

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

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

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

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

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

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
- 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 Assistant or 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.

- Suspension and Exclusion

In extreme cases, Pennoweth Primary may use suspension (temporary) or permanent exclusion. Please see appendix below.

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

Appendix to Pennoweth School's Behaviour Policy

Ratified by LGC on: 25th June 2025

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.

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, Pennoweth 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.

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 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 (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 Pennoweth School we have a zero-tolerance approach to sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online.

We will always challenge physical behaviours (which are potentially criminal in nature), such as touching and grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts, all of which are regarded as sexual harassment.

The school recognises that dismissing or tolerating such behaviours risks normalising them. 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.

Special Educational Needs and Disabilities (SEND)

Pennoweth school consistently promotes behaviour that ensures all members of our community feel safe, welcomed, and celebrated in school, so that they can achieve and thrive both in and out of the classroom.

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

We will consider a child’s SEND 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

Pennoweth 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.