

# *The Pilgrim School (a Church of England Primary with Nursery)*

## **Behaviour Policy**

Date agreed by staff: October 2017

Date agreed by governors: October 2017

Review by date: Autumn 2019

Signed:

Date:



This Policy will underpin everything that we do at The Pilgrim School for we recognise that behaviour affects every aspect of school life. A well ordered and well behaved school allows a vast range of opportunity and experience for all. As a Church school we believe that our Christian Values provide the foundations on which our positive Behaviour Policy is built.

### **Ethos**

The ethos of the Behaviour Policy will be that children respond best by positive reinforcement of those behaviours we find acceptable and clear consequences for children displaying those behaviours that do not meet our agreed high standards.

This policy seeks to establish the behaviour which we require from all our children and how that will be rewarded. It also sets out the behaviour we find unacceptable and the consequences that will be used to ensure our standards are met.

This policy seeks to set out the responsibilities of children, staff, parents and governors at The Pilgrim School in ensuring that the Behaviour Policy contributes to the high standards on which we all insist.

The children will be expected to maintain the behaviour established by this policy while outside school, while wearing the school uniform, during school trips and while travelling to and from school.

### **Aims**

The aims of this policy are:

- ✓ To create an environment in which pupils want to behave well because it is the correct thing to do as part of our community and that they understand their responsibilities within that community.
- ✓ To ensure relationships between all parties are friendly and professional so that we can work together safely, effectively and purposefully in a secure and trusting atmosphere.
- ✓ To raise self-esteem and to present opportunities to offer praise.
- ✓ To guide our children towards independence and self-discipline where good behaviour is seen as a value in itself.

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- ✓ To involve children in the building of an environment that represents their needs and responds to their ideas about an effective community.
- ✓ To ensure that teachers recognise the importance of quality first teaching, a consistent approach and fair and appropriate consequences, where they are supported in their professional lives by effective management structures.
- ✓ To ensure that all staff maintain an equal insistence on high standards of behaviour and realise the importance of teamwork in establishing whole school good behaviour.
- ✓ Staff will keep incident logs within the classroom to monitor patterns in behaviour and if necessary provide information to feed into the school's central Behaviour, Bullying and E-Safety Logs.
- ✓ To inform parents about how they can support the Behaviour Policy and the crucial role they have to play in the behaviour of their child at school.
- ✓ To ensure that governors' actions support the Behaviour Policy as they discharge their duties.

### **School Rules/Values**

All **Trust** all members of our community to behave, at all times; in a way that takes into account the needs and requirements of others.

We treat each other with **Respect** at all times and show **Forgiveness** when others are truly sorry.

We behave in a kind and **Compassionate** way.

We take responsibility for **Persevering** with our own learning and know that we are responsible for our own actions.

We help create and follow classroom rules/ values.

We walk on the left when moving around the building and on the stairs.

We value the **Friendship** of each other in our school.

### **Rewards**

Children will be continually rewarded and praised for their good behaviour, enterprise and endeavour. Rewards can take many guises and will be dependant upon the work done and the age of the child. As a general rule of thumb, the younger the child the more immediate the reward needs to be. Praise and rewards will be used continually throughout the day to ensure that the aims of the school and the aims of the Behaviour Policy are achieved.

Rewards can be:

- ❖ Verbal praise by an adult
- ❖ Sent to member of the Senior Leadership Team to show work
- ❖ Sent to the Headteacher to show work
- ❖ Stickers
- ❖ Star Charts

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- ❖ Smiley Faces
- ❖ Extra choosing time in class/time out
- ❖ Letter to parents
- ❖ Well Done cards
- ❖ Values cards
- ❖ Special Certificates
- ❖ Worker of the Week
- ❖ Celebration Worship
- ❖ Termly awards
- ❖ Trips out
- ❖ Chance Cards

### **Celebration Worship**

Special Mention certificates/postcards are given weekly, recognising good work and effort. The certificates will be completed by a member of staff and presented during Friday's worship.

Termly certificates are awarded for outstanding effort or achievement.

### **Well Done/Values Cards**

All staff will have 'Well Done' and 'Dojo' cards that they give out to children who are not in their class for polite, kind or thoughtful behaviour shown around the school. On Friday all the cards are collected and the class with the most will be rewarded as negotiated with the class teacher.

### **Consequences**

The purpose of a consequence is to ensure that an unwanted behaviour changes and is not repeated, thus the level of consequence will depend on the child's ability to stop or change their behaviour. Children will be given frequent opportunities to demonstrate that they have developed self control and learnt from previous mistakes. The consequences and rewards must be administered by all staff at the school. Any system is only as strong as its weakest link, thus we will all be vigilant to ensure that the Behaviour Policy is administered through all aspects of school life whether we are a volunteer helper (through the volunteering handbook) faced with errant behaviour or a School Governors debating exclusion.

Consequences can be:

- ❖ Verbal correction by an adult
- ❖ Verbal reprimand by an adult
- ❖ Loss of playtime
- ❖ Isolation within class
- ❖ Sent to a paired class
- ❖ Sent to Deputy Headteacher
- ❖ Loss of lunch break
- ❖ Sent to Headteacher
- ❖ Discussion with parents
- ❖ Letter to parents
- ❖ Loss of school discos
- ❖ Loss of school clubs
- ❖ Sent home at lunch time
- ❖ Loss of school trips
- ❖ Behaviour Modification Programme
- ❖ Involvement of Social Services
- ❖ Involvement of Health Professionals
- ❖ Involvement of Educational Psychologists

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- ❖ Completion of work task
- ❖ Internal exclusion (break/lunchtime)
- ❖ Fixed term exclusion (Suspension)
- ❖ Permanent Exclusion from the school. (Expulsion)

Consequences will be applied to all children who behave in a way that interferes with the educational entitlement of other children. There will be consequences for children who hinder a teacher carrying out their professional duties or are rude to any member of our school community. Consequences will be applied to all children whose inappropriate behaviour presents a problem to the smooth running of our school.

Children who have behaviour that impacts upon the learning environment of our school will be placed on a Behaviour Modification Programme. This will clearly set out the rewards and consequences applied to the individual child and will form part of their Individual Education Plan. This will outline the involvement of Social Services and other Home/School Support Agencies. It will also include Health professionals and Educational Psychologists.

As a school we believe that there may be reasons why a child misbehaves but nothing excuses that behaviour.

### **Parents Role**

Parents have a vital role to play in the good behaviour of their child at our school. Parents can support the school by demonstrating to children that the school rules are important. For example - the school asks you not to smoke on school grounds and you put your cigarette out before you come on to the play ground, you show your child that a rule is important and that you don't have to agree with a rule to follow it. Alternatively, if you smoke on school grounds, your child learns that it is OK to pick and choose which rules to follow. Children have spent many hours sat in corridors learning that all rules must be followed regardless of whether you agree with them or not. You can help your child learn that rule by your own behaviour.

Behaviour is managed effectively by parents and staff working together towards the high standard on which we all insist. We know it can be difficult for you at times and we are here to help and offer advice if that is something you would find helpful.

### **Play Times and Dinner Times**

Some children can find unstructured times difficult to cope with. Most school exclusions occur because of behaviour at play and lunchtime. At The Pilgrim School there will be no difference between the behaviour expectations at play times than in the classroom. Indeed the staff on duty will be expected to administer rewards and consequences in very much the same way. Lunchtimes and playtimes will also be used for the completion of homework or where a child has not made an acceptable effort during lessons. The playground will not be an automatic right for all children but will be an earned reward for those children conforming to our expectations about behaviour and effort.

The Policy will be reviewed annually by the SLT in conjunction with all staff, Governors and pupils.

***This policy also links to our Safeguarding and Child Protection Policy***

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