

Portreath
Primary School

Relationships & Behaviour Policy

2026-27

Reviewed	1 st September 2026
Ratified by Governors	5 th October 2026
Next review	September 2027 (or sooner if required)

Trust-Wide wording

The statements within yellow boxes have been agreed across all schools in Crofty Education Trust and are included in each school's behaviour policy.

1. Purpose and principles

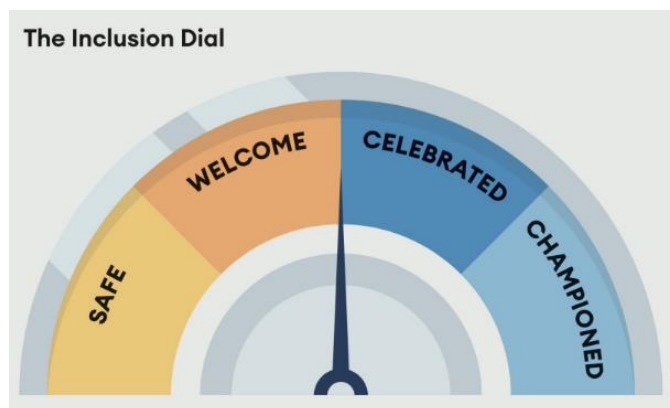
All children are entitled to feel safe and secure and to learn in an atmosphere that is calm, positive and conducive to learning. Our behaviour approach is relational, inclusive and rooted in high expectations.

At Portreath School we believe:

- successful learning is most likely when children feel safe, known and valued and when strong relationships are built between adults and children;
- expectations should be clear, explicitly taught and consistently reinforced by every adult;
- positive recognition and first attention to best conduct should be at the heart of our approach;
- behaviour is communication. We seek to understand the need behind behaviour while remaining clear about its impact and the boundaries that keep everyone safe;
- children should be supported to reflect, repair relationships and develop increasing independence and self-regulation;
- equity does not always mean everybody receiving the same response. Reasonable adjustments and individual support are made where appropriate.

Inclusion and trauma-informed practice

The principles of Professor Frances Frei's Inclusion Dial provide a working framework for inclusion across Crofty Education Trust. We want people to move from feeling safe, to welcomed, celebrated and championed. This influences the way we understand and respond to behaviour.



Portreath is a trauma-informed school and uses the Protect, Relate, Regulate and Reflect model to support all children, not only those known to have experienced trauma:

- **Protect** — adults are warm, open and engaged (PACE: playful, accepting, curious and empathetic), use safety cues such as meet-and-greet, and use non-shaming, developmentally appropriate responses to unacceptable behaviour;
- **Relate** — when a child is distressed, adults attune to their emotional intensity, show empathy, help contain the feeling safely, and soothe, rather than dismiss or escalate;
- **Regulate** — adults help children move from a stressed state to a calmer one before expecting reflection, and staff wellbeing is protected too, so adults can stay regulated;
- **Reflect** — once calm, adults and children talk through what happened, how people were affected, and what needs to happen next.

No feeling is a bad feeling, and staff do not dissuade a child from having the feelings they are having. Adults use language such as “It is OK to feel angry; it is not OK to hurt yourself, hurt someone else, or damage things,” and help children find words for what they feel.

Our values and motto

Rather than a long list of school rules, Portreath uses five core values. These are taught, noticed and referred to when adults describe the behaviour we want to see:

Portreath value	What this looks like in practice
Kindness	We use respectful words and actions and care for people, property and our environment.
Empathy	We listen, notice how others may feel and consider the impact of our choices.
Inclusion	We help everyone to belong, participate and feel safe.
Gratitude	We value people, opportunities and the things we are trusted to use.
Honesty	We tell the truth, take responsibility and engage openly in repair.

Be curious, creative and courageous to grow and make a difference.

2. Leadership and management

Behaviour is a shared responsibility across the whole school community. A strong culture is built when adults uphold agreed expectations consistently and leaders ensure that systems are understood, supported and reviewed.

- **The Headteacher** has overall responsibility for implementation of this policy, alignment with the school’s ethos and Crofty Education Trust expectations, staff training, resourcing, data monitoring and review.
- **SLT, class teachers and support staff** model the behaviours expected of children, establish clear routines, use the agreed language and response pathway, and retain ownership of follow-up for minor and repeated behaviour.
- **All adults** intervene calmly when behaviour falls below expectations; staff do not walk past behaviour that is unsafe, unkind or disruptive.

- **The Local Governance Committee** holds the Headteacher to account for effective implementation. Leaders report on patterns and trends and review the impact of the school's approach.
- **The Trust** provides agreed policy statements, procedures and professional support in areas identified within the yellow boxes in this policy.

Definitions When read or used in relation to this document and/or the DfE's ' <i>Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, July 2026</i> ' the following definitions will be adopted by Crofty Education Trust and all Crofty schools.	
Headteacher	Shall relate to the Headteacher or the Executive Headteacher.
Governors/Trust Board	Shall relate to the Board of Trustees, and the Crofty Local Governance Committees (LGC)
Parent	The definition of a 'parent' can be found in the Education Act 1996, and this applies to all the legislation to which this guidance relates. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) who has care of the child. To reflect this, this guidance uses 'parent' to refer to both parents and carers.

3. School systems and social norms

Paul Dix and relational practice

Portreath has been influenced by Paul Dix and the relational practice described in *When the Adults Change, Everything Changes*. This is not a low-expectation approach: it relies on adults being predictable, consistent and deliberate in the way they build relationships and respond when things go wrong.

- Consistent, calm adult behaviour
- First attention to best conduct
- Relentless routines
- Scripting difficult interventions
- Making learners feel important, valued and that they belong

Consistent adult behaviour

At Portreath, adults:

- meet and greet children positively and re-establish connection after breaks and transitions;
- refer to the school's five values when describing expected behaviour;
- use an appropriate, calm tone and neutral body language;
- refer to the behaviour, not label the child;
- use agreed, non-confrontational language and avoid public power struggles;

- give a clear instruction or reminder, then allow processing time rather than repeatedly talking at a child;
- plan learning and reasonable adjustments so that children can successfully access expectations;
- follow up, retain ownership and complete restorative or repair conversations when the child is ready;
- seek support or a change of face when this will help de-escalate a situation.

Positive recognition

We deliberately notice and reinforce the behaviour we want to see. Recognition may include:

- specific verbal praise and positive noticing;
- Dojo Points;
- Positive Notes;
- Portreath Leaves;
- stickers and certificates, including Friday celebration assembly;
- a special responsibility;
- positive communication with parents;
- sharing work or conduct with the Headteacher for recognition;
- whole-class recognition or reward where appropriate.

4. Responding when behaviour falls below expectations

The response is designed to protect learning, support regulation, teach better choices and repair harm. It should be predictable without becoming mechanical: staff use professional judgement and take account of individual needs, context and safety.

Step	What staff do
1. Reminder	Quietly remind the child of the behaviour you need to see, linked to a Portreath value. Walk away and give time to respond.
2. Clear direction	Calmly state the behaviour you need to see and the expectation that needs to be met. Keep the language brief and neutral, then walk away and allow processing time.
3. Guided choice	Use the 30-second script. Make the expected behaviour clear, remind the child of previous success, and give a clear route back to learning. Make any relevant next step or consequence predictable, without turning it into a threat or public negotiation.
4. Reset	If needed, use a brief, supervised reset away from the immediate situation or a change of face. The purpose is regulation and safety, not isolation or humiliation.
5. Restore & return	Follow up. Use a restorative conversation, agree any repair or natural consequence, and support the child to return to learning with a fresh opportunity.

Avoiding the reminder loop

This pathway is not intended to become a cycle of quiet reminders repeated indefinitely. If the same reminder is being given for the third time to the same child in the same session, that is the signal to move to Step 3 (guided choice / 30-second script), not to repeat Steps 1 or 2 again. Two clear, calm reminders is the working limit before moving the conversation on. Where possible, use a non-verbal cue (a look, a gesture, proximity) before a verbal one — this keeps low-level correction quiet and avoids the whole class hearing a running commentary of ‘shh’ and reminders, which reduces impact and can make an otherwise calm classroom feel tense. Staff should also keep an eye on ratio: several genuine, specific pieces of positive recognition for every reminder given, so the loudest thing in the room is praise, not correction.

30-second reminder script

Suggested script

- 1. Notice:** “I notice that you are ...”
- 2. Link to values:** “That is not showing our value of ...”
- 3. Give the direction:** “I need you to ...”
- 4. Recall success:** “Do you remember earlier / yesterday when you ...?”
- 5. Re-set belief:** “That is the behaviour I need to see now. Thank you for listening.”

After the script, walk away where it is safe to do so and allow the child time to respond. Do not turn a reminder into a prolonged public debate.

Restorative conversations

The main follow-up is a restorative conversation. Its purpose is not to force an apology or win an argument; it is a coaching conversation that helps the child understand what happened, the impact on others and how to move forward.

- Tell me what happened?
- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently next time?

When a child is dysregulated, adults first stop the incident, listen and validate feelings, and support calm — attune, show empathy, help contain the feeling, and soothe. Reflection and repair take place when the child is ready to engage, not before. This may be easier through a walk-and-talk or while completing a simple practical task.

Possible sanctions and consequences

Consequences are proportionate, related to the behaviour where possible, and used to support learning rather than shame. They may include:

- brief reflection time with an adult;
- a natural consequence, such as tidying or repairing mess or damage;
- a written or verbal repair/apology where this is appropriate and meaningful;
- temporary loss of a relevant privilege;
- completion of learning missed because of avoidable disruption, at an appropriate time;
- working for a short period in an alternative, supervised space;
- a conversation or meeting with parents;
- an individual behaviour support plan and/or risk assessment;
- an internal inclusion; extended period of time working away from class under supervision
- Positive Transferred Inclusion or other Trust-supported intervention where appropriate;
- suspension or permanent exclusion in the circumstances set out later in this policy.

Significant or unsafe behaviour

Significant behaviour can fast-track the usual pathway. The priority is to stop harm, secure safety and involve the Headteacher or a senior member of staff. Examples include:

- physical assault or serious aggression towards a child or adult;
- serious verbal abuse, threats or intimidating behaviour;
- bullying, including cyberbullying;
- racist, sexist, homophobic, transphobic, ableist, faith-based or other prejudice-related abuse;

- sexual violence, sexual harassment or harmful sexual behaviour;
- possession or use of a dangerous or prohibited item, illegal drugs or alcohol;
- deliberate serious damage to property;
- theft;
- behaviour that creates a serious risk of harm to the child or others;
- persistent serious disruption or refusal following reasonable support and intervention.

The response will depend on the circumstances. Parents will normally be informed, the incident will be recorded where required, and leaders will consider safeguarding, SEND, vulnerability, previous support and the impact on others before deciding next steps.

Reset, restore and return

Some children need space and co-regulation before they can reflect. Where a reset away from the classroom is used, missed learning is kept to a minimum. An adult remains appropriately available and the child returns to learning as soon as they are ready and it is safe to do so.

- **RESET** - reduce demands and stimulation, use an agreed regulation space or change of face, and support regulation or co-regulation.
- **RESTORE** - listen, reflect on the incident and its impact, and agree what needs to happen next.
- **RETURN** - re-enter learning with a fresh opportunity, with adjustments or support where needed.

5. Playtimes and lunchtimes

The same values and broad response pathway apply throughout the school day. At playtime and lunchtime, the adult on duty deals with the immediate issue and communicates significant or repeated concerns to the class teacher. Where needed, a child may spend a short period alongside an adult or away from the immediate activity to reset before returning.

Lunchtime supervisors follow the same five-step pathway as classroom staff and use the same language and values, adapted to the playground environment. Where a lunchtime supervisor is not confident to complete Step 3 (the guided choice / 30-second script) themselves, they call for a class teacher or a senior member of staff, rather than leaving a child mid-way through an unresolved incident.

Class teachers should check in briefly with the duty team at the end of every lunchtime as a matter of routine (not only when flagged), so that patterns of low-level friction between the same children don't go unnoticed simply because no single incident met the Step 3 threshold on its own.

Level of incident	What happens and by when
Routine reminder, resolved on the spot	No formal handover to class teacher needed but use professional judgement — if in doubt, mention it briefly to class teacher before afternoon lessons begin.
Step 3 or above; any injury; any incident involving unkindness, exclusion or a repeated fall-out between the same children	The duty adult tells the class teacher(s) involved by the time children are collected at the end of that break or lunchtime — face to face or via a quick note, always discreetly, not left until the end of the day. If needed, first aid is provided and recorded and the incident is recorded on CPOMS.
Significant or unsafe behaviour	A senior member of staff is called at the time. Parents are informed and the incident is recorded on CPOMS the same day, in line with the usual process for significant incidents.

6. Individual needs, reasonable adjustments and behaviour support

Some children need a different route to meet the same core aims of safety, belonging, learning and responsibility. Staff make professional judgements based on the child, the context and any known needs. As far as reasonably possible, likely triggers

are anticipated and support is put in place to prevent predictable difficulties. Vulnerable children have easy and daily access to at least one named, emotionally-available adult, and expectations are adjusted, where appropriate, to correspond with a child's developmental capabilities and experience of stress.

Behaviour support plans

Where behaviour is persistent, complex or linked to additional needs, an individual behaviour support plan may be used. The Headteacher and/or SENDCo will work with parents and relevant staff to agree practical strategies, reasonable adjustments, responses to risk and review arrangements. Where appropriate, behaviour provision may form part of the child's SEND provision or Star Plan. All staff who work with the child must know the agreed approach and apply it consistently.

Special Educational Needs and Disabilities (SEND)

Portreath School consistently promotes behaviour that ensures all members of our community feel safe, welcomed, and celebrated in school, so that they can achieve and thrive both in and out of the classroom.

Our behaviour policy promotes a whole-school, relational approach to behaviour that meets the needs of children, including children with SEND. We recognise that some children may need a different approach when supporting and developing their behaviour.

We will consider a child's SEND needs, any reasonable adjustments, and the appropriateness of current provision when reviewing behaviour support or reflecting on an incident where behaviour has been a factor. However, not every incident is directly related to a child's SEND needs, and the school will work with the child and parents to ensure behaviours are correctly understood.

Parents play an important role in ensuring that their children develop positive relationships and learn to manage their own behaviour. It is essential that the school and parents work in unison to ensure continuity for children. For parents of children with SEND this is particularly important. As applicable, an external professional may be engaged to support the work in school and at home. Where appropriate, behaviour support provision for children with SEND will be included in their Star Plan.

Pastoral, communication and language support

Behaviour can be affected by emotional needs, communication difficulties, trauma, anxiety or other barriers to learning. Staff consider what may be unseen or unheard and adapt language, visual support, routines and co-regulation accordingly. The school works with families, the SEND team and external professionals where appropriate.

7. Incidents between children

Children will sometimes fall out. We use restorative practice to help children learn, repair and move forward. The focus is not simply on who broke a rule, but on what happened, who was affected, what harm was caused and how relationships and safety can be restored.

1. Stop the incident.
2. Listen to and validate everyone's feelings.
3. Calm and soothe; separate children if needed for safety or regulation.
4. When everyone is ready, discuss what happened.
5. Discuss who has been affected and how people feel.
6. Agree how to make things better and what will happen next.
7. Identify what can be learned and how a repeat can be prevented.

Restorative work does not replace safeguarding action, sanctions or individual support where these are required.

8. Suspension, permanent exclusion and pupil movement

Suspensions and Exclusions

Crofty Education Trust and all Crofty schools adopt, in its entirety, the DfE's '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England, July 2026*', a copy of which is available [here](#).

In extreme cases, Portreath School may use suspension or permanent exclusion.

Only the headteacher of the school can make the decision to suspend or permanently exclude a pupil on disciplinary grounds.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Deliberate damage to school property and/or premises.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Suspensions: A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Following a suspension, on the morning of their return to school, the pupil and parents will be invited to a reintegration meeting.

Permanent Exclusion: A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the exclusion is cancelled). The decision to exclude a pupil permanently should only be taken in response to a

serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

Prior to Exclusion: Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence in relation to a suspension or permanent exclusion and apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true
- take into account the pupil's version of events and views, considering these in light of their age and understanding;
- consider whether the pupil has special educational needs and disabilities (SEND) and whether these needs were relevant to the circumstances surrounding the incident;
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child);
- consider whether all suitable alternative solutions have been explored.

Children with additional needs: For children with additional needs such as those with a Social Worker or SEND provision, due consideration will be given to their circumstances and needs together with any adjustments or adaptations that have been made by the school.

Notifying Parents and other Parties of a Suspension or Exclusion: Without delay, the headteacher will notify parents, the Director of Education, and the Local Authority of a suspension or exclusion. When necessary, Social Workers, the Virtual School head, and the Governors/Trust Board will also be informed.

Exclusion Panels

A Committee of the Trust Board must meet and review the following exclusions:

- Permanent exclusion.
- Where a pupil will miss a public exam or national curriculum test because of the suspension.
- Suspension that will take a pupil's total days of suspension above 15 days in one term.

The Headteacher, Parents, Local Authority and, when required, Social Worker and Virtual School Headteacher, will be invited to attend this review meeting within 15 school days, or before the date of the examination where possible. The outcome of the review meeting will be provided in writing, without delay.

Parents may make representations to the Trust Board Committee and request a review meeting for any suspension. If the suspension is fewer than 5 days in one term, the committee cannot reinstate the pupil. If the suspension is between 5.5-15 days in one term, the committee must consider the reinstatement of the pupil within 50 school days.

The outcome of the review meeting will be provided in writing, without delay.

Independent Review Panels

In the case of a permanent exclusion, where the Trust Board Committee decided not to reinstate the pupil, parents have the right to request an Independent Review Panel (IRP). Details of how to request an IRP will be included in the review meeting outcome letter. Applications for an IRP must be made within 15 school days of receiving the outcome letter, or within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Applications made outside this timeframe will be rejected.

Positive Transferred Inclusion

Schools within Crofty Education Trust work together to reduce exclusion wherever possible. With parents' agreement and in line with Trust procedures, a child may attend another Crofty school for a short period as a Positive Transferred Inclusion to support reflection, regulation and a successful return.

Off-rolling and unlawful exclusion

Off Rolling

Portreath School and Crofty Education Trust follow all correct procedures in line with statutory guidance and the law, making decisions that are motivated by the best interests of the pupils concerned.

Ofsted defines off-rolling as:

Off-rolling is the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll.

(Ofsted, 2019)

Off-rolling and unlawful exclusions are set out in paragraphs 18-23 of the DfE's Suspension and Permanent Exclusion Guidance (July 2026).

There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house, moves school, or a parent decides (without coercion from the school) to electively home-educate (EHE) their child. This is not off-rolling. If a school removes a pupil from the roll due to a formal permanent exclusion and follows due processes, this is not off-rolling.

Temporary Part-Time Timetables, Off-Site Directions and Managed Moves

Temporary Part-Time Timetables

In line with DfE guidance and Crofty Education Trust policy, temporary part-time timetables are only used in exceptional circumstances and never as a response to behaviour.

Where a temporary part-time timetable is in place, it must be clearly in the child's best interests, form part of a wider support plan, and be reviewed regularly with parents and relevant staff. Temporary part-time timetables use an assess, plan, do, review approach, with the school and parents working together to identify and reduce the barriers to full time attendance.

Off-Site Directions and Managed Moves

Where it is in the child's best interests, the school may use an Off-Site Direction (OSD) or Managed Move in accordance with Department for Education guidance and Crofty Education Trust procedures.

9. Restrictive interventions, including use of reasonable force

Restrictive Interventions, including Safe Touch, Positive Handling and the Use of Reasonable Force

The school is committed to using positive relationships, de-escalation and behaviour support to prevent incidents wherever possible. In line with the DfE's *Restrictive Interventions Guidance* (April 2026), restrictive interventions will only be used where necessary, proportionate and as a last resort to keep pupils or others safe.

Definitions and Legal Framework

Restrictive intervention:

A means to prevent, restrict or subdue the movement of the body, or part of the body, of a pupil. Restrictive interventions are the umbrella term and include both physical restrictive interventions (reasonable force) and non-physical restrictive interventions.

Physical restrictive intervention (reasonable force):

The law refers to some physical restrictive interventions as the use of reasonable force. All members of staff have the legal power to use reasonable force where it is necessary to:

- Prevent injury to themselves or others.
- Prevent a criminal offence.
- Prevent serious damage to property.
- Prevent serious disorder within the school.

Non-physical restrictive intervention:

Restricting a pupil's movement without physical contact, for example through environmental means, where

this is necessary to prevent harm. Non-physical restrictive interventions are never used as a punishment.

Seclusion:

A non-disciplinary safety measure used only in exceptional circumstances to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It is never used as a punishment.

Pupils will be supervised at all times and will be permitted to leave as soon as it is safe to do so.

Positive Handling and Safe Touch

In line with the Trust's Safe Touch Policy, positive handling refers to the appropriate use of physical contact to support, guide, comfort or protect a child. In certain circumstances, this may include the lawful use of reasonable force.

Staff may need to use safe touch or restrictive interventions to keep children safe, for example where a child is at risk of harming themselves or others, damaging property, committing an offence or causing serious disorder.

Any use of restrictive intervention will:

- Use the minimum level of intervention necessary.
- Be for the shortest possible time.
- Maintain the dignity and safety of all involved.
- Avoid any action that could place a child at medical risk.

The school recognises that physical intervention is not risk free and that accidental injuries, such as bruising or scratches, may occasionally occur despite staff acting appropriately.

Unacceptable Uses of Force

The school will never use force:

- As a punishment.
- In a way that affects a pupil's airway, breathing or circulation.
- By deliberately holding a pupil on the ground unless this occurs unintentionally during an intervention, in which case they will be released or repositioned immediately.
- Using techniques that deliberately inflict pain or create a risk of asphyxia.

Recording, Reporting and Review

All incidents involving reasonable force, non-physical restrictive intervention or seclusion will be recorded in accordance with DfE guidance. Parents will be informed as soon as practicable, ideally on the same day, unless a statutory or safeguarding exception applies.

Following any use of restrictive intervention, the school will review the incident, consider whether any additional support, reasonable adjustments or changes to behaviour support plans or risk assessments are required, and work with parents where appropriate.

The school and Trust recognise that some children, including those with SEND, may have additional vulnerabilities. Physical intervention will never replace appropriate support, and the school will continue to take an evidence-based and preventative approach to behaviour and safeguarding.

10. Safeguarding-related behaviour, online behaviour and bullying

Child-on-child abuse

Child-on-child abuse, including sexual violence and sexual harassment and incidents that take place outside school and/or online, is addressed through the school's safeguarding procedures and Crofty's Child-on-Child Abuse Policy. Behaviour responses do not replace safeguarding action.

Child-on-Child Sexual Violence and Sexual Harassment

At Portreath School we have a zero-tolerance approach to sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online.

We will always challenge physical behaviours (which are potentially criminal in nature), such as touching and grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts, all of which are regarded as sexual harassment.

The school recognises that dismissing or tolerating such behaviours risks normalising them. Failing to recognise, acknowledge or understand the scale of harassment and abuse, and/or downplaying behaviours associated with abuse, can contribute to a culture of unacceptable behaviour and children feeling unsafe.

Such behaviours and acts are never deemed acceptable and should never be passed off as "banter", "just having a laugh" or "part of growing up".

We recognise that addressing sexual violence and sexual harassment (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Headteachers and DSLs will proactively check CPOMS for patterns of behaviour, addressing it quickly and where appropriate, put in place additional pastoral, RSE, and/or PSHE sessions.

As such, any sexual violence and sexual harassment will be sanctioned in line with this policy and under guidance from the current version of KCSIE and the school's Safeguarding policy.

Online safety and cyberbullying

Online behaviour that affects the safety, wellbeing or orderly running of the school may be addressed through the behaviour, anti-bullying, safeguarding and online safety procedures, including where the behaviour occurs outside school. Staff record and escalate safeguarding concerns in the usual way.

Online Safety

The Online Safety Policy outlines the commitment of Crofty Education Trust to safeguard members of our school communities online in accordance with statutory guidance and best practices.

The Online Safety Policy applies to all members of our school communities (including staff, children, volunteers, parents and carers, visitors, and community users) who have access to and are users of school digital systems, both in and out of the schools. It also applies to the use of personal digital technology on school sites (where allowed).

Schools will respond accordingly to breaches of the Online Safety Policy, as set out in:

- Online Safety Policy.
- The current version of Keeping Children Safe in Education (KCSIE).
- School Behaviour Policy.
- Anti-Bullying policies.

11. Banned items, searches and mobile technology

Mobile Phones and Connected Technology

The DfE's Mobile Phones in Schools Guidance (2026) states that *'All schools should be mobile phone-free environments by default'*. This includes *'the use of mobile phones and other smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.'*

If a pupil is found using, or in possession of, a mobile phone or other communication device in breach of this policy, it may be confiscated and the school's behaviour policy will be followed. The headteacher, or staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil is in possession of a mobile phone, which is included on the school's list of banned and prohibited items.

Parents wishing their child to bring a mobile phone or other device to school should complete the school's Mobile Phone Request Form. Requests will normally only be approved where there is a clear reason, such as

supporting a pupil to walk independently to and from school, or where this is required because of a medical need, disability or other exceptional circumstance. The headteacher has the final decision on whether permission is granted. Where permission is granted, phones must be handed in at the start of the school day and will be returned as pupils leave. Failure to comply with the conditions of the Mobile Phone Request Form may result in the headteacher withdrawing permission for the pupil to bring a mobile phone to school.

The school accepts no responsibility for loss, theft or damage to any devices brought to school.

Prohibited Items and Searches

In line with DfE guidance (Searching, Screening and Confiscation, 2022) the following items are prohibited from all school premises. These items must not be brought into school under any circumstances:

- Weapons or items that could be used to cause harm (e.g. knives, blades, or replicas).
- Alcohol.
- Illegal drugs, drug paraphernalia, or substances intended to cause intoxication.
- Tobacco, vapes, e-cigarettes, and related paraphernalia.
- Stolen items.
- Pornographic or offensive material (digital or printed).
- Any item brought in with the intention to intimidate, threaten, or cause harm to any person.
- Laser pens or high-powered torches.
- Energy drinks or other banned consumables.
- Mobile phones.
- **Any item which the headteacher deems to be inappropriate or unsafe.**

In line with DfE guidance (Searching, Screening and Confiscation, 2022), the Headteacher and authorised staff may search a pupil or their belongings where there are reasonable grounds to suspect that the pupil has a prohibited item. Searches will always be conducted respectfully and in accordance with statutory guidance regarding the sex of the member of staff conducting the search and the presence of witnesses, and, whenever possible, searches will take place away from other children. Staff will never ask a pupil to remove clothing beyond outer clothing. Outer clothing means clothing that does not expose underwear or skin. Parents will be informed as soon as practicable of searches conducted, and any safeguarding concerns identified will be managed according to school safeguarding procedures and may involve external agencies where appropriate. Any prohibited or banned items found will be confiscated and dealt with in line with statutory guidance and the school's behaviour and safeguarding policies.

12. Communication and the role of parents and carers

Crofty Education Trust and Portreath School recognise the vital role that parents play in developing and maintaining positive, relational behaviour. We work in partnership with parents to secure the best outcomes for children.

- The policy is available on the school website and behaviour expectations are shared as part of induction.
- Parents receive reminders and support about school expectations and how they can reinforce them at home.
- Where a teacher has concerns about a child's behaviour, parents may be contacted early so that school and home can agree a positive way forward.
- Where families need additional help, the Headteacher or SENDCo may signpost or refer to appropriate support services.
- Parents and staff are important role models. Parents are expected to follow Crofty Education Trust's Parent Code of Conduct and to communicate with staff respectfully.

Where the conduct of an adult on school premises is abusive, threatening or presents a risk to staff or pupils, the Headteacher will take proportionate action in line with Trust procedures and relevant law and guidance, which may include restricting access to the premises.

13. Staff induction, development and support

All staff and volunteers are introduced to the school's behaviour approach as part of induction. At the start of each academic year, and whenever the policy is reviewed, staff receive an update on agreed approaches and scripts. Ongoing professional development may include de-escalation, restorative practice, trauma-informed approaches, SEND, safeguarding and restrictive interventions as relevant to role.

The school recognises the emotional impact that challenging behaviour can have on staff. Leaders provide opportunities for debrief, reflection and support following significant incidents. The school also works with colleagues across Crofty Education Trust and with external agencies such as Early Help, family support services, school nursing, educational psychology, behaviour support, speech and language services and relevant charities.

14. Pupil transition and reintegration

Behaviour expectations and successful support are more likely to be sustained when transitions are planned. Portreath therefore:

- introduces new pupils to the school's values, routines and key adults in an age-appropriate way;
- uses staff handover to share relevant behaviour needs, reasonable adjustments and successful strategies;
- plans additional transition support where a child may find change difficult;
- holds a reintegration meeting after suspension and agrees any support needed for a successful return;
- reviews support following extended absence or other significant transition where this is needed.

15. Reporting, recording and monitoring

Reporting, Recording, and Monitoring Behaviour Incidents

Portreath School has robust procedures for reporting and recording behaviour incidents, including the use of CPOMS.

Leaders regularly analyse behaviour information to identify trends, patterns and emerging concerns. This analysis helps evaluate the effectiveness of the school's behaviour approaches, informs decision-making, and identifies children who may require additional support or intervention. Particular attention is given to vulnerable groups, including children with SEND, disadvantaged children and children with social workers.

Staff do not need to record every routine reminder. CPOMS should be used for significant incidents, safeguarding-related behaviour, discriminatory or bullying incidents, physical incidents, sexual harassment or harmful sexual behaviour, repeated patterns, incidents involving restrictive intervention, and other matters where a record is needed to support monitoring or follow-up.

When recording, write factually and concisely. Include enough information for another member of staff to understand the incident and the response:

- date, time and location;
- children and adults directly involved;
- what was seen/heard, using direct language where relevant and avoiding assumptions;
- known context or trigger, where relevant;
- actions taken to keep people safe and de-escalate;
- the consequence, restorative action or support provided;
- injuries or damage, if any;
- whether parents were informed and by whom;
- whether the DSL, SENDCo, Headteacher or another agency was informed;
- follow-up required, including any review of a behaviour support plan or risk assessment.

16. Related guidance and policies

This policy should be read alongside relevant Crofty Education Trust and school policies, including safeguarding, child-on-child abuse, anti-bullying, online safety, SEND, safe touch / restrictive interventions, relationships, attendance and the Parent Code of Conduct.

Key national guidance considered includes:

- Department for Education, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026).
- Department for Education, Mobile Phones in Schools (statutory guidance updated 29 June 2026; schools should begin following it from 1 September 2026).
- Department for Education, Restrictive interventions, including use of reasonable force, in schools (effective 1 April 2026).
- Department for Education, Searching, Screening and Confiscation guidance for schools (July 2022; GOV.UK page updated July 2023).
- Department for Education, Keeping Children Safe in Education 2026 (effective 1 September 2026).
- Equality Act 2010 and relevant SEND duties.

Appendix 1 - Staff quick reference: behaviour response

Step	What staff do
1. Reminder	Quietly remind the child of the behaviour you need to see, linked to a Portreath value. Walk away and give time to respond.
2. Clear direction	Calmly state the behaviour you need to see and the expectation that needs to be met. Keep the language brief and neutral, then walk away and allow processing time.
3. Guided choice	Use the 30-second script. Make the expected behaviour clear, remind the child of previous success, and give a clear route back to learning. Make any relevant next step or consequence predictable, without turning it into a threat or public negotiation.
4. Reset	If needed, use a brief, supervised reset away from the immediate situation or a change of face. The purpose is regulation and safety, not isolation or humiliation.
5. Restore & return	Follow up. Use a restorative conversation, agree any repair or natural consequence, and support the child to return to learning with a fresh opportunity.

De-escalation reminders

- Praise the behaviour you want to see; do not give excessive public attention to unwanted behaviour.
- Give reminders clearly but discreetly and link them to the Portreath values.
- After a reminder or 30-second script, allow time for the child to respond.
- Speak quietly and calmly; keep body language relaxed and neutral.
- Acknowledge feelings without agreeing to unsafe or disruptive behaviour: “It is OK to feel angry; it is not OK to hurt someone / disrupt other people’s learning.”
- Avoid arguing about secondary issues in the moment. “I hear you. We can talk about that, but first I need you to ...”
- Use a change of face if another trusted adult is better placed to de-escalate the situation.
- Do not take challenging language personally. Keep the professional boundary and follow up later.
- If a child is highly dysregulated, use fewer words: “I am here and ready to listen when you are ready.”
- Thank the child for listening, being honest or engaging in repair where appropriate.

Useful sentence stems

- “I understand that you might be angry / upset / frustrated. I still need you to ...”
- “I hear what you are saying. We can come back to that. Right now, I need you to ...”
- “Do you remember when you ...? That is the behaviour I need to see now.”
- “I know you can do this. When you are ready for help, let me know.”
- “What do you think you can do differently next time?”