

Porthleven School

# Our Behaviour Culture



“Culture is a set of living relationships working toward a shared goal. It’s not something you are. It’s something you do.”

— Daniel Coyle

# THE PORTHLEVEN WAY

We are safe.

We belong.

We are responsible.

We learn.

We can.



We are safe.



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

We belong.



*"Children who are connected and feel that they belong in the worlds that they inhabit are more likely to develop a strong identity, a positive sense of self and strong relationships with others."*

We are responsible.



*"If you can take responsibility for your own life, then you will begin to realise that you can change it." H. K. Abell*

We learn.



*"Learning is the key to unlocking the world. It is the passport to freedom." Oprah Winfrey*

We can.



*"Take pride in how far you've come. Have faith in how far you can go. But don't forget to enjoy the journey."— Michael Josephson*

## The Guiding Principles

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

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At Porthleven School, all our actions are guided by five fundamental principles that shape our culture and define our rights and responsibilities: We are safe, We belong, We are responsible, We learn, We can. It is expected that all staff and students uphold these principles through their actions. Additionally, we adhere to the behaviour strategies agreed upon by the Trust, which are detailed at the conclusion of this document and provide a framework for addressing specific behavioural situations.

*We all have a right to feel safe and belong.*

*We all have to take responsibility for our actions, to learn and show 'We can' achieve.*

## Culture into Practice

*"Let our actions echo our intentions." Unknown Author.*

Pupils and staff have endeavoured to give examples of how we act following the Porthleven Way. These lists are not exhaustive but are reviewed and added to when required.

We are Safe:

- We speak up when we have concerns and if we are worried about anything.
- We question what we are unsure about.
- We try to ensure our actions are safe for others.

We belong:

- Feel that we are missed and miss people when not together.
- Consistently acknowledge and affirm positive actions and behaviours.
- Feel a sense of belonging to a house team ensuring that we have a 'family' that is wider than our class / year group.
- Celebrate our achievements through Celebration assembly.

We are responsible:

- Make sure that we consider our own actions.
- Understand that we can only change what we acknowledge.
- Know that our words have power and be considerate in how we use them.
- Reflecting and admitting our behaviours and seeking to make amends.
- Know that making mistakes is part of learning.

We learn:

- Recognise the importance of active listening and focussed attention in all situations.
- See the value in learning at all times and in everyone.

We can:

- Approach challenges with confidence, knowing we possess the knowledge and skills to tackle them.

- Independently assess risks before acting.

We understand that everyone may need support at times to uphold these rights and responsibilities for themselves and others. Therefore, we recognise each principle as a continuum showing different levels of understanding and the ability to practise them independently in varying situations. Our goal is to foster independence and empower all members of the school community to demonstrate these principles autonomously. Children with significant needs will have individual plans tailored to support, encourage and enable them to work within the guiding principles.

### Rewards

Our behaviour culture is established through positive reinforcement and the use of, for example:

- Stickers
- Discussions with parents
- Star of the day
- Pupil of the week
- Postcards home
- Child sent to a member of the SLT for praise.
- House points
- Recognition in assembly

This list is by no means exhaustive.

### Consistency

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

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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.

In all discussions about behaviours, 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 that they belong' and how they can demonstrate they are taking responsibility and reflecting on their actions. Discussions will always be age appropriate and in context.

### Sanctions & Consequences

We continually support and encourage all members of the school community to take responsibility for their own behaviour. All staff are considered to be responsible for discussing and challenging any behaviours that are not appropriate.

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

- Look / visual cue (individualised if necessary)

- Verbal reminders
- Reset time within the classroom, this is an opportunity to work away from the class but still in the room.
- Loss of playtime minutes to reflect on behaviour.
- Reset time in another class (5 -10 minutes) or with an

SLT member if they are available. These should be recorded on CPOMs under behaviour. If a child is on a behaviour plan a record of the number of resets should be kept for when the plan is reviewed and a statement added to CPOMS.

- Discussion with parents/carers
- Discussion regarding behaviour with the Team Lead (possibly leading to a further sanction)
- Discussion regarding behaviour with the Head of School (possibly leading to a further sanction)
- Internal school inclusion (within the school building, isolated from other children)
- 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 Porthleven.

Please see Crofty strategy (below) for further information.

# Crofty Behaviour Strategy

In line with our scheme of delegation the behaviour policy for each school is written by the headteacher, in collaboration with the school community. This enables each school to ensure that the policy reinforces the culture and ethos within their school alongside the Trust agreed principles. The statements within yellow are standard across all Trust Schools.

The Local Governors Committee (LGC) have responsibility for monitoring attendance, exclusions and attainment for all pupils, including those with special educational needs or disabilities.



## Use of Suspension and Exclusion

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](#).

## **Suspensions and Exclusions**

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In extreme cases, Porthleven 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

**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.

### **Suspension Reintegration**

Reintegration meetings matter. They help set the tone for a fresh start, reinforce expectations, and show the child that we want them back and we want them to succeed. It's not just a tick-box – it's a chance to rebuild relationships, reflect on what led to the suspension, and agree clear, practical steps moving forward.

### **Off-rolling and unlawful exclusions**

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.

### **Transferred Inclusion:**

- All the schools within Crofty Trust are committed to reducing exclusions from school where ever possible. In order to facilitate this the schools work together to facilitate transferred inclusions between the schools. This means that a child may attend a different school for a period of a few days, with the agreement of their parents.
- Where a pupil's behaviour and conduct has been such that a suspension is considered by the headteacher, the alternative of a transferred inclusion will always be considered in the first instance.
- When a school is considering use of a transferred inclusion a risk assessment (along with other paperwork) will be completed in advance and shared with the receiving school to ensure that this is the most appropriate action and that appropriate care can be offered by the receiving school.

### **Part-Time Timetables**

This guidance outlines the expectations and statutory responsibilities for schools when considering and implementing a reduced timetable, in line with the Department for Education's statutory guidance Working Together to Improve School Attendance (2024).

It is designed to ensure any such arrangements are used appropriately, remain time-limited, and are part of a wider support plan focused on securing full-time education as soon as possible.

### **A part-time timetable should:**

- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process.

### **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.

Where the pupil has a social worker, the school is expected to keep them informed and involved in the process.

If the child has an EHCP, the school should discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly (normally using code X or C2).

Before a part-time timetable can begin, the following must be completed:

- Meeting with parents to agree the part-time timetable, the reasons, and the review dates.
- Crofty part-time timetable Plan and Review document
- Cornwall Council part-time timetable risk assessment
- Cornwall Council part-time timetable request—submitted to the Council.

The part-time timetable must be reviewed a minimum of every three weeks, but may be more frequent in certain situations. If a part-time timetable will be in place for more than 12 weeks (a full term—cycle 2b), this must be reviewed by the Director of Education and again at each cycle review point.

### **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

To ensure that everyone in school feels safe and welcomed, there are some items that children must not bring into school.

This follows national guidance (Searching, Screening and Confiscation, DfE, July 2022) and helps us make sure our schools stay safe places for all. Each school follows the same approach, and the headteacher can add to the list if needed to keep children safe.

### 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 behavior 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

All members of school staff have a legal power to use reasonable force, as set out in the DfE's Use of Reasonable Force (2013) and Section 93 of the Education and Inspections Act 2006.

Croftly schools follow a Trust-wide Safe Touch Policy, rooted in the belief that some children need access to safe, appropriate physical contact as part of their emotional development and regulation.

Research shows that healthy pro-social brain development relies on access to safe touch—particularly as a way to calm, soothe, and contain distress. It is essential that children learn the difference between safe and unsafe touch, and that they experience their strongest emotions being held, validated, and soothed by trusted adults.

### **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 practice and records updated if further information is provided. 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 Abuse - including sexual violence and sexual harassment**

Child-on-Child Abuse – including sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online, are addressed within Crofty’s Child-on-Child Abuse Policy. All schools follow this policy and will have the statement below within their school behaviour policies. Each school will also create their own Anti-Bullying Policy in consultation with the school community.

### **Child-on-child sexual violence and sexual harassment**

At Porthleven 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.

## **E Safety, online abuse and Harassment**

See Online Safety Policy

### **SEND**

Schools 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.

Where appropriate, behaviour support provision for children with SEND will be included in their Star Plan. All schools in Crofty Education Trust consistently promote 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.

All schools' behaviour policies promote a whole-school, relational approach to behaviour that meets the needs of all children, including children with SEND.

### **Special Educational Needs and Disabilities (SEND)**

Porthleven School consistently promote 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.

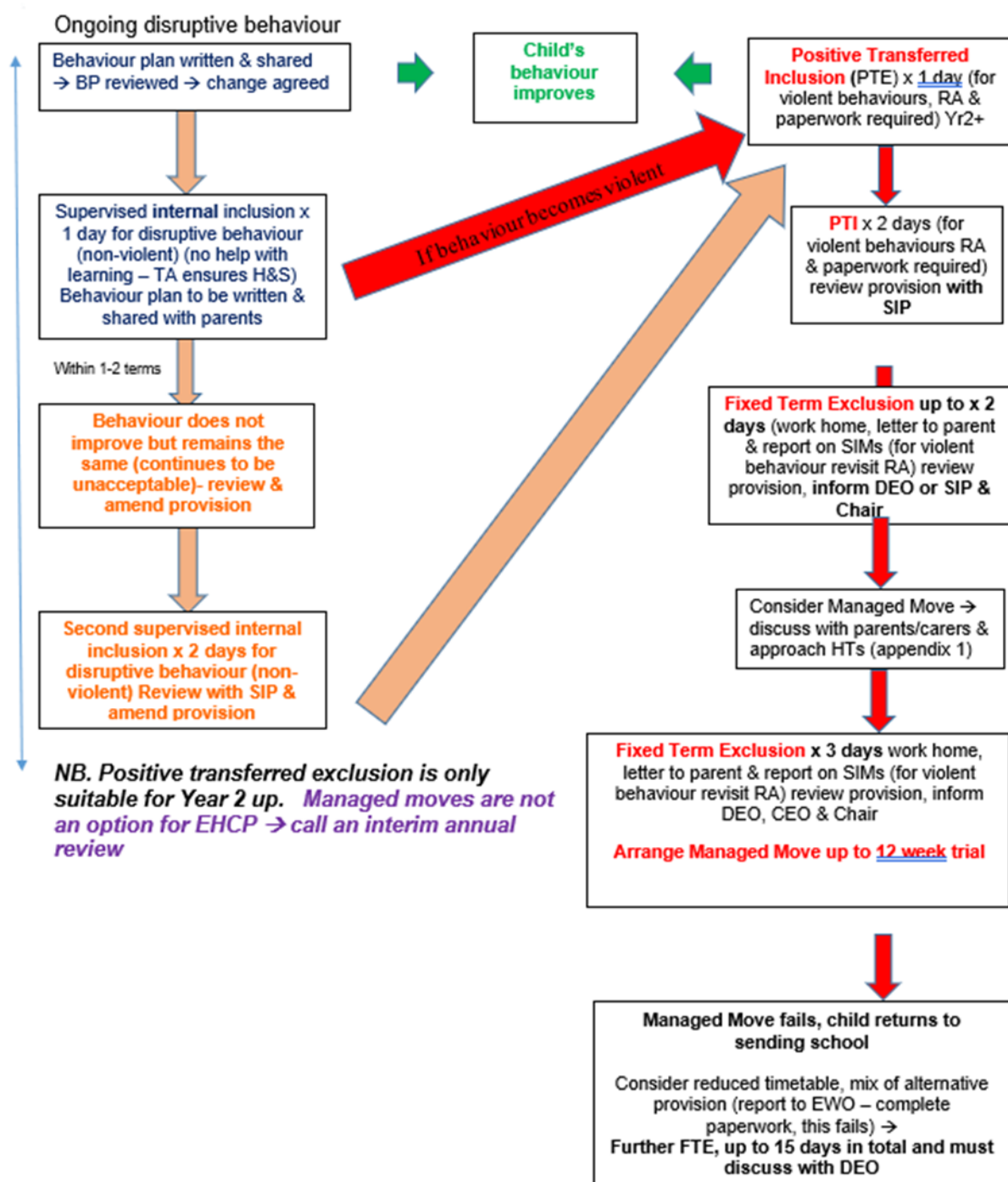
Our behaviour policy promotes a whole-school, relational approach to behaviour that meets the needs of children, including children with SEND. We recognise that some children may need a different approach when supporting and developing their behaviour.

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.

## Appendices:

### CROFTY MULTI ACADEMY TRUST BEHAVIOUR STRATEGY LEVEL 2





## Exclusion Flowchart

