

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

# **Pilgrims' Cross CE Aided Primary School**



## **Behaviour Policy 2025-2026**

<b>Reviewed by</b>	<b>Headteacher and staff</b>	<b>Authorised by</b>	<b>FGB</b>
<b>Last review</b>	<b>October 2025</b>	<b>Review Cycle</b>	<b>Annually</b>

# PILGRIMS' CROSS CE AIDED PRIMARY SCHOOL

## Behaviour Policy

### Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	October 2024	JC	FGB	New policy- created through Primary Behaviour Support guidance
2	October 2025	JC/RH/ JB	FGB	Revision record added, principles changed, added: right to search, beyond the school gate, restrictive physical intervention, right to search, behaviour consequences. Removal of lost break section.

### Pilgrims' Cross Vision and Values

By embodying our Christian values of Love, Courage, and Trust, the adults at Pilgrims' Cross nurture and guide pupils to act in ways that reflect these values in their behaviour towards themselves and those around them.

Our vision is that the pupils at Pilgrims' Cross CE (A) Primary School grow into Loving, Courageous and Trustworthy young people who are talented role models 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.

### Principles

We believe that pupils and staff at Pilgrims' Cross Primary School have the right to flourish in an environment that is safe, friendly and fair. Such an environment will enable our pupils to benefit from the opportunities offered and will assist staff in providing them.

Positive behaviour and attendance are essential foundations for a creative and effective learning environment in which all members of the school community can thrive, through our values of Love, Courage and Trust.

The adults within our school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the community.

### 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 pupils feel valued
- To provide all staff with the tools to enable them to support and equip pupils with strategies to develop positive behaviours and to build positive relationships with others
- To support pupils to understand and be accountable for their actions and the impact that this may have on themselves and others (including the consequences of unacceptable behaviour), promoting a solution-focused approach to changing future behaviours
- To ensure our school values of Love, Courage and Trust and ethos are enacted by all and demonstrated by the conduct of our pupils

### **The Pilgrims' Cross Compass:**

At Pilgrims' Cross we have five behaviour expectations that we expect all of our pupils to follow in order to be a Loving, Courageous and Trustworthy member of the Pilgrims' Cross community. These expectations are:

- **I treat myself, others and property with respect.**
- **I make safe choices for myself and those around me.**
- **I come prepared and focused for learning.**
- **I move through spaces calmly and quietly.**
- **I listen to and follow instructions from all adults.**

### **Promoting Positive Behaviour**

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

Pilgrims' Cross Primary School recognises that good behaviour management sets pupils up to make good choices in school- and in their lives beyond. To support pupils in following our Pilgrims' Cross Compass, we will:

- Deliver an exciting and well-pitched curriculum, matched to pupils' needs and reflecting the high expectations we hold of pupils
- Maintain caring relationships, encouraging mutual respect and tolerance
- Create clear and consistent boundaries and routines
- Create a calm and organised environment
- Work with families as home and school have vital, collaborative roles to play in the education of our pupils

This means the adults in school will:

- Show pupils, by example, how to treat others with love, respect and courtesy.
- Have positive, high expectations of all pupils' behaviour
- Support pupils in developing appropriate ways of dealing with conflict by encouraging discussion and allowing pupils to express their feelings

- Listen to pupils, including their concerns, and responding in a trusting way.
- Encourage pupils to develop the skills of cooperation and fairness when playing and learning.
- Ensure that the expectations are clearly understood by everyone.
- Teach the pupils how to move around in a calm and respectful way.
- Focus on positive behaviours through use of praise and reward.

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

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

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

- Privileges e.g. pupil roles & responsibilities
- Opportunities to share work and achievements with other pupils and staff
- House points given out in reference to a school value or rule
- Hot Chocolate Fridays – a weekly reward for pupils following the Pilgrims' Cross Compass (one child from each class, announced in Friday Worship)
- Half-termly Pilgrims' Cross Compass award (badge system for pupils always following the school expectations- one child from each class who has been consistent over the whole half term, announced in Friday Vision Worship)
- Vision Awards each week in Collective Worship (one child per class who has demonstrated a particular value that week)
- Keeper of the Values trophy (one class each week which has upheld our values consistently)
- Vision Awards (each class collects 'Compass Balls'- 20 ping pong balls towards a positive whole-class reward) for collectively working on an area of behaviour identified by the class teacher as needing a focus
- Governor Awards (one child per class for exemplary behaviour over the school year)

### **Regulated and Unregulated Behaviour**

When pupils 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 pupils who are in fight, flight or freeze mode.

### **Dysregulated Behaviour**

If pupils are dysregulated, school staff will prioritise supporting them to regulate their emotions *before* talking to them about their behaviour and conduct. Adults will re-establish their relationship with the pupil, before moving onto a restorative approach.

There is a four-part process to this: **Regulate, Relate, Reason, Restore.**

- **Regulate:**

Help the child calm their emotional brain. You can start by acknowledging their feelings, such as, "I can see that you are upset".

- **Relate:**

Reconnect with the child in a positive way, avoiding immediate questioning about the behaviour.

- **Reason:**

Once the child is calm, you can talk about what happened and help them learn from it. Skipping the other steps can lead to behaviour changes through fear rather than true understanding.

- **Restore:**

This involves repairing any harm done during the incident and restoring the relationship.

## **Regulate**

<b>Regulate</b>	
<b>Label</b> the emotion	- <i>I can see you are feeling ... - I know that you are ... because... - I can see that you are...</i>
<b>Limit</b> 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.
<b>Lid</b> Close the lid	- 5 minutes calm down time (adjust as needed) - Reduce sensory overload - Alone time - adult in proximity ( <i>I'm going to sit... if you need me. I'll come and check on you in 2 mins</i> ) - Quiet - reduce language and interactions - Movement - Sleep - Play/being playful/silly - Read or listen to a story - Colouring - Distraction - Change of face

## **Relate**

<b>Relate</b>	
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?

## **Reason and Restore**

Staff will conduct a restorative conversation with the pupil.

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

We encourage pupils to remember our value of Trust in their explanations of what happened. Consequences for unacceptable behaviour will follow, as outlined in **Appendix 1**.

<b>Reason and Restore</b>	
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?	<ul style="list-style-type: none"><li>- What happened?</li><li>- What were you thinking?</li><li>- How were you feeling at the time?</li></ul>
Who was affected?	<ul style="list-style-type: none"><li>- Who was affected?</li><li>- How do you think they might have felt?</li></ul>
What next?	<ul style="list-style-type: none"><li>- What can you do to make things better? - What could you do next time?</li><li>- Who can help you?</li><li>- How can we help?</li></ul>

## **Pupils with Additional Needs**

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

When working with pupils, we will tailor our language to the pupil's age and stage of development.

Pupils who find it difficult to manage their emotions and behaviour may have different strategies to support them to be successful in school. We will still hold high expectations of their behaviour and issue consequences as necessary.

The use of an ABCC chart (see **Appendix 2**) is often useful where a pattern of behaviour is being explored. Parents/carers may also be involved in discussions and other agencies may be asked to support the pupil if a further plan is deemed to be needed. Agencies may include PBS (Primary Behaviour Service) and the Educational Psychology Service.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when pupils are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- On-line, for example on social media or playing online games
- In some way identifiable as a pupil within our school
- Posing a threat to another pupil or member of the public
- Adversely affecting the reputation of the school.

In the incidences above, if the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Right to search**

Under the DfE guidance 'Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies' of 2022 we reserve the right to search a pupil with or without their consent if we believe them to have a prohibited item in their possession. Such items include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or; to cause personal injury to, or damage to the property of, any person (including the pupil). School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or 5 detrimental to school discipline. Such searches will be carried out by a member of the same sex as the pupil where possible and two people will always be present. If these searches yield evidence that needs reporting to the police or Children's Services, we will do so in order to safeguard our pupils.

### **Physical Intervention**

There may be occasions where we need to use physical intervention strategies to prevent a pupil hurting themselves, others or property. In doing so we always follow the advice and guidance provided to us by Hampshire Educational Psychology Service and the DfE. The advice we follow can be found at:

<https://www.hants.gov.uk/educationandlearning/educationalpsychology>

<https://www.gov.uk/government/publications/use-of-reasonable-force-inschools>

Our Restrictive Physical Intervention Policy can be found on the school's website:

<https://www.pilgrimscross.co.uk/attachments/download.asp?file=285&type=pdf>

Full records of any physical intervention used will be kept on a pupil's CPOMS records. Parents will always be informed as soon as is possible, but no later than the end of the working day, of any instances of physical intervention used.

### **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 pupil to remain in school would seriously harm the education of the pupil 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> For more information see the school Exclusion's Policy:

<https://www.pilgrims-cross.co.uk/attachments/download.asp?file=281&type=pdf>

### **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 (**Appendix 3**) will be reviewed and approved by the full governing board.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Child Protection Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Exclusion Policy
- Restrictive Physical Intervention Policy

## **Appendix 1**

Consequences must be viewed with an understanding of the child at its heart. At all points we must refer to the behaviour being what we are condemning, not the child.

### **Pilgrims' Cross Primary School Behaviour Consequences**

When faced with negative/disruptive behaviour on the part of a pupil:

- Try redirection techniques and non-verbal cues.
- If this does not work always give **one clear verbal warning**, stating the desired behaviour and what the consequence will be if a pupil does not comply. Use the 30-second scripted intervention below and give the pupil take-up time.

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

- Give a consequence (see below)
- Ensure the consequence is served (overseen by class teacher, Phase Leader or a member of SLT)

In the moment, focus on the primary behaviours: secondary behaviours can be spoken about in restorative conversations afterwards. All incidents should be followed with a restorative conversation, and a chance for repair should be facilitated.

**If blue behaviours are happening frequently then orange or red consequences may be used.**

Blue to be dealt with by class staff, orange referred by class staff to Phase Leader, red referred by class staff to SLT. All incidents to be logged on CPOMS by the class teacher. A frequency chart could be kept by the class teacher and uploaded weekly on to CPOMS.

**We do not keep whole classes in to miss break time. There may, however, be times when a whole class may have to be reminded of our expectations, for example, if another adult has taken the class and general learning behaviours were not respectful.**

We believe that every day is a fresh start. However, if unacceptable behaviours have happened in the afternoon, the consequence will be carried over to the next day.

## Early Years

Behaviour	Example	Consequence	In practice
Not listening to adults	Not following instructions	5mins lost play/lunchtime	<p>If in lesson, <b>class teacher</b> picks this up. If on duty, the pupil stands with their teacher on playground duty for 5 minutes and has a restorative conversation, using 30-second restore script (printed out on lanyards). If at lunchtime, <b>LSA/MDSA</b> handles this- 5-minute time and conversation. <b>Class teacher to be informed.</b> Fresh start next session.</p> <p>First 3 occurrences: conversations with class teacher &amp; child; over 3x class teacher, <b>Parents/carers to be informed.</b> Child &amp; phase lead; if still no change, notify &amp; bring in parent/carer for meeting and problem-solve together.</p>
Not making the right choices	Copying others, talking during lessons		
Being verbally unkind to others	Telling lies, name-calling, swearing, not being kind	10 mins lost play/lunchtime	<p>If in lesson, <b>class teacher</b> picks this up. If on duty, the pupil stands with their teacher on playground duty for 10 minutes and has a restorative conversation, using 30-second restore script (printed out on lanyards). If at lunchtime, <b>LSA/MDSA</b> handles this- 10-minute time and conversation. <b>Class teacher to be informed.</b> Fresh start next session. <b>Parents/carers to be informed.</b> If repeated, <b>Phase Leader</b> becomes involved.</p>
Not joining in with learning	Avoiding work, calling out		
Not using equipment safely	Damaging, throwing small objects or drawing on equipment/resources	10 mins lost play/lunchtime and not being allowed to use that resource for the next session	<p><b>Class teacher to be informed.</b> Fresh start next session. <b>Parents/carers to be informed.</b> If repeated, <b>Phase Leader</b> becomes involved.</p>
Not using kind hands and kind feet	Hurting others, kicking, scratching, punching, hitting, pinching, throwing larger/dangerous objects	Loss of playtime/15mins of lunchtime with <b>SLT</b>	<p>If unsafe, <b>SLT</b> notified. If safe/regulated, immediate incident dealt with by <b>class teacher</b>, then child goes to <b>SLT</b> at break/lunch. If at lunchtime, <b>LSA/MDSA</b> handles initial interaction, then notifies <b>SLT</b>. <b>Class teacher to be informed.</b> Fresh start next session. <b>Parents/carers to be informed &amp; meeting with SLT offered.</b> Victims of behaviours to be supported.</p>

## Key Stage 1

Behaviour	Example	Consequence	In practice
Not trying my best	Not putting best effort into learning	5 minutes lost play/lunchtime	If in lesson, <b>class teacher</b> picks this up. If on duty, the pupil stands with their teacher on playground duty for 5 minutes and has a restorative conversation, using 30-second restore script (printed out on lanyards). If at lunchtime, <b>LSA/MDSA</b> handles this-5-minute time and conversation. <b>Class teacher to be informed.</b> Fresh start next session. First 3 conversations with class teacher & child; over 3x class teacher, <b>Parents/carers to be informed.</b> Child & phase lead; if still no change, notify & bring in parent/carer for meeting and problem-solve together.
Provoking others	Encouraging others to make the wrong choices		
Not doing as asked the first time	Not following instructions Making the wrong choice		
Being verbally unkind to others	Telling lies, name-calling, rudeness	10 mins lost play/lunchtime	If in lesson, <b>class teacher</b> picks this up. If on duty, the pupil stands with their teacher on playground duty for 10 minutes and has a restorative conversation, using 30-second restore script (printed out on lanyards). If at lunchtime, <b>LSA/MDSA</b> handles this-10-minute time and conversation. <b>Class teacher to be informed.</b> Fresh start next session. <b>Parents/carers to be informed.</b> If repeated, <b>Phase Leader</b> involved.
Avoiding work	Avoiding work, leaving the classroom	To be timed and paid back in break/lunchtime	
Not respecting property	Ripping up work or damaging property (inc. play equipment)	Work to be completed again at break/lunch with <b>Phase Leader</b>	
Using inappropriate words	Swearing	30mins lost lunchtime with <b>Phase Leader</b>	If unsafe, <b>SLT</b> notified. If safe/regulated, immediate incident dealt with by <b>class teacher</b> , then child goes to <b>SLT</b> at break/lunch. If at lunchtime, <b>LSA/MDSA</b> handles initial interaction, then notifies <b>SLT</b> . <b>Class teacher to be informed.</b> Fresh start next session. <b>Parents/carers to be informed &amp; meeting with SLT offered.</b> Victims of behaviours to be supported.
Words targeting a protected characteristic	Racial or homophobic language	30mins loss of lunchtime with <b>SLT</b>	
Hurting others: provoked	Biting, throwing, kicking, scratching, punching, grabbing, pulling, hitting, pinching, spitting	30mins loss of lunchtime Visit to <b>SLT</b>	
Hurting others: unprovoked	Biting, throwing, kicking, scratching, punching, grabbing,	Whole lunchtime lost, with <b>SLT</b>	<b>If serious injury or a repeated behaviour, consider further action, internal/external suspension</b>

	pulling, hitting, pinching, spitting		
--	--------------------------------------	--	--

## Key Stage 2

Behaviour	Example	Consequence	In practice
Not trying my best	Not putting best effort into learning	5mins lost play/lunchtime	If in lesson, <b>class teacher</b> picks this up. If on duty, the pupil stands with their teacher on playground duty for 5 minutes and has a restorative conversation, using 30-second restore script (printed out on lanyards). If at lunchtime, <b>LSA/MDSA</b> handles this-5-minute time and conversation. <b>Class teacher to be informed.</b> Fresh start next session. First 3 conversations with class teacher & child; over 3x class teacher, <b>Parents/carers to be informed.</b> Child & phase lead; if still no change, notify & bring in parent/carer for meeting and problem-solve together.
Provoking others	Encouraging others to make the wrong choices		
Not doing as asked the first time	Not following instructions Making the wrong choice		
Being verbally unkind to others	Telling lies, name-calling, rudeness	10 mins lost play/lunchtime	If in lesson, <b>class teacher</b> picks this up. If on duty, the pupil stands with their teacher on playground duty for 10 minutes and has a restorative conversation, using 30-second restore script (printed out on lanyards). If at lunchtime, <b>LSA/MDSA</b> handles this-10-minute time and conversation. <b>Class teacher to be informed.</b> Fresh start next session. <b>Parents/carers to be informed.</b> If repeated, <b>Phase Leader</b> becomes involved.
Avoiding work	Avoiding work, leaving the classroom	To be timed and paid back in break/lunchtime	
Not respecting property	Ripping up work or damaging property	Work to be completed again at break/lunch Not being allowed to use that resource for the rest of the day Visit to <b>Phase Leader</b>	
Using inappropriate words	Swearing	30mins lost lunchtime Visit to <b>Phase Leader</b>	If unsafe, <b>SLT</b> notified. If safe/regulated, immediate incident dealt with by <b>class teacher</b> , then child goes to <b>SLT</b> at break/lunch. If at lunchtime, <b>LSA/MDSA</b> handles initial interaction, then notifies <b>SLT</b> . <b>Class teacher to be informed.</b> Fresh start next session. <b>Parents/carers to be informed &amp; meeting with SLT offered.</b> Victims of behaviours to be supported.
Words targeting a protected characteristic	Racial or homophobic language	Loss of lunchtime Visit to <b>SLT</b>	
Hurting others: provoked	Biting, throwing, kicking, scratching, punching, grabbing,	30mins loss of lunchtime Visit to <b>SLT</b>	

	pulling, hitting, pinching, spitting		<b>If serious injury or a repeated behaviour, consider further action, internal/external suspension</b>
Hurting others: unprovoked	Biting, throwing, kicking, scratching, punching, grabbing, pulling, hitting, pinching, spitting	Whole lunchtime lost Visit to <b>SLT</b>	

**Record-keeping**

All records of orange and red behaviour incidents and consequences will be recorded on CPOMS. If a pattern of blue behaviours occurs, this will also be recorded.

## **Appendix 2**

### **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 did .....do? Describe the behaviour apparent.)

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

**C - Communication** (What is the behaviour communicating?)

### **Appendix 3 - Governors' Statement of Behaviour Principles, October 2025**

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 pupils, 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 pupils 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 pupils are still growing, learning and developing
- We seek to restore relationships and support pupils to change unacceptable behaviours. This includes the use of sanctions
- Rewards and sanctions are used consistently
- We seek the most appropriate way of supporting pupils 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 pupils 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 pupils 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.