



## A Positive Approach to Behaviour Management

### Adult Behaviour...

1. Stay calm – try not to get emotionally involved
2. Model the behaviour you expect
3. Don't take it personally
4. Give them (and you) time to calm down
5. Spot and praise good behaviours
6. Consider body language
7. Unpick why a child is refusing to do something

### Actions ...

1. Reward attitude and effort with house points.
2. Speak to parents to celebrate successes
3. Use classroom behaviour system to promote positive behaviour (Secret student, reward jars etc)
4. Where possible make adjustments to expectations

## HIGH EXPECTATIONS

### Consistency

#### CHALLENGING MISBEHAVIOUR

##### In the classroom

- Use the behaviour systems

##### In the playground

- Quick warning
- Quick consequence/follow up
- Inform the class teacher if it needs further follow up

#### RESTORATIVE QUESTIONS

- What happened?
- Why did this happen?
- Who has been affected and how did they feel?
- What can we do to put things right?
- How can we do things differently in the future?

## Expected Classroom Behaviour

Stay on task

Be respectful to others

Always be kind

Use your PETS: Please, Excuse Me, Thank you & Sorry

Sit on your chair properly

Remember to put you hand up

Always walk around the classroom/school

Use school equipment sensibly

Follow instructions from adults

### Unacceptable Behaviour – Level 1

- Not on task
- Disrupting another child, chatting in class
- Shouting out
- Swinging on chairs
- Running in the school
- Ignoring instructions
- Unnecessary movement around the classroom
- Playtime incidents such as name calling/ snatching/ barging

### Response

Will include:

- Non- verbal response such as look or signal
- Rule reminder
- Praising children who are following rules
- Quiet respectful reminder with child/children

### Unacceptable Behaviour – Level 2

- Persistence of level 1 or
- Damaging the work of others
- Minor vandalism – for example, scribbling on tables, flicking rubbers
- Mild inappropriate language
- Answering back
- Telling lies getting others into trouble
- Spitting
- Throwing sticks, stones, or other objects
- Defiance
- Refusal to work
- Pushing, poking, flicking etc with intent

### Response

Will include:

- Repositioning of child in class
- Quiet verbal warning
- Loss of privilege
- Use of reflection time outside of the classroom.
- Internal Exclusion
- If there are repeated incidents in L2 behaviour formal discussion between parents and class teacher will take place, to monitor changes and progress.

### Unacceptable Behaviour – Level 3

- Persistence of level 2 or
- Direct verbal/racial abuse – intentional swearing, gestures, bad language (aggressive and with intent)
- Threatening behaviour
- Stealing/intent to steal
- Bullying, persistent name calling
- Major disruption of class activity
- Vandalism, graffiti
- Dangerous refusal to obey instruction
- Leaving school premises without consent
- Violence, hitting, kicking, biting, pinching etc

### Response

Stepped as follows depending on severity of offence.

- Time out for reflection
- Teacher will speak to parents
- Head teacher will contact parents
- Formal meeting with parents (negotiated staff members to attend.)
- During meeting following steps will be agreed and may include: Target setting, MyPlan, PSP, Involvement of other agencies,
- **Fixed term suspension or permanent exclusion (could be used without following steps depending on severity of behaviour)**

