



Behaviour Policy - Truro School Prep

A copy of this policy is published in the following areas:

The school's website

Link in staff handbook

Staff shared area

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Created by: Head and Assistant Head (Pastoral)

A. POLICY STATEMENT

At Truro School Prep, we aim to provide a learning environment that is safe and supportive. We work to promote positive behaviour, respect and integrity whilst within the overarching tenet of the Truro School motto and values.

Our motto:

Esse Quam Videri: *To be, rather than to seem to be*

Our values:

Courage: Enabling pupils to be the “best version of themselves”, acting with integrity and learning the distinctions between right and wrong and accepting responsibility for behaviour; to make good choices and stand up for what is right, even in the presence of societal and other pressures.

Curiosity: Creating a stimulating learning environment in which the potential of each pupil is fulfilled. Recognising and rewarding pupils for positive academic choices, efforts, achievements and enrichment.

Compassion: Developing an ethos that fosters appreciation and celebration of diversity, and respect for all members of the community, including preventing bullying. Providing a calm, safe and supportive environment in which the welfare of all is protected and all are safeguarded from disruption, violence, bullying and other forms of harassment.

Confidence: Developing a happy, friendly and purposeful environment in which every pupil is encouraged to develop self-esteem, self-discipline and a sense of responsibility for their own conduct. Promoting and celebrating achievement; giving pupils a clear sense of when and how they have achieved success and the confidence to move forward with ambition.

Creativity: Promoting and celebrating pupil achievement which is creative and innovative, both inside and beyond the classroom, and which enriches our own and the wider community. Empowering pupils to be imaginative in how they express themselves and interact with each other, even in the face of new challenges.

We recognise that a clear school behaviour policy will enable us to regulate effectively; by rewarding success fairly and consistently and providing valuable opportunities to correct choices and reflect upon mistakes made.

This policy incorporates guidance from the Department for Education's advice: Behaviour in Schools, September 2022. Our behaviour policy is under continuous review by Senior Leadership and Governors. Its purpose is to promote positive behaviour, self-discipline and opportunities for growth and reflection.

The school recognises its legal duty under the Equalities Act 2010 in relation to all protected groups, including SEND (Special Education Needs and Disabilities). When responding to pupils' behaviour, we will take into account their circumstances and consider reasonable adjustment where appropriate.

We also recognise the impact mental health and wellbeing can have on good behaviour and we fully appreciate the impact mental health decline can have on the way pupils act and respond to situations. As such the work of our Assistant Head (Pastoral), Pastoral support teacher, Mental Health Lead and Medical Care Lead is crucial in terms of leading the staff as well as interventions with pupils.

This behaviour policy should be read in conjunction with the following related national and school documents:

- Keeping Children Safe in Education DfE 2024, Part 1
- Working Together to Safeguard Children DfE 2023
- Child Protection & Safeguarding policy
- Anti-bullying policy
- Online-safety policy
- Code of conduct
- School rules
- School Charter Sept 2021
- Truro School Prep SEND Policy
- Anti Racism policy

B. PROCEDURES FOR POSITIVE, ACCEPTABLE BEHAVIOUR Expectations

Without a conducive atmosphere, effective teaching and learning cannot take place. We expect and require the highest standards of behaviour throughout Truro School Prep. Respect, self-discipline and care for others is expected from everyone. Our school deliberately and systematically promotes a values-based education to support individuals in appreciating our own school values and expectations, as well as creating opportunities to learn about Spiritual, Moral, Social and Cultural Development (SMSC) and Fundamental British Values.

Our Behaviour Policy particularly supports pupils in: reflection, understanding right from wrong, cooperating with others, resolving conflict, building tolerance and respecting diversity.

We expect all members of our school to:

- Respect themselves, other pupils, staff, visitors and the school environment
- Treat others fairly
- Show courtesy to others and display good manners
- Learn without disturbing others
- Listen to other people's point of view without interruption
- Care for personal, other people's and school property

- Show cooperation with all members of the community
- Report concerns or unsafe situations immediately

Recognition of a child's positive behaviour choice is very important and staff will use opportunities to praise individuals for positive behaviour and acts of kindness which are seen as a positive contribution to school life.

Assemblies provide occasions for reinforcement and celebration of positive conduct and success. Pupil work is displayed around the school and the weekly newsletter and school website are also used to recognise achievements.

The principal duty of the class/form teacher is to develop and establish positive and supportive relationships with their classes which helps and supports them to collaborate with other staff and pupils in a constructive and positive way across all aspects of school life.

School and Home Partnership

We strive to work in partnership with parents to ensure 'joined up' thinking so that the child is at the centre of all of our decisions. We appreciate all parents have varying commitments and that communication with school may need different approaches, depending on the situation. Parent-Teacher meetings (in person or on-line) will be pre-arranged, in order to find a suitable time for both parties. Phone calls may be necessary for quick updates and emails will be used as an easy method of communication between school and home. If a child has a social worker, the school will liaise closely with them to ensure the child has the support they need. Home– School books in the Pre-Prep and Prep Planner diaries in the Prep provide another useful tool for liaison.

C. REWARDS

Our rewards system recognises positive character traits, attitudes, and effort as well as performance. Rewards reflect our emphasis on recognising and reinforcing positive behaviour. It is important to be specific in our praise, as this will help the child to repeat the behaviour we are seeking to develop, as well as help others to understand our expectations more clearly. Staff should never underestimate the effect of a kind word or praise. Like adults, children love to receive verbal or written praise if they have done something well. It also makes them more receptive to constructive criticism.

In the Pre-Prep we recognise success and reward in the following ways:

- Verbal praise
- Certificates and awards
- Celebration assemblies
- Communicating to parents
- Class Dojo points, Dojo bags & hot chocolate
- Smiley Faces and individual stickers
- Golden Time in Key Stage 1 awarded to pupils as a class reward

In the Prep School, we recognise success and reward in the following ways:

- Verbal praise
- House points and merits
- Certificates and awards
- Form champions
- Class rewards
- Head's commendations
- Celebration assemblies

- Communication with parents
- Positions of responsibility

House Points (Prep School)

House points are awarded for work that exceeds that expected of a Truro School pupil.

Merits (Prep School) are awarded to pupils who exhibit high standards of respect, integrity, behaviour and manners, or display significant improvement in personal organisation or general approach to school life.

A 'Merit' sheet is printed for each term within the pupil planner. Staff are issued with 'Merit' stickers. These Merits can be awarded by any member of staff at any time of the day.

10 merits: Bronze Award

20 merits: Silver Award

30 merits: Gold Award

40 merits: Platinum Award

All 'Merits' are totalled at the end of each term and contribute to the House Good Conduct Cup.

This system operates to promote positive behaviour and character and Truro School Prep pupils are keen to earn rewards for themselves and for their house. Good behaviour and character endorsement is not only taught through PSHEE and RSE lessons but is also endorsed through daily interactions with staff, at school assemblies and Chapel services.

Knowing the rewards used at Truro School Prep is vital for the effectiveness of our work. However, no policy, procedure or school rule is likely to alter children's behaviour by itself. It is the quality of our interactions with the children and our use of rewards and other consequences that will make the biggest impact, along with the example we set.

D. PROCEDURES FOR UNACCEPTABLE BEHAVIOUR

- Unacceptable behaviour will be investigated before action is determined
- Humiliating or degrading punishments will not be used or threatened
- Corporal punishment is not used or threatened
- "Blanket" consequences are not to be applied
- When considering a behavioural consequence for a pupil with SEND, consideration will be given to the potential impact of any SEND on interpreting and understanding the rule/instruction. With the safety of all children remaining paramount, the School will assess the implementation of the consequence and whether any reasonable adjustments need to be made.

Warning is given as an initial intervention for the pupil to correct their behaviour, through guidance and support from a member of staff. This is also a clear opportunity for pupils to reflect on their choices and take ownership to move forward, rather than let their behaviour further decline. Instances of unacceptable behaviour are generally recorded on MyConcern so as to allow tracking and to facilitate the understanding of a child's behaviour. Pupil behaviour is also discussed at weekly minuted pastoral meetings.

Consequences are given for behaviour that does not support our school's motto, values and habits. We believe that no pupil should have their learning or school experience ruined by behaviour that is below expectation.

Consequences

We need to be clear about the reason for applying consequences. If we wish to help a child modify their behaviour, we must understand the reasons for a child's poor behaviour choice and support the child in improving their choices.

Staff should initially seek to do so through positive reinforcement as outlined above.

Sometimes, however, this will not be enough, and verbal interaction is required (although it is important to note that shouting is rarely helpful or desirable unless there is immediate danger).

To quieten a group down, staff should use methods such as: staff to raise a hand or a request for 'all eyes on me'. These will be applied as is age appropriate. If none of the above are effective, then staff should move up the

'consequences ladder', in order to address the behaviour and reflect the severity of the incident and its impact on the school community.

In the case of disagreements and issues between pupils, wherever possible, Restorative Justice will be conducted face to face (for two or more pupils) or, in cases of bullying or similar, a pupil will 'give back' some free time, for example to the school community.

Verbal warning:

Staff will outline consequences of making the wrong choice: e.g., State clearly what aspect of behaviour is unacceptable and ask the child to make a better choice. If the child then repeats the poor behaviour choice, the 'sanction/consequence ladder' should be followed (Section E).

Minor Consequences: (Prep)

Like the reward system, an indiscretion may receive an academic or behaviour consequence and although this in itself may not seem much, it is generally held by pupils and staff alike that gaining a consequence is socially unacceptable, and regular recipients will receive admonishments from their form tutor, and where necessary, the Assistant Heads/Deputy Head. If a pupil gains three or more consequences within a half term, they will be seen by the Assistant Heads/Deputy Head. This will generally result in a detention and the child will be advised how to rectify their misdemeanours. If a child receives 6 or more consequences within a half term, they will be escalated to a Deputy Head's detention.

Behaviour Stages (Examples)

1. Low-level poor behaviour (first or one-off offence). e.g., behaviour which affects the learning or happiness of others
2. Persistent low-level behaviour which is affecting the teaching and learning in the class, the well-being of others or whenever the member of staff feels the need to repeatedly, verbally reprimand a pupil
3. Continued failure to respond to verbal warnings or any breach of school rules.
4. Any single event/culmination of events or behaviour deemed necessary to involve senior leadership. e.g., being verbally/physically aggressive towards other children or staff
5. Child-on-child abuse such as bullying (including cyberbullying, prejudice-based and discriminatory bullying or any contravention relating to Protected Characteristics)

E. SANCTION/CONSEQUENCE LEVELS Pre-Prep

In the Pre-Prep, each child starts the day with a set of three 'Smiley faces'. This is a way of clearly recording any inappropriate behaviour choices throughout the school day. If a child makes the wrong choice the consequences shown below are followed.

Level 1:

Behaviour includes:

- Low level disruption
- Unkindness
- Disengagement from learning (with consideration given to age, context and specific learning needs)

Consequences

The child loses one Smiley face and 5 mins of choosing time.

Level 2:

Behaviour includes:

- Repeated low-level disruption
- Targeted unkindness (name calling, exclusion from games)
- Overly physical behaviour during play/break time (that goes beyond the expected for the activity in question)
- Persistent failure to complete work to the expected standard (with consideration given to age, context and specific learning needs)

Consequences

The child loses a second, or two Smiley face(s) and a further 5 mins of choosing time including an immediate reflection with the Key Stage Co-ordinator, followed by a conversation between the class teacher and parent.

Level 3:

Behaviour includes:

- Damage to school or other's property
- Inappropriate language (swearing)
- Bullying
- Physical behaviour which injures, is likely to injure or is adversely affecting another individual (s) (with consideration given to age, context and specific learning needs)
- Repeated disengagement from the learning (with consideration given to context and specific learning needs) failure to produce work/engage to the expected standard

Consequences

If the child's behaviour choices at this level continue, they will lose a third smiley face and the parents will be contacted by the appropriate Key Stage co-ordinator. At this stage the EYFS and KS1 co-ordinators will liaise with the Assistant Head (pastoral/academic)/ DH and or the Head. Beyond this point, the Pre-Prep process will follow the consequence levels 4 and 5 as outlined in the Prep School section below.

Prep School

Level 1:

Behaviour includes:

- Low level disruption
- Unkindness
- Disengagement from the learning (with consideration given to age, context and specific learning needs)

Consequences for Level 1:

- The child loses 10 minutes of free time (directly overseen by the staff issuing the consequence – staff to explain why the consequence has been issued and how the child may positively adjust their behaviour in the future)
- Removal of any source of distraction for fixed period

Level 2:

Behaviour includes:

- Repeated low-level disruption
- Targeted unkindness (name calling, exclusion from games)
- Overly physical behaviour during play/break time (that goes beyond the expected for the activity in question)
- Discriminatory comments or actions (of any type)
- Inappropriate language (swearing)
- Persistent failure to complete work to the expected standard (with consideration given to age, context and specific learning needs)

Consequences for Level 2:

- All consequences outlined above.
- Loss of privileges. In line with poor behaviour choice e.g., poor choice at breaktime may result in loss of free time during break
- Reflection sheet in free time (directly overseen by the staff issuing the sanction/consequence)
- Positive report card which they must keep with them and have signed at the end of each lesson or activity. This must be shown to the child's tutor at a prearranged time each day. This is issued in consultation with the Assistant Head (Pastoral)

Level 3:

Behaviour includes:

- Damage to school or other's property
- Bullying
- Physical behaviour which injures, is likely to injure or is adversely affecting another individual(s).
- Repeated disengagement from the learning/failure to produce work/engage to the expected standard (with consideration given to age, context and specific learning needs).

Consequences for Level 3:

- Reflection sheet as part of a formal Interview with Assistant Head (Pastoral/Academic) or Deputy Head
- Contact parents formally
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- Lunchtime detention (AHP/AHA/DH), reflecting on behaviour
- Behaviour SATIS – a report card that the child must carry around with them to have signed at the end of each lesson or activity. This must be shown to the child's tutor at a pre-arranged time each day. This is issued in consultation with the child's Tutor and AH/DH

Level 4: Available only to Head (HM) and Deputy Head

Behaviour includes:

- Malicious actions
- Repeated discriminatory comments or actions
- Repeated (second) instance of bullying (of any type)
- Violence to other children/staff
- Theft
- Serious technology misuse (with consideration given to age, context and specific learning needs)

Consequences for Level 4:

- Reflection sheet as part of Formal Interview with DH.
- Behaviour SATIS – a report card that the child must carry around with them and have signed at the end of each lesson or activity. This must be shown to the AH or DH at a pre-arranged time each day. This is issued in consultation with the child's Tutor and AH or DH

Note on escalation

Staff should be mindful of which Assistant Head to escalate matter to. The following should be noted:

1. Escalate to AH (Pastoral) if you believe, after initial investigation, there are underlying safeguarding, welfare, or wellbeing issues (which includes bullying)
2. Escalate to AH (Pastoral) if you believe, after investigation, that in addition to consequences and detentions it is deemed that a conversation with the Deputy Head would be appropriate for the child (there are no underlying issues; it is a thoughtlessness act or poor behaviour)
3. Escalate AH (Academic) if it involves lesson-based misdemeanours

It is crucial to note that the tutor role is all encompassing, and tutors should be copied into or made aware of any matters pertaining to their tutee, along with the appropriate AH. This is to ensure that behavioural patterns can be monitored at the weekly Pastoral Committee Meetings.

Level 5: Available only to the Head

The circumstances (with consideration given to age, context and specific learning needs) which may lead to exclusion (fixed term or permanent) include:

- Physical violence/intimidation
- Child-on-child abuse such as bullying (including cyberbullying, prejudice based and discriminatory bullying or any contravention relating to Protected Characteristics).
- Misconduct of a sexual nature
- Possession or use of weapons
- Vandalism, theft or blackmail
- Possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol or tobacco.
- Serious misconduct towards a member of the school community or which brings the School into disrepute (on or off the school premises)
- Any malicious accusation against a member of staff which proves to be unfounded
- Other circumstances: a child may be asked to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the child, their parents or the School, that the child remains at Truro School Prep

Consequences for Level 5:

- Fixed term/permanent exclusion.

F SUPPORT

Support for Staff

Staff are provided with suitable induction to ensure that the School provides an orderly, learning environment where children feel valued and are motivated to learn. All those who work with the children are aware of their roles in encouraging good behaviour whilst confidently tackling inappropriate behaviour and bullying. SEND training is provided and Pupil Passports share strategies to support learning and behaviour.

Staff have the support of the School line management system in all behaviour matters. This includes the EYFS and Key Stage 1 Coordinators, Assistant Heads, Deputy Head and Head. They also have the support of the School's Head of Learning Support where appropriate. INSET training and any professional training for staff is supported by the school.

Support for Parents

Parents are kept informed of the School's expectations of behaviour at Parent/Teacher meetings and general home/school communication. If parents are involved in a behavioural issue, then strategies are discussed with them that will support them and their child.

Support for Pupils

The key professional for a child in any communication related to behaviour is their class/form Tutor. Pupils also have the support of other members of staff such as the EYFS and Key Stage 1 Coordinators, Assistant Heads, the Deputy Head and Head. Specialist LS teachers work with SEND students on emotional regulation that ensure they have strategies to better understand and manage their emotions and behaviours. There are many areas of PSHEE, RSE and assemblies that provide advice and guidance on behaviour in School.

The 'Behavioural Guidelines' as listed in the Prep-Planner diaries at the start of each term, are discussed with the pupils regularly and displayed in every form room. Pre-emptive and preventative work is undertaken, and reasonable adjustments are made in regard to home situations, where circumstances have a disruptive effect on the child.