 

## **Pendeen School – “PENDEEN CAN” Positive Behaviour, Ethos and Culture Strategy 2022 / 23 AMENDED 06.06.23**

**Mission Statement:**

At Pendeen School, we recognise the impact which COVID has had on our community as well as our geographical isolation, many of our children suffer from having a dearth of experiences. To remedy this, a golden thread running throughout our curriculum is to offer as many purposeful, exciting and fun experiences as we can, to help children learn more, do more and remember more because Pendeen CAN – Care, Aspiration, Nurture!

**Introduction:**

Good standards of behaviour are key features of a successful school: they encourage children’s sense of security and well-being as well as effective teaching and learning and are achieved through a mixture of high expectations, clear policy and ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. It is the staffs’ responsibility to provide a safe, happy and stimulating environment for all children in our care where good behaviour is the only acceptable behaviour. This is achieved through quality teaching and an inclusive curriculum underpinned by Pendeen CAN, praise rewards and opportunities for reflection.

Our policy is based on the belief that:

* Good behaviour is not automatically learned but needs to be taught, modelled and supported.
* Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.

The core principles in this policy are there to ensure that pupils, parents and staff have a shared understanding of the beliefs and standards that Pendeen School expects. The policy aims to promote an environment that is most conducive to learning and that enables our pupils to achieve their best.

Key message: For the behaviour systems to work **consistency is key**.

All staff working at Pendeen School have a team approach of collective responsibility – meaning that we ALL work together to address behaviours in and around school (both positive and negative) regardless of which child is in which class. We give praise when children are following the school values and address the situations where school values are not being followed.

We underpin our approach to behaviour management upon a range of rewards, which are given regularly and publicly as we believe that the encouragement of desirable behaviour is both effective and positive. Sanctions are used where necessary and as appropriate to the child and the incident that has taken place. We call these sanctions ‘consequences of actions’ because we recognise that ALL the children can turn their behaviours around and that once there has been a consequence they are entitled to an opportunity to ‘Shine the light’ and reflect upon their choices and supported to understand and implement the concept of restorative justice enabling a fresh start as well as reflect upon their actions to make better choices in the future.

We believe in the concept of mutual respect, and we acknowledge the individual’s rights and the responsibilities that go with then. These include the right to be listened to and the responsibility to listen to others; the right to feel safe and secure and the responsibility to look after the safety and security of others; the right to learn and to teach, and the responsibility to help others do so. Each child has a self-selected adult called a ‘mentor’ who they can see at any time. This is their trusted adult.

All forms of bullying are unacceptable in the school; we do not tolerate discrimination of others on any ground including gender, education need or disability, age, ethnicity, culture, faith or sexual orientation. |We ensure that arrangements are in place to safeguard and promote the welfare of pupils at all times. We recognise that the school has legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).

We ensure that the British Values are embedded within our ethos across the school.

Children and parents also play a key role in the promotion and support of excellent behaviour. The school works in partnership with families and external agencies to maximise the chance of every pupil to behave responsibly.

**Suspensions and Permanent Exclusions**:

In the event of incidents that may result in suspension or exclusion, Pendeen School will follow the guidance in the document:

### [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf) updated in September 2022.

The school will also follow the Truro and Penwith Academy Trust School Exclusion Toolkit currently in draft.

**Aims:**

Pendeen School is a school in which instils the belief: **Pendeen CAN**. This is underpinned by the belief that:

* We all have a right to feel safe.
* We all have a right to be treated with respect and dignity.
* We all have a right to equal opportunities.
* We all have a right to learn.

At Pendeen, we CAN be **Caring** towards ourselves and others. We CAN **Aspire** to be the best that we can be. We CAN **Nurture** ourselves and others to achieve our highest potential and look after ourselves and others.

To do this we strive to:

* Establish and maintain approaches to behaviour management that are consistent throughout the school.
* Ensure that all members of our learning community feel safe, valued, respected and secure within the environment we collectively create and maintain on day-to-day basis.
* Provide clear understanding that we all have the right to learn to the best of our ability, and responsibility to ensure that all others have and equal opportunity to do so.
* Ensure that behaviour throughout the school in both structured and unstructured times supports the school’s aim to provide high-quality learning with a strong sense of values and high expectations which underpin this aim.
* Enable appropriate means by which teaching staff and non-teaching staff and pupils can engage in intrinsic and extrinsic rewards and praise.
* Ensure that consequences are clear, fair and, where necessary, consistently applied by all teaching and non-teaching staff as directed in this policy.
* Ensure parents are supportive of the school’s policy and that they are directly involved in its implementation wherever that is appropriate and necessary.

Everything we do is underpinned by our Golden Rule: “**Be kind and treat others as you would like to be treated yourself**”.

**A Whole School Approach:**

We believe that the above principles alongside the following set of core values should underpin our approach to behaviour management:

• All adult behaviour should reflect the main aims

• Pupils should take ownership of their behaviour as individuals and members of the group

• All members of the school community will treat each other with mutual respect.

• All members of the school community will endeavour to build workable relationships between pupils, staff and parents/carers.

Expectations for behavioural expectations of parents and visitors can be found in the Truro Penwith Academy Trust Code of Conduct for Parents and Visitors document.

**Behaviour for learning:**

Rather than focusing on unwanted behaviours, at Pendeen School we believe in creating a positive ‘can do’ environment underpinned by Pendeen CAN to help pupils to understand the behaviour and skills they need for learning – what the teacher wants them to do and why this will help them to learn. We believe putting a value on positive behaviours enables and maximises learning. It is important to utilise consistent language so staff shall refer to these behaviours by:

* **Excellence** - particularly good work/effort, striving to do their best.
* **Politeness** - displaying good manners, putting others first.
* **Co-operation** – working with others, friendship, displaying a caring attitude towards others, kindness, happiness.
* **Determination** - Staying on task, challenge, growth, patience, resilience
* **Courage** – taking risks and going out of a comfort zone
* **Assertiveness** – being able to communicate effectively, knowing when and how to communicate in certain ways
* **Responsibility** – taking ownership, moral, family, community
* **Honesty** – Fairness, saying sorry
* **Respect** – Diversity, listening, understanding, tolerance

How our staff establishes a positive climate for learning is crucial in this. All staff will use approaches that aim to promote these learning behaviours – those that develop positive relationships and an appropriate emotional climate in the classroom, These approaches will:

* Be positive – emphasising expectations using the sentence stem: ‘Thank you for showing…’ ‘I’m looking for someone who is showing…’
* Modelling self-regulation through being accountable for actions and ‘thinking out loud’.
* Be centred on effective relationships between pupils, and between pupil and staff
* Value and reward behaviour that maximises pupil learning
* Set attainable targets for behaviour, based on individual pupils’ circumstances with the belief that ‘we treat everyone differently, to treat them the same.’
* Be relevant and be consistently applied to all pupils at all stages
* Recognise that effective conditions for learning will impact positively on general classroom behaviour.

As it has been stated previously, a key message in our behaviour policy is that ‘consistency is key’. To ensure this consistency each class shall have:

* A ‘Pendeen CAN’ display which includes self-regulation zones images with key vocabulary to support the development of learning behaviours; interactive to support the teaching of learning behaviours; and provide prompts to support children’s independence in developing learning behaviours.
* An area where a child needs to physically self-regulate themselves through techniques which shall be relevant for them. This shall include: grounding techniques, breathing techniques and mindfulness.
* Procedures in place to support transition times. This shall include: lining up in register order, brain breaks, and class jobs e.g. Helping Hands for letters to go home, tidying stationery, handing books out, laptop monitors, welly monitors etc..
* Smileys monitoring individualised to the class

**Rewards System:**

At Pendeen School we believe it is essential to encourage and promote good and outstanding behaviour and reward it, consistently and appropriately. We believe that our rewards system encourages children to strive for good behaviour as an individual as well as when operating as part of a wider class and team community.

Displays of these positive learning behaviours from above will be rewarded by:

* Individual praise and encouragement
* Appropriate written comments on work
* Awarding certificates, stickers, commendations and privileges
* Public commendations for good behaviour and work in assemblies
* Positive communications with parents to share success
* Individual class-based reward schemes.

Whole School Reward System: ‘Smileys’

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of ‘smiley face’ stamps and discs. Smiley faces may be awarded for any actions, deeds or attitudes which display our learning behaviours stated above.

A Smiley is rewarded to a child which are linked to our Pendeen stars for when they go above and beyond expected behaviours e.g. a child who normally sits complicity on the carpet provides a thought-provoking answer after talking with a partner. When awarding the Smiley, the member of staff should reinforce the good behaviour e.g. ‘You can have a Smiley for showing determination because you did not give up’. Once awarded, a Smiley can never be deducted (see Consequences). They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

Smileys shall be collected by individuals and then utilised at the **Pendeen Shop**

|  |  |
| --- | --- |
| 5 smileys | A special pencil/pen |
| 10 smileys | A special rubber or pencil sharpener |
| 20 smileys | A short story book |
| 30 smileys | Notepad |
| 50 smileys | A hot chocolate and biscuit with Mr Wilson |
| 100 smileys | A special key ring |
| 200 smileys  | A visit to Maria Chica’s OR Geevor café for a drink |
| 250 smileys | A ball |
| 500 smileys | A ‘bring your toys in’ afternoon for your class |

Smileys are represented by star badges which link to our Pendeen CAN stars.

Each class has devised their own system for recording smileys.

Kysna and Nessa record their smileys via Class Dojo points. Once spent, these will be changed back to 0.

Teyr and record their smileys on a chart in class.

Children will have the autonomy to spend their smileys however they would wish which promotes cross-curricular learning linking to life skills. Smileys shall be logged through Dojo by a Friday so as shop retailers can redeem points when serving they’re customers.

Staff all carry a card with the Pendeen CAN stars on to refer to when rewarding a child with a Smiley.

**Consequences:**

We recognise the impact COVID has had on the development of regulation for our children, therefore we need to teach children to learn how to self- regulate themselves. All members of staff have had training on self-regulation and understand the importance of this in contributing to a positive learning environment. Each member of staff shall support ALL children in self-regulation when appropriate. This shall be driven by the ‘Zones of Self -Regulation’.

During learning sessions, staff shall utilise the self-regulation display to support children in making the right choice in order to succeed.

Green – Ready to Learn, happy, friendly, focused, relaxed, OK

Orange or Yellow? – Distracted, fidgety, shouting out, silly, annoyed, frustrated

Blue – disengaged, day dreaming, sad, lonely, bored, sick

Red – anger, refusal, miserable, terrified, out of control

This can be used effectively and at the staff’s discretion dependent on the needs of the child e.g. used by simply moving their colour or placing a colour on their table and vocally coaching how to return to green. Staff shall also have their names or pictures on the display to support modelling.

If a child becomes red, staff support them to self-regulate by encouraging the child to go to a regulation zone either in the classroom or in another classroom dependent on the need of the child. Regulation zones shall include a prompt for grounding techniques, breathing techniques and calming techniques. When a child is calm, they can return to green and back to learning. When they are ready, the child then needs time to reflect on their behaviour. This shall be called ‘Shining the light’ where the child reflects with a member of staff who was involved and discuss what behaviours they displayed and what actions they could take next time to make the better choice for their learning.

During unstructured time (playtime), staff shall follow the same format of self-regulation through discussion, talking aloud and prompts. Colour cards could be utilised on lanyards to support children to understand. If a child becomes red, a child should go to the zone outside the staffroom to self-regulate which shall include prompts from above. When the child feels ready to go, they can re-join and then later Shine the Light, when appropriate.

It is important to remember that all children are different, so self-regulation and shine the light times may vary.

# AMENDMENT TO POLICY FOLLOWING SUPPORT FROM BEHAVIOUR LEAD

**Warnings:**

1. Non-verbal indication
2. Verbal reminder of what the child should be doing (rather than highlighting what they are doing wrong)
3. Second verbal reminder which will include language similar to below “Please can you ………… as your behaviour is impacting on other children in this way …………… If the behaviour does not improve you will be moved to ……… class”
4. Move to paired room. This can be flexible and based on the needs, age and relationships of the children – for example we may not want a child to go to a class where they have a sibling. Parents will be informed via e-mail when a child has spent some time in a paired class.
5. If behaviour continues in paired class, or continues when back in their own class, the child will be sent to Chris Wilson or Chris Summerfield if Chris Wilson not in school. At this point, parents will be asked to meet with Chris Wilson / Chris Summerfield and the class teacher at the end of the day or as soon as possible.
6. If there is physical or verbal harm to another child or member of staff then the child will be sent straight to Chris Wilson or Chris Summerfield.

# Persistent poor behaviour:

# This behaviour policy is underpinned by the understanding that all behaviour is a communication of emotional need. In instances where a pupil is demonstrating consistently poor behaviour, or behaviour that is deteriorating over time, we believe it is important to consider a proactive approach. A range of approaches may be taken to support a pupil demonstrating poor behaviour. These may include but are not limited to:

# -Involvement of parents/carers

# -Development and implementation of an Individual Behaviour Plan

# -Involvement of our trainee TiS practitioner

# -Involvement of outside agencies, such as Dreadnoughts, Educational Psychologist, Behaviour Support Specialists, Play therapists

# Use of physical intervention:

# Pendeen School recognise that there may be times where physical intervention is required to ensure the safety of pupils or staff. This policy is guided by non-statutory guidance provided by Department for Education in the document ‘Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies, 2013.’ This document should be referred to for further support.

# The following guidance is taken directly from the above-named document:

# Pendeen School recognises that under Section 93 of the Education and Inspections Act 2006,

# -All members of school staff have a legal power to use reasonable force.

# - This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

# When can reasonable force be used?

# - Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

# -In a school, force is used for two main purposes – to control pupils or to restrain them.

# -The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

# The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

# Schools can use reasonable force to:

# - remove disruptive children from the classroom where they have refused to follow an instruction to do so;

# -prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

# - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

# -prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;

# -and restrain a pupil at risk of harming themselves through physical outbursts.

# Schools cannot:

# -use force as a punishment – it is always unlawful to use force as a punishment.

# Where it is considered that a pupil may require physical intervention to be used as part

# of a behaviour management plan, this will be written into a Behaviour Support or SEN

# Support Plan.

# -Where this is the case, staff will receive appropriate training, for example Team Teach.

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