



Newlyn School

Behaviour and Relational Policy

Source	Newlyn School
Date written	April 2024
Reviewed on	
Next review date	April 2026
I confirm that this policy has been reviewed and adopted by the Governing Body of Newlyn School.	
Nigel Clark Chair of Governors	Date



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:

Rationale and Purpose

At Newlyn School we firmly believe in encouraging high standards of behaviour and supporting the personal development and welfare of all members of our school community. Our children should be able to play and learn in an environment that is safe, warm, caring and friendly and one where the adults have the children's welfare in mind at all times with a focus on building and sustaining positive relationships. Behaviour in school and on school visits and residential should be of the highest standard. In lessons every child and member of staff should be able to feel relaxed and happy so they can have a clear focus on the learning and be free from distractions. The school environment is one where all members are kind, courteous and respectful at all times.

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected therefore modelled and encouraged. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. We aim to correct behaviour when needed through using a restorative practice where children take accountability of their behaviour choices and explore how to make better choices in the future.

We set high expectations of our children and staff and believe that every child is capable of meeting them. These expectations are set out in our school virtues and reinforced through assemblies.

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

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

2. Aims

- To foster in our pupils a sense of belonging within our school and with our Trust values, in a welcoming, safe and secure environment in which there are consistently high expectations for behaviour.
- To make the most of opportunities to reward and celebrate positive behaviour and contribution to our schools allowing children to feel able to voice their opinions and be listened to and feel validated. At Newlyn School we promote a positive ethos across the school where behaviour allows learning to flourish and all children can reach their full potential.
- To reinforce our school culture of respect: respect for others, respect for our environment and respect for the views and beliefs of others.
- To ensure that standards, rules, rewards and consequences are applied and used consistently and fairly achieving a consistent approach to behavior management, rules, routines and consequences throughout the school; promoting moral values and



acceptable codes of behavior.

- To clarify the roles and responsibilities of all parties with respect to behavior promoting a positive ethos working to a shared vision . Newlyn School support children's personal development e.g. helping them to self-regulate their behaviour, to work towards sorting out differences with peers independently, to have a clear understanding of right and wrong.
- To encourage pupils to be self-disciplined and responsible, and to understand the consequences of their actions on themselves and others. Newlyn School make children aware of their rights, responsibilities and the consequences of their actions in decision making
- To ensure any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively.

How we will achieve our aims- School Systems

- **Explicit teaching** – through virtue assemblies and PSHE lessons, children will be taught about respectful behaviour. This explicit teaching can also be seen within the Zones of regulation curriculum that each year group engage with each year.
- **Being consistent** – When members of staff act consistently and reliably the child will feel safer and less anxious. This in turn will make it less likely that events will trigger bad behaviour.
- **Give children a choice** - Giving children a choice as often as possible increases a child's sense of independence and contributes to the development of their self-esteem.
- **Model desired behaviour** – Adults within the school to model the kinds of behaviour they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. When staff have to deal with difficult behaviour they will aim to avoid communicating feelings of anger, irritation, disappointment and will remain calm, low key and matter of fact.
- **Social, Moral, Spiritual and Cultural Development (SMSC)** – SMSC which is integrated throughout our curriculum.
- **Relationships with parents/support from outside agencies** – building good and strong relationships with those people involved with the children in our care.

3. Introduction

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

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



4. Behaviour Standards

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

- That pupils arrive on time to school and lessons, ready to learn.
- That pupils consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.
- That pupils move around the school in a calm and orderly manner, 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 includes:

- Explicit teaching of Emotional Regulation through the Zones of Regulation curriculum aiming to increase self-awareness and social emotional skills creating a common language for communication, problem solving and emotional understanding.
- Inclusion of a Restorative Practice culture across the school to develop community and to manage any conflict by repairing harm and building relationships.



When pupils join our school, we ensure that our standards, along with a summary of our behavior 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 SENCO. 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 SENCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENCO 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 SENCO 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.

Taking account of individual pupil needs (Special Educational Needs (SEN), disability, vulnerability, race, religion, culture)

It is very important to us that we do not discriminate - through application of the behaviour policy - against pupils whose apparent inappropriate behaviour may be a function of their SEND, disability, racial and/or cultural background. When intervening with apparent inappropriate behaviour all adults must accept that there will be circumstances in which some pupils may be treated differently from others and are expected to take account of those individual pupil needs when applying sanctions.

At Newlyn School we wish to promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated at this school. Adults are advised to follow reporting procedures as outlined in the Anti-bullying policy. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances.

Please read in conjunction with the Anti-bullying policy.



7. Recognising and Celebrating Positive Behaviour and Contribution.

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

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

Our school has a fair and transparent procedure for managing behaviour which does meet our standards. Our procedure is followed consistently, supports our school ethos of inclusion and equity and is detailed in Appendix 3.

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

- A reintegration meeting following suspension
- Regular mentoring from an identified member of staff
- A behaviour support plan
- Specific intervention/s to address an identified need
- An Anti-bullying process to monitor and support behaviours.

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 (LMC)

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 of 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.

School leaders understand the importance of setting a positive behaviour culture across the school. Behaviour issues within class and around school will be supported by the senior leadership team. A presence in school and explicit teaching through assemblies means that senior leaders positively reinforce the importance of a positive behaviour culture.

Where behaviour is highlighted as a concern, the senior leadership team will work closely with the child, the class teacher and the parent to affect change through positive collaboration.

The senior leadership will contact outside agencies for support where appropriate.

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.

The general behaviour of pupils is a matter of great importance to the well-being of the community and the running of the school. When children raise concerns, matters are taken seriously and dealt with fairly; children are listened to and every effort is taken to find out the cause of a problem/incident. A targeted discussion with the pupil/s, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.

Children are expected to show politeness, good manners, respect and thought for all, so we therefore request the support of parents/carers in upholding these expectations to allow us to work in constant partnership to offer our children the best possible education.

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.

Newlyn School Home-School partnership is important to establish and sustain to collaboratively support the outcomes for all children. As a parent/carer of Newlyn School we expect the follow points to be embraced:

- Parents/carers to know that they have a responsibility to support the school in managing their child's behaviour and where needed the school will support, where needed, in helping the parents/carers in managing behaviour outside of school.
- Communication towards staff is to be respectful and free from aggression. Violence and aggression will not be tolerated towards any member of our school community whether a school leader, teacher, support staff, volunteers, parents or children and actions to remove disharmony will be taken. These actions are at the discretion of the Headteacher and will be considered on a 1 to 1 basis.
- Parents/carers will be informed of their child's behaviour (both good and bad) through face to face conversations, meetings, on newsletters and Facebook as well as through the giving of certificates/stickers/postcards home.
- Any formal meetings to be recorded and on CPOMs and follow-up actions agreed.
- School will offer any help it reasonably can to support parents/carers with managing their child's behaviour outside of school and provide them, where appropriate with telephone numbers/websites/email addresses of people/organisations which can offer support outside of school. Newlyn School will also offer engagement with our school Link Family Worker, Sally Sharp, who runs a termly clinic in school to support with all parenting needs.

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.

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.



Behaviour Incidents Online

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

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

From time to time, the school is made aware of incidents online which may impact on the wellbeing or learning of pupils. Inappropriate online behaviour will be addressed in accordance with the same principles as offline behaviour. Although parents are responsible for behaviour that occurs outside of the school day and off site, we will address issues where children's behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running, or reputation of the school.

14. Mobile devices

In line with DfE Guidance, mobile phones may be brought into school but must remain switched off and stored in the School Office at all times. Only with the direct permission of a teacher may a pupil use their mobile phone in school. This applies to all pupils of all ages, throughout the school day. Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the Office will ensure that pupils are reached quickly and can be given appropriate support. Parents are politely asked not to call children or send children multiple messages during the school day as this is unnecessary and may be disruptive to learning.

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, no 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 (if possible). 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. Should medication need to be administered during the school day, a medical form must be completed and agreed with the Newlyn School team, prior to any medication being taken/administered on site.

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
- 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 \(www.gov.uk\)](https://www.gov.uk/government/publications/searching-screening-and-confiscation-in-schools)
- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-and-restrictive-practices-in-schools)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/mobile-phones-in-schools)

Appendices

- Appendix 1 – Banned Substances
- Appendix 2 – Rewards
- Appendix 3 – Consequences and Restorative Practice Approach



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 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

Rewards

Rewards are issued to praise and acknowledge exceptional behavior, sharing these successes across the school community. All rewards are earned through demonstrating exceptional behaviour modelling our school virtues.

Our School Virtues:

- Respect: to respect others and the world around us
- Responsibility: to be ready to learn
- Perseverance: to always do our best
- Kindness: to be kind and caring to everyone
- Truthfulness: to tell the truth
- Courage: to not give up

Types of rewards

- All children will earn house points to reward exceptional behaviour, exemplifying expectations.
- Children will be rewarded by being sent to the Headteacher who will send a personalised postcard home and issue the child with a headteachers sticker, sharing these successes further in the Marvellous Moments section of the Newsletter.
- Weekly sharing assemblies share and reward positive behaviour and achievements both in and out of school. Children can earn a Headteacher's Award for the virtue of the term as well as an award recognising excellent effort in their learning.
- Children can earn raffle tickets for positive school attendance and have the chance to earn a family prize at the end of term raffle. Some prizes have been, theme park tickets, cinema tickets and leisure centre passes.
- All classes work to achieve the highest attendance each week. Trevelyan our School mascot experiences a week in the winning class after a celebration assembly each week.
- Headteacher's tea party tickets are issued to all children who engage positively in home learning opportunities. Children can earn a bronze, silver or gold certificate reflecting their level of engagement, earning points for all completed tasks. Children who achieve Gold will be invited to attend the termly Headteacher's tea party.
- Children can earn recognition for reading at home, with the chance to be entered into a termly prize draw to win a book voucher. Each class has a personalised reward system for reading, and the class teacher will ensure that this is communicated with parents/carers at the start of each school year.



Appendix 3

Consequences and the Restorative Practice Approach

Sanctions

When the school rules are broken, the following steps will be taken to re-engage children and remind them of the expected behaviour:

- Children who break school rules will be given an initial reminder and a remodeled example of the expected behaviour. If the behaviour continues, a second reminder will be given explicitly and a targeted dialogue engaged in to remodel expectations. If they continue to make poor behaviour choices a change of environment will be enacted through the 'time in' strategy; time in a new environment to reflect and reset.
- Time in will be greeted by the class teacher with a positive phrase such as:
"Hello, are you ok?"
"Thank you for joining us"
Upon the reflection 'time in' being completed, a reintegration conversation with the class teacher to review expectations and next steps will be conducted prior to re-engagement.

At break time and lunch times the same expectations are expected, and the 'time in' locations identified as safe spaces outside.

- Reporting incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively and logged using CPOMS, parental communication via Seesaw will be completed where necessary to notify parents. An Anti-bullying process will be engaged in, if necessary to support longer term sustainable changes in attitude and approach to communication and school wide behaviours.
- For more serious incidents (minor physical aggression, playground discourse and inappropriate language) the child will be sent to the Headteacher or a member of the SLT team. Restorative conversations will be participated in, in order to repair and restore relationships (where possible). Questions to support this process are:

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Newlyn School recognise that adaptations will need to be considered with reference to the specific needs of the individual/s. These will be made in order to support positive inclusion for all and at the discretion of the Headteacher.

The Principles of Restorative Practice are used across Newlyn School to ensure children feel validated and listened too, whilst giving them a controlled and safe space to unpick and restore any conflict that may have happened. Restorative Practice facilitators approach reparation conversations without judgment, therefore promoting reflection and resolve from the children. Skillful questioning is required to repair disharmony.

- If persistently poor behaviour choices are seen, a pupil support plan will be created collaboratively with parents, child and school to aim to positively affect change. This is a process that is short term and will be reviewed weekly.
- An anti-bullying process can be recommended to closely monitor specific behavior incidents that are frequently appearing. This is in consultation with Parents and subject to a monitoring period and review with Parents.
- Where serious incidents occur, children can be considered for a fixed term suspension either internal or external. Each incident is reviewed on a case by case basis, and investigations and outcomes shared with Parents.



- Where dangerous incidents occur, children could be considered for permanent exclusion.

Exclusion / Suspension

“The Headteacher decides whether to exclude *or suspend* a pupil, for a fixed term or permanently, taking into account all circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community.” In the case of repeated disruption or an incident of a serious nature, a temporary suspension would have to be put in place (in line with local authority guidelines). In the case of children in care, the local authority (Corporate Parent and/or Virtual School Headteacher) will be formally notified of any exclusion.

Use of reasonable force

“All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property in order to maintain good order and discipline in the classroom.” If a child is deliberately and persistently disruptive and refuses to leave the room when requested then the Headteacher, a member of the Senior Leadership Team or a senior teacher will be called and the child given another opportunity to leave the room to engage in a ‘time in’ in a more suitable environment. If they still refuse then the child may be removed from the room using reasonable force, if they pose a risk to themselves or the welfare of others. (As per Government Guidance DfE Ensuring Good Behaviour in Schools April 2011). When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

At Newlyn School, staff are PRICE trained. PRICE stands for Protecting Rights in a Caring Environment.

The PRICE teaching equips teaching and support staff with the knowledge, skills and confidence to understand and safely respond to situations where the behaviour of individuals or groups is impeding the learning opportunity of others as well as circumstances that escalate to a situation that requires immediate action to be taken to protect both the safety of pupils and teaching staff.

With a knowledge base rooted in Positive Behaviour Support and trauma informed practice, PRICE provide a human rights and person-centred framework that recognises the importance of promoting dignity, choice and inclusion for those being supported. Coupled with a range of primary, secondary and tertiary strategies, PRICE Training equips those who work with our children to make sense of behaviour and respond positively to reduce the use of restraint.

Where staff may need to physically intervene, we use a range of up to 100 breakaways and holding techniques; from low arousal responses to 1, 2 person holds that can quickly and safely return stability.

Further information can be seen in the Exclusions Policy.











