

# Falmouth School

## Part of The Roseland Trust



### Behaviour Policy (Statutory)

Approved: Summer 2022

Next Review: Summer 2024

#### Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.



## Policy statement

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

- Behaviour and discipline in schools – January 2016
- The Equality Act 2010
- Keeping Children Safe in Education – September 2023
- Use of reasonable force in schools – July 2013
- Supporting pupils with medical conditions at school – December 2015 •
- Searching, Screening and Confiscation Advice – January 2018

It is also based on the special educational needs and disability (SEND) code of practice. Falmouth School is committed to creating an environment of disruption free learning, putting exemplary behaviour at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This behaviour policy supports our aspiration of a school “Where everyone succeeds” with calm, certain and kind staff teaching all students to be ready, respectful and safe. Clause 91 of the Education and Inspections Act (Appendix 1) introduced, for the first time, a statutory power for teachers and other school staff to discipline students. The power came into force on 1 April 2007 and supports the school in dealing with discipline. The power to discipline includes regulating conduct outside of the school. To regulate conduct offsite for example – in order to promote positive behaviour during work experience, or a sporting event.

The Trust Board believes that positive behaviour in all aspects of school life is necessary. It aims to create an inclusive, caring and supportive learning environment in the school by:

- promoting a culture where positive behaviour is expected and taught;
- expecting disruption free learning in every classroom;
- encouraging a relational, Trauma Informed School approach;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promoting positive social norms that ensure equality and fairness of treatment for all;
- encouraging consistency of response to both positive and disruptive behaviour; •
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- establishing positive relationships with parents and carers which involves them in the implementation of the school’s policy and associated procedures.

<b>Positive Behaviour Expectations</b>			
<b>Trust</b>	<b>Staff</b>	<b>Students</b>	<b>Stakeholders</b>
Review Support Maintain	Kind in my approach Certain in my regulation Calm [and predictable]	Ready Respectful Safe Kind	Supportive Respectful Responsible

## **Roles and Responsibilities**

- The Trust Board will establish, in consultation with the Headteacher, staff and parents/carers, a policy for the promotion of positive behaviour and will keep this under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are

clear. Trustees will support the school in maintaining high standards of positive behaviour of students and staff.

- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Trust Board, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of positive behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all inappropriate behaviour.

### **Procedures**

The procedures arising from this policy will be developed by the Headteacher in consultation with staff. The procedures will make clear to the students how positive behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher, to ensure they are consistently and fairly applied. It will promote personal responsibility and the principle that every member of the school has a responsibility towards every other member of the whole community.

### **Mobile Devices**

Mobile phones and mobile devices are a feature of modern society and most of our students own them. Increasing sophistication of mobile phone and mobile device technology presents a number of issues for schools and schools:

- The high value of many phones and mobile devices
- The integration of cameras and recording devices into phones and mobile devices, leading to potential child protection/data protection issues
- The potential to use the phone and mobile device at inappropriate times i.e. For texting whilst on silent mode

It is not realistic to prohibit phones and mobile devices being brought to school, nor is it logistically possible for schools or schools to collect phones or mobile devices in each morning and return them in the afternoon. It is, therefore, our policy to allow students to have a mobile phone and mobile device with them in school under the conditions outlined in the below.

1. Phones and mobile devices must not be used by a student in school for any purpose (i.e. phoning, texting, surfing the internet, taking photos, checking the time). Students are not permitted to use personal digital equipment, including mobile phones, cameras, 'smart watches' for any reason including to record images of students, staff and others. Students and staff must have permission from the Headteacher or a member of the Senior Leadership team before any image can be uploaded for publication
2. The sending of inappropriate text messages between any members of the school community is not

allowed. Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device

3. Phones and mobile devices must always be switched off (not on silent mode) and kept out of view.
4. If a student breaches these rules the phone or mobile device will be confiscated and placed at the school reception. The student will be able to collect the phone or mobile device from the reception office at the end of the school day if they have handed the device to an adult without argument.
5. Phones, smart watches and mobile devices must not be taken into examinations under any circumstances.
6. It is also requested that students use mobile devices appropriately on school transport. Inappropriate use of mobile devices on school transport will not be sanctioned. The school accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones or mobile devices. It is the responsibility of parents and students to ensure mobile phones and mobile devices are properly insured.

### **Physical Harm / Abuse**

\*This is linked to the school's Peer on Peer abuse policy. Physical abuse/fighting is a very serious breach of our code of conduct and expectations of caring for each other. There is never an excuse or reason for using violence as there will always be a member of staff somewhere close for advice and help. An incident that involves a physical assault will lead to a fixed term suspension.

A reintegration meeting with the student and parent/carer is essential before the student can return to their normal timetable. At this meeting the student will receive a personal support plan that will focus on measures to ensure it will not happen again. Any further physical conflict/fighting could result in a permanent exclusion.

### **Searching and Confiscation**

This covers the use of confiscation as a sanction; this includes seizure and also, as appropriate, the retention and disposal of certain items. Confiscation should be applied in a reasonable and proportionate way as part of the school's policy.

The Act (Appendix 1) provides members of staff with a specific statutory defence if that seizure, retention or disposal was lawful. This means it is only lawful if that person is acting on behalf of the school - it is in effect a lawful disciplinary penalty. A condition of the legality is that it is proportionate (it is necessary; has legitimate aim). Proportionately is very relevant, depending on the value of the property. For example, confiscating a valuable item and returning it at the end of the school day is more likely to be a proportionate response. School staff can search a student for any item if the student agrees. Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco;
- cigarette papers;
- fireworks;
- pornographic images;

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
- This list is not exhaustive.

Staff searching must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched. There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex and / or without a witness present, but only where it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. School staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

### **Power to Search for Weapons**

Falmouth School believes that for safety staff should not proceed to search for a weapon; the police should be called.

### **Drugs**

Falmouth School will not tolerate drug use of any sort on school property or during off-site school activities. The school will discipline any person found to be in possession of drugs or equipment related to drugs. This includes solvents and any other substance that can be misused or harmful. Students who are found to have been involved in drug related incidents may lead to a fixed term suspension.

### **Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited. Any student found to be involved in any alcohol related activity may receive a fixed term suspension.

### **Tobacco/vaping**

In line with legislation, the school has a policy of No Smoking in the building or anywhere on the school site. Any involvement of a student in any tobacco or vaping related activity may lead to a fixed term suspension.

### **Bullying**

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies' (2017), bullying may be defined as: 'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. Specific types of bullying include those relating to where the relationship involves an imbalance of power. Further details on our Anti-Bullying policy can be found here: <https://www.falmouthschool.net/web/anti-bullying/634202>

Bullying is, therefore:

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

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>•</li> <li>Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> <li>• Appearance or health conditions</li> <li>• Young carers</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual orientation	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Cyber bullying**

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones, tablets and the internet, deliberately to upset someone else. Cyber bullying that occurs while students are under the school's direct supervision will be dealt with in line with this Policy. In cases where cyber bullying occurs while students are outside our direct supervision (i.e. at home), parents and carers will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents and carers in this. Any student found to be involved in any bullying related activity will lead to sanction which will correlate to the seriousness of the incident. This may lead to a fixed term exclusion and at least one day in internal exclusion or a permanent exclusion.

### **Harmful Sexual Behaviour**

Including sexting sexually harmful behaviour from young people does not always occur with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. This also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be committing a criminal offence.

Any student found to be involved in any harmful sexual behaviour will lead to sanction which will correlate to the seriousness of the incident. This may lead to a fixed term exclusion and at least one day

in internal exclusion or a permanent exclusion. Racist/Homophobic comments If a member of the school community hears or witnesses comments that could be viewed as racist or homophobic witness accounts will be taken and a decision made. All investigations will proceed as quickly as possible. Where there is uncertainty regarding a serious incident multiple accounts may be required to establish the balance of probability. Any student found to be making racist or homophobic comments will lead to a sanction which will correlate to the seriousness of the incident.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with 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 relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

### **Off-site behaviour**

Sanctions may be applied where a student has not met the desired behaviour expectations when off-site representing the school. This means undesired behaviour when the student is:

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

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

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

### **Praise and Reward**

The Trust's vision of "where everyone succeeds" is central to the promotion of positive behaviour. Rewarding through praise, both informal and formal, to individuals and groups is an integral means of achieving this. Praise has an educational and motivational role in teaching students to realise that positive behaviour, self-awareness, success and responsibility to self and others are valued.

In order to be effective, praise should be sincere, proportionate and targeted. Examples of praise in school:

- verbal praise;
- praise text sent home for going 'above and beyond';
- certification of achievements in subjects or from staff;
- gold, silver and bronze awards for positive behaviour each half term;
- Headteacher's Commendation.8

Support for Positive Behaviour Change We believe that behaviour cannot be modified in the long term by simply telling students to behave. Positive behaviour must be taught. In order for students to learn to behave positively there are various levels of support available.

<b>Tutor</b>	<ul style="list-style-type: none"> <li>• Kindness, certain and calm</li> <li>• Offer daily support and reminders around students being Ready, Respectful, Safe and Kind</li> </ul>
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- Subject teacher**
- Kindness, certain and calm
    - Establish and teach clear expectations and clear routines
  - Positive 'meet and greet' every lesson, every day
  - Model positive expectations and behaviours
  - Award praise and log disruptions with certainty

<b>Learning Leader</b>	<ul style="list-style-type: none"> <li>• Kindness, certain and calm</li> <li>• Praise often</li> <li>• Support teachers / staff and tutors with clear expectations</li> <li>• Regular praise and rewards</li> <li>• Develop positive behaviours through supporting students Personal Development</li> </ul>
<b>BaSE staff</b>	<ul style="list-style-type: none"> <li>• Kindness, certain and calm</li> <li>• Monitor disruptions</li> <li>• Collect and support students who have been removed from lessons</li> <li>• Co-ordinate and run Reset</li> <li>• Maintain the Tutor Dashboard and SIMs records</li> <li>• Teach positive behaviour strategies to small groups or individual students</li> </ul>
<b>Wellbeing staff</b>	<ul style="list-style-type: none"> <li>• Kindness, certain and calm</li> <li>• Support parents and students to behave positively</li> </ul>



	<ul style="list-style-type: none"> <li>• Teach positive behaviour strategies to small groups or individual students</li> </ul>
	<ul style="list-style-type: none"> <li>• Link with external agencies for further behaviour support</li> </ul>
<b>Leadership team</b>	<ul style="list-style-type: none"> <li>• Kindness, certain and calm</li> <li>• Praise often</li> <li>• Manage escalated cases quickly and effectively</li> </ul>

### Sanctions

Sanctions are needed to respond to disruptive behaviour and to ensure that everyone has the opportunity to succeed at Falmouth School. The school uses a three stage system for disruptive behaviour. Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended to show they can keep to the school's expectations; or to make suitable reparation:

<b>Warn</b>	A verbal caution delivered privately, if possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Give the student a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. If this is acted upon, praise the student for positive behaviour and no further action is required.
<b>Move (Detention)</b>	If the warning is not acted upon, where possible move within the lesson and complete a disruption form. Where a student is significantly affecting the learning of others, staff complete a detention form.
<b>Remove (RESET)</b>	Where a student has not rectified their behaviour following the first two steps, a teacher may request 'On Call' to remove the student from the lesson. This will lead to an Internal Suspension (RESET) in order to reset their behaviour and may require a discussion with parents / carers to prompt a behaviour change.

Further sanctions for repeated or serious incidents could include:

<b>Loss of break and lunchtime</b>	For incidents related to social time and social relationships, students may have the privilege of social times with their peers withdrawn. They will be able to consume refreshments as normal.
<b>Lunch time Detention</b>	A lunchtime detention will be issued by the class teacher to a student who has negatively impacted or disrupted the learning of peers.
<b>After school detention</b>	An after school detention will be issued by a Learning Leader, member of the Extended Leadership Team and Leadership Team if a student has failed to sit their lunchtime detention, or has been repeatedly late to lessons in one day.

<p><b>Internal Suspension – Reset of behaviour</b></p>	<p>*Linked to the school’s Exclusion Policy</p> <p>The Internal Suspension room, or Reset is an integral part of the Falmouth School pastoral support system. Internal Suspension is used as an alternative to fixed-term suspension, although the school reserves the right to issue fixed-term or permanent suspension when deemed necessary, either for persistent disruptive behaviour or “one off” behaviours. Entry into the Reset room is for serious matters. This would be behaviour that would have led to the sanction of suspension previously. Under normal circumstances, prior to a student arriving at the Reset room, a discussion with the parent/carer will be arranged. During Internal Suspension the expectation is for the student to complete work set to the best of their ability. A student placed in Internal</p>
	<p>Suspension will remain for the duration of five lessons. An <i>exit</i> conversation will occur where discussion involve the positive actions needed to enable a successful reintegration and avoidance of further sanctions. The reintegration communications will involve the parents/carers, Learning Leader and tutor.</p>

<p><b>Fixed Term Suspension</b></p> <p><b>Permanent Exclusion</b></p>	<p>*Linked to the school’s Exclusion Policy</p> <p>A decision to Fixed Term Suspend a student will be taken only: ● in response to serious or persistent breaches of the school’s behaviour policy, and</p> <p>● if allowing the student to remain in school would seriously harm the education or welfare of others.</p> <p>Before deciding whether to exclude a student, either permanently or for a fixed period, the Headteacher will:</p> <ul style="list-style-type: none"> <li>● consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked;</li> <li>● allow the student to give their version of events;</li> <li>● consider if the student has special educational needs (SEN). Please refer to the school Exclusions policy for further details</li> </ul>
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**Recording Praise, Disruptions and Sanctions**

- Praise is recorded using the Google praise form.
- Disruptions are recorded using the Google disruption form.
- Sanctions are logged in the Google Tutor Dashboard.
- Details of incidents are recorded and filed for each student.

**Tutor Dashboard**

The Tutor Dashboard allows for real-time information to be shared efficiently. All records are linked to the Dashboard in order to inform tutors, Learning Leaders and Leadership Team of attendance, disruptions and positive behaviour for all students. Tutors are expected to review and record actions daily with Learning Leaders monitoring their specific year groups. Tutors are also expected to email

weekly summaries of student disruptions to parents. The Leadership Team will review the dashboard on at least a weekly basis and liaise with Learning Leaders regarding achievements and concerns.

### **Training**

Appropriate training on all aspects of behaviour management will be provided to support the implementation of this policy.

### **Code of Conduct and Expectations**

***At Falmouth School every student has the right to learn without interruption and every member of teaching staff has the right to teach so that everyone can succeed.***

### **General Code of Conduct**

As students, we agree to:

- be Ready, Respectful and Safe;
- be kind and considerate to staff, prefects, fellow-students, school visitors and the wider community;
- be clean, neat and tidy and observe Falmouth school's dress code;
- care for each other and the school environment;
- try to become involved in school life and always do our best in lessons and activities;<sup>11</sup>
- be aware that any instances of bullying, smoking, taking drugs, going out of bounds or disruptive behaviour such as fighting, swearing, being involved in racist, sexist or homophobic incidents will be dealt with in a very serious manner;
- be aware that supplying drugs in school will result in permanent exclusion.

### **Classroom Expectations** You

have a right to:

- \* Enjoy & Achieve
- \* Be Healthy
- \* Stay Safe
- \* Make a Positive Contribution
- \* Achieve Economic Wellbeing

You have the responsibility to be:

- \* Ready, respectful and safe at all times.

### **How can you achieve this?**

- Be present! You cannot learn if you are absent.
- Arrive at lessons calmly, quietly and on time.
- Treat your learning environment with respect.
- Bring the appropriate equipment.
- Follow instructions.
- Listen to others with respect.
- Observe the health and safety routine in practical lessons

\*Linked to the school's Exclusion Policy