



## **POLICY 34**

### **BEHAVIOUR POLICY**

Policy reviewed by	Deputy Head, Health & Wellbeing /Head of Prep
Governors' Committee	Education & Pastoral
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Approval / Oversight	Oversight

# TRURO HIGH SCHOOL

## BEHAVIOUR POLICY

### 1. Introduction

This policy applies to all pupils in the School, including those in EYFS.

Truro High School aims:

- To develop in its pupils a sense of self-discipline and an acceptance of responsibility for their own actions;
- To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.
- The school aims to provide a safe and caring environment for the whole school and boarding community. To achieve this in the framework of a relaxed, pleasant atmosphere, in which girls are encouraged to give of their best, both in the classroom and in extra-curricular activities, and are stimulated to fulfil their potential. The School prides itself on being a friendly and inclusive community, where girls can be themselves and develop their own talents and interests. In doing so, pupils will be expected to abide by the law of the land and exercise common sense at all times.

The policy should be read in conjunction with the following school documents:

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- PSHE Policy
- Online Safety and Mobile Devices Policy
- No Smoking Policy
- Alcohol Policy
- Drugs and Substances Policy
- Staff Code of Conduct
- Use of Reasonable Force Policy
- Conducting Search Policy
- Parent Contract
- Senior School Prep Diary
- Parent Handbook.
- Boarding Handbook

The Policy has regard for the following documents:

- [\*Behaviour and discipline in schools: Advice for headteachers and school staff\*](#)
- [\*Use of reasonable force: Advice for headteachers, staff and governing bodies\*](#)
- [\*Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies\*](#)
- [\*Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism\*](#)
- Equality Act 2010
- Education and Inspection Act 2006
- School Standards and Framework Act 1998.
- [KCSIE, September 2024](#)
- [\*Guidance for safer working practice for those working with children and young people in education settings \(Safer Recruitment Consortium, May 2022\)\*](#)

## 2. Scope

This policy applies to all pupils at any time when they are at school. It also applies on all visits and off-site activities, where expectations of behaviour are the same as those expected in school. It also applies at any time when a pupil is:

- Travelling to or from school;
- Wearing school uniform;
- In some other way identifiable as a pupil of the School.

Truro High School may also act in relation to off-site misbehaviour, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the School;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the School.

The extent to which the behaviour has links with the School is of central importance in deciding whether it should be acted upon.

## 3. Rewards and Sanctions

Positive attitudes will be encouraged by the giving of praise as well as the application of sanctions. It is important that pupils are motivated to behave sensibly, understand the reasons for school rules and have a forum to discuss these. The fora available for discussion at Truro High School include:

- The school councils (separate councils for Prep and Senior School);
- PSHE lessons;
- Class time in Prep School and form time in Senior School;
- 'Troubles' box into which Prep School pupils may post notes for the attention of the Head of Prep.

The School is keen to recognise achievement. Scholarships are available to pupils entering Years 7, 9 and 12. These recognise particular ability and potential in academic disciplines, as well as in sport, music, art and drama. Pupils' successes in all areas, both within school and outside, are celebrated in assemblies and the weekly newsletter. Academic success is acknowledged in the termly pupil reviews and reports and in prizes awarded at the end-of-year Speech Day. In addition, teachers give positive and supportive feedback, both verbally and in writing, in recognition of good work and behaviour both inside and outside of the classroom. Pre-Prep pupils are able to earn 'Golden Time' for good behaviour and collective good behaviour of classes in the Prep School is rewarded in other ways (e.g. Prep 6 sleepover).

Central to the rewards system in the Prep School are dojos and house points. Ten stars convert into one house point. When pupils in the Prep School receive a house point, they receive a token in their house colour. This token is then placed in the box in the Prep School so that everyone in the school community can see which house has collected the most house points.

House points in the Prep School are linked to the values, attitudes and attributes and the cognitive performance skills set out in High Performance Learning and include a 10% Braver and a WOW! Award. They are:

- Agile Axolotl
- Empathetic elephant
- Hardworking horse
- Meta-thinking meercat
- Linking leopard
- Analysing ant
- Creating chameleon
- Realising rabbit

In the Senior School, pupils receive house points related to Higher Performance Learning (HPL) skills and attributes. House points in Senior School are recorded on iSAMS. HPL house points can be rewarded for:

- Agile
- Empathy
- Hardworking
- Meta-thinking
- Linking
- Analysing
- Creating
- Realising

Each term house certificates are awarded to the pupil in each year and the form who have the most house points, and there is in addition a termly House Plate for the house in the Prep School with the most points.

The Prep School believes that good behaviour is established most effectively through the use of positive reinforcement and praise. It therefore has a set of 'Rules', as follows:

- Be kind
- Be honest
- Be polite
- Look after things
- Use the HPL behaviors and learning habits.

Above all though, BE KIND, is the underlying learning behaviour which we seek to instill and is most prized.

Both the Prep and Senior Schools have a graduated system of sanctions, which are explained in the Parent Handbook. The handbook also includes a list of school rules, of which an edited version is also published in the Prep Diary for Senior School pupils.

Pupils are regularly reminded of school rules by class teachers and form tutors, as well as in assemblies.

The School also has an ICT Acceptable Use Policy, which Senior School pupils sign annually. See Appendix 1 of the School's Online Safety and Mobile Devices Policy.

The School has specific policies on drugs, alcohol and smoking and these contain further information about sanctions applied for offences relating to these.

#### **4. Procedures**

Staff will follow school guidelines at all times. This includes taking account of the Staff Code of Conduct, the Use of Reasonable Force Policy and the Conducting a Search Policy.

Staff may carry out investigations of minor offences on their own. Offences that are more serious should be reported to the Headmistress, Deputy Head, Health & Wellbeing or Head of Prep, who will decide on how the investigation will be conducted. For serious offences, consideration will be given to separating the roles of investigation and judgement.

Typical sanctions in the Prep School include:

- A reprimand;
- A warning that parents will be informed if the behaviour does not improve;
- An oral or written apology to the teacher or child affected;
- Playtime may be missed to enable work to be finished or as a sanction and children may also be asked to make good any damage that they might have done;
- A meeting with parents either with or without the child present;

- In extreme cases, if the behaviour does not improve, with the parents' knowledge, the child will be sent to the Head of Prep or Headmistress, who will decide on the most appropriate course of action.

Typical sanctions in the Senior School include:

- A reprimand;
- Confiscation of the possession that is inappropriate;
- An apology letter;
- Detentions: Subject detention(s), faculty detention for academic issues to be recorded on iSAMS
- SLT Academic detention after subject and faculty detentions have been given but there has been no improvement
- Reflective writing for 3 conduct marks against the uniform/behaviour rules; after-school detention with the Head of Prep and a report card for a further 3 conduct marks; Saturday detention with the Headmistress for a further 3 conduct marks. Further sanctions after this will be decided by the Headmistress (see Appendix A)

If a pupil is placed on report, she will carry a report card and hand it to her teacher at the beginning of each lesson for a specified period of time. The teacher will make a written comment and will initial the appropriate space on the card. Girls on report will see a member of SLT together with their card daily. At the end of the agreed period, the member of SLT will decide in consultation with the form tutor whether the report period should be extended.

On the rare occasion when there is serious disrespect, confrontation, disobedience or safety is breached by a pupil, the teacher may ask the pupil to leave the room. In this instance, the pupil will be asked to wait outside the classroom and the teacher will call reception, who will in turn contact a member of SLT to come and support.

If the situation arises where the pupil refuses to leave the room, the staff member will call reception who will alert a member of SLT to come and support.

Sanctions that may be issued only by the Headmistress include the following:

- Gating; \*
- Exclusion – temporary or permanent (see Appendix 1).

\* This is an option available in the case of boarding pupils. It involves pupils being temporarily forbidden to take part in non-school activities and outings, e.g. being able to go into town. It may be accompanied by a requirement to sign in with a member of staff at regular intervals.

The School will consider whether a pupil has any identified special educational needs and/or disabilities for which reasonable adjustment needs to be made when applying a sanction, developing a strategy for addressing misbehaviour or deciding how a pupil can best be supported.

## **5. Support for Pupils**

A pupil will not be deemed to be guilty of misbehavior until the matter has been investigated. However, in some cases there may be a significant wealth of evidence due to teacher witnesses. If a pupil is interviewed about an incident, an independent teacher witness will usually be present.

The School aims to provide support for any pupil who has been sanctioned for misbehaviour in order to help her understand what she did wrong and how to avoid similar situations in the future. In the Prep School, this support is provided by the class teacher or the Head of Prep, and in the Senior School it is provided by the form tutor or Deputy Head, Health & Wellbeing.

Members of staff who are involved with the day-to-day care of pupils who have been bullied will offer them reassurance as part of the plan of action that will be devised to combat the bullying. This plan of action, which will address the requirement for counselling advice and general support, will have been discussed with the pupil in consultation with her parents/carers.

Changing the attitude and behaviour of those involved in bullying behaviour will form part of the plan of action. This plan is likely to include counselling advice, behaviour management and general support. However, the School recognises that appropriate sanctions will also have to be used against those involved in bullying behaviour.

In the event of disclosures about child-on-child abuse all children involved, whether perpetrator or victim, will be treated as being 'at risk' and therefore will be dealt with in line with the Child Protection policy.

In the event of concerns about a pupil becoming radicalised, consideration will be given to the local authority Channel process. In Cornwall this process is coordinated by the Prevent Panel.

## **6. Corporal Punishment and the Use of Reasonable Force**

Corporal punishment is illegal under the School Standards and Framework Act 1998. Corporal punishment is never to be administered by anyone at the School, including staff, pupils and volunteers. This prohibition applies both within school and to activities taking place beyond the school premises.

Corporal punishment must never be threatened by staff.

The use of reasonable force is only permissible when a child is in imminent danger of inflicting an injury on herself, on another or on property, and then only as a last resort when all efforts to defuse the situation have failed.

For further details, see the School's Use of Reasonable Force Policy. Any use of reasonable force will be recorded on Pass/3Sys. Where a member of staff has had to use reasonable force, the parents/carers of the pupil will be informed on the same day.

## **7. BOARDERS' BEHAVIOUR WHEN IN THE CHARGE OF THE SCHOOL including when outside of the school and online**

Boarders are expected to follow all school rules during the school day.

Boarding houses are seen as home and therefore behavioural issues within the boarding environment are dealt with 'in-house' and rarely do sanctions take place in school time.

Minor offences are normally dealt with by talking to the pupil and agreeing strategies for improvement in a positive way.

Persistent offences result in loss of privileges or proportionate sanctions. For example:

- confiscation of mobile phone or other screens
- 'conduct marks' culminating in a week's early to breakfast once three are received (for being late to meals)
- not being allowed into town
- loss of other privileges such as being allowed to cook at the weekend

Serious offences result in Gating.

Boarders are expected to adhere to the aims and principles of boarding at all times, including:

- Treat everyone with respect and as an individual
- Take care of each other and respect each person's right to privacy
- Allow fellow boarders to work, play, and relax free from abuse, intimidation, harassment, teasing and bullying

Boarders are expected to be mindful that they are representing the school at all times when out in town and should behave accordingly.

All pupils are forbidden to smoke and vape within the school rules. Boarders caught smoking or vaping on the school site can expect to face sanctions as outlined in the school's no smoking policy. Boarders seen smoking or vaping whilst offsite in boarding time will be sanctioned as appropriate within boarding.

Boarders must follow UK laws regarding alcohol consumption. If any alcohol is brought on site or evidence of alcohol misuse is discovered, this will be dealt with firmly and in line with school procedures.

The taking, supplying, or possession of drugs as defined in the school's drugs and substances policy is strictly prohibited. If any drugs or evidence of drug misuse is discovered, this will be dealt with firmly and in line with school procedures.

Boarders should connect to the internet at school via the school network and not through 3G, 4G or 5G. Boarders are expected to follow the school's acceptable use policy at all times. Boarders are expected to be mindful of their online actions and image, and this is covered in PSHE and more informally in the boarding houses. Any incident of cyberbullying involving a boarder will be dealt with following the procedure in the anti-bullying policy.

## **8. Malicious Allegations against Staff**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headmistress will consider whether to take disciplinary action in accordance with this policy. Where a parent/carer has made a deliberately invented or malicious allegation, the Headmistress will consider whether to require that parent/carer to withdraw his/her daughter(s) from the School on the basis that they have treated the School or a member of staff unreasonably.

## **9. Fundamental British Values**

The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Discriminatory or extremist opinions or behaviour will be challenged as a matter of routine. Where the School has any concerns about a pupil being radicalised or involved in extremist or terrorist activities, the School will report the matter to the Police immediately.

## **10. Record Keeping**

The School records cases of serious misbehaviour on iSAMS and SharePoint. Serious misbehaviour is defined as misbehaviour which resulted in one of the following sanctions being applied:

- Gating or internal suspension;
- Temporary exclusion (suspension);
- Permanent exclusion.

In addition, misbehaviour which results in sanctions being imposed either in school or in the boarding house will be recorded on the School's management information system, Pass/3Sys.

## **11. Communication with Parents/Carers and Other Agencies**

Parents/Carers of Prep School pupils are informed when any sanction other than a reprimand or warning is applied to their daughter. In most cases the information is conveyed face-to-face by the class teacher. In the Senior School parents/carers will be informed when a conduct mark is given and will be fully informed of all other sanctions, unless we believe that this is not in the best interests of the child.

The Headmistress will meet with parents/carers or speak to them by telephone, before applying a sanction of temporary or permanent exclusion. See Appendix 1 for the School's Exclusions Policy.

An incident of misbehaviour will be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer any significant harm. In such a situation, the DSL will contact the MARU for advice and to determine whether a referral should be made. See the School's Child Protection and Safeguarding Policy. It should be noted that any member of staff is able to contact the MARU directly, if he/she has a concern about a child.

Where misbehaviour involves a criminal act, the School will consider reporting the incident to the Police.

When a pupil makes a transition to another school or college, the School will pass on the sanctions record when requested and provide it without request if the seriousness of the record warrants it.

## **12. Review**

This policy is reviewed regularly.

The policy will also be reviewed, if:

- New legislation is published or existing legislation is updated;
- New guidance is published or existing guidance is updated;
- Research or an incident suggests that a review may be required.



# Appendix 1: Exclusions Policy

## 1. Underlying Principles

Truro High School is a caring community committed to equal opportunity for all. It is felt that exclusions of pupils from the School, whether permanent or temporary, are damaging to the school community. Consequently, a pupil will only be excluded when other strategies and sanctions have not been effective over time, or when there has been a single, clear and serious breach of discipline, or if allowing the pupil to remain in the School would seriously harm the education or welfare of the pupil or other pupils in the School, in the short or long term.

## 2. Objectives

This policy has been compiled to provide all staff, pupils and parents/carers with a transparent framework of the procedures used when dealing with a situation in which a pupil will, or may, be excluded.

## 3. Guidelines

For the purpose of definition, a pupil may be excluded if:

- She has committed a serious disciplinary offence;
- She is accused of a serious criminal offence;
- For medical reasons, her presence in the School represents a serious risk to the health and safety of pupils and staff;
- She has ignored repeated warnings and minor punishments for repeated more minor offences;
- Her parent/carer has behaved unreasonably (as outlined in the Parent Contract).

Examples of serious disciplinary offences include the following (non-exhaustive) list:

- Theft (which includes unpermitted 'borrowing' from a locker, etc.);
- Bullying, verbal or physical;
- Smoking or consuming alcohol;
- Sexual impropriety;
- The abuse of drugs, aerosols or solvents, 'legal highs', etc.;
- The misuse of motor vehicles;
- The misuse of email/internet/school computing facilities;
- Tampering with fire prevention systems;
- The refusal to accept the authority of the Headmistress or staff.

Repeat temporary exclusions (suspensions) will be liable to a final warning of permanent exclusion, or an immediate permanent exclusion depending on the nature of the offence.

There are occasions when, at the Headmistress's discretion, it is considered preferable to administer a suspension internally, during either term time or the school holidays. An internal suspension is recorded as a suspension and is considered equally serious. An internal suspension will never be used if the pupil's presence in school represents a serious risk to the health and safety of pupils and staff.

## 4. Procedures

### *4.1 Circumstances*

The exclusion of a pupil is an extreme sanction and is only administered by the Headmistress, or, in her absence by whomever is deputising.

### *4.2 Investigation and decision*

A pupil may be suspended pending an investigation, as a neutral act, if there is a possibility that her remaining in the School may compromise the welfare of other pupils. Except in the case of a neutral suspension, a thorough investigation will precede exclusion. All evidence will be carefully assessed and

collated. Records will be kept of all exclusion proceedings. In addition, a pupil will always be allowed and encouraged to give her account of events.

In the case of an incident in which the pupil may be excluded for five days or more the decision will be made after a hearing at which the evidence will be presented, and the pupil, and her parents/carers will have an opportunity to respond.

#### ***4.3 Communication***

In the event of exclusion, the relevant pupil's parents/carers will always be informed immediately, first by telephone, and then by email, if a face-to-face meeting is not possible. All exclusion details should be kept as confidential as possible. The Chair of Governors will always be informed of any procedures, which does, or may, result in an exclusion of more than five days.

The Headmistress may arrange an interview with the parents/carers of an excluded pupil when the pupil is to return to school. Any excluded pupil will be required to meet with the Headmistress at the end of the defined period.

Any pupil who is permanently excluded will not be removed from the school register until the appeal process has been completed.

#### ***4.4 Parameters***

The Headmistress may exclude a pupil if the pupil was outside school and not on school business, if there is a clear link between their behaviour and maintaining good behaviour and discipline amongst the school body as a whole. See Section 2 of the Behaviour Policy for full details of parameters.

#### ***4.5 Removal***

The Headmistress is entitled to discuss with parents/carers the removal of their daughter when the behaviour or performance of the pupil is unsatisfactory, or the health and safety of pupils and staff will be put at risk, and that it is in the best interests of the pupil and/or the School. A parent/carer's decision to remove a child may avoid a permanent exclusion. There is no right of appeal following a removal.

#### ***4.6 Support***

The School will seek, as far as is possible and practicable, to support a pupil who has been temporarily excluded from school with the setting of work. In the case of a permanent exclusion or removal, the School will seek to support the pupil, and family, as far as is possible and practicable with transfer arrangements to a new school, and with reconciliation, if necessary.

#### ***4.6 Fees***

See the Parent Contract. No refund of fees will be made but in the case of removal or permanent exclusion, no fees in lieu of notice will be required.

### **5. Appeals against Exclusion**

#### ***5.1 Right of appeal***

A parent/carer who is dissatisfied with the decision of the Headmistress to exclude his/her daughter has the right of appeal.

The process for appeal against permanent and temporary exclusions is outlined below. In the case of a temporary exclusion of five days or fewer, parents have right to a written determination, but not a hearing, though one may be granted at the discretion of the Chair of Governors.

During the period of appeal, the School will continue to take responsibility for the education of the excluded pupil and may permit her to return to school. A decision on return to school is at the discretion of the Headmistress and will consider the possible impact on the school community.

#### ***5.2 Notice of appeal***

A written notice of appeal must be delivered to the Headmistress within 10 school days of the date upon which the decision took effect or, if later, the date of receipt of the letter confirming the decision.

Under exceptional circumstances, the Chair of the Governors may allow an appeal requested later than as set out above. The decision of the Chair whether to allow such an appeal is final.

The notice of appeal must:

- Set out all the reasons why the parent/carer considers the decision to be wrong;
- Have attached all documents on which the parent/carer intends to rely upon

The Headmistress shall have complete discretion whether to implement or defer implementation of the decision to exclude permanently pending the outcome of any appeal.

### ***5.3 Headmistress's response***

The Headmistress shall deliver a copy of the notice of appeal to the Clerk to the Governors at the earliest opportunity.

The Headmistress shall send her response to the Clerk and to the parent/carer within 10 school days of their receipt of the notice of appeal.

### ***5.4 Hearing or written determination***

If the parent/carer wishes to have an oral hearing of the appeal, the parent/carer shall give written notice to that effect to the Clerk within 5 school days of his/her receipt of a copy of the response by the Headmistress.

If no such notice is given, the Appeal Panel (see below) may determine the appeal based on only the documents provided by both parties.

### ***5.5 Appeal Panel***

The Clerk to the Governors shall, within 5 school days of his/her receipt of a copy of the response by the Headmistress to the notice of appeal by the parent/carer, ask the Chair of Governors to appoint a panel of two governors and a person independent of the running of the School to determine the appeal. The Chair will appoint one of these members of the Appeal Panel as Chair of the Appeal Panel.

No Governor shall be eligible to serve on the Appeal Panel who has had previous involvement in the decision to exclude. If the Chair of Governors has been involved in the case, the task of appointing the Appeal Panel will rest with the Vice Chair of Governors.

### ***5.6 Appeal Hearing***

The Clerk to the Governors shall give the Headmistress and the parent/carer not less than 5 days' notice of the date, time and place of the Appeal Hearing, whether it is to be determined by oral hearing or upon the basis of the documents alone.

In the case of an oral Appeal Hearing, the procedure that the hearing follows shall be at the discretion of the Appeal Panel and (unless the Appeal Panel otherwise determines):

- The Appeal Hearing shall be in private and everything said at the Appeal Hearing shall be confidential;
- Neither the parent/carer nor the Headmistress will be entitled to put before the Appeal Panel any document which did not accompany the notice of appeal or the response;
- Neither the parent/carer nor the Headmistress will be entitled to call any witness to give oral evidence before the Appeal Panel without the express agreement of the Appeal Panel;
- The parent/carer and the Headmistress, with the prior approval of the Appeal Panel, may each be accompanied and assisted by another person who undertakes to respect the confidentiality of the Appeal Hearing but who shall not have the right to address the Appeal Panel;
- The parent/carer will first explain his/her case, the Headmistress will respond, and the parent/carer will have the opportunity to deal in reply with any new material raised by the Headmistress, before the Appeal Panel retires to consider and make its decision;
- The Appeal Panel may return after retiring to question either party as required before retiring again to make its decision.

The Clerk to the Governors may advise the School prior to the Appeal Hearing, but after commencement of the Appeal Hearing shall take no part in the appeal save that, he/she may advise the Appeal Panel on matters of procedure and shall minute the appeal and the subsequent decision of the Appeal Panel.

***5.7 Delivery of appeal decision***

The Clerk to the Governors shall write to the parent/carer within 7 days of the Appeal Hearing, with a copy to the Headmistress, setting out the Appeal Panel's decision.

The Appeal Panel may make its decision by a majority.

The Appeal Panel's decision shall be final and shall not be subject to further appeal.

***5.8 Unpaid fees***

An appeal relating to exclusion of a pupil from the School will not be entertained if any fees or other sums payable to the School under the contract are in arrears.

***5.9 Time limits***

Except in the cases of paragraphs 5.2 and 5.4 above, and subject to a decision by the Chair of Governors as set out in paragraph 5.2, a failure to comply with any time limit set out in this Appeal Procedure shall not invalidate or otherwise affect any act or decision.

Notices or documents sent by first-class post shall for the purposes of this Appeal Procedure be assumed to be received by the addressee on the day after posting, ignoring for this purpose Saturdays, Sundays and statutory holidays.

## Appendix 2: Senior School Sanctions

