

Pennoweth Primary

# Our Behaviour Culture



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

# Safe

# Loved

# Responsible

# Learners

# Ready

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

"A child must know that they are a miracle, that since the beginning of the world there hasn't been, and until the end of the world there will not be, another child like them."  
Pablo Casals

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

"Learning is the only thing the mind never exhausts, never fears and never regrets."  
Leonardo da Vinci

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

Routine

Connect

Dependence

Present

Structure

Belong

Compliance

Passive

Self-defence

Experience

Opportunity

Receptive

Self-regulation

Self-care

Choice

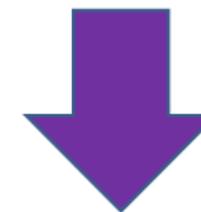
Engaged

Proactivity

Self-acceptance

Freedom

Motivated



## **The Guiding Principles**

“I’ll be ready. I’m not sure for what exactly, but maybe that’s what being ready really means.”

Holly Goldberg

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At Pennoweth Primary, all of our actions are informed by our agreed ‘guiding principles’; 5 statements that shape our culture and outline our rights and responsibilities: We are safe, We feel loved, We take responsibility, We are always learning, We are ready.

By definition, this includes our expectations for behaviour. All staff and children are expected to act in such a way as to uphold the principles. We also work in line with the Trust agreed strategies for behaviour. This strategy is included at the end of this document and defines agreed approaches to specific behaviour situations.

### **We all have a right to:**

- Be safe
- Feel loved

### **We all have a responsibility to:**

- Take responsibility for our actions
- Always learn
- Work to build the skills we need to be ready for whatever comes next

## **Culture into Practice**

“Don’t just talk about it, ‘be’ about it.”

Unknown author

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The school community (children, staff, parents and governors) have defined ways in which they feel they need to endeavour to act in order to ensure that the guiding principles are upheld throughout the routine of the school day. These lists are continually reviewed, discussed and added to as appropriate.

### **We are safe:**

- Make sure that we tell a trusted adult if we are worried about anything
- Question things we are unsure about
- Use equipment and resources safely

### **We feel loved**

- Using the principles of ‘Culture of the Heart’ throughout every school day
- Belonging to a tribe ensuring that we have a ‘family’ that is wider than our class / year group
- Celebrating our achievements through Celebration time
- Consistently giving positive feedback when we are doing the right thing

### **We take responsibility**

- Make sure that we consider our own actions
- Knowing that our words have power and being considerate in how we use them
- Reflecting and admitting our behaviours and seeking to make amends

### **We are always learning**

- Recognise that we need to listen and concentrate in all situations
- Understand that lessons can be learnt at all times and from all people

### **We are ready**

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

## **Developing Self- Recognition and Self-Regulation**

“So let them be wonderfully them. And you...be wonderfully you.”

Kate Neal

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We recognise that everybody, at various times and in various circumstances, may not be able to safeguard the rights and responsibilities of themselves and others without support and guidance. As a result, each of our agreed principles has a continuum indicating how that statement may be demonstrated with varying degrees of independence. At all times, the aim of everyone is to build the independence of all members of the school community and empower them to exemplify the guiding principles independently.

Where children have significant individual needs they will have an individual behaviour and/or support plan that reflects their needs and supports their management and care but also aligned to enabling them to work within the guiding principles.

### **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.

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

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 loved' and how they can demonstrate they are taking responsibility and reflecting on their actions. Discussions will always be age appropriate and in context.

## **Consequences**

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

**Author unknown**

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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.

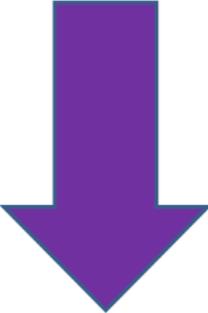
Where the behaviour of an individual has impacted on another's right to feel safe and loved, or their ability to act responsibly or access learning, and the nature of the situation requires further intervention than restorative discussions, consequences will be given. These may include (but are not restricted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

- Loss of play time minutes
- Loss of celebration time at the end of the school week
- Time working outside the classroom
- Discussion with parents/carers
- Time working in another classroom
- Discussion regarding behaviour with the Team Lead (possibly leading to a further sanction)
- Discussion regarding behaviour with the Deputy Head (possibly leading to a further sanction)
- Internal school exclusion (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 Pennoweth. Please see Crofty strategy (below) for further information.*

- Exclusion (fixed term or permanent)

In extreme cases, Pennoweth Primary may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach 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 in the school. Please see the Crofty strategy (below for further information).

We are Safe	We feel Loved	We take Responsibility	We are always Learning	We are Ready
<b>Providing Routine</b> <ul style="list-style-type: none"> <li>School attendance</li> <li>School day</li> <li>Weekends as separate time</li> <li>Differential between 'work' time and 'play' time within the school day</li> </ul>	<b>Providing Connections</b> <ul style="list-style-type: none"> <li>Called by name</li> <li>Working with others</li> <li>Knowing staff members</li> </ul>	<b>Recognising Dependence</b> <ul style="list-style-type: none"> <li>Dependence upon others / adults is central to dealing with everyday situations</li> <li>Need for clarity on what to do / how to do it / what comes next</li> </ul>	<b>Recognising presence</b> <ul style="list-style-type: none"> <li>Able to be in the room</li> <li>Recognition that purpose is learning</li> </ul>	 <p data-bbox="1816 1110 2141 1129">Move to independence and self-regulation</p>
<b>Developing Structure</b> <ul style="list-style-type: none"> <li>Agreed rules</li> <li>Expectations on behaviour</li> <li>Predictable commentary eg praise for doing the right thing</li> </ul>	<b>Developing Belonging</b> <ul style="list-style-type: none"> <li>Role as a class member</li> <li>Responsibility with 'job' in class</li> <li>Belonging in defined groups eg friendship groups, 'team', house/colour</li> </ul>	<b>Recognising Compliance</b> <ul style="list-style-type: none"> <li>Dependence on routine and structure but working within this, can follow guidance</li> </ul>	<b>Recognising passiveness</b> <ul style="list-style-type: none"> <li>Able to recognise the key aim of the learning</li> <li>Remains within lesson</li> <li>Completes some of work given</li> </ul>	
<b>Enabling Self-Defence</b> <ul style="list-style-type: none"> <li>Recognising when it is appropriate to get help in safeguarding situations (eg informing an adult if feeling threatened)</li> </ul>	<b>Enabling Experiences</b> <ul style="list-style-type: none"> <li>Promised 'experiences' as rites of passage through school eg camps, forest school</li> <li>Ensuring experiences are part of everyday schooling (eg specific assemblies, activities etc)</li> </ul>	<b>Enabling Opportunity</b> <ul style="list-style-type: none"> <li>Working within guided structure, enable possibility of taking work / experiences further</li> <li>Opportunity to experience additional activities</li> </ul>	<b>Enabling Receptiveness</b> <ul style="list-style-type: none"> <li>Showing interest in learning</li> <li>Will provide answers when asked to respond</li> <li>Recognises the advantage of learning</li> <li>Shows willingness to learn</li> <li>Enthusiastic about some aspects of learning</li> </ul>	
<b>Supporting Self-Regulation</b> <ul style="list-style-type: none"> <li>Clear and confident understanding of what to do if something is wrong eg steps to take when conflict arises, if someone is bullying, if child sees an unsuitable website etc</li> </ul>	<b>Supporting Self-care</b> <ul style="list-style-type: none"> <li>Recognition of own feelings.</li> <li>Ability and understanding of how to get support if not feeling well, or not feeling happy</li> <li>Recognition of some ways that improve wellbeing eg exercise, eating well, mindful activities</li> </ul>	<b>Supporting Choice</b> <ul style="list-style-type: none"> <li>Recognising that having choice requires you to take responsibility for your decision</li> <li>Following through on the choice taken, understanding that one option may have different outcome to the other option</li> </ul>	<b>Supporting Engagement</b> <ul style="list-style-type: none"> <li>Excited by aspects of learning</li> <li>Determination to work to best of ability in learning opportunities given</li> </ul>	
<b>Celebrating Proactivity</b> <ul style="list-style-type: none"> <li>Clear and confident understanding of how to minimise the risk of being in difficult safeguarding situations eg using safe internet browsers, not accessing sites that have a higher age range etc.</li> </ul>	<b>Celebrating Self-acceptance</b> <ul style="list-style-type: none"> <li>Self-confidence</li> <li>Recognising that range of feelings are 'normal' and how to celebrate when good, help self when not good</li> <li>Understanding and acceptance of strengths and what next steps are in personal development</li> </ul>	<b>Celebrating Freedom</b> <ul style="list-style-type: none"> <li>Knowing that freedoms come with responsibility eg knowing that walking home alone / taking the register to the office brings within it responsibility for how you operate</li> <li>Recognising that freedoms, if taken responsibly, lead to more opportunity</li> </ul>	<b>Celebrating Motivation</b> <ul style="list-style-type: none"> <li>Actively seeking out learning opportunities</li> <li>Self-motivated to learn more, apply learning to new situations</li> </ul>	

# Crofty Behaviour Strategy

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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.

## SHARED PRINCIPLES

-  Positive approaches
-  Shared language reflecting school values
-  Safe and happy environment for all
-  Responsibility
-  High expectations shared by all
-  Consistency, equality, fairness
-  Language of choice
-  Restorative approaches/ fresh opportunities
-  Rewards / sanctions

## Use of Suspension and Exclusion

The section of the Behaviour Policy which relates to exclusions is standard across all our schools – based on the principles within the DfE Guidance of 2017.

Exclusion: In extreme cases Pennoweth School may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the schools behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed to ensure that all decisions taken remain lawful and that those people who need to be informed have the appropriate information shared with them.

### Key principles:

- The DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' 2017 will be followed.
- Only the headteacher can make the decision to exclude, this must be on disciplinary grounds.
- Due regard will be given to the Equalities Act and SEND code of practice.
- Informal exclusions (inc going home to 'cool off') will never be used and all exclusions will be recorded formally.
- 'Transferred inclusion' will be considered before the decision to exclude is made (see transferred inclusion guidance).
- Arrangements for parents to be notified immediately will be made by the headteacher.
- The headteacher will contact the CEO on the same day to notify him of the decision made.
- The flow chart attached will be used by the headteacher, in conjunction with the Scheme of delegation, to ensure that the correct governors/ trustees are notified and timescales for review/ appeal are met.
- A report of any suspension or permanent exclusion is made to the LGC through the termly HT report.
- The headteacher should ensure that any suspension is followed by a reintegration meeting which will include completion of a risk assessment with the parents (and child where appropriate) and future planning to reduce the risk of further exclusions.
- Where exclusions exceed 5 consecutive days alternative arrangements will be put in place to provide education.

### 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.

## **OFF Rolling**

Ofsted's definition of 'off-rolling'

“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'. There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house or a parent decides (without coercion from the school) to home educate their child. This is not off-rolling. If a school removes a pupil from the roll due to a formal permanent exclusion and follows the proper processes, this is not off-rolling.”

The school's within Crofty Multi Academy Trust follow all correct procedures in line with the spirit of the law, making decisions which are motivated by the best interests of the pupils concerned.

## **Positive Handling**

Crofty Schools have an agreed Safe Touch Policy which is standardised across all schools. The key principles of this are that:

- Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child.
- It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.
- If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channeled and communicated safely.

In recognition of this, under agreed and supervised conditions, specially trained staff will consider using safe touch as one of the means available to them for:

- Calming a distressed child.
- Contain an angry child.
- Affirm or encourage an anxious child or a child with low self-esteem.

This common approach is reflected in the standard statement below which is included in the Behaviour policy of all Crofty Schools.

#### **Use of reasonable force**

Members of staff may need to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force will only be used as a last resort when all other strategies have been ineffective.

Team Teach techniques seek to avoid injury to a pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that pupils remain safe.

#### **Use of separate spaces**

In this school we may require a dysregulated pupil to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult.

In addition to this, we may request dysregulated pupils to attend a school in the MAT for 1-2 days for a transferred inclusion, they will be supported by a member of staff from XX School. Any situation that prevents a child from leaving a room of their own free will only be considered in the short term and very exceptional circumstances; for example, where a child's behaviour presents significant risk of harm to themselves or others. The school will follow the DfE guidance ‘Behaviour and discipline in schools’ at all times.

### **Safeguarding, sexual violence**

Child on Child Abuse – including Sexual Violence, Online Sexual Abuse, Sexual Harassment and Harmful Sexual Behaviour is 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.

At Pennoweth School there is a zero-tolerance approach to sexual violence and sexual harassment - it is deemed never acceptable. It will not be tolerated and should never be passed off as “banter”, “just having a laugh” or “part of growing up”. Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts is regarded as sexual harassment. The school recognises that dismissing or tolerating such behaviours risks normalising them; and in not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse it can lead to a culture of unacceptable behaviour and pupils feeling unsafe.

We recognise that addressing inappropriate behaviour (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. As such, any such behaviour will be sanctioned in line with this policy and under guidance from

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and the school Safeguarding policy.

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

See Online Safety Policy

## **SEND**

School behaviour policies recognise that some pupils will need a different approach and schools will make provision for this including behaviour support plans and risk assessments. Where appropriate these provision for these pupils will be planned as part of the SEND provision, including referrals to outside agencies where appropriate.

## **Communication and Role of Parents**

The Behaviour Policy for each school will be available to parents on the school website and will be discussed as part of the child's induction to the school. In addition parents will receive reminders throughout the year of the school expectations, including how parents can support their child to succeed.

Schools recognise the vital role that parents play in the education of their child and will work positively with them to secure the best outcomes.

## **Training**

All staff and volunteers are provided with training as part of their induction to the school and organisation, this includes the school Behaviour Policy and associated policies alongside the staff code of conduct and safeguarding training.

At the start of each year, and whenever the policy is reviewed staff receive an update of agreed approaches.

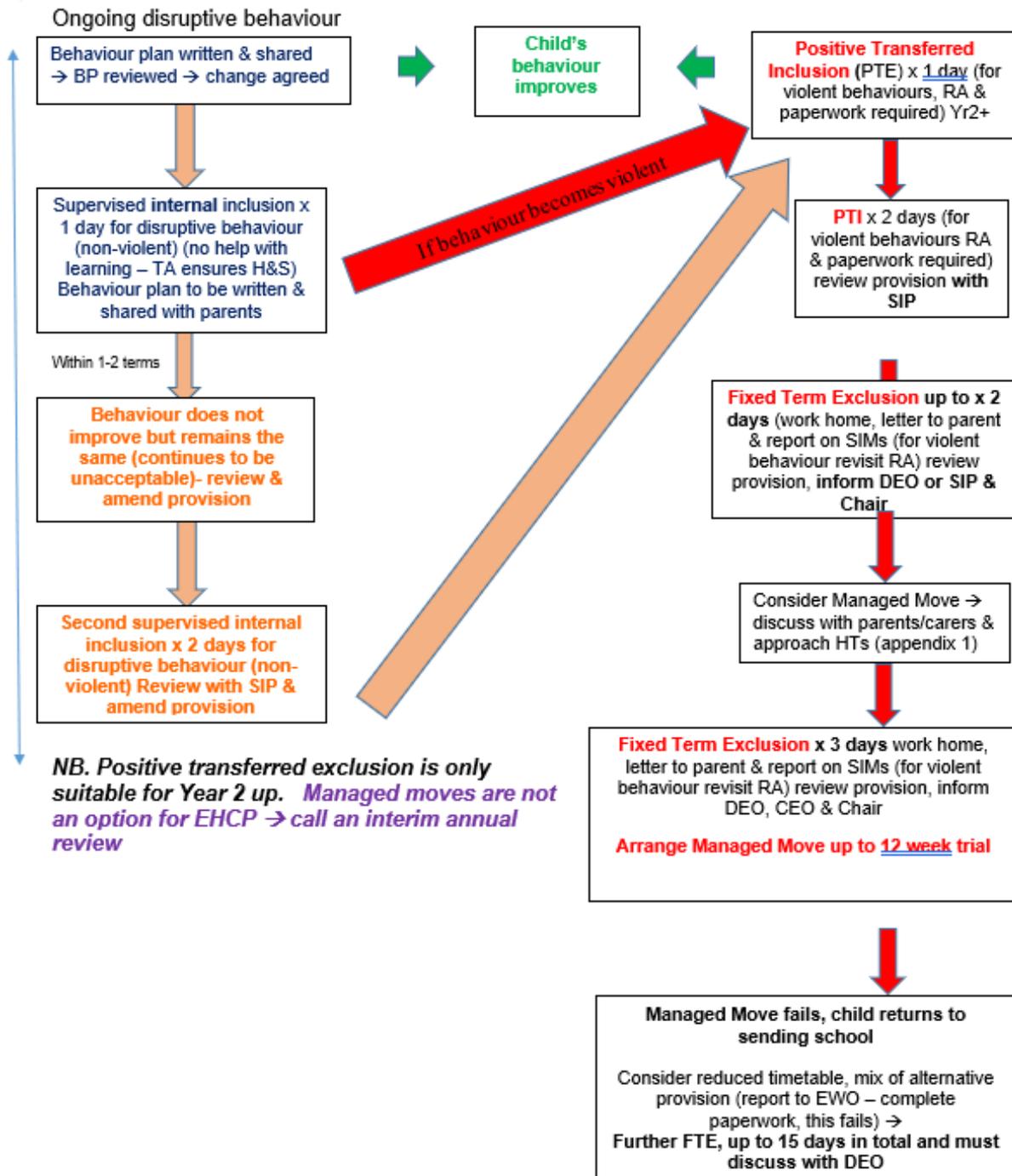
## **Monitoring/ Data Collection**

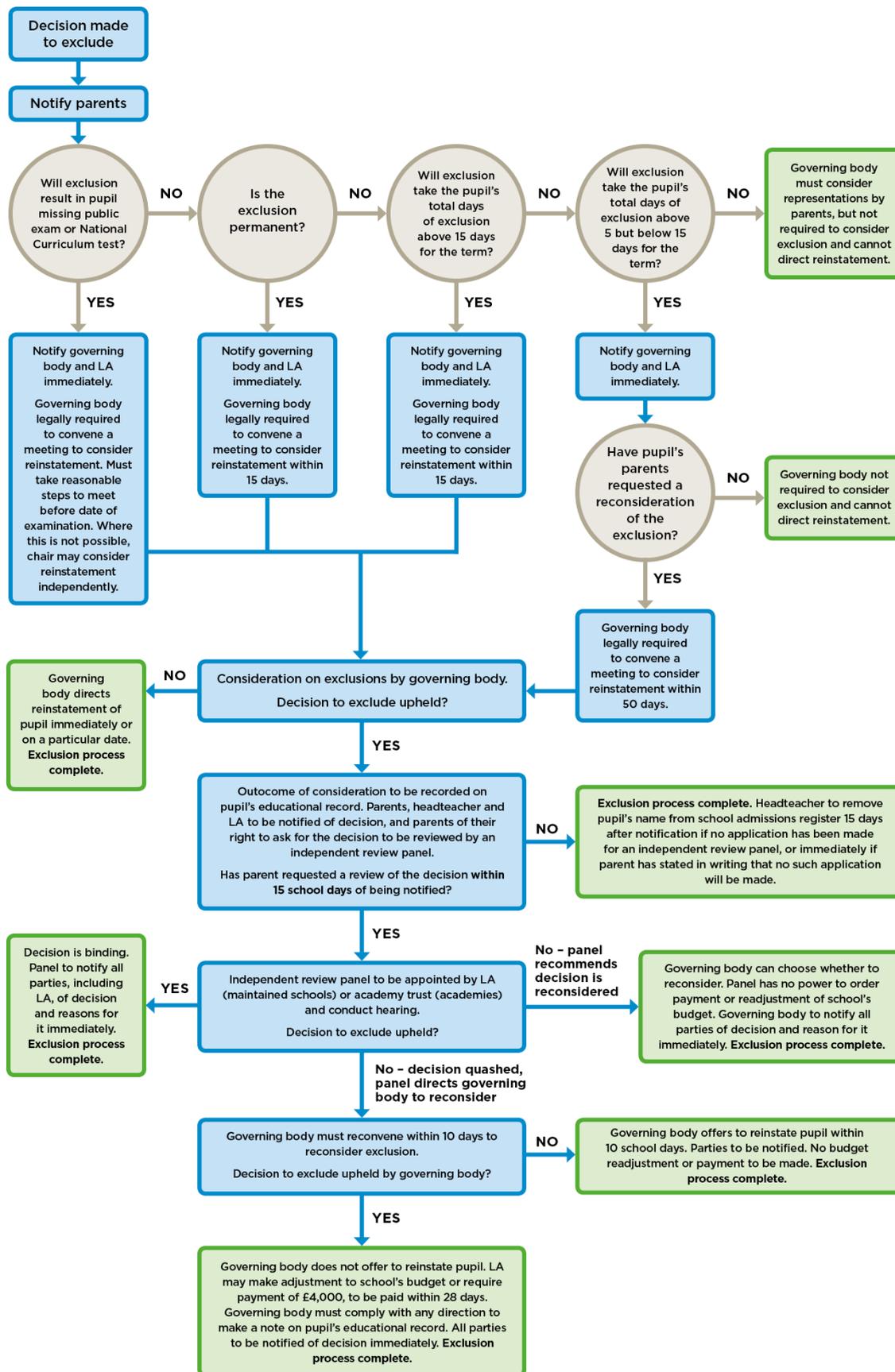
All Crofty have well established systems in place for recording behaviour incidents. Schools analyse these to identify trends and reflect on the effectiveness of the policy. Analysis also identifies individuals where early intervention is required.

Schools report on the effectiveness of their Behaviour Policies to LGC's.

Behaviour, suspension, transferred inclusion, use of alternative provision and attendance are reviewed termly as part of the school improvement cycle with a summary of significant issues reported to the School Improvement committee of Trustees.

CROFTY MULTI ACADEMY TRUST BEHAVIOUR STRATEGY LEVEL 2





Exclusion flowchart