



**Truro and Penwith  
Academy Trust**



# **Pensans School Pensans ARB Behaviour Policy**

## **Review Summary**

<b>Approved By:</b>	<b>Trust Board</b>
<b>Approval Date:</b>	<b>September 2024</b>
<b>Next Review Date:</b>	<b>Bi-Annual</b>

## **Pensans School**

**Dissemination:** Website

**Date policy approved by Trustees:**

**Date policy becomes effective:** September 2024

**Review date: (Bi-Annual)**

**Person responsible for Implementation and Monitoring:** Headteacher

### **1. Policy Statement**

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

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

*For all of us, enjoying positive, supportive relationships in our daily lives is key to our happiness and fulfilment. Excellent behaviour is a key feature of a successful school. It creates safety and well-being for children, staff and parents and leads to an effective working environment.*

*All staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong. Relationships can be challenging but as a school we are committed to enabling both staff, children and their families to resolve their own conflicts restoratively.*

*Our policy is based upon the rationale that:*

*Our school environment promotes tolerance and respect for others.*

*All children have a right to access the curriculum without interruption and in a safe environment.*

*Any behaviour which impedes teaching and learning is unacceptable.*

*Any behaviour which threatens safety and security, both physical and emotional, is unacceptable.*

*All children and adults have a right to feel comfortable, secure and supported in their working environment.*

*The school's mission statement promotes '**Dyskans Rag Bewnans – Learning for Life.**' This forms the basis of our school values and children are taught these through assemblies, lessons, whole class and small group activities.*

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

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

## 2. Our Aims

- *To establish a school community that positively promotes socially acceptable behaviour.*
- *To ensure we provide a safe, secure environment for everyone.*
- *To ensure consistency, fairness and equality of opportunity for all.*
- *To support our children in becoming socially acceptable adults who can make a positive contribution to their community.*

## 3. Introduction

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

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

*Consistency of approach by all members of the school community is essential for successful behaviour management. Our whole school approach will include the common usage of appropriate language to support calm, objective interactions and positivity. The school actively discourages any form of unacceptable behaviour such as teasing and bullying. Any discrimination against protected characteristics\* will be challenged. Using constructive conversations consistently and conscientiously helps minimise unacceptable behaviour.*

*\* Age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation. Behavioural expectations include parents and visitors and can be found in the Truro and Penwith Academy Trust code of conduct for parents and visitors document.*

#### 4. Behaviour Standards

##### ***Pensans School Rules***

*Our school rules are simple and memorable.*

*1) Follow instructions with thought and care.*

*2) Show good manners at all times.*

*3) Care for everyone and everything.*

*The basis for supporting positive behaviour at Pensans School is based on the following common rights and responsibilities and rules: We all have a right to feel safe, a right to feel treated with respect and dignity and we all have a right to learn.*

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

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

Specifically, pupils must not:

- Bring banned substances into school (see Appendix 1).
- Act in any way which puts at risk the safety of themselves or others in the school.
- Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.

- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non-violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

## 5. Behaviour Curriculum

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

Our Behaviour Curriculum establishes the three school rules at the beginning of every term in individual classes so that all children are aware of the behaviour expectations in school. These are also referred to and discussed in the weekly assemblies led by members of the senior leadership team and are part of the narrative of all staff in the school.

Positive transitions around the school are also being established e.g 1,2,3 gesture, hand raised for quiet, lining up on the playground and at doors. This is incorporated in 'The Pensans Way' document. Children are taught these expectations within their individual classes and practice this daily in their school routine.

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

## 6. Students with Special Educational Needs

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

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

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

The SENDCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENDCO will provide staff with relevant and appropriate information to be

able to support pupils with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

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

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

## **7. Recognising and Celebrating Positive Behaviour and Contribution.**

Our school values and celebrates the positive contribution, successes and achievements of all our pupils.

*Our weekly celebration assemblies offer the opportunity to recognise and share good and outstanding behaviour and achievement through our stars of the week certificates and Pensans Rules awards. All children are members of a house team – Botallack, Geevor, Levant and Crofty They are awarded house points throughout the week for achievement and behaviour that demonstrates our values. These scores are totalled and shared in our celebration assemblies.*

*At Pensans School we believe that it is essential to encourage and promote good and outstanding behaviour and reward it consistently and appropriately. We believe that our reward system encourages children to strive for good behaviour as an individual as well as part of a wider class and school community. For example:*

- *Awarding house points and dojos*
- *Awarding certificates*
- *Giving praise, both verbal and written*
- *Whole class rewards e.g Stars in a Jar*
- *Attendance rewards*
- *Sharing and making an example of good behaviour*
- *Positive feedback to parents*
- *Sticker and star charts School Values The school's mission statement promotes 'Dyskans Rag Bewnans – Learning for Life'*

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

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

### ***Classroom Management / Quality First Teaching***

*The class teacher or person in charge of the class should have high expectations of the children's behaviour at all times. In order to promote this the following need to be considered;*

#### ***1. Arrangement of the Teaching and Learning Environment***

- a. When and how children enter the building and the room*

b. Clear routines and expectations of behaviour.

## **2. Organisation of the Class**

a. Seating arrangements

b. Access to materials

c. Visibility

d. Ease of movement

e. Work demands – e.g. does it match the child's ability

**3. The teacher will model the standards of courtesy expected from the children**

**4. There should be consistent use of positive reinforcement and praise.**

**5. Making sparing but effective use of sanctions.**

## **Managing and supporting positive behaviour during lessons**

*This is the 5 stage strategy that will be used for the management of unacceptable behaviour during learning sessions. Following agreement by the Headteacher, this strategy may be adapted for the individual pupil needs when appropriate. School rules are displayed in every classroom as a reminder.*

*A 5 point strategy for management of unacceptable behaviour during learning and play sessions:*

*All children are reminded in the first instance of the positive learning behaviour expected.*

**1. Behaviour is beginning to be disruptive to own learning or learning of others and I am unfocussed.** For their first interruption to teaching and learning, the child is reminded of the expected behaviour. This may be in the form of a look, a gesture or verbal reminder.

*I must STOP this behaviour and show expected behaviour to my teacher. I must continue with my learning in the right way.*

**2. Repeating behaviour that is disruptive to own learning or learning of others. Not showing kindness or consideration to others.** Following a second incident on the same day, the child will be moved to another place in the classroom to complete work/task set.

*I must STOP this behaviour and show expected behaviour to my teacher. I must continue with my learning in the right way.*

**3. Continuation of behaviour that is deliberately disruptive to the learning of others. Deliberate or repeated lack of care or consideration for others. Lack of respect for others and school rules.** At a third incident,

*I will need to be to another classroom to work. I may lose playtime or lunchtime if my behaviour happens during these times. I must complete my work. I may need to write a letter or give a verbal apology. I may miss playtimes and lunchtimes. My parents may be told.*

**4. Repeated incidents of stage 1,2 and 3 over a week. Behaviour that is serious or deliberate or in breach of the school's behaviour policy.** If repeated incidents of stages of behaviour 1,2 & 3 the child will have to see a member of Senior Leadership Team/Headteacher. Such an incident must be recorded on CPOMs. This is the responsibility of the class teacher.

*My parents/carers may be told. I may be internally suspended for a fixed time depending on the severity.*

**5. Behaviour that extremely serious and in breach of the school's behaviour policy. For serious breaches/incident the child will have to see the Headteacher immediately.**

*My parent/carers will be told and may have to attend a meeting at school. Suspension from school may be an option.*

Severe incidents are recorded on Arbor by the Headteacher

### **Managing and Supporting Positive Behaviour At Playtimes/Lunchtimes:**

We will use a 3 stage adapted strategy to manage unacceptable behaviour at Playtimes and Lunchtimes. Unacceptable behaviour constitutes any behaviour that does not adhere to our School Rules. Staff continue to ask the question "what is this behaviour trying to tell me?" as they assess the situation.

1. The child is given a verbal reminder of the school rule that they are not following and asked to ensure that their behaviour is acceptable.
2. Following a second incident, the child is asked to stand with an Adult for 5 minutes. The child may not play with other children at this time.
3. Following a third incident or in the event of a severe behaviour (as outlined above) a member of Teaching Staff is asked to collect the child from the playground and the child misses the remainder of that playtime. The procedures from the main strategy should be followed by the Headteacher and Class Teacher as appropriate.

Every child starts each new day with a fresh start. This system is consistently managed in all classes with flexibility of resource to reflect age appropriate stimulus, based on the premise that very young children, especially those in Reception Class, are still learning how to behave appropriately.

### **Persistent Poor Behaviour.**

This behaviour policy is underpinned by the understanding that all behaviour is a communication of emotional need. In instances where a pupil is demonstrating consistently poor behaviour, or behaviour that is deteriorating over time, we believe it is important to consider a proactive approach. A range of approaches may be taken to support a pupil demonstrating poor behaviour. These may include but are not limited to:

- Involvement of parents/carers
- Development and implementation of an Individual Plan - this can take the form of a Report Card, a behaviour plan or a safety plan for example



- *Involvement of our trained Thrive/TiS practitioners and SENDCo if appropriate*
- *Involvement of outside agencies, such as Dreadnought, Educational Psychologist, Behaviour Support Specialists*

## **9. Suspensions and Permanent Exclusions**

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

## **10. Safeguarding**

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

## **11. Roles and responsibilities**

### **The Local Monitoring Committee**

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

### **The Headteacher (or member of staff with delegated responsibility)**

The Headteacher is responsible for:

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

### **Staff**

Staff are responsible for:

- Modelling respect towards all members of the school community
- Supporting and caring for pupils
- Modelling the school's values and standards in their own behaviour, leading by example
- Supporting the school's ethos and values and promoting these to pupils
- Having high expectations of all members of the school community
- Making appropriate and reasonable adaptations to the school's Behaviour policy in response to special educational needs, disabilities and mental health needs.
- Celebrating diversity and difference, working together to eradicate prejudice and discrimination.

- Engaging positively in restorative practice, supporting pupils to resolve differences of opinion and conflict in a non-violent way.
- Creating a calm and safe environment for children.
- Implementing the Behaviour Policy consistently.
- Recording achievements and behaviour incidents promptly and referring children for additional support as appropriate and needed.

## **Pupils**

Pupils are responsible for learning to

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

## **Parents**

Parents are responsible for

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

## **12. Uniform**

Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner. A pre-loved uniform rail sits in the reception lobby where parents/carers may donate uniform and also take uniform if required. There is no cost involved.

## **13. Behaviour outside of school**

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

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

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

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

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

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

#### **14. Mobile devices**

Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the Office will ensure that pupils are reached quickly and can be given appropriate support. Parents are politely asked not to call children or send children multiple messages during the school day as this is unnecessary and may be disruptive to learning.

Mobile phones which are brought to school, must be handed in to the class teacher on arrival, where they will be stored securely for the school day.

Pupils are not permitted to wear 'smart watches'.

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

#### **15. Bullying**

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

#### **16. Zero-tolerance of sexual harassment and sexual violence**

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

The school's response will always be:

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

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

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

#### **17. Search and confiscation**

Our School has the right to search pupils for 'prohibited items' including knives and weapons, alcohol, behaviour changing drugs/substances, stolen items, tobacco and cigarette papers (including e-cigarettes), lighters/matches, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence (e.g. aerosols) or cause personal injury or damage to property and any other item which has been banned by the school rules. (See Appendix 1 for Banned Substances)

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

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

### **18. Banned items**

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

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our pupils is excellent and instances of pupils bringing such items in to school are extremely rare. Repeat offences will result in increasing levels of sanction.

### **19. Malicious Allegations**

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

### **20. Monitoring arrangements**

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

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

## DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- Education for children with health needs who cannot attend school (DfE January 2013)  
<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>
- Keeping children safe in education (DfE)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Suspension and permanent exclusion \(DfE May 2023\)](https://www.gov.uk/government/publications/school-exclusion)  
<https://www.gov.uk/government/publications/school-exclusion>
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## Appendices

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

### Appendix 1 Banned Substances

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

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol

- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

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

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

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

## **Appendix 2**

### **Rewards**

At Pensans School we believe that it is essential to encourage and promote good and outstanding behaviour and reward it consistently and appropriately. We believe that our reward system encourages children to strive for good behaviour as an individual as well as part of a wider class and school community. For example:

- Awarding house points and dojos
- Awarding certificates
- Giving praise, both verbal and written
- Whole class rewards e.g Stars in a Jar
- Attendance rewards
- Sharing and making an example of good behaviour
- Positive feedback to parents
- Sticker and star charts School Values The school's mission statement promotes 'Dyskans Rag Bewnans – Learning for Life'

### **Appendix 3 Consequences**

The below consequence ladder is present in a child friendly manner with visuals to aid understanding

#### **PENSANS PRIMARY SCHOOL BEHAVIOUR CONSEQUENCE LADDER**

The consequences listed below are an indication of the potential measures staff may take in relation to behaviour. All measures will consider the needs of individual children and will therefore be selected to have the correct impact.

<b>1</b> Behaviour is disruptive to the learning of themselves or others and I am unfocussed	I've will be given a look or gesture first, then a verbal reminder of expectations. I must STOP this behaviour and show expected behaviour to my teacher. I must continue with my learning in the right way.
<b>2</b> Repeating behaviour that is disruptive to the learning of themselves or others Not showing kindness or consideration to others	I've been moved to another place I must STOP this behaviour and show expected behaviour to my teacher. I must continue with my learning in the right way.
<b>3</b> Continuation of behaviour that is deliberately disruptive to the learning of themselves or others Deliberate or repeated lack of care and consideration for others. Lack of respect for others and school rules.	I will be moved to another classroom to work. I may lose playtime or lunchtime if my behaviour happens during those times. I need to complete my work. I may need to write a letter of apology. I may miss rewards and playtimes.
<b>4</b> Repeated incidents of stages of 1,2 and 3 over a week Behaviour that is serious or deliberate or in breach of the school's behaviour policy.	I will have to see the Headteacher My parents/carers may be told. I may be internally suspended for a fixed time depending on the severity.
<b>5</b> Repeated incidents of stages of behaviour 1,2, 3, or 4	I have to see Headteacher My parents/carers will be told and have to attend a meeting at school. Suspension from school may be an option.