

Alverton Primary School



Behaviour Policy

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| Policy Reviewed | October 2022 |
| Next Review Date | October 2024 |
| <p>I confirm that this policy has been reviewed and adopted by the Governing Body of Alverton Primary School.</p> <p>Chair of Governors</p> <p>Date:</p> | |

Alverton Primary School is a community in which outstanding behaviour and conduct is nurtured in order to create positive learning behaviours which enable children to maximise their learning potential and achievement.

Good discipline and standards of behaviour are key features of a successful school: they encourage children's sense of security and well-being as well as effective teaching and learning and are achieved through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Our approach to behaviour should be easily apparent to anyone joining or visiting the school.

Maintaining a positive culture requires constant work and we proactively support pupils to behave appropriately and explicitly teach what good behaviour looks like. Staff are trained to ensure that they embody the culture of our school and uphold our behaviour policy at all times, responding to misbehaviour consistently and fairly.

It is the school's responsibility to encourage positive behaviour across the whole school community. By positive behaviour we mean that we shall show respect for ourselves, for others and for our environment; treat everyone with consideration and courtesy; be fully committed to our learning and teaching; take a pride in our school; contribute positively to the best of our abilities, and be honest, open and fair in dealing with one another.

We believe in the concept of mutual respect, and we acknowledge the individual's rights and the responsibilities that go with them. These include the right to be listened to and the responsibility to listen to others; the right to feel safe and secure and the responsibility to look after the safety and security of others; the right to learn and to teach, and the responsibility to help others do so.

All forms of bullying are unacceptable in the school; we do not tolerate discrimination of others on any grounds including gender, educational need or disability, age, ethnicity, culture, faith or sexual orientation. We ensure that arrangements are in place to safeguard and promote the welfare of pupils at all times. We recognise that the school has legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN). Our Anti-Bullying policy provides further details of this.

We ensure that the British Values are embedded within our ethos across the school.

We underpin our approach to behaviour management upon a range of rewards, which are given regularly and publicly as we believe that the encouragement of desirable behaviour is both effective and positive. Sanctions are used where necessary and as appropriate to the child and the incident that has taken place.

Staff have undertaken training in order to raise their awareness of, and knowledge of how best to protect children from, radicalisation and extremism.

We expect all students to attend regularly, and see this as an essential aspect of the responsible behaviour we seek to promote. Good attendance enables the school to provide all its students with access to learning and a productive learning environment

We believe that the education of **all** children is intrinsically of equal worth and that all children have a right to experience success, challenge and support within a safe and stimulating environment.

It is the responsibility of all staff to make sure that children maintain very high standards of behaviour at all times. Children and parents also play a key role in the promotion and support of excellent behaviour. The school works in partnership with families and external agencies to maximise the chance of every pupil to behave responsibly.

The school behaviour policy is shared with staff, children and parents, it is implemented consistently and fairly and is regularly reviewed.

Aims

- To establish and maintain approaches to behaviour management that are consistent throughout the school.
- To ensure that all members of our learning community feel safe, valued, respected and secure within the environment we collectively create and maintain on a day-to-day basis.
- To provide clear understanding that we all have the right to learn to the best of our ability, and a responsibility to ensure that all others have an equal opportunity to do so.
- To ensure that behaviour throughout the school in both structured and unstructured times supports the school's aim to become an outstanding learning community with a strong sense of the values and high expectations that underpin this aim.
- To give great emphasis on celebrating positive behaviours amongst all members of the learning community through formal and informal rewards and praise.
- To enable appropriate means by which teaching staff, non-teaching staff and pupils can engage in formal and informal rewards and praise for other members of our learning community.
- To ensure that sanctions are clear, fair and, where necessary, consistently applied by all teaching and non-teaching staff as directed in this policy.
- To ensure that every member of our learning community behaves with consideration, respect and concern for others.
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

We ensure that:

- we have high expectations of pupils' conduct and behaviour, understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- the SLT visibly and consistently supports all staff in managing pupil behaviour;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines; disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with swiftly and effectively;
- where circumstances arise that endanger the safety of a pupil or staff member, we act swiftly and decisively to remove the threat and reduce the likelihood of its recurrence.

KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn; staff are aware of their role in supporting the school's behaviour policy.

Everything we do is underpinned by our Golden Rule: **"Treat others as you would like to be treated"**.

We collect, monitor and analyse behavioural data termly, including identifying patterns relating to protected characteristics, and this is shared with governors anonymously in the termly Headteacher's Report.

A Whole-School Approach to Behaviour

We ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. Everyone should treat one another with dignity, kindness and respect.

We endeavour to be consistent and fair when implementing the measures outlined in this policy. We recognise that some pupils may require additional support to meet our behaviour expectations.

By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour is managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

The School Behaviour Curriculum

Our behaviour expectations are taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This is positively reinforced when expectations are met, while sanctions are applied where they are not.

A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and represents the key habits and routines required, defining these clearly for all parties.

Our behaviour curriculum is underpinned by our Golden Rule: **"Treat others as you would like to be treated"** and is based upon modelling, instructing and reinforcing the expectations of a reasonable, civil and kind modern British society.

There are strong systems in place to support pupils with their behaviour. All staff model the behaviours they expect from the children, specifically teaching aspects of these if necessary. In addition to the support systems provided by teaching and non-teaching staff, we have a Pastoral Support team and a dedicated member of staff who provides nurture support for identified children. Some staff have received Thrive training. We liaise with agencies such as the Behavioural Support Team, CAMHS and the Family Support Team in order to provide additional support to those children who need it most. Additional support is provided consistently and fairly.

Routines are used to teach and reinforce the behaviours expected of all pupils; we recognise that repeated practices promote the values of the school, positive behavioural norms and certainty on the consequences of unacceptable behaviour. Our transition practices, whether starting school, moving on or moving between phases and classes are designed to ensure a smooth transition for all

pupils, including induction into our behaviour systems, rules and routines. Additional arrangements are made for pupils who might need this.

Behaviour Expectations and Pupils with Special Educational Needs and / or Disability (SEND)

(see DfE Behaviour in Schools Guidance (July 2022) sections 34 – 38)

We ensure that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone feels that they belong in the school community and high expectations are maintained for all pupils.

Adjustments are made if necessary for pupils with additional needs. We recognise that not all pupils requiring support with behaviour will have identified special educational needs or disabilities. We endeavour to anticipate likely triggers of misbehaviour and put in place support to prevent these.

When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

Responding to Behaviour

We positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour which may involve the use of reasonable and proportionate sanctions.

Responding to Good Behaviour

Acknowledging good behaviour encourages repetition and communicates the school's expectations and values. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Reward Systems

Positive behaviour and effort will be rewarded by, for example:

- Individual praise and encouragement
- Appropriate written comments on work
- Awarding of certificates, stickers, commendations and privileges
- Public commendations for good behaviour and work in assemblies
- Recommendations for a Star of the Week award
- Positive communications with parents to share success
- Awarding of House Points and the rewards which result from this
- Individual class-based reward schemes



HOW OUR REWARDS WORK



HOUSE POINTS

You can earn **HOUSE POINTS** for almost anything that members of staff see you doing around the school.



This includes ...

politeness

kindness

effort

excellent uniform

good progress

good manners

a fantastic piece of work

even having a smile on your face!



Collect house points to help your house win the House Point Cup. You can also earn certificates and rewards and even spend your house points in our shop!



Responding to Misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred:

Acceptable Forms of Sanction

Please see the DfE Behaviour in Schools Guidance (July 2022) sections 50 – 55 which details what the law states regarding sanctioning pupils.

We may use a range of behaviour sanctions which are clearly understood by pupils, staff and parents.

Informal Sanctions

Examples of informal sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an apology letter;
- loss of privileges – for instance, the loss of a prized responsibility or lost time at break or lunchtime;
- the use of red and yellow cards at lunchtime;
- school based community service, such as tidying a classroom.

We may meet with parents if informal sanctions are necessary.

Moving from Informal to Formal Sanctions

If an informal strategy fails to cause a change in a child's behaviour, or an individual incident is considered to be of a sufficiently serious nature, the following formal strategies should be used.

The procedure is an escalating scale of response and is designed to make all behaviour manageable whilst providing opportunities for the individual child to make the necessary improvements to their behaviour.

It is also designed to set a hierarchy of intervention where children are given clear and consistent messages about the consequences involved in making future choices about their behaviour.

The level at which the teacher should sanction a pupils behaviour depends upon the seriousness of the child's actions.

In cases of serious misdemeanours, the teacher may wish to 'fast-track' the process. Examples of this may include bullying, theft, violence towards others, extreme behaviour or rudeness, racism etc. In such cases the member of staff should refer the behaviour to a senior colleague (Headteacher or Deputy Head).

Formal Sanctions

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. We ensure that we adhere to all relevant guidance and we meet with parents as part of the formal sanction process which includes:

- a behaviour contract agreed with the pupil, parents, teacher, SENDCo and Headteacher;
- regular reporting including being placed on daily report for behaviour monitoring;
- suspension; and in the most serious of circumstances, permanent exclusion.

Schools should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm.

Alternative arrangements for sanctions may be considered on a case-by-case basis for any pupil where we believe an alternative arrangement would be more effective, based on our knowledge of that pupil's personal circumstances. We have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements. If a pupil in these circumstances has SEND that has affected their behaviour, we will follow appropriate guidance.

Corporal punishment by school staff is illegal in all circumstances and will never be used.

In addition, depriving a child of food or drink is unlawful. In the school situation this covers those times such as breaks, lunch and periods where children normally have access to food and drink.

In cases where pupils are proven to have made false, malicious and / or possibly damaging accusations against staff, a pupil disciplinary panel meeting of governors will be called to decide on an appropriate course of action based upon an investigation report compiled by a senior member of staff not associated with the false claims.



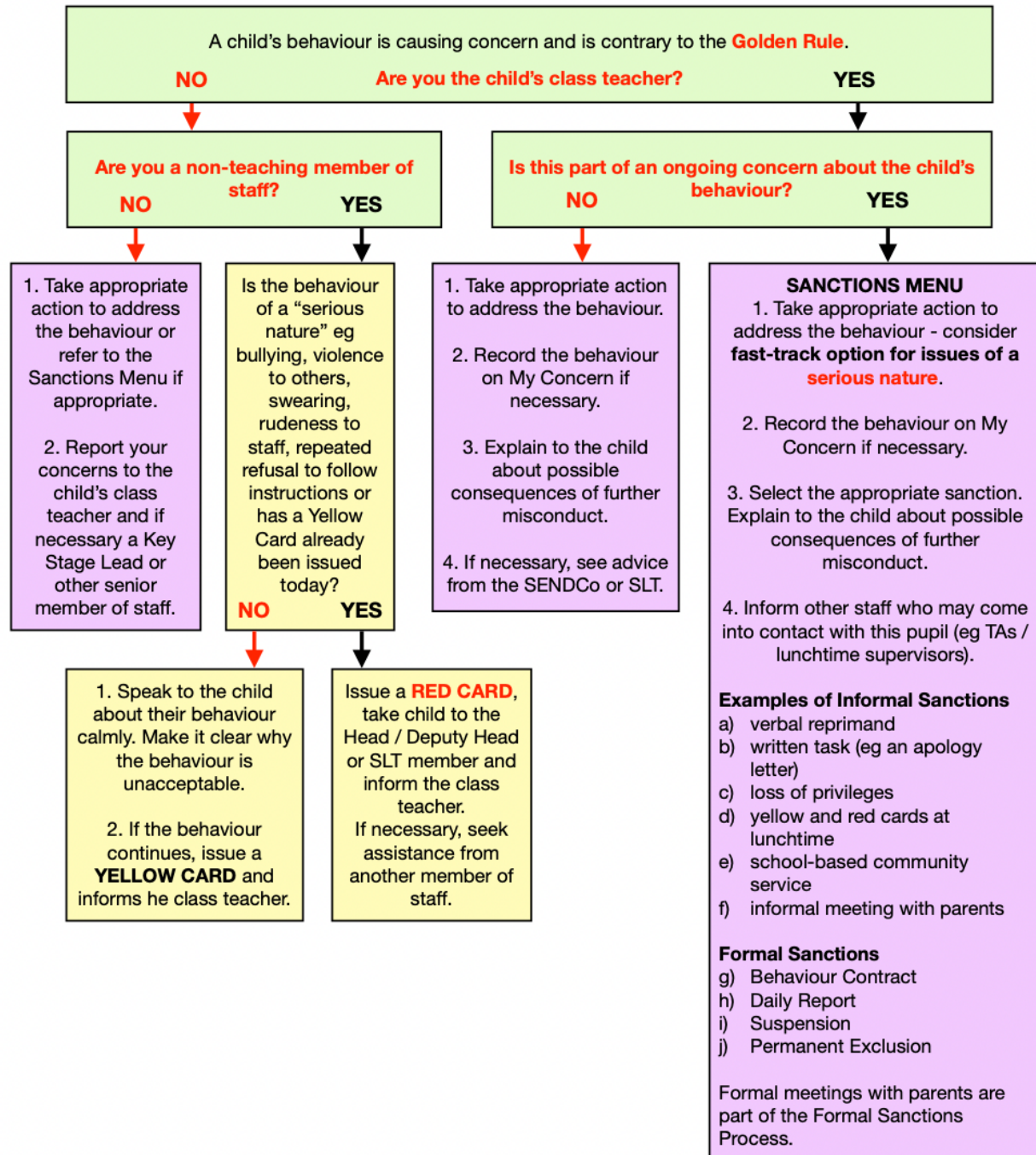
ALVERTON SANCTIONS FLOWCHART



THE ALVERTON GOLDEN RULE

"Treat others as you would like to be treated."

We understand that for every right we own, we have an equal responsibility to ourselves and the rest of our learning community.



Responding to the Behaviour of Pupils with Special Educational Needs and / or Disability (SEND)

We consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. We consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil and whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

Removal from Classrooms

(see DfE Behaviour in Schools Guidance (July 2022) sections 79 – 88)

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff.

A pupil may be sent to stand outside their classroom for a few minutes where needed. If it is necessary to send a child out of the classroom for a longer period of time, the pupil will either be located outside the school office / Headteacher's office supervised by senior or office staff or in another classroom under the supervision of another class teacher. The period of time spent at the office will vary depending on the circumstances and appropriateness of returning the pupil to the class. The amount of time spend out of class will be at the discretion of the Headteacher or Deputy Head and may be decided in conjunction with the class teacher.

Where necessary, we ensure the continuation of the pupil's education in a supervised setting. This may differ to the mainstream curriculum but will still be meaningful for the pupil. Pupils who are removed from their class may have work provided for them by their class teacher.

The class teacher will use their professional judgement when reintegrating a pupil into the class to ensure that the child understands the reasons for their removal, has an opportunity to understand how to prevent a recurrence of the behaviour and a chance to make a fresh start without unnecessary reference to the incident.

Removal from the classroom is considered a serious sanction and is only used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents are informed on the same day if their child has been removed from the classroom.

Removal may be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

Removal is distinguished from the use of separation spaces, where needed, for non-disciplinary reasons and pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

When dealing with individual removal cases, headteachers and teachers should:

- a) consider whether any assessment of underlying factors of disruptive behaviour

is needed;

- b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- c) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction.

The Use of Reasonable Force

(see DfE Behaviour in Schools Guidance (July 2022) sections 50 – 55 and Use of Reasonable Force – Advice for School Leaders, Staff and Governing Bodies (July 2013) and Cornwall Council’s guidelines for the use of physical restraint in school and care settings)

It is recognised that in specific circumstances of to prevent pupils injuring themselves or others, damaging property, committing an offence or to maintain good order and discipline at the school or among pupils, members of staff have the power to use reasonable force.

The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Some staff are trained in the Team Teach positive handling techniques and are authorised to use restrictive physical intervention. However, in an emergency, the use of physical intervention by other people can be justified. The use of physical intervention should be reasonable and proportionate and, 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.

We follow the guidelines set out by Cornwall Council on the use of reasonable force and the DfE Use of Reasonable Force (2013) advice.

Suspension and Permanent Exclusion

Suspension and permanent exclusion may be used in response to serious incidents or persistent poor behaviour which has not improved following in-school sanctions and procedures. If it is necessary to consider the exclusion of a pupil, the school will follow TPAT’s Exclusion Policy and Guidance and the process set out in the DfE statutory guidance “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement” (September 2022) or any subsequently updated versions of this document.

Managed Moves

If it is necessary to consider a managed move, we would follow the guidance from the DfE guidance “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement” (September 2022).

Child-on-Child Sexual Violence and Sexual Harassment (including Online)

(see DfE Behaviour in Schools Guidance (July 2022) sections 112 – 118)

We aim to create a culture where sexual harassment and sexual abuse (including online) are not tolerated, and to identify issues and intervene early to better protect children and young people.

We want everyone to feel included, respected and safe in our school. We take all forms of sexual violence and harassment seriously and will not tolerate verbal abuse, which includes name-calling, sexist comments and “banter”. Our PSHE / RSE curriculum covers what healthy and respectful behaviour towards one another looks like.

Sexual harassment / abuse / bullying can include:

- Unwanted / inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material
- Distribution / display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual

Any incident of sexual harassment or violence (online or offline) should be reported to the DSL who will follow the full guidance; we will respond to this behaviour as we would to any other breach of our behaviour expectations. We will refer to our Child-on-Child Abuse Policy which includes our procedures for dealing with incidents of sexual harassment and abuse and follows the most recent guidance from KCSIE as well as the advice from the Ofsted Review of Sexual Abuse in Schools and Colleges (June 2021).

Behaviour Outside of School Premises

(see DfE Behaviour in Schools Guidance (July 2022) sections 92 – 95)

Schools can sanction pupils for misbehaviour on school premises or elsewhere, such as when taking part in any school-organised or school-related activity when the pupil is under the responsibility of a staff member or when the pupil is identifiable as a pupil of the school.

If non-criminal poor behaviour and bullying occurs off the school premises, for example when travelling to or from school or online and is witnessed by a staff member or reported to the school, the school will follow the same procedures as would be applied to an issue occurring on the school site.

Behaviour Incidents Online

(see DfE Behaviour in Schools Guidance (July 2022) sections 119 – 122)

Behaviour issues online can be difficult to manage but, even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and we believe that everyone should be treated with kindness, respect and dignity.

From time to time, the school is made aware of incidents online which may impact on the wellbeing or learning of pupils. Inappropriate online behaviour will be addressed in accordance with the same

principles as offline behaviour. Although parents are responsible for behaviour that occurs outside of the school day and off site, we will address issues where children's behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running, or reputation of the school.

Searching, Screening and Confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties.

If this action was needed, we would follow the guidance in the DfE document "Searching, Screening and Confiscation Advice for Schools" (July 2022).

Suspected Criminal Behaviour

(see DfE Behaviour in Schools Guidance (July 2022) sections 125 – 127)

The school follows the guidance set out in the DfE document "Behaviour in Schools – Advice for headteachers and school staff" (July 2022) which is referred to throughout this policy and upon which this policy is based.

Supporting Pupils Following a Sanction

Following a sanction, strategies are used to help pupils understand how to improve their behaviour and meet the behaviour expectations of the school.

These may include:

- a discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead;
- considering whether the support for behaviour management being provided is appropriate

These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

Preventing Recurrence of Misbehaviour

Intervention Following Behavioural Incidents

We have a range of intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion, helping pupils understand behavioural expectations and providing support for pupils who struggle to meet those expectations.

Examples of interventions schools can consider include:

- frequent and open engagement with parents;
- support from our Pastoral Team;
- working with external professionals such as a Behaviour Support Worker to address specific challenges;
- Behaviour Contracts;
- Daily Report;

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupils has an EHCP, we would contact the LA and consider an emergency review of the plan as appropriate.

We have an effective system in place to ensure that relevant members of our leadership and pastoral teams are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. We use My Concern to record serious behaviour incidents which are reviewed by the Headteacher and Deputy Head. Patterns of behaviour are reviewed as needed by the Vulnerable Children group (Headteacher, Deputy Head, SENDCo and Pastoral Lead).

Conflict Resolution

All children, from time to time, have conflicts over a wide range of issues. It is vital that these are dealt with in the proper way. The following method should be used when dealing with all serious conflicts.

- Decide upon a suitable time to deal with the issue.
- Listen to all the parties concerned individually or collectively and record important details in a brief report. Ensure that children have the opportunity to speak individually if they wish, particularly in instances where bullying behaviour may potentially be involved.
- Use open questions and deal with the primary behaviour.
- Assure the children that the situation will be dealt with until it is resolved.
- Make children aware of the consequences of their actions and the rules they have disregarded.
- Offer appropriate pastoral support or mediation to pupils.
- Take the necessary action in line with the Sanctions Procedure including informing other relevant adults in and out of school as appropriate e.g. class teacher, SLT, lunchtime supervisor, parents etc.

Roles and Responsibilities

The Role of School Leaders

The school leadership team are highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders ensure that all staff, including those new to the school, understand the behaviour culture and expectations, the importance of maintaining these and the school's rules and routines and how best to support all pupils to participate in creating the culture of the school, providing training where necessary.

The Role of Teachers and Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

It is the responsibility of all staff to make sure that children maintain high standards of behaviour. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations and receive clear guidance about school expectations of their own conduct at school.

The Role of Lunchtime Supervisory Staff

The role of Lunchtime Supervisory staff is crucial to the smooth running of the school and to the effectiveness of pupil learning. It is therefore extremely important the lunchtime staff receive training in this policy and their role within the overall behaviour management structure if they are to fulfil their role in the best interests of the school, the pupils and their learning.

Lunchtime supervisors have access to the school's rewards systems and, if necessary, follow the school's sanctions procedure.

The Role of Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture.

Every pupil should be supported to achieve the behaviour standards and to take part in an induction process that familiarises them with the school's behaviour culture. This will be repeated as needed through the school year.

The Role of Parents

The role of parents is crucial in helping schools develop and maintain good behaviour and parents have an important role in supporting our behaviour policy, including reinforcing it at home as appropriate. We build and maintain positive relationships with parents, welcoming them into school and encouraging them to be part of the school and to understand its ethos and culture, including the Behaviour Policy. We keep parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, and, where appropriate, parents are included in any pastoral work following misbehaviour.

This policy should be read in conjunction with:

- Anti-Bullying policy
- TPAT Exclusion Policy and Guidance

- DfE “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement” (September 2022)
- DfE “Searching, Screening and Confiscation Advice for Schools” (July 2022)
- Pupil Mobile Phone Policy (May 2021)
- Cornwall Council’s guidelines for the use of physical restraint in school and care settings
- Use of Reasonable Force – Advice for School Leaders, Staff and Governing Bodies (July 2013)

September 2022