



**CAMBORNE SCIENCE
& INTERNATIONAL ACADEMY**

Camborne Science and International Academy Behaviour Policy

Review

Reviewed on: 21 March 2024

Reviewed by: The Principal

Review Period: Annual





1. Purpose

- 1.1 The purpose of this policy is to create the environment, espouse the values, and develop the ethos that allows all members of the community within the Camborne Science and International Academy community to feel safe, valued and respected.
- 1.2 Camborne Science and International Academy believes that for high quality teaching and excellent student progress to be maximised, student behaviour needs to be excellent in all aspects of school and community life so that learning is free of disruption and distraction.

2. Policy

- 2.1 Camborne Science and International Academy will develop and maintain good behaviour and discipline in and out of school through clarity of expectations, simplicity of systems, investment in routines, and highly effective communication leading to positive working relationships.
- 2.2 Camborne Science and International Academy believes in equality of opportunity and will ensure that students are treated fairly, with respect, and with dignity at all times.
- 2.3 A safe learning environment, free from disruption and distraction, violence, bullying and any form of harassment will be provided for all within the school community. Instances of bullying will be dealt with within reasonable timeframes and in line with the following documents which can be found in the policy section of the school website:
 - anti-bullying policy
 - exclusion policy
- 2.4 Camborne Science and International Academy will encourage a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.
- 2.5 Camborne Science and International Academy will not tolerate behaviour or language that targets a student's gender, disability, national origin, religion, ethnicity or sexual orientation. ALL instances, including casual use of racist, homophobic, misogynistic, or ableist language, will be met with a zero tolerance response and the application of appropriate policies and procedures.



Homophobic, racist, ableist, and misogynistic attitudes, behaviours and language are not welcome within the trust.

2.6 A culture of praise and encouragement will be promoted in which all students can progress and achieve through Camborne Science and International Academy including, postcards, praise (house) points and phone calls home.

3. Responsibilities

3.1 It is the responsibility of the school's Governing Body to:

- Establish a procedure for the promotion of desired behaviour and keep it under review.
- Ensure this policy is non-discriminatory and is communicated to students and parents/carers.
- Support the school in maintaining high standards of desired behaviour of students and staff.

3.2 The Principal of each school is responsible for the implementation and day-to-day management of this policy and the related procedures.

3.3 It is the responsibility of all staff within the school to:

- Ensure that this policy and related procedures are followed and consistently and fairly applied
- Advise the Principal on the effectiveness of the policy and related procedures.
- Create a high quality learning environment.
- Promote positive behaviour patterns for learning.
- Know what is meant by reasonable force and when it might be required - as such all staff must read:- [Use of reasonable force DfE 2013](#)
- Ensure this policy is applied fairly, consistently and in accordance with the relevant legal frameworks
- Ensure the concerns of students are listened to and appropriately addressed.

3.4 Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents/carers to work in partnership with school staff to assist in maintaining high standards of



desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy or related procedures.

- 3.5 All students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. The curriculum includes opportunities for students to improve their understanding, for example, the Preparation for Life curriculum and On-line Safety curriculum.
- 3.6 The school will uphold the right to challenge and discipline any inappropriate behaviours 'outside the school gates' such as when:-
- taking part in any school-organised or school-related activity
 - travelling to or from school or
 - wearing school uniform or
 - students are in some way identifiable as a student at the school
- 3.7 The school will uphold the right to challenge and discipline any inappropriate misbehaviours at any time, whether or not the conditions in paragraph 3.6 above apply, that:-
- Could have repercussions for the orderly running of the school or
 - Pose a threat to another student or member of the public or
 - Could adversely affect the reputation of the school
- 3.8 Reasonable force. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.
- 3.9 It is the responsibility of the Principal to ensure the policy is known by staff and implemented on a consistent basis. This is done at Camborne Science and International Academy by Emma Haase, Principal through the following methods: CPD, daily briefings and staff reading the policy on an annual basis.



4. Rewards

- 4.1 A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral part of achieving this.
- 4.2 Rewards have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the related procedures.
- 4.3 Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

5. Consequences

- 5.1 Consequences are needed to respond to undesirable behaviour.
- 5.2 The range of consequences is clearly defined in the school's related procedures.
- 5.3 The school's related procedures make a clear distinction between the consequences applied for minor and major offences.

6. Searching, screening and confiscation

The Camborne Science and International Academy policy is based on the following DfE advice and Education Act 2018 (Screening, Searching and Confiscation):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Camborne Science and International Academy is allowed to search for any item with students' consent. Written consent is not required; a member of staff can ask students to turn out his/her pockets, remove outer clothing in order for the member of staff to examine the contents of their pockets or a member of staff can look inside the student's bags. The search will be carried out by two members of staff, with one member of staff being of the same gender as the student. If the student



prefers two members of staff of the same gender this will be arranged. A personal (outer clothing and possessions) search may be conducted for any prohibited item which has been identified in Camborne Science and International Academy's rules as a prohibited item.

The Principal and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the students may have any of the following prohibited items:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarette papers/smoking paraphernalia/vapes
- fireworks
- pornographic images.

Any item which the member of staff believes has been used, or may be used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the student).

As per the DfE guidance, Principals and other authorised staff are permitted to search for any items prohibited by the school's behaviour policy or any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury, or damage to the property of, any person (including the student).

The Principal and authorised staff can also search for any item banned by the academy within its behaviour policy (see above). The school has the right to retain, confiscate and destroy items found as a result of a student search where appropriate or where identified with the Camborne Science and International Academy behaviour policy. Members of staff can use such force as is reasonable given the circumstances when conducting a search for the item listed above and in line with DfE guidance:

[Use of reasonable force DfE 2013](#)

The school has the right to examine any data/files found on electronic devices where there is 'good reason' to do so. 'Good reason' includes data/files that have, or could be used to cause harm, to disrupt learning or break the school's rules. Camborne Science and International Academy has the



right to erase data where appropriate and will pass on any information/data/files that are related to a criminal offence to the police.

7. Suspensions and Exclusions

- 7.1 It is the responsibility of the Principal in each school to make decisions about suspension and exclusion. These decisions need to follow the suspensions and exclusions policy.
- 7.2 Governors will monitor suspensions and exclusions, particularly for vulnerable groups to ensure they are not disproportionately excluded or suspended from school.
- 7.3 The school will monitor the use of internal Reflection and report to governors each half term.
- 7.4 A reintegration conversation or meeting will follow each suspension and for those children with SEND, we will review the Graduated Response approach termly.

8. SEND and Reasonable Adjustments

- 8.1 Exclusions of students with EHCPs will normally only happen for cumulative incidents if a graduated approach to support the child has been followed.
- 8.2 Exclusions for one-off serious offences of students with EHCPs can be considered by the Principal. The Principal must assess if the support detailed in the EHCP has been provided and, if not, could this have prevented the serious one-off incident.
- 8.3 Reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND reviews in line with the Graduated Response Procedure.
- 8.4 Some students may need additional scaffolding in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SENDCO.
- 8.5 In the context of this policy, a child is considered to have SEND if he or she:



- a. has difficulties in learning which are significantly greater than the majority of other students of the same age; or
- b. has a disability which prevents or limits them from accessing the curriculum; or
- c. has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, Camborne Science and International Academy will do all it can to ensure that the student receives appropriate support.

The Trust is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient consequence for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for Camborne Science and International Academy on the facts of the situation.

A Graduated Response will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

Camborne Science and International Academy will, as far as possible, anticipate likely triggers of misbehaviour for students identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- e. adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher;
- g. training for staff in understanding conditions such as autism.

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support services such as counsellors and Mental Health Support Teams, can help to inform



effective implementation of this policy.

9. Related Policies, Procedures and Documents

9.1 Camborne Science and International Academy Home School Agreement

9.2 Camborne Science and International Academy Safeguarding and Child Protection Policy

9.3 Camborne Science and International Academy Uniform Policy

9.4 Camborne Science and International Academy Exclusion Policy

9.5 Behaviour and discipline in schools' DfE 2016

9.7 [Use of reasonable force DfE 2013](#)

10. Monitoring, Evaluation and Review

10.1 The Governing Body will annually review this policy and related procedures, to ensure its continuing appropriateness and effectiveness.



Consequences

	For...	We give a...
1.	Unfocused , daydreaming, slouching, fiddling, distracted, head on desk	Nudge (not logged or written on the board)
2.	Unfocused twice in a lesson	Reminder (written on the board, not logged online)
3.	Disrupting , calling out or speaking during individual practice	Reminder (written on the board, not logged online)
4.	Disrupting twice in a lesson	Reflection
5.	Unfocused after a named reminder	Reflection
6.	Late to a lesson or tutorial (2 minutes)	Reflection
7.	Not responding well to a reminder	Reflection
8.	Disrespect or defiance , ignoring staff or being rude	Reflection
9.	Incorrect uniform	Teacher asks the student to resolve, for example, remove jewellery. If the student refuses to resolve or the uniform cannot be resolved instantly, then the student is sent to Reflection until resolved.
10.	Phone/electronics out or heard; refusing to hand over	Confiscation. Reflection for refusing to hand over and student will remain in Reflection until resolved.
11.	Truantiing one lesson	Reflection for one period and extended reflection (3-4pm)
12.	Bullying or disrespect towards another student	Reflection
13.	Playfighting ; hands on	Reflection
14.	Anti-social behaviour out of school (or bus)	Reflection
15.	Swearing (about something, rather than at somebody)	Reflection
16.	More than one student in a toilet with the door closed	Reflection
17.	Incorrect equipment (not visited Uniform Store before tutorial)	In tutorial equipment issues will be resolved. If a student has incorrect equipment from period 1 onwards, the student is sent to Reflection .



18	Graffiti, gum, littering	Reflection
19	Anti-social behaviour in toilets/possession of a vape	Reflection
20	Student does not attend toilet conversation	Reflection
21	Student does not attend lunchtime detention for tutorial lateness	Reflection
22	X3 Equipment Issues	Extended Reflection 3-4pm (after the 3rd equipment issue being recorded)



Suspensions

1.	Non-compliance	Suspension Reintegration conversation or meeting. Then Reflection for two lessons and part of a break/lunch.
2.	Abuse or threat	
3.	Disrupting reflection after 1 named reminder; not arriving to reflection swiftly (within 5 minutes)	
4.	Repeated bullying; discriminatory language	
5.	Misusing (social) media (e.g. filming staff/students)	
6.	Fighting	
7.	Smoking or vaping	
8.	Damage	
9.	Truancing a lesson and refusal to follow instruction	

The above is not an exhaustive list and there may be other situations where the Principal makes the judgment that suspension is an appropriate sanction (Please also refer to the Exclusion Policy).



Exclusion

1.	Persistent breaches of the behaviour policy that would seriously harm the education and welfare of staff and other students.	Exclusion
2.	Serious breach of the behaviour policy that would seriously harm the education and welfare of staff and other students: assault, offensive weapon, prohibited item, drug dealing or possession, abuse, discriminatory abuse, verbal abuse or threatening behaviour.	

The above is not an exhaustive list and there may be other situations where the Principal makes the judgment that exclusion is an appropriate sanction (Please also refer to the Exclusions Policy).

Purpose: why do we have consequences?

<i>Why do we have reminders?</i> To improve!	<i>Reminders help us improve our choices.</i>
<i>What's the point in reflections?</i> Teaching!	<i>Reflection teaches us lessons. We care about character and choices, not just subjects, exams and grades.</i>
<i>What's the point in suspensions?</i> Time to think back and plan ahead!	<i>Suspensions show us where we've crossed a line: they teach us what's unacceptable in life. They give us time to think back and plan ahead for what to do differently.</i>
<i>What's the point in exclusions?</i> Know what's unacceptable in life.	<i>Exclusions show us what's unacceptable in life: threatening others' safety or welfare.</i>