



**Truro and Penwith
Academy Trust**



Behaviour Policy

This is a Trust model policy

Review Summary

Approved By:	Trust Board
Approval Date:	September 2024
Next Review Date:	Amended January 2025
Next Review Date:	Bi-Annual

Mullion School

Dissemination: Website

Date policy approved by Trustees:

Date policy becomes effective: September 2024

Review date: (Bi-Annual)

Person responsible for Implementation and Monitoring: Headteacher

1. Policy Statement

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

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

At Mullion School 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. Our motto is 'Dream big, fly high, go far' in addition to the core values of 'kindness', self-belief and determination. We want every child to have the best possible learning environment. 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.

These standards apply to all pupils in school, when students are travelling to and from school and on all educational visits and school activities.

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

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

2. Aims

- To foster in our pupils a sense of belonging within our school and with our Trust values.
- To make the most of opportunities to reward and celebrate positive behaviour and contribution to our schools.
- 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.
- To clarify the roles and responsibilities of all parties with respect to behaviour.
- To encourage pupils to be self-disciplined and responsible, and to understand the consequences of their actions on themselves and others.

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:

- positive reinforcement when expectations are met through praise and rewards
- role modelling of our Behaviour standards by all staff
- a common language of behaviour which all staff use and that reinforces our standards
- regular and frequent sharing of our school ethos and standards with students in tutor time and assemblies.
- use of posters and display boards to promote our ethos and remind students of our standards and rules.
- teaching students about respectful relationships, non-violent resolution, individual rights and responsibilities e.g. through PSHE lessons.
- visits from external agencies e.g. the Police with regards to the law, conduct and responsibilities
- teaching children about acceptable use of ICT e.g. in IT lessons and PSHE lessons.
- being consistent with pupils with a clear set of 'ready to learn' routines which become good habits. For example, following instructions, punctuality and organisation.

When pupils join our school, in Year 7 or during the academic year, their Head of Year ensures that our standards, along with a summary of our behaviour policy are explained to them, and their parents. We include a summary of our behaviour standards in our Welcome Pack for families. Explaining our Behaviour Standards clearly to new students is an important part of our transition programme. Activities offered to students during our transition 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.

BEHAVIOUR CURRICULUM

Pupil group	What is taught	When it is taught
All year groups	Ready to learn routines, ready to learn mindsets, school rules, sanctions, praise and rewards. 'Kindness' is rewarded and a key focus throughout the year - golden tickets, for example.	Within the first two weeks of the new academic year during assemblies and tutor time. This is also ongoing throughout the year and repeated at the beginning of each half term. Morning briefings with staff have a behaviour focus, every week.
All year groups	Behaviour routines on entering the classroom and within lessons through the 'Mullion Way'	Everyday, to every pupil.
Year 7	Resilience and self-esteem, online behaviours and digital footprint. Behaviours for the workplace. Teenage brain and risk taking behaviour How to make positive friendships, bullying and cyber bullying	Autumn term 1 Autumn term 2 Spring term 2
Year 8	Skills and behaviours for the workplace Recognising and challenging prejudiced and discriminatory language, social media behaviours Consent Harmful coping behaviours Healthy coping behaviours Tackling racism and	Autumn 2 Spring 1 Summer 1 Summer 2

	discrimination. Recognising harmful behaviours towards people with disabilities. Attitudes and behaviours towards women and women's rights.	
Year 9	Rights within relationships and different types of relationships Behaviours linked with illegal drugs Creating a positive image online	Autumn 1 Autumn 2
Year 10	Risky behaviours linked with alcohol misuse Relationships - forced marriage, rights within relationships. Parents' role and responsibilities	Autumn 2 Spring 1
Year 11	Mental health, stress and anxiety. Healthy and unhealthy coping strategies Distinguishing violent extremism from legitimate behaviours in a democracy. How to tackle street harassment Alcohol awareness Consent, revenge porn, stalking and sexual harassment	Autumn 1 Autumn 2 Spring 1

6. Students with Special Educational Needs

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

All staff are required to make appropriate adaptations to support positive behaviour in response to pupils' special educational needs.

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

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

The SENDCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENDCO will provide staff with relevant and appropriate information to be able to support pupils with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

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

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

7. Recognising and Celebrating Positive Behaviour and Contribution.

Our school values and celebrates the positive contribution, successes and achievements of all our pupils. Our 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 to address an identified need

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.

9. Safeguarding

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

11. Roles and responsibilities

The Local Monitoring Committee

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

The Headteacher (or member of staff with delegated responsibility)

The Headteacher is responsible for:

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

Staff

Staff are responsible for:

- Modelling respect towards 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.

Pupils

Pupils are responsible for learning to

- Be respectful of all members of the school community
- Support and care for peers
- Abide by the school's rules and standards
- Listen to, and respect, the views of others

- Take responsibility for own actions and behaviour
- Follow instructions given by members of staff
- Lead by example and model our school values in thoughts and actions
- Have high expectations of themselves, and each other
- Celebrate diversity and difference, and work together to eradicate prejudice and discrimination
- Engage positively in restorative practice to resolve differences of opinion and conflict in a non-violent way.

Parents

Parents are responsible for

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

12. Uniform

Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.

13. Behaviour outside of school

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

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

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

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

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

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

14. Mobile devices

In line with DfE Guidance, mobile phones may be brought into school but must remain switched off at all times and be kept in the pupil's bag. Only with the direct permission of a teacher may a pupil use their mobile phone in school e.g. to take a picture of their art work. 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.

At Mullion School our policy is:

Mobile phones may be brought into school but must remain switched off at all times and be kept in the pupil's bag as soon as a pupil enters the school site. Only with the direct permission of a teacher may a pupil use their mobile phone in school e.g. to take a picture of their art work. This applies to all pupils in Year 7-11 throughout the school day. Mobile phones which are used without permission will be confiscated and placed in the main school office for collection at the end of the school day. If the device is confiscated on a third occasion it will have to be collected by a parent or carer.

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

Pupils are permitted to wear 'smart watches', responsibly.

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

15. Bullying

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

16. Zero-tolerance of sexual harassment and sexual violence

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

The school's response will always be:

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

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

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

17. Search and confiscation

Our School has the right to search pupils for 'prohibited items' including knives and weapons, alcohol, behaviour changing drugs/substances, stolen items, tobacco and cigarette papers (including e-cigarettes), lighters/matches, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence (e.g. aerosols) or cause personal injury or damage to property and any other item which has been banned by the school rules. (See Appendix 1 for Banned Substances) Where there is reasonable evidence to search pupil's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this will include a member of the Leadership Team and a member of staff of the same gender as the child. Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so, unless the device is to be given to the police. If a pupil fails to co-operate with a search, the school will apply a suitable behaviour sanction, taking into account the seriousness of the incident and the potential risk to both good order and discipline, and the safety of the child and other members of the school community. A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate.

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

18. Banned items

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

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

19. Malicious Allegations

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

20. Monitoring arrangements

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

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

DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- 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.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/mobile-phones-in-schools)

Appendices

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

Appendix 1

Banned Substances

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

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

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

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

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

Appendix 2

Rewards

1. Praise and Rewards

Mullion School rewards positive contribution and behaviour. Our rewards include:

- Verbal praise for example, for kindness, positive contribution in class, high standards of work
- Green behaviour points
- Celebration of success by a Key Stage Leader or Senior Leader sent to parents by SMS
- 'Good News' postcards
- Recognition of achievement and contribution via the school newsletter, school social media, and/or local press
- Praise Assemblies
- Half termly subject praise certificates
- The 'Tern' Award, which recognises 'contribution' 'commitment' and 'community' achievements
- Weekly Tutor 'Star of the week'
- Bronze, silver and gold badges

Green Points

Green points are issued to praise pupils and all members of staff award them to pupils. Examples of where green points may be awarded include for high quality classwork and homework, high standards in assessments, positive contributions to the school, good progress in learning, being a good citizen of the school, kindness, leadership, determination, bravery, helping others and sustained effort to succeed.

On average, we would expect teachers to award at least 5 green points per lesson. In really exceptional circumstances teachers may decide to award green points to all pupils in a class, however, usually green points are awarded to individual students for specific reasons. Typically, pupils will receive a single green point however, for exceptional contribution, teachers may also reward an individual pupil with more than one green point.

Once a pupil has been rewarded with a green point, they are not removed. All students start a new academic year from 'zero green points' with those achieved in the previous year remaining on our record system.

As pupils achieve green points, they are recorded on Classcharts and reward Badges are issued weekly. Over the course of an academic year:

100 Green points = Bronze pin badge

150 Green points = Silver pin badge

200 Green points = Gold pin badge

All students are members of a House and green points contribute to the House competition that runs throughout the year.

The 'Tern Award'

Basing positivity around the school goals of Kindness, Self-Belief and Determination, The Tern Award praise pathway allows students to be recognised for achievements outside of the classroom. The Tern Award is a vehicle which sits well next to Mullion School's other praise systems to enable positivity in varying areas. It allows for wide reaching praise which can be given to all students.

Kindness is shown through the students being active in events where they help their *community*. That may be showing kindness to other students, family and siblings or going further afield and being kind to people they meet out in their wider social world away from school.

Self-Belief is praised and supported by the recognition of the personal challenge and courage it takes in one self to *contribute* to an activity or an event. To put yourself out there in front of others is

something that needs to be nourished.

Determination is a personal quality that needs time to build, students are encouraged to participate in clubs both inside and outside of school where they can show their *commitment* to learning new things.

Teachers are able to award a Digital Tern Award through the Classcharts system. This records the award and allocates two green points to the student automatically. When a student has achieved three Digital Tern Awards in one area, Community, Contribution or Commitment, they then earn a Physical Tern award (a pin badge).

Appendix 3

Consequences

Behaviour in Lessons

‘Warn Move Remove’

In order that teachers can teach, and students can learn, all Mullion School students are expected to meet our standards for behaviour. Where behaviour falls below our standards we used a staged approach to support pupils to change their behaviour. Teachers will only sanction individual pupils for their behaviour, never a whole class. All staff may apply a sanction to a pupil.

Prior to issuing a formal warning, teachers use a range of verbal and non-verbal cues to signal to pupils that their behaviour needs to improve, and to ensure that behaviour does not escalate. These cues include, for example, raised eyebrows, saying the child's name, asking the child a question, catching the child's eye. The intention is to indicate to the child that their behaviour needs to improve, without the child needing to receive a sanction.

Stage 1: Warn. The pupil is warned that their behaviour falls short of the standard expected. This is a formal warning and teachers will ensure that pupils clearly understand that they have been warned. Warnings are usually given with a quiet voice, one to one with the pupil. Where a visual cue is used, e.g. name written on the board, this must be removed at the end of the lesson. To support the child to understand the warning, the teacher may ask the child to wait outside the classroom for a short period of time (not more than 2 minutes). This enables the teacher to speak with the child without the class overhearing, protecting the child's dignity and removing peer pressure.

Stage 2: Move. If behaviour continues to fall short of our standards, the pupil is 'moved' to another part of the room or outside the classroom and given the opportunity to remedy their behaviour. The pupil will receive a red point.

Stage 3: Remove. For serious and / or persistent disruption, pupils will be removed from lessons by the class teacher and sent to a Colleague or to BASE. Students must comply with this request.

Pupils will not necessarily have received a warning, or have gone through Stages 1-3, if the teacher does not believe it to be necessary.

Staff will use the 'oncall' email address to request support to implement this policy.

Red points

Red points are consequences for behaviour that falls below our standards.

1 Red Point:

(Ready to learn)

- Slow to start
- Lack of equipment
- Punctuality
- Uniform issue
- PE kit fault
- Chewing gum

(other unacceptable behaviours)

- Not following instructions
- Being off task
- Damage
- Disrupting the learning of others

- Disrespect towards others (teachers and pupils)
- Poor quality work
- Dangerous behaviour

2 Red Points (Senior Leader referral):

- Assault
- Swearing at staff
- Discriminatory behaviour (homophobic/sexist/racist)
- Inappropriate use of IT (more serious)
- Bullying (of any kind)
- Truancy
- Theft
- Smoking / vaping
- Dangerous behaviour

Where a pupil receives a sanction, staff will inform the pupil about the reason for the sanction.

Detentions A member of staff may keep a pupil behind at the end of a lesson for a short period of time (five minutes) to discuss their work or behaviour. This is not a formal detention.

Class Teacher Detention: When a student's behaviour falls below expectations i.e., their listening is poor, they are distracting others, not focussing or tasks are not completed to an acceptable standard, the class teacher will issue a detention. Adaptations will have been made for SEND. This will be for twenty minutes from 1.15 - 1.35. Pupils will then be released to get their lunch.

Senior Leader Detention. Detentions will be set with Senior Leaders for 'serious matters' or for one missed teacher detention.

Ready to learn Detentions. These are set on a Friday. Pupils will be issued with a 'ready to learn' detention if they accrue four or more 'ready to learn' points in one week.

After School Detentions. On rare occasions, after school detentions can be issued. These will be used as a last resort, after other detentions and supportive measures have not rectified the problem, for example, when homework has repeatedly not been completed. Mullion School will give parents 24 hours' notice before an after-school detention and transport home will be the responsibility of the parent.

If a pupil misses a detention, it will be rescheduled once by the teacher before then being escalated to the Senior Leadership Team detention and possible further intervention. Parents will be notified if a 'missed detention' sanction has been issued.

At Mullion School all teachers are required to repair relationships with pupils whose behaviour has led to a sanction. Restorative conversations usually take place during detentions or at another suitable time arranged by the teacher. Pupils may also be asked to catch up on missed work during their detention. Pupil's conduct during detentions is expected to meet our standards for behaviour. Disruptive, disrespectful behaviour during detentions will result in the pupil 'failing' the detention and the detention being escalated to the next stage.

Staged approach to disruptive behaviour:

Mullion School carefully monitors student behaviour. All merits and red points are recorded and regularly reviewed. Where a pupil's behaviour repeatedly breaches our standards, pupils will receive increasing numbers of points, additional support and more serious sanctions.

Tier 1 – Tutor Support

The first stage of being on a 'target card' to help with improving behaviour and engagement begins with their Tutor. Tutors will check and sign the Target Card daily and provide encouragement and support for pupils to meet the agreed targets. Tutors will inform the parent that this measure has been put in place and will communicate with home when necessary. If being at this tier does not bring about an effective outcome, the pupil will move to tier 2.

Tier 2 – Head of Year Support

The pupil is supported by being on a target card with their Head of Year. During this period the HoY will see the pupil every day to discuss their progress and encourage them to succeed. At the start of the Target Card period, the HoY will contact parents by phone (or via a meeting) to discuss the pupil's behaviour and the support available. The HoY, in discussion with parents, will consider what additional support, if any, may be helpful for the pupil e.g. referral to SENDCo, time out card, referral to other agencies e.g. Kooth as well as sanctions. If poor behaviour continues, HOY will consider moving to tier 3.

Tier 3 – Headteacher Support (at the discretion of Heads of Year)

The Headteacher will arrange to meet with parents. The Headteacher will consider what further support (including sanctions) is appropriate including for example, the use of further suspension, referral to BASE, Early Help Hub referral, Off Site Direction or alternative provision academy.

NB Regardless of which Tier of support a pupil is receiving, for serious behaviour incidents, and in line with the Suspension Policy, the Headteacher will consider the use of suspension or permanent suspension. Please see Suspension Policy for further details.

Behaviour at social times

Merits are awarded to pupils for positive behaviour at social times. Examples include good manners, kindness, making a positive contribution and being helpful. Any member of staff can award merits at any time during the school day.

Sanctions:

For poor conduct at social times, pupils may receive a red point (social time conduct), detention, or suspension, depending on the severity of the incident.

1. B.A.S.E (Behaviour and Social Education)

BASE is a calm, supervised space where children are encouraged to reflect on their behaviour and accept help and support to make better choices. Pupils in BASE will complete literacy and numeracy work and have a clear set of rules presented to them. The situations listed below outline why a pupil may find themselves placed in BASE:

- Pupils who have been through the stages of warn, move and have been removed from lessons
- Pupils whose behaviour was suddenly so poor or dangerous that they had to be removed (warn, move, remove could not happen and was not appropriate)
- Pupils who are internally suspended for serious matters, rudeness, or persistent disruption
- Pupils whose behaviour was so poor the previous time they were in BASE, resulting in them repeating the day
- Pupils whose behaviour is dangerous or upsetting for others and an investigation needs to take place
- Pupils who frequently do not attend detentions

- Pupils who have low scores on their Target card and are not showing signs of improving their behaviour
- If a child truants lesson or is persistently late to lessons

Pupils placed in BASE will have this set of expectations presented to them (BASE code of conduct):

- On entering the room, hand your phone to a member of staff. Do not argue about this. It will be given back to you at the end of the day. If you do not follow these instructions, your phone will be taken to reception and parents will need to collect it.
- Sit down and get your pens and pencils out ready to learn
- Face the front
- Do not turn around to speak to anyone else unless invited to do so
- Begin to complete work
- If you have a question, raise your hand and wait to be answered
- You may talk at a sensible volume during break and lunch. If asked to quieten down, respond to this request immediately.
- If you require the toilet, raise your hand and wait. You may only use the toilets in S block and this is at the discretion of the staff in BASE.

Length of time a pupil could spend in BASE:

- If a child is removed from a lesson they will spend the remainder of that lesson, plus the next social time - break or 20 minutes of lunch. In the case of a student being removed to the BASE during period two they will need to stay for the remainder of that lesson, period three and 20 minutes of lunchtime.
- A child who has been placed in BASE as a result of being removed, must only return to lessons, regardless of the amount of time they have spent in there, if they are showing signs of accepting their behaviour was below expectations and they are sorry.
- If a child is removed at some point in lesson 4, they will enter BASE the next morning to complete their 'time'. This will span morning registration and the first lesson and break.
- If a child is internally suspended and their conduct is unsatisfactory in BASE, they will be externally suspended.
- If a child is Removed to BASE three times in a week they will face suspension.
- A message will be sent to parents to notify them when their child has been removed to BASE.