



*Dream, Believe, Persevere, Achieve*

# Cape Cornwall School Student Behaviour Policy

**School Name:** Cape Cornwall School

**Consultation:** This Policy is written in accordance with the Department of Education's guidelines and research from the Education Endowment Foundation.

**Dissemination:** Website and O Drive.

**Date policy approved by Governors:**

**Date policy becomes effective:** Immediately

**Review date:** November 2021

**Person responsible for Implementation and Monitoring:** Assistant Headteacher

**Links to other relevant policies:** Safeguarding, Anti-Bullying, ICT Acceptable Use, Banned Substances.

## Introduction

Cape Cornwall School has clear and high expectations for student behaviour. It is the policy of Cape Cornwall School to enforce consistently and robustly the school's expectations for student conduct and behaviour.

This policy applies to all students in school, when students are travelling to and from school and on all educational visits and school activities.

### The aims of the policy are:

- To support effective teaching and learning.
- To develop a moral framework within which initiative, responsibility, tolerance and respect can flourish.
- To enable students to develop a sense of self-worth and self-respect.
- To create an environment in which students are safe, secure and respected.

### Our school community is committed to:

- Protecting our rights to learn, our rights to teach and our rights to feel safe and be safe.
- Promoting equality and celebrating diversity.
- Listening, communicating and operating fairly and consistently.
- Encouraging openness and honesty.
- A zero tolerance approach towards violence and aggression.

We reward good behaviour through achievement points, certificates, postcards home and celebration assemblies.

Cape Cornwall School acknowledges its legal duties under the Equality Act 2010, in particular in respect to safeguarding and in respect to students with Special Educational Needs.

## **Responsibilities:**

All staff, students and parents are responsible for supporting and upholding the Behaviour Policy and the values that it is based on.

The partnership between home and school is critical in supporting students to make positive decisions about their behaviour. It is essential that parents actively support the school in applying our Behaviour Policy.

Cape Cornwall School takes a consistent approach to behaviour management, as outlined in the Rewards and Sanctions protocols (Appendix 2 and 3). Sanctions for inappropriate behaviour will be proportional to the level of severity and may include:

- Verbal reprimand.
- Withdrawal of privileges e.g. loss of breaktime or lunchtime. Where social time detentions are issued, students will have appropriate time to eat, drink and go to the toilet where necessary.
- Restorative Justice meetings.
- Detentions after school. The maximum detention is one hour (3.15pm – 4.15pm). (Although there is no legal requirement to do so, where possible we will notify parents/carers at least 24 hours in advance of the detention, usually by email).
- Internal Exclusion (time spent in the Inclusion Room) is used for repeated or serious issues of misbehaviour, failure to follow school policies and failure to meet behaviour expectations. Students will be set work to ensure they do not fall behind in their learning. There will be discussion to ensure a successful re-integration into lessons. The length of time the student will spend in the Inclusion Room will be proportionate to the level of misbehaviour. The Inclusion Room is also used to supervise students whilst an allegation of a serious incident is investigated.
- Fixed-Term and Permanent exclusions are used by the Head of School for serious discipline concerns. Fixed-term exclusions are given for serious incidents of misbehaviour such as rudeness or aggression. Permanent exclusion is only used for the most serious incidents and wherever possible, the school will avoid the use of permanent exclusion by exploration of suitable alternatives.
- We encourage students to come forward to report incidents of poor behaviour.
- Cape Cornwall School will take disciplinary action against any student who is found to have made malicious accusations against school staff.

## **Students with Special Educational Needs**

All staff are required to make appropriate adaptations to approaches to supporting positive behavior and managing challenging behavior in response to students' individual needs.

Examples of adaptations include:

- Adapting approaches to rewards to incentivise positive behavior and contribution.
- Adapting approaches to managing low-level disruption.
- Consideration of students' needs when devising seating plans.
- Providing 'fidget' resources and other physical adaptations to classroom environments.
- Seeking advice from the SENDCO including decision making around possible exclusion from school.
- Seeking support from trusted adults to de-escalate confrontational behavior.
- Avoiding triggers and meeting need through careful planning of lessons and additional interventions.
- Adapting Inclusion Room provision to meet individual needs.

These are examples for illustrative purposes and each student's needs will be considered on an individual basis. 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 students with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

## **Power to search**

Cape Cornwall School has the right to search students 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 Banned Substances). In such cases as there is reasonable evidence to search for any of the above, two members of staff will be present, including a member of the Pastoral Team or Leadership Team.

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 student fails to co-operate, the student will be required to leave the school site. The school has not excluded the student and the student's absence will be treated as unauthorised.

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 student's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate.

## **Appendix 1**

### **Removing students from the school site**

There are four sets of circumstances in which individual students may be required to leave the school site, namely where:

- a) There is sufficient evidence that a student has committed a disciplinary offence. In these circumstances, the student may be excluded from school for a fixed period or permanently.
- b) A student is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances, the Head of School may decide that it is in the interests of the individual concerned and of the school community as a whole for that student to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
- c) For medical reasons, a student's presence on the school site represents a risk to themselves, the health or safety of other students or school staff. In these circumstances, the Head of School may send the student home after consultation with the student's parents. This is not an exclusion and may only be done for medical reasons.
- d) The student is given permission by the Head of School, or the delegated member of the Leadership Team, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the student continues to breach uniform rules in such a way as to be sent home to avoid school, the student's absence will be counted as an unauthorised absence. In all such cases, the parent will be notified and the absence will be recorded. When making this decision, the child's age and vulnerability and the parent's availability, will be considered.

In addition, The Head of School can authorise leave of absence for a fixed period, with the

parents' agreement, or, exercising powers delegated by the Governing Body under Section 29(3) of the Education Act 2002, can arrange for the student to be educated elsewhere (without parental approval, although the parents should be notified). Education elsewhere must be arranged for the purposes of receiving any instruction or training included in the curriculum for the school and should not be continued for longer than is absolutely necessary. Whether the student has been granted leave of absence or is being educated elsewhere, the school must ensure that the student's full-time education continues while off site. Any such arrangements do not amount to an exclusion from school on disciplinary grounds and should be appropriately recorded and kept under periodic review involving the parents.

## Appendix 2

### Staying Safe in School (Banned Substances)

Cape Cornwall 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 staff and students very seriously and for that reason, students 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 or any other nicotine replacement product or equipment associated with smoking
- Knives (including penknives), razor blades, catapults or any other dangerous item
- 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 safekeeping 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 policy will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

## Appendix 3

### Cape Cornwall School Behaviour and Sanctions Protocol

#### Objectives:

- To create a positive learning environment where there is no tolerance of disruption.
- To provide a framework of 'actions equals consequences' to encourage self-reliance and self-management.

#### Cape Cornwall School Student Behaviour Expectations:

- Be on time for lessons and ready to learn.
- Value the ideas, beliefs and contributions of others.
- Show curiosity, enquiry and an enthusiasm to learn.
- Have high aspirations for the future.
- Show respect, through words and actions, for all members of our school community and our environment.
- Cooperate fully with all requests and instructions from staff.

## The 'Consequences' system

All students have the right to learn in a safe, supportive learning environment free from disruption and distraction. All teachers have the right to teach. The Behaviour policy reinforces positive behaviour and eliminates negative behaviour from our school community. The following system is used to address all instances of disruption to learning.

- WARN - Verbal warning – name recorded by teacher.
- MOVE - Moved to another seat in the classroom. Logged on SIMS by the classroom teacher, one Behaviour point.
- REMOVE - Removal from the class and referral to an alternative classroom. Head of Faculty or Deputy Head of Faculty involvement as appropriate. After-school detention set by class teacher via SIMS, two Behaviour points and reason for detention recorded.
- INCLUSION ROOM - Immediate removal from class using 'on call' system. Recorded on SIMS by 'on call' staff/admin. Three Behaviour points. Student taken to another room. Teaching staff who initiated 'on call' must contact parent/carer of student on the same day to inform them of the sanction.

Classrooms are safe and welcoming. Learning environments for all students and lessons are carefully planned to ensure all students can make excellent progress.

- Sanctions are given to individual students for their conduct **not** whole classes.
- Wherever possible, sanctions are applied 'privately' to respect the student's dignity and self-esteem.
- Wherever possible, teachers will endeavour to de-escalate confrontational behaviour.
- The Behaviour policy is used consistently and fairly for all students.

### One point sanction:

Although an official detention is not issued, students can be held back at the end of the lesson for a maximum of 10 minutes. This time will be used to discuss the student's behaviour and the teacher's expectations.

### Two point sanction:

**45 minute detention** (3.00pm until 3.45pm) supervised by staff. Students are required to bring suitable work (non-ICT based). Parents are informed by text/email. Failure to attend without a legitimate reason (e.g. medical appointment) will result in 1 day of internal exclusion. Parents will be contacted by telephone to inform them of the internal exclusion.

Students who fail to follow instructions during a detention will be removed from the detention and will be given a period of internal exclusion and a repeat detention.

### Three point sanction (On call):

**One lesson and the subsequent social time in internal exclusion. 1 hour detention** (3.00pm until 4.00pm). Students are required to bring suitable work. Parents are informed by text/email. Failure to attend without a legitimate reason (e.g. medical appointment) will result in 1 day of internal exclusion. Parents will be contacted by telephone or text to inform them of the internal exclusion.

### Detention protocol

Detention time should be used for a meaningful activity in silence. Students should not eat or drink and should remain in full school uniform.

Students should have work ready and go to the toilet before the start of the detention.

Detentions will be flagged on SIMS. Detentions are an individual sanction and are not issued to whole classes.

Although there is no legal requirement to do so, where possible we will notify parents/carers at least 24 hours in advance of the detention, usually by email alert.

In the case of missed detentions, the resulting escalation in detention will take place the following day and the student will spend an extended period (no more than one school day) in the Inclusion Room.

### **Cumulative Behaviour Point Sanctions**

All students are expected to follow the school's Code of Conduct to create a positive learning environment where all students can achieve their potential. The vast majority of students receive minimal numbers of Behaviour points across a school year (less than 10) and many students receive none. The school uses a staged approach to respond to repeated disruption and unacceptable behaviour. All Behaviour points 'count' as unacceptable behaviour including those issued for incorrect uniform and failure to complete homework. The following response will be initiated by students reaching 'threshold' levels of Behaviour points:

#### **Stage 1: 10 points**

- Student placed on Tutor Report for a period of 2 weeks.
- The tutor will contact parent at the start and end of report.
- Student will sit an afterschool detention.
- Possible referral to SENDCO.
- Should the student receive more than 2 Behaviour points during the Tutor Report period, or 'miss' Report days, the student will fail their Tutor Report.
- At the end of the Tutor Report period, the tutor will review progress resulting in one of 3 options: off report ('clean' report), extended report for 1 further week (minor issues), referral to Stage 2 (more than 2 Behaviour points or other significant concerns).
- A student can have a maximum of two Stage 1 report periods in any academic year. Repeat referrals to Stage 1 will be escalated to Stage 2.

#### **Stage 2: 25 points or failed Stage 1**

- Student placed on report to Head of Upper or Lower School for 2 weeks.
- Head of Upper or Lower School will contact parents at start and end of report. A warning letter/email will be sent by the Head of Upper or Lower School. Should the student receive more than 2 Behaviour points during the Tutor Report period, or 'miss' Report days, the student will fail their Head of Upper or Lower School Report.
- Student will sit an after school detention.
- At the end of the Head of Upper or Lower School Report period, the Head of Upper or Lower School will review progress resulting in one of 3 options: off report ('clean' report), extended report for 1 further week (minor issues), referral to Stage 3 (more than 2 Behaviour points or other significant concerns).
- A failed Head of Upper or Lower School Report will result in a 1 day referral to the Inclusion Room.
- A student can have a maximum of one Stage 2 report period in any academic year. Repeat referrals to Stage 2 will be escalated to Stage 3.

#### **Stage 3: 40 points or failed Stage 2**

- Student placed on report to Assistant Head for 2 weeks.
- Assistant Head will contact parents at the start and end of the Stage 3 Report, a meeting with the Assistant Head and Head of Upper or Lower School will be offered. Parents will be sent a warning letter/ email from the Assistant Head.

- The students will be referred for a 1 day exclusion in the Inclusion Room, 8.15am – 4.15pm.
- A student can have a maximum of 1 Stage 3 report in any academic year.
- At end of the Stage 3 report period, the Assistant Head will review progress. The student can come off report (onto Behaviour Support Plan) or the report can be extended by 1 week (minor issues), or, if there are significant concerns, the student will fail the Stage 3 Report. This will result in a 1 day Fixed Term Exclusion and/or a further day in the Inclusion Room and escalation to Stage 4.

#### **Stage 4: 55 points or failed Stage 3**

- Student placed on Stage 4 Report for 2 weeks to Head of School. The Head of School will contact parents and a warning letter will be issued.
- The student will receive a 1 day Fixed Term Exclusion and a 1 day Inclusion Room referral, 8.45am – 3.00pm.
- The student will be placed on Stage 4 Report for 2 weeks to the Head of School and a behaviour contract will be put in place to clarify expectations and support (1).
- A referral for mentoring and/or early help and/or other agencies will be made as appropriate.
- Possible ongoing support from the SENDCO.
- Alternative education options will be discussed and the risk of exclusion will be clarified with student and parents/ carers by the Head of School.
- A student can have a maximum of one Stage 4 referral during an academic year.
- At the end of the Stage 4 report period, the Head of School will review progress. The student can come off the report (onto a Behaviour Support Plan) or the report can be extended by 1 week (minor issues), or, if there are significant concerns, the students will fail the Stage 4 report. This will result in a 1 day Fixed Term Exclusion and/ or a further day in the Inclusion Room and escalation to Stage 5.

#### **Stage 5: 70 points or failed Stage 4**

- The student will receive 2 days Fixed Term Exclusion and will be referred to the Inclusion Room for a day (8.15am – 3.00pm).
- A meeting with the Head of School and Assistant Head will take place, during which the risk of exclusion and alternative education options will be discussed.
- The behaviour contract will be reviewed.
- Parents will receive a warning letter from the Head of School, outlining the risk of exclusion and alternative options for education should behaviour not improve.

#### **Stage 6: failed Stage 5 or 85 points**

- The student will receive a 3 day Fixed Term Exclusion and will be referred to the Inclusion Room as appropriate.
- Parents will receive a phone call and final warning letter from the Head of School.
- Students and parents will be invited to a meeting of a Governor Behaviour Panel.
- The behaviour contract will be reviewed.
- The risk of Permanent Exclusion will be discussed along with alternative education options.

Should inappropriate behaviour continue, the student will be permanently excluded from the school.

In the rare circumstance of serious misconduct, a student may be moved to a higher level of the behaviour process (Stage 4, 5 or 6) by the Head of School without completing all of the steps within this framework.

## **Punctuality**

- All students are expected to be on time every day and to every lesson. Lateness will only be excused in exceptional circumstances e.g. the school bus is late, family car breaks down. Where lateness is caused by unforeseen family circumstances, parents must phone school to provide a reason or provide a written explanation. Persistent lateness will not be authorised.
- If a student is late to school and arrives during registration, this will be recorded by the Head of Upper or Lower School on late duty at the door. A member of staff is on duty each morning to monitor punctuality. A red card is given to the student, if they are late without a good reason or notification from a parent/carer. The student will receive a 10 minute late detention in the Inclusion Room on that same day. Students who are late with good reason and the parent has contacted school will be given a green card and are therefore signed into school late.
- Students who arrive late and are given a red card at the door, will also receive 1 Behaviour point and an email will be sent home to parents to notify them of their lateness.
- Students are expected to attend their late detention at breaktime on the same day as their lateness. This is communicated on their red card. If they do not attend, they will be given a lunchtime detention that day for 20 minutes.
- Students who do not attend either their breaktime or lunchtime detention will receive an after school detention.
- Lateness is monitored by the tutor and Head of Upper or Lower School. Parents will be contacted if students are persistently late to school.
- Students arriving after a registration period has closed must sign in at Reception. Lateness sanctions will be applied as detailed above.

## **Uniform**

- Students in school without the correct uniform/appearance will be issued with a red uniform slip by their tutor and given 1 Behaviour point unless there is contact from the parent/carer to explain. The tutor will log this incident.
- On the third occasion a student arrives in incorrect uniform, the tutor/Head of Upper or Lower School will contact parents to inform them of this. Any further incident of incorrect uniform will result in a detention or an extended period in the Inclusion Room.
- The system will operate over a half termly period. All students will have a clean slate at the start of each half term.

## **Conduct at social times**

Cape Cornwall School expects students to conduct themselves with dignity and show respect for others at all times. Behaviour that does not meet this expectation will result in sanctions.

- **WARN** – A student not acting in an appropriate way will be warned by a member of staff and asked to move from the area.
- **REMOVE** – Student taken to the Inclusion Room and issued with the appropriate Behaviour point(s) (logged on SIMs). Student will remain in the Inclusion Room for the remainder of that social time or longer, depending on the incident.

# Appendix 4

## Cape Cornwall School Rewards Protocols

### Objectives – why we are doing this:

- To create a positive learning environment where behaviour is managed consistently and fairly.
- To enable student achievements to be recognised, recorded and tracked by staff, students and parents.

### The Achievement Point system:

- Achievement points are awarded to individual students NOT the whole class.
- Between 5 and 10 Achievement points per lesson will be awarded.
- Students will be told what they need to do to gain an Achievement point.
- Achievement points will be recorded on students' files.
- Achievement points will be used with all Year groups.
- There will be opportunities for all students to achieve Achievement Points.

### Awarding Achievement Points:

Any member of staff can award an Achievement point for any of the following reasons:

Excellent classwork
Excellent effort
Excellent homework
Helping others
Being an excellent team member
Excellent contribution to a lesson
Good citizen (British Values)
Excellent organisation

Where there is occasion to award multiple Achievement points, the student will be referred to a Subject or Head of Upper or Lower School who can award two Achievement points or a member of the Leadership Team who can award three as follows:

### 2 Achievement points

Regular attendance at extra-curricular activity
Representing the school
Participating in an assembly
Taking a lead role in a lesson
Supporting others
Excellent citizen
Attendance

### 3 Achievement points

Outstanding contribution
Producing outstanding work well above target grade
Maintaining Level 9 grade
Supporting whole school events
Outstanding citizen
Ambassador

In addition to Achievement points, the following rewards are used to recognise positive contribution, effort and achievement:

- Attendance Awards – Certificates, badges, form tutor prize, raffle, postcards.
- Celebration Assembly Awards – Progress and Effort.
- Tutor awards – One student specially nominated each term.
- Year Leader award – One student nominated each term.
- Leadership Team Award – One student nominated each term.
- Achievement point awards – Top collectors, prizes, raffle.
- Subject 'stars'.
- Praise postcards.
- Termly reward trips and prizes.

#### Cape Cornwall School Achievement Points and Rewards Protocol

We use a staged approach to recognise and celebrate students who achieve a high number of Achievement points and excellent attendance each term. Achievement points are totalled using a net figure balanced against Behaviour points.

Reward	What students can claim
100% Half termly Attendance	Each half term, students with 100% attendance for that half term will be entered into a raffle. They can claim one raffle ticket for each half term to win the big attendance prize drawn at Easter.  Regular 'Pop up' Weeks for attendance where students can be entered into a prize draw.
Highest net positive Achievement points totals.	Each week, students with highest net positive Achievement points total for that week will be entered into a raffle. They can claim one of the following: <ul style="list-style-type: none"> <li>• A 'jump the queue' ticket for a week for you and a friend</li> <li>• £1 to spend in the Canteen</li> <li>• A £1 voucher</li> <li>• A £1 donation to be made to charity</li> </ul>
Achievement point prizes.	Prizes will be rewarded to students who reach 25, 50, 75 and 100 Achievement point thresholds. A praise postcard will also be sent home.
100% attendance for a full term.	Each term, students with 100% attendance for that term, will be given a prize.
End of Year reward	At the end of the year, the tutor groups with the highest total of Achievement points and/or best attendance will receive a reward.
End of term prize draw	At the end of term, students who have been part of the attendance and Achievement point raffles, will be entered into a prize draw.
End of term certificates	At the end of each term, students will receive 'Gold', 'Silver' or 'Bronze' certificates/badges for high positive Achievement point totals and/or high attendance.