



TRURO
SCHOOL

PREP SCHOOL

Positive Behaviour and Values Policy

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(Pastoral)

Positive Behaviour and Values Policy

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.

The School has high expectations of pupils' behaviour and conduct, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm, purposeful, and safe environment.

It is an expectation of all members of staff to ensure that the Positive Behaviour and Values Policy is implemented effectively to create a positive behavioural culture in which pupils are encouraged to reflect upon the values of the School.

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
- Enabling pupils 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.

Related Truro School Policies and government guidance

This Behaviour Policy should be read in conjunction with:

- Child Protection and Safeguarding Policy;
- Anti-Bullying Policy
- Anti-Racism Policy
- Restrictive Interventions including the use of Reasonable Force Policy
- Searching and Confiscation Policy
- Truro School Acceptable Use Policy (Pupils);
- Online Safety Policy
- Guidelines on School Dress and Appearance
- Parent Contract
- Staff Code of Conduct
- SEND and Learning Support Policy
- Low Level Concerns Policy

The following government guidance has been used

- Behaviour in Schools (2024)
- Equality Act 2010
- Prevent duty guidance: England and Wales (2023)
- KCSIE (2026)
- Working Together to Safeguard Children (2026)
- Restrictive interventions, including use of reasonable force, in schools (2026)
- Children and Families Act 2014

The School recognises its legal duty under the Equality 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), SENDCo, Mental Health Lead and Medical Care Lead is crucial in terms of leading the staff as well as interventions with pupils.

The policy applies to all the pupils of Truro School Prep from Nursery to Y6.

Effective policy implementation requires a consistent and corporate approach from all members of

staff, whatever their role or level of experience is in the School, assisted by middle leaders, and led by the Senior Leadership Team.

A. 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 are 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) including Fundamental British Values.

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

Staff are trained in Relational Practice which is built on an ethos that identifies strong, mutually respectful relationships as the foundation upon which learners can thrive. In this restorative and trauma informed approach learners are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

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

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 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.

A. 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.

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.

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

- Verbal praise
- Certificates and awards
- Celebration assemblies
- Communication with parents/carers
- Class Dojo points, Dojo bags/certificates & 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/carers
- Positions of responsibility
- Colours
- Annual prizes at Speech Day

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 totaled 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 PSHE 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. BEHAVIOURAL CONSEQUENCES

- 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
- Wherever possible, avoid whole group behavioural consequences that do not take into account the diversity of roles or relationships within any given incident
- 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. Pupil behaviour is discussed at weekly minuted pastoral meetings. 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 acceptable unless there is immediate danger).

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 'consequence levels' should be followed (Section E).

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.

Frequency of consequences:

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.

E. 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 Head of Key Stage, followed by a conversation between the class teacher and parent.

Level 3:

Behaviour includes:

- Damage to school or others' property
- Inappropriate language (swearing)
- Discriminatory comments or actions (of any type)
- 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 Head of Key Stage. At this stage the Heads of EYFS and KS1 will liaise with the Assistant Head (pastoral/academic)/ Deputy Head 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)
- 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 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) or Assistant Head (Academic).

Level 3:

Behaviour includes:

- Damage to school or others' property
- Bullying
- Discriminatory comments or actions (of any type)
- Inappropriate language (swearing)
- 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

- Lunchtime detention with a member of the PSLT, 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 Assistant Head (Pastoral) or Assistant Head (Academic).

Level 4: Serious Offences available only to Head 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, blackmail or vandalism

- 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 Deputy Head.
- 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 Assistant Head (Pastoral), Assistant Head (Academic) or Deputy Head at a pre-arranged time each day. This is issued in consultation with the Assistant Head (Pastoral), Assistant Head (Academic) or Deputy Head
- Fixed term exclusion.

Note on escalation

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

1. Escalate to Assistant Head (Pastoral) if you believe, after initial investigation, there are underlying safeguarding, welfare, or wellbeing issues (which includes bullying)
2. Escalate to Assistant Head (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 Assistant Head (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 Assistant Head.

Level 5: Serious offences 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:

- Child-on-child abuse (see Child Protection and Safeguarding policy) such as:
 - Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse),
 - Sexual violence or harassment
- Possession or use of weapons
- Possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol, tobacco or vapes
- 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.

Malicious accusations against staff by pupils

If an allegation is made against a member of staff, it will be investigated using due process and in

line with our Child Protection and Safeguarding Policy. The disciplinary action against pupils who are found to have made false accusations will be robust. In most cases it would lead to temporary exclusion of the pupil, followed by pastoral support on their return to school. A reconciliation with the member of staff will be arranged if possible. Any repeat of allegations proven subsequently to be false (either to that member of staff or other members of staff) will result in permanent exclusion.

F. SUPPORT

Support for Staff

Staff are provided with a comprehensive 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.

Staff have the support of the line management system for all behaviour matters. This includes the Heads of EYFS and Key Stage 1, Assistant Heads, Deputy Head and Head. They also have the support of the School's SENDCo where appropriate. The School provides ongoing training through INSET days and staff meetings such as in relational practice, SEND specific issues, behaviour for learning or restorative justice. The School also actively encourages staff to take part in additional individual CPD.

Support for Parents

Parents are kept informed of the School's expectations of behaviour at Parent/Teacher meetings and general home/school communication. Parents may be offered additional support if appropriate, such as additional strategies, meetings with relevant staff (such as the SENDCo, Assistant Head (Pastoral) or Assistant Head (Academic) or referrals to external agencies.

Support for Pupils

The key professional for a child in any communication related to behaviour is their form Tutor. Pupils also have the support of other members of staff such as the Heads of EYFS and Key Stage 1, SENDCo, Assistant Heads, the Deputy Head and Head.

PSHE and RSE lessons and assemblies provide additional teaching to support positive behaviour in school.

Reasonable adjustments are made with regards to SEND or potential SEND (see SEND and Learning Support Policy) as well as in regard to home situations, where circumstances may have a disruptive effect on the child.