



“As children of God, we are working together with warmth and the belief that everyone can be happy, grow and flourish.”

Behaviour & Relationship Policy 2023

At the Pinvin Federation we strive to achieve and promote high standards of behaviour. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve these. Our behaviour policy is an essential foundation for generating a calm and positive learning environment where everyone can be happy, grow and flourish.

Values

Our school will encourage children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices.

Our school values are:

- Wisdom
- Hope
- Community
- Respect
- Peace
- Joy

Each week has a separate value focus which is explored within collective worship each week and recognised in Celebration Assembly.

Ethos

Our school provides a structured environment with clear boundaries. Whilst the approach is firm and disciplined, positive reinforcement is central to our behaviour management. Our pupils are encouraged to take responsibility for their behaviour and to recognise how their choice of actions links to consequences, both positive and negative. Expectations of behaviour are high and in order to motivate pupils to achieve this we praise and reward good behaviour frequently and consistently. Equally, for inappropriate behaviour, we implement clear consequences. It is important that challenging behaviour is dealt with when it arises and not avoided or ignored.

Teaching and Learning

Our principal aim is to create a school environment with appropriate routines and expectations of behaviour. Therefore, a part of our role is the teaching of appropriate responses and behaviour. Whilst aiming to develop pupils' behaviour, we address other underlying factors which may have contributed towards children's difficulties at school.

These may include:

- Poor emotional literacy skills
- Low self-esteem
- Poor social skills
- An inability to accept responsibility for his/her actions
- Poor speech and language skills

In order to combine these sometimes-divergent aims, we feel our pupils need clear and simple guidelines on expected behaviour; which are consistently, but sympathetically, enforced. We believe in a firm but caring approach in which we seek

to facilitate the child in modifying his/her behaviour by reinforcing the positives and raising the pupil's own view of his/her achievement in all areas.

Our policy is based on the belief that:

- Good relationships and a strong rapport with children in school enable stronger understanding of the value of good behaviour.
- School is a safe place for children where they will be listened to and challenges discussed openly.
- Staff have a collective responsibility to support all our children and that as a team we are more likely to create solutions and strategies that are effective.
- When things go wrong, children are an integral part of establishing a solution, so they are able to learn from the situation.

Stakeholders have encountered professional reading from principles of Paul Dix.

Aims

- To ensure learning systems enable each and every child to understand how they can be successful as a member of the school community and as a learner.
- For Quality First Teaching in a broad and balanced curriculum to underpin growth in each and every child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

The Role of the Teacher

Teachers and support staff are integral to behaviour success through high quality teaching and learning that is carefully planned to meet the needs of each and every child.

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and school leaders. Positive expectations including The Power of Three, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teachers need to recognise that effective conditions for learning (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Mental Health Awareness

The Pinvin Federation recognises the importance of strong Mental Health. Teams of staff have been trained in both Youth Mental Health First Aid and Mental Health First Aid. We follow a SEMH Pathways for any children who raise concerns.

We understand that behaviour management can adversely affect mental health. Key to our approach is inclusive understanding and analysis of behaviour so that all stakeholders are involved and fully aware of what has happened and what the likely consequences could be.

We consider that open and transparent dialogue allows difficult conversations to take place and that this honesty enables all parties to manage the situation with respect to their own mental health.

Behaviour Guidelines

Rewards

It is very important that praise and reward should be meaningful to children. Children will achieve more, be better motivated and behave better, when staff praise and reward their successes rather than focus on their failure. Key to all our reward systems is how the children are able to articulate why they have received a reward and what they are continuing to strive for.

Stickers are used by staff across school to celebrate success. These are through individual systems established by class teachers.

Marvellous Me are used to recognise achievement. Once House Points collected across school.

Marvellous Me are given for:

- Good work
- Good attitude to their learning
- Displaying the school values: community, respect, joy, hope, peace, wisdom
- Lunchtime behaviour

Points for Prizes

When children get a specified number of Marvellous Me's they are given a token reward to take home to recognise this milestone:

- 100 House Points Postcard
- 150 House Points Pencil
- 200 House Points Headteacher
- 300 House Points Highlighter
- 400 House Points Non-Uniform

These prizes are presented to the children and then postcards are sent home for parents to celebrate the achievement with them.

Approaches to deal with poor behaviour

All behavioural incidents are logged on Safeguard and the follow up actions can be seen.

Supporting Individual Pupils with Behavioural Difficulties

Where children in school have existing SEND need identified, they are usually working with a series of bespoke targets. Where a behaviour issue is in need of addressing their SEND systems will be taken into account in terms of the approaches to resolution and the implementation of sanctions / consequences.

Sanctions for low level behaviour concern

Where behaviour is considered a low-level issue the use of sanctions can be applied. Pupils will always be listened to as we seek to understand the reason for any behaviour and through discussion, we will apply a sanction if appropriate. We aim for children to learn through this process to enable them to make better choices in the future.

Sanctions can comprise:

- loss of playtimes
- sitting separately in class
- spending time in parallel class group

Sanctions for high level behaviour concern

Where a child's behaviour is considered high level concern, The Pinvin Federation has a range of systems to support the required improvement.

Through detailed investigation sanctions are discussed with all stakeholders to ensure that the planned action is commensurate with the behaviour issue. Consequences are therefore tailored to the situation, but the process follows these principles:

- Always include children in the discussions of behaviour and consequence so they are able to learn from the situation
- Provide clarity and consistency of suitable responses
- Minimise disruption to others especially teaching and learning time
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
- Allow early involvement of parents, SLT, SENCO and support agencies
- Do everything reasonably possible to avoid exclusion from school

Where injury has occurred

- If physical intervention of any kind is required, then a record should be completed in the 'Bound and Numbered' Book as soon as possible and within 24 hours of the incident.
- Any other incident deemed 'serious' or resulting in injury should be recorded on an Accident/Assault Incident form.
- Incidents of bullying and/or racism should be recorded and logged on Arbor.

Note See also our policy on the 'Physical intervention Guidance (Team Teach)''.

Suspension & Permanent Exclusion

This is a sanction that will only be used if there is:

- A serious breach of the school's Behaviour Policy.
- The pupil continually behaves badly and fails to respect the school rules.
- If allowing the pupil to remain in school would seriously inhibit the education of other children.
- Please see DOWMAT Suspension & Permanent Exclusion Policy.

Supporting documentation

- Anti Bullying Policy
- Attendance Policy
- Inclusion Policy
- Suspension & Permanent Exclusion Policy
- Feedback Policy
- Physical Intervention Policy (Team Teach)
- Preventing Extremism
- Radicalisation Guidance
- Home School Agreement

CONSEQUENCES:

Not upholding school values and expectations result in a consequence which escalates on each occasion.

On each occasion that the staff member issues a consequence two examples of good behaviour should be drawn to the attention of the children.

Staff should aim to deliver consequences quickly and efficiently, including on the playground and with a minimum of disruption to the lesson.

The consequences progress as follows:


- Verbal warning/s.
- 'Time out' (hand holding, walk to 'cool down', move away from the situation, sat watching others displaying good behaviour. This is always supervised and children should not be left unsupervised.) Partner Class SNMS/ Another year group.
- If behaviour is continued the child is to miss playtime with the class teacher. The class teacher is to communicate with the child's parents via a phone call, or speaking with parents at the end of the school day. Add to Safeguard with a behaviour category and action the log with how the situation was dealt with.
- Repeated behaviour - warning from Deputy Head. Log on Safeguard by class teacher. Internal isolation. Deputy to inform parents of repeated breach of behaviour expectations and severe incidents.

➤ Sent to - Head - Log on Safeguard- Head to inform parents. This could result in suspension.

If a child in crisis, 'cool down' in the safe space areas.

Restorative Conversations

Where behaviour has resulted in time out/time in a restorative conversation will be had. This will follow the process detailed below:

<h1>Restorative Conversation Prompts</h1> 	<ol style="list-style-type: none">1. Can you tell me what happened?2. What were you thinking/feeling at the time?3. How have you been thinking/feeling since it happened?4. Who do you think has been affected by your actions? How were they affected?5. What could you do now to help make things right?6. How can we prevent this from happening again in the future?7. What can I do to help you?
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