

Al-Noor Voluntary Aided Primary School



Behaviour Principles

Approved by:	Governing Body	Date: July 2025
Last reviewed on:	July 2025	
Next review due by:	July 2028	

- 1) Most children naturally want to please their caregivers and teachers and like praise and reward.
- 2) Children usually need adult/social help to be taught boundaries to help them learn what is and isn't acceptable behaviour.
- 3) Where boundaries have not successfully been established for good behaviour in a child, negative behaviours that don't conform to socially acceptable standards can be often demonstrated.
- 4) Children can be assisted by schools to establish boundaries but the work has limited impact unless accompanied by parental support of the same work. Working in partnership with parents is critical to behaviour management.
- 5) Positive reinforcement is a vital ingredient of behaviour management strategies and establishing boundaries.
- 6) Setting clear SMART targets, with accompanying rewards for their achievement, is a tool that usually works when supported by parents when applied in association with the school.
- 7) Sanctions and rewards are both useful in establishing behavioural boundaries in children.
- 8) Sanctions should be the withdrawal of privilege for example withdrawing playtime in the form of a detention at school, or online game time at home.
- 9) Privileges are the non-essential things that children enjoy in their lives. Rewards are acts, awards and words of praise that make a child feel valued.
- 10) Rewards should be given far in excess of sanctions, on a ratio of at least 3:1, as children hear sanctions louder than they hear rewards.
- 11) Rewards should be given publically to demonstrate expectations to other children and establish boundaries for everyone.
- 12) Sanctions and negative attention should be given privately to avoid feeding attention seeking poor behaviour and humiliating a child.
- 13) There is no place for angry, aggressive or violent management of behaviour. Physical chastisement is against the law and a safeguarding and staff discipline concern.
- 14) Trauma affects how children feel and deep trauma has a damaging effect on feelings, emotional development and mental health; the earlier the trauma the more the damage caused.
- 15) Behaviour is a manifestation of the inner feelings of a child.
- 16) Mental health problems, emotional maldevelopment and negative feelings often manifest themselves as negative behaviours.
- 17) Not all negative behaviour is demonstrated due to mental health problems, sometimes it can be caused by conflict, rivalry, poor boundaries, boredom, seeking power or seeking to impress others.
- 18) Children with mental health problems and emotional maldevelopment require the support of experts and the world around the child, to overcome these, usually, entrenched difficulties.
- 19) Every child should be treated as an individual with their own mental health, emotional development and learning profile; each requiring different support and expectations/stepping-stone targets to help them improve their behaviour and/or heal mentally and emotionally.
- 20) A child's behaviour and mental/emotional health are as much a concern for the school as are his/her learning outcomes.
- 21) Good manners are a part of good behaviour.
- 22) The school's Islamic values recognise the Prophet Muhammad, may God's peace be upon him, as its key role model for its behaviour management policy.