



TRURO
SCHOOL



SENIOR SCHOOL

Positive Behaviour and Values Policy

A copy of this policy is published in the following areas: The school's website
Staff shared area
Reviewed and updated: August 2026
Date for review: August 2027
Created by: Deputy Head (Pastoral)
Reviewed by: Deputy Head (Pastoral) and Head

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Contents

Related Truro School Polices and government guidance	1
Introduction and Truro School values	2
Implementing the Policy.....	3
Rewards	4
Behaviour consequences	6
Serious offences	11
Uniform	13
Investigations	13
Appeals against a behaviour consequence	15
Reporting incidents to other agencies	15
Pastoral or academic intervention plans and covenants	15

Related Truro School Polices and government guidance

This Behaviour Policy should be read in conjunction with:

- School Rules
- Drugs and Substance Misuse Policy;
- Safeguarding and Child Protection Policy;
- Anti-Bullying Policy;
- Anti-Racism Policy;
- Positive Handling Policy;

- Searching and Confiscation Policy;
- Truro School Acceptable Use Policy (Pupils);
- Online Safety Policy;
- Guidelines on School Dress and Appearance.
- Parent Contract

The following government guidance has been used:

- Counter-Terrorism and Security Act (February 2015)
- The Prevent Duty (published April 2015, revised 2021)
- Behaviour and Discipline in Schools: Advice for Headteachers and school staff (published 2022)
- Equality Act 2010

Introduction and Truro School values

We aim to provide a happy environment in which all members of the School community can thrive and feel respected, safe and secure, can pursue their ambitions, and can become responsible members of society.

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.

This policy is rooted in the Methodist heritage and ethos of Truro School, and our five School values in the following ways:

- **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, effort, achievement and enrichment.
- **Compassion** –
 - Develop an ethos that fosters appreciation and celebration of diversity, and respect for all members of the community, including preventing bullying;
 - Provide a calm, safe and supportive environment in which the welfare of all its members is protected and all are safeguarded from disruption, violence, bullying and other forms of harassment.
- **Confidence** –
 - Develop 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;

- Promote and celebrate pupil achievement, giving pupils a clear sense of when they have got things right and the confidence to move forward with ambition.
- **Creativity –**
 - Promote and celebrate pupil achievement which is creative and innovative both inside and beyond the classroom and which enriches our own and the wider community;
 - Empower pupils to be imaginative in how they express themselves and interact with each other, even in the face of new challenges.

At the heart of this Positive Behaviour and Values policy is the centrality of positive and constructive relationships between all members of our community and between our School community and the wider community of which it is a part: pupils, staff and parents / guardians / carers, our locality, and those in all the contexts of places our pupils may visit or go. This Policy aims to set out the framework within which those positive relationships and cultures can be nurtured.

The underlying principle is that we encourage and incentivise pupils to be self-motivated, to be ambitious and to improve, to understand the consequences of their choices and actions, the reasons for any behaviour consequences issued, and the ways they may be able to learn from negative experiences.

Implementing the Policy

The policy applies to all the pupils of Truro School from Year 7 to Year 13.

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.

Informal behaviour management

Excellent behaviour, which reflects and promotes the values of the School, is expected from all pupils in the school. Positive celebration and reinforcement of good behaviour for learning helps to ensure that all pupils reach the standards we expect of them, both inside and outside of lessons. In addition, building strong relationships within the community increases the likelihood of pupils continuing to strive to meet our high expectations. In instances where conduct falls short of expectations, it is expected that staff use their professional judgement to intervene and remind pupils of our high expectations and of possible consequences.

Skillful behaviour management and consistent routines can help pupils to self-regulate and reduce the likelihood of behavioural issues escalating to the extent that a behaviour consequence is required, and staff are trained in how to intervene in a timely way. However, if warnings are not heeded, pupils are expected to take responsibility for their actions which may include engaging in a restorative process and/or accepting and learning from an appropriate behaviour consequence.

Staff are expected to challenge and reprimand pupils firmly and sensitively; pupils should never be humiliated in front of their peers, nor should negative behaviour be rewarded with excess attention. At all times, staff are expected to remain calm and in control of their emotions when dealing with pupils. It is their behavioural choices that are being challenged, an approach that is most effective when during that process, the individual pupil remains valued as a member of our community.

Understanding the policy

New staff will be introduced to the policy during their induction.

Pupils will be made aware of the policy by summaries which are discussed during tutor time, and which are updated each year.

Tutors in the Senior School will be made aware via iSAMS of any behaviour conversation and/or consequence (Level 2 and above) or reward that is issued for one of their tutees. It is expected that tutors follow up any behaviour consequence with a discussion with the pupil, talking about how future behaviour consequences might be avoided. Tutors should monitor rewards and behaviour consequences on a weekly basis and report positive or worrying trends to their Head of Year (HoY) for follow-up. Follow up from HoY might include further rewards or behaviour consequences.

If a teacher or tutor feels that behaviour consequences are not being properly applied, or that a behaviour consequence is disproportionate, they should speak to the appropriate Head of Year (HoY) or Head of Section (HoS) in the first instance, or the Deputy Head Pastoral should the outcome be unsatisfactory.

Reviewing the policy

There will be a formal review of the policy every year by the Pastoral Leadership Team and SSLT with any necessary amendments communicated to staff, parents, and pupils.

Pupil voice, via Prefects, School Councils, Boarding Committees, and wider consultation or survey, will also play a vital role in the clarification or evolution of the School's approach to its Positive Behaviour and Values Policy.

Rewards

Teachers are encouraged to identify and commend clear demonstrations of our School values, pupil endeavour, excellent work and personal progress. Teachers should emphasise the positive wherever possible, giving individual praise and use the rewards system consistently.

Merits are recorded on iSAMS by the member of staff issuing the award and contribute to the inter- house Opie Shield Award. The points awarded for each type of reward are set out below

TYPE OF REWARD	REWARD ISSUED FOR	ISSUED BY	REPORTED TO	FURTHER DETAILS
Verbal praise	Noteworthy homework, academic achievement, effort, demonstration of School values or noteworthy co-curricular contribution	Any member of staff	Form Tutor – if desired	Praise can be given to the pupil but also to others in recognition of the pupil such as their Form Tutor.
Merit (1 point)	These are awarded to pupils in Year 7 to Year 11 for commitment or achievement in any School context (including academic), and for actions that promote the ethos or values of the school.	Any member of staff.	Form Tutor, Head of Year and parents via Parent Portal	The accumulation of set numbers of points will result in a certificates ranging from Tin to Coronation – see below.

Head of Year Commendations (3 points)	These are awarded for notable achievements of an academic or non-academic nature, going beyond what is expected.	Head of Year/ Head of Department/ / Head of Boarding	Form Tutor, Head of Year and parents via Parent Portal.	Any member of staff can nominate a pupil to receive a commendation through their HoY/ HoD. These can be celebrated in year group assemblies.
Head's Commendations (5 points)	These are awarded for exceptional work, contributions, or progress in any area.	Head	Form Tutor, Head of Year and parents via Parent Portal.	Any member of staff can nominate a pupil to receive a commendation through their HoY/ HoD. These can be celebrated in year group assemblies.
Values Awards (5 points)	These are awarded for exceptional adherence to School values.	Head	Form Tutor, Head of Year and parents via Parent Portal.	Heads of Year nominate pupils to the Head who then awards one pupil per year group per fortnight with a Values Award. Pupils and staff may also propose pupils for values awards.
Colours	These are badges issued to signify that a pupil has represented the school with distinction and commitment;	Directors of relevant department via the Deputy Head Co-Curriculum and Partnerships	Whole school at colours assembly and published in Speech Day Programme	Colours are issued for Sport, Outdoor Activities, Music, Drama, Public Speaking and Debating
Annual Prizes	These are awarded at Speech Day in the Summer Term.	Heads of Year and tutors. Heads of Department. Heads of section and SSLT	Parents are informed in writing. Prize winners published in the Speech Day programme	Form Prizes for Year 7-9 (1st – 3rd Years) are decided by Heads of Year and tutors, each form (tutor group) having two nominated prizes, one for Learning Scores (Academic Effort) and one for Attainment for all subjects studied throughout the year. Separate subject prizes for attainment are nominated by Heads of Department, one for each department for each year group from Year 10 (4th Year) upwards. Annual School Prizes and Named Prizes: These include further specific named prizes for some academic subjects, along with awards for Sport, Outdoor Activities, Music, Drama, Public Speaking and Debating, and whole school service to the community.

Year 7 to Year 11 pupils gather merits and commendations over time. These will aggregate towards certificates to recognise milestones along the journey of rewards. Up to 75 points, certificates are awarded every 15 merits. Thereafter, every 25 merits.

Number of Points	Certificate (publicly acknowledged in bulletin, assemblies, and with notification home)	School reward
15	Tin	

30	Bronze	
45	Silver	1-day pass to access early lunch with one friend.
60	Gold	1-day pass to access early lunch with 3 friends.
75	Diamond	1-day pass to access early lunch with 5 friends.
100	Sapphire (Centurion)	Café Voucher and attend special assembly led by the Head

125	Platinum	Book token
150	Coronation	Small group meeting with the Head. Announced at Speech Day.

Certificates are celebrated in Head of Year Assemblies and some Whole School Assemblies.

Sixth Form pupils accrue commendations and, at the discretion of the Head of Sixth Form and Head of Lower Sixth, may be awarded other School rewards (such as Café Vouchers) for service or leadership to the wider School community.

Acknowledgement by Pastoral Heads, the Deputy Heads and the Head in public assemblies and other platforms (e.g. school newsletters, Head's blog and other publications) will help to develop an ethos of communal celebration of positive behaviour of all types.

Tutor groups with the highest number of merits to demerits will be offered a tutor group prize at the end of each term.

Congratulations and messages of good news, personalised letters and emails to parents may be sent home by teachers from time to time.

Behaviour consequences

The School views behaviour as a choice and hence that when a pupil makes a poor behavioural choice, they are also choosing its consequence. The key purpose of a "behaviour consequence" is to educate pupils to understand that choices and actions have consequences, to ensure that such behaviour is not repeated, and thereby to benefit the whole school community. Behaviour consequences are issued as a result of not following the **School Rules**.

Truro School behaviour consequences are:

- proportionate to the breach of rules committed;
- applied in line with policy, allowing for escalation based on relevant behavioural history;
- designed to be fair and consistent whilst also educating pupils in relation to the specifics of the incident at hand;
- designed to involve some form of restorative justice where relevant and possible;
- The School is committed to ensuring that its behaviour policy is applied fairly and without discrimination. When responding to behaviour incidents, the School will consider its duties under the Equality Act 2010, including whether a pupil has a disability and whether reasonable adjustments are required.
- The School recognises that some behaviour may be influenced by a pupil's disability and will consider individual circumstances when determining any response or sanction. However, the Equality Act 2010 (Disability) Regulations 2010 provide that certain conditions, including a tendency to set fires, steal, physically or sexually abuse others, exhibitionism and voyeurism, are not treated as impairments for the purposes of disability discrimination law. In such cases, the School may apply its behaviour policy and sanctions as appropriate, while continuing to consider its wider obligations under the Equality Act 2010
- subject to appeal (see below);
- recorded on iSAMS by the staff authorising the behaviour consequence.

Throughout the School, corporal punishment is not used or threatened. Behaviour consequences will never be imposed that are either degrading or humiliating.

The application of behaviour consequence is more likely to promote positive behaviour if pupils view the

process as being fair and respectful. Teaching staff are advised to:

- make it clear during any clarification that it is always in a pupil's best interests to tell the truth, and that the pupil's candour will be reflected in any behaviour consequence that is eventually applied;
- make it clear where appropriate that a behaviour consequence is being applied to deal with a pupil's behaviour and not to stigmatise the pupil;
- avoid early escalation towards severe behaviour consequences, reserving them for the most serious or persistent misbehaviour;
- wherever possible, avoid whole-group behaviour consequences that do not take into account the diversity of roles or relationships within any given incident or act;
- use behaviour consequences to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour;
- when appropriate, use behaviour consequences that put right harm caused by unacceptable behaviour;
- ensure that behaviour consequences are seen as inevitable and consistent, such that pupils should know that a behaviour consequence, when mentioned, will be used;
- attempt to link the concept of behaviour consequences to the concept of choice, so that pupils see the connection between their own choices about behaviour, and their impact on themselves and others, and increasingly take responsibility for their own behaviour;

Behaviour consequences at Truro School have five levels of seriousness, following the "ladder" below. Unlike the rewards system, there are no points associated with behaviour consequences nor will pupils have a running tally of negative behaviour points or a negative or positive balance when compared with their merits. This is to avoid unhelpful stigmatisation, but in no way reduces the robustness of the consequences that arise from poor behaviour from pupils. The School and its staff reserve the right to take into account any relevant behaviour history when deciding the level of behaviour consequence in response to any incidence of poor behaviour. We do not apply behaviour consequences without considering extenuating circumstances which may lead to reasonable adjustment or potentially the reduction of a behaviour consequence. In all cases, the decision will be designed to ensure the best education and encouragement for good behaviour in the future.

Level	Behaviour consequence	Examples of behaviour (not exhaustive)	Issued by	Communicated to
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1	Verbal warning. A brief, corrective conversation in which expectations are restated and the pupil responds appropriately. The behaviour is addressed immediately and does not require a formal record unless the member of staff judges that it may indicate an emerging pattern. In this instance it would be recorded as a level 2. The aim of the conversation is to challenge and be seen to challenge poor behavioural choices and to educate and encourage better ones in the future.	First time offences such as: • er in class • First instance of eating or drinking where not permitted. • First instance of dropping litter. • Lateness. • Calling out or talking over others once. • Off-task behaviour which ceases when challenged	Any member of teaching staff.	
2	Behaviour Feedback Conversation. A more structured conversation used when a pupil has repeated a Level 1 behaviour, failed to respond appropriately to a warning, or when the behaviour merits formal tracking to identify patterns and support improvement. A teacher will give specific feedback to a pupil in a short conversation, recorded on iSAMS, to help the pupil reflect on their behaviour and give a steer on what they should do differently. Clarity of expectations and support to meet them are key. If a pupil accumulates five formally recorded Behaviour Feedback Conversations in a half term, and hence has not responded to these supportive conversations, they will normally receive a lunchtime detention. In exceptional circumstances, the Head of Year / Head of Section / Assistant Head (Pastoral) / Deputy Head (Pastoral), may decide that such a	Repeated offences such as: • • Repeated lateness. • Continuing to talk after being instructed to stop. • Chewing gum • Failing to follow a reasonable staff instruction. • Persistent off-task behaviour affecting learning. • Repeated rude or discourteous interactions with staff or peers. • Behaviour that may indicate an emerging pattern requiring monitoring Offences which, in the judgement of any member of teaching staff, may be likely to form a wider pattern or trend of behaviour.	Any member of teaching staff.	The teacher will record the conversation on iSAMS including a clear steer on what the pupil should do differently in future.

	consequence would be inappropriate or may escalate the consequence based on other behaviour concerns. In all cases, the decision will be designed to ensure the best education and encouragement for good behaviour in the future.			
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3	Lunchtime Detention. This is for more serious academic or behavioural offences including where there are repeated offences They can be given by all teaching staff, in consultation with the Head of Section, Assistant Head (Pastoral) or Deputy Head (Pastoral) A lunchtime detention will be notified to the parents by email by 5pm the day before the scheduled detention. They are reviewed by the pastoral team for fairness and consistency. Where poor behaviour has taken place within an academic lesson, the subject teacher and / or Head of Department will be expected to have a conversation with the pupil that has been put into a lunchtime detention. Lunchtime detention takes place on a Tuesday and Thursday lunchtime between 1pm – 1:30pm and is supervised by members of the pastoral or academic team. Parents are informed in advance by email. During the detention, pupils will be asked to complete a reflection exercise to reflect on their behaviour and support moving forward positively. In some cases, lunchtime detention may be replaced by a Friday after school detention. In this instance, parents would be informed by Thursday 5pm if their child has been placed in a Friday afterschool detention that week. A Friday detention takes place between 4pm – 4:30pm. This detention is supervised by a member of the pastoral or academic teams. Parents are informed in advance by means of a standard email. During the detention the pupil will carry out	Repeated offences after discussion at the level 2 Behaviour Feedback Conversation stage. Serious or repeated disruption in lessons / clubs/ activities or on school trips. Truancy from a single lesson. Being found with a mobile phone and /or smart watch not in Yondr and/or using or attempting to use a mobile phone before, during or after the school day (except with teacher permission, or in a designated area after school to contact home). This applies to all pupils in years 7-11. Minor unwelcome physical behaviour unlikely to cause injury (eg. pushing / shoving). Unkind language or behaviour directed at a peer or a member of staff 3 Uniform Feedbacks issued in a 5 day period.	Any member of teaching staff (in consultation with the Senior Pastoral Lead	HOY, relevant HOD (if relating to behaviour in an academic lesson), tutor, Head of Section, Assistant Head (Pastoral) Deputy Head (Pastoral). Parents / guardians / carers.
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	an exercise to reflect on their behaviour and how to move forward positively. Pupils are expected to attend detentions, even when they have other planned activities. Non-attenders will be chased up by the Head of Year or Head of Section . Non-attendance without good cause and communication will normally result in an escalation to a Saturday Detention. Records of lunchtime and Friday Detention are kept by the Deputy Head (Pastoral).			
4	Saturday Detention.	This is expected to be the minimum level of behaviour consequence for	Heads of Year, , Heads of section,	HOY, tutor,

These are for very serious academic or behavioural offences or as a point of escalation due to failure to respond to previous behaviour consequences. These can only be given by Heads of Year, Heads of Section, or a member of the Senior Leadership Team. All will be reviewed for consistency and fairness by the Deputy Head (Pastoral). Saturday detentions will be notified to the parents, before being issued / notified to the pupil and parent by a letter from the Deputy Head (Pastoral) by the preceding Wednesday at 5pm. They take place on a Saturday morning from 0845 - 1015 and will be supervised by a member of the Senior Leadership Team. They take priority over any other event including school sports fixtures, DofE and other school activities. Pupils will be asked to undertake an exercise to reflect on their behaviour and a conversation between the pupil and supervising Senior Leader will take place to support the pupil to make positive choices in the future At this point, a formal warning may be issued by a member of the Senior Leadership Team, in consultation with the Head. The pupil will be warned that unless they show a specific improvement in attitude and behaviour there may be grave consequences which may escalate to Level 5. Parents will be made aware of the warning by letter. In the case of involvement in behaviour that constitutes bullying this will usually happen.	“serious offences” or possession of prohibited items (see “serious offences”). Non-compliance with previous behaviour consequences Truancy from more than one lesson / activity or leaving the School site without permission. Physical behaviour causing injury to or likely to cause injury to another, regardless of any provocation.	or a member of the Senior Leadership Team.	, Deputy Head (Pastoral) Head. Parents / guardians / carers.
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5	Exclusions (temporary and permanent).	Serious offences (including some first offences).	Members of the Senior Leadership Team, in	HOY, tutor, Deputy
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This covers: a. Temporary internal exclusions: the pupil remains at school but is isolated during lessons with work provided for them to complete. They will also be escorted into lunch and may not participate in the co-curricular programme. b. Temporary external exclusions: work will be provided for the pupil to complete at home. A reintegration meeting is held following temporary exclusions with a member of the Senior Leadership Team. In some circumstances a pupil may be asked to stay at home or work in isolation in school pending the outcome of an investigation. In some cases, the Deputy Head (pastoral) in consultation with the Head may issue a 'circuit break': time away from school ahead of a formal decision about a temporary or permanent exclusion. A 'circuit break' will be issued when the school and its staff deem this to be in the best interests of the pupil. Failure to maintain a positive relationship with the school following a Temporary Exclusion is likely to result in another Exclusion, Temporary or Permanent, at the Head's discretion. c. Permanent exclusion: A permanent exclusion from the School, for the most Serious Offences or persistent poor conduct despite previous intervention, or gross academic irresponsibility. This may only be issued		Persistent non-compliance with previous behaviour consequences or the terms of a formal warning. Endangering others within the School community and/or School property. A breakdown of trust between the School and the pupil over their commitment or ability to uphold School values or rules on a consistent basis.	consultation with the Head. For permanent exclusions, the Head only.	Head (Pastoral) Head. Parents / guardians / carers.
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	by the Head.			
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Serious offences

All details of serious offences which may result in a Level 4 or 5 behaviour consequence are also set out in our School Rules.

The following list of offences are examples of behaviour which may result in either a level 4 or 5 behaviour consequence. These examples are not exhaustive and the Head may decide to issue a Level 4 or 5 behaviour consequence for a lesser offence where there has been a history of previous misbehaviour or where the action or choice of the pupil has resulted in a significant breakdown of trust with the School.

- Possession or use of a prohibited item (including drugs, solvents or psychoactive substances (or substances intended to resemble them) and their paraphernalia; alcohol, tobacco, nicotine pouches and vaping devices and their paraphernalia – whether supply, possession or use);
- Smoking or vaping, including being in the presence of those smoking or vaping;
- Physical assault / threatening behaviour to pupils or staff / fighting;
- Conduct that would endanger other pupils;
- Misconduct of a sexual nature, including sexual abuse, sexual harassment and the sharing of nudes/semi-nudes; supply and possession of pornography or indecent images of children;
- Engaging in sexual activity on school premises or on a school trip;
- Discriminatory or derogatory language (including those of protected characteristics listed in Equality Act 2010);
- Cheating in examinations / assessments or coursework;
- Misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- Misconduct which brings or is likely to bring the School into disrepute;
- Making a deliberately invented or malicious allegation against a member of staff or pupil or the School;
- Persistent bullying, including cyberbullying;
- Stealing or theft;
- Vandalism and willful damage or misuse of the School's or other people's property;
- Leaving the site or breaking bounds without permission;
- Any breach of the ICT Truro School Acceptable Use Policy;
- Rudeness, foul language and deliberately malicious behaviour;
- Persistent breaches of the School Rules or other disruptive behaviour.

Pupils are forbidden to bring into school or take on a school trip any article that the member of staff reasonably suspects is likely to be used to cause injury (emotional or physical) to any member of the school community, or damage to property.

These items include (but are not limited to) drugs, solvents or psychoactive substances (or substances intended to resemble them) and their paraphernalia; alcohol, tobacco, and vaping devices and their paraphernalia; weapons, fireworks or flares, pornographic images (including those stored or accessed digitally) or stolen items. Non-nicotine vaping devices are also prohibited items.

We do not apply behaviour consequences without considering extenuating circumstances which may lead to reasonable adjustment or potentially the reduction of a behaviour consequence.

It is also essential to consider any Special Educational Needs and other contextual circumstances of pupils involved in misbehaviour, and to consult the Head of Year, Head of Section, Head of Learning Support / SENDCO and other members of the Pastoral Team as appropriate.

Uniform

Uniform is worn with pride by most pupils, but it can be a source of tension between pupils and School for some. Our view and our policy is that it is an important part of our sense of community and a demonstration of a purposeful and respectful approach to all interactions and learning in School. We expect it to be worn wearing it correctly and smartly.

If a pupil is not wearing their uniform correctly, staff will follow the following steps.

1. Teacher conversation with the pupil asking them to wear their uniform correctly.
2. If a member of staff feels that previous conversations have not been heeded, they may record incorrect uniform on iSAMS as "Uniform Feedback".
3. If a pupil receives 3 "Uniform Feedback" entries on iSAMS in a 5 day period, they can expect to receive a Friday detention.

Investigations

Who may conduct an investigation into pupil behaviour

If, at the beginning of the investigation or at any time during the investigation it becomes apparent that the behaviour in question may be of a type involving a "serious offence", the investigation shall be referred to the Deputy Head (Pastoral), or another Deputy Head who will then lead the investigation.

Otherwise, the investigation may be conducted by, and the outcome determined by the appropriate Head of Year, Head of Section, or Head of Department. In respect of matters arising on a school trip, the trip leader may be asked to lead any investigation required in relation to that trip.

Wherever possible, the School will endeavour to carry out any investigation as soon as possible after an incident and any interviews or physical evidence will be gathered as soon as possible. Investigations may be delayed if an incident takes place or the School becomes aware of a behaviour issue in the 72 hours before the end of a term or half term.

There may be occasions where a School investigation must be suspended pending the involvement of outside agencies such as the police. Any School investigation would be resumed when determined appropriate by

the School, acting on the advice of such agencies or their advisors.

Investigations of misbehaviour that has taken place on School premises

If a pupil is accused of a misdemeanour, investigations will take place with the emphasis on listening to the pupils account without judgement, until sufficient evidence is gathered. The Pastoral Team will fully investigate the incident and report to the Deputy Head (Pastoral).

The pupil and their parents will always be presented with the evidence when a serious behaviour consequence (such as any form of exclusion) is applied.

Pupils may be asked to provide a written statement. Pupil or staff witnesses may also be asked to provide a written statement. While every effort will be made to avoid any disruption to pupils' lesson attendance, sometimes it may be necessary for pupils to miss a lesson or lessons to provide such statements or be interviewed by members of staff. It may also be necessary for a pupil to remain out of their lesson(s) while an investigation is taking place. In these circumstances, the pupil will be set work in line with their normal timetabled lessons.

Investigations of misbehaviour that has taken place off School premises

Whilst the School cannot be responsible for the behaviour of pupils at all times off site and not engaged in School related events or activity, the School nevertheless takes the conduct of its pupils outside of the School grounds extremely seriously. A pupil's misbehaviour outside of school can be damaging to the reputation of both the pupil and the School and can affect relationships at School too.

The School will always investigate reports of poor behaviour from pupils off site who are engaged in School related activity, or who are identifiable as Truro School pupils by, for example, being in uniform. We will, therefore, investigate any reports from the public or members of the school community related to pupil misbehaviour on school or public transport or outside the local shops. We will also investigate any allegation which could cause harm (physical or emotional) to others. The investigation of such allegations will follow due process and will take place on school premises. In responding to information regarding poor pupil behaviour off site and out of School time that does not meet the criteria outlined above, the School will make a reasonable judgement as to the extent to which it can or cannot devote time and resources to wider investigation, communicating this clearly to those who have alerted us to the behaviour.

Support for pupils during interviews

If any pupil is interviewed as part of an investigation into a matter which may result in Level 3 or above behaviour consequence being applied or is a safeguarding matter, the School will endeavour – as far as is practically possible – to:

- ensure that another member of teaching staff or a member of School staff with pastoral duties is present during any interview with a pupil to provide support for the pupil;
- consider whether the members of staff conducting the investigation and acting as note taker and providing support for the pupil are appropriate in all the circumstances and that the pupil is comfortable being interviewed by them and in their presence;
- if the interview is part of a group investigation, consider if it is appropriate to segregate the pupils, monitor their whereabouts or confiscate mobile phones during the interview process and interview the pupils in a logical order;
- confirm with the pupil that they understand why they are being interviewed, inform the pupil that notes of the interview will be taken so it is important that they tell the truth and advise them that subsequent interviews may be necessary;
- conduct any interviews with pupils in a private room which will be free from distractions and interference;
- offer breaks if a pupil becomes distressed or the interview is protracted and provide access

to toilet facilities and water;

- conduct the interview in a calm manner using open questions and avoiding leading questions and in the spirit of listening to the pupils account without judgement.
- ensure that the notes taken during the interview include the date, start, and end time, a list of those present at the meeting and any breaks in the meeting as well as detail on what was said in the meeting and by whom and are subsequently agreed by all of those staff present at the meeting to confirm that they provide an accurate record.

Unless a pupil is temporarily excluded pending an investigation, parents will not usually be informed that an investigation is taking place.

When an investigation has taken place which may result in a Level 5 consequence being applied, the parents of any pupil interviewed shall be informed of the investigation once concluded, regardless of the consequence applied. If a pupil has been interviewed in a Level 5 investigation as a witness, the parents of that pupil will be informed.

School investigation outcomes are determined “on the balance of probabilities”.

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 Safeguarding and Child Protection Policy and Procedures. 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. Such support may include meetings with the Chaplain or School Counsellor. 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.

Appeals against a behaviour consequence

In disciplinary situations there can be occasions when behaviour consequences are perceived to be unfair, and pupils have a right to express such concerns and have them listened to accordingly. Appeal against any behaviour consequence must be in a respectful and appropriate manner. A sensible discussion with the teacher issuing the behaviour consequence can usually lead to clarification but, failing that, a pupil's Tutor, Head of Year/ Section, House Parent, or the Chaplain may assist. The Deputy Head Pastoral is also available for consultation. In the rare instance where disagreement is still not resolved satisfactorily, the Head may also be consulted for a final verdict.

In the case of a permanent exclusion, appeals can be made by parents under stage 3 of the Complaints Policy. As a result of an appeal, a behaviour consequence can be upheld, decreased or increased.

Reporting incidents to other agencies

The Deputy Head Pastoral and/or the Designated Safeguarding Lead deals with any behaviour involving law breaking and the need to liaise with the police. Depending on circumstances this may also involve the Chief Operating Officer

The Pastoral Team works with the Designated Safeguarding Lead (DSL) to help establish the facts in any Safeguarding and Child Protection matter before the DSL contacts any necessary external agencies such as the Multi Agency Safeguarding and Support Hub (MASSH) or Local Authority Designated Officer (LADO).

Pastoral or academic intervention plans and covenants

School leaders or members of the Academic or Pastoral leadership teams may use timebound report cards, Action Plans and/or Behaviour Covenants to support pupils who are struggling to maintain appropriate behaviour, approaches to learning, or amend unacceptable behaviour. When these are issued, their purpose, expectations, and duration until review will be clearly explained to the relevant pupil and their parents. When such regimes of supportive or contractual intervention are being generated, pupil and parental voice will always be sought and considered.

Action Plans are designed to be supportive and responsive to identified need and are not punitive. Behavioural Covenants are considered when a pupil has not engaged positively with an Action Plan or when the nature of their misbehaviour is deemed by the School to require it. It is School policy to ensure that pupils and parents are informed as clearly as is reasonably possible as to the potential consequences of a pupil not abiding by a Behavioural Covenant before it is issued.