

The Cornwall Independent School

BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE, SANCTIONS, AND EXCLUSIONS POLICY

This document which applies to the whole school, including the Early Years Foundation Stage (EYFS), is available on request, from the School Office, and can be made available in large print or other accessible format if required, from the School Office.

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope: This policy is a live document that is sensitive to our working practices and is subject to change according to the needs of The Cornwall Independent School (TCIS). All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force and other statutory and best practice documentation cited in this document.

Monitoring, Review and Adaptation: The text of this policy is **necessary** and proportionate to meet the needs of The Cornwall Independent School, supporting those who work with our pupils, **making clearer** the responsibilities of school staff, volunteers, proprietor and the Governing Advisory Body. These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Governance Advisory Body is committed to regularly reviewing and updating our policies to ensure they remain relevant and effective in supporting our school's mission and values, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

The Policy Owner is Miss Louise Adams & Miss Jayne Chapman, supported by the Education and Compliance Officer.

Reviewed: September 2026

Next Review: September 2027 (or sooner, to reflect any material change in statutory or best practice requirements)



Miss Louise Adams
Headteacher

Aims: In accordance with the Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (32) (3) (a) of the Education (Independent School Standards) (England) Regulations 2015 all independent schools are required to have policies on pupil discipline and exclusion, which are to be made available to all parents and prospective parents. This Policy has been developed upon the document [Behaviour and in Schools \(2024\)](#).

The Cornwall Independent School is committed to promoting and encouraging positive behaviour throughout the school. In any well-run community there must be underlying discipline and if the pupils are well directed and purposeful the discipline, whilst being ever present, is not overtly obvious – more of an emphasis on self-discipline. The school rules are based on respect, accountability and concern for others. Our Golden Rules, see appendix 1, are displayed clearly around school, for all to follow. We feel they promote a sense of community and collective responsibility. In having rules, we hope to ensure the health and safety of the children whilst providing a happy and stable environment for all staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

The purpose of this policy is to:

- Show how the school promotes good behaviour, self-discipline and respect;
- Provide a clearly defined outline of how pupils are expected to behave;
- Aid all staff in the management of behaviour, including teaching assistants and ancillary staff;
- Outline the systems of rewards and sanctions which have been agreed relating to behaviour;
- Identify the roles and responsibilities of people in our school community.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Expectations of good behaviour are high, and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. The school's intention is to promote good behaviour as a priority, encouraging restorative justice wherever possible, and using sanctions only where absolutely necessary.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. The spirit of the school's approach is to be positive when and wherever possible, believing that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Rewards will always have a greater effect on influencing behaviour than sanctions. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school recognises and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. The school aims to provide:

- good adult role models who demonstrate caring, co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining good discipline.

Legislation and statutory requirements: This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools, 2024](#)
- [Searching, screening and confiscation at school, July 2023](#)
- [The Equality Act 2010](#)
- [Restrictive Interventions, including use of reasonable force, in schools April 2026](#)

- [Keeping Children Safe in Education, 2026](#)
- [Statutory Framework for the Early Years Foundation Stage \(EYFS\) – effective 1 September 2026](#)
- [Working Together to Safeguard Children, 2026](#)
- [Special Educational Needs and Disability \(SEND\) code of practice, Updated September 2024](#) .

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014: paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

Our School Ethos: The Cornwall Independent School has an ethos to provide an environment that will foster and develop a loving, caring community where everyone feels respected and valued, as included in our mission statement. The Cornwall Independent School also supports SMSC, British Values, The Prevent Strategy for Schools and the UN Convention on the Rights of the Child. The school focusses on rewards and praise rather than criticism and sanctions. The school's policies reflect the highest moral standards and, in particular, bullying or anti-social behaviour will not be tolerated. However, it is acknowledged that problems are likely to have underlying causes, which will be taken into account and which the school will do its best to counter.

The pupils receive rewards in the following way:

Rewards:

- Praise and reinforcement of positive behaviour
- Classroom rewards, class teacher specific based on age.
- House Points
- Gold Cards – Resulting in book prizes
- Special responsibilities/privileges
- Golden Book reporting and celebrating good behaviour from pupils
- Recognition of outstanding work in the weekly newsletter
- Displaying examples of good work, commitment and behaviour in class around the school.
- Special mentions in assemblies for a variety of achievements
- Primary Star of the week
- Secondary Celebrations
- End of term rewards
- End of year prize giving ceremony

House System: All pupils are allocated to one of the three school Houses upon entry to The Cornwall Independent School, the children become involved in individual and team effort in all aspects of the life of The Cornwall Independent School. The House with the highest number of House Points will be rewarded each term.

Sanctions: When necessary, a pupil will be disciplined in line with this policy. Staff will take into account the individual pupil and may use one or more of the following sanctions in response to unacceptable behaviour that does not reflect the school ethos.

- Verbal warning/discussion of behaviour.
- Reminder of rules and redirection, use of distraction techniques with EYFS
- Loss of part of break, to be supervised (amount of time depends on age of student).
- Pupil will be referred to the Headteacher if appropriate (consideration of age and action)
- Time out to allow a child to calm down under supervision.
- Behaviour noted in Student Behaviour Log on CPOMS.
- Outstanding homework to be completed under supervision during break/lunch or after school.
- A letter of apology or alternative task to be completed.
- Pupil may be removed from the classroom and expected to complete classwork under supervision of Headteacher or other members of Senior Leadership Team.

- Loss of privileges for a secondary student
- Behaviour plan may be initiated for example: a pupil may be put on report.
- Parents/carers are informed by phone or letter and the reasons for use of sanctions explained.
- Exclusion

Pupils will be sanctioned according to their age and the severity of the misbehaviour. Our behaviour steps and consequences outline possible misbehaviours and their likely consequence.

Misbehaviour may include, but is not limited to:

- incorrect uniform;
- disruption in lessons, in hallways, and at break and lunchtimes;
- non-completion of classwork or homework without just cause;
- unacceptable attitude;
- disrespecting school or other's property.

Serious misbehaviour may include, but is not limited to:

- verbal or physical aggression;
- absconding from lesson/ school;
- fighting/ striking another child;
- bullying/ threatening another child;
- sexual assault;
- serious Vandalism of school property or other's property;
- theft;
- discriminatory comments including race, disability, religion, culture or gender;
- breaking the age-appropriate ICT "Acceptable Use" forms;
- using obscene language;
- malicious accusations/ insolence towards staff.

See appendix 3 for our behaviour steps and consequences.

Bullying: Bullying by staff members or students is not tolerated at The Cornwall Independent School. We take any form of bullying very seriously. *(Please see our Anti-Bullying Policy).*

Roles and Responsibilities:

Headteacher: It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher will ensure that the school environment encourages positive behaviour and that all staff deal effectively with poor behaviour.
- The Headteacher keeps records of all reported serious incidents of misbehaviour through CPOMS.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.
- The Headteacher has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The Headteacher liaises with external agencies, as necessary.

Staff: We familiarise new staff members with the school's behaviour policy and the reward and sanction steps.

- It is the responsibility of all Staff members within the school community to implement the behaviour policy consistently.
- All staff, including Teaching Assistants and Mealtime Assistants, have a responsibility to maintain good discipline.

- All members of staff should ensure that he or she is aware of current legislation, research and philosophy on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- We recognise that codes for interacting with other people may vary between cultures. Staff should be aware of and show respect to all members of the school community.
- We require all staff to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

Parents: We work in partnership with parents, promoting and celebrating positive behaviour and highlighting behaviour concerns. We work with parents to address recurring unacceptable behaviour, using observation and tracking on CPOMs to help us to understand the child and to decide jointly how to respond appropriately. Parents are involved at the earliest possible stage if problems persist or recur.

Parents are expected to:

- Work collaboratively with the school, so children receive consistent messages about how to behave at home and at school.
- Support their child in adhering to the school rules as shared in the school prospectus.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Support their child's learning and co-operate with the school, as set out in the home-school contract.

Pupils: Pupils are expected to take responsibility for their own learning and will be made fully aware of the school rules, procedures and expectations. Every pupil's voice matters and their views taken into account through school councils, assemblies and form time. Their opinions are considered when creating rules, rewards and consequences.

Pupils are expected to:

- demonstrate good manners;
- follow the school ethos in their everyday behaviour and attitude;
- wear the correct uniform at all times;
- behave in a way that allows all members of the school community to feel safe;
- behave in a manner that allows all pupils to learn;
- refrain from behaving in a way that brings the school into disrepute, inside and outside the school gates;
- accept the sanctions and reflect on the consequences of their actions if behaviour is inappropriate.

School Rules: Rules are created to keep the school community safe, harmonious and to allow learning to take place. We speak with the pupils about rules and conventions and encourage them to take responsibility for their own actions and for one another. Children are given clear guidance as to what is and is not acceptable behaviour, so that they can develop their own moral code. Rules are displayed in classrooms and communal areas around the school.

Treatment rules: It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism are acceptable.

Safety rules: These cover the use of equipment, protection of property, and safe behaviour in certain classes or contexts. Specific rules are in place for science, food technology and physical education. The safety of pupils and staff is of paramount importance.

Learning rules: This rule concerns the learning climate. It covers how a child should behave at his or her desk, the procedures for getting help from the teacher whilst working, what to do if finishing work before others and the bringing of appropriate equipment to class. Class teachers will have their own set of rules which are shared with their pupils, and these are age appropriate.

Environment rules: All children should be encouraged to show care and respect for the school environment and for the property of others. Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage. Children are responsible for their property and should avoid bringing valuables or cash to school. Children are also advised to hand in watches and other valuables to Staff during games sessions.

In particular no items of monetary or sentimental value should be taken to off-site P.E. activities and individual guidance should be followed regarding valuables on school trips and residential courses.

Behaviour Management: In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired.

The Headteacher has "Headteacher's Award" stickers which can be given to any deserving child sent to her - be it for behaviour or work. **Care will always be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.**

Children should be encouraged to accept responsibility for their own behaviour. The consequences of any misbehaviour should be logically related. We employ each sanction appropriately to each situation. It is never an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the teacher or staff member will stop the activity immediately and prevent the child from causing harm by removing them from the situation for a period of time as is deemed necessary. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible.

Unacceptable behaviour is:

- that which can damage/hurt (in *any* way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and children to learn.

Our rules are deliberately few in number and are stated positively and clearly. Children should always be aware of why they exist. The Cornwall Independent School Rules should be well-known to all and reinforced consistently.

Behaviour outside school: Pupil's behaviour outside school, on school trips and sports fixtures, is subject to the school's behaviour policy. Inappropriate behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils make residential visits, which acknowledges that in cases of serious misbehaviour they will collect their child from the venue. Any pupil found to show misbehaviour outside the school gates, such as pupils travelling to and from school or any time when the pupil is wearing the school uniform, will be subject to proportionate disciplinary measures. External misbehaviour includes behaviour that could have adversely affect the reputation of the school, pose a threat to another pupil or member of the public or have repercussions on the orderly running of the school.

Strategies for supporting children in EYFS:

- When younger children behave in unacceptable ways, we recognise that strategies for supporting them need to be developmentally appropriate and differ from those used for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger and distress, and require sensitive adults to help them do this.
- Common unacceptable behaviours of children include tantrums, biting and fighting. We require staff to be calm and patient, to offer comfort to intense emotions, to help children manage their feelings and to talk about them to help resolve issues and promote understanding. If a young child harms another child in our care (e.g. biting) we inform both sets of parents immediately and record this on CPOMs and in the first Aid Log.
- We recognise that young children often engage in play that has an aggressive theme, such as superhero and weapon play. We understand that such play is not necessarily a precursor to hurtful behaviour or bullying. If the child's behaviour is inconsiderate or impacting on the enjoyment of others, then the situation will be addressed and discussion about appropriate play will follow.

- We recognise that themes in fantasy play often refer to 'goodies' and 'baddies' and as such offer opportunities for us to explore concepts of right and wrong. We are aware of the importance of tuning in to the content of children's fantasy play, perhaps to suggest alternative strategies for heroes and heroines, encouraging empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.
- The Headteacher will support the EYFS staff to maintain a consistent approach throughout the school.

Corporal punishment and restraint: In accordance with the Law the school does not use Corporal punishment.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*.

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event will be recorded on CPOMS. The headteacher and the child's parents will be informed on the same day.

Incidents of Physical Restraint must:

- always be used as a last resort;
- be applied using the minimum amount of force;
- never be used as a form of punishment;
- be used in a way that maintains the safety and dignity of all.

Restrictive Interventions – Including reasonable force and seclusions: The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe. Restrictive interventions are a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil, including both physical and non-physical actions aimed to restrain pupils in different ways. This may also include a child being secluded to support with their self-regulation. Any 'Reasonable Force' used in these circumstances means 'using no more force than is necessary for the least amount of time'. We follow the latest DfE guidance "[Restrictive Interventions, including use of reasonable force, in schools](#)".

All staff will follow our behaviour policy, and all pupils are encouraged to follow these expectations to reduce the need for 'restrictive interventions.' Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour. For full details, please see our Restrictive Interventions Policy.

Search and confiscation: Searching pupils and confiscation of items is conducted in line with the DfE's latest guidance on searching, screening, and confiscation. Staff and parents are asked to refer to this document for further details (Searching, Screening and Confiscation in Schools 2022, DfE). The Headteacher and staff authorised by her has the right to confiscate, retain or dispose of a prohibited item, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

Power to search without consent for "prohibited items" includes:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- Vaping equipment;

- any article that has been or is likely to be used to commit an offence, cause personal injury to, or damage to property of, any person;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for e.g. phones during lessons.

Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the school to decide if and when to return a confiscated item.

Conducting a Search: When conducting a search, staff must be the same sex as the pupil being searched. An additional member of staff should act as a witness. They should be, where possible, the same sex as the pupil being searched. An exception to this rule is if it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not possible to summon another member of staff. The teacher must use their professional judgement in each case to decide what constitutes reasonable grounds for suspicion. This may be after observing suspicious behaviour or after hearing other pupils talking about a prohibited item.

Artificial Intelligence (AI): Our school recognises that generative artificial intelligence (AI) tools, such as Google Bard and ChatGPT, have many uses. These include enhancing teaching and learning and helping to protect and safeguard pupils. However, it is crucial that we are aware of the risks carried by AI; for example, facilitating abuse in the form of bullying or grooming, and exposing pupils to harmful content. This could be in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. It is important that all staff are aware of the risks posed by AI tools, and that risk assessments are carried out for all new AI tools used by our school. Any use of AI to access harmful content or bully pupils will be treated in line with this policy and our anti-bullying (countering bullying) policy.

Duties under the Equality Act 2010 (SEND)

In accordance with the Equalities Act 2010, the school acknowledges its legal duties with respect to safeguarding and special educational needs. Particular consideration will be given to those children with special educational needs or disability when considering behaviour, discipline and sanctions including exclusions. The school will take account of any special educational needs when considering whether or not to exclude a child. Children will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Differentiation is made in our behaviour policy, and further steps could include behaviour modification strategies and requesting external help with the child. Adjustments will be made according to the children's specific needs. All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

Pupil Support including Pupil's with special educational needs and disabilities: The Cornwall Independent School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. As a consequence, our approach to challenging behaviour may be differentiated to cater for the individual needs of the pupil.

Our small class sizes and family ethos allow teachers to build good relationships with the individuals within their class. We use our knowledge of the individual children to support our behaviour systems.

The school must take account of any special educational needs when considering whether or not to exclude a pupil. There is a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include:

- Developing strategies to prevent the pupil's poor behaviour;
- Requesting external help to meet the needs of the pupil;
- Staff training.

The SEND coordinator may be asked to support staff members with developing strategies for dealing with pupils who are exhibiting challenging behaviour. Where necessary teachers will seek advice from external practitioners such as educational psychologists. Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and

to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Exclusion: Ultimate sanctions at The Cornwall Independent School are Temporary Exclusion and Permanent Exclusion. Neither sanction is used lightly. Only the Headteacher has the power to exclude a child from school. If the Headteacher excludes a child, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Proprietor. The school informs the parents how to make any such appeal.

If the School commences an investigation which may lead to a fixed term temporary exclusion or to permanent exclusion, the Headteacher must inform the parent without delay. This will ideally be done by telephone, and the telephone call will be followed by a letter within one school day. The letter will include information about:

- the nature of the offence and the results of any investigation to date;
- that the sanction of a fixed term temporary exclusion or permanent exclusion may be imposed;
- the parents' right to state their case to the Headteacher, whom they should contact to do this, and the latest date that the parent may give a written statement to the discipline committee;
- the period of the Temporary Exclusion;
- the arrangements, such as setting work, to allow the child to continue their education during the Temporary Exclusion.

If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period Temporary Exclusion or to convert it into a Permanent Exclusion, the Headteacher will write again to the parent with the reasons for this decision.

Appeals: Parents are entitled to appeal to the school against an exclusion. A letter stating the intention to appeal should be sent to the school proprietor or Governance Advisory Board. A hearing will be set up as quickly as possible, but within ten days at the latest.

Continuing education: If a pupil is excluded for a fixed period of time, we will continue to provide work for that pupil to complete at home. This will be sent via email or by Google Classroom - our online learning platform. The school will work with the pupil and parents to support their return to school.

Pupil Transition: We work as a team to aid progression of classes through the school. Staff will share details of pupil's needs and abilities with their new teacher and highlight any specific behaviour issues or techniques which work well to support pupils. Pupils have a transition morning where they visit their new teacher and begin to familiarise themselves before they move to the new class. To ensure continuity and support for pupils who are moving on from our school, we will share information relating to learning needs and behaviour with new settings. We discuss any behavioural issues in our safeguarding section of the staff meeting in our weekly staff meetings so that everyone is aware and can be consistent in their approach.

Staff training: Staff regularly discuss behaviour management and strategies in staff meetings. They share methods that work effectively with specific pupils and share good practice.

Equal opportunities: In accordance with the equalities act 2010 the school uses reward and sanctions fairly and consistently to ensure all pupils have the opportunity to feel safe and learn at The Cornwall Independent School.

CPOMS (Child Protection Online Monitoring System) is an online platform used by our school to help safeguard children. It allows staff to securely record, manage, and monitor any concerns about a child's well-being, including issues like safeguarding, child protection, behaviour, and welfare. The system ensures that all concerns are logged in one place, providing a clear and detailed record for the school. This helps staff track patterns or recurring issues and enables early intervention where needed. Only authorised staff members can access the information, ensuring confidentiality and data security.

For parents, CPOMS provides reassurance that the school has a professional and systematic approach to safeguarding. Whether it's tracking attendance issues, recording of a medical condition, or addressing more serious concerns, the system

helps our schoolwork efficiently to support children's safety and well-being. By keeping detailed and secure records, CPOMS also helps schools collaborate effectively with external agencies, such as social services or health professionals, if further support is needed. While parents do not access CPOMS directly, the system ensures schools are proactive in safeguarding all children and addressing concerns promptly.

Guidance on Specific Behavioural Issues:

Child-on-child Sexual Violence and Sexual Harassment (Please see our Safeguarding – Child Protection Policy)

Following any incident or report of child-on-child sexual violence or sexual harassment offline or online, staff will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE 2026). Staff make it clear to all children that sexual violence and sexual harassment are never acceptable, will not be tolerated and that children whose behaviour falls below expectations will be sanctioned. All staff are aware of the importance of challenging all inappropriate language and behaviour between children. Our school does not normalise sexually abusive language or behaviour by treating it as 'banter' and rejects the idea that it is an inevitable fact of life or an expected part of growing up.

Zero Tolerance Approach to issues of Sexual Harassment and Sexual Violence: The School stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, we follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed.

The School is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals. We are opposed to any form of open, or concealed, racism or racist behaviour. All children, staff and parents have a right to be treated equally regardless of ethnic origin or skin colour. We encourage children to accept responsibility for their own behaviour. Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Headteacher is to be informed.

Behaviour Incidents Online (Please see our Anti-Bullying Policy (Including Cyber Bullying): Our school makes it clear to children that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour – including following the principles set out in Keeping Children Safe in Education (2026) and our Child Protection Policy as appropriate.

Mobile Phones: Children are not permitted to use mobile phones on school premises or in the course of the school day, and parents are discouraged from providing their children with mobile devices to bring into school. In the event that a child brings a mobile device to school, they must hand it in to the school office for safe keeping until the end of the day.

Suspected Criminal Behaviour: In cases when a member of staff suspects that children are being exploited for criminal activities, the school will make an initial assessment of whether an incident should be reported to the police. These initial investigations should be fully documented, and the school will make every effort to preserve any relevant evidence. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping Children Safe in Education (KCSIE 2026), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead including reports of child-on-child sexual violence and abuse, following guidance in KCSIE 2026.

Countering Unacceptable Behaviour: It is recognised that behaviour problems in our school environment are significantly reduced by:

- Interesting, well prepared, appropriately resourced and relevant activities
- Clarity and consistency of expectations and consequences
- Early involvement of relevant key personnel when problems arise
- Building positive relationships with mutual respect between staff & children

The Rights and Responsibilities of Children: Our school believes that as a child you have the right:

- to develop to your full potential in every area of school life;
- to be treated fairly and with respect.

As part of these rights, children should recognise the following responsibilities:

RIGHTS	RESPONSIBILITIES
I have the right to be safe	I have a responsibility to make the School safe by not threatening, hitting or hurting anyone
I have the right to an education	I have a responsibility to co-operate with teachers, classroom support staff and other children to make sure that lessons proceed smoothly I should not behave in a way that will interfere with the other children's right to learn I have a responsibility to attend classes regularly and to arrive at lessons on time I should adhere to the school dress code
I have a right to be treated with understanding	I have a responsibility to treat others with understanding – not to laugh at others, tease others or try to hurt their feelings by name calling I should help other members of the school, particularly those who are new or younger than me
I have a right to be treated with respect and politeness	I have a responsibility to treat others politely and with respect I have a responsibility to respect the authority of teachers and learning support staff If necessary, I have a responsibility to disagree without being disagreeable
I have a right to expect my property to be safe	I have a responsibility not to steal, damage or destroy the property of others
I have a right to be taught in a pleasant school environment which does not put me at risk	I have a responsibility to take care of the school and its resources I have a responsibility to inform staff about any damaged equipment or fittings I accept that adults may more easily see dangers and I will comply with their instructions I have a responsibility to report others I see damaging school
I have a right to enjoy a healthy lifestyle while I am at School	I have a responsibility not to bring tobacco or other nicotine products, alcohol or drugs into school

The Right to Learn in a Calm and Undisrupted Atmosphere: Children should move around the school calmly and quietly. Homework and the date for handing it in should be written down in the homework diary. All work submitted should reflect a child's best efforts. Work that is badly presented or well below a child's capabilities is unacceptable and may be returned to the child in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden. Children will only be acknowledged and given the right to speak if they first raise their hand. Mobile phones are discouraged in school and there must be no misuse of mobile phones. Children are expected to use the internet in a sensible manner

Members of the School must not:

- bring pen knives or potentially dangerous objects, such as fireworks or cigarette lighters into school or on school journeys;
- damage property or write graffiti on school property. If damage is caused, because a child has disobeyed instructions, a charge will be levied;
- smoke or consume alcohol in the school or on school trips/journeys;
- bring or consume chewing gum in the school;
- bring any drugs (other than medication) into the school or on School journeys.

Our school is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

Children' Conduct outside the School Gates: Any child found to show misbehaviour or bullying outside the school gates (including children travelling to/from school, on an educational visit, wearing school uniform externally, or where a child can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Headteacher; will be subject to proportionate disciplinary measures. External misbehaviour includes behaviour that could have repercussions on the orderly running of the school, posing a threat to another child or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

Behaviour of Parents on/off the School Premises: It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises.

- Parents must on arrival at the school, report immediately to the School Office. They may not wander around the school premises unaccompanied, except during organized school events such as concerts, parents' evenings etc.
- Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary, with another member of staff. Complaints should be handled according to the Complaints Procedure.
- Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises.
- Parents may not meet class teachers when they are teaching and appointments must be made.
- If there is a court order against a parent seeing their child, the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called.
- A note must be written if a child has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The child is then signed out and back in again on return.
- Parents should not approach other parents on the school premises concerning external matters.
- Matters concerning children in the school should be handled objectively through the school and not solely between parents.

Parents should not send emails or make placements on social network or other websites that damage the reputation of the school/children/staff. Any email that is to be circulated publicly to parents other than for normal class business should be approved by the Headteacher first.

Staff Development and Support: We support our staff in managing and modifying children's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Managing Child Transition: We carefully manage the transition of our children throughout the school and the preparation for their senior school. A particular strength of our school is the relationship staff develop with the children. Because our staff team are in constant communication, any specific child support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management.

Support systems for children, parents and other agencies: In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. The School also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Malicious accusations: If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the child concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headteacher will temporarily or permanently exclude the child.

Appendix 1 – The Cornwall Independent School Golden Rules

OUR GOLDEN SCHOOL RULES

- Treat others as you would like to be treated
- Be kind, polite and caring to others
- Wear your uniform with pride
- Respect the school environment
- Always try your best

Appendix 2 – Friendly Reminders

FRIENDLY REMINDERS

In accordance with our behaviour and uniform policies please remember:

- Hair should be fully tied up throughout the school day.
- Uniform should be correctly worn at all times and pupils should be well presented.
- Always walk when inside the building.
- Hold doors open for others.
- Remember your manners- they are free.
- Coats should not be worn inside. Permission must be granted by the teacher in exceptional circumstances.
- Pupils should stay in their designated playgrounds.
- Pupils must ask permission before entering the school during break times.
- Pupils must not go into their classrooms before the start of the school day.
- Follow instructions from staff without questioning.
- Be respectful to all.
- Be prepared for learning- bring appropriate equipment to each lesson.
- Musical instruments are for lessons, not for break times.
- Phones should be handed into the office each day without being asked – pupils may access messages by going to the office.
- No jewellery other than a stud earring in each ear and a wristwatch (No smart watches to be worn in school)

Appendix 3 Support and sanctions steps

The Cornwall Independent School Behaviour and Consequences.

Rewards ➤ Praise and reinforcement of positive behaviour ➤ Classroom rewards, class teacher specific based on age. ➤ House Points ➤ Gold Cards – Resulting in book prizes ➤ Golden Book reporting and celebrating good behaviour from pupils ➤ Special responsibilities/privileges ➤ Recognition of outstanding work in the weekly newsletter ➤ Special mentions in assemblies for a variety of achievements ➤ Primary Star of the week ➤ Secondary Celebrations ➤ End of term rewards ➤ End of year prize giving ceremony
Step 1 Behaviours ➤ Inappropriate calling out. ➤ Distracting others e.g. fidgeting, talking, making noises etc. taking into consideration and SEND Issues ➤ Disrupting a lesson.
Step 1 Possible Consequences ➤ Verbal warning/discussion of behaviour. ➤ Reminder of rules and redirection, use of distraction techniques with EYFS ➤ Pupils should be encouraged to think about their behaviour and be ready to continue their learning
Step 2 Behaviours ➤ Persistent behaviours from level 1. ➤ Being rude to an adult/or another pupil. ➤ Refusing to comply with an adult's request. ➤ Making personal insults. ➤ Not attempting/completing homework. ➤ Low level unkind behaviour e.g. pushing, kicking pinching etc.
Step 2 Possible Consequences ➤ Loss of part of break (amount of time depends on age of student). ➤ Time out of the classroom, relocated to an alternative area with supervision. ➤ Pupil will be referred to the Headteacher if appropriate (consideration of age and action) ➤ Behaviour noted in Student Behaviour Log on CPOMS. ➤ Outstanding homework to be completed under supervision during break/lunch or after school.

Step 3 Behaviours

- Blatant refusal to comply with rules, refusing to do work or homework.
- Fighting.
- Swearing and other offensive name calling.
- Damaging property intentionally.
- Confrontational behaviour.
- Bullying.
- Stealing.
- Racial incidents.

Step 3 Possible Consequences

- Increase loss of break/Break time.
- Pupils kept in with supervision to complete work/homework that hasn't been done.
- Pupil is referred to Headteacher
- Head teacher will decide if a letter of apology or other task is to be completed.
- Pupil may be removed from the classroom and expected to complete classwork under supervision of headteacher or other member of Senior Leadership Team.
- Loss of privileges for an older student
- Behaviour plan may be initiated for example: a pupil may be put on report.
- Behaviour Incident Form filled out on CPOMs – a copy is kept on the student's file.
- Parents/carers are informed and the reasons for use of sanctions explained.

Step 4 Behaviours

- Repeated and persistent behaviours from level 3.
- One serious incident e.g. physical violence.

Step 4 Possible Consequences

- Pastoral support plan
- Internal exclusion/time away from class
- Fixed term exclusion
- Permanent exclusion

Links to other policies: This behaviour policy is linked to the following policies:

- Safeguarding (Child Protection) Policy
- Anti-Bullying Policy and Strategies
- Staff Behaviour Policy (Code of Conduct)
- Special Educational Needs and Disabilities Policy
- Online Safety Policy
- ICT Acceptable Use policies
- Single Equality Policy
- Positive Mental Health and Wellbeing Policy
- Physical, Social, Health and Economic Education
- Spiritual, Moral, Social and Cultural (SMSC) Development (including British Values).