



Pennoweth Primary and Nursery School

Our Behaviour Culture and Policy 2026-2027

"No one belongs here more than you."
Brene Brown

Reviewed August 2026

Next Review September 2027

Purpose and Principles

All children have an entitlement to feel safe and work in an atmosphere that is calm, positive and conducive to learning. This policy explains some of the ways in which we achieve this. Each School within Crofty MAT has its own behaviour policy, however, as a group of schools we have devised some shared principles that guide these policies. We also have agreed approaches to specific behaviour situations that follow the DfE's guidance, and these can be found in the appendix. All staff and volunteers are provided with training as part of their induction to the school and this includes the school behaviour policy and associated policies alongside the staff code of conduct and safeguarding training. At the start of each year, and whenever the policy is reviewed staff receive an update of agreed approaches.

Crofty Principles:



Pennoweth School's Guiding Principles

"Relationships are the agents of change, and the most powerful therapy is human love"

Bruce Perry

At Pennoweth Primary, all of our actions are informed by our agreed 'guiding principles'; 5 statements that shape our culture and outline our rights and responsibilities: **We are safe. We feel loved. We take responsibility. We are always learning. We are ready.** By definition, this includes our expectations for behaviour. We refer to these as the school's 'DNA'. Rather than rules, we follow our school's DNA. All staff and children are expected to act in such a way as to uphold these principles. We recognise that when staff build strong relationships with the children, it helps the children to feel safe and loved.

Relational Approach

"But why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish." Paul Dix

As a school we have been influenced by the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. He promotes relational practice which is all about the power of connection. It's not a soft approach – it's a strong one, rooted in consistency, trust, and knowing our children well. It's about understanding that behaviour is communication and responding in a way that keeps relationships at the heart, especially when things go wrong. We follow Paul Dix's 5 pillars:

1. Consistent, calm adult behaviour
2. First attention to best conduct (positive noticing)
3. Relentless routines
4. Scripting difficult interventions
5. Make learners feel important, valued and like they belong

Culture into Practice

"It's not what we do once in a while that shapes our lives, it's what we do consistently."

Tony Robbins

We believe it is important to have a consistent approach throughout the school, where all staff take responsibility to deal with behaviour and support the children. We have scripts and language prompts that we encourage staff to use to support them.

The school community (children, staff, parents and governors) have defined ways in which they feel they need to endeavour to act in order to ensure that the guiding principles (our DNA) are upheld throughout the routine of the school day:

We are safe because we:

- Make sure that we tell a trusted adult if we are worried about anything
- Question things we are unsure about
- Use equipment and resources safely
- Act in a way that keeps us and others safe

We feel loved because we:

- Belong to a tribe ensuring that we have a 'family' that is wider than our class / year group
- Earn tribal points for demonstrating our DNA or contribute towards earning a class reward
- Are noticed for making positive choices and staff let us know when we are doing the right thing
- Receive positive notes, wristbands and stickers when we go over and above and sometimes staff let our parents know that we have made great choices through a chat or phonecall
- Attend a 'Hot Chocolate Friday' with the headteacher as a 'Behaviour Beacon' when we consistently demonstrate excellent behaviour
- Celebrate our achievements through celebration time assemblies, certificates and awards
- Talk to each other in a positive way, that shows how we appreciate each other

We take responsibility because we:

- Make sure that we consider our own actions
- Know that our words have power and we are considerate in how we use them
- Take part in restorative and reflective conversations in which we admit our behaviours and seek to make amends

We are always learning because we:

- Recognise that we need to listen and concentrate in all situations
- Understand that lessons can be learnt at all times and from all people
- Know that we can learn from the mistakes that we make with our behaviour and try not to repeat the same mistakes

We are ready because we:

- Are confident to have a go at whatever challenge we face knowing that we have knowledge and skills that we can use
- Take considered risks independently

Rewards

"The most powerful form of reward is relational. Positive interactions with people are rewarding and regulating" Bruce Perry

Children are rewarded for their behaviour in a variety of ways, and we recognise rewards do not need to be big or physical, often the reward is about helping the children to see that they have been noticed and that they matter to another person. We use positive noticing and use strategies such as a recognition

board. Sometimes rewards are given publicly and sometimes privately. Awards and certificates are celebrated in our newsletter each week.

Developing Self- Recognition and Self-Regulation

“If a child is dysregulated, they will not be open to any new learning or experience.” Bruce Perry

We recognise that everybody, at various times and in various circumstances, may not be able to safeguard the rights and responsibilities of themselves and others without support and guidance. As a result, each of our agreed principles has a continuum indicating how that statement may be demonstrated with varying degrees of independence. The tables of the continuum feature later in the policy. The words and concepts within these are explored in our ‘Ready Reflection’ sessions that take place on a Wednesday in class. At all times, the aim of everyone is to build the independence of all members of the school community and empower them to exemplify the guiding principles independently.

In any situation whereby behaviours are negatively impacting, all staff have a responsibility (wherever it is safe to do so) to attempt to de-escalate the situation through agreed strategies. De-escalating is always a priority. Discussions regarding the behaviour or consequences should only take place when all involved are again feeling safe. Staff have received training on de-escalation. It is important for the adult to stay regulated and in control of themselves. To support de-escalation staff always endeavour to be calm, remove negative emotions, and use a neutral voice. Sometimes a member of staff may use ‘affect matching’, this is when they meet the child at their current energy and volume level, so the child feels heard/understood and their attention is grabbed. The staff member then slowly lowers their voice. Usually the child’s brain naturally tracks the staff members nervous system and follows their lead down to a quiet speaking voice. Sometimes a staff member may briefly use a louder voice to give a safety instruction e.g. “Stop”.

On occasion, members of staff may need to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Reasonable force will only ever be used as a last resort when all other strategies have been ineffective.

Consequences

“Most of the problems in life are because of two reasons, we act without thinking or we keep thinking without acting.” Zig Ziglar

There will be times when children behave unacceptably. We take a restorative approach to incidents that then promotes learning from mistakes and improving behaviour moving forwards. It is the staff’s responsibility to help the children learn from these mistakes and make better choices going forward. All staff are considered to be responsible for discussing and challenging any behaviours that are not appropriate. Minor behaviour incidents are dealt with within class or on the playground by a member of staff. We take action when there is unacceptable behaviour. These actions should not be seen as punishments but rather an opportunity to reflect.

The main action is a discussion with the child. This will be a discussion to promote enquiry, reflection, resolution and interactive repair, and the guiding principles will be referred to. Children will consistently be encouraged to consider how their behaviour may have meant that others were not ‘safe’ or ‘feeling

loved' and how they can demonstrate they are taking responsibility and reflecting on their actions. Discussions will always be age appropriate and in context. The type of questions used in a restorative conversation are:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected? How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Where the behaviour of an individual has impacted on another's right to feel safe and loved, or their ability to act responsibly or access learning, and the nature of the situation requires further intervention than restorative discussions, further consequences may be given. These may include (but are not restricted to):

- Time out for reflection
- An apology note
- A loss of privilege
- Repairing any mess or damage.
- Loss of play time minutes
- Time working outside the classroom
- Discussion with parents/carers
- Time working in another classroom
- Discussion regarding behaviour with a senior member of staff (possibly leading to a further sanction)
- Internal school exclusion (within the school building, isolated from other children)
- Positive Transferred inclusion (Crofty schools, from time to time, will host a child from another school as a means of enabling reflection time out of school in a safe setting. Children will always be accompanied by a known adult from Pennoweth.)

In exceptional circumstances actions taken might differ. It depends on the context and child. It is about staff making a professional judgement based on the child and situation. In extreme cases, Pennoweth Primary may use suspension (temporary) or permanent exclusion. Please see appendix for details.

Incidents between children

"To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others." Tony Robbins

There are times when children fall out. We use a restorative practice approach to help children learn, repair, and move forward from these situations, in order to restore the 'balance'. If there is a child who has been harmed in some way from the incident (emotionally or physically) this approach can help them feel that the situation has been dealt with. The adult supports communication between the person 'harmed' and the person who 'caused the harm'. Often most of the children in the incident have contributed in some part to it, so by discussing it, everyone has a voice and has an opportunity to express what happened and how they are feeling. Rather than the focus being on the action, it is focused on the harm caused and how this can be readdressed so everyone can move forward. It helps

to promote fairness, responsibility, justice and build relationships.

How we deal with incidents:

1. Stop the incident
2. Listen to and validate everyone's feelings
3. Calm and soothe
4. Have a restorative conversation

Targeted Additional Support

"Sometimes we need to name it to tame it." Daniel Siegel

We make reasonable adjustments and offer additional support for those who need it, in order to demonstrate equity and inclusion. We recognise that some children with additional special educational needs or a child who has experienced a form of trauma may need to have an individualised behaviour plan that reflects their needs and supports their management and care but also aligns to enable them to work within the guiding principles. These are sometime short term and sometimes longer term depending on circumstances. They may form part of a child's EHCP. As far as reasonably possible, the school anticipates likely triggers of dysregulation and puts in place support to prevent these.

We have two learning mentors who offer additional support to some of our children with their behaviour and regulation. Part of their role is helping the children to recognise their emotions and how they might experience these emotions in different physical ways. We help the children to understand that big emotions are normal, and we help them to find ways and strategies to deal with and express these emotions safely. We use phrases such as 'It is ok to be angry; it is not ok to hit.' We also have school dogs who might support children with their behaviour and regulation.

Working with Outside Agencies, Parents and Carers

"Alone we can do so little; together we can do so much." Helen Keller

We recognise the vital role that parents play in the education of their child and will work positively with them to secure the best outcomes. The behaviour policy is available to parents on the school website. At any point if the class teacher has concerns about a child's behaviour, they may decide to discuss this with the child's parents to work on a positive way forward. Support is available to parents who may need help in ways in which they can handle their child's behaviour. Signposting or referral to services such as 'The Early Help Hub' can be made through the head or SENDCo.

The school prides itself on the good relationship it has with parents and parents conduct themselves appropriately on site. Parents and staff are important role models for the children. The Crofty Education Trust has a code of conduct for parents and if this is not followed further actions may be taken. If parents/carers are seen to be abusive, the head will seek to ban that person in line with the Cornwall Education Local Authority and Devon and Cornwall Constabulary policies.

We liaise with a variety of work colleagues within Crofty, including the Inclusion Team and external agencies such as Early help, family support services, school nurses, educational psychologists, behaviour support services, Cornwall Council's Inclusion Team, charities such as Penhaligon's Trust and SALTs for advice and training.

Safe

"If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow."

– Alfie Kohn

Routine

Structure

Self-defence

Self-regulation

Proactivity

Loved

"The child must know that he is a miracle, that since the beginning of the world there hasn't been, and until the end of the world there will not be, another child like him." Pablo Casals

Connection

Belonging

Experience

Self-care

Self-acceptance

Responsible

"The time is always right to do what is right" Martin Luther King

Dependence

Compliance

Opportunity

Choice

Freedom

Learning

The full quote is: "Learning is the only thing the mind never exhausts, never fears, and never regrets."

Presence

Passiveness

Receptivity

Engagement

Motivation

Ready

"I'll be ready. I'm not sure for what exactly. But maybe that's what being ready really means." Holly Goldberg

I move towards independence and self-regulation so I am ready



We are Safe	We feel Loved	We take Responsibility	We are always Learning	We are Ready
Providing Routine - School attendance - School day - Weekends as separate time - Differential between 'work' time and 'play' time within the school day	Providing Connections - Called by name - Working with others - Knowing staff members	Recognising Dependence - Dependence upon others / adults is central to dealing with everyday situations - Need for clarity on what to do / how to do it / what comes next	Recognising presence - Able to be in the room - Recognition that purpose is learning	 Move to independence and self-regulation
Developing Structure - Agreed rules - Expectations on behaviour - Predictable commentary eg praise for doing the right thing	Developing Belonging - Role as a class member - Responsibility with 'job' in class - Belonging in defined groups eg friendship groups, 'team', house/colour	Recognising Compliance Dependence on routine and structure but working within this, can follow guidance	Recognising passiveness - Able to recognise the key aim of the learning - Remains within lesson - Completes some of work given	
Enabling Self-Defence Recognising when it is appropriate to get help in safeguarding situations (eg informing an adult if feeling threatened)	Enabling Experiences - Promised 'experiences' as rites of passage through school eg camps, forest school - Ensuring experiences are part of everyday schooling (eg specific assemblies, activities etc)	Enabling Opportunity - Working within guided structure, enable possibility of taking work / experiences further - Opportunity to experience additional activities	Enabling Receptiveness - Showing interest in learning - Will provide answers when asked to respond - Recognises the advantage of learning - Shows willingness to learn - Enthusiastic about some aspects of learning	
Supporting Self-Regulation Clear and confident understanding of what to do if something is wrong eg steps to take when conflict arises, if someone is bullying, if child sees an unsuitable website etc	Supporting Self-care - Recognition of own feelings. - Ability and understanding of how to get support if not feeling well, or not feeling happy - Recognition of some ways that improve wellbeing eg exercise, eating well, mindful activities	Supporting Choice - Recognising that having choice requires you to take responsibility for your decision - Following through on the choice taken, understanding that one option may have different outcome to the other option	Supporting Engagement - Excited by aspects of learning - Determination to work to best of ability in learning opportunities given	
Celebrating Proactivity Clear and confident understanding of how to minimise the risk of being in difficult safeguarding situations eg using safe internet browsers, not accessing sites that have a higher age range etc.	Celebrating Self-acceptance - Self-confidence - Recognising that range of feelings are 'normal' and how to celebrate when good, help self when not good - Understanding and acceptance of strengths and what next steps are in personal development	Celebrating Freedom - Knowing that freedoms come with responsibility eg knowing that walking home alone / taking the register to the office brings within it responsibility for how you operate - Recognising that freedoms, if taken responsibly, lead to more opportunity	Celebrating Motivation - Actively seeking out learning opportunities - Self-motivated to learn more, apply learning to new situations	

Appendix to Pennoweth School's Behaviour Policy

The following is based on DfE's guidance and should be read in conjunction with Pennoweth's Behaviour Culture Document.

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.

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, Pennoweth 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.

Off Rolling

Pennoweth 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.

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.

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.

Child-on-Child Sexual Violence and Sexual Harassment

At Pennoweth 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

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.

Special Educational Needs and Disabilities (SEND)

Pennoweth 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.

Reporting, Recording, and Monitoring Behaviour Incidents

Pennoweth 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.