



**South East Cornwall Multi Academy Regional Trust**

# **Relationships and Behaviour for Learning Policy**

***An overarching policy to be read in conjunction  
with policies devised by each Academy***

<b>Date</b>	<b>Changes</b>
16/10/18	First draft presented to MSLT
11/06/21	Version agreed by the Deputies group
11/06/21	Version added to by MSLT on 18 <sup>th</sup> June
29/06/21	comments added by Pastoral Leaders
15/09/21	Agreed by the Trust Board
July 24	Approved by Trust Board

Adopted Date: July 2024

Current Status: Approved

Review Date: 1<sup>st</sup> November 2027

# Contents

Shared Principles .....	4
Shared Aims .....	4
The Legal Status of this Policy.....	5
Key Contact Details .....	5
Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve? .....	6
Part 2 – How do we teach these skills and behaviours? .....	7
2.1 Through Our Curriculum .....	7
2.2 Through Our Routines .....	7
2.3 Through the Protection and Promotion of Our School Ethos .....	8
2.4 Through Our Pastoral Care and Use of Praise .....	8
2.5 Through Our Work with Parents.....	9
Part 3 – How we maintain high expectations.....	10
Part 4 – The Use of Sanctions to Improve Behaviour.....	14
4.1 How we address minor infringements and low level disruption.....	14
4.2 Repeated or more serious events that require on site detention or isolation.....	15
Part 5 – The Use of Exclusion as a Sanction.....	18
Part 6 – Guidance for a selection of specific incidents .....	23
Physical intervention and positive handling.....	23
Charging for damages .....	23
Confiscation of inappropriate items .....	23
Substance Abuse .....	23
Smoking.....	25
Offensive Weapons .....	25
Joint enterprise .....	26
Part 7 – Continuous Improvement .....	28
Involvement of outside agencies .....	28
Review .....	28
Links.....	29
Appendix 1: Example Learning Expectations: Pupils .....	30
Appendix 2: Expectations: Learning Agreement: Teachers .....	31
Appendix 1: Examples of Rewards .....	35

Common reasons for rewards being given .....36

## Shared Principles

We must devise and implement a curriculum that systematically builds positive and constructive relationships between all pupils and all adults. The 'learning episodes' of this curriculum happen in classrooms, shared spaces, on the journey to and from school, during school trips, in fact in all interactions between their peers and all adults.

Our high expectations for all pupils means that we always believe in continuous improvement and so will focus on guiding the choices pupils make, intentionally praising constructive behaviour and skill development. We will always challenge inappropriate choices and establish clear and consistent boundaries as described below.

- **Clear** – pupils and staff need to know exactly what excellent behaviours are and exactly what is expected of them, where, when and why.
- **Calm** – to guide effectively we need to understand and consider people's emotions and viewpoints and to achieve this effectively we need to remain calm and focussed.
- **Caring** – we care enough to be firm and respond in reliable and predictable ways but always with compassion. Focussing on maintaining firm boundaries around which choices should be better, whilst ensuring the person continues to feel well liked, appreciated and respected as they learn these.
- **Consistent** – all pupils should expect high standards and so all pupils require predictability of expectation and response as well as being able to trust the adults they work with hence consistency is paramount.
- **Cheerful** – all individuals respond effectively when approached positively, and therefore, when supporting changes in behaviour, we will endeavour to approach these in a positive way.

## Shared Aims

- i. To encourage a safe, caring and purposeful atmosphere in every SMART school.
- ii. To develop children's self-discipline, self-esteem and a sense of responsibility towards themselves and the community as a whole.
- iii. To promote a consistent approach to behaviour for learning by Pupils, Staff, Parents/Carers, Community Partners and Governors throughout every school.
- iv. To encourage our stated school values.

Young people and staff have a right to learn in a friendly, encouraging, secure and positive environment. They have the right to engage fully in their learning through fair access to a curriculum that develops their knowledge understanding and skills whilst at school, and provides them with the skills, self-belief and love of learning to be a lifelong learner understanding their own rights and respecting other people's rights, cultures and differences. Underpinning these aims is a commitment to all pupils and adults in the Trust developing behaviours that actively promote these aims.

This policy applies to all students in all schools at all times of the day when in school uniform, when travelling to and from school, on site in any SMART academy or representing an academy whilst on trips, online or in their community.

## The Legal Status of this Policy

The DfE clarifies that “The proprietor of an academy... [Headteacher] must ensure that a written policy to promote good behaviour among pupils is drawn up and implemented effectively. The behaviour policy must also set out the disciplinary sanctions. The proprietor must also ensure that an effective anti-bullying strategy is drawn up and implemented so that bullying is prevented as far as is reasonably practicable.” [‘Behaviour in Schools’](#) DfE 2024

When deciding what their measures should be, the Headteacher must take into account the principles agreed by the Trust Board in its governance role.

Rather than repeat these core principles and agreed practices across all school policies, they are drawn up here in this overarching policy, hence for the full policy, both the school and Trust policies must be considered together. To make this process as easy as possible, the headings used by both policies are the same.

Each school has the operational autonomy to develop its own practices and procedure to enable them to achieve these common objectives.

## Key Contact Details

All of the people named below should consider themselves collectively as the team responsible for behaviour policy review across the Trust.

The Trust Director for learning is: **Jamie Crisp**

In each school, the Headteacher can also be contacted as they have ultimate responsibility for this policy and for advising on serious incidents.

Academy	Senior staff member responsible for review of this policy	Local Governing Committee representative	Out of hours emergency contact	Links to any Academy specific behaviour policies on school websites
Dobwalls PS	Mrs Pipe	Mr Alan Johnson & Mrs Pipe	Ms Read	<a href="#">Behaviour and Bullying Policy</a>
Liskeard S&CC	Mr Knipe	Mrs Lynne Butel	Mr Pickles, Mr Wendon, Mr Knipe	<a href="#">Anti-Bullying Policy</a>
Looe CA	Mr Gilbert	Mr Pinnell	Mr Minnette	<a href="#">Behaviour Policy</a>
Saltash CS	Mr Golding	Mrs Julie Curtis	Mrs Del Gaudio	<a href="#">Behaviour Policy</a>
Landulph PS	Mrs Ball	Mrs Helene Ansell	Mrs Ball	<a href="#">Behaviour for Learning Policy</a>
Trewidland PS	Mrs Pipe	Mr Gary Powell-Jones	Mrs Pipe	<a href="#">Positive Behaviour Management in School</a>

## Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?

- All schools demonstrate high expectations for behaviour of ALL students and staff.
- All schools will engage in a process of agreeing these common standards with students, staff, governors and parents. This process should be reviewed at least every three years.
- Clear expectations and responsibilities will be displayed, shared and communicated in whatever way each school sees fit to enable all members of the community to be aware of them.
- These expectations should apply to all members of the school community without exception.
- Liskeard SCC has highlighted these expectations on their website at [Behaviour and Rewards](#), in other schools they appear in the school policy.
- Like all skills development, relationship building and positive behaviours are not binary measures that are just 'good' or 'bad' but rather a continuum. All pupils have a right to understand their next steps in any skill and expect these skills to be developed whilst at school.
- Our SECRET skills framework describes the general skills we are aiming to develop and what excellence looks like in each of these. The implementation of this framework is part of our five year strategy and over this time period it will become integrated into the curriculum. This work has already begun in some areas.

<b>SECRET Skill</b>	<b>Cognitive</b>	<b>Strategic</b>	<b>Emotional</b>	<b>Social</b>
<b>Self-Management</b>	Manage Risk	Be Organised	Go for it, Finish it!	Manage Emotions
<b>Effective Participation</b>	Persuade Others	Find Solutions	Identify Issues	Get Involved
<b>Creative Thinking</b>	Imagine	Make Links	Take Creative Risks	Question Assumptions
<b>Reflective Learning</b>	Set Yourself Challenges	Plan-Do-Review	Invite Feedback	Share Learning
<b>Enquiry</b>	Explore a Question	Evaluate Evidence	Stay Objective	Reach Conclusions
<b>Team Working</b>	Take Responsibility	Manage the team	Build team strengths	Evaluate the team

## Part 2 – How do we teach these skills and behaviours?

### 2.1 Through Our Curriculum

- All schools have a curriculum in which these (SECRET) skills are embedded in every lesson, a tutor or PSHE programme is included and additional guidance is provided through assemblies and key events in the year and community links.
- All schools are committed to engage children and adults in deeper learning experiences so that everyone understands why these skills and behaviours are so essential, what these look like in practice and so value learning them.

- *See each school behaviour policy for links to their curriculum for relationships and behaviour and their curriculum map for SECRET skills.*
- *For the definition of key terms see the shared SMART learning model.*

### 2.2 Through Our Routines

- We want everyone to be given the mental space to think deeply about their learning and about how they work best with others. This is why we are committed to creating age appropriate routines so we don't waste mental space on all those things that we shouldn't need to think about such as:
  - How to act on hearing a fire alarm.
  - How to share equipment fairly or queue for dinner fairly.
  - Who to talk to if things are not going well or you have a question.
  - How to make suggestions and improvements.
  - How to have the right equipment and the right books at the right time.
  - How to safely move around the school site.
  - What happens when someone has the wrong uniform on.

- *See each school behaviour policy for details of all the age appropriate routines followed by all staff and pupils together with operational protocols and paperwork.*

## 2.3 Through the Protection and Promotion of Our School Ethos

- All staff are required to actively promote the ethos of the school at all times including the role modelling of positive relationships and praise for behaviours that support peers and learning.
- Assemblies are used to model school values and publicly exemplify positive behaviours that reinforce the school's ethos.
- Strong expectations of professionalism and the importance of language in setting and maintaining these expectations throughout staff training and events.
- All schools encourage staff and pupils to take pride in their working environment.

- *See each school policy for their clearly defined ethos and values which are actively promoted by all staff at all times.*
- *All schools engage in CPD for staff and apply the leadership ladders which are defined in the SMART expected standards document.*

## 2.4 Through Our Pastoral Care and Use of Praise

- Pupils model the relationships they witness and so all interactions witnessed by the teacher are potential learning experiences in which guidance can be given.
- All schools regularly praise and/or reward people who show what great behaviour looks like. Examples of such rewards appear in the appendices.
- All schools give opportunities for children and staff to praise their peers if they showed great skill in helping them learn or improve their behaviour.
- All staff should clearly state when peer on peer or pupil to adult interactions fall short of our high expectations.
- The relationships curriculum is the responsibility of all staff and pupils at all times and all schools will include regular staff training including identifying specialist teams who can deal with more complex restorative practices.
- Pupils who report incidences that have made them feel unsafe or uncomfortable will always be taken seriously and the issue dealt with respectfully bearing in mind that an initial trivial problem is often used by pupils to test the depth of trust in a relationship.

- *See each school policy for the descriptions and operational protocols for each of the reward systems followed by staff and pupils in the school.*
- *All schools provide regular training in how to conduct duties and how to ensure consistent approaches to pastoral care are experienced by all pupils.*



## 2.5 Through Our Work with Parents

- All schools review their policy in consultation with parents/carers and pupils.
- All schools hold parent events to pass on examples of when children have shown real skill in their behaviours and their learning.
- All schools provide consultation opportunities with parents to share ideas.
- All schools provide time with parents to talk through plans for improving behaviour such as when children are finding it difficult to understand their behaviour.
- All schools actively encourage positive relationships with parents and carers to develop a shared approach by involving them in the implementation of the school's policy and associated procedures.
- All schools are outward facing and aim to make connections with the communities they serve, as contributors, role models and advocate for pupils and staff.
- All schools regularly publicise the achievements and excellent behaviours of their pupils and staff using local media and their websites.
- All schools actively promote their ethos and values to parents to help them understand the expected culture and practices in school, in ways that are respectful, even when there may be different cultures operating at home.

- *See the published school calendar of events for details of parental engagements.*
- *See published newsletters and articles posted on the website and in the local press that praise outstanding behaviour and recognise achievement.*
- *See the school policy for protocols related to their engagement with parents.*

## Part 3 – How we maintain high expectations

'The standard you walk past is the standard you accept.'

All staff who witness behaviour out of line with the ethos of the school or the breaking of a well-defined rule, will make sure the pupil knows they have made a mistake and understands what this mistake is so that they are less likely to repeat it. In this way, this event offers an opportunity to correct a misconception.

If the rule breaking is more serious or more frequent, it is vital that it is securely and centrally recorded. The recording and sharing of such incidents allows for the concept to be revisited more effectively as well as supporting the school when it reviews its system of rules, how clearly they are defined and how consistently they are reminded.

### **The Contract of Mutual Respect – Applicable in all cases**

When an inappropriate choice is made the response of those involved should be subject to a contract of mutual respect as described below.

- The member of staff has a duty to avoid all forms of labelling and instead only talk about a mistaken or inappropriate choice that has been made. It is the inappropriate choice that must be the focus of the discussion and not any suggested fault in the character of the person. For example, a person is never badly behaved, naughty, cheeky or any word that implies the mistake originated in a character flaw.
- The person (pupil or staff member) has a duty to openly apologise in the first instance and to avoid using body language to give a false or staged apology. Taking assumed responsibility is recognised as a praiseworthy position.
- A pupil who has made an inappropriate choice, must avoid asking the adult who has pointed this out, to publicly justify their statement. Instead they should recognise the authority and apologise in the first instance, trusting that there will be an opportunity for them to make their case confidentially and be listened to at another occasion should they need to.
- It is the responsibility of the Headteacher to ensure that all staff receive the necessary training to enable them to fulfil this contract effectively. This includes providing access to a senior member of staff who has the skills necessary to step in and arbitrate to complete the contract and ensure both parties learn from the process.
- Where the pupil has an identified special need that requires specialist support, a team with the appropriate skills should be available to the member of staff to complete the contract in a way that will progress the understanding of the pupil on their behalf. Reasonable adjustment may need to be made in liaison with the SENDCO in line with the current Code of Practice.

- Every incidence of non-compliance makes future behaviour management harder and weakens this contract even if no further punishments occur after the apology.
- If the contract of mutual respect has not been followed, then the issue is not yet closed and hence the opportunity for learning will have been lost. It must be the aim of all such events to identify responsibility for an inappropriate choice to decrease the chance of repetition. This process should always aim to be free of the concept of blame, trial and error being a recognised and valued form of learning.

### **The Role of Restorative and Peer Mediated Approaches**

If a pupil who has made an inappropriate choice can consider the impact of their actions from the perspective of others and particularly from the perspective of the victim, then this often leads to a deeper understanding of the principles, a reduction in reoffending and greater confidence in the community that poor behaviour is less unpredictable or stressful. Such approaches, however, require high levels of training and understanding by those who manage them. A report in 2018 estimated that approximately 20% of staff had the depth of training in understanding and empathy required to manage such conversations.

- A [report](#) published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.
- An independent [evaluation](#) of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.
- In [Barnet](#), an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.

All of these reports found that attempts to provide whole school approaches were less successful than recognising specialist teams.

Specialist teams should be well versed in the guidance on promotion of mental health in schools [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672212/Mental_health_and_behaviour_in_schools.pdf)

## **The Role of Collaborative Practice**

Standards of behaviour and the approaches the school takes should have wide support and wide involvement. Hence pupils and staff must be consulted regarding any substantive change proposed and should be surveyed as part of the review into effectiveness.

- *All schools in the Trust will have identified the team of approximately 20% of staff with the required training for deeper empathy and behaviour training work with pupils and staff. The regular training of this group includes training in restorative approaches.*
- *All schools in the Trust support the contract of mutual support.*
- *All schools in the Trust commit to regular reviews via pupil and staff surveys and the involvement of all stakeholders when changes are proposed.*

## **Proactive combating of prejudice**

The Trust has zero tolerance of prejudice and discrimination between peers or between pupils and adults. All staff and pupils have the right to equal opportunity and to feel safe from harassment or prejudice in any form.

All schools must include in their formal curriculum the concepts of discrimination and clearly advertised mechanisms for the anonymous reporting of any incident that makes a pupil feel uncomfortable, victimised or excluded. These will include:

- Reporting of unwanted physical contact.
- Reporting of offensive or threatening images or messages.
- Reporting of terms or language they find offensive.
- Reporting of text books, AV and print materials that show bias or do not reflect their cultural or gender identities.
- Understanding of the term 'protected characteristics' and examples of where unintentional or intentional bias can occur.

All schools will name a member of staff or champion team who is able to access anonymous reporting and compile recommendations for SLT consideration.

- *All schools in the Trust will have a curriculum that teaches strategies for recognising bias and prejudice.*
- *All schools in the Trust will formulate an anonymous reporting system and nominate an individual or team who is able to compile recommendations.*

## Proactive prevention of bullying and peer on peer abuse

All schools must either include their anti-bullying policy within their behaviour policy or have a separate dedicated policy available on their website which specifically deals with the positive promotion of peer relationships and the prevention of bullying and peer on peer abuse. The common principles of these policies appear below.

Peer-on-peer abuse is any form of physical, sexual, emotional, financial abuse, or coercive control, exercised between children, and within children's relationships, friendships and wider peer associations. Bullying and cyberbullying are the intentional repetition of such abuse over time on a particular individual.

- All schools must create an environment based on equality and informed choice allowing pupils to know their rights, what to do if they are unhappy with something and what it means to give true consent.
- All schools must actively take reports of peer abuse and bullying seriously, keep records and decide at which point intervention in any peer relationship should be proposed.
- All schools should aim to understand the wider context in which pupils live and appreciate the complexity and fluidity of circumstances meaning that pupils experiencing abuse in one context may be a perpetrator in another.
- All schools must ensure young people know the risks – talk about peer on peer abuse in an age appropriate way including the concept of power, peer pressure and coercive control.
- All schools must train staff to spot common signs and know what to do.
- All staff must understand that peer on peer abuse is enormously destructive and must be assumed to be always present and, so continuous vigilance and reinforcement of healthy relationships must be regularly built into the working pattern of the school.
- Restorative methods have been shown to be particularly effective in this area and each school should ensure that staff trained in these practices can be called on in difficult cases.
- All schools should clarify to pupils that they take every available step to protect the identity and ensure the safety of those who provide information.

- *See the School Policy for details including how staff are trained, how skilled staff are recognised and work in as a team.*
- *See the School Policy for protocols for recording and reporting on incidences of peer on peer abuse.*
- *All schools in the Trust have an anti-bullying policy or section within the behaviour policy.*

## Part 4 – The Use of Sanctions to Improve Behaviour

### 4.1 How we address minor infringements and low level disruption

A [basic two page checklist](#) for a consistent system is provided by DfE

What the law allows is set out in [DfE guidance](#) and is summarised below:

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a consequence on that pupil.
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
  - 1) The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.
  - 2) The decision to punish the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff, and
  - 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- The consequence can relate to an incident that happened off site if the pupil was in transit to or from school, on a school trip, in school uniform or engaging in behaviour that could pose a risk to others, a risk to the reputation or could have repercussions on the orderly running of the school.
- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.
- Sanctions should be recorded centrally and where patterns or persistent behaviours emerge, the school should have trained staff who can also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

*The agreed sanctions used by each school meet the criteria set out above and are described in their policy. In each case these are based on a model of escalation agreed with all staff in which steps can be jumped for more serious offences.*

## 4.2 Repeated or more serious events that require on site detention or isolation

Detention or isolation from other pupils for a limited period can signal more serious or persistent lapses in behaviour. The aim should be to close the behaviour incident with a reliable indication that learning has taken place (such as a sincere apology). Failure to close the incident should be escalated. In order to legally restrict the freedoms of individuals as a sanction the following conditions must apply:

- 1) The conditions set out above for minor infringements must also apply.
- 2) Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances.
- 3) The level of supervision must ensure the pupil's health, safety and welfare.
- 4) There are no legal restrictions on the amount of time a pupil can be isolated but this time must be spent as constrictively as possible and all efforts should be made to ensure that the isolation is no longer than necessary.
- 5) Schools should also allow pupils time to eat or use the toilet.

### Isolation from a timetabled class

- This must be to a location which is under staff supervision.
- Work must be provided within a reasonable time, which is as closely matched to the work undertaken by the rest of the class as possible.
- The isolation must be recorded and any patterns analysed regularly for the attention of senior staff.
- Each isolation must be considered a serious event which requires a resolution.
- Each school should clarify the number of periods of isolation that result in the need for an action plan or triggered processes being initiated for that child. Three separate occasions in a half term would appear to be a reasonable threshold.
- Reflection and an apology should be expected from the pupil.
- Reflection and analysis of the incident should occur between the staff member and their line manager to check for the need for further support or training.
- An incorrect use of the sanction should be seen as the responsibility of the line manager who should ensure training takes place for the member of staff.
- Whether the use of the sanction was correct or not correct should be confidential to the member of staff and not discussed with the pupil.
- *Specialist response*
  - The main aim is for the child to recognise the mistake and use the opportunity to improve their understanding of behaviour. If specialist teams for SEND or any other group believe that a child requires a different form of sanction, then providing they can demonstrate it has impact for the child this alternative can be agreed by a member of the senior team.
  - Any alternative sanction must publicly be seen as identical and therefore non-discriminatory by others. Hence they would be isolated in a different way but still effectively isolated from their usual class.

• *Please see the school policy for operational details.*

## **A detention / reflection time during school hours**

- This can take place without notice.
- Such detentions/reflections do not require the permission of a parent.
- Any such detention/reflections should be supervised at all times.
- Detentions/reflections can be punitive in nature or can focus on the insistence of practice in good self-control and hence can be conducted in silence.
- If detentions/reflections are used to address the causes of the poor behaviour, then they are more effective if teacher who reported the incident is present for the discussion.

• *Please see the school policy for operational details.*

## **Sanction Duty:**

Sanction duty is a form of “community service” which will be issued whenever a pupil damages school property or is caught littering.

Sanction duty is an agreed sanction between pupil, parent/carer and the school whereby the pupil will engage in a lunchtime, after school or weekend task designed to aid the smooth running of the school.

Sanction duty must be clearly related to the incident of misbehaviour and must be designed as a way of increasing the pupil's empathy of the impact of their actions to prevent re-offending. Such examples could include:

- Supporting the caretakers or cleaning staff.
- Supporting technician staff.
- Supporting individual departments in tasks.
- Collecting litter.

In carrying out these tasks it is essential that Health & Safety requirements are fulfilled.

• *Please see the school policy for operational details.*

## **Detentions out of school hours**

The school has a clear legal authority to detain pupils/students without parental consent. However, the Trust has agreed the following conditions:

- Parents should be informed of the time and length of an out of hours' detention with at least 24 hours' notice.
- Parental inconvenience or travel arrangements can be disregarded provided that the pupil is not placed at risk.
- Detentions can be set on INSET days but not in holidays or weekends.



School staff should not issue an out of hours' detention in the following cases:

- Where they know that doing so would compromise a child's safety, place them at risk or compromise their special needs or religious requirements.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- If the detention would result in the member of staff being isolated from other staff without a line of sight supervision, camera or adjacent circulation space.

• *Please see the school policy for operational details.*

## **Monitoring and Escalation**

All detentions/reflections and periods of isolation must be recorded and clear guidance set for review. The school must set upper limits for the number of hours, days or occasions such sanctions are used and decide at what threshold a referral for internal review is made. An example may be to require a pupil that has been isolated from class on three occasions in a half term to produce with the school an appropriate action plan involving the input of parents/carers.

• *Please see the school policy for operational details.*

## Part 5 – The Use of Exclusion as a Sanction

“The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.” [DfE current guidance 2024](#)

### Summary of key points in the UK legal framework

- Only the Headteacher can authorise exclusion.
- A pupil can be excluded for up to 45 days in any given school year.
- An excluded pupil should be provided with work to complete for their first five consecutive days. On the 6<sup>th</sup> day alternative provision must be in place.
- Schools must have a system in place for supporting the reintegration of excluded pupils.
- The governing board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:
  1. The exclusion is permanent.
  2. It is a FTE which would bring the pupil's total number of school days of exclusion to more than 15 in a term.\*
  3. It would result in a pupil missing a public examination or national curriculum test.

For pupil's who have received five days of fixed term exclusions but less than 15 school days in a term, parents can make representations to the governing board which must be considered within 50 school days. Where the parents choose not to make representations, the governing board is not required to meet and cannot direct reinstatement.

- Parents can apply for an independent review panel within 15 school days of the notice being given to the parents by the governing board of its decision not to reinstate a permanently excluded pupil. If the independent review panel overturn the decision, the school is not required to re-instate but if they did not, then they would be required to pay £4000 in fees.
- Exclusion for part of a school day e.g. lunchtimes is counted as half a day.
- A fixed period exclusion cannot be extended or run concurrently with another.
- The Headteacher, when establishing the facts in relation to an exclusion, must apply the civil standard of proof i.e. “on the balance of probabilities” it is more likely than not that a fact is true rather than the criminal standard of “beyond reasonable doubt”.
- Discrimination in any form is illegal as is excluding for a non-disciplinary reason. The Headteacher will liaise with the SENDCO regarding reasonable adjustments in such cases.
- All exclusions must be formally recorded. Informal exclusions are illegal even if they occur with the agreement of the parents.
- The threat of exclusion must never be used to influence parental choice.
- On excluding, the Head must inform parents immediately with their 5 day duties and all of the relevant information and guidance.

- The LA and LGC must be told of any exclusion either longer than 5 days in a term, permanent or any exclusion that would result in the pupil missing a public exam.

### **Trust agreed policy**

- After 5 days of exclusion in a term an internal review should draw up an action plan and consider proactive involvement of parents and of a multi- agency approach particularly for those with an EHCP, CIC or any other high risk group.
- After 15 days of exclusion a governor review panel is established to consider the actions taken so far and to agree success criteria for ongoing attendance at the school as well as criteria that could warrant permanent exclusion.
- Evidence taken in any investigation must include the opportunity for the pupil to have their own statement of events recorded and considered.  
To ensure that statutory and legal requirements are met, the school must ensure that the Clerk to the LGCs is notified of exclusions which meet the following criteria so that a governor panel can be arranged:
  1. The exclusion is permanent.
  2. It is a FTE which would bring the pupil's total number of school days of exclusion to more than 15 in a term.
  3. It would result in a pupil missing a public examination or national curriculum test.
- If the Headteacher is absent for an unknown period, the member of staff authorised to act in the Headteacher role has the authority to make this decision and report to the Headteacher and Chair of Governors as soon as possible.

*\* Where a school's academic year consists of three terms or fewer, a reference to a 'term' in this guidance means one of those terms. Where a school's academic year consists of more than three terms, then a reference to 'term' means the periods from 31 December to Easter Monday, from Easter Monday to 31 July and from 31 July to 31 December.*

### **Fixed Term Exclusions**

#### **The procedure prior to an exclusion is as follows:**

- i. The incident is investigated by a middle leader or senior member of staff. It is vital that all parties involved in the incident are given the opportunity to make representations. It is best for written statements to be taken and put on record. Incident details should be recorded securely and a student's behaviour record should be viewed and taken into consideration. Exclusion is a quasi-legal process and the onus is on the school to show the response is reasonable in the light of the evidence available.
- ii. The decision to exclude can only be taken by the Headteacher/delegate. The member of staff investigating the incident will always refer on before a decision to exclude is made; it is good practice not to be judge and jury. If the Headteacher is on site, s/he must be one of the two decision makers. When the Headteacher is absent for an unknown period, the member of staff with the authority to act on behalf of the Headteacher takes on this role.

- iii. It is good practice for the school to contact a parent/carer by phone in the first instance. It is not permitted to send home a student without parental permission.
- iv. A formal letter must follow as soon as possible, normally the same day. In the letter, schools are bound to indicate:
  - a. why the pupil has been excluded.
  - b. state clearly the length of the exclusion.
  - c. make clear the arrangements for re-admission.
  - d. inform the parents of their right to appeal.
  - e. explain that copies of the letter will go to the chair of Governors, the LA, EWO and the local police Youth Interventions Officer.
- v. Ideally, two copies of any letter will be sent – one taken home by the pupil or sent electronically and a second sent by first class post.
- vi. Copies of letters will be kept in students' records.
- vii. If the exclusion is for more than 1 day, the pupil should be given work to do at home. Each school must identify the procedure for this and who is responsible.
- viii. Re-admission to school after any exclusion is formal; parents will be asked to come into school with their child to discuss the situation. Please note this is not a legal requirement, and a pupil cannot be refused re-admission just because a parent declines to attend. In practice this is not normally an issue as most parents are keen to work with staff. It is recommended that two members of staff are present and one is in a leadership position.
- ix. Returning to school is a fresh start but the exclusion remains; it is not an indication that the student can work their way through the levels of sanctions again. Parents and students are informed that further incidents will result in another longer exclusion or permanent exclusion.
- x. Pastoral Support Plans via an Individual Provision Map will be put in place (as above) for repeat offenders.

### **Six Day Plus Fixed Term Exclusions:**

The school must provide full-time education (off-site or in a shared provision) from the sixth day of any fixed period exclusion of six days or longer.

The school has an agreement via the Caradon Behaviour for Learning Partnership to implement this provision.

Governors will need to be informed of all longer fixed term exclusions, i.e. more than 5 days, through the Governing Body.

Any pupil with 15 or more days' exclusion, both internal and external, in any one academic year will be subject to a Governors' Disciplinary Hearing or any pupils of specific concern at the discretion of the Headteacher.

## **Managed Moves**

Exclusion guidance recommends that a managed move may be appropriate if a school feels that it can no longer manage the behaviour of a particular pupil. The school may then ask another school to offer a place. But this should be done with the full knowledge co-operation, and agreement of the parents and must be conducted as a measure in the best interests of the pupil.

This process is carefully managed via the Caradon Behaviour for Learning Partnership.

Consideration must be given to the engagement of external agencies in respect of pupils accruing exclusion or being considered for a managed move to ensure that every effort is made to put coordinated support into place. Advice is sought from the Early Help hub for this.

## **Alternative Provision**

All schools aim to meet the needs of all pupils and in some cases this may require the consideration of alternative provision specifically designed to meet these needs. The conditions under which such provision is decided will be specific to each complex case.

## **Permanent Exclusion**

Exclusions are very disruptive to a pupil's education. However, no child should be allowed to disrupt others nor behave in such a way that the school community cannot tolerate the actions of the pupil. Despite all our best endeavours, it is clear that some young people will at times present challenging behaviour that is not acceptable.

Exclusion as a solution may seem to be a counsel of despair but sometimes we do not have the resources for other solutions and will have done everything possible to help the student; in some cases, the pupil will be permanently excluded.

A decision to exclude a child permanently is a most serious one. Usually, it is the final step in the process for dealing with disciplinary offences when a wide range of other strategies including external agencies have been tried without success, including the use of a Pastoral Support Plan (PSP). Permanent Exclusion is also an acknowledgement by the school that it has exhausted all available strategies for dealing with the child. It should normally, therefore, be used as a last resort.

There will however be exceptional circumstances where, in the Headteacher's judgement, it might be appropriate to exclude permanently for a first or one-off offence. These might include:

- i. where there has been serious actual or threatened violence against another pupil or member of staff.
- ii. sexual misconduct.
- iii. supplying an illegal drug and/or repeated use of a drug on school premises.

## Part 6 – Guidance for a selection of specific incidents

Some behaviours require specific guidance and training. These are listed below:

### Physical intervention and positive handling

See the positive handling policy.

### Charging for damages

Please see the charging policy.

### Confiscation of inappropriate items

- A teacher can lawfully confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- A teacher can lawfully search without consent for "prohibited items" including:
  - those which must be handed over to the police -
    - knives and weapons.
    - Extreme or child pornography.
  - Those which must be retained -
    - 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, cause personal injury or damage to property, and
  - Those which the school defines (Force cannot be used to obtain these) -
    - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- The Trust policy requires that any such searches are always conducted in a space that is not overlooked by other pupils, with at least one other member of staff present at all times.
- The pupil should empty their bag, pockets and shoes themselves but force can be used where this is reasonable (see the positive handling policy).

### Substance Abuse

For the purpose of the Academy the taking/use of substances listed below will be referred to as substance misuse and the possession of such substances in school is not permitted.

Volatile (sniffable) substances (e.g. petrol, alkyl nitrites, butane, aerosols); over-the-counter medicines (e.g. Paracetamol, cough medicines); prescription medicines (e.g. tranquillisers, amphetamines, anabolic steroids); alcohol, tobacco, other legal drugs (e.g. caffeine), legal highs, illegal drugs (e.g. cannabis, heroin, LSD, or ecstasy).

The Academy works to try to prepare for the world in which they will live and will do all possible to prepare, inform and educate young people about the possible consequences of drugs use. We are committed to the health, safety and well-being of members of the Academy community and we will actively pursue a policy of “protection for everybody”.

We believe and support the following educational aims in respect of substance use and misuse:

- To enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills.
- To provide relevant information about substances.
- To increase understanding about the implications and possible consequences of use and misuse.
- To widen understanding about related health and social issues, e.g. sex and sexually transmitted diseases, crime, HIV, AIDS and hepatitis (in conjunction with Sex Education/Health Education Policies).
- To seek to minimise the risks that users and potential users face.
- To encourage positive dialogue and learning through inter-active teaching within safe classroom boundaries e.g. PSHCE lessons.

### **Incident Response**

The Academy will consider each substance misuse incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc. If there is any suspicion of wrongful intent with regard to substances etc., the Academy will consider very carefully the implications of any action it may take. It seeks to balance the interests and welfare of the students involved, other Academy members and the local community. Engaging and cooperating with a support agency is expected when deemed necessary by the Academy. Permanent exclusion is seen as a last resort as it may only transfer the problem, but serious consequences may be deemed the best way forward by the Governors' Disciplinary Committee.

### **Actual/Rumoured**

In instances involving substance misuse, possession of or supply of (either actual or rumoured) parents/carers will be informed at the earliest opportunity by the Headteacher. The Academy and the parents/carers can then work together to support the young person involved.

### **Disclosure**

If a student wishes to disclose any information regarding substances, either personally or regarding others they should inform a teacher. Staff will never guarantee a child absolute secrecy and the boundaries of confidentiality will be made clear to a young person before he/she is encouraged to disclose information. The whole school community recognises the need to deal sensitively with any issues related to children and their families and will not disclose information to any individual or agency without first considering the health and safety of the student.



Where it is suspected that substances are taken or sold on the premises, details regarding those involved, as well as any relevant information, will normally be passed to the Police Liaison Officer or appropriate agencies.

### **Working in partnership**

All schools in the Trust work in close partnership with a range of agencies involved in the control of banned substances. These include the police service and outside agencies involved in the education of children around the dangers of substance abuse.

### **Smoking**

The Academy maintains a no smoking policy within the building or on the Academy site. The Academy takes the smoking of cigarettes, vapes or e-cigarettes (or associating with smokers) by students very seriously, either on the Academy premises or whilst travelling to and from school.

All schools: Smoking offences will mean a minimum consequence of a fixed term Internal Isolation.

Within the most appropriate timescale, all schools in the Trust will employ the same sanctions for this offence.

### **Offensive Weapons**

Any student who brings an offensive weapon onto the academy site will receive a minimum consequence of an exclusion, the duration of which will be decided by the Headteacher. The police will be notified in these instances.

Any student using an offensive weapon to physically harm or use the weapon to visibly threaten harm on the school site will be permanently excluded.

The Academy will consider each incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with such incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc. to ensure that all members of the academy community remain safe.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his/her pockets or bag. If the pupil refuses, sanctions will apply. In this instance the matter should be referred to the member of the senior leadership team with responsibility for the year group and procedures followed according to DfE advice.

As identified in the Screening, Searching and Confiscation Policy, items banned are weapons, alcohol, tobacco, lighters, illegal drugs (including "legal highs") and stolen items.

As with all banned items, a pupil who acts as a source of such items to other students will generally be viewed as having committed a more serious offence.

Section 139 of the Criminal Justice Act 1988 makes specific mention of knives and the need for strict controls. This act prohibits having with you, in a public place any article which has a blade or is sharply pointed, (including a folding pocket knife if the cutting edge of its blade exceeds 7.62cm/3 inches. Folding knives with smaller blades are still considered illegal if they have any form of lock stop mechanism or are used or threatened to be used as a weapon). A list of weapons included in this category is contained [here](#).

## Joint enterprise

The UK law of 'Joint enterprise' enables the police to charge an entire group with a crime hence such measures are deemed to be a legally permissible response for use in schools. The use of this law however has sometimes been misinterpreted as joint responsibility for any action. There are however ways of determining relative involvement even when the quality of evidence is poor.

### **Praiseworthy actions within this definition.**

- Those seeking help – these are the individuals who should be most highly praised and who represent the promoted model.
- Those distancing themselves – also should be praised but also given guidance when seeking help is needed.
- Those being critical of the group or supportive of the victim – whilst such actions may help, they can also inflame tensions and extend the incident. Such actions can also put the individual in harm's way and should be discouraged. Often acts of such heroism have made the national press and can provide strong role modelling such as the teenagers who surrounded a police van to protect it in the London Riots or the famous incident of the man placing himself in front of a tank in Tiananmen Square, so a balance must be struck between sensitive use of such role models and ensuring the care of individuals.

### **Actions which should lead to education and disciplinary action.**

- Observers – is it clear to those feeling intimidated that the observers are not part of the victimising group? If there is a clear connection, then their role can be interpreted as hostile witness or part of the role of intimidation. This role should be reprimanded and recorded but is not in itself subject to serious disciplinary action. Observers who fail to provide evidence may be themselves intimidated hence this cannot be used as a rule. The understanding from those in the group that they are connected is the evidence that should be used.
- Participation
  - Encouragement – If the individual has uttered anything or made noises with their hands for example that could be interpreted by others as giving their support or enjoying the issue or urging others on, then the law counts them as being partly responsible for the crime. There are cases of individuals under the law being fully charged for the offense for such actions

- Named – If the individual is named in the investigation as having had a role then this increases the scope for disciplinary action.
- Direct action – If the actions of the named individual enabled the crime to occur. If they for example were to have made suggestions that were followed or prevented the individual from leaving intentionally but without physical contact.
- Physical contact
  - Those making intentionally harmful or restrictive physical contact with the individual as part of an unequal gang that outnumbers the victim group should be placed at a level of responsibility above those earlier listed and hence the disciplinary measures could extend to permanent exclusion depending on the circumstances and nature of the contact.
- Leadership
  - Those who orchestrate a situation regardless of carrying it out themselves or not should be held at that highest level of responsibility.

## Part 7 – Continuous Improvement

The Governing Body and the member of the Senior Leadership Team (SLT) with responsibility for continued professional development (CPD) will endeavour to secure appropriate high quality training on all aspects of behaviour management to support the implementation of the policy for all staff.

Training in behaviour management must be available to all teaching and non-teaching staff.

Training must be research led, making use of peer reviewed work such as the independent review of behaviour in schools by [Tom Bennet on behalf of the DfE](#)

## Involvement of outside agencies

Every school in the MAT actively engages with other schools in the South East Cornwall area, including the Caradon Alternative Provision Academy to support pupils. The school also fully engages in multi-agency intervention in liaison with external agencies.

The school works positively with the Local Authority and with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available. For further details, see the Special Education Needs and Disability (SEND) Policy.

## Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour for learning policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. This will take place through a variety of forums.

The Governing Body of each school and the Trust Board will receive a regular statistical review of pupil management issues and information about difficulties concerning individual pupils.

The Governing Body of each school and the Trust Board will regularly review this policy and procedures through the monitoring of pupil data (merits; referrals; internal exclusions; exclusions; managed moves, etc.) by whole school and by specific groupings (gender; ethnicity; Children in Care; Register of Need; Gifted and Talented; Year group) to ensure its continuing appropriateness and effectiveness.

The outcome of the review will be communicated to all those involved, as appropriate.

The Trust has adopted this policy with due regard to Government guidance.

A number of events can trigger a review to occur in schools. These include the following;

- A national serious case review.
- A noted new repeated pattern of behaviour in the school.
- Lines of enquiry arising from anonymous reporting.
- If an incident occurs in school which results in more than three pupils receiving exclusions.

## Links

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [School Exclusion](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

### **Documents, articles and books that have also influenced this work include**

- Feminism is for everyone – bell hooks 2017
- When the adults change everything changes – Paul Dix 2017
- Leading on pastoral care – Daniel Sobel 2019
- [Tom Bennet on behalf of the DfE](#) independent review of Behaviour Policy – 2017
- Our SECRET Skills framework – [this version](#)

## Appendix 1: Example Learning Expectations: Pupils

Pupils will be reminded of the agreement annually at the beginning of the school year in assemblies; and a summary poster of expectations will be on display in every classroom.

Everyone has the RIGHT to work successfully, safely and enjoyably without distraction. To enable this to happen we need to be clear about the rules and expectations.

### a. Going to Lessons

- i. Walk calmly and quietly about school using the most straightforward or recommended route.
- ii. Always keep to the **left** when walking in crowded areas.
- iii. Move quickly to your next lesson.
- iv. Queue outside the room quietly in single file.

### b. Start of Lessons

- v. Enter rooms sensibly and sit where you are told.
- vi. Take out the correct books, pens and equipment.
- vii. Put bags away (not on desks) preferably under your table or seat.
- viii. Remain silent during the register (except when your name is called!).

### c. During Lessons

- ix. When your teacher talks to the whole class remain silent, listen and concentrate.
- x. If the class is asked a question, do not call out. Wait until you are asked to answer.
- xi. You are expected to work sensibly with your work partners: do not distract or annoy them; Speak only with a 'partner voice', do not call across the room.
- xii. Eating and chewing are not allowed.
- xiii. Mobile phones are brought into school at the pupil's own risk. They must be turned off and out of sight during learning time and social times unless your teacher has asked you to use them for a classroom activity.
- xiv. When answering questions or talking about work be polite, speak clearly and keep the volume at an appropriate level.

### d. End of Lessons

- xv. You should not begin to pack away or put on outdoor wear until your teacher tells you to do so.
- xvi. When told, stand and push in your chair and tidy the tables; pick up any litter near you.
- xvii. Only when your teacher finally tells you to go may you leave the room. Leave sensibly.

### e. Finally, but most importantly:

- xviii. Teachers and other staff are in the position of parents/guardians while you are in school; This means in particular that there is no excuse for rudeness, disrespect or insolence towards any member of staff.
- xix. Any reasonable request from a teacher should be carried out at once and without argument.
- xx. Do not answer back. Talk problems through with your teacher later.
- xxi. Similarly, all staff will treat young people with respect whether they are teaching them, praising them, or punishing them.

## Appendix 2: Expectations: Learning Agreement: Teachers

It is the classroom teacher's job to create and sustain a positive, supportive and secure learning environment. Well prepared stimulating lessons engage enquiring minds and generate good behaviour and earn respect.

In more detail this means that colleagues should:

- i. Arrive before the class and begin on time. 'Meet and greet'.
- ii. Ensure pupils are lined up quietly until a classroom is available.
- iii. Be prepared for the lesson and ensure that lesson purpose is known by pupils.
- iv. Know the pupils as individuals – by name and by attainment. Call them by their first names.
- v. Abide by the school's expectation from the first lesson onwards.
- vi. Model the standards of courtesy expected from pupils.
- vii. Ensure that all pupils are able to participate fully in the lesson.
- viii. Emphasise the positive, including praise for good behaviour as well as good work.
- ix. Make sparing, fair and consistent use of reprimands and target the right pupil.
- x. Criticise the behaviour and not the person.
- xi. Use private rather than public reprimands where possible.
- xii. Always avoid sarcasm and threats, which are not subsequently carried out.
- xiii. Use positive language.
- xiv. Avoid whole group punishments and humiliation.
- xv. Keep to time in the lesson and finish on time.
- xvi. Ensure an orderly exit.
- xvii. Reflect upon classroom management and learn from it.

It must be emphasised that it is the primary responsibility of staff to deal with discipline themselves in the first instance.

Teachers in the classroom can apply a range of positive discipline strategies including:

- i. indicate the level of noise that is acceptable: e.g. partner voices.
- ii. tactically ignore (minor) unwanted behaviour.
- iii. use non-verbal communication e.g. zip the lips for silence.
- iv. point out the learning expectations and remind them regularly.
- v. teach basic social interactive rules then remind and monitor.
- vi. demand reciprocal respect e.g. 'I'm not speaking to you like that'.
- vii. avoid unnecessarily vigilant intervention e.g. talk to latecomers later.
- viii. give the pupil a face-saving alternative.
- ix. deal with individuals away from their peers to avoid unnecessary confrontation, also to deprive them of an audience (the oxygen of publicity!).
- x. make sure routines and procedures are properly established.
- xi. influence pupils through positive role modeling.
- xii. explain what the student has done when disciplining.
- xiii. make sure the student knows you 'care' about what happens.
- xiv. appeal to the emerging adult.
- xv. set clear time boundaries and stick to them.
- xvi. follow up problems later (as long as the class realises this is happening) pointing out that uninterrupted teaching and learning are of paramount importance.
- xvii. clarify what you expect 'next time'.
- xviii. be positive, have high expectations, be optimistic.

#### 11.4.5 **Mobile phones**

Mobile phones are brought into school at the pupils' own risk. They should be turned off and out of sight at all times, unless a member of staff has asked for them to be used specifically as part of a classroom activity. Please note pupils can use either the Head of Year office or the Learning Support Department to make urgent calls.

#### **All staff will:**

- Be a positive role model.
- Implement the school positive behaviour policy consistently throughout the school.
- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that enables pupils to engage.
- Give the opportunity to work in groups.
- Make sure that pupils listen and are listened to and value others.
- Help pupils to gain the ability to make choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it.
- Help pupils understand their rights and responsibilities as citizens in our society.
- Reward and praise positive learning behaviour.
- Keep records of behaviour and report these to the Headteacher when required.
- Ensure the pupils in the class know the whole school 'Diamond Rules'.
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents.
- Be aware of and understand their rights and responsibilities.

#### **Pupils will:**

- Respect and care for others.
- Listen to others.
- Learn and work co-operatively.
- Obey the 'Diamond Rules'.
- Resolve disputes positively.
- Value and take responsibility of the environment.
- When necessary carry out self-monitoring.
- Be aware of their own emotions and actions and take responsibility for these.
- Be aware of and understand their rights and responsibilities.

#### **Parents, Carers and Families will:**

- Support the school when reasonable actions to discipline a child have been used.
- Promote positive behaviour at home in order to maintain continuity between home and school.
- Initially contact the Class Teacher/Form Tutor if they have concerns about the way their child has been treated.
- If concerns remain, contact the Headteacher and then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities.



### **The Governing Body will:**

- Support the school in the implementation of the positive behaviour policy.
- Provide advice about disciplinary issues, as requested by the Headteacher, so that he/she can take advice into account when making decisions about repeated, or very serious, acts of anti-social behaviour.
- Review the effectiveness of the policy.

### **Rights and Responsibilities**

#### **Staff should:**

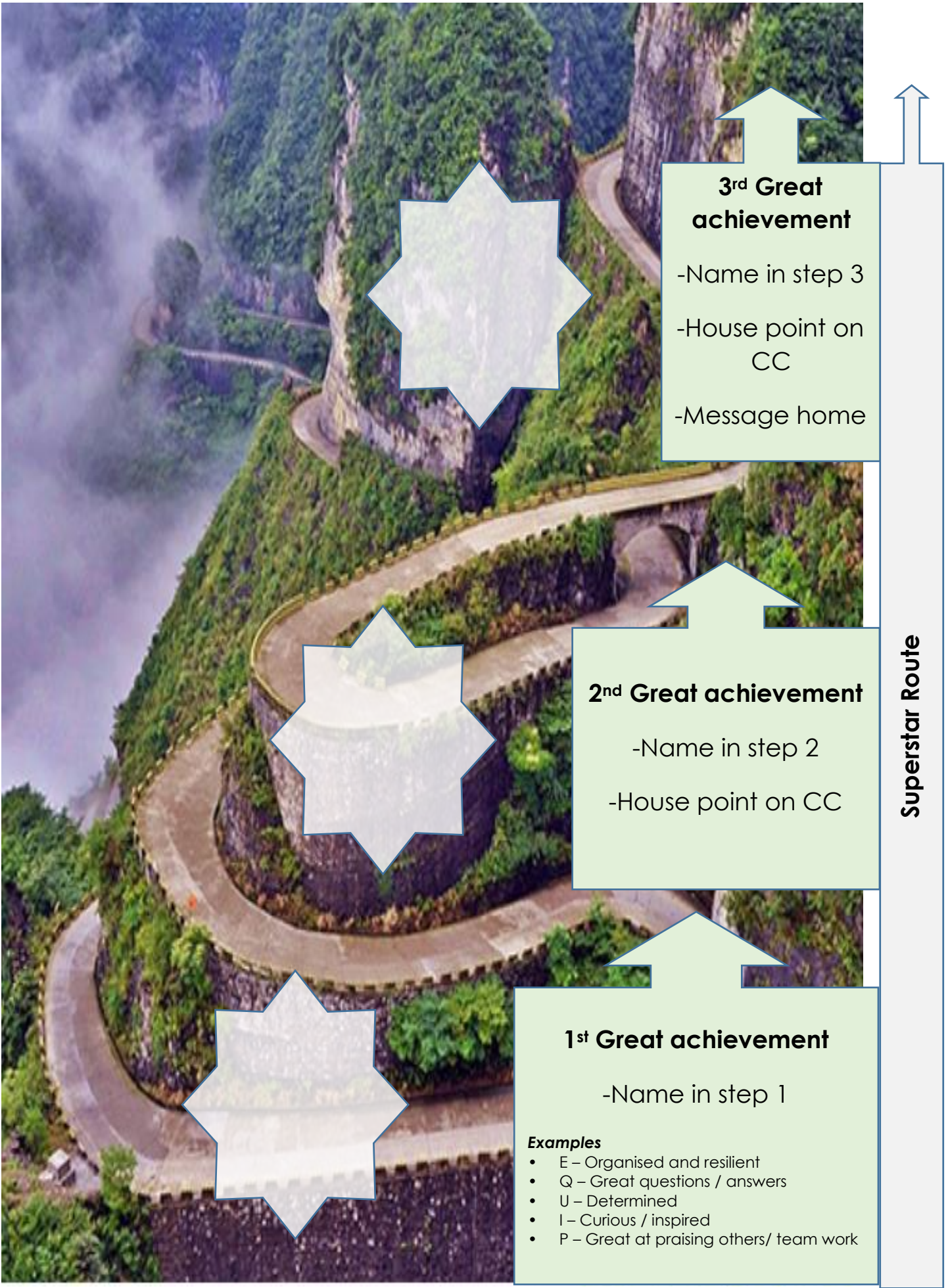
- Be supported by peers and managers, ask for support when needed and offer support to colleagues and managers.
- Be listened to, listen to others and share opinions in a constructive manner.
- Be treated courteously by all others in the school community and model courteous behaviour.
- Recognise and acknowledge positive behaviour in others.
- Be made fully aware of the school's system, policies and expectations.
- Seek information and use lines of communication.
- Receive appropriate training to increase skills in behaviour management.
- Support others in developing their skills in promoting positive behaviour.
- Acknowledge areas of their own behaviour management skills that could be developed and evaluate new approaches.

#### **Pupils should:**

- Be treated with respect and behave respectfully to others.
- Be safe to behave in a way that keeps others and self safe.
- Be willing to learn and allow others to learn.
- Attend school regularly.
- Be allowed to make mistakes, own mistakes and learn from them.
- Allow others to make mistakes.
- Be listened to and listen to others, giving opinions in a constructive manner.

#### **Parents, Carers and families should:**

- Be treated with respect and behave respectfully towards others.
- Be kept informed about their child's progress and talk to teachers if they have any concerns about their child's learning and wellbeing.
- Talk to their child about what he/she does in school.
- Ensure their child attends school regularly.
- Be listened to and listen to others.
- Have access to information on the school's procedures for positive behaviour.
- Acknowledge and respond to information, have concerns taken seriously and to share concerns constructively.



## Appendix 1: Examples of Rewards

Positive consequences (rewards), empathy and a caring ethos are the keys to people learning how to make good choice. Systems that emphasise praise are consistently more successful in teaching pupils to make more positive choices.

A range of systems are used in each school to reward good progress academically and in terms of skills and attitudes. SMART schools are encouraged to be innovative in terms of their use of praise and so the following list is by no means exhaustive. Equally not all of the techniques described below are used in all schools.

Praise which does not tend to be recorded centrally

- Stickers, Diamond tokens.
- Verbal praise.
- A simple note could be inserted in the School planner.

Systems of individual points that build up over time

- Diamond tokens.
- Merits or Commendations which build into Bronze, Silver or Gold certificates.
- Shown to the Headteacher.
- Weekly individual lunchtime award winners are invited to sit at a special table as well as being able to go first in the lunchtime queue.
- Rainbow Award – For individual outstanding behaviour, this will be recognised with a personalised postcard home.
- Special mention in assembly and/or Weekly celebration assemblies.
- Parents contacted for example through sending a praise postcard home.
- Mention in school magazines or newsletters or published in local press articles.
- Star of the day.
- A letter/certificate of congratulations sent home from the Headteacher.
- End of year presentation assemblies and awards ceremonies.
- Students rewarded with extra responsibilities e.g. prefects, peer mentors etc.
- Record of achievement.

Systems of class or group praise through, for example, a house system

- House Points.
- Class Cups.
- Class of the week
- 'Sunshine time'. A treat chosen by the teacher for all those who have not made any poor choices in regard to behaviour all week.

Displaying pupils' work in the classroom and elsewhere (both in school and in the community) is a very powerful method of rewarding endeavour and high achievement. Please use this opportunity to show off a selection of work. For certain types of work e.g. drama, dance and music, assembly time might be an appropriate venue for display.

## Common reasons for rewards being given

The following is a list of possible reasons to reward students. It is likely that staff can come up with many more, but the key issue is how to reward students for desirable behaviours.

- good work – academic, sporting, cultural, artistic, and so on.
- completing work to the best of a pupil's ability.
- increased and/or sustained effort.
- sustained reliability.
- spontaneous helpfulness including being considerate, courteous, co-operative, responsible.
- giving up time voluntarily in service to the school.
- good attendance and punctuality.
- sustained improvement in attendance/punctuality.
- behaviour which improves the reputation of the school such as community links, or encourages and
- strengthens international links.
- behaviour which helps the school to run smoothly.
- taking responsibility for and care of our school environment and/or being involved in strengthening environmental awareness.
- high standards of appearance and behaviour.
- leading or organising activities.
- participating in extra-curricular activities (fully, regularly, well).

Praise is always effective. Staff will know by experience how public this should be for each pupil. Praise can also be awarded to a class or tutor group for displaying desirable attributes.

Some academies link praise specifically to their vision.