

Spotlight on Behaviour and Values



Behaviour and Values

At Ponteland Primary School, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone (staff and children) is expected to maintain the highest standards of personal conduct, to accept **responsibility** for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach **self-discipline** and **self-respect** and develop in children the ability to make **positive choices**. Our behaviour policy, like all aspects of our school life, is underpinned by our whole school values, with a strong emphasis on respectful behaviour, and these values are used to frame all our discussions around behaviour.

September	Respect
October	Kindness
November	Empathy
December	Collaboration
January	Effort
February	Responsibility
March	Curiosity
April	Creativity
May	Integrity
June	Resilience
July	Gratitude



Our behaviour policy is hinged on the importance we place on the relationships we build. We are here to teach children academic subject matter but also to teach them how to develop as responsible members of society. Just as we would teach them how to read or count when they first come to us - by letting them practise and get it wrong, by encouraging and praising them, by guiding and coaching them - so too do we see it as our role to support them in these very same ways to develop their behaviour. We support and guide and coach and praise. When the children make mistakes, we concentrate on the relationships affected and support the child to repair them. We focus on what the child can learn from it about how to behave more appropriately. We talk about the consequences and place emphasis on each person's own responsibility for their choices and actions. This is our **relational, restorative approach** which builds **self-esteem** in each child and an understanding that they are responsible for their behaviour and, in doing so, builds a school community with **respect** and **empathy** at its heart.

Restorative Conversations

Our restorative approach focuses on key questions which help children to reflect on their actions and learn from them:

- What happened?
- What were you thinking at the time?
- How did this affect other people?
- What could you do to make things right?
- How could you do things differently next time?



Please see below some pupil voice relating to our values led, restorative approach to behaviour:

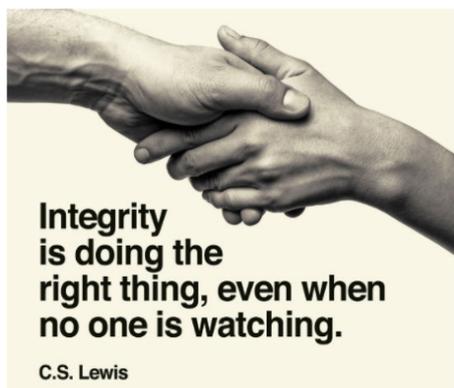
“I think it’s really good that we focus on the school values, we always talk about them. Each month, you can look back and think - how have I shown that value? We focus on a value for the whole month so it really sticks. Then the next month when we move on to the next value, that joins up with what we’ve already learned and we keep working on the values together.” Y6 pupil

“The thing that helped me was we got some space, with the help of the teachers, to talk about our friendship problems. We learned it’s better to be honest and really talk about what happened. The teachers helped me understand how the other person would feel and helped us talk about it. Now we know that we can get it out there and we know we want the best for everyone.” Y6 pupil

“The adults have a conversation with us and help us calm down. They ask us to think about why something happened and what decisions we could make differently.” Year 5 pupil

“I feel better after having the conversation because the adult helps me to feel calm again and also see it from the other person’s point of view.” Year 5 pupil

“When we were in reception, the grown ups taught us to say ‘please can I have the bike when you’ve finished your turn’ and not just try and take the bike. Then when they’ve finished they bring me the bike and I have a turn.” Year 1 pupil



We believe in developing a supportive and positive learning environment, in the classroom and across school, where children strive to do their best, are not afraid to make mistakes and are driven by **intrinsic motivation** - we are aiming for the children to show **integrity** in their behaviour, both in school and beyond the school gates. We recognise, praise and encourage the behaviours we want to see and by valuing the effort children put into positive behaviour and into developing relationships, we find there is less need to extrinsically reward individual behaviour.

Emotional Literacy

An important aspect of our approach to behaviour is developing the vocabulary the children need to express how they are feeling and we explicitly teach children how their feelings and difficulties impact their behaviour. In doing this, we empower the children to have social and emotionally effective skills to deal with challenges they may face on a daily basis. We encourage children to engage with positive emotions and identify **self regulation strategies** to help them make positive choices. We teach children that all emotions are valid and how we choose to respond to these emotions is the important factor. We use the language of **‘thumbs up’ and ‘thumbs down’** to describe choices/actions and this is embedded in our daily behaviour management strategies.



If you would like any more information, please find the behaviour policy [here](#) or feel free to speak to Mrs Johnson who will be happy to answer any questions you may have.

