



## ***Our Behaviour Principles***

At St Bart's, we say that positive relationships are at the heart of what we do. Building quality relationships, based on our clear Biblical values, is key to good, orderly discipline. But positive relationships alone are not enough. There needs to be a framework of commonly understood and shared expectations that allow those relationships to flourish.

Why can behaviour become challenging? There are many reasons. Whilst we believe that all people are inherently valuable, all people are also naturally rebellious - to different extents. Depending on how the children have been nurtured before arriving in our school, their behaviours may present in very different ways. There are also the complexities of those with additional needs - factors that cannot always be controlled by social norms.

When children present challenging behaviours, we will want to see those negative actions change. But how do people change? Can we change others? Should we even try?

To learn well together, staying safe and feeling secure, we all need some very simple rules or, rather, behaviour principles that need to be consistently applied within the contexts we find ourselves. At St Bart's, we sum these up with the words: ready, respectful, safe, curious and hopeful.

How are these applied in school: in the classroom or the playground?

Here are some examples...

- We should listen and be attentive when someone else is speaking. Staff will listen to the children, showing that they care and value what the children will say (at the appropriate time.) The children, in turn, must show that they are actively listening. That means not talking over a teacher, distracting others who are trying to listen, or fidgeting in a way that is disruptive etc.
- When behaviour does not meet our standard, there will be both social and natural consequences. Naturally, people won't like the behaviour and show their unhappiness. A social consequence would be an appropriate sanction imposed on the misbehaving child.
- Most children respond more to praise than a threat of a sanction. This is a positive mindset that looks, hopefully, to the reinforcement of the behaviours we want to see. This doesn't mean going down the road of certain behavioural theories, that classify humans as just another animal, but it does recognise legitimate needs that we all share that should be met in appropriate ways. Unmet needs lead to frustrations that reinforce a negative outlook, often expressed through poor behaviours.

Following our principles for positive behaviour keeps us safe and helps us learn.

*When we do well, we will be rewarded.*

*If we break the rules, there will be an appropriate sanction.*

*REWARDS (not in hierarchical order)*

- *A special visit to the Headteacher*
- *A special visit to the Deputy Headteacher*
- *Golden Book certificate*
- *MarvellousMe – regular "Activities" postcards home and Badges*
- *Speaking to family*
- *House Points - linked directly to our values*
- *Occasional stickers and stamps*
- *Praise board*
- *Verbal praise including smiles, thumbs up etc.*

*SANCTIONS*

Having to speak negatively to a pupil twice, then leads to a Yellow sanction.

More serious behaviours may jump to directly to Amber or above. All coloured sanctions must be recorded on CPOMS.

**Yellow** - *Continued low-level disruption or poor work output/ethic.*

Teacher-guided decision e.g. time out at break, work in a different space, write an apology.

**Amber** - *Verbal or physical behaviour towards a peer.*

Teacher-guided decision e.g. whole breaktime detention, sent to a different teacher.

**Red** - *Verbal or physical aggression, threatening a peer or adult. Defiance.*

Inform parents. SLT-guided decision e.g. internal exclusion, breaktime/lunchtime detentions, report card. Potential suspension.

**Purple** - *Extreme verbal or physical aggression.*

Inform parents. SLT-guided suspension. Potential exclusion.