

Pennoweth Primary

# Our Behaviour Culture

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



2020/21

# Safe

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

Routine

Structure

Self-defence

Self-regulation

Proactivity

# Loved

"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

Connect

Belong

Experience

Self-care

Self-acceptance

# Responsible

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

Dependence

Compliance

Opportunity

Choice

Freedom

# Learners

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

Present

Passive

Receptive

Engaged

Motivated

# Ready

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



## **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 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.*

- Exclusion (fixed term or permanent).

*The DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be used to inform those with legal responsibilities in relation to any exclusion.*

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="1823 1114 2152 1134">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, forests, 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>	

## **Appendix 1 - Sexual Violence, Online Sexual Abuse, Sexual Harassment and Harmful Sexual Behaviour**

For further guidance and information, please read in conjunction with the schools child protection policy and the anti-bullying culture, both are available on the policies section of the school website at <http://www.pennoweth.cornwall.sch.uk/web/policies/262853>

### **Overview.**

At Pennoweth School there is a zero-tolerance approach to sexual violence and sexual harassment and it is deemed never acceptable, and it will not be tolerated and it 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.

### **Sexual Violence, Online Sexual Abuse and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable at Pennoweth School. As set out in Part one of KKCSIE, all staff at Pennoweth who work with children are advised to maintain an attitude of ‘it could happen here’.

At Pennoweth School 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.

We recognise that children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. As a school we recognise that it is essential that all victims are reassured that they are taken seriously and will be supported and kept safe. We recognise it is essential that a victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor would a victim ever be made to feel ashamed for making a report. As with all safeguarding concerns, appropriate action must be taken in accordance with our child protection policy.

At Pennoweth School there is a zero-tolerance approach to sexual violence and sexual harassment and it is deemed never acceptable, and it will not be tolerated and it should never be passed off as “banter”, “just having a laugh” or “part of growing up”. The school recognises that dismissing or

tolerating behaviours, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts, risks normalising them. In not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to an unsafe environment with a culture of unacceptable behaviour.

The school recognises that children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers (KCSIE). Therefore, any reports of abuse involving children with SEND will be dealt with in close liaison with the designated safeguarding lead (or deputy) and the special educational needs co-ordinators (SENCOs).

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

When referring to sexual violence in this policy, we do so in the context of child on child sexual violence. For the purpose of this policy, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>14</sup> as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.) **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

**Sexual harassment:** 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual



violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
  - As set out in UKCIS Sharing nudes and semi-nudes of U18s is a criminal offence; sharing of unwanted explicit content; upskirting (is a criminal offence<sup>20</sup>); sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

Harmful sexual behaviour (HSB): children's sexual behaviour exists on a wide continuum, from normal and developmentally expected behaviours to inappropriate, problematic, abusive and violent behaviours. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context. When considering HSB, the school considers the ages and the stages of development of the children as critical factors and the school uses the Brooks Traffic Light tool to risk assess any such behaviours. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

The school considers the addressing of HSB as an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. The school recognises that children displaying HSB may have experienced their own abuse and trauma and as such it is vital that they are offered appropriate support.

At Pennoweth School, along with providing support to children who are victims of sexual violence or sexual harassment, the school recognises the need to also provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

### **The role of education in prevention**

At Pennoweth School we recognise we play an important role in preventative education. KCSIE sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online and as such forms part of our broad and balanced curriculum.

The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by our well-structured curriculum and tackles such issues as:

- healthy and respectful relationships;

- what respectful behaviour looks like;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour

Relationships Education at Pennoweth School also covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours. This allows children an open forum to talk things through. We recognised that such discussions can lead to increased safeguarding reports. Children are made aware of the processes to raise their concerns or make a report and how any report will be handled.

As part of statutory relationships, sex and health education, we provide extensive learning on relationships through a spiral PSHE education curriculum, based on the PSHE Association's programme of study. Carefully chosen external contributors are occasionally used to supplement the planned PSHE curriculum in these areas, with timetabled lessons providing the context for both preparatory work and reinforcement of the learning.

### **Staff Training**

Pennoweth school staff receive regular safeguarding training and as such have an understanding of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'.