

# **Marazion School**

## **Relationships and Behaviour Policy**



***Safe, Purposeful and Respectful***

**Agreed: 3<sup>rd</sup> November 2025**  
**Next Review: 1<sup>st</sup> September 2026**

## Vision and Values

At Marazion School, we believe that warm, resilient relationships are at the heart of a successful and happy school community. Every member of our school – children and adults - has the right to feel **safe**, to learn and play in a **purposeful** environment and to be treated with **respect**.

We understand that **behaviour is a form of communication**, often of unmet need. Our approach is therefore rooted in empathy, understanding, and clarity. We aim to teach, model and support positive behaviour through a relational and restorative ethos. We show **unconditional positive regard** and remember that children who need our support the most often show this through behaviours which challenge.

## Core Principles

1. **Relationships first:** Strong, trusting relationships between children and adults underpin all effective behaviour practice.
2. **Behaviour as communication:** We seek to understand what a child's behaviour is telling us, responding to emerging needs whilst reinforcing expectations.
3. **Consistency and clarity:** Clear systems, routines, and expectations help children feel safe and secure.
4. **Restoration:** We facilitate restorative conversations, reflection, and repair alongside meaningful consequences for choices made.
5. **Expectations need to be taught:** We teach behaviour as we teach any other part of the curriculum: explicitly and consistently whilst adapting for learning differences.

## Our Behaviour Curriculum

At Marazion School, we teach behaviour through:

- **Modelling:** All adults consistently model safe, purposeful and respectful behaviour.
- **Direct instruction:** Behaviour expectations are explicitly taught, discussed, and practised through PSHE, circle time, assemblies and class routines.
- **Positive noticing:** We notice and name positive behaviour, reinforcing the school's core values.
- **Restorative practice:** When mistakes occur, adults support children to reflect, repair and restore relationships.

Our **Behaviour Curriculum** focuses on helping children understand:

- What **safe** behaviour looks and feels like (physically and emotionally).
- What it means to be **purposeful** in learning and play.
- How to show **respect** to themselves, others, and the environment.

## Moving Safely and Calmly Around School

To keep everyone safe and ensure a calm learning atmosphere:

- Children are supported and reminded to walk **calmly and quietly** (not necessarily silently) when moving around the school building.
- Movement between lessons or to shared spaces (e.g. canteen, playground, library) is **purposeful** and largely adult-led, with staff using positive narration to reinforce expectations ("I can see lots of safe, calm walking—thank you.").
- Transitions are planned and supervised, with **clear routines** in place.
- Any **rough play is challenged immediately**, at any point of the day and by all members of staff.

## Calming and Purposeful Classroom Environments

Every classroom is designed to support regulation, focus, and belonging.

- **Calming:** uncluttered, organised, and predictable environments help children feel secure. Displays celebrate and support learning without overwhelming visual space.
- **Purposeful:** Resources are accessible and labelled, using dual coding, to promote independence. Routines are consistent and clearly taught.
- **Supportive of regulation:** Each classroom includes a calm area where children can take a short break if needed. Sensory tools are readily accessible to those who need them.
- **Relationships:** Adults greet children warmly, use calm tones, and repair relationships promptly after difficulties.
- **Adults use calm voices.** We use a 'change of face' whenever needed.

## Supportive Classroom Systems

Aspects of our **universal provision** are of particular benefit to children with learning differences and directly influence positive behaviour management:

- **Classroom routines** are communicated in a way that all learners understand and are shared clearly with each member of staff, including temporary colleagues.
- **Visual timetables** help children to predict changes to routine.
- **Task management boards** support teacher modelling, with individual boards used consistently for identified children.
- Where children struggle to manage their behaviour safely, **individual behaviour plans, risk assessments** and **behaviour charts** are used to support and celebrate progress.
- Regular conversations between teachers and parents and carers are centred around **targeting** and **celebrating success**, supporting vital development of self-esteem.

## The Restorative Approach

### Overview

A restorative approach helps resolve conflict, improve behaviour and strengthen relationships across the school. It recognises that conflict is a natural part of life and that harm caused between individuals must be addressed to prevent further issues.

### Principles

Rather than focusing on punishment, restorative practice encourages pupils to take responsibility for their actions, understand their impact on others, and work to repair any harm caused. This shifts the focus from blame to learning and accountability.

Punitive responses often suppress issues and lead to a sense of shame. In contrast, restorative approaches address the root causes of behaviour, rebuild relationships and promote empathy, understanding, and self-belief.

### Responsibility and Relationships

By returning responsibility for resolving conflict to the child, we support them to learn appropriate behaviour and develop social skills for life. Restorative approaches build a respectful and supportive school culture where relationships are central.

### Restorative Conversations

After an incident, a restorative conversation brings together those harmed and those responsible. Both sides share their experiences, discuss the impact of the incident, and agree on how to repair the harm and prevent recurrence. Where appropriate, agreed consequences may form part of the solution.

Traditional	Restorative
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 classroom conference.

A restorative approach is **highly effective** because it:

- Transforms wrongdoing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates both obligations and support for those who have made mistakes
- Encourages a school-wide culture of mutual respect and care

For most restorative conversations, the following **script** (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?

## Expectations of a restorative process:

- 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 informing parents if required)

## Appropriate Meaningful Consequences

At Marazion, we draw learning from behaviour whilst reinforcing clarity of expectations through meaningful consequences.

The table below is a 'best fit' model. 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 choices.

Some children 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.**

	Behaviour	Likely Meaningful Consequences (alongside Restorative Approach)
Low Level Response	<p><b>Low level disruption</b> For example:</p> <ul style="list-style-type: none"> <li>• Out of seat</li> <li>• Calling out,</li> <li>• Interrupting other pupils,</li> <li>• Silly noises, actions,</li> <li>• Fiddling with resources,</li> <li>• Talking to other pupils</li> <li>• Pushing in line.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider whether unmet need is being communicated.</li> <li>• Support children to stim in ways which do not unduly detract from purposeful atmosphere.</li> </ul> <p><b>If behaviour is intentional and avoidable:</b></p> <ul style="list-style-type: none"> <li>• Minimal, low-key response designed to not draw attention to child.</li> <li>• Reminder about appropriate choices.</li> </ul>
Clear and Consistent Response	<p><b>Beginning to Challenge</b> For example:</p> <ul style="list-style-type: none"> <li>• Continuing behaviour from step 1 even after a warning,</li> <li>• Chewing gum</li> <li>• Not completing reasonable amount of learning in a set time due to intentional behaviour.</li> <li>• Deliberate disruption, creating a disturbance, e.g. trying to distract other pupils from their work, kicking a pupil under the table, etc.,</li> <li>• Deterioration of behaviour,</li> <li>• Lying or refusing to take responsibility for actions</li> <li>• Deliberately throwing small objects for fun</li> </ul>	<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><b>A: Reminder of expectations.</b>  <b>B: Warning of meaningful consequence.</b>  <b>C: Relocate to a nearby class or involvement of a senior teacher.</b>  <b>D: Involvement of Head of School or designated leader.</b></p> <p>For C and D, a <b>restorative conversation</b> must be held following the meaningful consequence and when the child is calm.</p>
Clear and Consistent Response	<p><b>Serious and deliberate</b> For example:</p> <ul style="list-style-type: none"> <li>• Deliberately throwing small objects</li> <li>• Intentionally bumping or being rough with a peer</li> <li>• Damaging school /other child's property</li> <li>• Leaving class without permission – once</li> <li>• Any type of refusal,</li> <li>• Persistent or serious rudeness/challenge to adults e.g. answering back</li> <li>• Deliberate swearing</li> <li>• Petty theft, e.g. taking food out of another child's lunch box</li> </ul>	<p><b>B: Warning of meaningful consequence (where appropriate).</b>  <b>C: Move to a parallel class or involvement of a senior teacher.</b>  <b>D: Involvement of Head of School or designated leader.</b></p> <p>For C and D, a <b>restorative conversation</b> must be held following the meaningful consequence and when the child is calm.</p>
High Level Response	<p><b>Very Serious</b> For example:</p> <ul style="list-style-type: none"> <li>• Behaviour is creating a health and safety risk</li> <li>• Racially offensive remarks or behaviour or other hate speech.</li> <li>• Running out of school</li> <li>• Fighting and intentional physical harm to other children</li> <li>• Throwing/kicking large objects at someone or around the room</li> <li>• Verbal abuse to staff such as swearing or threatening</li> <li>• Intentional vandalism</li> <li>• Serious theft, e.g. taking money or a mobile phone from an adult's bag</li> <li>• Bullying (repeated and deliberate)</li> <li>• Use of sexualised language towards staff or pupils.</li> </ul>	<p><b>Responses may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Should involve the Head of School or a designated leader.</li> <li>• Lunchtime exclusion if happens during lunchtime.</li> <li>• Internal exclusion at the very least.</li> <li>• Possible fixed term suspension or Positive Transfer Inclusion.</li> <li>• Consider withdrawing from next trip if happening offsite.</li> <li>• All hate incidents to be reported to Local Authority and trust.</li> </ul>
Very High Level Response	<p><b>Extremely Serious</b> For example:</p> <ul style="list-style-type: none"> <li>• Extreme danger or violence</li> <li>• Very serious challenge to authority – persistent and dangerous</li> <li>• Physical abuse to staff</li> <li>• Deliberate, repeated racially offensive comments or other hate speech.</li> <li>• Possession of weapon or drugs</li> </ul>	<p><b>Responses may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Immediate involvement of Head of School or designated leader</li> <li>• Fixed term suspension, Positive Transfer Inclusion or permanent exclusion. Possible liaison with the Local Authority.</li> </ul>

## Trust-Wide Policy

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

### Definitions

When read or used in relation to this document and/or 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*' the following definitions will be adopted by Crofty Education Trust and all Crofty schools.

<b>Headteacher</b>	Shall relate to the Headteacher, Executive Headteacher, and/or Head of School
<b>Governors/Trust Board</b>	Shall relate to the Board of Trustees, and the Crofty Local Governance Committees (LGC)
<b>Parent</b>	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, Marazion 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 Marazion 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)**

Marazion 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**

Marazion 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.