



**Truro and Penwith
Academy Trust**

Behaviour Policy

This is a Trust model policy.

For a school specific policy please visit the School website.

Review Summary

Approved By:	Trust Board
Approval Date:	September 2024
Next Review Date:	Bi-Annual

School Name: Sennen School

Dissemination: Website

Date policy approved by Trustees:

Date policy becomes effective: September 2024

Review date: (Bi-Annual)

Person responsible for Implementation and Monitoring: Headteacher

1. Policy Statement

It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every pupil has the opportunity to enjoy their learning, experience belonging success, and realise their full potential. Our Behaviour Policy reflects these aims and recognise that the behaviour of children in our schools has a significant effect on the motivation, social development and attainment of all pupils.

TPAT schools are committed to our shared core purpose, which is at the heart of all we do. This core purpose is to improve the life chances for all children and young people in our schools. Our school's mission/ core values are aligned with that of the Trust:

At Sennen School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits.

Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that every child is unique and at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people with a strong sense of self-worth.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Sennen School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our behaviour policy is everyone's responsibility.

Our Core Beliefs

- Behaviour can change, and every child can be successful;
- Positive, targeted praise is more likely to change behaviour than blaming and punishing;
- Reinforcing good behaviour helps children feel good about themselves;
- Effective recognition and celebrating success helps to further increase children's self-esteem, self-worth and enables them to achieve even more;
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

This policy should be read in conjunction with existing school policies including (but not limited to) the following policies:

- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Behaviour

- Exclusions and Suspensions
- Anti-Bullying Policy
- IT Acceptable Use

2. Aims

- To foster in our pupils a sense of belonging within our school and with our Trust values.
- To make the most of opportunities to reward and celebrate positive behaviour and contribution to our schools.
- To reinforce our school culture of respect: respect for others, respect for our environment and respect for the views and beliefs of others.
- To ensure that standards, rules, rewards and consequences are applied and used consistently and fairly.
- To clarify the roles and responsibilities of all parties with respect to behaviour.
- To encourage pupils to be self-disciplined and responsible, and to understand the consequences of their actions on themselves and others.

3. Introduction

Our Behaviour Policy applies in school, when children are travelling to and from school, when children are in uniform, and on any educational trips or visits. Our policy also applies to pupil's conduct out of school when witnessed by a member of staff or reported by a member of the public. Where appropriate, the school will work with external partners, including social care and the police in the implementation of our Behaviour Policy. In line with our school values and ethos, we are committed to:

- Protecting the right to learn, the right to teach and the right to feel safe and be safe
- Valuing all people as individuals
- Promoting equality and celebrating diversity and difference
- Listening and communicating clearly
- Encouraging openness, personal responsibility for own actions, and honesty
- Rejecting all forms of violence and aggression
- Rejecting all forms of sexual violence, abuse and harassment
- Rejecting all forms of bullying
- Actively promoting co-operation, collaboration and fairness
- Protecting and nurturing self-esteem, self-confidence and dignity

4. Behaviour Standards

Our standards for behaviour form the foundations on which we build our respectful school community. We believe that pupils should adopt behaviour that supports their own learning and that of others. Poor behaviour and disruption to lessons prevent the learning of others, and may be intimidating, threatening and unsafe. Therefore, our standards are:

- That pupils arrive on time to school and lessons, ready to learn.

- That pupils consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.
- That pupils move around the school in a calm and orderly manner, following the school's circulation plan including 'one way systems' and other instructions where these are in operation.
- That, at all times, pupils act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That pupils follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That pupils always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.
- That pupils behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That pupils engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.
- That pupils always act in a way which keeps themselves and others safe.
- That pupils report concerns or conduct which breaches these actions to a trusted adult in the school.

Specifically, pupils must not:

- Bring banned substances into school (see Appendix 1).
- Act in any way which puts at risk the safety of themselves or others in the school.
 - Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non- violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

5. Behaviour Curriculum

Positive behaviour underpins our school ethos and values and is demonstrated by pupils through their readiness to learn, feeling safe, feeling that they belong and showing respect for others. We teach pupils about our behaviour standards so that they understand our standards, what is required and why, and what is unacceptable.

Our Core values of Respect, Reflection, Resilience, Resourcefulness and Teamwork form the foundation of the behaviours we expect from both staff and children at Sennen School.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the **rules**, **routines** and **visible consistencies** that all children and staff follow. These principles are based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reprimanded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix, Pivotal Education.

Our school has four simple rules: 'Be **Ready**, Be **Respectful**, Be **Safe** and Be **Your Best**'. These rules are explicitly taught and modelled by all members of our school community. These rules are further explored and explicitly taught in class, collective worship and other school experiences. For example, they might be expanded as follows:

Be ready

I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

Be respectful

I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.

Be safe

I will be kind and look after myself and others, following appropriate instructions from adults.

Be my best

I will try my hardest with both my behaviour and my work

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Adults will apply the following principles in all interactions with pupils:

- **Identify** the behaviour we expect;
- **Teach** behaviour explicitly;
- **Model** the behaviour we are expecting;
- **Practice** behaviour;
- **Notice** excellent behaviour;
- **Create** conditions for excellent behaviour;

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults will remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Children are praised publicly and reprimanded in private.

Our Five Pillars of Pivotal Practice

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice, and they underpin all of the work that we do.

1. **Consistent, calm adult behaviour** – consistency, adult behaviour, emotional control, teacher expectations;
2. **First attention to best conduct** – rewards, recognition, praise, motivation, engagement;
3. **Relentless routines** – rules, routines, follow-up, teacher habits, non-verbal cues
4. **Scripting difficult interventions** – de-escalation, disruption, delivering sanctions, confrontation;
5. **Restorative conversations** – restorative practice, structuring sanctions, working with the most troubled, developing relationships.

Visible Adult Consistencies

At Sennen School we believe in and adhere to a set of **three visible consistencies** that permeate our practice and are expected by our children. Through these consistencies, adults will build respectful relationships with pupils:

- **Children are greeted** daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

We are stronger and more consistent when we stand together, everyone compromising a little to make the message utterly clear for children, and all staff pursuing the common values for the good of everybody.

Paul
Dix
(2016)

Deliberate Botheredness

We believe great practitioners build emotional currency with their pupils deliberately. It is built through the interest that staff show in the children's lives that matters most – botheredness. The most difficult behaviours can emerge from those with attachment issues at home. Using positive recognition or 'being bothered', means that you know how to make each child feel appreciated and important. This takes time, effort and commitment but by being relentlessly bothered is the key to sustaining and maintaining positive rapport with our children.

Relentless Routines

- Children will listen attentively to both adults and each other. Adults will model how to listen attentively and respond when necessary.
- Staff and children will move around the school quietly. Our shared spaces often double up as reflections / small learning spaces, so pupils move around quietly and sensibly to help

them.

- Countdowns will be used when adults in school require the full attention of a class or group of children who have been in discussion or completing an activity and now needs to be listening. Staff will count down from five so children have time to react, and teachers can immediately identify the children who are getting ready to listen.
- Staff and children use and model manners to each other. This could be children letting adults pass through the door first or thanking someone for holding the door open or helping them.

When pupils join our school, we ensure that our standards, along with a summary of our behaviour policy are explained to them, and their parents. We include a summary of our behaviour standards in our Welcome Pack for families. Explaining our Behaviour Standards clearly to new students is an important part of our induction programme. Activities offered to pupils during our induction programme are selected to provide opportunities for them to understand our standards. Our Behaviour Policy is shared with parents annually, via email and is available on our website.

6. Students with Special Educational Needs

In order to meet our legal duties to avoid substantial disadvantage to a disabled child, to use our best endeavours to meet the needs of children with SEND, and in line with children's needs as set out within their Education, Health and Care Plans, our Behaviour Policy is adapted, as appropriate. Adaptations to provision for children with SEND are led by our SENDCO. All staff are required to make appropriate adaptations to support positive behaviour in response to pupils' special educational needs.

Examples of adaptations to provision which are intended to support children to be able to achieve our standards include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for extended periods of time
- Adjusting seating plans to enable a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

The SENDCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENDCO will provide staff with relevant and appropriate information to be able to support pupils with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

When considering a behaviour sanction for behaviour which does not meet the school's standards, the school will take into account whether the child was able to understand the rule or instruction, whether the school was able to behave differently at the time because of their SEND, whether or not the child's SEND would have had an impact on their behaviour. The school will consider whether any reasonable adjustments need to be made to the sanction or school response. At all times, the safety of the child, and others will take precedence.

Where a child does not have an identified need, the school will consider whether an underlying need may be present and a factor. The school will make an informed decision, based on staff observation the views of the child and parents, and advice from other professionals. The SENDCO will support staff involved in reaching an informed decision and will regularly review children's learning and behaviour records to determine whether there may be additional needs.

7. Recognising and Celebrating Positive Behaviour and Contribution.

Our school values and celebrates the positive contribution, successes and achievements of all our pupils. Our approach to rewarding positive behaviour and contribution is detailed in Appendix 2.

8. Managing Behaviour which does not Meet the School's Standards

Our school has a fair and transparent procedure for managing behaviour which does meet our standards. Our procedure is followed consistently, supports our school ethos of inclusion and equity and is detailed in Appendix 3.

Following a sanction or consequence, the school will consider how to help pupils to understand how to improve their behaviour to meet the school's standards. This may include, for example,

- A reintegration meeting following suspension
- Regular mentoring from an identified member of staff
- A behaviour support plan
- Specific intervention to address an identified need

9. Suspensions and Permanent Exclusions

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

10. Safeguarding

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

11. Roles and responsibilities

The Local Governing Board

The Local Governing Board is responsible for monitoring this Behaviour Policy, its effectiveness and holding the Headteacher to account for its implementation.

The Headteacher (or member of staff with delegated responsibility)

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff have the knowledge and skills to deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the school's behaviour standards and the importance of maintaining them.
- Providing new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Behaviour Policy.

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

Staff

Staff are responsible for:

- Modelling respect towards of all members of the school community
- Supporting and caring for pupils
- Modelling the school's values and standards in their own behaviour, leading by example
- Supporting the school's ethos and values and promoting these to pupils
- Having high expectations of all members of the school community
- Making appropriate and reasonable adaptations to the school's Behaviour policy in response to special educational needs, disabilities and mental health needs.
- Celebrating diversity and difference, working together to eradicate prejudice and discrimination.
- Engaging positively in restorative practice, supporting pupils to resolve differences of opinion and conflict in a non-violent way.
- Creating a calm and safe environment for children.
- Implementing the Behaviour Policy consistently.
- Recording achievements and behaviour incidents promptly and referring children for additional support as appropriate and needed.

Pupils

Pupils are responsible for learning to

- Be respectful of all members of the school community
- Support and care for peers
- Abide by the school's rules and standards
- Listen to, and respect, the views of others
- Take responsibility for own actions and behaviour
- Follow instructions given by members of staff
- Lead by example and model our school values in thoughts and actions
- Have high expectations of themselves, and each other
- Celebrate diversity and difference, and work together to eradicate prejudice and discrimination
- Engage positively in restorative practice to resolve differences of opinion and conflict in a non-violent way.

Parents

Parents are responsible for

- Modelling respect towards of all members of the school community
- Supporting the school's values and expectations
- Informing the school of any changes in their child's welfare or circumstances which may affect their behaviour
- Supporting their child to wear the correct uniform and to have the equipment they need, ready to learn
- Encouraging their child to achieve their full potential, and to abide by the school's rules
- Listening to both their child's, and the school's, perspectives in resolving behaviour concerns
- Working in partnership with the school to support their child to meet the school's behaviour standards, and to make a positive contribution to school life
- Engaging positively in restorative practice, supporting their child to resolve differences of opinion and conflict in a non-violent way
- Supporting the school's ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

12. Uniform

Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.

13. Behaviour outside of school

Our standards of behaviour apply to a child's behaviour offsite when

- Taking part in any school organised or related activity e.g. a school trip or visit
- Travelling to or from the school including on a school bus
- Wearing school uniform
- In any other way identified as a child of the school

Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing.

The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child who attends the school.
- Could adversely affect the school's reputation.

Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

14. Mobile devices

In line with DfE Guidance, mobile phones may be brought into school but must remain switched off at all times and be kept in the pupil's bag. Only with the direct permission of a teacher may a pupil use their mobile phone in school e.g. to take a picture of their art work. This applies to all pupils of all ages, throughout the school day. Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the Office will ensure that pupils are reached quickly and can be given appropriate support. Parents are politely asked not to call children or send children multiple messages during the school day as this is unnecessary and may be disruptive to learning.

When a pupil brings a mobile phone into School, it gets handed into the office at the start of the day, and is collected by the end of the day.

Pupils are not permitted to wear 'smart watches'.

Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment. This includes the use of social media. Please refer to the Acceptable Use Policy for more information.

15. Bullying

Our School considers all forms of bullying to be wholly unacceptable. We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

16. Zero-tolerance of sexual harassment and sexual violence

Our school will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, not matter how 'small' they may feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

17. Search and confiscation

Our School has the right to search pupils for 'prohibited items' including knives and weapons, alcohol, behaviour changing drugs/substances, stolen items, tobacco and cigarette papers (including e-cigarettes), lighters/matches, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence (e.g. aerosols) or cause personal injury or damage to property and any other item which has been banned by the school rules. (See Appendix 1 for Banned Substances) Where there is reasonable evidence to search pupil's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this will include a member of the Leadership Team and a member of staff of the same gender as the child. Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so, unless the device is to be given to the police. If a pupil fails to co-operate with a search, the school will apply a suitable behaviour sanction, taking into account the seriousness of the incident and the potential risk to both good order and discipline and the safety of the child and other members of the community. A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate.

For the purpose of clarity, our school staff do not conduct strip searches of students and do not have the power to do so. The DfE Guidance on Searching, screening and confiscation will always be adhered to.

18. Banned items

In the interests of the health and safety of members of the School community we publish a list of items which must not be brought into school (see Appendix 1). This list is not exhaustive and is intended as a guide. The Headteacher and staff authorised by the Headteacher are able, by law, to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Sanctions within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous. For the most serious incidents, including where the possession of the item(s) is/are illegal, our School reserves the right to permanently exclude students.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our pupils is excellent and instances of pupils bringing such items in to school are extremely rare. Repeat offences will result in increasing levels of sanction.

19. Malicious Allegations

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, the school will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation is in need of help and will make appropriate referral to other agencies e.g. social care if this is the case.

20. Monitoring arrangements

The school will collect and monitor a range of information about the behaviour and conduct of pupils. Governors will receive a termly report on Behaviour.

The school will use the results of this data analysis to make sure it is meeting its duties under The Equalities Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle this.

DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- Education for children with health needs who cannot attend school (DfE January 2013)
<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>
- Keeping children safe in education (DfE)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Suspension and permanent exclusion \(DfE May 2023\)](https://www.gov.uk/government/publications/school-exclusion)
<https://www.gov.uk/government/publications/school-exclusion>
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Appendices

- Appendix 1 – Banned Substances
- Appendix 2 – Rewards
- Appendix 3 – Consequences

Appendix 1 Banned Substances

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our pupils and staff very seriously and for that reason, pupils are not permitted to bring the following items to school:

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

The school reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare. Should a student be found in possession of a banned item the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

Possession of an illegal item will result in consideration of a Permanent Exclusion.

Appendix 2

Rewards

Above and Beyond Recognition - First Attention for Best Conduct

Good behaviour is recognised sincerely through class **Recognition Aids** that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults recognise excellent behaviour that goes 'above and beyond'.

We promote good behaviour by routinely recognising the behaviour that we want to see in our classrooms.

Recognition is more effective in improving behaviour than reward and we recognise improvement, not achievement (volume of work, neatness, compliance).

Children's names will be moved onto recognition boards (Class Dojo) when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board (or earn points) in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be removed from the board once it is on.

Certificates, postcards and other positive messages (such as good news notes, telephone calls and texts) will be sent home regularly by class teachers and members of the senior leadership team to inform parents of good behaviour.

Appendix 3 Consequences

Our Behaviour Pathway – Stepped Sanctions

In the first instance of negative behaviour (failure to follow our school rules), an adult will remind the child of the expected behaviour using positive reinforcement and non-verbal clues. – e.g. *I am expecting everyone to be looking and listening*. They will praise other children who are modelling the expected behaviours to reinforce this.

If a child does not correct their behaviour, then the adult will calmly follow the stepped sanctions:

Step 1 - Reminder – Reinforce rules (privately if possible) using 30-second script

I've noticed that...

It was the rule about being ready / respectful /safe that you've broken.

You have chosen to...

Remember last week / yesterday / last lesson when you... (discuss and frame positive behaviour)

That's the (good listening, walking etc) I need to

see now Thank you for listening

Example - 'I notice that you're running. This goes against our school rule of being safe. Please walk. Thank you for listening.'

Step 2 - Final Warning – Reinforce rules (privately if possible) using 30-second script

I've noticed that...

This is the second time I have spoken to you/had to remind you.

(Insert child's name) ... if you choose to break our school rules again, I will ask you to move to... go to... Remember last week / yesterday / last lesson when you... (discuss and frame positive behaviour)

That's the (good listening, walking etc) I need to

see now Thank you for listening

Example - 'I have noticed you are not ready to do your work. This goes against the school rule of being ready. If you don't show me that you are ready, then I will ask you to move to the quiet area. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

Step 3 – Time to Reflect

I've noticed that...

You need to... (move to quiet space, another classroom)

I will come and speak with you when I can see you are ready

Example - 'I have noticed you are continuing to use rude words. You are breaking the school rule of being respectful. You need to go and sit in the quiet area. I will come and speak to you when I can see you are ready.'

Step 4 – Restorative Conversation

Following Step 3, it is imperative that the adult who initially dealt with the behaviour (supported by a colleague or head if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for younger children)
6. How have they been affected?
7. **What should we do to put things right?**
8. How can we do things differently in the future?

It is not the severity of the sanction that is important; it is the certainty that this follow up will take place.

When a child's behaviour has impacted an adult or another child/children, the child may be asked to write a letter of apology to that adult/child/children. This may occur during break or lunch time. The child may also be asked to complete any work missed as a consequence of their behaviour (and time spent reflecting). In some cases, following communication and agreement with parents/carers, a child may be asked to complete unfinished work at home. If behaviour is extreme or a child has required more than one restorative conversation throughout the day, the school's leadership team will be notified and parents will be informed.

When a child has received a **first restorative** conversation, this will be logged on an individual class list. If the same child requires a **second restorative** conversation over time, then the conversation will be recorded as a written reflection and logged by the class teacher on Arbor as a level 1 negative incident. If a **third restorative** conversation is held with the child, then a phone call to parents will be made (if this has not already happened) and a discussion will be held between a member of the leadership team and the class teacher to determine further support that may need to be put in place for that child. A log of this conversation will be recorded on the school's shared system (Arbor).

Any incidents of physical/violent behaviour towards another child/children or staff will be logged on the school's central system (Arbor). If a child physically harms another child, then a restorative conversation will be held, and the perpetrator will be asked to make a verbal or written apology to the victim. They may also remain off the playground for a set period of time. Any incidents that relate to safeguarding will be logged on our Safeguarding system (CPOMS)

Further actions when the restorative approach may not be applicable:

- Where a child's behaviour is unacceptable at break and/or lunchtime, then part or all of break/lunchtime may be removed for a set period of time.
- Where a child's behaviour is unacceptable on school trips (including residential trips) or sports events, they may lose the opportunity to participate in further trips and events.
- Unacceptable behaviour in a school club (before or after school) may lead to withdrawal from that club for a set period of time.

Sanctions should always:

- make it clear that *unacceptable behaviour affects others*;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by *all staff* to help to ensure that children and staff feel supported and secure at all times.

Step 1 - Reminder – Reinforce rules (privately if possible) using 30-second script.

Step 2 - Final Warning – Reinforce rules (privately if possible) using 30-second script.

Step 3 – Time to Reflect.

Step 4 – Restorative Conversation.

Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

Supporting children who are demonstrating difficulty in managing their emotions

Where children have demonstrated difficulty in regulating their emotions and behaviour over time, their behaviour will be tracked and monitored to identify any patterns. Staff will undertake and record observations using the ABCC format:

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|------------------|---|
| A. Antecedents | What was happening before the behaviour occurred? |
| B. Behaviour | What did do? |
| C. Consequences | What you/others did after the behaviour occurred |
| C. Communication | What is the behaviour communicating? At this point staff will use 'I' statements to discuss a child's feelings at the time. |

