



Behaviour Curriculum

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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.

Pinvin Powers



Be **happy**, **grow** and **flourish**

The Pinvin Powers Behaviour Curriculum

Introduction

At Pinvin C of E Academy we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We call this '**The Pinvin Powers Behaviour 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 document is the belief and understanding that behaviour is taught and not caught. This means that children should be taught how to behave and follow school expectations.

"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

Will Durant

Teaching the curriculum

The **Pinvin Powers** curriculum is taught explicitly during the first week in the Autumn term alongside the traditional National Curriculum subjects. Children should all learn the content of the **Pinvin Powers** curriculum so that they can recall the information and act upon it.

At the start of each new term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year as appropriate. As with other curriculum content, this should be taught using explicit teaching including regular discussion and quizzing to check and strengthen retention. Teachers will also demonstrate the **Pinvin Powers** and ensure pupils have time to practise these (particularly in the first few days of each half term). For example, a lining up routine should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this whole-school and class-specific content.

Teaching the Pinvin Powers in classrooms and across the whole school should follow the same basic principles. Children must learn the routines we expect of them. Routines are habit-forming and habits secure great learning behaviour. Children should understand that we need routines and set high expectations because –

- **They matter.**
- **Their learning matters.**
- **Everyone deserves the right to learn and work in a calm and positive environment.**

In his book “Running The Room” Tom Bennet sets out the process for teaching behaviour as follows.

Teachers should...

- ***Identify the routines you want to see.***
- ***Communicate in detail the expectations you expect to be met.***
- ***Practise the routines until everyone can do them.***
- ***Reinforce, maintain and patrol the routines constantly.***

Teaching the **Pinvin Powers** will only work if all staff understand the curriculum, teach it explicitly and continuously reinforce the high standards we have set out. A chain is only as strong as its weakest link and so in doing this we support everyone to create a culture where pupils are respectful and resilient and feel safe and able to learn and make progress while adults are free to teach and support unimpeded by disruption.

Adapting the Curriculum

The **Pinvin Powers** curriculum is intended to be a curriculum for all our pupils but it will be applied differently in each year group depending on the age and maturity of the pupils. It will also be applied in an appropriate way depending on individual pupils' SEND needs. For example, a child with autistic spectrum conditions or ADD may find it impossible to sit still and track the person talking at all times. Individual needs must be considered when teaching the behaviour curriculum without lowering the expectations for the group as a whole.

Curriculum Content





These behaviour principles encapsulate the content to be covered and revisited throughout the school year.

Everyone at Pinvin should...

- Be Safe**
- Be Ready**
- Be Respectful**
- Be Kind**

Be Safe

How do we show that we are safe in school?

-  Sitting sensibly in the classroom
-  Walking around school calmly
-  Playing games that do not become too physical for example play fighting
-  Using calm and respectful tones whenever we talk to each other

- 🌳 Being kind - do not deliberately harm anybody else or yourself
- 🌳 Walking to your line when the whistle is blown
- 🌳 Lining up quietly

Be Ready

How do we show that we are ready for school?

- 🌳 School uniform
- 🌳 Shoes not trainers
- 🌳 Equipment
- 🌳 Reading book
- 🌳 PE kit
- 🌳 We've had plenty of sleep
- 🌳 We've had breakfast

How do we show that we are ready in school?





Ready to start work

- 🌳 Getting out your equipment
- 🌳 Sitting down and still
- 🌳 Waiting for instructions
- 🌳 Listening to all the words
- 🌳 Listening to the person speaking
- 🌳 Eyes on the person speaking
- 🌳 Take a full part in the teaching

Ready when you work











- 🌳 Take pride in your work and your presentation
- 🌳 Complete all your tasks
- 🌳 Have a go
- 🌳 Ask for help
- 🌳 Stay in your seat (6 feet on the ground)

Ready when the learning finishes

-  Tidy your workspace
-  Put your equipment away
-  Put any rubbish in the bin
-  Move around calmly and quietly






Be Respectful

How do we show that we are respectful in school?

-  Say please and thank you
-  Hold doors open for people
-  Say good morning/ afternoon to adults
-  Respect others' right to learn
-  Respect school property by looking after it
-  Use a calm and polite tone of voice at all times
-  Do not touch displays around school
-  Follow adult instructions the first time they are given
-  Listen to whoever is talking
-  Practise reverence when walking in and out of collective worship

Be Kind

How do we show that we are kind in school?

-  Talk kindly to other pupils and value each other's opinion
-  Look out for each other around school
-  Share resources kindly
-  Play nicely with one another at playtimes
-  Value differences

Pupils need to be taught that abiding by these four behaviour principles both in and outside of school means that they will earn and give respect to all members of our school community.

They need to understand that abiding by these principles only when an adult is around is only half of their role within this approach. If they can

follow these principles without supervision they have shown that they are responsible and can be trusted to do the right thing at all times.

Pupils need to understand that anyone who does not follow the Pinvin Powers will be picked up and will have a consequence.

Adult's Role

Pinvin adults will remember and apply the same principles as the children:

Be Safe (Pre-empt, Prevent, Redirect, Support)

- 🌳 Refer to and reinforce 'Pinvin Powers' and explicitly link to the behaviours we expect to see.
- 🌳 Observe individual/class behaviours, modifying the environment and make reasonable adjustments to minimise disruption.
- 🌳 Prevent and de-escalate before applying consequences or sanctions.
- 🌳 Be aware of and report behaviours that may have safeguarding implications or cause concern.
- 🌳 Never ignore or walk past individuals who are making poor/unsafe choices.
- 🌳 Follow up every time, retain ownership and engage in reflective/restorative dialogue.
- 🌳 Log behaviours on CPOMS

Be Ready (Plan, Personalise, Engage)

- 🌳 Meet and greet children on arrival – into school or into the classroom at any time of day.
- 🌳 Know the learner's interests, needs and associated behaviours.
- 🌳 Plan/support lessons that engage, challenge and promote independence.
- 🌳 Lessons are carefully differentiated, matching expectations of work to learner's ability and developmental stage.
- 🌳 Personalise the learning by making reasonable adjustments where required to meet need.
- 🌳 Understand that SEND, for example autistic spectrum conditions, will impact on the behaviours exhibited by identified individuals around school.
- 🌳 Careful management of the environment, considering conditions and triggers for Behaviours.
- 🌳 Understand behaviours associated with ACES, trauma and any SEMH needs that will be impacting pupil responses.

Be Respectful (Consistent, Calm, Listen)

- 🌳 Model these values and build excellent relationships.
- 🌳 Listen and give learners a chance to communicate (use listening strategies-count to 10)

- 🌳 Admonish the behaviour, not the individual.
- 🌳 Praise in public, reprimand in private.
- 🌳 Remain mindful of the unique challenge each learner experiences.
- 🌳 Be calm and give take up time.
- 🌳 Speak to a child at their level or lower– get down – don’t stand over a child.
- 🌳 Do not use sarcasm or humour when dealing with individuals – this makes adults very vulnerable to misinterpretation.
- 🌳 Pinvin adults don’t raise their voices or shout – use an assertive tone if necessary but beware of the response individuals may have to any kind of raised voice or perceived power over.

Be Kind

- 🌳 Use kind a positive language to all children within school.
- 🌳 Encourage and praise positive behaviours using visible recognition around school – That’s great walking!
- 🌳 Be an excellent role model, showing kindness in all interactions with adults around school.

Implementation

Children will be actively taught the Pinvin Powers curriculum. This may mean that children need to repeat actions either individually or as a group where relevant, so that they know what the expected behaviour looks like.

Whole class consequences must not be used to address poor individual behaviour choices.

Teachers will periodically review the progress of their pupils against the Pinvin Powers curriculum. This will be discussed with Senior Leaders during Pupil Progress Meetings.

Individual classes do not use charters, individual class rules or behaviour systems such as zone boards or names on boards.

The Pinvin Powers may be adjusted as need arises following its introduction.

In Summary

Pupils need to:

- 🌳 Know that the Pinvin Powers curriculum should be followed at all times, but that adjustments may be made by teachers, for some children with specific individual needs.
- 🌳 Know that all pupils follow the Pinvin Powers curriculum to become better learners and to build positive habits which will help everyone to be successful throughout their lives.
- 🌳 Know that all adults in school, will always take action to keep them safe if it is needed.