



## St Barnabas Behaviour Overview

At St Barnabas we 'encourage one another and build each other up' (1 Thessalonians 5:11) to ensure that all reach their full potential.

We work in a school that models forgiveness. We encourage children to ask and offer forgiveness to others by saying sorry but also by meaning this by making a change.

It is everyone's responsibility to ensure consistent high expectations at St Barnabas.

<p style="text-align: center;"><b>Visible Adult consistencies, visible kindness</b></p> <ol style="list-style-type: none"> <li>1. Focus on positive praise for best conduct</li> <li>2. Consistent, calm adult behaviour</li> <li>3. Relentless routines/ high expectations</li> <li>4. Scripted interventions</li> <li>5. Restorative approaches</li> </ol>	<p style="text-align: center;"><b>Rules</b></p> <ol style="list-style-type: none"> <li>1. Ready (to learn, listen, do etc)</li> <li>2. Respectful (behaviour and words that show respect to others and the environment)</li> <li>3. Safe (consideration of own and others safety and wellbeing)</li> </ol>	<p style="text-align: center;"><b>Over and above behaviours - flying high</b></p> <ol style="list-style-type: none"> <li>1. Being a role model to others</li> <li>2. Fantastic effort in work</li> <li>3. Encouraging others to be their best self.</li> </ol>
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### Core Values

<p style="text-align: center;"><b>Co-operation</b></p> <p>I follow rules and instructions without reminders.</p> <p>I work hard in my lessons and play well with others.</p> <p>I listen to others and work together through trust and forgiveness.</p>	<p style="text-align: center;"><b>Kindness</b></p> <p>I treat all others with kindness – kind words and actions.</p> <p>I show respect to others and our differences.</p> <p>I have good manners and look after our school and other people's things.</p>	<p style="text-align: center;"><b>Friendship</b></p> <p>I set a good example of friendship to others.</p> <p>I include other people when I can.</p> <p>Comfort others and offer them encouragement and support.</p>	<p style="text-align: center;"><b>Determination</b></p> <p>I have a positive attitude in all I do.</p> <p>I am focused and determined in all I do.</p> <p>I work hard to be the best version of myself.</p>	<p style="text-align: center;"><b>Honesty</b></p> <p>I keep my word and show I can be trusted.</p> <p>I admit when I get things wrong.</p> <p>I encourage honesty in others.</p>
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<p style="text-align: center;"><b>Relentless routines</b></p> <ul style="list-style-type: none"> <li>• Taught clear routines in place in all areas and lessons</li> <li>• No hands up answers - call for answers, ask a child, MWB</li> <li>• Stop and wait for children to listen.</li> <li>• All children giving attention e.g. count down (for example - hands and eyes in 5, hands and eyes in 4, 3, 2, 1) or call and response</li> </ul>	<p style="text-align: center;"><b>STAR</b></p> <p>Sit Up, Track the learning, Active listening (ask &amp; Answer Qs) &amp; Respect</p>	<p style="text-align: center;"><b>PIP/RIP</b></p> <p>Praise in public - remind in private</p>
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<p style="text-align: center;"><b>Smooth transition</b></p> <ul style="list-style-type: none"> <li>• Staff at doors with an eye on the corridor during entrance to class.</li> <li>• Walk children to the playground/ other area.</li> <li>• Teacher lead – stop to check / wait</li> </ul>	<p style="text-align: center;"><b>Daily meet and greets</b></p> <p>Each day/ staff changeover is started with a positive greeting by member of staff smile and warm greeting</p>	<p style="text-align: center;"><b>Positive relationships</b></p> <ul style="list-style-type: none"> <li>• Catch children doing the right things</li> <li>• Teach the behaviours we want to see</li> <li>• Praise</li> </ul>	<p style="text-align: center;"><b>Wonderful walking</b></p> <ul style="list-style-type: none"> <li>• Hands behind backs</li> <li>• Single file</li> <li>• Voices off</li> <li>• Walking</li> <li>• All steps - hands on rails</li> </ul>
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<b>Stepped sanction</b>		<b>Positive rewards</b>
<p style="text-align: center;"><b>Class</b></p> <ol style="list-style-type: none"> <li>1. Praise/ reminder</li> <li>2. Caution</li> <li>3. Last chance / move in class</li> <li>4. <b>Restoration</b> Time out in another class <b>Restoration teacher inform parents/ carers</b></li> <li>5. SLT written <b>restoration SLT contact parents/ carers</b></li> </ol>	<p style="text-align: center;"><b>Play and lunch</b></p> <ol style="list-style-type: none"> <li>1. Praise/ reminder</li> <li>2. Caution</li> <li>3. Time out</li> <li>4. SLT time out SLT contact parents after repeat behaviour</li> </ol>	<p>Verbal praise and thanks</p> <p>Certificates including values certificates</p> <p>Notes, communication with home in person or by telephone calls or texts</p> <p>Stickers</p> <p>Being sent to another class or member of staff to show work</p> <p>Being sent to headteacher/ deputy headteacher/ AHTs</p> <p>Good work</p> <p>Being in the newsletter or on twitter.</p>

## Behaviour script

### **Making the behaviour visible**

"Wonderful walking, child x – Thanks!"

### **Correcting behaviour examples**

In our school we show (insert rule or value) by (example).

In our school we value **cooperation** by **sharing** and taking turns

### **Positive framing**

Reminding the child of previous good behaviour normally you/ do you remember when yesterday/ last week you...

### **Explain the behaviour you want**

I need you to...

### **Reflection and take up time**

I will be back over to check how you are getting on in...

## Restorative questions

What happened?

What were you thinking at the time?

Who has been affected and how?

What needs to happen to make thing right?

What will you need to do differently next time?

## Listening to conflict/ mediation

Recognise the feelings involved

Explain the process and the outcome if for a positive resolution

Give all parties the chance to explain the situation without interruption

Summarise what you have heard and include feelings

Discuss how we can resolve the issue.

**Remind children they have been listened to at that the situation has been resolved.**

**I understand that you are (feeling)**

**I am going to listen to both of you and while someone is speaking the other person should listen and not interrupt**

So, what I have heard is when x took the ball you felt angry

How can we resolve this and prevent this happening in future?

So today I have heard both sides of the story and we have decided on...outcome together so the situation has been resolved.

## School rules

These three core rules are the overarching principles which guide the expectations of pupils and staff in the school.



### **Ready, respectful, safe in the classroom by:**

- Listening to others when they are talking.
- Doing our best the first time
- Following instructions, the first time.
- Keeping our hands and feet to ourselves.
- Looking after equipment
- Taking pride in our work

### **Ready, respectful, safe in the corridor by:**

- Walking sensibly and letting others pass.
- Holding the doors for each other.
- Using inside voices.
- Looking after things.
- By walking behind each other in a line.

### **Ready, respectful, safe outside by:**

- Playing without hurting others
- Watching where we run
- Respecting quiet spaces
- Using equipment carefully and respectfully
- Stopping when we are told
- Picking up litter

## Serious Incidences

Where misbehaviour is of such a serious nature that the hierarchical consequences are not appropriate e.g:

- Child wilfully inflicts physical harm on another person.
- Child wilfully destroys property.
- Child is defiant and refuses to co-operate
- Child shows a wilful lack of respect to adults anything which prevents the rest of the class functioning, (i.e. screaming, swearing, general disruption etc)

If any of the above behaviours are seen, the Head teacher/Senior Member of Staff should be sought to intervene, who will in turn communicate with parents. It is important that this is used with discretion.

## Recording CPOMs

CPOMs should be used to record behaviour so that we have a log and this is important for identifying patterns and targeting support. Alerting members of staff of the need for support, incidents or raising concerns should also be done in person as CPOMs is not constantly monitored.