

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

Barley Lane School

Hard work, humility, kindness

Behaviour principles 2018-19: how we 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.

Integrity; *how are our values lived out in our improvement plans in 2018-19?*

Core shared beliefs

- There is greater power in the collective and coaching; we learn and develop and improve together with a team ethic.
- We “change us to change them” (personal responsibility in a bottom up model that understands the power of “modelling”*)
- Relentless and habitual: curiosity; sharing; reflecting; learning; and so we can do things reliably well, differently and better.
- We focus our energies on our interactions with the children and young people; our teaching and “parenting” on being there and being “present” ...
... and we intelligently challenge and question admin’ and paperwork so only what is essential and helpful to “doing” and “being” and the CYP is tackled

Healthy and essential values and habits

- Look after each other (so we can authentically look after the CYP) as genuine critical friends who offer both robust support and rigorous challenge.
- Acute self –awareness; mirroring, modelling the identified positive and healthy behaviours we seek in the children and young people?
- We are relentlessly engaged, “present”, kind, affirming, celebrating and optimistic; the warm assertive and influential adult? Are you one? Am I? What does that look like?
- Curiosity about the children and young people the nuances of their lives their character and complexity and this tangibly impacts our behaviours and practice; how?

Practical and pragmatic and no less essential...

- Plentiful and accessible food, warmth, cleanliness, bright and homely surroundings
- A forensic approach to how we are deployed and also to risk (intelligent, flexible dynamic) management
- Embed and develop structures and ethos that makes certain that precious conversation* about safest and best practice happens and critically that the conversation is relentlessly curious and challenging and everyone participates. Vigilance both in that sharing but significantly also policing each other; is stuff getting done? Never be inert.

Keep innovating and improving

- Keep revisiting and refreshing and reinvigorating the “craft of the SEMH classroom and community” so it is meaningful for all of us; the rhythms, routines and clarity and consistency of expectation.
- Creativity and pragmatism and practicality in the curriculum, in lessons; make learning accessible including personalised learning from 14 upwards.
- Revisit and refresh the formal (for example PSHE) and informal conversation with children and young people about staying safe including with parents.

Integrity; *how can we evidence we live out our principles?*

“Then, staff skilfully support pupils to come together to discuss the coming day. Each teacher provides a motivating comment, highlighting a positive message. This helps to confirm and reinforce the sense of trust, respect and belonging that permeates the school.”

Ofsted December 2017

“The school has a positive ethos and moral basis...The students know that the staff care for them... Students were settled in school. They were polite, respectful and responsive to members of the team at all times. One of the visiting team commented that no smile went unreturned.”

SENTIENT/Babcock LDP peer review 2016

“Conversations are carefully designed to ensure that pupils receive messages that help them to feel more positive than they may have ever felt before about their education. As a result, pupils and their families are hopeful for their futures.”

Ofsted December 2017

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| Reviewed by | Print name Michael MacCourt | Signature <i>Michael MacCourt</i> | Date 03.05.18 |
| Reviewed by | Print name Damian Furniss | Signature <i>Damian Furness</i> | Date 01.09.17 |
| Reviewed by | Print name | signature | Date |
| Informally approved by CoG | Print name | signature | Date |
| Formally approved by FGB | CoG | signature | Date |