



# **Pilgrims' Way** **Behaviour Policy**

Adopted and signed on  
behalf of the school at \_\_\_\_\_  
the meeting on:

Name of Governing Body  
Representative: \_\_\_\_\_

Signature of Governing  
Body representative: \_\_\_\_\_

Date: \_\_\_\_\_

Adopted date: March 2021  
Renewal/review date: March 2022

# Pilgrims' Way Behaviour Policy

## General Statement

The maintenance of good discipline is essential for the growth, welfare and development of pupils. Our school sees itself and parents as partners in the education of their child. We are always ready to discuss and consult with parents on their child's progress whether or not there is a problem. Parents are regularly kept informed of pupils' progress.

The promotion of good behaviour is the responsibility of **every** member of staff, no matter what their role is within the school. Every member of staff must be aware of the need to promote an ethos of praise and encouragement. Behaviour improvements can only take place where relationships are good between pupils and staff. No member of staff should walk away from or ignore poor behaviour or any child not adhering to the school rules.

**The development of good behaviour is based on the same principles as the development of good teaching:-**

- **be clear about expectations.**
- **make appropriate demands according to the ability of the child.**
- **praise and encourage effort constantly,**
- **focus on the positive,**
- **move on quickly after a misdemeanour or mistake.**

A whole school approach to behaviour management provides a structure to ensure the following:

- The promotion of a caring atmosphere and an acceptance of one's own responsibility
- Good behaviour and the elimination of bullying, racism, sexism, homophobia and other forms of prejudice
- The promotion of an effective learning environment
- The fostering of co-operation, acceptance and respect for each other and the environment
- The fostering of self esteem and achievement of individual potential
- The belief that behaviour can change

Knowledge of the expectations we have of pupil behaviour together with a system of rewards and sanctions will encourage children to behave appropriately. All members of staff (teaching and non-teaching) will apply the system we have fairly and consistently. All children will come to know and understand the behaviour expected of them together with the consequences to be applied for choosing not to follow them.

We will remember when establishing a pupil's reason for misbehaviour, that focusing solely on the behaviour and not on the reason behind it may treat the symptom and not the cause. Therefore we will always be flexible enough to treat individual cases where reasonable, while not undermining the inherent structure of rewards and sanctions.

## Policy Document

*What is the purpose of this document?*

Our policy provides a clear statement of how we manage pupil behaviour.

It is the framework all staff at our school to ensure our children achieve their full potential.

*What are the principles that underpin our Behaviour Policy?*

At Pilgrims' Way School we teach our children the importance of respecting others and self-discipline. We want individual children to develop their self-esteem and confidence in an ordered and safe environment.

*How do our children know the behaviour we expect of them?*

We have clearly stated expectations for our pupils.

*How do we encourage appropriate behaviour?*

We know that the most important strategy in teaching children how to behave, is to be positive with them and through this a positive school ethos is created.

The teacher will discuss with the class the purpose of rules, expectations, self-esteem, rights and responsibilities to form a foundation for the development of rules. These rules may change as the year progresses and the behavioural expectations made of the children change. Setting rules and high expectations will establish positive conditions for learning which will enable pupils to attain their potential.

*Rules will be positive!*

The teacher and support staff will refer to these rules when discussing good or poor behaviour and applying rewards and sanctions. It is important that the children are involved in setting up these rules as this will encourage ownership and support for them.

Examples of positive rules could be:

In this class we keep our hands and feet to ourselves.

In this class we listen well.

In this class we line up and walk quietly.

In this class we help each other to be kind and thoughtful.

As well as class rules, we also have Pilgrims' Way rules, which were written in conjunction with pupils and staff. These rules are

- 1) Always follow instructions from adults
- 2) Always be respectful to others and property
- 3) Challenge yourself everyday
- 4) Be a true Pilgrims' Way role model
- 5) Always try your best every day.

## **Encouraging Appropriate Behaviour**

### **Rewards**

A reward system acts as a positive reinforcement of the good behaviour. We use lots of praise both for the individual, groups and classes as a whole. We always encourage good behaviour and work by praising good behaviour rather than criticising unacceptable behaviour.

In practice this means a member of staff will often encourage all children to act in an appropriate way by praising those who are already behaving in that way. The praise takes the form of the member of staff directing other children's attention to those whose behaviour is acting as a model for the others. The praise is often accompanied by a reward for the child, group or class.

### **House Points**

A house point system is in place, pupils are awarded house points for a number of different reasons eg good work, good behaviour, being kind/considerate, helping other children. Records are kept in the classroom and collected each week by the house captains from year 6. A cup is presented each Friday for the House of the Week.

Stickers, smiley faces, stars or cards are used to reward children and encourage good behaviour and academic effort. Teachers use these positively - once given, rewards will NOT be removed subsequently for unacceptable behaviour.

( Individual teachers are encouraged to establish their own individual system of rewards to supplement the whole-school policy. These rewards can be as simple as a smile of encouragement or ` thumbs up ` , as well as visual records e.g. ticks and stars)

### **Ks1 and KS2 achievement assemblies**

Certificates are presented each week to 2 children nominated by their class teacher at a weekly assembly. During assembly, one class are also chosen for the 'class of the week' certificate.

### **Circle Time activities**

All classes will take part in weekly PHSE activities which includes "Circle Time". Circle Time activities are designed to help children develop skills in listening and effective communication, as well as raising self-esteem, confidence, self-assurance and respect for all including Fundamental British Values.

A set of Pilgrims' Way Values are used throughout the year on a Monday assembly.

### **Expected playground behaviour.**

1. We play together and choose games which don't hurt others
2. We let other children get on with their own games
3. When the bell is rung we stop and listen
4. We show respect to all grown ups by listening to them when they are speaking
5. We always put our rubbish in the bin

### **Behaviour and the Curriculum**

We teach children strategies to help them avoid conflict with each other. We also talk to them about avoiding problem situations and being aware of their own body language and verbal comments

that might provoke an incident. In discussing these issues, we aim to raise individual self-esteem and empower children to deal effectively with situations that arise.

Children are shown ways of dealing with conflict situations. These include the following:

1. Speaking to a teacher or member of staff for guidance and support
2. Speaking to a play leader to help sort out differences
3. Walking away and reporting the conflict rather than getting involved

## **Discouraging Inappropriate Behaviour**

### **Playtimes and Lunchtimes**

Children behaving inappropriately at these times will be dealt with using a card system. After a verbal warning, if the inappropriate behaviour continues, the child will be given a Yellow Card. This will mean they need to stand at the wall for 5 - 10mins. Should the behaviour not improve, the child will be given a Red Card. This will mean they are removed from the playground and spend the rest of the time with a member of SLT. The class teacher must be informed.

### **Classes**

Each class has a Behaviour Diamond displayed in class (See Appendix 1). Every child has their name on the diamond and begins every day on Today is a New Day. When the child behaves in a positive way, they can be moved up the diamond and gain house points. When they reach the Top of The Diamond, they get a certificate from the Headteacher. If a child behaves in an inappropriate way, they given a verbal warning first - with clear instructions of how to improve. If they continue, they will move down the diamond with sanctions. The Behaviour Diamond is a 'free flow' system where children can move up and down the diamond depending on their behaviour.

Each class should have a set of 5 sanctions. Each time a child breaks a class rule, they move on to the next sanction. Each sanction aims to give the child a framework of opportunity to choose more appropriate behaviour rather than moving on to the next sanction.

Before children start on the first sanction, they are asked not to continue doing whatever they are doing. This is accompanied by a clear explanation of what the teacher wants them to do.

The class teacher will also decide when it is necessary to inform the child's parents.

The early years policy outlines the approach taken in nursery and reception

Sanctions if a child continues to not behave appropriately:

1. A behaviour book set up that goes home with the child every night - it includes positive comments but can report on problems in behaviour. Teachers must make sure that this book is completed regularly and contact parents quickly if it is not brought back to school.
2. The child is put 'on report', where a report card is completed morning and afternoon and sent to the head teacher/deputy headteacher. This report card focuses on the target behaviours which have been judged as causing the problem.

3. A 'behaviour contract', agreed by the teacher, head teacher, child and parent, focusing on the problem behaviour. Should this behaviour continue, then exclusion will be the next step.

The rewards element of the behaviour policy highlights the value placed on appropriate behaviour.

Sanctions are intended for individual pupils, at times there may be more than one person involved but classes should not be sanctioned because of the behaviour of an individual or group of children.

### **More Serious Behaviour**

This is where children who have displayed certain behaviours do not go through the above processes but are referred straight to the head teacher or Assistant Headteacher. These behaviours are as follows:

Children who cause severe physical / verbal / psychological harm to others.

This includes:

- Bullying - see also Bullying Policy
- Any violent action, including verbal, racist or homophobic threats. Using abusive language directed at another pupil.
- Any violent action, including verbal / racist threats and abusive language, directed at a member of staff.
- Stealing
- Using any object as a weapon

In these instances, each case is judged individually and may result in any of the following:

1. Missed playtimes
2. Racist or homophobic abuse is recorded and reported to governors
3. Parents informed of the inappropriate behaviour and asked to discuss their child's behaviour with the head teacher.
4. Internal exclusion - this involves being removed from class for either a session,  $\frac{1}{2}$  a day or a full day. During this time, the child completes a range of work in another class. Parents are informed that the child has been internally excluded.
5. External exclusion

### **Framework for Intervention**

Support for behaviour is accessed through a range of resources in the school:

1. Informal advice from a friend/colleague
2. Learning mentor
3. SENCO
5. Leadership team
6. Educational Psychologist

## 7. Other external agencies

### **Exclusion from School**

In extreme cases, the Head teacher has the right to exclude a child from school.

This can either be a temporary exclusion for half a day to a few days, or, in exceptional circumstances, it may be permanent exclusion.

The decision is entirely at the discretion of the head teacher.

Temporary exclusion from school is currently no more than 45 days a year.

The Governing Body has appointed a disciplinary Committee to review Exclusions of more than five days.

### **Lunchtime Exclusion**

It is at the discretion of the head teacher to ban a child from school at lunchtime.

In the very rare circumstances of the head teacher permanently excluding a child, the decision will be referred to the Governing Body for ratification. The Governing Body Disciplinary Panel will then meet to consider the decision. Parents have the right of appeal and will be fully informed of the procedures should such circumstances arise.

Updated January 2020

### **Behaviour policy 2020 Covid-19 Addendum**

At Pilgrims' Way Primary School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

#### **Arrivals, Departures and Moving round the school.**

Children will enter through their designated entrance point at the agreed time. Y1-Y5 children will enter through the school gate at the agreed time and line up on the designated crosses outside their classroom. Y6 children will go straight to their classroom through the school entrance.

At their designated home time, children will leave from their designated exit and line up on the socially distanced crosses outside the office for their parent to pick them up.

Movement around the school will be limited. When the children leave their classroom and go for a break, the toilet, the hall or for lunch, they will follow the one way system which is clearly marked.

#### **Equipment**

Children will have responsibility for their own equipment and will ensure that these are not shared with other people.

## **Pupils who feel unwell**

Pupils will tell their teacher or supervising adult if they are not well. If the child is displaying symptoms of coronavirus, the adult will call for a member of SLT who will take the pupil to the isolation room and call home straight away.

## **Hand washing and hygiene**

Children will be expected to follow an enhanced hand washing and hygiene routine whilst in school. Children will wash hands or use hand sanitiser before entering school, after returning from outside, before and after eating and at regular intervals during the day. Children are allowed to use their own hand sanitiser as long as they do not share it with anyone else.

We ask children to follow the 'catch it, bin it, kill it' mantra when in school. If children need to cough or sneeze, they will use a tissue or the crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes whilst at school.

## **Social distancing**

Children who are old enough will be expected to socially distance from their peers and adults in school. Children will sit in pairs on tables which are spaced apart facing the front. When children enter the classroom, they will be expected to go straight to their table after they have washed their hands. Children are encouraged to put their hand up if they need an adult's support and not get out of their seats.

Teachers will ensure that pupils adhere to social distancing measures wherever possible, and refrain from touching peers or members of staff. We understand that socially distancing may be more difficult for younger children.

## **Rewards**

Verbal praise and encouragement will be used as much as possible. The housepoints and the diamond system will still be in place. Children are to visit either the executive headteacher, the headteacher or the deputy headteacher to receive a certificate if they reach the top of the diamond but they must maintain a 1m+ distance. Members of SLT will have a specific time each week to visit classes (keeping a 1m+ distance from everyone in the class) in order to see good work. The Executive headteacher will hold a virtual assembly every Friday from October onwards for the certificate assembly on a Friday. Prizes linked to this assembly will be distributed to classes and children will choose their prize within their classroom.

## **Sanctions**

Children will not be sent to another class - instead they will have a time out within their own classroom. For more serious sanctions, a member of SLT is to be called for.

## **Behaviour which links to hygiene and social distancing**

If a child's behaviour is deemed high risk, (for example, refusing to adhere to safety measures such as hand washing, social distancing, remaining in their classes or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people) the following sanctions may be used:

- (A) Conversation(s) with pupil (s) which could include a verbal warning, moving seats if logistically possible and other behaviour strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with the pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures then the parent/carer will be expected to collect the pupil and an internal exclusion or a fixed term exclusion may be applied depending on the circumstances.

### **Pupils returning to school**

To help pupils adjust to the new routines and structures, a set of simple class bubble rules have been established to help pupils to remember social distancing and enhanced hygiene. These will be displayed in every classroom

- Keep a 1m+ distance.
- Keep your hands to yourself and do not touch your classmates or members of staff.
- Do not touch anyone's belongings
- Wash hands regularly.
- Use a tissue to sneeze or cough in and throw away in the bin. Wash your hands straight after.
- Stay in your seat when asked.
- Keep to your class bubble.
- Stay safe.

### **Pupils with special educational needs**

Pilgrims' Way School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present as frustrated as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip etc. Others may have experienced bereavement or loss or other traumatic episodes. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences, children may present with behaviour that is not usual. This many include

- Anxiety
- Lack of confidence
- Challenging behaviour (a fight or flight response)
- Anger (shouting, crying etc)
- Hyperactivity and difficulties maintaining concentration

For some children, including those with attachment concerns or SEN, especially those with autism, the change in routines and lack of familiarity will require additional adjustments. Children with SEN are recognised as being particularly vulnerable. Tailored programmes to support reintegration back to school will be put into place by the SENCo. Pilgrims' Way School will work closely with parents to inform supportive strategies, and if necessary, the school will seek external support from other agencies such as Educational psychologists or Early help.

## **Pupils working from home**

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and members of staff.

Pupils should not make offensive comments towards peers on any online platform. Any online bullying or abuse towards other pupils will be taken very seriously. Pupils should also not make inappropriate comments about members of staff on social media. Please see the e-safety policy for more information on this.

## Appendix 1:

# Behaviour Diamond

