

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 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 and parents) have defined ways in which they feel they need 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

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

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

We are always learning

- Recognise that we need to listen and concentrate in all lessons

We are ready

- Being confident to have a go at whatever challenge is given to us knowing that we have knowledge and skills that we can use

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 to enable 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 are not appropriate.

Where the behaviour of an individual has impacted on another's right to feel safe and loved, 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 in another classroom
- Discussion regarding behaviour with the Team Lead (possibly leading to a further sanction)
- Time working outside the classroom
- 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
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 data-bbox="1816 1110 2141 1129">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 	