



FALMOUTH
SCHOOL

Falmouth School

Care, Support, Guidance and Behaviour Policy

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Principles

Falmouth School’s strategic vision of “*enabling our children to grow into happy, healthy and confident young people with the ability to fulfil their potential*” is the driving force of this policy. We seek to fulfil this vision in numerous ways, but primarily through adopting a Trauma Informed School approach (appendix 1) to create a caring and learning environment. We do this by:

- Promoting self-esteem, self-discipline and the building of positive relationships based on mutual respect;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging positive relationships with parents, guardians and carers to develop a shared approach to the implementation of the policy and procedures
- Commitment to staff training
- Ensuring fairness of treatment for all;
- Encouraging respect for self, respect for others and respect for the environment;
- Promoting good behaviour through the school’s commitment to positive praise and reward

Roles and Responsibilities

Falmouth School will establish, in consultation with staff and students, the policy for the promotion of good behaviour, which will be reviewed annually. It will ensure it is communicated to students and parents, is non-discriminatory and expectations are clear.

The Headteacher and Senior Leadership Team will be responsible for ensuring the implementation and day to day management of the policy and procedures. This includes supporting staff faced with challenging behaviour.

All staff (both teaching and support) will be responsible for ensuring the policy and procedures are followed and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Feedback on the effectiveness of the policy is encouraged. Staff are responsible for creating positive relationships in classrooms, as well as the other areas of the school. All staff are encouraged to seek support from Senior Leaders if there is any difficulty in applying the policy. The Headteacher will treat any failure to apply the policy as a serious dereliction of duty.

Parents, guardians and carers will be responsible for the behaviour of their child(ren) inside and outside the school and are asked to support the policy in partnership with the school. Feedback regarding the effectiveness of the policy is encouraged and any complaints should be addressed in-line with the Complaints Policy.

Students are expected to take responsibility for their own behaviour and will be fully aware of this Policy. Students also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported to staff.

Approaches to Developing Positive Behaviours

- High quality, differentiated education which involves students, builds on success, ensures progression, involves and informs parents
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times;
- Use of Trauma Informed Schools' assessments captured at regular intervals enable a strategic response to individual, group and cohort development, and therefore plan next steps.
- Programmes of PSHE, (Personal, Social, Health Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning;
- Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two;
- Enable children to take responsibility for themselves and their actions in age appropriate ways;
- Reflect on incidents (where behaviour choices are made that are against the School's agreed expectations) as an opportunity for learning, both for students involved and for adults planning next steps;
- Where need is identified for structured, tailored, group and individual programmes creative activities and outdoor learning to be incorporated into action plans;
- Any plan of action is agreed and shared in a working partnership with parents and carers;
- Individuals with Special Needs to be recognised within the behaviour systems with appropriate scaffolded support detailed in learning passports to ensure they can manage within boundaries that are recognised as fair and consistent for all.

- Reinforcement of positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment;
- Supporting students appropriately may require adults to develop and employ new skills and/or strategies;
- Students need to know explicitly what behaviour is expected in different circumstances;
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;
- Using Fixed Term Internal or External Exclusions may be used as part of a positive behaviour approach;
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed;
- Falmouth School reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;
- Falmouth School's expectations around behaviour, rewards, sanctions and opportunities for student roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

In line with our inclusion approaches, wherever possible, all children and parents are welcome at our school.

Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning.

Behaviour Practices and Procedures

"Classroom management is not about having the right rules, it's about having the right relationships" - Danny Steele

Falmouth School values learning and everyone within our community. The uniqueness and diversity within our staff, student and parent body is valued and celebrated. Everyone is a learner and everyone is deemed to have an 'elastic' capacity to learn. We make provision for developing the emotional learning of all of our students, but most particularly for its most vulnerable and challenging students. Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one's own feelings.

Responsibility for one's own learning is prized. Independent, resource based and collaborative learning are encouraged. It is understood and accepted that all learners have their own emotional needs sometimes- and these can be addressed as a part of promoting learning.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- encourage relationships based on kindness, respect and understanding of the needs of others;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;

- show appreciation of the efforts and contribution of all.
- create an environment which recognises and celebrates difference.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour and this includes the entrance to and exit from the classroom. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the students to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

Rewards

Falmouth School's emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Therefore, we ensure that every child has the opportunity to be recognised and rewarded. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements and efforts. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- Verbal feedback / praise
- Non-verbal feedback *e.g. thumbs up gesture, smile, pat on shoulder*
- Awarding of Praise email home (Achievement, Progress and Effort)
- Certificates (with explicit reasons shared)
- Headteacher award
- Recognition in Newsletter
- Website
- Use of social media *e.g. Facebook*
- Share good choices with other adults for positive reinforcement

Within our positive approaches we recognise that there may be times when a student, whilst considering what is appropriate for individual children, might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Initial Responses

All students are given a chance to do the right thing before any application of the sanctions within the behaviour policy.

We believe that the importance of 'relationship' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our students. With children spending 50% of their waking hours in school, the teacher/learner relationship is key. By contributing to a safe, structured, open-hearted and stimulating sequence of interactions the adult can engage the child or young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

We use a range of strategies to interrupt poor behaviour choices including;

- Time in
- Regulation opportunities
- Change of environment
- Availability of an emotionally available adult

The aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults' holding consistent boundaries ensures our school feels calm and safe.

When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved may require a professional discussion between some/all of the following people; *Headteacher, Assistant Heads, SENDCo, Welfare Leads, Pastoral Support Mentor, Class Teacher, Teaching Assistant.*

Where sanctions are recorded we will also maintain close communication with parents and carers. Sanctions may include:

- C1 Verbal Reprimand
- C2 Verbal reprimand with associated action
- C3 Detention (recorded – parents/carers informed via email and possible tutor call)
- Time out of class to reflect upon behaviour under supervision (parking)
- Loss of social time where appropriate
- Being placed on an Action Plan

Where a need has been identified the school may also put steps in place to scaffold a student who is at risk of not being able to manage their choices appropriately. The welfare hub works with students often for this purpose.

That being said, there are some situations that will provoke a more severe response from school:

If a child deliberately commits any of the following, they may be given an immediate Fixed Term or Permanent Exclusion at the Head Teacher's discretion following a full investigation:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a student
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse

- Damage
- Sexual misconduct
- Theft
- Serious breach of the behaviour policy
- Persistent disruptive behaviour
- Bringing illegal items/substances to school

Fixed Term Exclusions may be either Internal where they will attend school but learn away from their class or an External Exclusion, which requires the student to undertake their learning off site. In the case of an external exclusion, this will be registered with the local authority.

Following an external exclusion, the students and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate. Parents are always informed by standard letter if a Fixed Term Exclusion has been given.

Support and Intervention

Behaviour Incidences are tracked within the school. Senior Leaders analyse behaviour trends at least termly, and adapt provision as necessary – this may include identifying training needs for staff or putting into place support plans for individual students. Behaviour is reported to Governors **termly as part of the Headteacher's Report.**

Physical Restraint

Physical Restraint should be limited to emergency situations and used only as last resort. Under the children Order 1995, it is only permissible as described under the heading 'Physical Control'. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff employed by Falmouth School, to use such force as is reasonable in the circumstances to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property

However, incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time as possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Where possible, involve another member of staff
- Where possible, inform the student what is happening and why
- Be recorded and reported to parents

If restraint is required no adult should:

- Act in temper
- Involve themselves in a prolonged verbal exchange with the child
- Attempt to reason with the child
- Ask other children to be involved in the restraint
- Hold or touch sexual areas of the body

- Twist or hold limbs against a joint
- Bend fingers or pull hair
- Hold a child in such a way which restricts blood flow or breathing.

Safe Touch

Children need to learn who they are and how they fit into the world. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing.

Research clearly shows access to safe touch is a means of calming, soothing and containing distress for a vulnerable child. It is essential that children learn the difference between safe and unsafe touch. Safe touch is when brief, gentle contact is made on open or clothed parts of the body: hands, arms, shoulders, head and hair. The background of the child will always be considered. Safe touch used to calm, soothe or regulate a child's emotions is a needed developmental experience. In recognition of this, all staff may consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Containing an angry child
- Affirming or encouraging an anxious child or a child with low self-esteem

Other means of calming, soothing and containing children's strong emotions include:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display and then regulating it down by talking slowly, firmly and quietly in an unhurried and unflustered way
- Providing clear predictable consistently held boundaries

Conclusion

"Educating the mind without educating the heart is no education at all" - Aristotle

Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for students. Falmouth School will work, wherever possible, in agreement and consult fully on actions and next steps.

Appendix 1

Trauma Informed School

Trauma Informed Schools is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. A Trauma Informed School is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

The Vision of Trauma Informed Schools is:

Our vision is to provide appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all. This means we aim to help children and teenagers BEFORE they get mental health problems – to catch them as they are falling not after they have fallen. Towards this aim we strongly endorse the statement in the Government Green Paper December 2017 Transforming Children and Young People’s Mental Health Provision, “ There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)”. We are appropriately training school staff to take on this task.

Our objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience. We also believe that for schools to become mentally healthy places for all, the value of wellbeing has to start at the very top, with organisations such as DFE, Ofsted and the Regional Schools Commissioners balancing the scales between outcomes (test scores) and emotional wellbeing. We are working to ensure that there is national recognition of the importance of monitoring the wellbeing of schools and that Governing Bodies, Trust Boards and Directors make staff wellbeing as well as student wellbeing a key performance indicator for our schools. - (Trauma Informed Schools website)

Knowledge of social and emotional learning supports Falmouth School in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable students to develop their social and emotional learning and apply skills that are vital for healthy development.

Falmouth School recognises that it is important for adults to understand and to take into account the mental and emotional health of each child in order to help them differentiate their relationships with children and so to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship.

Learning to be skilful in relationships and ready for challenges requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn. Life events can introduce episodes, which become interruptions to some children's development. The Trauma Informed Schools programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of the systematic actions.

With a programme of continuous provision, Falmouth School's vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage students to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

'Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ' - Duckworth and Seligman 2005

'School based programmes of social and emotional learning therefore has the potential to help young people acquire the skills they need to make good academic progress.' - *British Educational Research Journal 2013*

The welfare hub has a Trauma Informed Schools area which is the hub for this provision and offers supportive programmes for students in a variety of ways across the school day.

Appendix 2

Behaviour Responses Framework

All elements of this guidance should be approached with a restorative mindset and an emotion coaching approach. We should approach students positively, politely and consistently. These are all examples of responses and follow ups and each individual incident should be approached and considered on its individual merits/elements.

Behaviour	Possible Reasons	Immediate Response	Likely Follow-up
Late arrival to school/ lesson	Missed bus, family issues. Delayed by previous teacher, lost, incident between lessons.	Welcome latecomer and ask them to sit down quietly – explain work that may have been missed.	Enquire as to reason – use TiS framework for steering conversation. Explore needs and plan a way forward. Record late in SIMS.
			Follow attendance policy for repeated late response
			If a student continues to be late to school/lesson – letter sent/phone call home/meeting with parents. Supportive action plan in place, including catch-up sessions and punctuality report to support. Record on tutor dashboard/MyConcern as appropriate.
			Persistent and significant lateness may lead to meeting with parents, Attendance Manager, Attendance SLT, Education Welfare Officer. Record on SIMs/MyConcern as appropriate.

No homework at requested time	Family issues, lack of understanding, sense of failure, feeling of irrelevancy of task.	Offer space, time and place and support to complete work of this appears appropriate.	Make time later to enquire as to reason. Explore needs and plan a way forward. Record on SIMs/MyConcern as
			appropriate. Teacher may contact home.
			If a pattern emerges across subjects, parents contacted and meeting set up. Homework report to support.
			Persistent non completion of homework will result in Homework Detention.
Missing equipment	Family issues, poverty, forgotten, lost, borrowed, stolen.	Missing equipment should be identified during Tutor/Registration Time, and replaced via Tutor box. If during lesson, offer replacement for that lesson.	Make time later to enquire as to reason. Explore needs and plan a way forward. Missing equipment should be identified during Tutor/Registration Time, and replaced via Tutor box. If during lesson, offer replacement for that lesson.
			If a pattern emerges across subjects, parents contacted to see if support is needed with equipment. Record on SIMs/MyConcern as appropriate.
Uniform irregularity	Family issues, poverty, lost, damaged, stolen, status: needing to	Support from Student Services – offer student uniform to wear.	Member of staff to take time later to enquire as to reason. If no reason, minor correction.

	<p>express individuality.</p>		<p>If this still does not lead to change in uniform Tutor to contact parent/carer and enquire if support with uniform is needed. Record on SIMs/MyConcern as appropriate.</p> <p>Where defiance is clearly the reason for repeated failure for student to wear correct uniform a Sanction may be applied. Record on Tutor Dashboard/MyConcern as appropriate</p>
<p>Low-level off task behaviour</p>	<p>Lack of understanding, low self-esteem, need to achieve, acceptance from peers, lack of motivation or enjoyment of topic, external issues causing distraction, seating plan, lessons plan and pace.</p>	<p>Address behaviour in a calm and nonjudgmental manner. Apply behaviour policy.</p>	<p>Explore with the student in a calm, private and non shaming way during or at the end of the lesson what happened in the lesson and why. Record on Google sheet /MyConcern as appropriate. Repeated low level issues may require verbal reprimand/ sanction.</p> <p>If a pattern emerges across subjects, parents/carers contacted by Tutor/Head of Year/ SLT to ensure supportive plan in place – may need an Individual Behaviour Plan. Record on SIMs/MyConcern as appropriate.</p>

			<p>If low-level off task behaviour persists, parent/carer to be invited to formal meeting. Review of provision made. Action plan created at meeting, which is reviewed after set period. Action plan to be completed. Record on SIMs/MyConcern as appropriate.</p>
<p>Unauthorised use of mobile phone</p>	<p>Lack of understanding, motivation and engagement, unclear and inconsistent boundaries, worried about external issue, need to communicate for self-esteem, engrained social behaviour.</p>	<p>Address behaviour in a calm and nonjudgmental manner. Apply electronic devices policy – reminder of expectations.</p>	<p>Restorative conversation with key staff member after the lesson on an individual basis. Record on SIMs/MyConcern as appropriate.</p> <p>Second use of mobile phone – issue of Lunchtime Detention. Parent/carer informed. Record on SIMs/MyConcern as appropriate.</p> <p>Third use of mobile phone – issue of After school Detention. Parent/carer informed. Meeting may need to be arranged. Record on SIMs/MyConcern as appropriate.</p>
<p>Little engagement resulting in little work completed during lesson</p>	<p>Lack of understanding, low self-esteem, need to achieve, acceptance from peers, lack of motivation or enjoyment of topic,</p>	<p>Highlight the fact you have noticed that sufficient work is not being completed and see what support you may be able to give to help.</p>	<p>Explore incident with student at the end of the lesson to identify impact of their actions. Lunchtime Detention may be issued to complete work.</p>

	external issues causing distraction, seating plan, lessons plan and pace.		<p>If a pattern persists, a more formal meeting is required. Parent/carer may be involved and a Progress Report may be issued.</p> <p>If a positive impact is still not found and little work completed is coupled with other concerns, then parent/carer to be invited to formal meeting. Review of provision made. Action plan created at meeting, which is reviewed after set period. Action plan to be completed. Record on SIMs/MyConcern as appropriate.</p>
Continued Off-Task, disruptive behaviour	Lack of understanding, low self-esteem, need to achieve, acceptance from peers, lack of motivation or enjoyment of topic, external issues causing distraction, seating plan, lessons plan and pace, breakdown on relationships with peers or teacher. No consequence for initial behaviour, anxiety about issue.	Address behaviour in a calm and nonjudgmental manner. Apply behaviour policy – reminder of expectations.	See above. Head of Year/SLT lead to assess reason for continued disruption with student. Provision Request Form completed and Supportive Plan in Place in the form of an Individual Behaviour Plan.
Break/lunchtime incidents	Misunderstanding, peer pressure, boredom, status,	Address the incident immediately to	Verbal reprimand and reminder of rules – monitor play closely.

	<p>attention seeking, lack of structure/ supervision, relationship breakdown.</p>	<p>ensure the safety of students. Explore incident briefly with students to be able to decide on next course of action.</p>	<p>Student Services/SLT to explore and unpick incident with students. Supportive Plan may be required or consequence (Lunchtime Detention or After School Detention). Parent/carer to be informed as necessary and plan amends together.</p> <p>If the incident is of an extremely serious nature, a fixed term exclusion may be appropriate to allow time to investigate situation and plan way forward, which may include a bespoke package of support for break/lunchtimes.</p>
<p>Bringing an inappropriate item into school</p>	<p>Misunderstanding, feeling threatened, peer pressure, status, boredom, attention seeking.</p>	<p>Ask firmly for the item to be handed to a member of staff. If this request is not met, call member of SLT.</p>	<p>SLT member to explore an incident like this in full. Parent/carer to be informed and a detailed exploration of impact should be undertaken. Record on SIMs/MyConcern as appropriate.</p> <p>Serious instances of bringing an inappropriate item into school may be supported by a formal meeting with parental involvement or, as a last resort, fixed term exclusion. Multi-agency referral/support plan in place if appropriate. Record on SIMs/MyConcern as appropriate.</p>

<p>Leaving school site during the day, including break or lunchtime</p>	<p>Status, peer pressure, feeling of anxiety, feeling of isolation from majority of peers.</p>	<p>If any student is seen leaving the site, they should be challenged to ensure their safeguarding.</p>	<p>Member of staff to see if student has a reason for leaving school site. SLT informed to investigate. If no appropriate reason, period of time welfare staff to phone home to inform of situation. Police may need to be contacted if student's whereabouts is unknown. Possible C4 Record on Googlesheet /MyConcern as appropriate.</p> <p>Repeated incidences may lead to supervision by member of staff at key moments, including breaktimes and lunchtimes.</p>
<p>Unkind words directed to another student, face to face or through technology or social media</p>	<p>Relationship breakdown, peer pressure, acceptance, lack of understanding, unawareness of consequence, lack of empathy.</p>	<p>Listen to the perspective of the student and note down the detail of the incident. Ask to see any txt msgs/statuses on Facebook etc. is appropriate and with student's consent. If the unkind words are one-sided, persistent and involve an imbalance of power, a bullying issue may be occurring. See</p>	<p>Ensure that information is shared to relevant staff, including SLT. Record on MyConcern as appropriate. If appropriate, Restorative Meeting to be convened asap and Supportive Plane in place. Contact parents/carer/other agencies if appropriate.</p> <p>If incident is of a discriminatory nature, it must be reported to Cornwall to Council, following guidance set.</p>

		Anti-Bullying Policy for guidance.	Persistent behaviour of this kind is bullying and the AntiBullying Policy and Procedures would need to be applied formally.
Smoking on school site	Peer pressure, need for acceptance, addiction.	Address issue with student and ask them to move away from the area that they are in and to stop smoking. Take the names of any students involved.	<p>Call member of SLT. Confiscate tobacco/ paraphernalia and store securely in Welfare safe. Student to receive C3. Parent/carer informed. Record on googlesheet /MyConcern as appropriate.</p> <p>Repeated incidences may lead to supervision by member of staff at key moments, including social time. Referral to school nurse to support smoking cessation may be appropriate. Record on SIMs/MyConcern as appropriate.</p>

<p>Damage to equipment in school</p>	<p>Peer pressure, insecurity, frustration at a relationship breakdown or earlier conflict in school, unable to engage in learning.</p>	<p>Explore briefly the perspectives of those involved. Apply behaviour policy.</p>	<p>Actions will depend on circumstances and nature of incident and will probably involve parent/carer and Head of Year/SLT. Focus should be given to the impact of the actions and how the student will restore the damage caused, possibly through financial reimbursement or community service. Supportive Plan in place if appropriate including multiagency referral/plan. Record on SIMs/MyConcern as appropriate.</p>
<p>Taking something without permission</p>	<p>Poverty, peer pressure, seeking attention.</p>	<p>Explore briefly the perspectives of those involved. Apply behaviour policy.</p>	<p>Actions will depend on circumstances and nature of incident and will probably involve parent/carer and Head of Year/SLT. Focus should be given to the impact of the actions and how the student will restore the damage caused, possibly through financial reimbursement or community service. Supportive Plan in place if appropriate.</p> <p>Repeated instances may lead to support being accessed through external agencies, via a multiagency support plan. Record on SIMs/MyConcern as appropriate.</p>

<p>Refusal to comply with adults instructions</p>	<p>Relationship breakdown, peer pressure, acceptance, lack of understanding, unawareness of consequence, lack of empathy.</p>	<p>Address behaviour in a calm and nonjudgmental manner. Apply behaviour policy – reminder of expectations, inform SLT</p>	<p>Explore with the student appropriately during the lesson or at the end of the lesson and individually what happened in the lesson and why. Record on Googlesheet /MyConcern as appropriate. Lunchtime Detention may be appropriate to complete any unfinished work.</p> <p>If a pattern emerges across subjects, parents/carers contacted by Tutor/Head of Year/ SLT to ensure supportive plan in place – may need an Individual Behaviour Plan. Record on SIMs/MyConcern as appropriate.</p> <p>If non-compliant behaviour persists, parent/carer to be invited to formal meeting. Review of provision made. Action plan created at meeting, which is reviewed after set period. Action plan to be completed. Record on SIMs/MyConcern as appropriate.</p>
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Truancy	There could be a number of reasons for this. May be tracked to a single point of conflict or accumulation of unmet needs.	Class teacher to complete register in first 10 minutes of lessons. This is a legal requirement and an element of essential safeguarding. Any students marked as absent MUST be followed up by a phone call to parent/carer if reason for absence is unknown.	<p>Welfare staff/SLT to begin to investigate whereabouts of student. All areas to be checked systematically. If student is truanting from a lesson, Attendance Manager to inform parent/carer immediately. Follow truancy response – formal meeting to take place to discuss with student the reason for truancy. Supportive plan to be created. Record on SIMs/MyConcern as appropriate.</p> <p>If a pattern of truancy occurs, a multi-agency action plan and referral to EWO may be appropriate. Record on SIMs/MyConcern as appropriate.</p>
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<p>Threatening words or actions</p>	<p>Lack of understanding, low self-esteem, need to achieve acceptance from peers, lack of motivation, external issues causing distraction, seating plan, lesson plan and pace, breakdown of relationships with peers or teacher, anxiety about issues.</p>	<p>Listen to the perspectives of the students involved. Calmly diffuse the situation by removing students from conflict, if applicable and appropriate.</p>	<p>A more detailed exploration of the incident is required here. Relationships with the students involved would be the deciding factor in identifying the member of staff to follow up.</p> <p>A meeting may need to be arranged between the two parties. This would be led by a key adult. A thorough exploration of the impact of actions is essential. Parent/carer to be contacted and the incident recorded on Googlesheet /MyConcern as appropriate.</p> <p>Serious or persistent instances of threatening words or actions will be supported by a formal meeting with parents where an Action Plane will be put into place. Fixed term exclusion or a bespoke package of support may be required.</p>
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Swearing at a member of staff	Misunderstanding, feeling threatened, peer pressure, status, anger at external issues.	Respond with calmness and control, removing yourself from the conflict situation.	Swearing at a member of staff should be treated as a serious incident, due to its far-ranging impact. If a student swears at a member of staff, the situation will be assessed by a member of SLT and the student will be escorted to the welfare hub for support. A formal meeting should be set up within a specified amount of time between the teacher and the student involved, led by a member of SLT. Parents will be contacted, and they may be invited to the meeting if appropriate. If the incident happened in a lesson, the student should not return to the specific lesson until the damage has been repaired. Record on MyConcern as appropriate.
Physical aggression/ altercation between students	Misunderstanding, anger, peer pressure, status, lack of understanding.	Respond in a calm manner separating the students if safe and necessary to do.	There may be different types of altercation between students; however, the guiding principles of dealing with incidents of this nature are always the same. As always, a full exploration of the incident should take place. Parents/carers will be contacted if required. A formal

			<p>restorative meeting will be called to restore the relationship between students if at all possible. Record on SIMs/MyConcern as appropriate.</p> <p>If a serious incident occurs, a fixed-term exclusion may be appropriate to allow time to investigate situation and plan a way forward, which may include a bespoke package of support.</p>
Sexting or sharing/sending of sexually inappropriate material	Peer pressure, seeking attention, boredom, feeling threatened, insecurity.	Listen to perspective of student and inform safeguarding officer as soon as possible.	Safeguarding team to advise on next steps to ensure safety of all students. Record on MyConcern as appropriate.
Self-harm or suicidal thoughts	There could be a number of reasons for this. May be tracked to a single point of conflict or accumulation of unmet needs.	Respond in a calm manner. Listen, using active listening skills and nonjudgement, nonleading language.	Incidents should always be reported to Safeguarding Lead, who will be able to advise the best course of action. Parents will be informed and involved. Referrals to external agencies to take place.
Drugs related concerns/drugs on schools site	There could be a number of reasons for this. May be tracked to a single point of conflict or accumulation of unmet needs.	Ensure safety and welfare of the students and all students in school as much as possible.	Report any concerns regarding drug use to the Safeguarding Lead. Parents must be informed and referrals to external agencies must be made. Exclusion will be considered in incidences of this nature.

The Headteacher reserves the right to overrule the above processes in circumstances deemed necessary.

APPENDIX 1

**FALMOUTH SCHOOL BEHAVIOUR AND DISCIPLINE PROCEDURE
January 2020 update**

Aims

These behaviour procedures aim to ensure that behaviours are clearly managed but also that our children are supported in their development throughout the procedures. We:

- Support individual members of the school community to ensure all students feel safe, valued and respected
- Enable all to learn and work together in a positive and supportive way.
- Promote a learning environment where everyone feels happy, safe and secure
- Promote positive relationships between children, and between children and adults
- Treat all children fairly and consistently
- Encourage children to become responsible and independent
- Recognise and reward acceptable and positive behaviour

As children join our school, either through primary transition or as new joiner later on, we recognise that rules, routines, rewards and sanctions are needed to ensure there are clear boundaries for growing teenagers aged 11 to 18 years old so they can thrive in a well-supported and respectful environment ensuring that upon leaving school our students are well prepared.

We use a tiered system to determine both acceptable and unacceptable behaviours to enable our students to understand consequences and responsibility. Behaviour is a communication and often is the sign of other things happening in the child’s life. This can often explain reactions to situations and we will try to take this into account when settling on a course of action so for that reason, these are guidelines. All incidents resulting in a sanction are recorded on a student’s electronic record.

Falmouth school behaviour guidelines

If you....	You get.....	This means.....
<ul style="list-style-type: none"> • Show respect to others; be gentle and kind • Listen and be attentive • Be gentle and kind • Respect our school; Look after everyone and everything • Be honest, polite and truthful • Always try your best • Complete homework on time and to the best of your ability 	Private and public congratulations Achievement points Praise postcard home Praise Certificate home	Each praise is recorded on your school record Opportunity to attend praise events
<ul style="list-style-type: none"> • Arrive at tutor time without the correct equipment 	A conversation with your tutor	A recorded of the conversation (e.g. tutor mark book) to ensure support is given if it is a regular issue

<ul style="list-style-type: none"> • Arrive at tutor time not wearing your uniform correctly (note: uniform and equipment is available to borrow from student services from 8am each day or 	<p>or a member of student services An opportunity to resolve the situation (e.g. borrow an item</p>	
<ul style="list-style-type: none"> • Over the course of the day do not wear your uniform correctly (e.g. untucked shirt) • Are responsible for low level disruption that prevents others from learning or the teaching by being 'off task' • Run in the corridor • Call out in class • Inappropriate noise in class Talking when the teacher is talking • Not respecting property, e.g. doodling on exercise books • Failing to keep on task • Leave your seat without permission • Time wasting • Not following instructions • Running in the corridors • Pushing in the line • Talking in assembly • Rudeness to adults • Interrupting • Shouting in the corridors • Eating in the corridors • Not wearing school uniform appropriately, e.g. shirt untucked 	<p>C1 Yellow (low level) behaviours</p>	<p>A verbal warning explaining Your behaviour and an opportunity to improve.</p> <p>Name on the classroom board under C1</p>
<ul style="list-style-type: none"> • A second warning for one of the above behaviours • Constantly calling out Continually distracting others • Refusal to co-operate Deliberate rudeness, e.g. answering back • Not attempting learning task • Deliberate disregard for instructions • Covering up the truth • Unkind words and actions • Swearing (overheard by an adult) • Use a mobile phone without adult supervision 	<p>C2 Amber (moderate level) behaviours</p>	<p>A verbal warning explaining your behaviour and an opportunity to improve</p> <p>Name on the classroom board under C2</p> <p>The member of staff may make a positive change e.g. move seat in class</p> <p>A conversation with a member of staff to discuss your behaviour and an opportunity to explain</p> <p>The staff member may issue a lunch time detention.</p>
<ul style="list-style-type: none"> • Arrive late to school (after 8.35am) without a valid reason • Using a mobile phone without adult supervision despite previous warning 	<p>C2 Lunch time detention</p>	<p>Lunch time detention for the first 20 minutes of lunch time. <i>(note: all students have the second half of lunch time in order to eat and socialise)</i></p>

		If using a mobile phone it may be confiscated. In this case it will be kept in student services until the end of the day for collection.
<ul style="list-style-type: none"> Do not clear your litter and / or plates from the canteen / outside 	C2 Community duty	You will be issued with a 20minute lunch time detention where you will clear and keep tidy the canteen area (<i>note: all students have the second half of lunch time in order to eat and socialise</i>)
<ul style="list-style-type: none"> Are out of bounds Swearing at another child Deliberate insolence (ignoring direct instructions from an adult) <ul style="list-style-type: none"> Stealing Running away Spitting Racist and homophobic comments Confirmed bullying incident Leaving the classroom without permission Throwing equipment Bystander of those smoking) on school site or off school site in school uniform (including e-cigarettes) 	C3 Red (serious level) behaviours Text sent home informing parent of reason for C3 being issued	Name on classroom board under C3 An hours after school detention 3-4pm You may also; Loose lunch time and complete reflection sheet Redress any mess / damage or wrong doing incurred Sent to headteacher or SLT Parents requested to come into school to discuss behaviour
Any behaviour action beyond a C3 detention is at the discretion of student services, a member of SLT and the Headteacher		
<ul style="list-style-type: none"> Continued red level behaviours Refusal to attend a C3 detention Persistent refusal Swearing at an Adult Aggressive swearing towards student Threatening others Physical aggression Deliberate vandalism Leaving the school site without permission Bringing banned items onto school site Maliciously bringing the schools names into disrepute Fighting; physical aggression 	C4 Behaviour support plan (including action support) Reflection time	Repeated red behaviours will result in an individual support plan Sent to headteacher or SLT Parents requested to come into school to discuss behaviour / pay for any damage Time with an appropriate adult to reflect on behaviours A possible internal or external exclusions (as below) depending on the incident
<ul style="list-style-type: none"> Continued red level behaviours despite a behaviour support plan being in place Aggressive Physical violence towards an adult 	C5 / C6 Fixed term exclusion	Fixed-term and Permanent Exclusions We are an inclusive school and work hard to develop strategies to include all students.

<ul style="list-style-type: none"> • Serious violence towards a child • Direct swearing towards an adult • Threatening others • Bringing illegal items onto school site • Significant violent behaviour • Fighting; physical aggression 	<p>Permanent exclusion</p> <p>Managed Move</p> <p>Alternative provision (pupil referral unit)</p>	<p>However persistent red behaviours will result in either Internal, or in extreme cases, external exclusions to maintain the health and safety of all our community.</p> <p>Exclusion will be at the discretion of the Headteacher and SLT and will be in response to extreme or serious incidents.</p> <p>Where appropriate we may consider a managed move to another school or a short stay at a pupil referral unit to access additional behaviour support.</p>
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C System

1. Attempt to prevent behaviour through early and positive intervention.
2. C1 – remind of rules, reason they are getting a C1
3. C2 – warning that they are continuing to not follow rules. Definite action attached e.g. move the students to another seat in your room
4. C3 – a conversation with the student (Calmly and away from other students where possible – do not name and shame). Set detention
5. Park in your faculty if behaviour continues
6. Difficulties when parked or refusal to be parked result in on call SLT collecting.

N.B. If the student leaves your lesson on receipt of the C3 or without permission at any stage, notify on call SLT and email student support with the students name and time left.

*C3 detentions will be collected using a rota of PSMs. Refusal on collection will result in the PSM calling home and a C4 day being issued should that call home confirm the validity of the C3.

Behaviour Graduated response

Points	Response
10	Student is placed on Tutor report. Tutor calls home to explain the report card and the reasons.
20	Student is placed on PSM report. PSM refers for in-school support to help the student manage their behaviour.
30	Student is placed on HOY report Parent meeting with HOY and referral to an external agency for support for the student (e.g: Young People Cornwall, EHH). Start Plan-do-review in the HOY parent meeting. Refer to SEN Department.
40	Student is placed on SLT report. Parent meeting with HOY and SLT to review the plan do review Behaviour Support Plan Passport to be written and shared with all staff.
50	Student placed on Deputy Head report Parent meeting with Deputy Head. Review behaviour support Plan Passport, plan-do-review to be completed to review support package.
60+	Head Teacher Meeting. Discussion about the student's future educational provision and place at Falmouth School.

Bullying Graduated Response

Some bullying instances happen when a student is not aware that the victim is feeling threatened. In which case a warning is the appropriate first action as it educates first. Premeditated bullying may be dealt with by a C3 at stage 1 for instance.

A serious bullying incident can escalate to level 4/5/6+ at the decision of the Head Teacher.

This is in line with the conduct framework guidelines.

Stage	Response
1	Warning. PSM calls home Restorative meeting
2	C3 issued Referral made for in-school support Phone call home and a parent meeting with the HOY Restorative meeting
3	C4 issued Referral made for external support (EHH, HOV, Young People Cornwall) and to the School SEN team. Parent meeting with the HOY Restorative meeting
4	2 Day FTE issued. Re-entry meeting with SLT member. Plan-do-review paperwork started. Consider class changes and school area restrictions as necessary. Restorative meeting

5	3 Day FTE issued. Re-entry meeting with the Head teacher and final warning issued. Plan-do-review paperwork started and further additional agency support to be considered. Restorative meeting
6+	5 Day FTE issued Pending a decision on future educational provision at Falmouth School.