

Never look down on anybody unless you are helping him up. Jesse Jackson

Barley Lane School

Hard work, humility, kindness

Behaviour principles 2017-18: how should the headteacher and her team frame behaviour management

“Change us to change them”

The core principle is **we take responsibility for positively improving the children and young people’s behaviour through developing our practice and being reflective, creative practitioners** (“change us to change them”) and we stay true to our core values:

- The children and young people in our care are innately good, bursting with learning potential and as bright and capable as any student anywhere.
- Their families and carers in all their diversity have the same rights to high expectation and the best possible service and outcomes for their children.
- We must therefore have the **highest expectation** of them always and of ourselves in a context where everyone in the diverse school community is committed to forgiveness, redemption and fresh starts.
- In **challenging and improving** our own practice we will model and promote the **humility and healthy self-evaluation and self-motivation** our young people must acquire to thrive beyond school.
- In **caring for and respecting** and guiding the children and young people we will model and promote the **reason, kindness and compassion** they must acquire to be happy people and to make others happy.
- When we challenge and discipline the young people we do so safely and in that context of **reason, kindness and compassion** and encourage the making of good choices and promotion of self-control.

We will be powerfully mindful too we all have a particular responsibility in a SEMH setting to show leadership and initiative in managing behaviour with compassion, creativity and skill and the expectation is explicitly shared with all staff and embedded in school improvement* and performance management* and it is reasonable to expect all teachers and support staff to understand and accept:

- they have chosen to work in a challenging SEMH setting therefore overcoming obstacles to learning, most obviously behaviour, is their responsibility and colleagues are a resource to help and assist not to take over duties and responsibilities;
- that maintaining good order and discipline in class is their responsibility in all but the most complex cases;
- that quality of teaching should be at least good always and expectations are quite reasonably higher commensurate with experience and pay and so support should be proportionate also;
- the dignity and credibility of our specialist work is built on **all teachers** being “leaders” in their classrooms and subjects and being resourceful, problem solving and creative not excuse making and at upper pay levels it is proportionate to expect sustained high performance.

*“The proven power of positive role-modelling and the insights we have gained through exploring attachment disorder and the mental health and wellbeing of the children...throughout the team and as a part of a core theme in our improvement efforts each individual across disciplines will relentlessly ask themselves how they are going to develop their understanding and practice to promote and embed positive behaviours in the children and young people?”

SIP 2017-18