



## BEHAVIOUR, REWARDS and SANCTIONS POLICY

This policy applies to the whole school, including the EYFS

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## 1. AIMS

At St Piran's we pride ourselves on being a warm and friendly school and wish to bring out the best in every child in our care. We believe children and adults flourish best in an inclusive environment where every member feels valued and respected, happy, safe and secure. It is also important that each person is treated fairly with positive reinforcement, without the fear of being hurt or hindered by anyone else. To achieve this, children are given clear, consistent boundaries and guidelines of acceptable behaviours, appropriate to the child's stage of development and individual needs.

St Piran's is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

This policy applies to all pupils in the school including those in our Early Years Foundation Stage Setting (EYFS). There is a designated staff member responsible for behaviour management in the EYFS (Jackie Richmond, Assistant Head and Head of Early Years).

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Use of reasonable force in schools](#)
- ['Keeping Children Safe in Education' 2024](#)
- [The Equality Act 2010](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Supporting pupils with medical conditions at school](#)

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 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

- 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.

### 3. WHOLE SCHOOL EXPECTATIONS

St Piran's community of Governors, staff, parents and pupils adhere to an established routine and code of conduct. St Piran's sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside St Piran's and in any written or electronic communication concerning the school.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the school's expectations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

- Acting as role models with regard to friendliness, care and courtesy
- Making it clear that negative behaviour is unacceptable, not the child
- Encouraging appropriate behaviour through positive strategies, rewards, gentle encouragement and explanation
- Supporting children to verbalise their thoughts, teaching them how to handle conflict by helping them to find their own solutions in appropriate ways
- Helping to explain why their behaviour is unwanted and how to cope more appropriately
- Promoting clear and positive messaging about the extent to which they and their efforts are valued.
- Using appropriate methods to manage and change children's behaviour, for example, praise and positive verbal reinforcement.
- Positive behaviour is reinforced; poor behaviour should not receive an unequal amount of teacher time.
- Never humiliating a child.
- Never using threatening behaviour as a punishment to discipline.
- Voices are raised when safety is at risk, not in response to a behaviour
- De-escalation strategies are employed
- All incidents, concerns and observations are recorded and tracked on CPOMS. Persistent and patterns of negative behaviour are tracked. Observations are used to help understand the cause alongside parental discussion.

St Piran's takes its duties under the Equality Act 2010 seriously and makes the appropriate and reasonable adjustments for pupils with special educational needs and disabilities (SEND). We will discuss and, if appropriate, set up an ISP (Individual Support Plan) and/or SEN Support Plan & EHCP, which will be implemented to support the child. By liaising with parents and other agencies, we will work together to resolve any behavioural issues. We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole school community. St Piran's reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed up to and including suspension/exclusion.

The whole school expectations are designed to encourage positive behaviour, intrinsic motivation and self-discipline. These are set out in our commitment to SMSC (Social, Moral, Spiritual and Cultural) values and in our SPLH (St. Piran's' Leadership Habits).

Our SMSC values represent the way the school aims for each pupil to reflect upon the way they conduct themselves pastorally and our SPLH - *'with motivation, engagement and thinking'* at its core- are used to support the academic progress. There is natural overlap and during the school year, one or two values from these areas are focused upon as a theme for that week. The theme is discussed in assemblies and PSHE lessons and encouraged to be demonstrated by pupils as a focus for that week. Excellent examples of these are promoted in our weekly Celebration Assembly and end of term celebrations. In the case of poor behaviour or conduct by a child or a group, our whole school expectations can be referred to and reflected upon by the appropriate member of staff, depending on the age of the child/children involved.

Copies of the expectations are set out above and on the school's website, under Pastoral Care, and in the Parent Handbook and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with these expectations and that they will undertake to support the authority of the Headmaster and his staff, in enforcing these expectations in a fair manner that is designed to safeguard the welfare of the St Piran's community as a whole.

#### **4. DEFINITIONS**

##### **Serious misbehaviour**

All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Headmaster can impose for serious breaches of the school expectations, including but not limited to criminal behaviour. Examples of serious breaches of the school's expectations which may result in serious sanctions include:

**Misbehaviour** is defined as:

- Disruption (both as a standalone and continual incidents) in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Breach of safeguarding policy
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting

- Smoking (including vaping)
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Electronic devices specifically prohibited by school
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings. The School may be forced to exclude a pupil, or to require him/her to be withdrawn if other disciplinary measures, including suspension, prove to be ineffective.

## **BULLYING**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Everyone has a right to feel secure and to be treated with respect at St Piran’s, particularly the vulnerable. Harassment and bullying in any form will not be tolerated. Our Anti-Bullying Policy is on our website, in the policies section for staff on ‘Teams’ and in the Parent Handbook. This is reinforced by the school’s Anti-Bullying Leaflet, which is created using input from our Pupil Parliament and older children. St Piran’s is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a child is adopted, looked after or is a carer.

## 5. ROLES AND RESPONSIBILITIES

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through:

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the Headmaster/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

### 5.1 The Governing Body

The Governors are responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headmaster
- Monitoring the policy’s effectiveness
- Holding the Headmaster to account for its implementation

The Governing Body is responsible for monitoring this behaviour policy’s effectiveness and holding the Headmaster to account for its implementation.

### 5.2 The Headmaster

The Headmaster is responsible for:

- Reviewing this policy in conjunction with the Governing Body.
- Giving due consideration to the school’s statement of behaviour principles (appendix 1)
- Approving this policy

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- 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
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the online behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Parents and carers who accept a place for their child at St Piran's undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. The Behaviour Policy is on the school website, and we expect all parents to read it and support the school with its aims and expectations. St Piran's values a close relationship with parents and encourages parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, St Piran's expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

St Piran's tries to build a supportive dialogue between home and school. In the event of any behaviour management issue the school will liaise closely with parents and, if relevant, other support agencies. St Piran's has a number of support systems tailored to meet the needs of all pupils.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should always contact the class teacher or teacher involved, in the first instance. If the concern remains, they should follow up their concern with their child's Head of Year. Then, if there are still concerns, they can contact the Deputy Head Pastoral. If a matter remains unresolved at that stage, the matter would be diverted to the Headmaster.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues. St Piran's welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

### **Unexplained Absences**

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the school's Missing Child Policy.

Please note that it is the School's policy not to allow holiday to be taken during term time unless in exceptional circumstances, which can then only be approved by the Headmaster.

### **5.5 Pupils**

St Piran's promotes an ethos of good behaviour where pupils treat each other with *'kindness, respect and inclusivity'* at all times, inside and outside of school. At the beginning of a new academic year, each class in the school produces a set of class expectations or a Code of Conduct, which sits alongside an overarching poster of school expectations. In Nursery and Reception, these may be in the form of pictures. These are signed and displayed in the classroom for future reference. In this way, every child knows the standard of behaviour that is expected and created by the children.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, for example; in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the Pupil Parliament, which meets twice termly.

St Piran's will ensure that all new pupils are briefed thoroughly on the school's expected standards of behaviour, and we work closely with all pupils as they transition through the school, from the day they start at St Piran's, to the day they leave.

Pupils will be made aware of the following during their induction into the behaviour culture:



- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **6. SCHOOL BEHAVIOUR CURRICULUM**

Pupils are expected to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the school's SMSC values and SPLH and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat others with kind voices and kind hands
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times and treat it with care and pride
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Staff will support all pupils by adhering to the 'Whole school Expectations' in section three of this policy.

### **6.1 Mobile phones**

The School recognises that mobile devices are sometimes used by pupils for medical purposes or as an adjustment to assist pupils who have disabilities or special educational needs. Where a pupil needs to use a mobile device for such purposes, the pupil's parents or carers should arrange a meeting with the pupil's

Head of Year and the SENDCo, to agree how the School can appropriately support such use. The Head of Year will then inform the pupil's teachers and other relevant members of staff about how the pupil will use the device at school. More information can be found in the school's 'E-Safety Policy'.

## **7. RESPONDING TO BEHAVIOUR**

### **7.1 Classroom management**

Teaching and support staff from across the school are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, including:

- o Greeting pupils positively in the morning/at the start of lessons
- o Establishing clear routines and boundaries in and out of the classroom
- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the day positively and starting the next day afresh
- o Having a plan for dealing with low-level disruption
- o Using positive reinforcement
- o Demonstrating the tone and context for positive behaviour of their own

### **7.2 Learning**

St Piran's aims, through its Teaching and Learning Policy, to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the school. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

### **7.3 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection and the school will support all pupils where this becomes particularly apparent. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding Policy for more information. The policy is located on our website, on Teams for staff and is available for sending on request.

### **7.4 Responding to good behaviour**

At St Piran's we promote, reward and encourage positive behaviours in all children as we believe that this instils a positivity within our pupils and a keenness to thrive and achieve both pastorally and academically. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements

and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Whole school positive behaviours will be rewarded with:

- Verbal praise, smiles and thanks.
- Stickers and stampers: these are given to provide instant positive feedback for great learning
- **Clan Points:** given from Year 1 to reward positive demonstration of our SMSC and SPLH values. In the younger years these are recorded on a class chart and in older years they are recorded electronically on iSAMS. This allows parents and pupils to track cumulative totals.
- Both positive and negative behaviours are tracked and monitored on CPOMS for Pre-Prep.
- **ATL Points:** from Year 3, pupils will be given an ATL (Attitude to Learning) score to record how positively they are approaching their learning.
- Communicating praise to parents via a phone call or written correspondence. Certificates, prize ceremonies or special assemblies.
- **Positions of responsibility**, such as leadership status or being entrusted with a particular decision or project. From EYFS this may take the form of a special helper up to Year 6 where all pupils are provided with a specific leadership responsibility.
- **Whole-class or year-group rewards:** our pupils are encouraged to show positive behaviours through aspiring to a whole class reward such as golden time or popular activity of their class's choosing
- **Weekly Headmaster's Awards:** these are issued to celebrate positive and meaningful behaviours connected to our SMSC values and SPLH.
- **End of year certificates:** at the end of each academic year, children are each recognised for achievement connected to a specific SPLH. Three pupils will also be identified as showing notable progress in M (motivation), E (Engagement) or T (Thinking) and will be issued with a certificate from the Headmaster.

## 7.5 Clan Points and Minuses

Pupils receive a 'plus' Clan point for two reasons. Firstly, for performing selfless tasks around the school. These are awarded because a child has made a positive contribution to school through good citizenship or demonstrates they are following the school's expectations in a positive way. Secondly, Clan plus points may be awarded for subject-based work in line with the St Piran's Leadership Habits.

Staff record Clan Points on iSAMS. More generally, in school-based work, effort, or lack of it, is reflected in the weekly Attitude to Learning scores given to each pupil in each subject. Children in Years 3 – 6 receiving 45 Clan points or more will receive a round button badge, in their Clan colour, which they can keep in recognition of their achievement. Once children have received five button badges over a number of terms, they can be exchanged for a star-shaped badge in their Clan colour.

In the Prep School, pupils can receive a 'minus' Clan point for misbehaviour, e.g. poor behaviour in changing rooms, in queues and waiting outside classrooms. He/she may only receive one minus Clan point for a particular offence. This offence will be discussed with the Class Teacher with a view to improving behaviour. If, in the opinion of a member of staff, the offence merits more than one minus Clan point, then action of a different kind must be taken.

The minus mark and the reason it has been given must be noted as soon as possible on iSAMS. Minuses are reported directly to the Form Teacher and Deputy Head Pastoral on iSAMS, and poor Attitudes to Learning are reported weekly to the Deputy Head Academic. Records of verbal warnings are also recorded on CPOMS to track negative behaviour. For every three minus clan points given in a term, regardless of the number of pluses

they receive, the child must report to the Deputy Head Pastoral, who will take further action. If the minuses are focused on negative attitudes to learning, the child will go to the Deputy Head Academic.

In practice, almost all pupils end the term with considerably more 'pluses' than 'minuses'. Persistent offenders will be tracked and identified by the Deputy Heads who will work with the Form Teacher and Head of Year on a course of action; parents will be notified. The Deputy Head Pastoral and Head, meet with the Heads of Year on a weekly basis and tracked behaviour and serious behaviour form part of these discussions.

## **7.6 Responding to misbehaviour**

Our high expectations of pupils predominantly result in a display of positive attitudes and behaviour. However, from time to time, pupils may need to be reprimanded for what we hope will only be minor breaches of the school rules and code of conduct. When a pupil's behaviour falls below the standard, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. They will also ensure that children are praised and rewarded for positive acts of behaviour.

De-escalation techniques may be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrase (these can be obtained from the SEND department and Deputy Head Pastoral). When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Sanctions reinforce school values and help the school to set boundaries and to manage unacceptable or challenging behaviour from pupils. Further details of serious sanctions are in Section 8 of this policy.

If a pupil demonstrates any misbehaviours, this should be dealt with by the staff member present at that time, who will initiate and action any follow-up at their earliest convenience. This will help to ensure a speedy and appropriate response. All responses to misbehaviour and consecutive actions are recorded on CPOMS using the incident facility. Details on what should be included in an incident report are on Appendix 3 of this policy. For repetitive behaviours an 'ABC' log, found in Appendix 4 of this policy and also on CPOMS, should be used as a tracking record before deciding on next actions. This log should be retained and tracked on CPOMS.

The whole school may use one or more of the following sanctions in response to misbehaviour:

- Verbal reprimand and reminder of the expectations of behaviour
- Giving of a minus/setting of a reflective task
- Expecting work to be completed at home, or at break or lunchtime (but never for the duration)
- Reflection time/ 'Time-Out' at break or lunchtime
- Removal of the pupil from the classroom (please see Section 8.2 of this policy for clarity)
- Loss of privileges – for instance, the loss of a prized responsibility particularly when it has been used inappropriately or without consideration
- Being removed from a playground situation for reflection and/or safety of others
- School-based community service, such as tidying a library or changing area
- Creating and sending a letter of apology (written or otherwise)

For serious misbehaviours the following sanctions may be put into place:

- Putting a pupil 'on report', agreeing a 'behaviour contract' or creating an 'ABC' log of repetitive behaviours to identify specific triggers
- Referring the pupil to a senior member of staff
- An email to parents to advise of the misbehaviour and to discuss ways to move forward, with a follow-up meeting planned if and when required
- Reflection time – pupils will be asked to take time out and complete a reflection task to evaluate their actions
- Withdrawal from a lesson, school trip or team event;
- Suspension for a specified period, removal or possibly exclusion;
- Whole year group /whole class sanctions will not be employed if the whole group is not involved
- Permanent exclusion, in the most serious of circumstances

Initially, sanctions are given by the form/subject teacher and may later involve the Head of Year, Deputy Head Pastoral and the Headmaster. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our School.

All members of staff, teaching the child, will be informed of difficulties, particularly lunch time supervisors, for consistency. Parents are notified at the end of the session/day if their child has hurt another child, or if they have had an unsettled day. The parent of the child who has been hurt is also notified.

Teachers do their best to listen to and discuss concerns with the children and try to resolve problems or conflict fairly and swiftly. Minor misdemeanours and friendship problems are all part of the process of growing up and learning through making mistakes and will be dealt with as sensitively as possible within school.

Parents should be assured that, if there are genuine, on-going concerns about their child's attitude or behaviour, the school will contact them to raise and discuss these. We then work in partnership to put in place further support mechanisms in order to help resolve the situation such as an IBP (Individual Behaviour Plan). This may require a structured support programme, referral to a MHFA (Mental Health First Aider) and/or school's counsellor, and/or to other support services such as CAMHS.

### **7.7 Process for dealing with misbehaviours and serious incidents:**

All incidents of negative behaviour, are logged on CPOMS and the Head, Deputy Head Pastoral, Head of EYFS and Matrons are notified automatically. The process for staff, when dealing with misbehaviours and serious incidents, follows the process below:

**Step 1: (Incident occurs) Verbal reprimand** by staff dealing with incident, discussion about what has happened and why it is not acceptable.

*(Incident logged on CPOMS and Form Teacher alerted);*

**Step 2: (Incident repeated) Verbal reprimand and another sanction such as a Minus or 'Time Out'** decided upon and given by the staff dealing with the situation;

*(Incident logged on CPOMS and Form Teacher/Head of Year alerted if required);*

**Step 3: (Incident occurs again) Referral to the Head of Year if the incident becomes part of a pattern of similar misbehaviours or is an ongoing concern;**

*(Incident logged on CPOMS and parents notified of next step: 'Reflection Time');*

**Step 4: (Incident occurs again) Reflection Time:** reflection activity provided to pupil (taking into account SEND/individual needs). Reflection Time can be given for a pattern or behaviours or for a serious misbehaviour (this would mean that Steps 1 to 2 would be side-stepped)

Reflection time will be completed as **part** of a breaktime but never the duration.

*(Incident logged on CPOMS and parents notified by Form Teacher. Staff member leading reflection time to be decided upon; for more serious misbehaviours, the Deputy Head Pastoral would lead);*

**Step 5: IBP (Independent Behaviour Plan)** put in place to monitor child's progress towards improvement in behaviour or organisation if incidents continue to happen.

(Plan created and agreed upon by pupil, parents, Form Teacher, Head of Year, Deputy Head Pastoral (and SENCo if applicable. Follow-up review of plan in two weeks' time booked in);

#### **Step 6: Review of IBP and negative behaviours still continue**

Meeting with parents, Deputy Head Pastoral, Form Teacher and Head of Year to discuss further serious sanctions, such as suspension, if behaviour continues.

**Step 7: Referral to the Headmaster** (this stage may include the two points above).

Negative behaviours continue and the learning and safety of others is compromised. Serious sanctions outlined, such as suspension and expulsion, are discussed as next steps. Withdrawal in the event of a single act of gross misconduct or a repeated series of breaches of discipline, parents may be asked to withdraw a pupil from the school if the Headmaster judges it to be in the best interests of the school or the child.

**Please note that for some serious misbehaviours staff will be advised to move to Step 7 and the Deputy Head Pastoral should be notified instantly, they will inform the Headmaster and discuss next steps.**

### **7.8 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils and this policy should be read in conjunction with the School's Use of Reasonable Force to Control a Pupil policy. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.9 Confiscation and searches

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headmaster, or by the Headmaster themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headmaster, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"

- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the DSL/Deputy Head Pastoral (or Headmaster and/or DDSL in absence of DSL/Deputy Pastoral) to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Electronics**

Where an electronic device is found during a search and that device is prohibited by the school, or where the member of staff undertaking the search reasonably suspects that the device has been or is likely to be used to commit an offence or cause personal injury or damage to property, the school may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required.

The school may also erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a



criminal offence (for example, certain pornographic material), where the files should not be deleted, and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to an offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and may then punish the student in accordance with this policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the school will follow the procedures set out in the school's Safeguarding Policy.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on CPOMS, the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **7.10 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **7.11 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **7.12 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Deputy Head Pastoral/DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.13 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care

- Report to the police

Please refer to our Safeguarding Policy for more information. The policy is located on our website, on Teams for staff and is available for sending on request.

#### **7.14 Malicious allegations**

St Piran's takes its responsibilities for safeguarding extremely seriously. All members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Safeguarding Policy.

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the school, and that incidents may also be referred to the Police, where appropriate to do so.

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 (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding and Low-Level Concerns policies for more information on responding to allegations of abuse against staff or other pupils.

### **8. SERIOUS SANCTIONS FOR SERIOUS MISBEHAVIOURS**

There will be occasions for which a verbal warning or a 'minus' is considered an insufficient or inappropriate punishment for a more serious misbehaviour.

Initially, the member of staff should report the incident to the Form Teacher and/or Head of Year. If the serious misbehaviour is connected with child-on-child abuse, the incident should be reported to the Deputy Head Pastoral/DSL.

If, in a teacher's view, a very serious incident has taken place, it must be reported to the Headmaster/Deputy Head Pastoral at the earliest opportunity so that appropriate action can be taken. A written report should be asked for by the Headmaster explaining exactly what happened. All attempts will be made to ensure that all information regarding the incident is gathered.

If there is more serious and direct conflict between pupils or between a pupil and a teacher (e.g. insolence or deliberately refusing to do work) the teacher should report the matter directly to the Headmaster or in his absence, the Deputy Head Pastoral.

If a child has made a malicious accusation against a member of staff, the Headmaster will investigate the allegation. From the results of this, appropriate action will be taken, including disciplinary sanctions if necessary.

The School uses iSAMS and CPOMS to record sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

### **8.1 Serious misbehaviours**

All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Headmaster can impose for serious breaches of the school expectations, including but not limited to criminal behaviour. Examples of serious misbehaviours which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying;
- Physical assault/ threatening behaviour;
- Fighting;
- Sexual harassment;
- Racist or sexist abuse;
- Sexual misconduct including sexting;
- Peer on peer abuse;
- Damage to property; and
- Persistent disruptive behaviour;

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

The Headmaster will speak to the parents, with or without the child present. Various sanctions are then possible with the ultimate sanctions of suspension, or even exclusion, being possible. Other agencies will be contacted and/or recommended as required.

The school may be forced to exclude a pupil, or to require him/her to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

### **8.1 Reflection Time**

At St. Piran's, 'Reflection Times' are used as a serious sanction as opposed to 'detentions'. Pupils can be issued with 'Reflection Time' tasks by the Head of Year and the Deputy Head Pastoral, Academic and the Headmaster. In Years 5 and 6 Reflection Times may be given by a subject specialist if there have been repeated serious misbehaviours hindering the learning and/or safety of others. 'Reflection Times' can be given during break and lunch sessions. The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety

- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

## **8.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a designated time, but they should be out of the classroom for no longer than a time agreed with the Head of Year and Deputy Head Pastoral.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a designated member of staff and will be removed for a maximum of ten minutes.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headmaster.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with a MHFA (Mental Health First Aider)
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on the school's online behaviour log, CPOMS.

### **8.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headmaster and only as a last resort.

## **9. RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND**

St Piran's takes its duties under the Equality Act 2010 seriously and makes the appropriate and reasonable adjustments for pupils with special educational needs and disabilities (SEND). We will discuss and, if appropriate, set up an ISP (Individual Support Plan) and/or SEN Support Plan & EHCP which will be implemented to support the child. By liaising with parents and other agencies, we will work together to resolve any behavioural issues.

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

To anticipate and help remove triggers of misbehaviour our approach includes:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload under specified supervision

### **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Contact for RBWM EHC Plans: Achieving for Children: [cypds@achievingforchildren.org.uk](mailto:cypds@achievingforchildren.org.uk) / 01628 685878.

Contact for RBWM children's services: Single Point of Access (Multi Agency Safeguarding Hub) directly on 01628 683150

## **10. Supporting pupils following a sanction**

Following a sanction, the school will work with pupils and their parents/carers to help them understand how to improve their behaviour and meet the expectations of the school.

A designated support team will be formed, headed by the Deputy Head Pastoral, to construct a plan to help with reintegration, to include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## **11. PUPIL TRANSITION**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. TRAINING**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- Positive Children and Positive Behaviours
- Training for staff, including teaching assistants, on supporting behaviours of children with SEND.
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.
- The significance of behaviour and impact on safeguarding

All staff have access to a range of training courses to support their understanding of behaviour through specific TES Educare.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every week by the Head of Year in their year group team meetings. Within these meetings notes on specific behaviours raised will be recorded. On a weekly or fortnightly basis, each Head of Year will meet with the Deputy Head Pastoral to discuss their year group's behaviour and review actions taken and implemented.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic



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

### **13.2 Complaints**

We hope that parents will not feel the need to complain about the operation of our Behaviour, Sanctions and Rewards Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Parental Complaints Policy, which applies equally in the EYFS setting, is on our website or is available on request through the School Office.

### **13.3 Monitoring this policy**

This behaviour policy will be reviewed by the Headmaster and full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the [full Governing Body/committee name] annually.

### **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Acceptable Use of IT Policy
- Allegations of Abuse Against Staff Policy
- Anti-Bullying Policy
- EAL Policy
- Equal Opportunities for Pupils Policy
- E-safety policy
- Missing Children Policy
- Mobile phone policy
- Physical restraint policy
- PSHE Policy/RSE Policy
- Responsible use of ICT
- Safeguarding policy
- SEN Policy
- SMSC Policy
- Staff Behaviour Policy
- Use of Force to Control or Restrain a Pupil policy

**Reviewed by:** Dep Head Pastoral/Head of PSHE & RSHE/Headmaster  
**Reviewed:** 1 September 2024  
**Date of next review:** August 2025

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- All staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

## Appendix 2: Recording a behavioural incident on CPOMS

Detail to include	Additional notes
1. Pupil's name:	(This can be found by typing the first letters of a pupil's first or surname)
2. Pupil's known protected characteristics:	SEND, race, mental health, religion, belief, LGBTQI+
3. Name of staff member reporting the incident:	<ul style="list-style-type: none"> <li>Staff member's name will come up automatically on CPOMS.</li> <li>Staff who witnessed an incident must complete the write-up</li> </ul>
4. Date:	This will come up automatically on CPOMS as the current date and time – amend where necessary.
5. <b>Where</b> did the incident take place?	In school (whereabouts)? Online? Outside of school? On a school journey?
<b>When</b> did the incident take place?	Did it happen before school, after school, lunchtime, break time?
6. <b>What</b> triggered the incident?	<b>Antecedent</b> – what was happening before the incident and helped trigger it?
7. <b>What</b> happened (who was involved)?	<b>Behaviour</b> – what did the pupil do during the incident? Was anyone else involved?
8. What <b>actions</b> were taken, including any sanctions?	<p><b>Consequences and Development</b> - what happened after the incident? How was the situation dealt with and how have they been supported to not do it again</p> <p>Have parents of those involved been notified? Particularly if a serious misbehaviour has occurred?</p>
9. Is any follow-up action needed? if so, give details	<p>Are there repeated behaviours which have been raised in Heads of Year meetings?</p> <p>If so, does an ABCD record (see Appendix 4 of the Behaviour Policy) need to be created for the pupil with the Form Teacher, Head of Year and Deputy Head Pastoral involved (will SENCo need to be involved too?</p>
10. People informed of the incident (staff, parents, governors, police): <i>The Headmaster and Deputy Head Pastoral are already alerted to all behavioural (and safeguarding incidents).</i>	<p>CPOMS, in alert box, members of staff can be made aware where it says 'Alert' (type the first letters of their name).</p> <p>Parents – they do not see CPOMS. If a physical/ serious misbehaviour has taken place, have the parents of ALL involved been contacted?</p>

## Choices

Good choices 😊

- 
- 
- 

Bad Choices ☹️

- 
- 
- 

When I make good choices,  
I can:

- 
- 
- 

When I make bad choices, I  
will:

- 
- 
- 

I agree that this is a fair plan to help me understand good and bad choices.

Yes      No

Signed:

\_\_\_\_\_



# ST PIRAN'S

Inspiring Confidence

## ABCD Behaviour Tracker

<b>Incident number</b>	<b>Date, time, location and adult (s) present</b>	<b>Antecedents</b> (What occurred <b>before</b> the behaviour, e.g., what was expected of on individual, noises in the environment)	<b>Behaviour</b> (What happened <b>during</b> the behavioural incident)	<b>Consequences</b> (What happened <b>after</b> incident, including outcomes for the person, reactions of other people, etc)	<b>Development</b> (What measures were put in place to prevent them similar incidents)
<b>Examples below (please remove when saving log for a specific pupil)</b>					
1	1/2/22 11.30am Snack Table AJ & CY present	Asked by AJ to put plate and cup in the bowl before leaving the table	Tantrum: shouting, yelling, rolling on floor crying	Was given train by CY to calm down	AJ explained why the task needed to be done before leaving the table. CY to remind next break.
2	12/2/22 4N classroom BL present	Small group discussion on text questions before independently starting task	Making inappropriate/disrespectful comments irrelevant to task	Class reminded of expectations. Pupil moved nearer front of class.	Reminded about expectations of behaviour in lessons and how this affects others.

Appendix 5: Individual Behaviour Support Plan (editable version available on CPOMS)



**ST PIRAN'S**  
Inspiring Confidence

**Behaviour Support Plan**

PUPIL NAME:		CLASS:	YEAR GROUP:
Date of birth:		Any medical/SEND needs or other:	
Date plan starts:		Staff working with the pupil:	
Date set for initial review:			
<b>I am good at:</b> _____ _____ _____		<b>I am proud when I:</b> _____ _____ _____	
<b>I like:</b> _____ _____ _____		<b>I dislike:</b> _____ _____ _____	
<b>Sometimes, my behaviour is not my best and I may.....</b>			
1. _____			
2. _____			
3. _____			
4. _____			

<b>Date</b>	<b>Date for next review</b>
<b>Evaluation of above plan and next steps:</b>	
<b>Agreement:</b> Parent name  Parent signature  Date	Staff name  Staff signature  Date

**Appendix 6: comms to parents about pupil behaviour – suggested templates**

**First behaviour notification**

Dear parent,

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child’s behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Second behaviour communication**

Dear Parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

[Insert details of how to arrange the meeting]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Third behaviour communication**

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headmaster, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

[Insert details of the meeting time, date and location, as necessary, or how to arrange the meeting]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_