

Pilgrims' Way Behaviour Principles 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 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.