



Forward Together

 *War-rag War-barth*

PENPOL SCHOOL

Behaviour for Learning Policy

Reviewed: May 2026

Next Review Date: May 2027

Rationale

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach.

Our support for behaviour at Penpol is underpinned by the understanding that all behaviour is a form of communication and that it is the role of each member of our team to build positive and mutually respectful relationships with our pupils. We hold high expectations for all of our pupils and take a developmental approach to supporting behaviour. This policy should be read in conjunction with our **Relationships and Safe Touch Policy**.

At Penpol we aim:

- To support children to learn from and through their behaviour.
- To provide a happy, secure, inclusive, caring environment, where all feel valued and believed in
- To celebrate all success
- To ensure that each individual realises their full potential
- To provide inclusive support systems which promote personal, social and emotional development

Our agreed aims which are crucial to the success of this policy are:

- To be consistent with how we carry out our approaches to behaviour and relationships
- To treat children fairly, but not the same, considering individual needs and challenges
- To communicate well as professionals to support the children in our school
- To build strong relationships between all members of the school community.
- To have high and attainable expectations
- To ensure our approaches to behaviour and relationships are meaningful (in that they support individuals to learn) and positive

Rights, Responsibilities and Expectations

At Penpol Primary School, we all have the right to feel safe, happy and respected. This applies to every member of our school community – children, teachers, support staff, school leadership, parents and visitors to our school. We believe children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour at Penpol.

Responsibilities:

To demonstrate an understanding of the school's values, children should:

- Follow school expectations
- Ask for help when unsure.
- Show respect and consideration of others and their property.
- Show good listening.
- Wear school uniform.
- Move around the school calmly and safely.
- Behave well when travelling to and from school and on school trips. Recognise that the school is part of the wider community.
- Show respect to all school staff and visitors.
- Show respect for the school building and facilities.
- Be open, honest and reflective.
- Be authentic, recognising difficult feelings and seeking support where needed.
- Behave sensibly at lesson changes e.g. assembly, breaks and lunchtimes.

Teachers should:

- Know and use restorative language and approach
- Collect pupils promptly at times of lining up.
- Treat pupils as individuals, get to know pupils and respect them.
- Use restorative approaches to resolve situations of conflict and provide meaningful solutions for all.
- Be consistent in use of rewards and sanctions.
- Praise children's positive behaviour
- Ensure the curriculum is inclusive and aim to provide learning that is accessible for each pupil.
- Have well prepared lessons which are personalised, relevant and engaging.
- Engage with all children, even if not in own class.
- Keep specialist staff or any staff covering their class aware of any behavioural characteristics of pupils.
- Show respect and active listening. Ensure all parties have the opportunity to express themselves, listen to what has been said.
- Engage with parents / carers in order to share positive information about behaviour and to elicit support in improving behaviour.
- Use a sense of humour.
- Realise that success does not always come instantly.
- Be democratic and consultative, find out what works for your pupils, ensure they have ownership e.g. sharing class expectations
- Be reflective; alter strategies if others are not working.
- Be patient with children's needs, particularly when this is tested the most.
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The SLT should model and promote school values. Team members will:

- Know and use restorative language and approach
Visit classes to support behaviour.
- Monitor behaviour and support those children who are consistently presenting challenging behaviour.
- Ensure staff are aware of any specific information relating to pupils and include staff in relevant meetings regarding pupils.
- Show respect and active listening.
- Contact parents / carers in order to share positive information about behaviour and to envisage support in improving behaviour.
- Praise children's behaviour.
- Issue meaningful consequences when required, in the interest of supporting learning for the individual.
- Ensure positive behaviour is recognised through celebrating achievement e.g. assemblies.
- Support restorative practice, through mediating and providing staff with support so they can carry out restorative interventions.

Support staff / Playground supervisors should

- Know and use restorative language and approach.
- Ensure they circulate the playground within designated areas. Keep pupils with specific needs in view and supervise all areas.
- Intervene quickly and calmly. Focus response upon the restorative approach.
- Keep teachers aware of specific behavioural information including from the playground.
- Engage with children actively and get to know them.
- Show respect and active listening. Ensure all parties have the opportunity to express themselves, listening to what has been said.
- Ensure you arrive for duties on time.
- Show tolerance to all and celebrate differences.

Parents / Carers should

- Ensure their child arrives to school on time.
- Ensure that their child is wearing the correct school uniform everyday.
- Try to ensure your child has the necessary equipment for school-P.E. kit and appropriate outdoor wear.
- Ensure that their child has something to eat and drink before school.
- Attend any scheduled meetings regarding their child e.g. parent/carer consultations or individual meetings.
- Work with the school to resolve issues.
- Contact the school whenever there is a problem, so that it can be sorted quickly.
- Contact the school if there is anything we need to know which could affect the child's learning / behaviour.
- Encourage children to speak openly and honestly at home about issues which may be worrying them.

- Show tolerance to all and celebrate differences.

Positive Reinforcement

The goals of providing positive reinforcement to pupils are:

- To provide clarity around behaviours which are desirable when learning alongside others.
- To support children to make the transition from seeking **extrinsic** praise towards being **intrinsically motivated** to work hard and overcome challenges.

Children in Reception use a stamp system to celebrate their positive behaviours and achievements.

From Year 1 upwards, we use Class Dojo as a way of recognising and celebrating specific positive behaviours.

By the time children reach Upper Key Stage 2, we aim for them to be securing a more resilient **intrinsic** motivation and, where deemed ready, teachers will begin to relinquish the use of Class Dojo.

Every child is different and, where supportive for an individual, bespoke behaviour strategies will be developed, in conjunction with our SENDCo.

We are a **values-based learning community** and expect all in our school to demonstrate our school values of **respect, creativity, resilience, honesty, friendship** and **integrity**. In order to reinforce these, staff carry **values cards** which are awarded to children making significant contributions to our values at school.



Behaviours Which Challenge

Alongside developing trusting and respectful relationships, we hold robustly high expectations for the behaviour of all and these are modelled by each member of our staff team.

When children exhibit behaviours which challenge or where there is a challenge between pupils, each member of our team employs a **restorative approach**. Challenging behaviours can, at times, illicit an emotional response so it is important to recognise when this may hamper the restorative process and seek support from colleagues to ensure that the process is followed correctly.

If the behaviour has reached a point where a suspension or permanent exclusion may be necessary to support progress, a **risk assessment must be carried out** and the school should consider liaising with the Local Authority.

Restorative approach

Background

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

This approach seeks to address the flaws of the traditional punitive approach; namely that the 'offender' has the responsibility for their actions taken away from them and once punished they have no need to address the underlying harm caused. This is like applying a sticking plaster to the problem. When third parties i.e. teachers deal with conflict the outcomes are superficial punishments whilst underlying issues remain unaddressed. Like a plaster on a dirty wound seals the infection, punitive approaches to conflict seal in the harm within the relationship which will reoccur in subsequent behaviour.

Shifting responsibility to the pupil

By placing the responsibility for conflict resolution back onto the child they are in a much better position to learn about appropriate behaviour and dealing with social relationships rather than always relying on a third party to monitor their actions, dealing with them as necessary. Bringing a holistic restorative approach into schools can not only resolve specific incidences of behaviour but can also create a much more pleasant learning environment, getting to the heart of issues before they flare up into incidents. Restorative approaches are fundamentally grounded in 'relationships' and in repairing, restoring and consolidating relationships when they have been harmed.

A restorative approach is very different to the traditional way that schools have dealt with 'wrong doing'. First of all, students must tell the truth and own up to what they have done. Then the approach differs in the following respects:

A restorative meeting following an incident brings together the harmed and the 'wrong doer'. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

The Restorative Approach

<u>Traditional</u>	<u>Restorative</u>
What's happened?	<i>What's happened?</i>
Who's to blame?	Who's been harmed and in what way?
How should we punish them?	What needs to happen in order to put things right and ensure that this never happens again?

Restorative approaches range from: a quick 'restorative chat' in a corridor right up to a full class room conference in which there may be as many as thirty people involved.

A restorative approach is highly effective because it:

- Transforms wrong doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrongdoers'
- Encourages a school-wide culture of mutual respect and care

Restorative Interventions at Penpol:

- Restorative conversations (enquiry / chat / dialogue)
- Peer and adult mediation
- Classroom restorative conferences
- Problem solving circles

For most of the above interventions the following script (Five Gateway Questions) will be used:

The Five Gateway Questions

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Additionally, where any mediation is to take place adults should ensure the following structure:

- Ask all parties if they wish to participate
- Thank all parties for participating

Explain rules / format

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality-explain that this is between the people involved (plus parents if required)
- Be aware of any matters regarding Child Protection
- If young people do not follow rules or are still/become angry, stop mediation!

The following detail each of the interventions and how they should take place:

Restorative Conversations:

This is the starting point for all restorative processes. The conversation will involve one to one dialogue. The role of the adult is to demonstrate good active listening helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves. The 'Gateway questions' can be used to guide the dialogue, however sometimes a less formal approach can have success. In this type of conversation, as with others e.g. mediation, it is important for the adults to demonstrate good listening and body language.

Peer and Adult Mediation:

This intervention is used when 2 or more people believe the other person (s) may be the cause of the problem or has caused harm. The mediator should remain impartial; help both sides to consider the problem as a shared one that needs a joint solution. This can be undertaken by adults in school and by trained pupils acting as peer mediators. 'The Five Gateway Questions' will be used as a script to guide the process.

Appropriate Meaningful Consequences for Challenging Behaviours

The table below is a guide only. It is important to carefully consider the context in which specific behaviours take place, remembering that the goal for all behaviour support must be to positively influence children's onward behavioural choices.

Some children may have complex behavioural and emotional needs and will require a bespoke approach to supporting their behaviour. When this is the case, an individual behaviour plan will be in place.

Don't forget: When we are responding to behaviours which challenge, we are supporting **learning** about behaviour and demonstrate **unconditional positive regard at all times**.

	Behaviour	Approach <ul style="list-style-type: none"> Restorative Approach Use Meaningful Consequences
Low Level Response	<p>Low level disruption For example:</p> <ul style="list-style-type: none"> Out of seat Calling out, Interrupting other pupils, Silly noises, actions, Fiddling with resources, Talking to other pupils Pushing in line. 	<ul style="list-style-type: none"> Minimal, low-key response designed to not draw attention to child. Reminder about appropriate choices.
Clear and Consistent Response	<p>Beginning to Challenge For example;</p> <ul style="list-style-type: none"> Continuing behaviour from step 1 even after a warning, Chewing gum Not completing reasonable amount of learning in a set time due to behaviour, Deliberate disruption, creating a disturbance, e.g. trying to distract other pupils from their work, kicking a pupil under the table, etc., Deterioration of behaviour, Lying or refusing to take responsibility for actions Deliberately throwing small objects for fun 	<p>A clear progression through the below actions is followed, helping children to know what to expect should they or others make the wrong choice.</p> <p>A: Reminder of expectations B: Warning of meaningful consequence C: Move to a parallel class or involvement of a phase lead. D: Involvement of Headteacher, Deputy Headteacher or a designate</p> <p>For C and D, a restorative conversation must be held following the meaningful consequence and when the child is calm.</p>
Clear and Consistent Response	<p>Serious and deliberate For example;</p> <ul style="list-style-type: none"> Deliberately throwing small objects with the intention of hurting other children/breaking objects, Deliberately hurting someone Damaging school /other child's property Leaving class without permission – once Any type of refusal, Persistent or serious rudeness/challenge to adults e.g. answering back Deliberate swearing Petty theft, e.g. taking food out of another child's lunch box 	<p>B: Warning of meaningful consequence (where appropriate) C: Move to a parallel class or involvement of a phase lead. D: Involvement of Headteacher, Deputy Headteacher or a designate.</p> <p>For C and D, a restorative conversation must be held following the meaningful consequence and when the child is calm.</p>
High Level Response	<p>Very Serious For example;</p> <ul style="list-style-type: none"> Repeatedly leaving class without permission Behaviour is creating a health and safety risk Racially offensive remarks or behaviour or other hate speech. Running out of school Fighting and intentional physical harm to other children Throwing/kicking large objects at someone or around the room Verbal abuse to any staff Intentional vandalism Serious theft, e.g. taking money or a mobile phone from an adult's bag Bullying (repeated and deliberate) Use of sexualised language towards staff or pupils. 	<ul style="list-style-type: none"> Should involve the headteacher/ deputy heateacher. or a designate immediately. Lunchtime exclusion if happens during lunchtime. Internal exclusion at the very least. Possible fixed term suspension. Withdrawn from next outing (if happened on a trip) and letter to parents. All hate incidents to be reported to Local Authority
High level Response	<p>Extremely Serious For example;</p> <ul style="list-style-type: none"> Extreme danger or violence Very serious challenge to authority – persistent and dangerous Physical abuse to staff Deliberate, repeated racially offensive comments or other hate speech. Possession of weapon or drugs 	<ul style="list-style-type: none"> Immediate involvement of Headteacher Fixed term suspension or permanent exclusion. Possible liaison with the Local Authority.

Recording and Identifying Patterns

Wherever a response of **C** (Move to a parallel class or involvement of a phase lead.) or **D** (Involvement of Headteacher, Deputy Headteacher or a designate) is required, teachers are asked to record key details using the template provided below.

This is a confidential document which must stay out of reach in the classroom. It is used to support the identification of any emerging trends in order to provide the most suitable onward support.

Trust-Wide Policy

Proudly part of **Crofty Education Trust**, the policies below apply to our behaviour work at Penpol School.

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, August 2024</i> ' the following definitions will be adopted by Crofty Education Trust and all Crofty schools.	
Headteacher	Shall relate to the Headteacher, Executive Headteacher, and/or Head of School
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, August 2024*', which is available [here](#).

In extreme cases, Penpol School may use suspensions or permanent exclusion.

Only the headteacher of the school can 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.

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 child 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 pupil is reinstated). 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 on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked;
- allow the pupil to give their version of events;
- consider whether the pupil has any relevant special educational needs;
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child);
- consider whether all 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 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 pupils 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.

Part-Time Timetables

In line with DfE guidance and Crofty Education Trust policy, 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. All part-time timetables must be recorded using the Crofty PTT proforma and monitored in line with Trust procedures.

Off Rolling

Schools in 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 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 18-22 of the [DfE 2024 exclusion guidance](#).

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.

Mobile Phones

We recognise that, in preparation for the transition to secondary school, some parents may wish their older primary-aged child to bring a mobile phone to school so they can be contacted at the end of the day, particularly if the child is beginning to walk home independently. In line with the Department for Education's Mobile Phones in Schools guidance (February 2024), children may only bring a mobile phone to school in circumstances agreed in advance with the class teacher. Phones must be handed in at the start of the school day and returned as the child leaves. Mobile phones must not be used during the school day under any circumstances. The

headteacher holds the final decision as to whether a child is permitted to bring a phone to school. The school accepts no responsibility for loss or damage.

Banned Items and Searches

In line with DfE guidance (July 2022), and Crofty Education Trust policies, the following items are banned 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).
- Fireworks or explosives.
- 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.
- Laser pens or high-powered torches.
- Energy drinks or other banned consumables.
- Mobile phones (unless agreed in advance and handed in on arrival).
- **Any item which the headteacher deems to be inappropriate or unsafe.**

As set out in the DfE guidance (July 2022), the headteacher and authorised staff can search a child and/or their bag if they believe they may have brought a banned item into school. Searches will be completed respectfully, away from other children, and in the presence of another adult. This would only happen if absolutely necessary to keep everyone safe. If a banned item is found, it will be confiscated, the child's parents informed and next steps taken in line with the school's behaviour and safeguarding policies. In some cases, such as drugs and/or weapons being found, the school may also need to contact MARU and/or the Police.

The headteacher reserves the right to add to this list as required in the interests of safeguarding, safety, or wellbeing. The school will inform parents at the earliest possibility of any changes to banned items. Items found in breach of this list may be confiscated, and further action taken in line with the school's behaviour policy.

Safe Touch and Physical Intervention (Use of reasonable force)

Members of staff may need to use safe touch or physical intervention to keep children safe and supported in line with the Trust's Safe Touch policy. This includes situations where a child is at risk of harming themselves or others, damaging property, or, in extreme cases, committing an offence. Any use of physical intervention will always be a last resort, used only when all other strategies have been exhausted and it is necessary to protect the child or those around them.

The school and Trust take an evidence-informed and developmentally appropriate approach to safe touch. Where appropriate, and always in the presence of other staff, staff may use safe touch as part of a developmentally informed response to:

- Calm and soothe a child in distress
- Keep a child or others safe from harm
- Affirm, connect with, or gently encourage a child

This is always in line with the Trust's Safe Touch Policy and is never used as a means of control, compliance, or reassurance for staff.

Positive handling, including Team Teach techniques, must always involve the minimum necessary force for the shortest time, while maintaining dignity for all involved. Positive handling, physical techniques are not risk free. There is a possibility that accidental bruising, scratch marks, and other injuries can occur from the use of a physical technique. If staff are aware, any injury will be recorded when reporting the use of restrictive practices. All incidents must be recorded in the school's logbook and on CPOMS, with parents/carers informed within 24 hours, and signed off by the headteacher.

We understand that some children may need to regulate away from others in a calm, supervised space. Where this is necessary, a member of staff will remain with the child. In very exceptional circumstances, a child may be prevented from leaving the space for their own immediate safety or that of others. This is only ever a short-term measure and is always done in line with DfE guidance (*Behaviour in Schools*, February 2024).

All staff will have due regard for the additional vulnerability of pupils with SEND. Physical intervention will never be used in place of support, and staff will not assume that an approach suitable for one child is appropriate for another.

Child-on-child sexual violence and sexual harassment

At Penpol 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. By not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead 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
- [KCSiE 2024](#)
- School Behaviour Policy
- Anti-Bullying policies

Special Educational Needs and Disabilities (SEND)

Penpol 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 when reviewing their provision related to supporting behaviour or when reflecting on an incident where their behaviour has been a factor. However, not every incident is directly related to a child's SEND, 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. Where a child may have a Communication and Interaction, or Social, Emotional and Mental Health need, it is essential that parents and the school work together to ensure a consistent approach, including the language or symbols used. 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

Penpol school has robust procedures for reporting and recording behaviour incidents which includes the use of CPOMs.

We analyse incidents to identify trends and reflect on the effectiveness of our policy and approaches. The analysis also identifies where children may require support.