



**Truro and Penwith  
Academy Trust**

# **Behaviour Policy**

**This is a Trust wide adopted policy – individual schools will populate the policy with specific details  
- please visit the individual school website.**

## **Review Summary**

<b>Approved By:</b>	<b>Trust Board</b>
<b>Approval Date:</b>	<b>July 2025</b>
<b>Next Review Date:</b>	<b>Bi-Annual</b>

**School Name:** Cape Cornwall School

**Dissemination:** Website

**Date policy approved by Trustees:** July 2025

**Date policy becomes effective:** September 2025

**Review date:** (Bi-Annually)

**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 student has the opportunity to enjoy their learning, experience belonging, success, and realise their full potential. Our Behaviour Policy reflects these aims and recognises that the behaviour of children in our schools has a significant effect on the motivation, social development and attainment of all students.

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:

### **Cape Cornwall School – Vision and Values**

Our ultimate objective for all of the students at Cape Cornwall School is that they all, whatever their background and starting points, leave with high value achievements that enable them to access the next stage of their education. As important, is our desire for our young people to develop the personal skills and attributes that are so important if they are to flourish in adulthood.

At the centre of our school ethos is the sense of community of which we are very proud. We strive to ensure that all students are valued and have a sense of belonging – this has been particularly important since the pandemic, where isolation (and especially rural isolation) was a real challenge. Many in the school community still face challenges since this difficult time, especially in the area of mental health.

Many of our students face all sorts of barriers that can slow progress: there can be instability in home life and accommodation for some of our students; low attendance that impacts on progress; a propensity to lack resilience and a dearth of vocabulary and gaps in general knowledge. All these factors can impact unfavourably on behaviour and attitudes. Again, many of these factors were exacerbated both during the pandemic and in its aftermath and we are still seeing the effects. Our principal aim is to identify these barriers and other 'risk factors' so that we can use our unique position as a smaller school to work closely with all of these individuals and their families to overcome barriers to learning and to progress.

The ambition for Cape Cornwall School is that all of our students achieve in line with the highest achieving students nationally across all cohorts. This needs to be reflected in both academic outcomes and progress. The quality of education that the school provides is the biggest lever we have to ensure that our young people get the very best life chances.

As a school, we prioritise staff development through a carefully planned and resourced CPD programme. As a result, our staff are kept up to date with the latest thinking and developments in pedagogy. In particular, there needs to be a focus on literacy and numeracy – our ambition is that all of our students develop the literacy and numeracy skills to give them confidence to

confidently move into post-16 provision so they can all progress to become adults who participate fully in society.

We have condensed our values into the following four objectives:

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

## **2. Aims**

- To foster in our students 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 students 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 students' 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 students 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 students arrive on time to school and lessons, ready to learn;
- That students consistently follow the school's Uniform Policy and co-operate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance;
- That students 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, students act in a manner which is polite and respectful towards other members of the school community and school visitors;
- That students follow instructions given by adults in a positive and co-operative way, in lessons, at social times, before and after school and in all school activities;
- That students 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 students 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 students engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others;
- That students always act in a way which keeps themselves and others safe;
- That students report concerns or conduct which breaches these actions to a Trusted Adult in the school.

Specifically, students 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, 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 are 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 students through their readiness to learn, feeling safe, feeling that they belong and showing respect for others. We teach students about our behaviour standards so that they understand our standards, what is required and why, and what is unacceptable. Our Behaviour Curriculum includes:

- Sharing our expectations through whole school systems such as assemblies and the tutor program;
- Teaching 'walk thrus' to support consistency school routines and expectations;
- Embedding the 'Role of the Tutor' to support behaviour and expectations across the school.

When students 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 students 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 students' 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 students 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 and 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 students. 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 not 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 students 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 student for a serious breach or persistent breaches of the school's Behaviour Policy, where allowing a student to remain in school would seriously harm the education or welfare of the student 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 (LMC)**

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 students;
- 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 students;
- 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 students 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.

## **Students**

Students 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 students 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 students 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 students 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 student 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 (phones, iPads, smart watches)

In line with DfE Guidance, we would prefer that students do not bring an internet enabled ('smart') mobile phone to school. If students do bring a mobile phone to school, it **must** remain **switched off at all times** throughout the school day and be kept out of sight. This applies to all students of all ages, throughout the school day from the time they arrive in school until they leave, including during after school activities. Where students are taking part in a school trip, the teacher leading the trip will confirm what the procedures for mobile phones will be.

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 students are reached quickly and can be given appropriate support. Parents are politely asked not to call their child or send their child messages during the school day as this is unnecessary and is disruptive to learning. If a child needs to contact home for any reason during the day, they



should ask for permission to go to reception, the pastoral office, or speak to a member of duty staff.

Students leaving a lesson to use the toilet are required to hand in their phone to their teacher before leaving the classroom.

Any student found using their phone anywhere on the school site during the school day will have the phone confiscated, a behaviour sanction issued and a message sent home to inform parents.

On the first occasion in a half term, the phone will be kept securely and will be available for collection at the end of the school day. For any further confiscation during that half term, parents will be able to collect the phone from Reception at the end of the day within a time period determined by the school. Alternatively, the phone will be returned to the student at the end of the following school day. Refusal to hand in a phone to a member(s) of staff will result in an escalation of sanctions in line with the Behaviour Policy. Repeat confiscations will result in use of further behaviour sanctions and will lead to a student being banned from bringing a phone to school.

Students 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 and to avoid disruption to learning. This includes the safe and responsible use of social media. Please refer to the Acceptable Use Policy for more information about the use of school issued iPads.

## **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 Child Protection & Safeguarding Policy and including appropriate referrals to external agencies including social care.

## **17. Search and Confiscation**

Our school has the right to search students for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence 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 students' 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. Care must be taken with regards to any decision to delete an image or file, including whether the information needs to be referred to the police.

If a student 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 school 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 student'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 most recent 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 students or their possessions where they have reasonable grounds for suspecting that the student may have a prohibited item. Sanctions within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any student 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 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. 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 students.

LMC members 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 students 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](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/government/publications/searching-screening-and-confiscation-in-schools)
- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-and-restrictive-practices-in-schools)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/mobile-phones-in-schools)

## Appendices

- Appendix 1 – Banned Substances
- Appendix 2 – Rewards
- Appendix 3 – Consequences
- Appendix 4 – Behaviour Monitoring and Intervention protocol

# 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 students and staff 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, 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 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 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 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 House Point system:

- House Points are awarded to individual students NOT the whole class;
- Between 5 and 10 House Points per lesson will be awarded;
- Students will be told what they need to do to gain a House Point;
- House Points will be recorded on Classcharts;
- House Points will be used with all Year groups;
- There will be opportunities for all students to achieve House Points;
- House Points will also support the students House and House point competitions throughout the academic year.

### Awarding House Points:

Any member of staff can award a House Point for any of the following reasons:

Excellent classwork
Positive Contribution
Positive attitude
Kindness
Good quality homework
Achievement
Showing respect to others
Subject star of the week

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

#### 2 or 3 House Points

Regular attendance at extra-curricular activity
Representing the school
Tutor Star of the Week
Supporting others
Resilience to a challenge
Attendance

#### 5 House Points

Outstanding contribution
Producing outstanding work
Attendance 100% Half term
Termly attendance
Achievement
Golden Ticket

In addition to House 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 – Subject Progress and Effort;

- House Point Awards – Top collectors, prizes, raffle individual, Year and House;
- 'Subject Stars';
- Praise postcards;
- Praise emails and letters home to celebrate excellent work and attitude.

### Cape Cornwall School House Points and Rewards Protocol

We use a staged approach to recognise and celebrate students who achieve a high number of House Points and excellent attendance each term. House Points are collected through the school academic year and students work towards House Point Awards:

Reward	Celebration and Rewards
100% Half termly Attendance	<p>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.</p> <p>Regular 'Pop up' Weeks for attendance where students can be entered into a prize draw.</p> <p>Students' attendance celebrated in half termly celebration assemblies.</p>
100% attendance for a full term	<p>Each term students with 100% attendance for that term will be given a prize and a pin badge to celebrate excellent attendance.</p> <p>Celebration assemblies also celebrate the highest number of House points in each of the three Houses at the end of each half term.</p>
End of Year reward	At the end of the year, tutor groups and Houses with the highest number of House Points and/or best attendance will receive a reward and the House Cup.
End of term prize draw	At the end of term, students who have been part of the attendance and House Point raffles will be entered into a prize draw.
House Point Awards  Bronze Silver Gold Platinum	<p>Students work hard to collect as many House Points as possible throughout the year. They work towards Bronze, Silver, Gold and Platinum Awards. Parents and students can track these on Classcharts.</p> <ul style="list-style-type: none"> <li>• Bronze Award – 100 House Points - Tutor Postcard and email home;</li> <li>• Silver Awards – 250 House Points – Head of Upper/Lower School postcard and email home;</li> <li>• Gold Award – 450 House Points – Assistant Headteacher postcard in assembly and email home;</li> <li>• Platinum Award – 600 House Points - Headteacher Award.</li> </ul>
House Assemblies	<p>Half-termly House assemblies – This is to celebrate each House at the end of the half-term.</p> <p>Celebration of House Attendance House Points Sports Competitions Subject Stars</p> <p>These are celebrated in House Year groups and as a whole House across the Year groups.</p>

## Appendix 3

### Consequences

#### Managing behaviour in a classroom

Within the classroom, all staff will follow the Cape restorative behaviour flowchart. This flowchart supports consistent and predictable responses to undesired behaviour.

### Behaviour Flow Chart

#### Universal Offer:

- Well planned, engaging and accessible learning opportunities;
- Emotionally available, calm, predictable adult responses;
- A shared set of desired behaviours and routines, delivered consistently;
- A whole school commitment to develop relationships and limit lost learning time.

#### Remind:

The student is given a reminder of expectations, delivered privately in a calm, non-threatening way and provided with take-up time.

#### Reflect:

The student is given a moment outside to reflect, the teacher carries out a restorative conversation outside. Provides take-up time. Wherever possible the student will be able to return to the lesson, with agreed intervention (e.g. change of seat). **OR** if deregulated, move to reset. One Behaviour Point is issued with a discussion with the student.

#### On Call (Removed to Reset Room) Reset:

The on-call behaviour Pastoral Team are called if the teacher needs support to remove a student. The behaviour team undertake re-regulation work to get the student in a position of being ready to learn. The student is taken to the Reset Room to complete the work and to have time to reflect. One Behaviour Point is issued to the student with a 10-minute lunch time detention. The teacher contacts the parent and discusses the behaviour with steps of how to improve; the next lesson is a fresh start for the student.

#### Restorative Conversation:

Takes place between the student and teacher, following the behaviour, supported by the Pastoral Team if necessary. Wherever possible, this is at the end of the lesson, in the student's time.

## Whole School Routines

In order to support consistency, the following routines are a whole school expectation:

### Tutors – Every Morning

The morning role of the tutor is to ensure students are set and prepared for the day. This includes a daily uniform and equipment check, and checking that all students have their iPads in school and charged at 80%.

**a. Tutor Uniform Check** should be completed each tutor time. Where a student has missing or incorrect items, record an Incorrect Uniform Point in Classcharts. The student should be sent to the pastoral area or the school office to borrow the required item or if necessary, receive a Uniform Pass. Students are able to borrow uniform items from the office prior to the start of tutor time, without consequence.

**b. Tutor Equipment Check** should be completed each tutor time. Students should have the following equipment every day:

**Pen, pencil, ruler, rubber, scientific calculator.**

Where a student has missing items, record a missing equipment point on Classcharts. If the student does not have a pen, lend them one. If there is a persistent failure to bring equipment to school, the tutor will contact home to discuss with the parent/carer.

### Lesson Entry Routine – the Meet and Greet

The transition into the start of the lesson is a key time and the whole school lesson entry routine is designed to make this consistent in order to make this transition seamless and maximise learning time.

Teachers at Cape will:

1. Decide where to stand – ideally just outside the door;
2. Greet each student by name where possible;
3. Provide a pre-corrective statement – a reminder of what is expected at the start of the lesson.

### Students Arriving Late to Lesson and Tutor Time

Where a student arrives late to school from home, they will receive a Late Behaviour Point and will receive a short break detention. Where this occurs, the lateness has been dealt with and the protocol below need not apply. For all other late arrivals to lessons, the following protocol is designed to minimise both disruption from and attention to any student arriving late. Once the Meet and Greet has been completed and the lesson is underway, any further student arrivals should follow this protocol:

1. Ask students on arrival why they were late;
2. Ask the student to be seated and to start work;
3. Keep the student back at the end of the lesson to discuss the lateness. Where there is not a genuine reason, record a Late to Lesson point in Classcharts;
4. If a student receives 3 Late to Lesson Behaviour Points on Classcharts, the student will then receive a 20 minute lunch time detention;
5. The tutor, student and parent will receive notification of this detention;
6. Persistent lateness to school and to lesson will be dealt with by the Assistant Headteacher and parents will be invited into school for a meeting to discuss next steps.



## **Students Missing Equipment in Lessons**

Where a student is missing an item of the expected equipment (pen, pencil, ruler, rubber, scientific calculator), this will already have been recorded by the tutor so further action is not required, simply lend the student the required item. Other required equipment, for example PE kit, will have its own protocol.

## **Lesson Dismissal Routine**

A clear and consistent exit routine sets clear signals about the end of the learning period and begins to prepare students for the next transition. It also provides an opportunity for students to respond positively to instruction and demonstrate pro-social norms. The expectation is:

1. Students tidy up their area;
2. Students stand behind chairs and are silent;
3. Teacher completes uniform check;
4. Controlled dismissal – teacher to choose order of departure e.g. by row.
5. Teacher stood at door where possible.

## **Behaviour Point Tracking System:**

All behaviour incidents are logged on Classcharts and assigned a numerical value based on severity. These points accumulate over the academic year. We have a clear Behaviour Monitoring and Intervention protocol to systematically monitor student behaviour, ensure early identification of patterns and implement timely interventions to support positive behavioural change.

**See Appendix 4**

## **Behaviour Monitoring and Intervention Protocol**



# Cape Cornwall School

## Behaviour Monitoring and Intervention protocol

### Aims

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

### Purpose

To systematically monitor student behaviour, ensure early identification of patterns and implement timely interventions to support positive behavioural change.

### Behaviour Point Tracking System

All behaviour incidents are logged on Classcharts and assigned a numerical value based on severity. These points accumulate over the academic year.

### Threshold Interventions

#### Universal Support – For All Students

- Daily reinforcement of expectations via tutor time and assemblies;
- Staff use Behaviour Policy consistently;
- Staff use consistent behaviour language and restorative questioning;
- All students receive informal feedback and recognition for positive choices;
- Tutors to monitor student behaviour.

#### At 20 Behaviour Points – Early Tutor-Led Intervention

##### Actions:

- Tutor check-in - 1:1 conversation with student to discuss behaviours and concerns;
- Self-reflection – which subjects are more concerning? Are there any patterns of poor behaviour? – discussion with tutor;
- Tutor to feedback to staff and individual teachers;
- Parent notification – Short call, email or message to inform parents;
- Monitoring - Tutor to monitor progress, reduction in Behaviour Points.

#### At 40 Behaviour Points – Head of Upper/Lower School, Behaviour and Inclusion - Targeted Intervention

##### Actions:

- Meeting with the Head of Upper/Lower School – review behaviour history and current Behaviour Points;
- Behaviour Plan – Tailored plan developed with clear targets and review points – which subjects need to be discussed, seating plan changes, restorative conversations with teachers

if needed, subject report to support individual subjects, discussion with teachers to support behaviour, subject report;

- Group-Based Support – Possible inclusion in behaviour mentoring, small group work, or social-emotional interventions, House Point challenge in groups; this can be organised and monitored by Head of Upper/Lower School and inclusion and behaviour support;
- Parental Involvement – Phone call or in-person meeting to discuss progress and expectations;
- Monitoring – Head of Upper/Lower School Report – 2 weeks;
- Review – Behaviour Points are reviewed at the end of a half term, progress is celebrated through praise and House Points and positive emails home.

### **At 70 Behaviour Points - Initial Concern – Senior Behaviour Lead Intervention**

#### **Actions:**

- Student Meeting – with Behaviour Lead and Head of Upper/Lower School (or Tutor) to discuss concerns;
- Parental Notification – Inform parents/carers via letter, phone call or in-person meeting;
- Behaviour Reflection Task – To identify triggers and concerns. Tailored plan developed with clear targets and review points – which subjects need to be discussed, seating plan changes, restorative conversations with teachers if needed, subject report to support behaviour, discussion and feedback from all class teachers, subject report, discussion around class changes if necessary, seating plan changes;
- Support offered – Check for any underlying needs, learning, emotional or social difficulties and challenges. Discussion with SENDCO around these needs or any concerns raised. Referrals made if necessary; dyslexia screening, EHH referral, profiling tool discussed;
- Discussion at behavioural steering group with SLT, SENCO and DSL – look at all barriers and support that can be offered;
- Monitoring – Assistant Headteacher Report – 2 weeks.

### **At 90 Behaviour Points – Intermediate Intervention – Pastoral, Senior SLT Lead and Deputy Headteacher**

#### **Actions:**

- Preventative measures to avoid escalation to suspension;
- Pastoral Team meeting - SLT, Head of Upper/Lower School, SENDCO and external support staff convene to review history and progress;
- Parental/carer meeting – To discuss concerns and plan next steps;
- Behaviour contract signed;
- Behaviour Support Plan put into place – outlining expectations and targets;
- Referrals to external agencies to offer further support;
- Referrals to SENDCO to identify any unmet needs;
- Risk of suspension from school;
- Monitoring – SLT Report 3 weeks.

### **At 130 Behaviour Points – Serious Concern – SLT lead, Deputy Headteacher and Headteacher**

#### **Actions:**

- Preventative measures to avoid escalation to suspension;
- Case conference: SLT, Head of Upper/Lower School, SENDCO, and external staff convene to review history and progress;
- Parent/Carer review meeting – Urgent meeting to inform of potential consequences, including possible suspension, Managed Move, Offsite Direction and possible Permanent Exclusion;

- Review of Behaviour Support Plan – Develop a more intensive and individualised plan, possibly involving an Educational Psychologist;
- Alternative Provision Consideration – Explore other alternatives to support behaviour;
- Discussion around next steps;
- Behaviour contract adapted and signed.

N Lingard

**Assistant Headteacher**

September 2025