

Barnes Primary School Behaviour Principles

We will follow the principles below when managing pupils' behaviour and when dealing with any poor behaviour that may arise.

- The highest standards of behaviour are expected from all children, both inside and outside the classroom. Everyone works together to encourage and expect the very best behaviour. All incidences of poor behaviour will be followed up consistently, in accordance with the school's behaviour policy
- Our school will be referred to as a family. Children will be told that other pupils within our community are their *Barnes Primary School brothers and sisters*. In this way we will try to create a caring community of learners who are bonded together
- All staff will look to notice and acknowledge good behaviour, and by so doing reinforce it
- Everyone attending our school has rights and responsibilities. All pupils have a right to feel safe, to be welcomed and to be treated with kindness and respect. Equally, all pupils have a responsibility to not do anything that makes anyone else feel unsafe, feel unwelcomed, or treated unkindly and with a lack of respect.
- A much used maxim that will be employed to when dealing with any behavior problems that arise is: *treat other people the way that you would like to be treated yourself*. When a pupils' behaviour does not meet the high standards we set we will ask '*Did you treat the person concerned the way that **you** would like to be treated?*'
- Our response to any behaviour concerns that arise, or that we are made aware of, will be swift. We will always give everyone involved the chance to present their view and refrain from jumping to quick conclusions. A fair investigation will be conducted before any conclusions are drawn
- Whenever something does go wrong we will endeavor to enable all pupils involved (and, if relevant, the wider pupil community) to learn from what has transpired
- Pupils will be told: *You can make as many mistakes as you want, but never make the same mistake twice*
- We believe in the principle of restorative justice and will provide pupils who have been the victim of poor behaviour the chance to confront the perpetrator of that behaviour. This will always happen in a carefully managed way
- We will always involve parents if there has been a serious behaviour issue, or if we judge that they have a right to be involved
- When talking about behaviour, or dealing with a problem that has arisen we will make reference to our school values whenever appropriate:

- **Integrity** – being honest, to oneself and others
 - **Self-sufficiency** – showing independence in thought and action
 - **Creativity** – possessing personal vision; being original, resourceful
 - **Personal responsibility** – taking initiative oneself without having to be told
 - **Empathy** – understanding others and being able to appreciate how they see things
 - **Self-belief** – the personal conviction that one can achieve; success is always possible, and usually likely
 - **Resilience** – never giving up; continually believing that one can do it: that effort will lead to success
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- We will stress the importance of kindness to others and the impact that unkindness can cause

 - We will teach children exactly what bullying is and what it isn't.

Guidance for school staff

We believe that good behaviour management is characterised by:

- Always trying to be positive with children.
- Establishing ground rules early on (not too many) – continually referring to children who are doing well and following these rules (and the positive effects this brings). When a child misbehaves relating what (s)he has done to these rules and explaining how the rules have not been followed.
- Separating the incident (and your reaction to it) from the child. Always ensuring that the individual concerned appreciates that you like him/her, but are disappointed by the poor behaviour relating to the incident in question.
- Saying what you mean and meaning what you say! Always carrying things through. Being consistent in what you say and what you do.
- Always working in partnership with parents – getting them into school early on if there is a problem. Being positive with them, but at the same time being frank.
- Avoiding false praise. Always trying to find something genuine to praise. Praise given should be earned.
- Setting specific behaviour targets for a small number of challenging children (let them know what they are). Trying not to confuse these with IEP targets. Giving the children concerned something to aim for.
- Catching them being good (especially the ones who are good less often!). Sometimes it can be a case of catching a child not being naughty and letting them know that you have noticed and are pleased.
- Keeping a succinct, dated record (a log) – on the computer - for specific children with challenging behaviour (this is particularly good for establishing an evidence base when talking to parents).
- Having some form of in class reward system in addition to the school's reward system (such as the zone system).
- Maintaining structure within the classroom. Establishing clear routines and ensuring that the pace of learning is lively.
- Not allowing queues to see the teacher. Establishing that children don't get up and go to you; you go to them. Not allowing children to leave their seat unless you request it. They should put their hands up if they want to move.
- Always keeping things in perspective (don't become emotional; remain objective and professional) when dealing with anything to do with a child's behaviour. We will also endeavour to help

- Trying not to let any issue become a drama for you: try to remain calm, measured and professional. Remember you are dealing with children, not adults. Always allow children to start each day afresh.
- Remembering that continually raising your voice is not likely to prove a successful control strategy on an ongoing basis. There may be a place for raising your voice, but the less you do it, the more effective it is likely to be when you do use it. Bringing your voice down to a very soft, low level usually produces the desired response from the children. A whispered voice can be especially effective.