



**Truro and Penwith
Academy Trust**

Behaviour Policy



Caring, Sharing, Preparing for Life

Review Summary

Approved by:	Trust Board
Approval Date:	July 2025
Next Review Date:	Bi-Annual
This policy is line with the TPAT Trust Behaviour Policy and has been reviewed and adopted by LMC	

St Erth CP School

Dissemination: Website

Date policy approved by Trustees: July 2025

Date policy becomes effective: September 2025

Review date: (Bi-Annual)

Person responsible for Implementation and Monitoring: Headteacher

1. Policy Statement

It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every child has the opportunity to enjoy their learning, experience belonging success, and realise their full potential. Our Behaviour Policy reflects these aims and recognise that the behaviour of children in our schools has a significant effect on the motivation, social development and attainment of all children.

TPAT schools are committed to our shared core purpose, which is at the heart of all we do. This core purpose is to improve the life chances for all children and young people in our schools. Our school's mission/ core values are aligned with that of the Trust:

St Erth School Values

‘Caring, Sharing, Preparing for life.’

At St Erth School we believe that all children are unique individuals with a right to a safe and happy learning experience. We are driven by our belief that children are most likely to be happy and hence successful if they are given care, support, and challenge in equal measure. Our team is united and dedicated in pursuing the best outcomes for all children at St Erth School. By 'best outcomes' we mean children leave us as confident, self-aware and aspirational learners, ready for the next stage in their education.

We aim to provide children with a well-rounded and ambitious curriculum. High academic standards and expectations run alongside creativity, inspiration and imagination. Through the school's metacognitive learning approach of, 'Ready, Reflect, Review,' children challenge themselves; demonstrate excellence; care for themselves and their community and have fun.

To help us achieve this our children have been involved in helping us to develop our core values which guide our approach to learning and life. Our school badge was created by our children with the brief that it had to represent our community, its history, its future and our values and we are very proud of it. It represents the following values, which guide us in our relationships and culture throughout the school:

Kindness - To each other, to ourselves, to nature and our communities.

Knowledge - Knowledge we develop through our curriculum subjects and knowledge of ourselves

Reading - Always reading – we love it!

Respect - For each other, to ourselves, to nature and our communities.

Resilience - Overcoming setbacks and embracing failure, staying steady and focused.

Perseverance - Staying focused when things are tricky, knowing it will lead to reward.

Nurture and relationship - Providing each other and ourselves with the care, truthfulness and thoughtfulness we need to be successful.

Aspiration - Developing the confidence to set aspirational goals that we have the skills and knowledge to reach.

This policy should be read in conjunction with existing school policies including (but not limited to) the following policies:

- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Exclusions and Suspensions
- Anti-Bullying Policy
- IT Acceptable Use

2. Aims

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This is core in our motto 'Caring, Sharing, Preparing for Life'. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- St Erth School has a comprehensive PSHE curriculum and uses this to help support behaviour and expectations throughout the school.

Together we have devised our School Rules – which are reflected in each classroom:

Rights, Responsibilities, Rewards, and Consequences

Rights	Responsibilities	Rewards	Consequences
Be taught / learn	Allow others to learn	House points	Gentle reminders about the agreed expectations
Be heard	Respect each other	Certificates	Clear warnings to help the child understand the impact of their choices
Speak when invited	Show kindness and understanding	Prizes	Time in with an adult to reflect and reset
Be in a safe and tidy environment	Look after each other	Praise	Missing a short playtime or special activity if needed to reinforce boundaries
	Help and tidy up after ourselves	Special Times and Events	Working with another trusted teacher or the Headteacher, and where appropriate, meeting with parents or carers in line with our Behaviour Policy

• Introduction

Our Behaviour Policy applies in school, when children are travelling to and from school, when children are in uniform, and on any educational trips or visits. Our policy also applies to children's conduct out of school when witnessed by a member of staff or reported by a member of the public. Where appropriate, the school will work with external partners, including social care and the police in the implementation of our Behaviour Policy. In line with our school values and ethos, we are committed to:

- Protecting the right to learn, the right to teach and the right to feel safe and be safe
- Valuing all people as individuals
- Promoting equality and celebrating diversity and difference
- Listening and communicating clearly
- Encouraging openness, personal responsibility for own actions, and honesty
- Rejecting all forms of violence and aggression
- Rejecting all forms of sexual violence, abuse and harassment
- Rejecting all forms of bullying
- Actively promoting co-operation, collaboration and fairness
- Protecting and nurturing self-esteem, self-confidence and dignity

3. Behaviour Standards

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

- That children arrive on time to school and lessons, ready to learn.
- That children consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.
- That children move around the school in a calm and orderly manner, following the school's circulation plan including 'one-way systems and other instructions where these are in operation.
- That, at all times, children act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That children follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That children always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.
- That children behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That children engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.
- That children always act in a way which keeps themselves and others safe.
- That children report concerns or conduct which breaches these actions to a trusted adult in the school.

Specifically, children must not:

- Bring banned substances into school (see Appendix 1).
- Act in any way which puts at risk the safety of themselves or others in the school.
 - Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non-violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal, or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

4. Behaviour Curriculum

Positive behaviour underpins our school ethos and values and is demonstrated by children through their readiness to learn, feeling safe, feeling that they belong and showing respect for others. We teach children about our behaviour standards so that they understand our standards, what is required and why, and what is unacceptable. Our Behaviour Curriculum includes:

The curriculum at St Erth provides consistent, well-communicated instruction, guidance and modelling for positive behaviour. The school's values of: Kindness, Respect, Nurture, Knowledge, Reading, Aspiration, Resilience and Perseverance, guide the delivery of the curriculum and interactions between all members of the school community throughout each day. Within each subject positive, diverse role models and examples are shared with children and their examples used to discuss behaviour in our community.

The school's PSHE curriculum and SMSC provision is carefully planned to ensure that children receive guidance and instruction on how to become well-rounded citizens.

Assemblies are planned to build upon these lessons, share positive examples of behaviour, share rewards, and address any issues which have arisen. Classroom culture is carefully nurtured by teachers as the curriculum, school values and the school's approach to learning, Ready, Reflect, Review, are implemented. Each classroom is set up by its teachers to deliver these expectations appropriate to their phase and aligned to their preferred style. However, the aims and principals of the school's behaviour curriculum remain the same.

As a result of this, children are expected to meet the standards of the school rules set out in this policy. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations.

When children join our school, we ensure that our standards, along with a summary of our behaviour policy are explained to them, and their parents. We include a summary of our behaviour standards in our Welcome Pack for families. (Explaining our Behaviour Standards clearly to new students is an important part of our induction programme. Activities offered to children during our induction programme are selected to provide opportunities for them to understand our standards. Our Behaviour Policy is shared with parents annually, via email and is available on our website.

5. Students with Special Educational Needs

In order to meet our legal duties to avoid substantial disadvantage to a disabled child, to use our best endeavours to meet the needs of children with SEND, and in line with children's needs as set out within their Education, Health and Care Plans, our Behaviour Policy is adapted, as appropriate. Adaptations to provision for children with SEND are led by our SENDCO. All staff are required to make appropriate adaptations to support positive behaviour in response to children's special educational needs.

Examples of adaptations to provision which are intended to support children to be able to achieve our standards include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for extended periods of time
- Adjusting seating plans to enable a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

The SENDCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENDCo will provide staff with relevant and appropriate information to be able to support children with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

When considering a behaviour sanction for behaviour which does not meet the school's standards, the school will take into account whether the child was able to understand the rule or instruction, whether the school was able to behave differently at the time because of their SEND, whether or not the child's SEND would have had an impact on their behaviour. The school will consider whether any reasonable adjustments need to be made to the sanction or school response. At all times, the safety of the child, and others will take precedence.

Where a child does not have an identified need, the school will consider whether an underlying need may be present and a factor. The school will make an informed decision, based on staff observation the views of the child and parents, and advice from other professionals. The SENDCo will support staff involved in reaching an informed decision and will regularly review children's learning and behaviour records to determine whether there may be additional needs.

7. Recognising and Celebrating Positive Behaviour and Contribution.

Our school values and celebrates the positive contribution, successes and achievements of all our children. Our approach to rewarding positive behaviour and contribution is detailed in Appendix 2.

- We praise and reward children for good behaviour in a variety of ways:
- Teachers & Teaching Assistants congratulate children.
- Teachers award children with raffle tickets for positive attitudes and exhibiting positive learning characteristics – Ready, Reflect, Review.
- TAs give children house team points both in class and at break/lunch times
- Each week, class teachers nominate children for a Ready, Reflect, Review certificate, which promotes positive learning behaviours that benefit individuals and the whole group.
- Certificates are also awarded weekly for Outstanding Achievement in each class. This is also a means of promoting positive behaviour.
- Certificates and prizes are awarded in the school celebration assembly
- We award praise stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to speak about their achievements in assemblies.

8. Managing Behaviour which does not Meet the School's Standards

Working Together to Support Positive Behaviour

At our school, we believe that managing behaviour is about partnership and understanding. Our approach is fair, transparent, and rooted in our ethos of inclusion and equity. We aim to work with children, families, and staff to create a safe, respectful, and positive learning environment.

- We use clear and consistent strategies to help children meet expectations and feel supported in making positive choices.
- When a child struggles to follow instructions, we gently remind them of what's expected and encourage them to succeed. If reminders don't work, we take further steps tailored to the child's needs.
- We encourage every child to try their best. If a task isn't completed to the expected standard, we may invite them to revisit it so they can feel proud of their work.
- If a child's behaviour disrupts learning, the teacher calmly reminds them of the agreed expectations and helps them re-engage.
- Safety is always our priority. If behaviour puts others at risk, the teacher acts promptly to ensure everyone remains safe and learning can continue.
- If a child hurts, threatens, or bullies another, the teacher records the incident and applies appropriate consequences. For repeated concerns, we work closely with parents or carers to agree on strategies that support improvement.
- Every class discusses school and classroom rules together and creates a shared charter, displayed for all to see. This helps every child understand what positive behaviour looks like. When issues arise, teachers use PSHE sessions or circle time to explore them with the whole class, promoting empathy and problem-solving.

Supporting Children After a Consequence

When a child receives a sanction or consequence, we see this as an opportunity to help them learn and grow. Our focus is on understanding what happened and supporting the child to make positive changes so they can meet our school's standards.

This support may include:

- A reintegration meeting after a suspension, to welcome the child back and agree on next steps together.
- Regular mentoring with a trusted member of staff who can listen, guide, and encourage progress.
- A personalised behaviour support plan that sets clear goals and strategies tailored to the child's needs.
- Targeted interventions to address any underlying challenges that may be affecting behaviour.

9. Suspensions and Permanent Exclusions

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a child for a serious breach or persistent breaches of the school's Behaviour Policy where allowing a child to remain in school would seriously harm the education or welfare of the children or others. Further details are available in the Exclusion Policy.

10. Safeguarding

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

11. Roles and responsibilities

The Local Monitoring Committee (LMC)

The Local Monitoring Committee is responsible for monitoring this Behaviour Policy, its effectiveness and holding the Headteacher to account for its implementation.

The Headteacher (or member of staff with delegated responsibility)

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff have the knowledge and skills to deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the school's behaviour standards and the importance of maintaining them.
- Providing new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Behaviour Policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

Staff

Staff are responsible for:

- Modelling respect towards all members of the school community
- Supporting and caring for children
- Modelling the school's values and standards in their own behaviour, leading by example
- Supporting the school's ethos and values and promoting these to children
- Having high expectations of all members of the school community
- Making appropriate and reasonable adaptations to the school's Behaviour policy in response to special educational needs, disabilities and mental health needs.
- Celebrating diversity and difference, working together to eradicate prejudice and discrimination.
- Engaging positively in restorative practice, supporting children to resolve differences of opinion and conflict in a non-violent way.
- Creating a calm and safe environment for children.
- Implementing the Behaviour Policy consistently.
- Recording achievements and behaviour incidents promptly and referring children for additional support as appropriate and needed.

Children

Children are responsible for learning to

- Be respectful of all members of the school community
- Support and care for peers
- Abide by the school's rules and standards
- Listen to, and respect, the views of others
- Take responsibility for own actions and behaviour
- Follow instructions given by members of staff
- Lead by example and model our school values in thoughts and actions
- Have high expectations of themselves, and each other
- Celebrate diversity and difference, and work together to eradicate prejudice and discrimination

- Engage positively in restorative practice to resolve differences of opinion and conflict in a non-violent way.

Parents

Parents are responsible for

- Modelling respect towards of all members of the school community
- Supporting the school's values and expectations
- Informing the school of any changes in their child's welfare or circumstances which may affect their behaviour
- Supporting their child to wear the correct uniform and to have the equipment they need, ready to learn
- Encouraging their child to achieve their full potential, and to abide by the school's rules
- Listening to both their child's, and the school's, perspectives in resolving behaviour concerns
- Working in partnership with the school to support their child to meet the school's behaviour standards, and to make a positive contribution to school life
- Engaging positively in restorative practice, supporting their child to resolve differences of opinion and conflict in a non-violent way
- Supporting the school's ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

12. Uniform

Our school has clear standards for school uniform and appearance. The school expects parents and children to make every effort to rectify any issues with uniform in a timely manner.

13. Behaviour outside of school

Our standards of behaviour apply to a child's behaviour offsite when

- Taking part in any school organised or related activity e.g. a school trip or visit
- Travelling to or from the school including on a school bus
- Wearing school uniform
- In any other way identified as a child of the school

Trip leaders will ensure that parents and children understand the standards of behaviour expected during the trip, prior to the trip departing.

The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst children are out of school whether or not the above conditions apply, if the behaviour

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child who attends the school.
- Could adversely affect the school's reputation.

Where poor behaviour occurs out of school, including when a child is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

14. Mobile devices In line with DfE Guidance

Mobile phones may be brought into school but must be turned off and handed into school office each morning and collected at the end of the day. This applies to all pupils of all ages, throughout the school day. Parents/carers are reminded that in the case of emergency, the school office remains the key route for

messages to be shared with children. Phoning the Office will ensure that pupils are reached quickly and can be given appropriate support. Parents are politely asked not to call children or send children multiple messages during the school day as this is unnecessary and may be disruptive to learning. Pupils are not permitted to wear 'smart watches'.

Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment. This includes the use of social media. Please refer to the Acceptable Use Policy for more information.

15. Bullying

Our School considers all forms of bullying to be wholly unacceptable. We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

16. Zero-tolerance of sexual harassment and sexual violence

Our school will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, not matter how 'small' they may feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

17. Search and confiscation

Our school has the right to search children for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence or cause personal injury or damage to property, and any other item which has been banned by the school rules (see Appendix 1 for Banned Substances). Where there is reasonable evidence to search children's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this will include a member of the Leadership Team and a member of staff of the same gender as the child. Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so. Care must be taken with regards to any decision to delete an image or file, including whether the information needs to be referred to the police. If a child fails to co-operate with a search, the school will apply a suitable behaviour sanction, taking into account the seriousness of the incident and the potential risk to both good order and discipline, and the safety of the child and other members of the school community. A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a children's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate.

For the purpose of clarity, our school staff do not conduct strip searches of children and do not have the power to do so. The most recent DfE Guidance on searching, screening and confiscation will always be adhered to.

18. Banned items

In the interests of the health and safety of members of the School community we publish a list of items which must not be brought into school (see Appendix 1). This list is not exhaustive and is intended as a guide. The Headteacher and staff authorised by the Headteacher are able, by law, to search children or their possessions where they have reasonable grounds for suspecting that the children may have a prohibited item. Sanctions within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any child found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous. For the most serious incidents, including where the possession of the item(s) is/are illegal, our School reserves the right to permanently exclude students.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day.

Please note that the conduct of our children is excellent and instances of children bringing such items in to school are extremely rare. Repeat offences will result in increasing levels of sanction.

19. Malicious Allegations

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, the school will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation is in need of help and will make appropriate referral to other agencies e.g. social care if this is the case.

20. Monitoring arrangements

The school will collect and monitor a range of information about the behaviour and conduct of children. LMC members will receive a termly report on Behaviour.

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

DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- Education for children with health needs who cannot attend school (DfE January 2013)
<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>
- Keeping children safe in education (DfE)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Suspension and permanent exclusion \(DfE May 2023\)](https://www.gov.uk/government/publications/suspension-and-permanent-exclusion)
<https://www.gov.uk/government/publications/suspension-and-permanent-exclusion>

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

Appendices

- Appendix 1 – Banned Substances
- Appendix 2 – Rewards
- Appendix 3 – Consequences

Appendix 1

Banned Substances

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our children and staff very seriously and for that reason, children are not permitted to bring the following items to school:

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

The school reserves the right to search children's lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a child is found in possession of any item on the above list and we will always confiscate the item immediately.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our children is excellent and instances of children bringing such items in to school are extremely rare. Should a child be found in possession of a banned item the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

Possession of an illegal item will result in consideration of a Permanent Exclusion.

Appendix 2

Rewards

Responding to good behaviour When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. 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.

Positive behaviour will be rewarded with:

- Verbal praise from all members of staff
- Sharing outstanding work or behaviour in class or assembly
- Raffle tickets and house points to recognise children's efforts and achievements
- Communicating rewards and praise to parents via Seesaw, a phone call or a conversation at the school gates.
- Outstanding and 'Ready, Reflect, Review' certificates presented weekly in assembly.
- Positions of responsibility such as house captains or being members of a committee, e.g. Eco team.
- Whole class rewards