




Our Core Behaviour Rules



- **Ready** – prepared to learn and join in.
- **Respectful** – kind, polite and considerate to others and the environment.
- **Safe** – acting in ways that keep ourselves and others safe.








Our Approach

-  Positive & Therapeutic – we teach and model positive behaviour.
-  Consistency – calm and fair responses from all adults.
-  Relationships Matter – caring relationships are at the heart of success.



Rewards & Recognition

-  House Points – weekly totals.
-  Celebration Assemblies – weekly certificates for effort and attitude.
-  Class Marbles – whole-class rewards for teamwork and perseverance.
-  Postcards home- to acknowledge above and beyond.
-  Personal Praise – quiet, kind words often mean the most.



When Behaviour Goes Wrong

- **1** Reminder of expectations (Ready, Respectful, Safe).
- **2** Refocusing (moving seats, quiet time, positive choices).
- **3** Restorative Conversations to repair relationships.
- **4** Consequences – educational (learn from mistakes) or protective (keep safe).



When Behaviour Goes Wrong

- Consequences are supported privately- for the dignity of the child
- This means that consequences may not be visible to others, but will always be in place



Supporting All Children

- Adjustments for children with additional needs.
- Individual Therapeutic Plans where needed.
- Staff trained in de-escalation and restorative approaches.



What the children say....

- Overwhelmingly say they feel happy and safe at school
- Teachers, TAs and friends help them make good choices
- School rules are clear- Ready, Respectful, Safe is easy to remember
- Sometimes not doing things on impulse can be tricky
- Sometimes children don't stop when they say "stop it, I don't like it."



What the children say....

- Rules are to keep us all safe and happy
- When you follow the rules, you get to learn, feel happy and get rewards
- Most children felt consequences were fair, a minority felt some get told off more
- Children recognised and agreed that consequences are greater if behaviour is repeated
- A number of children who had previously been at a different school commented that behaviour was better at Teversham



Therapeutic thinking definition

An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic

You can't teach children to behave better by making them feel worse. When children feel better, they behave better

Pam Leo





Therapeutic links

Negative experiences can create unhelpful feelings.

Unhelpful feelings can create detrimental behaviour.

Positive experiences can create helpful feelings.

Helpful feelings can create valued behaviour.





EQUALITY



EQUITY



Fair vs Equal

Equal means the same: we will not treat every child the same.

Being fair means that we will do our best to give each child what he or she needs to be successful.

What one child needs and what another child needs may be very different.

We will always try to be fair, but this means things won't always feel equal.





How can we teach behaviour?

(internal discipline)

- Relationships
- Role modelling
- Consistency
- Routines
- Prioritising valued behaviour
- Planning alternatives to detrimental behaviour
- Reward and positive reinforcement
- Feedback and recognition
- Comfort and forgiveness





Punishment (what we do to children)

Punishment is the authority's enforcement of something undesirable or unpleasant upon an individual or group. Punishment is designed to suppress and control behaviour. Punishment hardens and numbs, produces obstinacy and sharpens the sense of alienation.

Consequence (what we do for children)

A planned logical response to a behaviour. Logical responses to detrimental behaviour help children learn and develop valued behaviour, enabling behaviour change.





Protective consequences

(removal of a freedom to manage harm)

Protective consequences are necessary measures to manage the risk of harm. Protective consequences may limit freedoms.

Educational consequences

(the essential learning, rehearsing or teaching to enable behaviour change)

Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms.



Effective schools take a zero-indifference approach instead of a zero-tolerance approach.

Alice Boon, Senior School Effectiveness Officer, Brighter Futures for Children



Questions and Closing thoughts

