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

Pilgrims' Cross CE Aided Primary School

Behaviour Policy 2026-2027

Reviewed by	**Headteacher and staff**	**Authorised by**	**FGB**
Last review	**October 2026**	**Review Cycle**	**Annually**

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 on INSET, Sept 2024.
2	October 2025	JC/RH/ JB	FGB	Revision record added, policy re-written in line with 5 Pilgrims' Cross Compass rules. Principles changed, added: right to search, beyond the school gate, restrictive physical intervention, right to search, behaviour consequences. Removal of lost break section.
3	January 2026	JC/RH/ RH	N/A	Addition of wording around use of Arbor to record patterns of low-level behaviours, addition of appendices 5 & 6.
4	April 2026	JC	N/A	Addition of 'internal inclusion' under "Exclusions and Suspensions" section and wording around notification of parents/carers by letter.
5	October 2026	JC	FGB	Addition of references to Mobile Phones & Tech Policy and Acceptable Use of IT Policy.

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 differnce 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.**

These expectations are further broken-down for children in all age groups (see **Appendix 4**) and will be displayed in all classrooms.

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 Dysregulated 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.

Dysregulated 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

Regulate	
Label the emotion	*– I can see you are feeling … – I know that you are … because… – I can see that you are…*
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 (adjust as needed) – 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

Relate

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?

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**.

Reason and 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? – How can we help?

Lunchtimes

If incidents occur at lunchtimes, a small slip will be filled out by the adults on duty who dealt with the incident (see **Appendix 5**). The child(ren) will be asked to sit on the benches and reflect, finally having a restorative/reflective conversation with the adult on duty. Blue and orange behaviour slips will be passed on to the class teachers at the end of lunchtimes to be logged on Arbor (see *How To Guide*- **Appendix 6)** Red incidents will be logged by the Phase Leader or member of SLT who received the child(ren) at lunchtime.

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.

Suspensions and exclusions

The use of suspensions and permanent 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/educationinclusionservice/exclusion

/definition For more information see the school Exclusion's Policy: https://www.pilgrimscross.co.uk/attachments/download.asp?file=281&type=pdf

Where possible, we will use internal inclusion (withdrawing pupils from lessons within the classroom to be taught elsewhere in the school, away from peers) as a pre-step to avoid a suspension. Parents/carers will be informed about inclusions by letter.

All suspensions and exclusions will be reported to the Local Authority.

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
- Mobile Phones & Tech. Policy
- Acceptable Use of Technology 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
• 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

- 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 and orange to be dealt with by class staff. If repeated, children demonstrating orange behaviours will be 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	If in lesson, **class teacher** 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, **LSA/MDSA** handles this- 5-minute time and conversation. **Class teacher to be informed by slip. Logged on Arbor.** Fresh start next session. First 3 occurrences: conversations with class teacher & child; over 3x class teacher, **Parents/carers to be informed.** Child & phase lead; if still no change, notify & bring in parent/carer for meeting and problem-solve together.
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	If in lesson, **class teacher** 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, **LSA/MDSA** handles this- 10-minute time and conversation. **Class teacher to be informed by slip. Logged on Arbor.** Fresh start next session. **Parents/carers to be informed.** If repeated, **Phase Leader** becomes involved.
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	
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 **SLT**	If unsafe, **SLT** notified. If safe/regulated, immediate incident dealt with by **class teacher**, ABCC completed, then child goes to **SLT** at break/lunch. If at lunchtime, **LSA/MDSA** handles initial interaction, completes ABCC, then notifies **SLT.** **Class teacher to be informed.** Fresh start next session. **Parents/carers to be informed** & meeting with **SLT** offered. Victims of behaviours to be supported.

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, **class teacher** 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, **LSA/MDSA** handles this- 5-minute time and conversation. **Class teacher to be informed by slip. Logged on Arbor.** Fresh start next session. First 3 conversations with class teacher & child; over 3x class teacher, **Parents/carers to be informed.** 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, **class teacher** 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, **LSA/MDSA** handles this- 10-minute time and conversation. **Class teacher to be informed by slip. Logged on Arbor. Parents/carers to be informed.** If repeated, **Phase Leader** 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 **Phase Leader**	
Using inappropriate words	Swearing	30mins lost lunchtime with **Phase Leader**	If unsafe, **SLT** notified. If safe/regulated, immediate incident dealt with by **class teacher**, ABCC completed, then child goes to **SLT** at break/lunch. If at lunchtime, **LSA/MDSA** handles initial interaction, completes ABCC, then notifies **SLT. Class teacher to be informed.** Fresh start next session. **Parents/carers to be informed** & meeting with **SLT** offered. Victims of behaviours to be supported.
Words targeting a protected characteristic	Racial or homophobic language	30mins loss of lunchtime with **SLT**	
Hurting others: provoked	Biting, throwing, kicking, scratching, punching, grabbing, pulling, hitting, pinching, spitting	30mins loss of lunchtime Visit to **SLT**	
Hurting others: unprovoked	Biting, throwing, kicking, scratching, punching, grabbing,	Whole lunchtime lost, with **SLT**	

	pulling, hitting, pinching, spitting		**If serious injury or a repeated behaviour, consider further action, internal/external suspension**

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, **class teacher** 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, **LSA/MDSA** handles this- 5-minute time and conversation. **Class teacher to be informed by slip. Logged on Arbor.** Fresh start next session. First 3 conversations with class teacher & child; over 3x class teacher, **Parents/carers to be informed.** 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, **class teacher** 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, **LSA/MDSA** handles this- 10-minute time and conversation. **Class teacher to be informed by slip. Logged on Arbor. Parents/carers to be informed.** If repeated, **Phase Leader** 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 **Phase Leader**	
Using inappropriate words	Swearing	30mins lost lunchtime Visit to **Phase Leader**	If unsafe, **SLT** notified. If safe/regulated, immediate incident dealt with by **class teacher**, ABCC completed, then child goes to **SLT** at break/lunch. If at lunchtime, **LSA/MDSA** handles initial interaction, completes ABCC, then notifies **SLT. Class teacher to be informed.**
Words targeting a protected characteristic	Racial or homophobic language	Loss of lunchtime Visit to **SLT**	

Hurting others: provoked	Biting, throwing, kicking, scratching, punching, grabbing, pulling, hitting, pinching, spitting	30mins loss of lunchtime Visit to **SLT**	Fresh start next session. **Parents/carers to be informed** & meeting with **SLT** offered. Victims of behaviours to be supported. **If serious injury or a repeated behaviour, consider further action, internal/external suspension**
Hurting others: unprovoked	Biting, throwing, kicking, scratching, punching, grabbing, pulling, hitting, pinching, spitting	Whole lunchtime lost Visit to **SLT**	

Record-keeping

All blue, orange and red behaviours will be recorded on Arbor (see **Appendix 6**). More detailed records of red behaviour incidents (using the ABCC format- see **Appendix 2**) and consequences will be recorded on CPOMS.

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 2026

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.

Appendix 4- Pilgrims' Cross Compass

Pilgrims' Cross Compass



In order to be a Loving, Courageous and Trustworthy member of the Pilgrims' Cross community:

1. I treat myself, others and property with respect;
2. I make safe choices for myself and those around me;
3. I come prepared and focused for my learning;
4. I move through spaces calmly and quietly;
5. I listen to and follow instructions from all adults.

Pilgrims' Cross Compass

I treat myself, others and property with respect.

EYFS:

Target:
I can put things back when I have finished
I put the toilet paper in the toilet and the hand towels in the bin
I can ask to have a turn
I can keep my hands and feet to myself, with support
I can begin to understand if someone is happy or sad
I can begin to say what I am good at
I can show love to others, by sharing and letting them join my games

Key Stage 1:

Target:
I can say good things about myself
I can use kind and loving words
I can keep my hands and feet to myself
I can put my hand up when I need attention
I can respect property with support and do not damage items deliberately or because I'm being careless
I can use equipment safely with support

Key Stage 2:

Target:
I can show empathy towards others
I can accept others' points of view
I can treat others as I would like to be treated
I am always respectful to the environment

I am respectful of school property and treat all items with care. I report anything that is damaged to an adult
I can prepare and tidy away independently
I can use equipment safely and independently
I can be where I am supposed to be at the right time

Strategies to support learning:

Constantly model the language you expect from the children
Encourage children to think about what and how they say things and learn to frame things in a different way
Use clear boundaries and expectations
Use of visual targets, rules and expectations
Visits from agencies who help us e.g the police, regular keeping safe talks e.g on the use of social media
Encourage children to think about how others are feeling, promote empathy
Help children understand what is meant by personal space
Encourage children to work together, problem solving etc.
Use of Think, Pair, Share/group discussion to promote turn taking
Friendship/team building activities
Use of visual classroom rules and expectations
Encourage children to take on jobs and responsibilities
Catching children being respectful, celebrate and reward
Display children's work, encourage respect and ownership for their environment
Use very clear stepped consequences, ensure all children are aware of the consequences and always give them a chance to turn it around

Pilgrims' Cross Compass

I make safe choices for myself and those around me.

EYFS:

Target:
I can follow simple instructions with support
I can stop and listen with support, following the '3.2,1 stop signal'
I can use kind actions, e.g. smiling at others
I can share things with support
I can follow simple rules
I can keep my hands, feet & objects to myself, with reminders

Key Stage 1:

Target:
I can follow rules and understand why they're important
I can use kind hands and kind feet and keep objects to myself
I can take turns to talk
I can show I'm listening to others (sitting in STAR)
I can use my words when I'm upset
I can think before I act
I understand others' need for personal space

Key Stage 2:

Target:
I can respect and accept my own emotions
I can cope when things don't go my way
I can walk away and ask for help when needed
I can respect and accept other people's feelings and emotions
I can respect others' personal space
I can share appropriately with others, even when I don't want to

I understand I cannot always be first and act appropriately when I'm not

Strategies to support learning:

Clear, consistent boundaries and expectations maintained by all staff
Frequent reinforcement delivered through, group discussions, deliberate practise and Collective Worship
Consistent use of positive reinforcement/praise for meeting expectations
Clear reminder of rules and expectations before and during tasks
Identify individual triggers and anxieties of each child
Help children understand personal space and appropriate touch
Recognise friction/hot spots and dynamics within groups, be prepared to change seating arrangements and encourage children to move if they are finding things hard or distracting
Encourage peer or group work
Whole class problem-solving – 'how could we have done things differently?'
Managed competitive games/team sports, focus on teamwork
Visual reward systems for catching children being kind and respectful, e.g. house points
Get children to self-assess feelings and emotions using a check-in board
Encourage children to reflect on their emotions and learn to identify them
Help children understand how they are feeling is okay, but their reaction may not be
Promote awareness of others' feelings, e.g. (has anyone felt like that before? When?)
Celebrating achievements as a group, e.g. vision balls

Pilgrims' Cross Compass

I come prepared and focused for my learning.

EYFS:

Target:
I can come to the carpet when asked by an adult
I can put my coat and bag on my peg
I can choose an activity to complete independently
I can sit on the carpet with my legs crossed
I can sit on the carpet in my 'strong bear'

Key Stage 1:

Target:
I can sit on the carpet in STAR
I can move quickly and quietly from the carpet to my table to begin my learning
I can come into school and put my belongings away in 3 minutes
I can make sure I have all the resources I need for my learning, with support
I know to go to the toilet at break time and lunchtime, when reminded by an adult
I can ask a peer or an adult for help if needed

Key Stage 2:

Target:
I can use the working wall, ask a peer or an adult for help if needed
I know to go to the toilet at break time and lunchtime
I can make sure I have all the resources I need for my learning
I put my belongings away in 2 minutes and be sitting at my table ready to learn

I make sure that I am using all of my learning time effectively

Strategies to support learning:

Clear, consistent boundaries and expectations maintained by all staff
Developing STAR and training the children what this looks like and feels like
Display photo of STAR and refer to this
Proximity praise
Timers on the board and count downs
Ensure the classroom is well resourced, e.g. are there enough pencils already sharpened?
Model to the children that the adults are ready for the lesson with all resources ready – don't be looking for whiteboard pens during the lesson
Ensure classroom is well organised and tidy
Working walls are current, meaning children can use them to support their learning
Children have access to a wide range of learning aids e.g. word mats, phonics mats, maths resources. Children should all know where to find these and there should always be plenty.
Teach children the process for if they are stuck in their learning – how do they get out of the 'Learning Pit'
Use of visual classroom rules and expectations
Encourage children to take on jobs and responsibilities
Visual rewards for catching the children being ready for their learning
Visual timetables in each classroom- remove pieces as the day progresses
'Focus tools'- expectations for these to be laid out clearly with children

Pilgrims' Cross Compass

I move through spaces calmly and quietly.

EYFS:

Target:
I can come and sit on the carpet without hurting others
I can walk to the toilet
I can walk in a silent line, on the left, around the school with support
I can look out for others when I am running in the outside area or on the playground
I can collect my coat and walk safely to the playground at lunchtime, with support

Key Stage 1:

Target:
I can collect my coat and walk safely to the playground at lunchtime
I can walk in a silent line, on the left, around the school
I always walk in the school building
I can use my playtime voice outside and my quiet voice inside
I can be calm and quiet even when an adult is not with me, for example in the toilets
I can line up respectfully, with support

Key Stage 2:

Target:
I can be calm and quiet even when an adult is not with me, for example in the toilets or when carrying out an errand
I hold the door open for adults and other children
I always walk on the left and use a quiet voice in the school building

I greet adults and other children by saying ‘good morning’ or ‘good afternoon’

Strategies to support learning:

All adults reinforce the same message – e.g. ‘walking thank you’
Model to the children how we walk to the school hall – arms by our sides, no talking
When walking to the hall adult at the front of the line, stop at regular intervals and check expectations are being followed
Proximity praise
Model greetings – meet and greet by name in the morning, after lunch and in corridors
Model holding the door open for others – ‘after you’
Model expected corridor behaviour
Ensure children know the difference between playtime voices and inside voices
Consistent use of positive reinforcement/praise for meeting expectations
Clear reminder of rules and expectations before and during movements around school
Teach children how to be aware of others whilst they are playing
Model how to line up

Pilgrims' Cross Compass

I listen to and follow instructions from all adults.

EYFS:

Target:
I can focus on an activity of my own choice
I can stop what I'm doing and listen to an instruction
I can focus on an adult for five minutes
I can move to another activity when prompted by an adult
I can concentrate on a play-based task independently for 5 minutes

Key Stage 1:

Target:
I can concentrate on a task independently for the amount of time my teacher requires of me
I can remain focused on a longer task with reminders from my teacher
I can respond to instruction by the count of 3
I can respond appropriately when spoken to by an adult
I can pay attention to all adults
I can do as I am asked first time

Key Stage 2:

Target:
I can do as I am asked, even if I do not want to
I can follow all instructions
I can carry out all instructions
I can maintain focus during class instructions
I can remain on task independently
I can ignore others behaviour and distractions

I am able to repeat back my instructions

Strategies to support learning:

Use of attention activities (‘copy me’ etc), modelling tasks and activities
Use of timed focused activities – count downs and sand timers
Break the lesson down into manageable chunks according to children’s ability to concentrate, build this up over time
Manageable use of language and eye contact (show me you are listening by looking at me; use small, understandable steps)
Constant reminders of targets and expectations
Use of positive reinforcement – catch children doing the right thing
Check understanding of a given task by asking child to repeat it back to you
Encouraging children to share their ideas and work
Verbalise your expectations (I am going to ask Sam because he has got his hand up etc)
Constant gentle reminders of tasks and success
Always use a child’s name before giving the instruction

Appendix 6- *How to Guide*

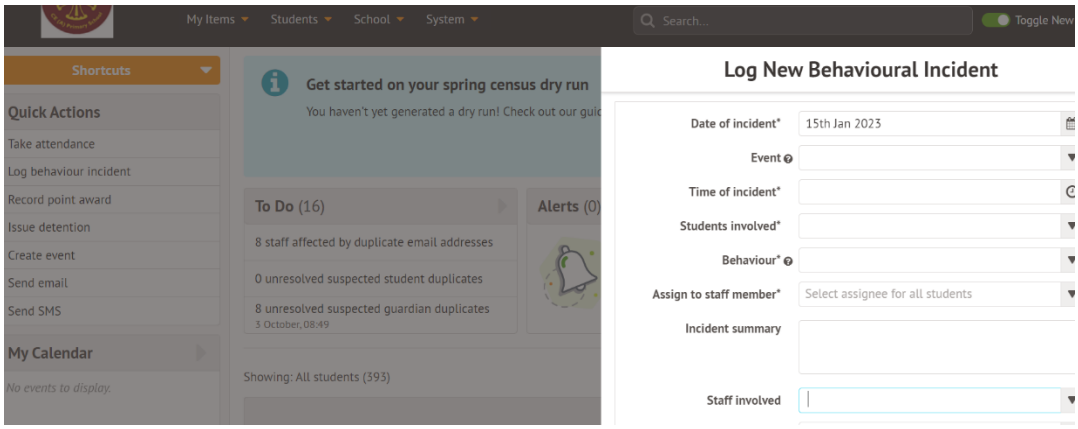
Logging Behaviour Incidents in Arbor

Go to student profile of the child you wish to create an incident for.

On the right-hand side there is a tab called behaviour – click on this.

Along the centre of the next page there are various tabs – select 'Incidents'.

Scroll down and there will be a section for behavioural incidents for this academic year – at the right-hand side you will see a green '+add' button – click this.



Complete the information as required ensuring that you are assigning to the class teacher if a blue (-1) incident and the class teacher and the phase leader if an orange (-2) and red (-3) incident.

Please complete the section 'staff involved' as yourself if you are the person who dealt with the incident.

Please only create separate incidents if all parties were reported for the behaviour eg not the 'victim' but do link all students involved.

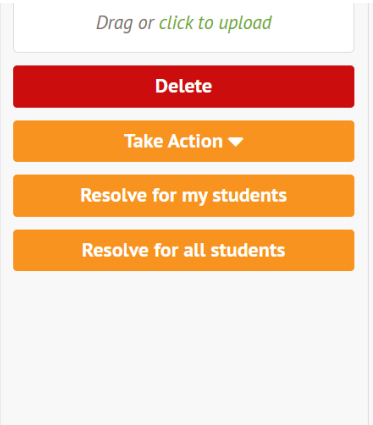
Click Next, you will then be taken to a summary of the incident where you can check it is accurate before clicking log incident

On completing this it will then ask you to check and save.

Blue and Orange incidents are to be logged on Arbor and red incidents to be logged on Arbor and CPOMS with an ABCC.

Teachers/Phase Leaders

At this point the screen will take to a resolution page, here you can add notes if the incident description required further actions such as visit to phase leader etc and you can then click resolve for all students. It is recommended that this is done daily.



When resolved correctly the Student Participants section will show 'resolved'

