadership team are responsible for the strategic overview and day-to-day leadership of the policy. They are responsible for ensuring that the policy is applied fairly, consistently and without discrimination. SLT will ensure that staff are equipped to follow the policy.
- All staff, including teachers and support staff, are responsible for ensuring that the policy is followed on a consistent basis. Staff are also required to feed back to the leadership team on the effectiveness of the policy and procedures. Furthermore, staff must teach pupils about the high standards of behaviour that we expect. They must maintain a positive climate for learning both within their classrooms and across the school. They must implement the policy fairly, consistently and without discrimination.
- Parents will be expected, supported and encouraged to take responsibility for their child's behaviour. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home.
- Pupils are expected to take age-appropriate responsibility for their behaviour. Every pupil is explicitly taught what is expected of their behaviour, what the rewards and sanctions are and are confident to report behaviours they consider to be unacceptable.

Responding to good behaviour

We recognise the importance of praising good behaviour; we know that acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Furthermore, we know that the use of positive recognition and

rewards provides opportunities for all staff to reinforce the school's culture and ethos as well as what is expected of pupils.

Positive reinforcements and rewards should be applied clearly, consistently and fairly to reinforce the school's behaviour routines. Examples of rewards include:

- verbal praise;
- house/team points;
- communicating praise to parents;
- awards during end of week achievement and within assemblies
- certificates;
- appointment of positions of responsibility;
- whole-class or year group rewards;
- inclusion on the weekly newsletter;
- headteacher awards;

Behaviour routines

In order to support staff and pupils to meet the expectations of this behaviour policy, the school has developed a system of behaviour routines. These form part of our routines booklet and can be found [here](#). These are taught explicitly to pupils and expectations are revisited frequently.

Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that all staff respond in a consistent, fair, and proportionate manner, this will ensure that pupils feel safe and supported to make appropriate choices.

In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed.

Responses to misbehaviour should maintain the culture of the school; restore a safe and calm environment (in which all pupils can learn and thrive); enable pupils to recognise how their behaviour affects others; educate pupils on what is expected of them so that future recurrences of misbehaviour are avoided.

Our response to misbehaviour achieves the following purposes:

- a) Deterrence:** sanctions are effective deterrents for either a specific student or a general deterrent for all students at the school.
- b) Protection:** keeping students safe is a legal duty of all staff. An action may be taken as a protective measure in response to inappropriate behaviour, for example, removing a student from a learning space, this may be immediate or after an assessment of risk.
- c) Improvement:** to support students to understand and meet the behaviour expectations of the school and re-engage in meaningful education.

School staff should acknowledge and take into account any contributing factors that may have been instrumental in influencing the pupil's behaviour. While not negating or excusing a pupil's behaviour, such factors must be considered when sanctions are applied.

Types of misbehaviour

We have a zero tolerance of racism, sexism, misogyny, homophobia, transphobia, xenophobia and forms of discrimination in our words, actions or attitudes.

1. Physical abuse

Physical abuse is a serious breach of our behaviour policy. There is never an excuse for using physical abuse or violence; school staff are always on hand to support a pupil if they feel anger to such an extent that they seek to harm others. Physical violence must always be escalated to the school's leadership team who will deal with this matter. This may lead to a permanent exclusion or fixed-term suspension.

2. Verbal abuse

Verbal abuse is also a serious breach of our behaviour policy. There is never an excuse for using verbal abuse towards a member of our school community. An incident of verbal abuse - towards either a peer or adult - could lead to a fixed-term suspension or permanent exclusion.

3. Derogatory and discriminatory language and/or gesture

We do not accept derogatory comments and discriminatory language within school, targeting ethnic or national origin, culture, religion, gender, disability, age or sexuality. We actively teach our pupils about fundamental British Values and the nine protected characteristics and as a school we are clear with our pupils about how these must be upheld.

4. Bullying, including Child on Child Abuse, Cyberbullying and all forms of harassment

Please refer to our anti-bullying policy and our child-on-child abuse.

5. Defiance

A pupil's refusal to follow the instructions from staff is a breach of the school's behaviour policy and sanctions will be applied.

6. Truancy / abscondence

Keeping pupils safe is our primary responsibility. Truancy and abscondence are a threat to this as it is defined as a pupil not being where they should be. Sanctions will be applied to those pupils who are truant and to those who abscond from lessons and / or the school site.

7. Goadng or inciting behaviour which causes other pupils to misbehave appropriately.

Pupils are responsible for their own behaviour and for supporting others to behave appropriately. If a pupil goads or incites misbehaviour in others then sanctions will be applied.

8. Vandalism

Pupils should be taught to take pride in the school's resources and their learning environment. Sanctions will be applied if vandalism occurs.

9. Prohibited items

- knives or weapons;
- lighters or matches;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco;
- cigarette papers;
- cigarettes;
- vapes;
- fireworks;

- pornographic images;
- smart watches;
- any article that the 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 student). This list is not exhaustive.

Staff have the right and statutory authority to search a pupil and their possessions where they have reason to believe that the pupil may have the prohibited item(s).

In the event of a search or confiscation, the school will adhere to all guidance in the DFE's 'Searching, Screening and Confiscation' July 2022.

Mobiles

Whilst pupils are able to bring mobile phones into school, these must be given to the class teacher on arrival. Our policy is never seen, never heard and never used. All staff at the school have the authority to confiscate a mobile phone as it is prohibited throughout the school day.

Forms of Sanction

The school has a range sanctions, examples include:

- a verbal reprimand and reminder of the expectations of behaviour;
- written tasks such as an account of their behaviour;
- loss of privileges – for instance, a trip or visit, loss of playtime and clubs;
- internal exclusion;
- fixed - term suspension; and
- in the most serious of circumstances, permanent exclusion; and
- other sanctions that are determined by the school's leadership team.

The sanctions listed above are not a graduated response; the sanction selected will be appropriate to the misbehaviour that has occurred.

Warn - Move - Remove

The warn - move - remove approach is used by all staff in all learning environments with predictability, assertiveness and consistency.

Step 1 - Warn - if a pupil's behaviour does not meet the expectations set out in this policy, they will be warned. This may take the form of a verbal reprimand and a reminder of the expectations of behaviour.

Step 2 - Move - following a warning, should a pupil's behaviour continue to be disruptive, the pupil will be moved to another area within the learning environment. This is likely to be coupled with removal of playtime and / or loss of privileges.

Step 3 - Remove - if the pupil's misbehaviour persists, they will be removed from the learning space in which they are in, to another space (such as a colleague's classroom or headteacher's office). At this stage, parents and the school's leadership team must be informed. Further sanctions may be applied. If a pupil is removed from the classroom, then this will be until the next lesson when the pupil will have the opportunity to reset; however, there are instances where a pupil may be removed for an extended period of time based on the severity of their misbehaviour. Reintegration will be carefully considered and be conducted under the guidance of the school's leadership team.

This approach must be used consistently, fairly and without discrimination in all areas of the school site (including the playground and school hall) and also during educational visits.

Managed Moves

A managed move can be an effective intervention provided by schools. Managed moves are voluntary and agreed with all parties involved, including the parents. A permanent or temporary move may occur in order to support an improvement in a pupil's behaviour. The school will only consider a managed move if it is in the student's best interest and will follow all DfE and Cornwall County Council guidance and advice.

Special Educational Needs and/or Disability

Our school consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive in and out of the classroom. As a school, we acknowledge how whole-school approaches for the management of behaviour meets the needs of all pupils in school, including those with SEND. Behaviour will often need to be considered in relation to a pupil's SEND need, although it does not follow that every incident of misbehaviour will be connected to their additional need(s).

As a school, we use the assess, plan, do and review approach when supporting a pupil with SEND. If a pupil with SEND has exhibited any of the types of misbehaviour identified above, then this will be considered during this process, reasonable adjustments made and links made between the school's behaviour policy and the pupil's student achievement plan.

The school acknowledges the requirement that the school has to balance the duties set out in law (in particular in the Equality Act 2010 and the Children and Families Act 2014) and the needs of a pupil on the SEN register.

Supporting pupils following a sanction

Pupils should be supported by staff following a sanction so that they may recognise how they have misbehaved. Furthermore, it is important that the pupil is given the opportunity to learn from their behaviour so that recurrence is avoided. The strategies employed by staff should enable the pupil to meet the behaviour expectations of the school.

Preventing recurrence of misbehaviour

As a school, we have adopted a range of intervention strategies to help pupils manage behaviour and to reduce the likelihood of the escalation of sanctions to the level of suspension or exclusion. These strategies are aimed at helping pupils understand behavioural expectations and to provide the support needed to meet them. The following strategies may be used by the school:

- behaviour plans, which include an outline of challenging behaviours witnessed, triggers and warning signs, reactive strategies and strategies for maintaining positive behaviour. The plan should also outline agreed consequences for behaviour of which there must be parental involvement;
- frequent and open communication and engagement with parents;
- Staff trained in 'Trauma Informed' practice;
- involvement of external agencies such as the Early Help Hub;
- involvement of the school's parent support advisor (PSA);
- engagement of pupil referral units.

Behaviour outside of school premises

To such an extent as is reasonable, the school reserves the right to sanction pupils for misbehaviour outside of school premises. If a member of school staff witnesses such behaviour or if it is reported to the school then the school's behaviour policy applies.

Conduct outside the school premises that the school may sanction pupils for includes misbehaviour:

- when taking part in any school-organised or school-related activities;
- when travelling to and from school;
- when wearing school uniform;
- when in some way identifiable as a pupil of the school;
- that could have an impact on the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

