

Pilgrims' Way Primary School Relationships and Behaviour for Learning Policy

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Our Values



Respect, Resilient, Aspire, Positive, Success

We RESPECT all members of our community.

We are learning to be RESILIENT in all we do.

We always ASPIRE to do our very best.

We are POSITIVE about our school, our learning and our achievements.

We celebrate SUCCESS in our learning.

Our values are threaded through the aims and features of this policy.

The Aims of our School

To provide a safe, calm and caring environment that welcomes and understands every child.

To consistently support every child to learn, demonstrate and internalise the expected behaviours of our school and our wider community through modelling, explicit explanation, and shared experiences.

To enable all adults working in our school to build effective relationships with our children so that;

- The child feels valued, heard and understood.
- The child can be honest and reflective about their own behaviours.
- The child can contribute to a restorative process.

To ensure the parents and carers of our children are informed and included in the celebration of their success and in the reparation process if their behaviour falls below what is expected.

The Aims of this Policy

To clearly explain how our school will help every child to learn, demonstrate and internalise the Values and expected behaviours of our school and our wider community.

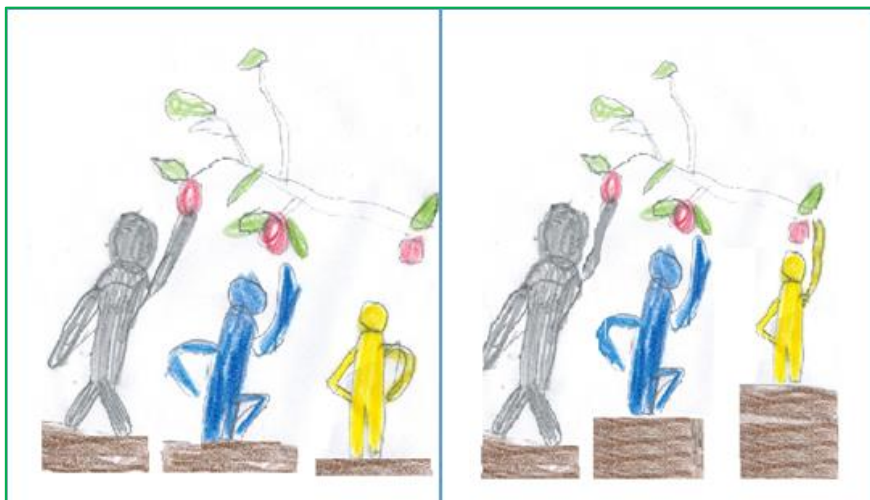
To clearly explain how our school will celebrate children's successes and help them become increasingly self-motivated.

To clearly explain how our school will help our children to demonstrate our Values and improve their behaviour when needed through a restorative and purposeful follow-up process.

To explain the legal requirements, statutory frameworks and professional research through which the policy has been created.

Our starting points

- Children do not immediately know how to behave as expected in different environments. They need to be taught and retaught our expected behaviours consistently over the entirety of their journey through school, in the same way we teach them to write in English or calculate in Maths.
- All our behaviours are communicating something about us and performing a function for us. By behaving in a certain way, we could be **GAINING** any of the following: social attention, confirmation of our self-image, items/activities we want or possibly sensory stimulation. Or our behaviours could be helping us to **AVOID**; emotional, psychological, or physical discomfort; tasks or situations that we are challenged by or possibly something/someone we are worried about.
- Effective relationships between our children and adults rely on the building of trust, earned on both sides. Our children will be more successful when they feel the adults caring for them will still be there for them when they make a mistake or when their behaviour falls below what is expected. Trust comes from relationships and connections that make children feel safe and are safe. This leads to dependency which in time leads to independence.
- We treat all children and adults with dignity and respect – we challenge their behaviour when it falls below our expectations; we maintain their value as a person.

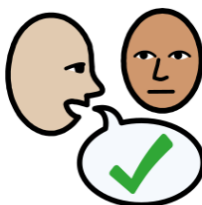


- Consistency does not mean everyone getting the same. It is about us using what we know about the child and being led by our values to provide them what they need.

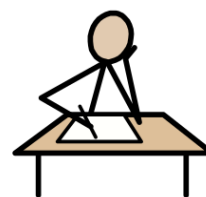
BE KIND, BE HONEST and WORK HARD.



Be Kind



Be Honest



Work Hard



Section 1

Roles and Responsibilities

Our children's short-term and long-term success in learning and life is dependent on ALL those supporting them to fulfil their own Roles and Responsibilities purposefully and consistently. Only then will they acquire the effective Relationships they need and present behaviours that show their needs are being met.

At Pilgrims' Way Primary School, we have the following expectations of ourselves and others:

Parents and Carers

We ask and will support Parents and Carers to do the following:

Ensure their child is in school and on time or contact us immediately if there is any reason why their child will not be attending school.

Ensure their child has the appropriate uniform, in the correct size, so that their child can be comfortable and ready to fully participate in their learning.

Ensure their child is well prepared for the school day and that their essential needs have been met;

- They have ensured their child has slept well.
- They have provided breakfast or booked their child into breakfast club.
- They have checked in with their child, listened and discussed any questions or worries they may have; they have communicated these appropriately with school if further support is needed.
- They have discussed what their child will be having for lunch, including checking the school menu for any updates or providing a packed lunch.
- They have checked their child knows who is collecting them or what other arrangements have been planned (whenever possible) for the end of the school day and shared this with us at school.

Ensure their child is not exposed to or accessing, language or interactions, in-person or online, that are harmful to them or others.

Ensure they make every effort possible to attend (or re-arrange) any meetings organised with us at school to celebrate their child's successes or discuss difficulties they may be facing.

Access and become familiar with guidance, information and policies shared by us at school that directly relate to their child.

We can and will offer support with **ALL** of the expectations above.

Senior Leaders will:

Ensure the School Values are modelled and represented across the whole school; in the environment, in the curriculum, in the relationships between all colleagues and in the communications and partnerships with Parents and Carers.

Ensure the School site is safe and supportive of all children so that they can achieve their potential each day.

Support all colleagues with the space and resources they need.

Support Class Teachers to maintain the aims and procedures in this policy around school, so that every child has safe and supportive boundaries and consistent expectations.

Ensure all adults working or volunteering in school are able to fulfil their role while feeling safe, respected and appreciated by all other members of the school community. Seek out those in need, be available to listen and offer help to any child and arrange an appropriate time to listen to listen and offer help to a Parent or Carer.

Be proactive in seeking support themselves, when needed, from colleagues or Senior Leaders in school for their children or their Parents and Carers.

Class Teachers

Ensure the School Values are modelled and represented across the whole school; in the environment, in the curriculum, in their relationships with colleagues and in the communications and partnerships with Parents and Carers.

Ensure they have prepared engaging and accessible learning opportunities for every child in their class to try and meet their potential.

Show a meaningful interest in each child in the class and build a trusting, supportive relationship with them.

Ensure the aims and procedures in this policy are maintained in their classroom and around school, so that every child has safe and supportive boundaries and consistent expectations.

Seek out those in need, be available to listen and offer help to any child and arrange an appropriate time to listen to listen and offer help to a Parent or Carer.

Be proactive in seeking support themselves, when needed, from colleagues or Senior Leaders in school for their children or their Parents and Carers.

Ensure all colleagues working in their classes are fully informed about the support a child may need and how this can be provided appropriately.

Teaching Assistants and Learning Support Assistants

Show a meaningful interest in each child in the class and build a trusting, supportive relationship with them.

Ensure the aims and procedures in this policy are maintained in their classroom and around school, so that every child has safe and supportive boundaries and consistent expectations.

Seek out those in need, be available to listen and offer help to any child and arrange an appropriate time to listen to listen and offer help to a Parent or Carer.

Be proactive in seeking support themselves, when needed, from colleagues or Senior Leaders in school for their children or their Parents and Carers.

Inclusion Team members and Family Liaison Officer

Ensure the aims and procedures in this policy are maintained in school, so that every child has safe and supportive boundaries and consistent expectations.

Seek out those in need, be available to listen and offer help to any child and arrange an appropriate time to listen to listen and offer help to a Parent or Carer.

Ensure all colleagues working in school are fully informed about the support a child may need and how this can be provided appropriately, including those linked to professionals from other agencies.

Be proactive in seeking support themselves, when needed, from colleagues or Senior Leaders in school for our children or the Parents and Carers they are working with.

Office Administrators, Catering Staff, Site team members and Trust Central Staff

Ensure the School Values are modelled and represented across the whole school; in the environment, in their relationships with colleagues and in their communications and with Parents and Carers.

Ensure the aims and procedures in this policy are maintained in and around school, so that every child has safe and supportive boundaries and consistent expectations.

Seek out those in need, be available to listen and offer help to any child and arrange an appropriate time to listen and offer help to a Parent or Carer.

Be proactive in seeking support themselves, when needed, from colleagues or Senior Leaders in school for their children or their Parents and Carers.

Governors, Trustees and Volunteers

Ensure the School Values are modelled and represented across the whole school; in policy, in the environment and in their discussions with other members of the school community.

Ensure the aims and procedures in this policy are maintained in and around school, so that every child has safe and supportive boundaries and consistent expectations.

Be available to listen and offer help to members of the school community who may need it.

Volunteers will be proactive in seeking support themselves, when needed, from colleagues or Senior Leaders in school for our children or for their Parents and Carers.

Section 2

Our daily approach

Positive, Safe relationships

This is the work that the adults in school will do every day to build trust between themselves and the children. This will increase the opportunities for our children to learn appropriate behaviours.

The adults working in our school have identified the following important steps to support positive and safe relationships:

- We are always respectful.
- We greet and say goodbye to every child with their name.
- We take an interest in their interests.
- We proactively seek to understand each child and use this to respond to them appropriately.
- We give each child our full attention, without distraction.
- We listen and consider our responses for the benefit of the child.
- We are consistent in how we communicate and challenge each individual child.
- We take time to recognise what they do, to encourage, to praise and to compliment.
- We share their successes with their peers, other school adults and their Parents or Carers.
- We remember when we have promised and follow through on this.
- We avoid situations that may cause shame or embarrassment for the child.
- We stay regulated and calm.
- We help every child to recognise their emotions and support with co-regulation when needed.

By holding ourselves to these expectations, we aim to build the effective relationships with our children that are described in *Our Starting Points*. In that way, our children will be motivated, be successful and be receptive to the feedback they get throughout the day about expected behaviours.

Some of our children may require the adults supporting them to show increased levels of resilience and patience as part of the trust building process. In these situations, the adults will need to gain a deeper understanding of the child, with support of our Inclusion and Pastoral teams, as well as increased levels of communication with their Parents and Carers. Some children may also have Personalised Plans with specific strategies for developing more positive learning and social behaviours.

Recognition and motivation

Every child will achieve healthy, long-term resilience and success in their learning and life when they are motivated to do so by the feeling of safety, satisfaction and accomplishment that comes with that success.

Promoting Internal motivation

At Pilgrims' Way Primary School, we seek every opportunity to celebrate the successes of our children so that this INTERNAL Motivation is encouraged and developed. This acknowledgement and recognition will help to build the trusting and supportive relationships ALL children need to be successful.



What does this look like?

- A gesture (e.g. a meaningful smile, thumbs up or a handshake) to show agreement and pride to the child.
 - Spotting and verbalising when a child or group of children are participating and learning as expected.
-
- A comment to the child about what they have done and why it is a source of pride.
 - Feedback about their success shared with another adult in the presence of the child.
 - Taking the child to visit another Teacher or Senior Leader in school to receive further praise and recognition for what they have done.
 - Feedback to the child's Parents or Carers in-person, via a Class Dojo message or a phone call to share and acknowledge their success.
 - Displaying the child's work in class or around school to celebrate their success.
 - Highlighting to the child when they have met and overcome a challenge, socially or academically, so that they are prepared and confident when new challenges arise.



Rewards and Prizes

Some children may need to experience positive feelings from EXTERNAL Motivation as they develop their INTERNAL Motivation. EXTERNAL Motivation comes from receiving something 'real' to celebrate their achievement and accompany the praise described above.

At Pilgrims' Way Primary School, children may also be recognised for their learning achievements and how they demonstrate our values through a range of ways.



Class Dojo Points

These are rewarded to our children for:

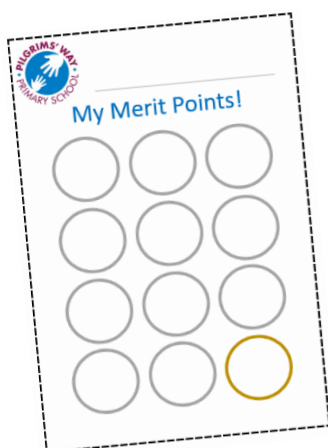
- Positive learning behaviour
- Effort in their learning
- The quality of their work
- Completing learning tasks
- Showing our values and demonstrating our rules

Any adult in school can award 1 Dojo point to any child in school. Class teachers can award 1,2 or 3 Dojo points.

When a child reaches 30 Dojo points, they will receive a small prize from their class prize box.

Star of the Week

Teachers will identify one child from their class each week who has shown particular effort in their learning or demonstrated our values and rules in a significant way. During our Friday afternoon Celebration assembly, these children will be presented with a certificate and awarded a **Merit Point**.



Merit Points

Merit Points are given to any child that has shown exceptional effort in their learning, shown significant improvements in their work or demonstrated our values and rules in a way that is 'above and beyond' what is normally expected.

Each child's Merit Point counts towards their House total. These are counted and the totals are celebrated in our Celebration assembly each week.

Each child will record their Merit Points onto a Merit Card. Once they have received 12 Merit Points, they visit the Headteacher who will present them with a **Golden Coin**.

A **Golden Coin** can be used in our Book Vending Machine to get a new book of their choosing.



Responsibility Champions

This is an opportunity for children in KS2 to feel the positive internal motivation that comes from contributing towards their community and receiving feedback for their efforts. It is also a further opportunity for our children to be role models to the rest of the school and be celebrated for this.



Whole Year groups, classes or selected groups of children from Year 4 and 5, supported by House Captains, are allocated responsibilities in school across a duty week. These include helping staff at lunch times, keeping corridors and shared spaces tidy, helping other children during playtime or delivering messages for our office team. Children work in pairs or small groups on these responsibilities. While on duty, the children wear a special hi-viz vest.

Before beginning cycle of duties, the children work with teachers and senior leaders to identify 'how' to do the roles effectively and what language to use with other children to promote positive change and provide useful feedback.

All children who participate receive up to 5 Dojo points for their efforts. Their feedback for the wider school is shared in weekly assemblies.

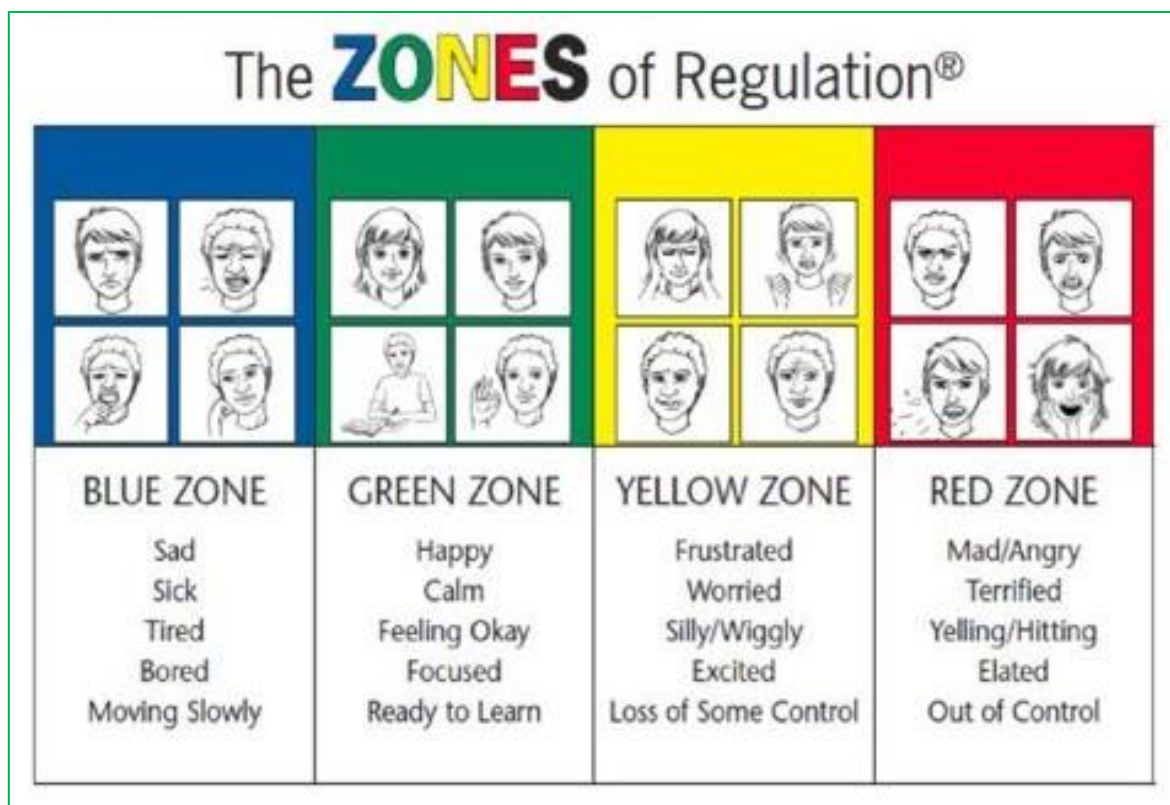


Regulation and co-regulation

- Regulation can go by many names, such as "self-control," "self-management," "emotional control," "anger management," or "impulse control."
- These terms all describe a person's ability to adjust their state of alertness, energy level, and emotions to help them attain personal goals, meet the demands of the situation around them, and gain a sense of well-being.
- Regulation is key to having fun, completing tasks, working effectively with others, maintaining healthy and meaningful relationships, achieving academically/ in your career and having an overall sense of well-being. It plays a huge role in finding success in school and in life.
- Regulation is a skill we can teach and learn using **The Zones of Regulation** in Ks2 and **Colour Monster** in EYFS and KS1.

The **Zones of Regulation** framework categorizes our emotions and energy states into four color-coded Zones:

- **Blue (low energy such as sad or tired)**
- **Green (neutral energy such as calm and focused)**
- **Yellow (elevated energy such as frustrated or excited)**
- **Red (highest energy such as angry or overjoyed).**



Colour Monster breaks down our emotions into a wider range of colours, associated with characters featured in an accompanying book. The characters and linked feelings are shown below:



We (Children and adults) can regulate in two different ways:

- **Self-regulation** is the way we manage our feelings and work through difficulties on our own.
- **Co-regulation** is the way we get support from another to help us manage our feelings and work through difficulties. It is something we can do for others and they can do for us.

As we learn to think more about our own thinking, we become more skilled at **self-regulation**, but even as adults we continue to **co-regulate**; Have you ever vented to a colleague about a work situation that is frustrating you, or leaned on a loved one for a hug and pep talk when you're feeling sad? That is **co-regulation**.

We all need **co-regulation**, supported by those around us.

In **The Zones of Regulation** we use the simpler term '**regulate/ regulation**', (rather than self or co-regulation) because it best describes how we may move between the two different ways to manage our feelings and work through difficulties.

Using **The Zones Check-In** also provides common language and a visual system to help students express how they are feeling in each of the Zones and what regulation tools they might need.

What has this got to do with relationships and behaviours in school?

All behaviour is a form of communication – the way we behave in a certain situation is telling those around us something about how we are feeling or thinking at that moment. We use *The Zones of Regulation* to help us express these thoughts and feelings in a way that allows us to be helped, or to help ourselves, instead of us having to express them later in a negative or unproductive way. We want to help our children avoid those negative behaviours well before they appear.

There is no such thing as a 'bad' ZONE!

- Adults and children of all ages move through a wide range of emotions, energy, and alertness throughout the day. All feelings and Zones are a natural part of being human.
- The Zones help children to learn that everyone experiences all types of feelings and emotions. The Zones are neutral and do not communicate judgement - No Zone is bad or naughty.
- Adults comment aloud about their own energy and emotions. That way, the children know it is natural that we all experience the different zones and use strategies to **self-regulate**.
- Children are praised for identifying their emotions. Children are encouraged to share the Zone they are in and what they need to do to be 'green'.
- Adults show interest about the triggers and tools pupils use to move between them.

The DO's	The DON'Ts
Model first by "owning your Zone" and checking in with all of your Zones to establish a safe climate that values all feelings.	Make checking in one-sided just for the children. We all experience all of the Zones.
Use a Zones check-in as a non-judgemental communication strategy, reinforcing that ALL ZONES ARE OK.	Connect a Zones check-in to a compliance or punitive system. Remember: The Zones is not a behaviour management system; there should not be rewards or punishments for being in an Zone.
Consider that checking in can feel hard for some children due to self-awareness, their sense of safety and comfort in the situation.	Force someone to check in. It is crucial to respect the autonomy of each unique individual.
Use observations and inquiry when checking in with children. For example, "I see that your head is down and you are yawning, what Zone are you in?"	Label somebody's Zone for them. This can lead to misunderstanding and misinterpretation.
Check-ins throughout the day to allow for self-reflection in all of the Zones.	Only use Zones check-ins during challenging moments.

Parents and Carers – What can I do to help?

All the adults working with children in school are trained regularly to understand and use **The Zones of Regulation** and **Colour Monster** daily in class and around school. We encourage parents and carers to have these same discussions with children at home and to model the ideas below with your own feelings.

Behaviour that falls below our expectations

Most children in our school consistently present learning and social behaviours that are generally what is expected of them. They are learning to do this through the **constant feedback** from those around them, in a variety of environments (e.g. at home, in their classroom, in the playground, in the lunch hall).

Sometimes, a child or group of children, will present a behaviour that is below the standard expected. We know these situations are likely to happen because of the wide range of ages, backgrounds (cultural and social), life experiences and spoken languages that feature throughout our school. These small situations are fundamental learning opportunities for all our children which empower them as they grow into wider society.



A polite reminder or redirection will often be more than sufficient to help a child return to what is expected. ALL the adults at Pilgrims' Way Primary School are encouraged and expected to do this in a respectful and calm manner.

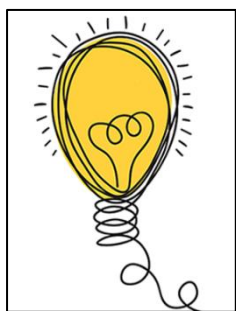
ALL adults are also expected to **avoid** the following scenarios when having these everyday interactions:

SHAME: Whenever possible, speak to the child away from their peers or any 'audience' so that they can focus on the message without worrying about what others are thinking.

ESCALATION: Remember to focus on the initial behaviour that you noticed and do not get distracted by secondary behaviours that some children may display.

Through regular professional reflection on their practice, ALL adults in our school will also have considered the following when discussing behaviour with a child:

ENVIRONMENT: Where are we? Are my expectations consistent with everyone else's in this part of the school environment?



CONTEXT: What might the child's intention have been? Is there anything else happening around them that may have contributed to their behaviours?

RECEPTIVENESS: Is the child able to understand my choice of words? Do I need to use a gesture to communicate my message?

UNDERSTANDING: Does the child know why I want them to change what they are doing? How will they know when they are meeting our expectations again?

FEEDBACK: How are they responding to my attention? Do they need me to know anything about what was happening that may be helpful?

These types of interactions will happen throughout the day in our school. If managed appropriately, considering all the above, it is highly likely that the child involved will have taken some learning from what happened and begin to modify their behaviour. The adult can then take *notice* and *praise* the expected behaviours when they are observed, within the next few minutes and even across the following days.

Considering the wronged person or those affected

If anyone has been affected by what has happened, directly or indirectly, they must be given time and space to share their experience at the earliest opportunity. As best possible, their views need to be collected so that they can be shared with any alleged perpetrators:

What do they feel should happen next?

What would give you confidence that it won't be repeated?

The affected person's parents and carers need to be contacted as soon as possible, so that they can be provided with a clear understanding of the events and consequences.

Section 3

Following through, Teaching and Repair

There will be situations in our school when a child or group of children present behaviour that requires a more detailed intervention than a reminder or redirection. When the school adults involved are considering how to approach the child or children, the considerations listed above remain important and even more relevant. The details of these incidents are captured as soon as possible on a Responding to an Incident record (Appendix 1).

Situations that may require follow up could include rudeness or insulting language towards another person in school, causing another person physical harm or a combination of both. There may also be situations where a child has put themselves at risk of harm or intentionally damaged part of the school environment.

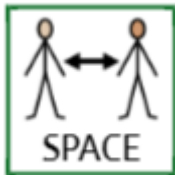
ALL adults in our school are supported to lead or participate in the follow up for situations they are engaged in, wherever and whenever they happen in school. This is to ensure that they can be part of the learning that occurs afterwards. It also avoids their position being undermined in the eyes of the child. They can ask to be supported to do this by Senior colleagues as facilitators and guides if necessary.

The Behaviour Improvement Meeting form (Appendix 2) has been designed to support these discussions and for the discussion points to be collated for review later in the process. There is also a Reflection Book (Appendix 3) consisting of visual prompts to support the process for ALL learners.

TIME - SPACE – LISTENING - REFLECTING CONSEQUENCES - SHARING - TEACHING



TIME – It may be effective for everyone involved to have some time away from each other before a follow-up meeting occurs. This also allows adults to consider what has happened and what else they need to be aware of before the follow up process continues. Decisions about consequences made quickly or in the moment are often the least effective. The time gap also allows for those involved to regulate and begin to consider their actions. The children should be supervised during this time and check-ins need to occur before the first follow-up meeting; On some occasions, adults may agree that an extra period of time is required between the LISTENING and REFLECTING stages to allow for genuine insight and readiness for REPAIR.



SPACE – Whenever possible, guide and encourage the children involved away from the site at which the situation has occurred, especially if there is an 'audience' present. Find somewhere quiet and comfortable for all involved to regulate and recover before they begin to work through what has happened.



LISTENING – Either separately or together, all those involved need to be given time to explain what has happened from their viewpoint. This may include any witnesses to what happened. The viewpoints given at this point need to be recorded but do not need to be judged or challenged. Recommended questions have been identified to support the listening process:

- Can you tell me what happened?
- Can you describe what you were thinking at the time?
- How were you feeling when this happened?
- What have you been thinking about since it happened?



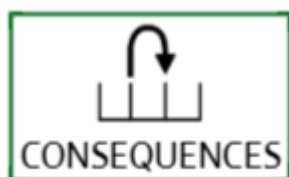
REFLECTING – Once a level of understanding about what happened has been recorded, the child or children need to be encouraged to reflect on what happened and the impact. To be effective, this must be done WITH the child, not TO the child. The aim is to begin a reflective process that would eventually be happening during or before a further occurrence of the same behaviour. It may take some time for the child to be able to answer each question fully, so patience is vital:

- How do you think this has made other people feel? (Consider indicating who may have witnessed what happened)
- Who has been affected? (Encourage the child to list out all the people mentioned)
- How have they been affected?
- What should we do to REPAIR some of this for everyone, including you?

The agreed suggestions for REPAIR will be recorded so that they can be referred to later in the process. The more involved the child is in making these suggestions, the more effective they will be at supporting genuine progress. A timeline for these actions should be agreed and recorded at the same time.

How can we do things differently in the future?

These ideas also need to be recorded so that they can be referred to later in the process.



CONSEQUENCES – In many cases, the process of REFLECTION and REPAIR will be a sufficient and effective response to what has happened.

However, it may be agreed by the children and adults involved that a further consequence is required. For example, unkind or unsafe play could result in a child agreeing not to participate in a specific type of game or missing part/all of their next play opportunity to demonstrate to those affected that they recognise the impact their behaviour has had. The adults and children involved will consider whether:

- The consequence matches the behaviour and what led to it happening?
- The consequence helps the child know more about what to do differently next time?
- The consequence motivates the child to act differently in the future?

Possible CONSEQUENCES to be agreed with the child are suggested below:

Time learning away from class.

Time away from play opportunities.

Time supporting children from other year groups at play.

Formal written apology – written during play time, with writing scaffolds if necessary.

Extra PSHE learning activities – with or without those affected.



Communicating what has happened to the Parents/Carers of the Victim(s) and Perpetrator(s) is crucial in enabling learning and progress to occur. This communication may be achieved through phone calls or face-to-face opportunities. Whenever possible, a Parent/Carer will be contacted before the end of the school day so that an appropriate face-to-face discussion can be arranged, away from the busy and public environment of school collection time.

This SHARING needs to occur within the school day, even if the full process has not been fully completed so that the most appropriate and up to date information is available to Parents and Carers. This is to avoid children feeling compelled or responsible for sharing

what has happened and putting everyone involved in a difficult position. Parents and Carers have a valuable role to play in this process and their views, insights and ideas should be considered whenever possible.



If we are working to avoid behaviours being repeated, it is important to spend time exploring how this will be achieved with the child. This is when all of the previous reflections and sharing allows for clear next steps for the child or children. What language, skill or awareness does the child need to develop? How can adults in school and at home help them achieve this? When and how often will this happen? Who else could or should be involved? Is everyone involved in agreement that REPAIR has been achieved or does there need to be more learning for this to happen?

Section 4

Repeated situations and Formal consequences

On some occasions, despite the significant process of support set out above, a child may repeat or escalate a behaviour that requires a more formal response from Senior Leaders in school. At all times, we will reflect on any potential harm or actual harm caused (emotional or physical), what we know about the child, the context of the situation and the effectiveness of any support already in place. In consultation with the adults in school that know the child best, we will then decide whether a formal consequence is necessary and what that consists of. This will be communicated with parents and carers at the earliest appropriate opportunity in person.

A Formal consequence could be:

- A planning meeting with the child and their parents or carers to discuss our concerns and our expectations.
- An Internal suspension of a fixed period, managed by the child's teacher and Senior Leaders in school, with a subsequent re-integration programme.
- A Fixed term suspension from school and a subsequent re-integration programme.

As part of these types of consequence, our focus will continue to be about what the child needs to learn and what they understand about the changes required. It will also continue to focus on how we remove or lower barriers to these improvements through direct support. The Formal Consequence on its own will not achieve these aims. Parents and Carers will be contacted in writing once a consequence has been agreed.

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement *Guidance for maintained schools, academies, and pupil referral units in England* September 2023 states:

Reasons and recording exclusions

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Section 5

Teaching and promoting anti-discrimination; Preventing and challenging bullying behaviours.

At Pilgrims' Way Primary School, we are confident that the approaches set out in this policy aimed at building purposeful relationships between children and their peers and between children and adults, will reduce the likelihood and frequency of any discriminatory or bullying behaviours occurring. We invest significant periods of time to our PSHE Curriculum and additional modules, such as Racism. We expect this learning to have long term impact on the understanding and behaviours of our children.

However, we recognise that discriminatory and bullying behaviour can take place in our school, as a reflection of our local community and wider society. We continually strive to challenge, reduce and remove discriminatory and bullying behaviour from our school, using all and any of the strategies set out in this policy and in the *Veritas Multi-Academy Trust Anti-Bullying Policy*.

The Anti-Bullying Alliance defines bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

When a concern is raised by a child, parent/carer or adult in school about the way they or someone else is being treated by others, we will use this definition and draw on other training and experience to decide appropriate and robust next steps, as set out in our Trust policy.

When discriminatory behaviour or language is reported to or observed by an adult in school, the Senior Leadership team must be informed immediately. The report will be investigated and reflected on using the processes set out above in Sections 4 and 5 using a Responding to a racist incident form (Appendix 4).

We will challenge discriminatory behaviour of any form from our children and expect parents and carers to do the same.

Section 6

Linked policies, Legislation, Statutory requirements and research

This aims and expectations of this policy are directly linked to the other policies listed below:

- Pilgrims' Way Primary School Teaching and Learning Policy
- Pilgrims' Way Primary School SEND Policy
- Veritas Multi-Academy Trust Safeguarding Policy
- Veritas Multi-Academy Trust Use of Reasonable force Policy

The aims and expectations of this policy have been created with consideration for the expectations and recommendations set out in the following legislation:

- Equality Act 2010
- Keeping Children Safe in Education
- Mental health and behaviour in schools DFE November 2018
- Behaviour in Schools; Advice for Headteachers and school staff; DFE February 2024

The following research has been used to support the development of this policy:

- Guidance for Developing Relational Practice and Policy – Babcock Learning and Development Partnership 2020
- The Zones of Regulation^R – Exploring Emotions
- When the adults change, Everything changes – Paul Dix 2017

Section 7

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document ["Screening, Searching & Confiscation – Advice for Head Teachers, School Staff and Governing Bodies" January 2018.](#)

Head teachers and authorised staff can search for any item disallowed by the school rules which has been identified in the rules as an item which may be searched for.

The following items are not to be present in class or used on the school site during school hours:

- Personal electronic items not provided by the school for curriculum or play purposes.
- Jewellery not in accordance with the [school uniform policy](#).
- Toys and sweets (unless requested or agreed by your child's class teacher or a member of the Senior Leadership team).

The school will confiscate any personal electronic items being used on the premises. Parents or Carers will be contacted and arrangements for safely returning the items will be made.

Pupils wearing any accessories or jewellery which do not follow the school uniform policy can be expected to be asked to remove these. These items will be returned to the child at the end of the school day and contact will be made with the parent to ensure they remain at home.

Mobile phones

Parents or Carers may choose to provide their child with a mobile phone if they are travelling independently to and from school. Upon arrival, any child with a mobile device is expected to hand it to their class teacher, who will make appropriate arrangements for it to be stored safely and securely until the end of the school day.

Children are not allowed to access their mobile device through the school day. Any communication that is required between the child and their Parent or Carer should be organised through the school office with agreement by their class teacher or a member of the Senior Leadership team.

Any mobile phone being accessed or used during the school day will be confiscated. Parents or Carers will be contacted immediately and arrangements for the safe return of the device will be made.

Section 8

Use of Reasonable Force in school

Pilgrims' Way Primary School and The Veritas Multi-Academy Trust are committed to ensuring a safe and supportive environment for all students and staff. The **Use of Reasonable Force Policy** outlines the use of reasonable force in our schools, based on the latest guidance from the Department for Education (DfE). It aims to provide clear procedures and standards for when and how reasonable force may be used to maintain order and safety. PLEASE REFER to this policy for detailed information about how we approach Positive Handling and the Use of Reasonable Force to support all children and adults in school. Below are extracts from our **Use of Reasonable Force Policy** that highlight some aspects of our approach:

Key Principles

All incidents of the use of reasonable force in school must be underpinned by the principle of minimum force, maximum care. All incidents of reasonable force being used in school must be deemed to be reasonable, proportionate and necessary.

Proportionality: The force used must be the minimum necessary to achieve the desired result.

Best Interests of the Child: Actions taken must always be in the best interests of the child, considering their safety and welfare.

Prevention: Reasonable force should only be used as a last resort after other de-escalation strategies have been attempted.

Circumstances for Use of Reasonable Force

The law states that reasonable force may be used in the following circumstances:

- *Prevent students from hurting themselves*
- *Prevent students from hurting others*
- *Prevent students from damaging property.*
- *Prevent students from causing disorder and/or breaking the law.*

In all instances the level of force used must be deemed 'reasonable, proportionate and necessary' based on a dynamic risk assessment of the situation by the adults involved.

'Reasonable force' covers a broad range of actions, used by most teachers at some point in their career, which involve a degree of physical contact with pupils.

Force is considered **reasonable** when:

- It is in proportion to the consequences it's intended to prevent
- The level and duration are the minimum necessary to achieve the desired result

Using force to control pupils includes:

- Passive physical contact, such as standing between pupils or blocking a pupil's path
- Active physical contact, such as leading a pupil by the arm out of a classroom
- Restraint is typically used in more extreme circumstances, such as when two pupils are fighting and refuse to separate. This might include:
 - Holding a pupil back physically
 - Bringing a pupil under control

It is up to a staff member's professional judgement to decide whether to physically intervene. This decision should always depend on the individual circumstances and a dynamic risk assessment of the presenting circumstances.

PLEASE REFER to the Veritas Multi-Academy Trust **Use of Reasonable Force Policy** for detailed information about how we approach Positive Handling and the Use of Reasonable Force to support all children and adults in school.

Appendix 1 Responding to an Incident record

Incident record

Date:

Recorded by:

Who is involved?

Wronged person(s):

Alleged perpetrator(s):

Any witnesses?

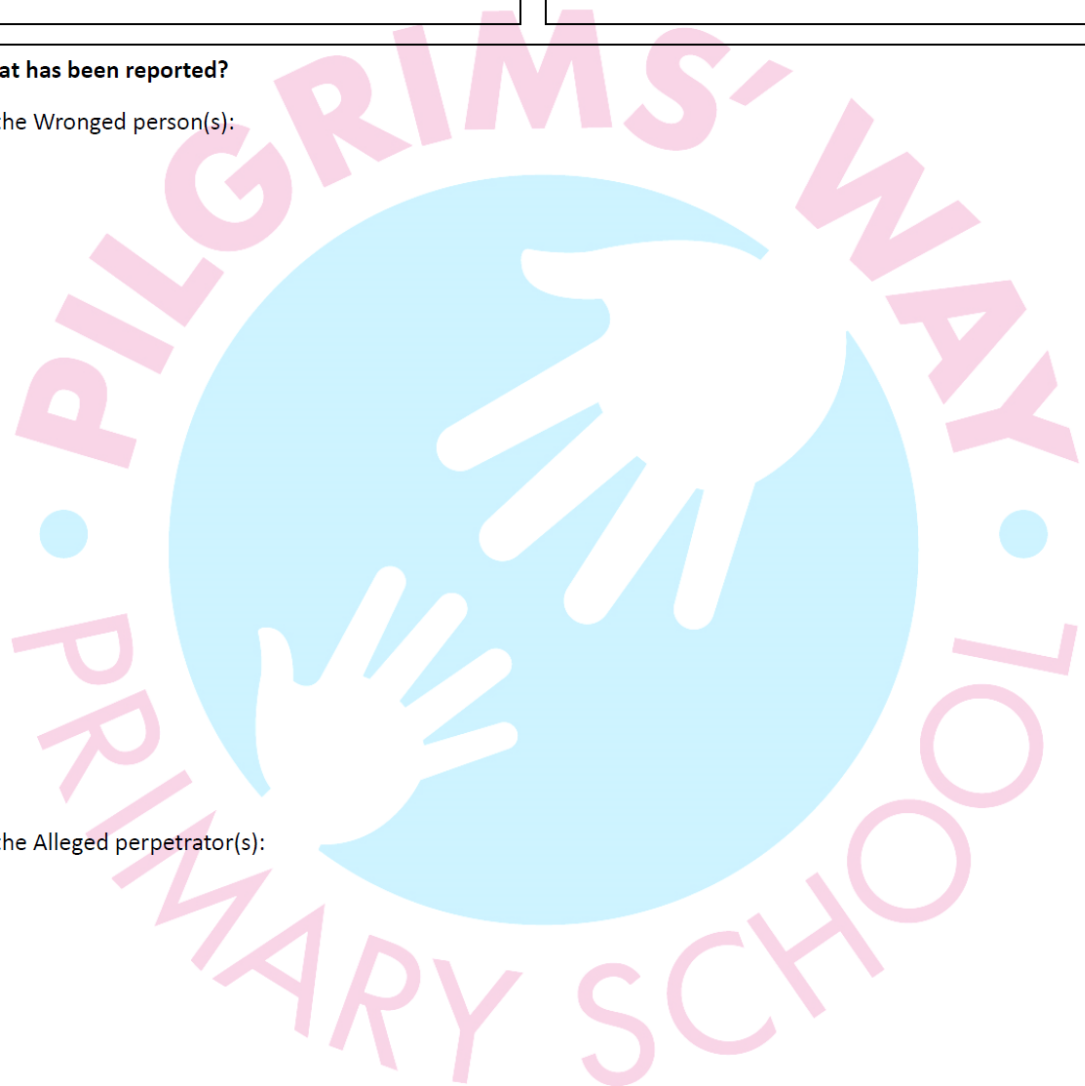
Children:

Adults:

What has been reported?

By the Wronged person(s):

By the Alleged perpetrator(s):



By the Witness(es):

Contextual information:

Agreed next steps:

Is an Improvement Meeting being held? Y/N

Parent communication:

Wronged person(s)

Alleged perpetrator(s)

Appendix 2 Behaviour Improvement Meeting form

Behaviour improvement meeting Name: _____ Date: _____

TIME - SPACE – LISTENING - REFLECTING – CONSEQUENCES - SHARING - TEACHING

LISTENING - Who is involved?

LISTENING - Any witnesses?

LISTENING - Can you tell me what has happened? Can you describe what you were thinking? How were you feeling when this happened? What have you been thinking since it happened?

Check/Consider - Has this child been wronged or impacted by the behaviour of someone else?

If so, TEACHING/CONSEQUENCES may not be necessary.

REFLECTING – How do you think this has made other people feel? Who has been affected? How?

REFLECTION - How do we repair this situation?

TEACHING - How would you act differently next time? How can we help you to do this?

TEACHING/CONSEQUENCES

Any agreed consequences? When? Who with?


SHARING - Parent communication:

Date and time of follow up meeting:
















Who will attend this?

Process overseen by:
















Appendix 3 Reflection Book





























Reflection Book















 me	 a friend	 a teacher	 my class	 my mum
 my dad	 Who has been affected?			 other children
 my family				 my sibling
 people in the community	 animals	 everyone	 another adult	 someone else

 make a card	 write a letter	 talk to someone	 say sorry	 fix something
 have thinking time	 What needs to happen to put things right?			 tidy up
 make a change				 clean something
 make a plan	 practice	 finish my work	 hug	 something different

 sad	 sorry	 guilty	 annoyed	 embarrassed
 worried	 How do you feel now?			 nervous
 hungry				 tired
 unsure	 calm	 better	 okay	 something different

 broke something	 scribbled on something	 hurt an adult	 hurt a child	 being unsafe
 took my clothes off	<div style="font-size: 40px; font-weight: bold;">?</div> What happened?			 not being respectful
 using bad language				 being disruptive
 not listening to instructions	 threw something	 ran off	 tore up work	 something different

 worried	 fidgety	 confused	 angry	 sad
 silly	 What were you thinking or feeling?			 scared
 embarrassed				 annoyed
 lonely	 furious	 bored	 nervous	 something different

 move away	 ask for a break	 go to my calm space	 ask for help	 get a fidget toy
 tell someone how I feel	<div style="font-size: 40px; font-weight: bold;">↻</div> Next time, I will...			 count to 10
 play with someone else				 be respectful
 make a good choice	 take deep breath	 listen carefully	 remember the rules	 something different

Appendix 4 Responding to a racist incident form

Racial discrimination incident record

Date:

Recorded by:

Who is involved?

Wronged person(s):

Alleged perpetrator(s):

Any witnesses?

Children:

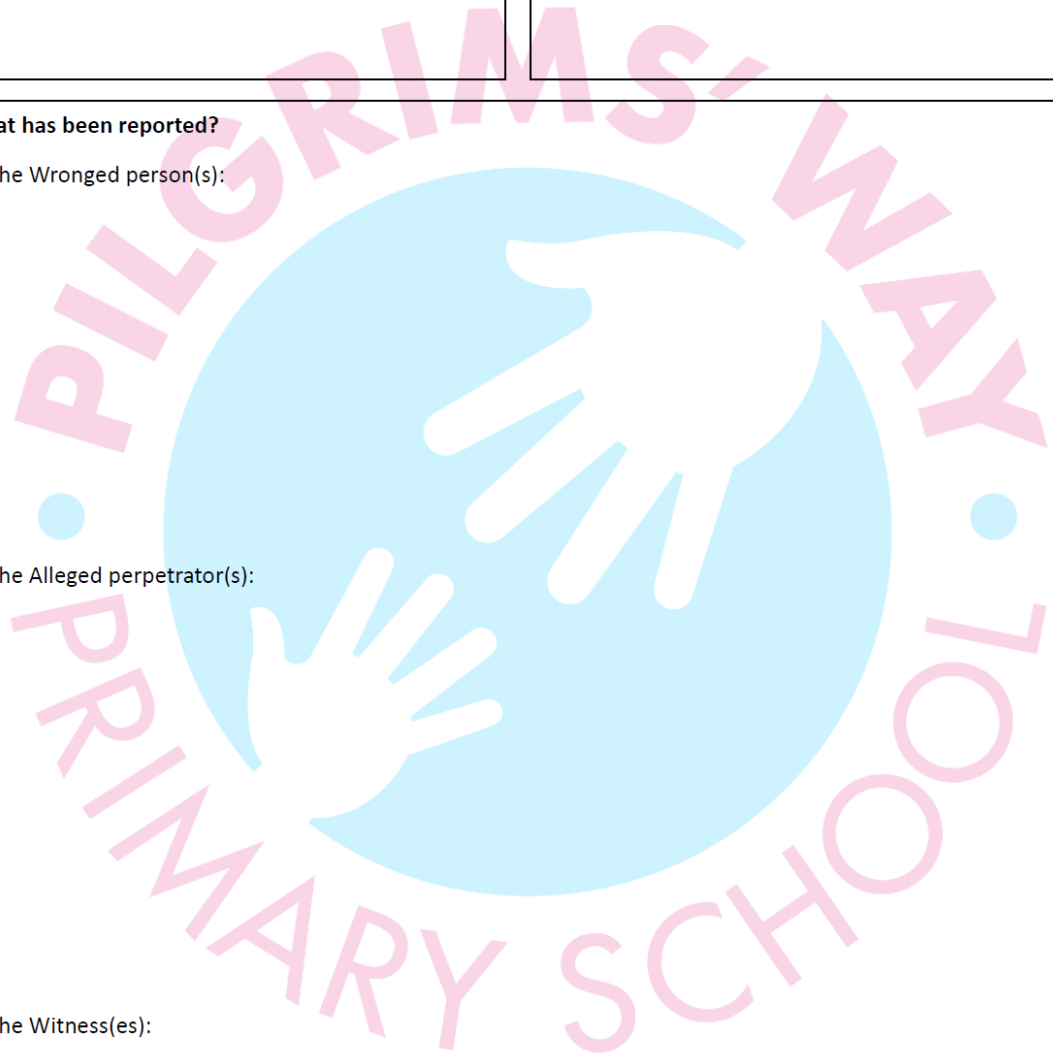
Adults:

What has been reported?

By the Wronged person(s):

By the Alleged perpetrator(s):

By the Witness(es):



Contextual information:

Agreed next steps:

Parent communication:

Wronged person(s):

Alleged perpetrator(s):

Date and time of follow up meeting:

Who will attend this?

Process overseen by:

Date recorded on racism survey: