



Behaviour Policy



Caring, Sharing, Preparing for Life

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Reviewed On	Annually
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This policy is in line with the TPAT Trust Behaviour Policy This policy has been reviewed and adopted by LGB Date:	

St Erth CP School

Dissemination: Website

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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 pupil 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 pupils.

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

School Mission/Values statement

'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 who are 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 pupils 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 pupils 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.

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

- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Behaviour
- Exclusions and Suspensions

- Anti-Bullying Policy
- IT Acceptable Use

2. Aims

2.1 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.

2.2 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.

2.3 The school expects every member of the school community to behave in a considerate way towards others.

2.4 We treat all children fairly and apply this behaviour policy in a consistent way.

2.5 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.

2.6 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.

2.7 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:	Be taught/learn Be heard Speak when invited Be in a safe and tidy environment
Responsibilities:	Allow others to learn Respect each other To show kindness and understanding Look after each other Help and tidy up after ourselves
Rewards:	House points Certificates Prizes Praise Special Times and Events
Consequences:	We have - Reminders of expected behaviour Warnings Time in We might – miss playtime/special times

Go to another teacher
Go to the Headteacher
Have a meeting with parents

3. Introduction

Our Behaviour Policy applies in school, when children are travelling to and from school, when children are in uniform, and on any educational trips or visits. Our policy also applies to pupil'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

4. Behaviour Standards

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

- That pupils arrive on time to school and lessons, ready to learn.
- That pupils consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.
- That pupils move around the school in a calm and orderly manner and other instructions where these are in operation.
- That, at all times, pupils act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That pupils follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That pupils always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.

- That pupils behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That pupils engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.
- That pupils always act in a way which keeps themselves and others safe.
- That pupils report concerns or conduct which breaches these actions to a trusted adult in the school.

Specifically, pupils must not:

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

5. Behaviour Curriculum

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

The school's PSHE curriculum and SMSC provision is carefully planned to ensure that pupils 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 pupils 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 pupils can meet behavioural expectations.

When pupils 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 pupils during our induction programme are selected to provide opportunities for them to understand our standards. Our Behaviour Policy is shared with parents annually, via email and is available on our website.

6. Students with Special Educational Needs

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

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

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

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

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

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

7. Recognising and Celebrating Positive Behaviour and Contribution.

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

7.1 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.

7.2 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

Our school has a fair and transparent procedure for managing behaviour which does meet our standards. Our procedure is followed consistently, supports our school ethos of inclusion and equity and is detailed below.

8.3 The school employs a number of consequences to uphold expectations of behaviour, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we remind them of the desired behaviour. Should reminders and warnings not be effective, teachers will take further steps appropriate to each individual. Examples can be seen in the behaviour consequences ladder in the appendices.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reminds the pupil of the behaviour that is expected. Should reminders and warnings not be effective, teachers will take further steps appropriate to each individual. Examples can be seen in the behaviour consequences ladder in the appendices.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and will take

appropriate steps (reference consequences ladder for examples) to ensure the activity can continue safely.

- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

8.4 The class teacher discusses the School and classroom rules with each class. In addition to this, each class also has its own classroom charter, which is agreed by the children and displayed. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE activities or circle time.

Following a sanction or consequence, the school will consider how to help pupils to understand how to improve their behaviour to meet the school's standards. This may include, for example,

- A reintegration meeting following suspension
- Regular mentoring from an identified member of staff
- A behaviour support plan
- Specific intervention to address an identified need

9. Suspensions and Permanent Exclusions

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

10. Safeguarding

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

11. Roles and responsibilities:

The role of the LGB

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

The role of the headteacher (or member of staff with delegated responsibility)

11.1 It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

11.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

11.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

11.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and in line with procedures outlined in the school's exclusion policy.

The role of the class teacher

11.5 It is the responsibility of class teachers to ensure that the school behaviour expectations, school rules and values are upheld in their classes, and that their classes behave in a responsible manner during lesson time.

11.5 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

11.6 The class teacher treats each child fairly, and upholds the classroom and school rules consistently. The teachers treat all children in their classes with respect and understanding.

11.7 If a child misbehaves repeatedly in class, the class teacher, in consultation with the headteacher, may begin to keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

11.8 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

11.9 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of parents and carers

11.10 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

11.11 We explain the school rules on the school website and send a copy of the home-school agreement to parents. We expect parents and carers to read them and support them.

11.12 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive

dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

11.13 If the school has to use reasonable consequences to support a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher, if concerns still remain they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

12. Uniform

Our school has clear standards for school uniform and appearance. These are detailed on the school's website and in our uniform policy. The school expects parents and pupils to make every effort to abide by this. We have a stock of second hand uniform available to parents upon request.

13. Behaviour outside of school

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

- Taking part in any school organised or related activity e.g. a school trip or visit
- Travelling to or from the school including on a school bus
- Wearing school uniform
- In any other way identified as a child of the school Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing. The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour
 - Could have repercussions for the orderly running of the school.
 - Poses a threat to another child who attends the school.
 - Could adversely affect the school's reputation. Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

14. Mobile devices

In line with DfE Guidance, mobile phones may be brought into school but must remain switched off at all times and be kept in the pupil's bag. Only with the direct permission of a teacher may a pupil use their mobile phone in school e.g. to take a picture of their art

work. 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.

Mobile phones are prohibited for all pupils in school. Where it is necessary for a pupil to have a phone in school it must be:

- Agreed in advance with a member of teaching staff
- Stored securely in the office throughout the school day
- Pupils are not allowed to have unsupervised access to mobile phones at any point in the school day.

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 pupils for 'prohibited items' including knives and weapons, alcohol, behaviour changing drugs/substances, stolen items, tobacco and cigarette papers (including e-cigarettes), lighters/matches, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence (e.g. aerosols) or cause personal injury or damage to property and any other item which has

been banned by the school rules. (See Appendix 1 for Banned Substances) Where there is reasonable evidence to search pupil's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this will include a member of the Leadership Team and a member of staff of the same gender as the child. Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so, unless the device is to be given to the police. If a pupil fails to co-operate with a search, the pupil will be required to leave the school site. The school has not excluded the pupil and the pupil's absence will be treated as unauthorised. A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate.

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

18. Banned items

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

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

19. Malicious Allegations

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, the school will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider

whether the child who made the allegation is in need of help and will make appropriate referral to other agencies e.g. social care if this is the case.

20. Monitoring and review

The school will collect and monitor a range of information about the behaviour and conduct of pupils. 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 pupils are identified by this analysis, the school will review its policies to tackle this.

DfE guidance:

The Equality Act 2010 and schools (DfE May 2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Education for children with health needs who cannot attend school (DfE January 2013)

<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

Keeping children safe in education (DfE)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/school-exclusion>

Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)

[Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf

Signed: Bill Coleman **Headteacher**

Rachel Brotheridge **Chair of Governors**

Date:

Appendices

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

Appendix 1 Banned Substances

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

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community The school reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately. Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare. Should a student be found in possession of a banned item the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

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

Appendix 2

Rewards

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
- Sharing outstanding work or behaviour in class or assembly
- Raffle tickets and house points.
- 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

Appendix 3

St Erth School's Behaviour Consequence ladder

The consequences listed below are an indication of the potential measures staff may take in relation to behaviour. All measures will consider the needs of individual children and will therefore be selected to have the correct impact.	
<p style="text-align: center;">1</p> <p style="text-align: center;">Behaviour is disruptive to the learning of themselves or others</p>	<p style="text-align: center;">I've been given a look/gesture/reminder</p> <div style="text-align: center;">  </div> <p style="text-align: center;">This means I behaviour must STOP this</p>
<p style="text-align: center;">2</p> <p style="text-align: center;">Repeating behaviour that is disruptive to the learning of themselves or others</p> <p style="text-align: center;">Not showing kindness or consideration to others</p>	<p style="text-align: center;">I've been told/reminded what to do</p> <div style="text-align: center;">  </div> <p style="text-align: center;">I was mu: I</p>
<p style="text-align: center;">3</p> <p style="text-align: center;">Continuation of behaviour that is disruptive to the learning of themselves or others</p> <p style="text-align: center;">Deliberate or repeated lack of care and consideration for others.</p> <p style="text-align: center;">Lack of respect for others and school rules.</p>	<p style="text-align: center;">I've been moved to another place</p> <div style="text-align: center;">  </div> <p style="text-align: center;">I need to work. complete my</p> <p style="text-align: center;">I may need to write a letter of apology. I may miss rewards and playtimes.</p>
<p style="text-align: center;">4</p>	<p>I will be removed from the classroom and have to work</p>

<p>Repeated incidents of stages of Behaviour 1,2 and 3.</p> <p>Behaviour that is anti-social, threatening, causes physical harm or in breach of the school's anti-bullying policy, for example.</p>	<p>elsewhere. I will lose rewards and playtimes.</p>  <p>I will have to see My the Headteacher. parents/carers will be told and may receive a letter asking for a meeting. Exclusion from school may be an option.</p>
<p>5</p> <p>Repeated incidents of stages of behaviour 1,2, 3, or 4</p>	<p>I have to go straight to the Headteacher.</p>  <p>My parents/carers will be told and have to attend a meeting at school. Exclusion from school may be an option.</p>