

"We all play our part in achieving excellence in everything"

Behaviour & Behaviour for Learning Policy

At the Pilgrim Federation of Church of England Schools we want to ensure that children are happy, secure and behave well in order to be able to learn in an environment where they feel valued and safe. High standards of behaviour are essential to maintain the stable and happy atmosphere in which the children are encouraged to give of their best and are stimulated to reach their full potential. Through the example of the adults who care for them at school and through well planned and irresistible learning opportunities, we believe that children will embrace learning challenges and develop self-discipline and self-confidence.

We aim to develop children as learners who actively and positively engage in their learning, aim high and aspire to achieve.

We work in partnership with parents to enable this policy to be carried out.

This policy is based on celebrating children's success and reinforcing good behaviour by a variety of positive means.

All staff and children in the Pilgrim Federation will sign up to the following behaviour agreement;

- We are kind and caring
- We are polite and treat everyone with respect
- We all take every opportunity to learn
- We look after our school and everything in it

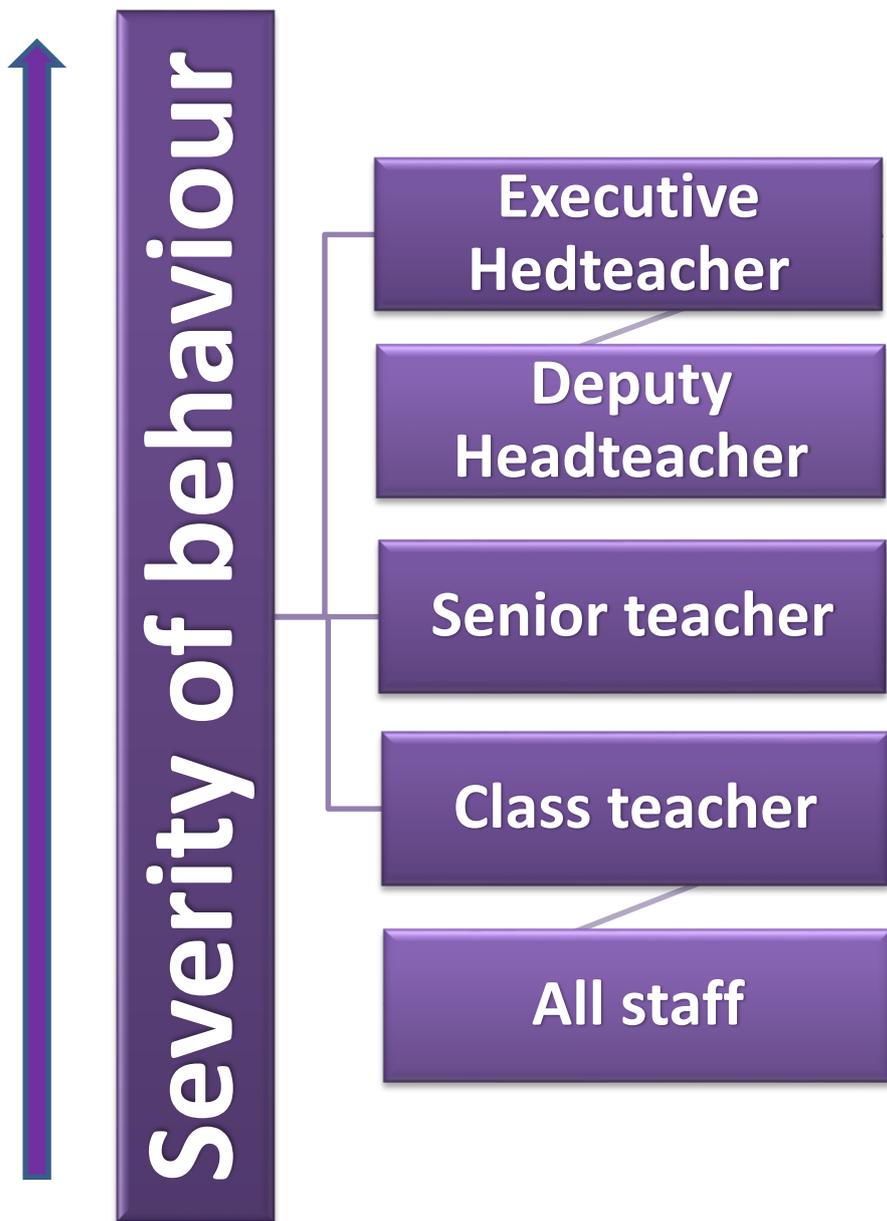
Each individual class will develop and adapt its own rewards and consequence systems in line with our Federation ethos and the behaviour agreement.

Covid19 measures

In an age and stage appropriate way, on return to school from 1.6.2020, all children will have the Coronavirus safety measures that they need to be made aware of explained to them. These measures will be regularly referred to and additional explanation and guidance will be given if needed.

If a child defiantly refuses to follow the measures, or is unable to follow them, then parents will be contacted to discuss the concerns.

Where necessary, a specific behaviour plan will be created with the staff involved and the child's parents/carers. Local Authority guidance will be followed where a setting is unable to keep staff and other children safe.



SEND pupils with behavioural issues will have specific Behaviour Plans to follow.

Where the situation / context / behaviour requires it, communication with parents will be sought.

Bullying behaviour will be dealt with in accordance with the Federation Anti-Bullying policy.

This policy should be looked at in accordance with the Federation Safeguarding policy.
We aim for all staff to receive Norfolk County Council "STEPS" training.

Conditioning is a form of learning from one's environment. If a children's home environment is dysfunctional with emotional abuse, frequent yelling, put-downs, harsh nagging and frequent physical discipline, it will have an effect on behaviour. At school, staff pick up the residue of that conditioning. The home environment is outside our significant control but this should not deter us from realising the powerful effect school can have on children.

This policy should also be viewed alongside the appendix entitled "Positive Communication"

Behaviour for Learning

Behaviour that is not just compliant with school rules but promotes attitudes and behaviours that enhance learning are called Behaviour for Learning.

At the Pilgrim Federation of Church of England Schools we aim to promote high standards of achievement, behaviour and self-discipline through positive encouragement and rewards, by providing a safe and secure learning environment and by the fair and consistent use of sanctions and praise.

The Principles of Behaviour for Learning

- No child's behaviour must be allowed to persistently damage other children's opportunities for learning
- Good order has to be worked for; it does not simply happen
- Standards of behaviour, work and respect depend on the example set by ALL staff
- Rules must be clear, fair, known by every child/member of staff and be consistently applied

Our Federation staff should ensure:

- Good communication between us and our pupils;
- Secure subject knowledge;
- Provision of lively, well-paced lessons;
- Understanding and meeting the learning needs of all children in our class;
- Acting on our reflections and evaluations of previous lessons;
- Demonstrating confidence and direction in managing pupils
- Modelling appropriate behaviour;
- Positive reinforcement and the use of praise;
- Positive correction;
- Consistent and firm application of rules;
- Use of verbal and non-verbal communication;
- Listening to pupils and respecting their opinions;
- Remaining vigilant (pre-empting unacceptable behaviour);
- Dealing positively with lateness and non-attendance.

We structure lessons for positive behaviour and attendance through:

- Focus and structure so that pupils are clear about what is to be learned and how it fits with what they know already;
- Actively engaging pupils in their learning so that they make their own meaning from it;
- Developing pupils' learning skills systematically so that their learning becomes increasingly independent;
- Using assessment for learning to help pupils reflect on what they already know, reinforce the learning being developed and set targets for the future
- Having high expectations of the effort that pupils should make and what they can achieve
- Motivating pupils by well-paced lessons, using stimulating activities matched a range of learning styles which encourage attendance;
- Creating an environment that promotes learning in a settled and purposeful atmosphere;
- Striving to make all learning irresistible.

What does outstanding Behaviour for Learning look like in children?

- Children take every opportunity to learn
- They are confident to talk about their learning
- They have the vocabulary to express what they have learnt
- As well as knowing what they have learnt, they can say why it is important, how they can apply it and what their next steps are
- Children are ready to learn and waste no time in lessons
- Children show good behaviour for learning throughout the day - cross curricular / outdoor learning / trips & visits
- Children take responsibility for their own learning. They feel "done with" not just "done to"
- Children actively use resources for their learning and have involvement in developing these resources

1

We are kind and caring

2

We are polite and treat everyone with respect

3

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4

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