



Cape Cornwall School Student Behaviour Policy



Truro and Penwith
Academy Trust

Dream, Believe, Persevere, Achieve

School Name: Cape Cornwall School

Dissemination: Website

Date policy approved by Trustees:

Date policy becomes effective: September 2024

Review date: (Bi-Annual)

Person responsible for Implementation and Monitoring: Deputy 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 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:

Our School Values are:

- To provide the highest standards of education for all students, whatever their starting points so that students leave Cape Cornwall School with high value achievements and the life skills and resilience to provide a platform for future success and happiness.
- To provide a safe, calm and respectful environment for all members of the school community at all times.
- To remove barriers to learning through our outstanding curriculum, high quality teaching, wider strategies and targeted academic support.
- To provide rich and diverse cultural experiences which celebrate and foster creativity, care and community.

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 pupils' 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 and 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 Behaviour Curriculum is designed based on the belief and understanding that behaviour is taught and not 'caught'. This means that students should be taught how to behave and follow school expectations. This enables the school culture where pupils and staff flourish to be embedded. It outlines the knowledge that should be taught: routines and expectations, alongside the development of learning pedagogy, to include:

- The creation of school culture where staff and children flourish safely and with dignity.
- An awareness in children of what positive behaviour looks like.
- Ensuring that students are self-reflective of their own behaviours
- Positive reinforcement when expectations are met through praise and rewards
- Role modelling of our behaviour standards by all staff
- A common language of behaviour which all staff use and that reinforces our standards regular and frequent sharing of our school ethos and standards with students in tutor time and assemblies.
- The use of posters and display boards to promote our ethos and remind students of our standards and rules.
- Teaching students about respectful relationships, non-violent resolution, individual rights and responsibilities e.g. through Global Values lessons.
- Visits from external agencies e.g. the Police with regards to the law, conduct and responsibilities
- Teaching children about acceptable use of ICT e.g. in IT lessons and PSHE
- Being consistent with pupils with a clear set of 'ready to learn' routines which become good habits. For example, following instructions, punctuality and organisation.

- When pupils do make poor behaviour choices, the school should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment.

When pupils join our school, we ensure that our standards, along with a summary of our Behaviour Policy are explained to them. 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 Monitoring Committee

The Local Monitoring Committee 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, and 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

Mobile phones may be brought into school but must remain switched off at all times and be kept in the pupil's bag. 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.

Students are not permitted to use mobile devices on any part of school site during the school day*. We believe that this approach supports disruption-free learning, as well as supporting students' wellbeing, by giving students a much-needed break from social media in our increasingly connected world. In the case of a student needing to contact a parent/carer, this

can be done by approaching a member of the Pastoral Team, or a member of the School's Reception Team.

Any mobile phone visible between 0830 and 1500 will be confiscated and returned at the end of the school day. Students are permitted to use mobile phones after 1500 and once they have left the school buildings. If the mobile phone is confiscated for the second time within one term then parents are asked to collect the device.

* Exceptions will be made for exceptional medical/personal reasons, by agreement of the Senior Leadership Team. For example, for the monitoring of continuous blood-glucose, where this has been recommended by a medical professional.

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 why this can't happen, 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 ensure that the child is supported to understand the reasons, process and importance of the search. If appropriate, the school will refer to its Behaviour Policy and sanctions.

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. The Local Monitoring Committee 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)

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 & Rewards Protocols

Aims:

- To create a positive learning environment where effort, kindness, respect and positive contribution are valued.
- To enable student achievements to be recognised and rewarded by staff, students and parents.
- To participate in the House system promoting a sense of belonging to that House encouraging teamwork and community engagement.

The House Point system:

- Achievement Points are awarded to individual students NOT the whole class.
- Between 5 and 10 Achievement Points per lesson can 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 House Points:

At Cape Cornwall School Ready 2 Learn achievement points, are used to recognise the contribution that a student makes in addition to their achievement.

Any member of staff can award a Ready 2 Learn achievement point for any of the following reasons:

Positive contribution to class discussion
Being kind to others
Showing respect to others
Being resilient to a challenge
Showing a positive attitude
Achievement
Good effort in classwork
Good effort in home learning

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

- Celebration Assembly Awards – Progress and Effort.
- Tutor awards – Two students specially nominated each term.
- Head of Lower and Upper School Award – One student per year group is nominated at the end of the year.
- Leadership Team Award – One student nominated at the end of the year.
- Achievement point awards – Top collectors, prizes, raffle.
- Subject 'Stars'.
- House Point Heroes.
- Praise postcards.
- Golden ticket – outstanding work.

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 be awarded
Weekly attendance and behaviour prize draw	Each week, all students with 100% for that week and zero behaviour points are entered into a prize draw. Students can claim one of the following: A 'jump the queue' ticket for a week for student or half termly raffle.
Fortnightly House Assemblies	Every two weeks, students are nominated by their teachers for achievement and improvement. Students receive a Subject Stars certificate. Upper school and Lower school Attendance and Behaviour trophies.
Regular 'Pop up' Weeks for 100% attendance	Regular 'Pop up' assemblies for attendance and behaviour where students are entered into a prize draw (Spin the wheel). They can claim one of the following: <ul style="list-style-type: none"> • A 'jump the queue' ticket for a week for student; • Free drink or snack from the canteen; • Half termly raffle.
100% attendance for a full term	Each term students with 100% attendance for that term will be awarded a certificate and will be entered into the prize draw.
End of term rewards for attendance and achievement	At the end of each term students will receive 'Gold', 'Silver' or 'Bronze' certificates/badges for 100% attendance. Bronze = 1 term with 100% attendance. Silver = 2 terms with 100% attendance. Gold = 3 terms with 100% attendance. Students who receive a 'golden ticket' are entered into the prize draw for a £10 voucher.
End of Year reward	At the end of the year, the tutor groups with the highest achievement points and highest attendance will receive an award.

We reset the total achievement points termly in order to accurately monitor a student's positive behaviours.

Appendix 3

Behaviour and Sanctions Protocol

Sanction Protocols

Aims:

- To create a calm and purposeful environment;
- To create a safe environment for students and staff;
- To re-address behaviours within a framework of 'actions equals consequences' to encourage self-reliance and self-management to prepare students for their future.

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;
- Co-operate fully with all requests and instructions from staff.

The Behaviour points system:

- Students will receive a warning (Remind) before gaining Behaviour points;
- Behaviour points will be recorded on students' files;
- Behaviour points will be used with all year groups.

At Cape Cornwall School, we use the Remind, Reflect, Reset sanction in addition to the Ready 2 Learn (R2L) Behaviour points.

Any member of staff can give Behaviour points. The Ready 2 Learn points are given for the following reasons:

- Lack of engagement;
- Missed homework deadline;
- Late to lesson/school;
- Mobile phone infringement;
- Uniform infringement;
- Lack of equipment;
- iPad not charged.

R2L logs carry a one-point tariff. 5 R2L logs result in an after-school detention.

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 behaviours and eliminates negative behaviour from our school community. Classrooms are safe, 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, fairly and proportionately for all students.

The following system is used to address all instances of disruption to learning.

REMIND - Zero point sanction: Verbal warning – name recorded by teacher.

REFLECT - One point sanction: Moved to another seat in the classroom. Logged on Classcharts by the classroom teacher, one behaviour point.

Optional 5 minute detention with the class teacher. Students can be held back. This time will be used to discuss the student's behaviour and the teacher's expectations.

RESET - One point sanction (On-call needed): Removal from the class and referral to the Reset Room (Internal Exclusion). This is followed by a 10 minute detention at break or lunchtime. Failure to attend will result in an escalation in sanction.

Detention protocol

Detentions are given for serious and repetitive breaches of the Behaviour Policy. They may be given during the school day at break or lunch and after school.

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 must hand in their mobile phones to the member of staff leading the detention. The after-school detention is for 1 hour (3.00pm until 4.00pm) supervised by staff.

Students are required to bring suitable work and go to the toilet before the start of the detention. Detentions will be logged on Classcharts. 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.

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.

Failure to attend without a legitimate reason (e.g. medical appointment) will result in a period of time in the Reset Room (internal exclusion) and a repeat detention.

Termly 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 and many students receive none. The school uses a staged approach to respond to repeated disruption and unacceptable behaviour. The following response will be initiated by students reaching 'threshold' levels of behaviour points within a term:

Stage 0: 5 - 20 points

- Where there is a concern about a student's behaviour, the child's tutor will alert the parent and highlight what may happen if the poor behaviour continues.

Stage 1: 25 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.
- 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) or referral to Stage 2 (the tutor has 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: 50 points or failed Stage 1

- Student placed on report to Head of Lower or Upper 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 negative behaviour points than achievement points during the Tutor Report period, or 'miss' report days, the student will fail their Head of Upper or Lower School Report.
- Possible referral to SENDCo.
- 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 (the Head of Lower or Upper School has other significant concerns).
- 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: 75 points or failed Stage 2

- Student placed on report to Assistant Headteacher for 2 weeks.
- Assistant Headteacher will contact parents at the start and end of the Stage 3 Report and a leadership warning panel will be convened with the Assistant Headteacher and the Head of Upper or Lower School. Parents will be sent a letter from the Assistant Headteacher and invited to attend.
- Possible ongoing support from SENDCo.
- A referral for mentoring and/or early help and/or other agencies will be made as appropriate.
- A student can have a maximum of one Stage 3 report in any academic year.
- At end of the Stage 3 report period, the Assistant Headteacher 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 one day internal exclusion and escalation to Stage 4.

Stage 4: 100 points or failed Stage 3

- Students placed on Stage 4 Report for 2 weeks to Headteacher. The Headteacher will contact parents and a warning letter will be issued. A meeting will be arranged with the Headteacher and a representative from the SLT.
- The student will be placed on Stage 4 Report for 2 weeks to the Headteacher 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 SENDCo.
- Alternative education options will be discussed and the risk of exclusion will be clarified with student and parents/carers by the Headteacher.
- 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 Headteacher 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 student will fail the Stage 4 report. This will result in a 1 day Fixed Term Exclusion. The possibility of a Trust Exclusion will also be explored.

Stage 5: 125 points or failed Stage 4

- Parents will receive a phone call and final warning letter from the Headteacher.
- 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 Headteacher without completing all the steps within this framework.

We reset the total behaviour points termly in order to accurately monitor a student's behaviours.

In addition, we monitor behaviour and achievements points, keeping a track of cumulative totals, i.e the number of behaviour and achievement points in one year to date.

Class Charts - This is the platform in which all behaviours are recorded at Cape Cornwall School. An APP is downloadable on all smart phones for parents/carers and students. We highly recommend you routinely monitor to identify rewards issued, homework set and any concerns raised by staff. Log in details are sent out annually; if you do not already have log in details, please contact your child's tutor.

Reset Room - This sanction will be recorded. The member of staff issuing the sanction will contact Parents/Carers within 24 hours. During this time, the member of staff will make every effort to have a restorative conversation with the student.

Suspensions - For serious and repeated unacceptable behaviour, the use of the Reset Room, Off-Site Direction, Trust Direction, Suspension or Permanent Exclusion may be considered. Following any suspension, Parents/ Carers will be required to attend an in-school reintegration meeting with a Senior Leader. The student will be placed on a monitoring report for two weeks. Suspensions will be issued at the discretion of the Headteacher.

Student uniform - It is expected that students, at all times, adhere to the school uniform policy (see Uniform policy document.) Failure to adhere to the policy will result in a student being sent to the Reset Room. A student will remain in the Reset Room until the uniform issue is rectified.

SEND - For students with identified Special Education Needs, appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and SEND Code of Practice.