

# SCHOOL BEHAVIOUR CHARTER

APPROACH:	FOR EXAMPLE:	WHY:
<p><b>1. Act as good role models to the children i.e. “do as I do” Not “do as I say”</b></p>	<p>1. Apologise when wrong, be punctual, dress appropriately, talk to children as you would wish to be spoken to. Use positive body language and tone of voice.</p>	<p>1. We are trying to teach alternative, more appropriate behaviours. Children need to learn that some adults do what they say. It is easier to copy what you see than what you are told about.</p>
<p><b>2. Use descriptive praise in every interaction with a child.</b></p>	<p>2. We can praise achievement, effort and qualities. “You were brave to take a guess, even though you weren’t sure.” “You tried and didn’t give up; you gave it your best shot.” “You have stopped shouting at me and now you are listening.” “Even though you are angry, you are not hitting. Your self control is improving.”</p>	<p>2. Descriptive praise is a way of giving detailed information about what we actually want. It means that we notice and mention the behaviour we wish to encourage. Children who are praised want to do more things to that please us, in order to get our positive attention. As the praise describes what is actually happening, the child is likely to believe it and this is likely to increase their confidence.</p>
<p><b>3. Act in a consistent manner.</b></p>	<p>3. Follow routines, do what you say you will do, follow agreed practices; do not allow your mood swings to affect your behaviour towards children. Do not favour or discriminate.</p>	<p>3. Some children need to unlearn that adults cannot be trusted – by seeing that they can and that they are fair. Consistency gives children security (eventually), probably the most important ingredient for improvement and establishing relationships.</p>
<p><b>4. Enforce simple and clearly defined rules and limits, fairly and firmly.</b></p>	<p>4. Do not allow rule-breaking, turning a blind eye, etc. Do not make rules too complicated – check that children have understood them before they are broken. Tell children you are enforcing them, rather than saying nothing and reporting them later.</p>	<p>4. Children have often ignored or broken rules without anyone saying anything. Equally adults invent rules arbitrarily! This causes confusion and reinforces that adults are unreliable. Consistently applied rules make life more predictable.</p>

<p><b>5. Speak to children in a clear, concise manner.</b></p>	<p>5. When giving instructions, keep them short – don't go on and on.</p> <p>Check that you are not using language which children cannot understand, or which, if taken literally, will be confusing. Don't use slang.</p> <p>Check children' understanding by asking questions, and get their attention before you give instructions/speak to them etc.</p>	<p>5. Children cannot always take in long talks or long words; it is sometimes too much information to process. Their attention span may be short. They may only remember the last thing you said and you may gain a reputation amongst the children as a "waffler."</p>
<p><b>6. Express disapproval of behaviour, never of the individual.</b></p>	<p>6. "Stealing is an awful thing to do" rather than "You are an awful boy for stealing."</p>	<p>6. No one likes to be put down or labelled and where self-esteem and self-confidence are already low, such comment can be harmful and long-lasting.</p>
<p><b>7. Give praise warmly, appropriately and sincerely at every opportunity. Describe the behaviour that you like.</b></p>	<p>7. Notice and comment when children have done something right, or haven't done what they usually do wrong.</p> <p>Recognise even small improvements - do not wait for perfection.</p>	<p>7. Praise is good for everyone – but particularly if you rarely receive it or normally receive only negative comment. Success breeds success and Positive reinforcement of good behaviour is far more effective than negative reinforcement of poor behaviour.</p>
<p><b>8. Be a fair and reliable adult. Avoid letting children down whenever possible.</b></p>	<p>8. Turn up for work everyday; be punctual, fair and stick to your word. Keeping children safe from bullying, putdowns and any form of harassment etc.</p>	<p>8. We want children to learn to trust adults and have faith in them – this may be a new experience for them. Predictability = security = improvement.</p>
<p><b>9. Refer to children, their parents, relatives or possessions in a positive manner, whenever possible, and always in a professional manner.</b></p>	<p>9. Whatever you may think personally about these matters, only voice that which you would wish them to hear. Do not show prejudice towards anyone.</p> <p>Be the one to mention positive attributes - look for them.</p> <p>Always refer to children by their first name.</p>	<p>9. It is hurtful to children and destructive to relationships and is completely contrary to the need to build self-esteem and trust in adults. Parents, home, relatives etc. are often sensitive areas for children.</p>

<p><b>10. Concentrate upon positives and what can be done, rather than the opposite.</b></p>	<p>10. Encourage children to compare their efforts and achievements with their own abilities rather than those of others.</p> <p>Ignore minor negative behaviour and comment upon the positive behaviour you have identified.</p> <p>Where children do something wrong, remind them of all the good behaviour that has preceded it and acknowledge this yourself.</p> <p>Celebrate success, however small.</p>	<p>10. This helps build self-esteem, self-confidence and trust.</p>
<p><b>11. Show tolerance towards children exhibiting negative behaviour, but you may show intolerance towards the behaviour.</b></p>	<p>11. Children are not rejected i.e. staff do not dismiss them because of their behaviour, - but having dealt with the behaviour, assume a positive working relationship with them.</p> <p>Children are given another chance, and another and another – but staff may make it clear that they disapprove of the behaviour.</p>	<p>11. Children may expect you to reject them – after all, many other adults before you have. To do so would merely confirm their own hopelessness and that adults don't really care for you, only if you're being good. Negative behaviour may be used to test you out - i.e. do you REALLY care?</p>
<p><b>12. Listen to children.</b></p>	<p>12. When children are in trouble ask for their version of what happened.</p> <p>Give children time – even if you have to delay it until later.</p> <p>Don't interrupt – check that you have heard correctly.</p>	<p>12. The child's view of events is likely to be different from yours – you do not share their difficulties after all. It is a strong message that you value them. Children will not expect you necessarily to agree and just getting it off their chest may help.</p>

<p><b>13. Be aware of individual needs and how they are being met.</b></p>	<p>13. For each child in the school can you name two current, priority needs?</p> <p>Be aware of how the activity in which you are involved contributes to meeting needs of the individual/class group.</p>	<p>13. If we do not meet the child's needs we are failing in our task. To meet them we have to know then and how they can be met. Meeting needs does not occur accidentally very often!</p>
<p><b>14. Plan you work for children. Then plan every other aspect of the school day.</b></p>	<p>14. Attention to detail often prevents difficult situations occurring.</p> <p>Think about classroom work, break times, meetings, assemblies, reviews, sports events, visitors.</p> <p>Difficulties often occur during transition times. Active supervision is crucial.</p>	<p>15. Events run better when they are planned. Planning is another sign from staff that children are important and valued. Needs cannot be met efficiently in an ad hoc manner. Children with chaotic backgrounds or lifestyles need order in their lives.</p>
<p><b>15. Behave respectfully. Act towards children in such a way that their respect and dignity are not threatened.</b></p>	<p>15. Be aware of your body language. Never mock or use sarcasm and avoid personal criticism and any criticism in public, if possible.</p> <p>Knock on doors before entering. Do not discuss children in front of others.</p> <p>Address children courteously and by all means expect this to be reciprocated.</p> <p>Show sensitivity and caring towards children who are distressed and unhappy whatever the actual causes or eventual outcome.</p>	<p>16. Children are often fragile individuals and cannot withstand attack. They are also young people with rights – even if they don't respect the rights of others at all times. They are the other people's children in our care and we have no right to make their situation worse, only a duty to make it better.</p>

<p><b>16. Intervene to prevent or curb inappropriate behaviour.</b></p>	<p>16. Stop fights, name-calling, swearing, running off, bullying or at least step in and tell children to stop. Express your disapproval of the behaviour.</p> <p>Follow school procedures having stepped in. Never ignore, unless it is minor.</p> <p>Divert wherever possible rather than confront. Look for signs and triggers and be proactive; act before it happens.</p>	<p>18. To do otherwise would be to abdicate your responsibility, and collude with the idea that the behaviour is acceptable. If you do nothing children will see you as weak and ineffective, as well as unreliable and unsafe. It is part of proving that as an adult you can be trusted and that you will uphold what is right. If you do not intervene, it is likely that the children' behaviour will deteriorate further until something more serious happens.</p>
<p><b>17. Express your care for the children through the quality of your supervision of them.</b></p>	<p>17. Regularly "count heads" to check that the children for who you are responsible are still with you.</p> <p>Take a register – at activities as well as lessons. Follow up absences – check their authenticity.</p> <p>Follow school reporting procedures when a child is missing.</p> <p>Stay mobile around the school area in order to supervise.</p> <p>Don't be gullible by accepting bogus excuses.</p> <p>Lay down clear rules, e.g. stay within 5 metres of me.</p>	<p>22. You cannot actively care for children who are absent. Supervision is an element of the structure required to bring a degree of security to chaotic lives. Make school an interesting, caring and special place so that children want to be here.</p>