



PINVIN
— C^{OF}E —
A C A D E M Y

Behaviour Policy

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| Policy LAB Approval: October 2025 |
| Date of last review: September 2024 |
| Date of next review: October 2026 |
| Policy Owner: Headteacher- Emma Rose |

Our Vision

At Pinvin we are a caring inclusive school, where everyone is welcome as Jesus welcomed all. We work closely with all stakeholders to support our children in achieving their God given potential.

At Pinvin C of E Academy, we believe that every child is a unique creation of God, with a bright future as promised in **Jeremiah 29:11: "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."**

We strive to create a nurturing and inspiring environment where every child can achieve their full potential. Our vision is to ensure that all our pupils can **'Be happy, grow and flourish.'** in a safe and supportive community. Through innovative teaching and a commitment to Christian values, we prepare our pupils to become confident, compassionate, and resilient individuals, ready to thrive in a changing world.

Equality and Diversity Statement

At Pinvin C of E Academy we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality. In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

This policy has been reviewed; to the best of our knowledge, we do not feel it impacts negatively on any specific group or individual within our school community.

1. Values and Beliefs

1.1 At Pinvin C of E Academy, we aim for every member of our school community to feel valued, respected, and treated fairly. As a caring community, our Behaviour Policy is designed to foster respectful relationships and support positive interactions amongst all members. We promote positive behaviour between peers to create an environment where everyone feels happy, safe and can flourish in their learning.

1.2 Pinvin C of E Academy adopts a positive and inclusive approach to managing behaviour. We treat all children fairly and consistently, emphasising the promotion and praise of good behaviour. All staff will clearly communicate desired behaviours using positive statements rather than negative ones. If necessary, children will be discreetly given clear warnings and reminded that they are responsible for their own choices and actions.

1.3 Pinvin C of E Academy encourages positive behaviour choices through pupil adoption of our **'Pinvin Powers'**. The **'Pinvin Powers'** are: Be Kind, Be Ready, Be Safe and Be Respectful. Adoption of these behaviours contributes to the creation of a positive learning and social environment.

2. Rewards

2.1 Children of all abilities who try hard and do their best deserve praise, recognition, and encouragement. At, Pinvin C of E Academy we not only praise academic work but also recognise and reward children who demonstrate the Christian values we promote. Throughout the school, children are rewarded in various ways:

- **Certificates:** Presented in our celebration worship.
- **Class Rewards:** Determined by the class teacher.
- **Christian Values Recognition:** Children demonstrating Christian values receive individual and collective rewards.
- **Individual Rewards:** Such as stickers and special mentions.
- **Class Dojo:** Positive behaviours are rewarded through Class Dojo points. Each class has specific Dojo categories, such as good listening, tidiness, and hard work.
- **House Points:** Awarded for positive behaviours and academic excellence.

When children reach one of the milestones, they receive a certificate in class or Celebration Worship:

| | |
|---------|------------------|
| Bronze | 75 Dojo Points |
| Silver | 150 Dojo Points |
| Gold | 300 Dojo Points |
| Emerald | 500 Dojo Points |
| Ruby | 750 Dojo Points |
| Diamond | 1000 Dojo Points |

2.2 Collective Class Reward:

In order to celebrate and reward collective class behaviour, a class teacher may use a collective reward. E.g. A class fills a marble jar with marbles or reaches a number of dojo points and receives a reward.

2.3 House System:

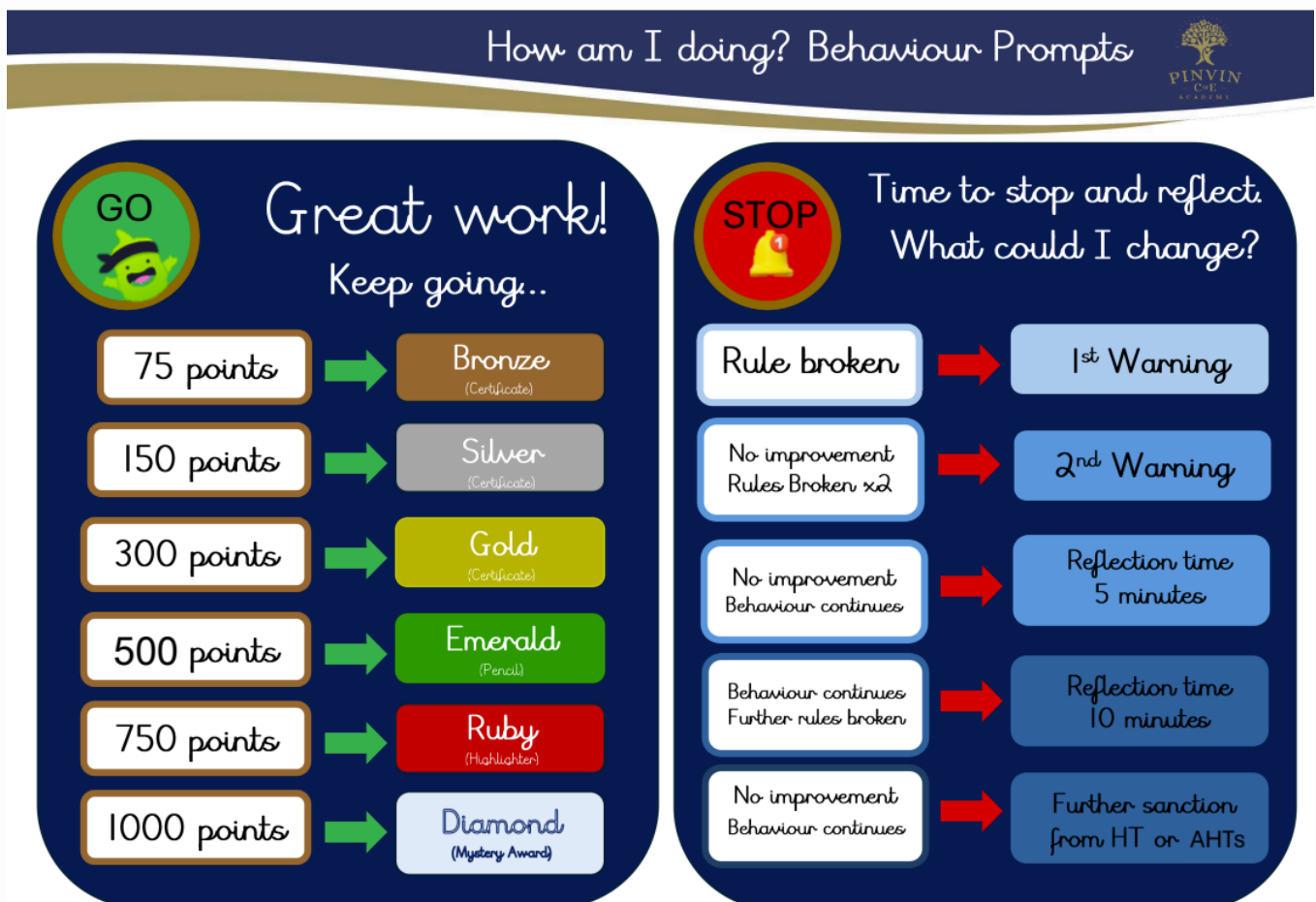
To reward school wide behaviour:

Class dojos will be collated across the four houses and shared during celebration worship. The winning house who have collected the most dojos will get an additional playtime.

3. Sanctions

3.1 We expect and encourage good behaviour at all times, and we reward it accordingly. We also believe in helping children understand that their choices have consequences. If a child makes a poor behaviour choice, we follow the procedure outlined below to guide them back to positive behaviour.

Behaviour Intervention Chart



3.2 Removal from Classrooms:

If behaviour is disturbing learning, a child may be removed from the classroom to go to a partner classroom or placed with an available adult for reflection time. It is hoped this will be for the shortest period appropriate.

In response to serious or persistent breaches of this behaviour policy, the school may remove the pupil from the classroom for half or a full day. Removal is a serious sanction and will only be used in response to serious behaviour. Staff will only remove pupils once other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonable disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a different environment.
- Allow the disruptive pupil to re-regulate and calm in a safe environment.

3.3 Severe Behaviour:

If a child engages in any of the following severe behaviours, the above stages of the behaviour intervention chart will be by-passed and the child will be sent straight to SLT, a sanction will be applied and the incident will be recorded via CPOMS:

- Physical violence against peers or adults.
- Vandalism or school property damage.
- Verbal abuse or swearing.
- Bullying (as defined in the Anti-Bullying Policy).
- Racist abuse or any other type of verbal abuse.
- Persistent disobedience or destructive behaviour.
- Sexual harassment or violence.
- ICT use that contradicts our Pupil Acceptable Use of ICT.
- Any extreme behaviour deemed sufficient to fall into this category e.g. threatening violence, running away, inappropriate behaviour or deliberately engaging in behaviour that is dangerous to yourself or others.

3.4 Off Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or when taking part in a school sporting event.

3.5 Online Behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Sanctions will be given out on school premises.

3.6 Use of Mobile Phones

At Pinvin C of E Academy mobile phones must be switched off and kept in the secure mobile phone boxes when on school premises. If a pupil is seen with a mobile phone that is switched on during the school day, it will be confiscated and will have to be collected by the parent or carer from the school office.

3.7 Lesson Refusal and Internal Truancy

At Pinvin C of E Academy, we recognise that some pupils may attend school but struggle to engage with learning by refusing to enter lessons or leaving the classroom without permission. This behaviour, often referred to as internal truancy, lesson refusal, or class avoidance, can be a sign of underlying emotional, social, or behavioural needs.

Definition

Internal truancy includes:

- Refusing to enter a classroom at the start of a lesson.
- Leaving a lesson without permission or supervision.
- Remaining on site but avoiding structured learning activities.

This behaviour may be sporadic or persistent and is treated seriously due to its impact on learning, safety, and wellbeing.

School Response

Pinvin C of E Academy will respond to lesson refusal with a graduated and supportive approach:

1. Immediate Response

- Staff will attempt to de-escalate the situation using restorative and relational strategies.

- Pupils will be encouraged to return to class or engage in an alternative supervised activity.
- The incident will be recorded and monitored.

2. Pastoral Support

- Repeated incidents will trigger a review by the pastoral team.
- A RAG Report, BSP (Behaviour Support Plan) or PSP (Pastoral Support Plan) may be developed to support the child.
- The pupil may be referred to internal mentoring, ELSA support, or external services (e.g. CAMHS, Early Help).

3. Parental Engagement

- Parents/carers will be informed and invited to discuss concerns.
- Joint strategies will be agreed to support attendance and engagement in lessons.

4. Monitoring and Intervention

- Patterns of lesson refusal will be tracked and analysed.
- The school may use time-limited alternative provision, including off-site direction (see relevant section), if internal strategies are exhausted.
- Where appropriate, the pupil may be supported in a Trust school setting to re-engage with learning.

5. Safeguarding Considerations

- Persistent internal truancy may indicate safeguarding concerns.
- The Designated Safeguarding Lead (DSL) will be informed if there are concerns about emotional wellbeing, neglect, or risk-taking behaviour.
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Commitment to Inclusion

Pinvin C of E Academy is committed to understanding the reasons behind lesson refusal and working collaboratively with families and professionals to support pupils back into learning. Our approach is rooted in empathy, early intervention, and a belief that every child can succeed with the right support.

3.8 Zero-tolerance Approach to Sexual Harassment and Sexual Violence

Pinvin C of E Academy operates a zero-tolerance approach to sexual violence and sexual harassment. We will ensure that all incidents of sexual harassment and or/violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

Risk Assessments and referrals to other professionals will be carried out as appropriate. Please refer to our Child Protection and Safeguarding Policy for more information.

3.9 Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Please refer to our Safeguarding and Child Protection Policy.

3.10 Searching and Confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Any prohibited items (listed in Section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items may be returned if appropriate following discussions

3.11 Positive Safe Handling

In some circumstances, staff may be required to use reasonable force to restrain a pupil to prevent them from causing disorder, hurting themselves or others or damaging property. Please refer to our Positive Safe Handling Policy for more information.

4. Pastoral Support Plan/ Behaviour Support Plan/ RAG Record

Following disruptive behaviour a letter will be sent home to inform parents (see Appendix 3). After 2 letters a child will have a 'RAG Record' (Appendix 4) (Red-unsatisfactory, Amber-satisfactory, Green-good). This will be shared with parents and behaviour will be monitored for a two-week period. If a third instance requires a behaviour letter, we will invite parents in to work in partnership with the school. Together, we may develop a Pastoral Support Plan and or work with outside agencies.

- **RAG Record:** Each lesson will be marked with an appropriate sticker (red, amber or green). If the pupil has clearly followed school rules and expectations they will get a green sticker, if they have not they will get a red or amber sticker and a brief explanation of the behaviours will be recorded.
- **Regular Reviews:** These plans will be regularly reviewed to ensure they are effective and supportive.

Failure to improve:

If no improvement in pupil behaviour is made, this may result in a suspension or permanent exclusion.

At Pinvin C of E Academy, we are committed to ensuring that all pupils, including those with protected characteristics, have equal opportunities to succeed, in line with our legal duty under the Equality Act 2010. Therefore, we tailor our approach to challenging behaviour to meet the unique needs of each pupil.

Our Senior Leadership Team and SENCo will collaboratively evaluate any pupil exhibiting challenging behaviour to identify and address any unmet needs. Working together with the child's class teacher, we will develop a Pastoral Support Plan or an Individual Behaviour Plan designed to support the pupil's success and well-being. At this stage, the school may also seek support from other agencies within Worcestershire Children's Services to provide additional assistance.

5. Recognising the impact of SEND on behaviour

At Pinvin C of E Academy we recognise that pupils' behaviour may be impacted by a special educational need or disability. Where incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

5.1 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Our SENDCo may evaluate a pupil who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers or other agencies to identify or support specific needs.

6. Detentions:

Other sanctions may include loss of privileges; or playtime being replaced with ready to learn and ready to respect reflections.

7. Suspensions/ Exclusions

In exceptional circumstances where there is a continuation of poor behaviour or a lack of cooperation in improvement, the school may decide to internally exclude or externally suspend the pupil. Exclusions can be either short-term suspensions or permanent exclusion, depending on the severity and persistence of the behaviour.

- **Short-Term Suspensions:** These are temporary suspensions where the pupil is removed from the school environment for a specified period. This provides an opportunity for reflection and allows the school to implement additional support measures upon the pupil's return.
- **Permanent Exclusions:** In cases of severe or persistent poor behaviour, a permanent exclusion may be considered. This means the pupil will no longer attend the school.

Before any exclusion, we will ensure all other support strategies have been exhausted, and parents will be informed promptly. The school will also provide details on the appeals process and any alternative educational arrangements during the exclusion period.

Please see Exclusions Policy for further information.

8. Off-Site Direction Protocol (Aligned with Worcestershire LA and LAB Agreement)

Pinvin C of E Academy is committed to promoting positive behaviour and ensuring that all pupils have access to a safe and supportive learning environment. In exceptional circumstances, and in line with Worcestershire Local Authority guidance and the Local Area Behaviour (LAB) agreement, the school may implement an **off-site direction protocol** as a short-term intervention to support pupils at risk of permanent exclusion.

Purpose

Off-site direction is used to:

- Prevent permanent exclusion by offering a time-limited, structured intervention.
- Support pupils in addressing behavioural challenges through targeted provision.
- Maintain continuity of education while enabling reflection and improvement.
- Facilitate reintegration into mainstream education with improved readiness to learn.

Context and Alignment

This protocol is aligned with Worcestershire LA's Off-Site Direction guidance (2025), which outlines the legal and procedural framework for directing pupils to alternative provision under Section 29A of the Education Act 2002. Although academies are not

bound by this legislation, they may use off-site direction under their general powers, and Pinvin C of E Academy will do so in accordance with Trust-wide policies and LAB collaboration.

Implementation

1. Identification and Referral

Pupils may be considered for off-site direction when internal interventions have not led to sustained improvement and the pupil is at risk of exclusion. A referral will be made through the LAB panel, with supporting evidence and a proposed support plan.

2. Parental Engagement

Parents/carers will be fully involved in the process, receiving written notification and being invited to planning and review meetings.

3. Placement

The pupil will attend an agreed Trust school or alternative provision for a fixed period. Dual registration will be used where appropriate. The placement will include behaviour mentoring, academic support, and any necessary therapeutic input.

4. Monitoring and Review

Regular reviews will be held to assess progress. The school will maintain oversight of attendance, safeguarding, and educational outcomes. A reintegration plan will be developed to support the pupil's return to Pinvin C of E Academy.

5. Safeguarding and Compliance

All off-site directions will comply with safeguarding duties and Worcestershire LA protocols, including attendance coding, transport arrangements, and funding responsibilities.

Commitment to Inclusion

Pinvin C of E Academy views off-site direction as a proactive and inclusive strategy to support pupils in crisis. It is not a punitive measure but a pathway to re-engagement, used only when necessary and always with the aim of reintegration. The school will prioritise placements within Trust schools to ensure continuity of ethos and support.

9. School 'Pinvin Powers' Behaviour Curriculum

At Pinvin C of E Academy we develop children's character through our behaviour curriculum. To build character, we define the behaviours and habits that we expect pupils to demonstrate. We call this the **Pinvin Powers** curriculum. This behaviour curriculum reflects and works towards achieving our school values and ethos:

We are
Safe
Ready
Respectful
Kind

so that we can...

Be happy, grow and flourish

We want to support our pupils to grow into adults who are polite, respectful, kind and grateful - individuals who always consider others. We believe that as our pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. The key principle of this curriculum is the belief and understanding that good behaviour is taught and not caught.

10. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This behaviour policy is linked to the following policies:

- Anti-bullying
- Class Dojo Acceptable Use
- Child Protection and Safeguarding
- Child on Child
- Positive Safe Handling
- Home-School Partnership Agreement
- Social Media
- Online Safety
- Exclusions
- Pinvin C of E Academy Behaviour Curriculum

Appendix 1:

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- The Behaviour Policy is understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.
- The LAB emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2:

Classroom Behaviour Prompt Sheet (to be displayed in all learning areas)



GO Great work!
Keep going..

| | | |
|-------------|---|-----------------------------------|
| 75 points | → | Bronze (Certificate) |
| 150 points | → | Silver (Certificate) |
| 300 points | → | Gold (Certificate) |
| 500 points | → | Emerald (Pencil) |
| 750 points | → | Ruby (Highlighter) |
| 1000 points | → | Diamond (Mystery Award) |

STOP Time to stop and reflect.
What could I change?

| | | |
|---|---|-------------------------------------|
| Rule broken | → | 1 st Warning |
| No improvement Rules Broken x2 | → | 2 nd Warning |
| No improvement Behaviour continues | → | Reflection time 5 minutes |
| Behaviour continues Further rules broken | → | Reflection time 10 minutes |
| No improvement Behaviour continues | → | Further sanction from HT or AHTs |

Appendix 3a: Letter to parents / carers about pupil behaviour template



Pinvin C of E Academy
Main Street
Pinvin
WR10 2ER
Headteacher: Mrs E Rose
Tel: 01386 554196
office@pinvin.dowmat.education



Behaviour Letter 1

Date:

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum or our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am hopeful that no further action will need to be taken but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me via the office if you would like to discuss this further.

Please email or message the school office to confirm you have read this email

Yours sincerely,

SLT

Appendix 3b: Letter to parents / carers about pupil behaviour template

Second behaviour letter



Pinvin C of E Academy
Main Street
Pinvin
WR10 2ER
Headteacher: Mrs E Rose
Tel: 01386 554196
office@pinvin.dowmat.education



Behaviour Letter 2

Date:

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum or our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am hopeful that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

As this is the second incident, we will now be monitoring behaviour daily.

Extract from the Behaviour Policy:

RAG Record: Each lesson will be marked with an appropriate sticker (red, amber or green). If the pupil has clearly followed school rules and expectations they will get a green sticker, if they have not, they will get a red or amber sticker and a brief explanation of the behaviours will be recorded.

Please do not hesitate to contact me via the office if you would like to discuss this further.

Please email or message the school office to confirm you have read this email

Yours sincerely,

SLT

Appendix 3c: Letter to parents / carers about pupil behaviour template

Third behaviour letter including invite to attend a meeting



Pinvin C of E Academy
Main Street
Pinvin
WR10 2ER

Headteacher: Mrs E Rose
Tel: 01386 554196
office@pinvin.dowmat.education



Behaviour Letter 3

including invite to attend a meeting

Date:

Dear [insert parent/carer name],

I am sorry to let you know that, despite the daily monitoring and [insert agreed steps forward from your previous discussion / letter, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident].

[insert pupil's name] would now benefit from a further structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the Headteacher, Deputy head, the SENDCo], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Please email or message the school office to confirm you have read this email and will be attending this meeting or if you require an alternative time.

Yours sincerely,

SLT

