

*Learning to make a positive difference, in
God's world*

Pilgrims' Cross CE Aided Primary School

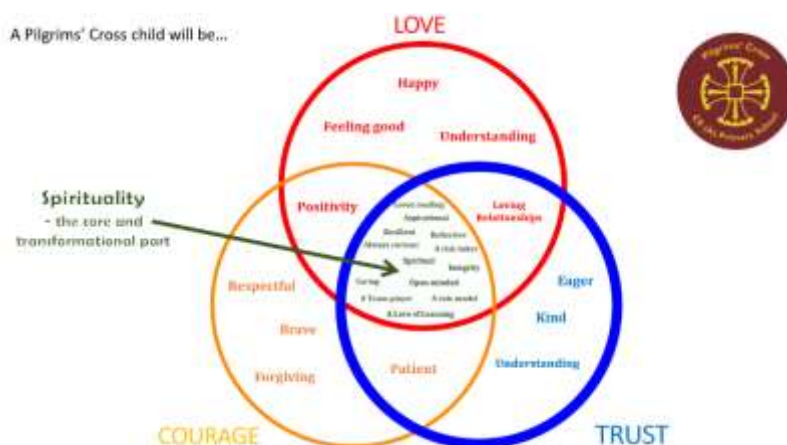


BEHAVIOUR Policy

Reviewed by	Headteacher and staff	Authorised by	FGB
Last review	October 2024	Review Cycle	Annually

Pilgrims' Cross Vision and Values

Through living out our Christian values of **LOVE**, **COURAGE** and **TRUST** which includes principles and the procedure to **GUIDE** children to behave in an appropriate manner, that shows **LOVE, COURAGE AND TRUST** to themselves and others. The principles and procedure has been created by the staff and the children and has been shaped by the School Vision as detailed below:



The children at Pilgrims' Cross CE (A) Primary School are **LOVING, COURAGEOUS** and **TRUSTWORTHY** so they become **TALENTED ROLE MODEL** and make a **POSITIVE DIFFERENCE** in **GOD'S WORLD**.

Our values of Love, Courage and Trust are woven throughout our approach to behaviour management and serve as key drivers of conversations between staff and pupils about behaviour.

Policy Development

This policy was developed to allow senior leaders, teachers, support staff and governors to ensure that there was a consistent approach to promoting good behaviour across the school and to give all staff and students a shared language around behaviour and bullying. It also reflects our school value of **LOVE for ALL**.

Rationale

At Pilgrims' Cross CE Aided Primary School we believe that all members of the school community should be happy, and secure, working together to create a safe and loving environment for learning. All adults will role model and recognise positive learning behaviours, making meaningful connections with children based on trust and mutual respect.

This rationale and aspiration is guided by the following principles for guiding children's behaviour within this policy:

1. **Relationship** – knowing and understanding our pupils and their influences.
2. **Responsibility** – teaching and modelling behaviour for learning.

3. **Respect** – using classroom management strategies to support behaviour for learning.
4. **Restore** – using a restorative approach to support the needs of individuals in our school.
5. **Recognition** – reinforcing positive behaviours through recognition and praise

Purpose

The purpose of this policy is to guide teachers, pupils and parents on the **restorative and relationship-focused approach** to behaviour management that we use in school. The policy promotes a consistent approach to supporting all pupils to learn and play in a calm, consistent and nurturing environment where all children feel safe. We are committed to creating an environment where everyone is expected to demonstrate high levels of personal conduct and to accept responsibility for their actions, in a manner that is appropriate to their age and stage of development.

Aims

- To provide a clear and consistent approach to behaviour management that is based on developing strong relationships and restorative practices as well as being informed by trauma and attachment strategies
- To support our pupils to regulate their own behaviour
- To provide a safe, inclusive and equitable school ethos where learning opportunities for all are maximised and all children feel valued
- To provide all staff the tools to enable them to support and equip children with strategies to develop their behaviour and to build positive relationships with others
- To support children to understand and be accountable for their actions and the impact that this may have on themselves and others, promoting a solution focused approach to changing future behaviours
- To ensure that our school values of Love, Courage and Trust are embedded in our school ethos and emphasised by the conduct of our pupils.

School Values

Our school values underpin the learning and social behaviours that we expect all members of our school community to demonstrate.

Promoting Positive Behaviour

It is the expectation that all pupils demonstrate our school values and display good learning and social behaviours.

Pilgrims' Cross Primary School recognises that good behaviour management sets children up to make good choices. Strategies to promote positive behaviour include:

- An exciting and well-pitched curriculum
- Clear and consistent boundaries and routines
- A calm and organised environment
- Adults exemplifying the behaviour we expect to see in children

The school supports pupils' understanding of the school values and their emotional literacy and wellbeing in a number of ways, including:

- Collective worship
- PSHE schemes of work
- Trauma and Attachment training for all staff
- Child and Family Support Worker

We recognise good social and learning behaviours in a number of ways including:

- Verbal comments to a class or group of pupils
- Verbal and specific praise to individual pupils
- Small privileges e.g. line up first, choose which game to warm up in PE, hand out resources
- Opportunities to share work and achievements with other pupils and staff
- Written feedback in books
- The use of stickers
- House points
- Vision Awards each week in collective worship
- Governor Awards

Regulated and Unregulated Behaviour

When children are not demonstrating our school values, school staff are trained to recognise if the pupil is able, at that point, to regulate their own behaviour.

Unregulated behaviour can be recognised, in its simplest form, as children who are in **fight, flight or freeze mode**.

Dysregulated Behaviour

If children are dysregulated, school staff will prioritise **supporting them to regulate** their emotions *before* talking to them about their behaviour and conduct. Adults will then re-establish their relationship with the child, before moving onto a restorative approach. Prompts for this can be found in the Behaviour Blueprint - Appendix 2.

Regulate

The process for this is:

- 1) **Label the emotion** - Tell the children what emotion you think they are feeling.
- 2) **Limit the behaviours** - Make sure everyone is safe and share clear behaviour boundaries
- 3) **Lid closure** - When children are dysregulated, the amygdala fires and they are not able to engage the part of the brain that helps them to make good decisions, show empathy and problem solve. We refer to this using the analogy 'flipping the lid.' We need to help children 'close the lid' so that the decision making part of their brain is reengaged. A video explaining this can be found here:

https://www.youtube.com/watch?v=zJqH_Ogxle0

Relate

It is important for the adult to re-establish a bond with the child to enable them to engage in the restorative stage of the process.

Restore

Staff will conduct a restorative conversation with the child. This may also be recorded on CPOMS.

Staff will support and scaffold the children appropriately according to their age, stage of development and any additional needs they have.

The key questions asked are:

- **What happened?**
- **Who was affected?**
- **What will happen next?**

Regulated Behaviour

Sometimes, children who are regulated make decisions that are not in line with our school values. In this case, a stepped approach to sanctions is used. The aim is always to help the child to correct their behaviour and to learn from their mistakes.

At Stage 3, a 30 second scripted intervention will be used.

Stepped Sanctions

Stepped Sanctions
1. Reminder - General/Non-Verbal
2. Reminder - outline specific expectations
3. Final Warning - 30 second intervention
4. Thinking Time - 1 minute (taken by the child at break, lunch, end of session, etc.)
5. Restore- Restorative Conversation

30 Second Scripted Intervention

30 Second Scripted Intervention
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- | |
|---|
| <ul style="list-style-type: none">• I have noticed that you are (having trouble getting started, wandering around, playing with the ruler)• You are not showing (love, trust...)• You need to (move to another table, give me the ruler, sit on this chair)• Do you remember when (remind of a previous positive behaviour)• This is what I want to see now/today• Thank you for listening |
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Working through the Stages

In general, children will work through the 5 stages. If a pupil is aggressive, threatens or hurts another pupil or a member of staff, they will move straight to Stage 4.

Lost Break

When a child misses some of their break or lunchtime, the member of staff will supervise with a sand timer/clock, have a short, restorative conversation and then let the child out to break.

If a child misses some of their break on 3 occasions in a half term, the teacher will meet with a member of SLT to discuss the provision for the child and whether any further actions need to take place to enable the child to be successful. Conversation might also involve parents/carers.

Children with Challenging Behaviour or Additional Needs

As an inclusive school, we recognise that some children will need different strategies and support to enable them to show our school values.

When working with children, we will tailor our language to the child's age and needs.

Pupils who find it difficult to manage their emotions and behaviour may have different strategies to support them to be successful in school.

The use of an ABCC chart (see Appendix 3) is often useful where a pattern of behaviour is being explored. Parents may also be involved in discussions and other agencies may be asked to support the child if a further plan is deemed to be needed. Agencies may include PBS (Primary Behaviour Service) and the Educational Psychology Service.

Exclusions and Suspensions

The use of suspensions and school exclusion are taken very seriously and will only be used:

- in response to serious or persistent breaches of the school's behaviour policy and
- where allowing the child to remain in school would seriously harm the education of the child or others in the school.

We follow HCC guidance on exclusions and suspensions and consistently refer to the most up recommendations

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion/definition>

Definition of **suspension**: where a pupil is temporarily removed from the school.

Definition of **permanent exclusion**: means that a pupil is not allowed to attend school or go on to school premises permanently.

If your child is suspended or excluded you will be notified by the Head Teacher (or their nominated representative) immediately. This may be by phone or you may be asked to come in to a meeting. As part of this conversation, you will be told the length of the suspension and the reason for it. We may also discuss the next steps after the suspension.

If the child has a social worker or is looked after the social worker will be informed immediately.

If your child has been suspended, you can make all the difference in getting them back on track and helping them to be successful. Work will be set by the school for your child to complete at home during the first five days of the suspension. Please note that it is your responsibility to ensure completed work is returned to the school for marking.

If you disagree with the decision to suspend or permanently exclude your child from school, your options include:

- Requesting an appointment with the Headteacher to discuss your concerns further and to ask them to reconsider
- Asking the school governors to review the decision

The governors' committee which meets to review suspensions and permanent exclusions is known as the governors' discipline committee and consists of at least three governors. If the suspension is between six and fifteen days in a term, and the parents request a meeting, then the governors' discipline committee must meet within 50 school days. Your child will have been receiving full time education from the sixth day of the suspension. The duty to provide appropriate full-time education will remain with the local authority, and a long-term assessment of the pupil's needs will take place. Some children may be ready to return immediately; others would benefit from some time to address their behaviours in a more focused way.

Preventing further suspensions and permanent exclusion: When your child returns to school, you can help prevent further suspensions by keeping in regular contact with

your child's class teacher and year leader; ensuring that you and your child are involved in any future meetings.

Further advice and guidance: We follow the Hampshire guidance – Exclusions from school and further information and contact details for parents can be found:

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing board.

The written statement of behaviour principles will be reviewed and approved by the full governing board.

Links with other policies

This behaviour policy is linked to the following policies Exclusions policy

- Child protection and Safeguarding policy
- Anti-Bullying Policy
- Exclusion Policy

Additional Information:

CLASS VISION TREAT

When a class has received a jar full of VISION PING PONG BALLS for CLASS VISION/RECOGNITION MOMENTS, they will be rewarded by receiving a CLASS VISION TREAT, which has been chosen by the children. The expectation is each class will receive enough VISION PING PONG BALLS to receive a CLASS VISION TREAT twice every half term in KS1 and once every half term in KS2.

MOVING AROUND AND OUTSIDE

Adults and children will show each other LOVE, COURAGE AND TRUST by:

**Talking very quietly,
Walking slowly, on the left,
Use kind voices and words,
Being polite,
Entering worship in silence,
Keeping their hands and feet to themselves and
Being aware of others around us.**



Playtime Charter for Us ALL

*Love
Courage
Trust*

Inspired by the Parable of..



**NO
OUT
SIDERS**

Look after each other



Speak kindly

Include others



"Walk and talk" if you feel angry



Hands and feet for kindness and safe games

Tell the truth



Listen to each other to understand



Appendix 1

Governors' Statement of Behaviour Principles

Pilgrims' Cross Primary School

October 2024

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the headteacher. The purpose of this statement is to give guidance to the headteacher when developing the behaviour policy for Pilgrims' Cross Primary School.

The headteacher will develop the behaviour policy with reference to the DFE guidance documents.

Principles

- Pilgrims' Cross Primary School is an inclusive educational setting where all pupils, staff, governors and visitors are free from any form of discrimination
- All children, staff, governors and visitors should feel safe, valued and respected at Pilgrims Cross Primary School
- Our school values underpin our school ethos and practice and should be displayed by pupils, staff, governors and visitors
- We understand that behaviour communicates needs which may be unmet
- We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours
- We provide structure, predictability, consistency and routine to build a sense of safety in the emotional and physical environment
- We encourage children at our school to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours
- We keep in mind that we are the adults and the children are still growing, learning and developing
- We seek to restore relationships and support children to change unacceptable behaviours. This includes the use of sanctions
- Rewards and sanctions are used consistently
- We seek the most appropriate way of supporting children to develop their ability to self-regulate their emotions and behaviour. This includes developing the skills of self-control, empathy and emotional literacy and management
- Pupils are taught and supported to take responsibility for and reflect upon their actions and how this can affect others
- School practice is sensitive to and informed by attachment and trauma approaches
- Good relationships between children and staff are paramount to a successful behaviour policy and is at the heart of the ethos at Pilgrims' Cross Primary School
- As an inclusive school, we recognise the difference between equality and equity. This will mean that children are supported in different ways to follow our school values and behaviour principles. Some pupils will require a personalised approach to help them to achieve our school aim
- The use of physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff and in line with DFE guidance
- Suspensions and exclusions will be used as a last resort and in line with DFE guidance.

Appendix 2

Pilgrims' Cross Primary School

Behaviour Policy Blueprint

Dysregulated- Emotion Coach

Fight- Flight- Freeze

Regulate	
Label the emotion	- I can see you are feeling ... - I know that you are ... because... - I can see that you are in the ... zone
Limit the behaviour	- Safety = Priority - Clear, concise instructions. - Give a clear boundary - Consider offering an alternative action - Consider a change of location -choose A or B / let's go to... - Explain what is happening; -We're going to move to the sofa so that you are safe and are more comfortable. - Make sure an adult is in close proximity - tell them and check in.
Lid Close the lid	- 5 minutes calm down time - Reduce sensory overload - Alone time - adult in proximity ('I'm going to sit... if you need me. I'll come and check on you in 2 mins) - Quiet - reduce language and interactions - Movement - Sleep - Play/being playful/silly - Read or listen to a story - Colouring - Distraction - Change of face

Regulated

Stepped Sanctions
1. Reminder - General/Non-Verbal
2. Reminder - outline specific expectations
3. Final Warning - 30 second intervention
4. Thinking Time - 1 minute
5. Restore- Restorative Conversation.

30 Second Scripted Intervention
<ul style="list-style-type: none"> • I have noticed that you are (having trouble getting started, wandering around, playing with the ruler) • You are not showing (respect, cooperation..) • You need to (move to another table, give me the ruler, sit on this chair) • Do you remember when (remind of a previous positive behaviour) • This is what I want to see now/today • Thank you for listening

Relate	
Re-establish a bond with the child to enable them to engage with the restorative part of the process	
Strategies	Example
Talk about a shared interest	I saw a lovely horse the other day, I thought of you because I know you love horses
Talk about a happy memory you share	I remember when we went on the school trip and went pond dipping
Take part in an activity together - this can be small	Help them with their lid closure activity, look for Blu Tac on the wall
Tell them something they might be able to relate to and ask a question	It's 16 days until my birthday. Do you know how long it is until your birthday?

Restore	
Ideally, this will be with, or include the member of staff who was with the child when the incident started. Neutral tone - non judgemental	
What happened?	- What happened? - What were you thinking? - How were you feeling at the time?
Who was affected?	- Who was affected? - How do you think they might have felt?
What next?	- What can you do to make things better? - What could you do next time? - Who can help you?

Further information

Behaviour and Discipline in Schools - A guide for head teachers and school staff - September 2022 final draft.docx

Guidance Behaviour and discipline in schools.gov.uk

Hampshire Primary Behaviour Service Hampshire and Isle of Wight Educational Psychology

APPENDIX 3

BEHAVIOUR CPOMs INCIDENT REPORTING SYSTEM using the ABCC format

Procedure

Record time of day the incident occurred and then in order record...

A - Antecedents (What was happening before the behaviour occurred?)

B - Behaviour (What diddo? Describe the behaviour apparent.)

C - Consequences (What you/others did after the behaviour/incident occurred?)

C - Communication (What is the behaviour communicating?)