

Godwin Primary School



Behaviour Management Policy

Updated September 2024

Behaviour Management Policy (incorporating 'Stay on Green')

Date	Review date	Responsible Person
Sept 2024	September 2025	Behaviour Lead

This policy should be read alongside the following policies: Positive Handling policy; the DfE Use of reasonable force guidelines; Anti Bullying policy; Searching, Screening and Confiscation policy; Keeping Children Safe in Education; Suspension and permanent exclusion from maintained Schools, Academies and PRUs in England; Online Safety Policy.

Rationale

A school needs a positive policy which encourages helpful attitudes and behaviour. This is best forged within a supportive atmosphere in which pupils are encouraged to foster good relationships and develop high self-esteem. The culture should be one which enables all pupils to give their best in every area of school life.

Godwin Primary School has adopted the 'Stay on Green' approach to behaviour. The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are noticed and rewarded.

The system allows for the following:

- A consistent approach that can be used by all staff.
- A whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

School Organisation

The behaviour policy is based on the school's Golden Rules, corridor rules and playground rules, which are non-negotiable. It works on the principle that, by following these rules, children will 'Stay on Green'. Staff should take global responsibility in ensuring rules are observed at all times and should model these in their daily practice. All staff have a shared and collective responsibility with regard to discipline and should take both an individual responsibility for dealing with any situations they see, and a supportive role of each other. Staff should be aware of situations where negative behaviour can occur and must try to keep them to a minimum. Classrooms should be organised to encourage a calm working atmosphere with a noise level appropriate to the age and maturity of the children and the task in hand. All staff members must be aware of and reinforce the school behaviour policy.

Positive Behaviour Management - Stay on Green

How 'Stay on Green' works

- In every area of the school there are prominent 'Stay on Green' displays.
- On this display in classrooms, all children have a label or picture with their name on it.
- Each day, children start with their name on green - the aim is for everyone to 'Stay on Green'.
- Bronze, Silver and Gold awards can be used to praise exceptional behaviour.
- Gold behaviour is something to strive for and is only awarded after a child has displayed consistent Silver behaviour, or a significant individual act. Each class can have up to 3 Gold awards per term.
- Silver can be awarded after a child has displayed consistent Bronze behaviour, or for an individual act; similarly, Bronze can be given for consistent Green behaviour or an individual act. Up to 4 Bronze and 2 Silver awards can be given each week within a class.
- If children make negative behaviour choices, they are first given a warning. If they continue to make negative choices, their name will be placed on Blue – the Thinking Zone. This is a time for children to reflect on their behaviour in order to 'Stay on Green'. Adult language should reflect this and reinforce the positive behaviour needed. Eg: 'Show me what you need to do to 'Stay on Green'.
- The system allows children to reflect on their actions, attitudes, behaviours and if respond appropriately then they 'Stay on Green'.
- Continuing, or serious, negative behaviours may result in the child being put on Yellow or Red and their name/picture moved accordingly.
- When on Yellow, children are sent to a 'Buddy Class' for up to 10 minutes (ideally another class in the same phase, not including ECTs), to complete a reflection sheet provided by the person sending them. The reflection sheet could be done through writing or drawing, as appropriate to the child. The teacher receiving the child should do so with a minimum of fuss/comment/disturbance to their class. Completed reflection sheets should be stored in the class *Stay on Green* folder.
- When a child is on Red, they should attend 'Alternative Lunch'. For children in KS1, they should first eat their lunch in the dining room, then go to 'The Room with No Name' (ensure the Midday Assistants are aware). Children in KS2 should be sent to 'The Room with No Name' at the beginning of lunch time and will eat their lunch in there (packed lunches should be sent with the child).
- All Red behaviour should be logged on CPOMS, alerting the Designated Safeguarding Leads and the Phase Leader for the child's year group.
- When a child moves from Green to Yellow or Red, it is the adult's responsibility to support the child to return to Green by encouraging them and catching them showing Green behaviour.

Tracking

- Children will be rewarded for 'Staying on Green'.
- A tracking sheet is used to record behaviour at the end of each day. This should be kept on view, next to the classroom *Stay on Green* display. For ease, if a child has managed to 'Stay on Green', no entry will be made. Where a child ends the day on Bronze, Silver, Gold, Yellow or Red, this should be noted on the tracker. The teacher should convert this to a points total for the day. Children are given 1 point for Green. In addition, 4 extra points are given for Gold; 2 for Silver; and 1 for Bronze. Children ending the day on Yellow or Red get no points for that day.

- These totals are added up over the course of the week and shared in the Friday celebration assemblies. The class in each phase with the highest score will receive a green rosette to display on their classroom door and half an hour of 'Green Time' the following week. This half hour will be negotiated with the class and can be taken at any convenient time. In the event of a tie, multiple classes in the phase will be awarded with a rosette and 'Green Time'.
- 'Green Time' activities should engage all the children and involve the children in being active and learning where possible. These may be subject- or skill-based, e.g. extra sports time outside, iPads, scientific investigation, art, cooking or playing board games. Should plans for 'Green Time' involve adults buying anything for the class, this should be checked with Julie or Faye first to ensure consistency across the school and compliance with key messages (Healthy Schools etc).
- If a child 'Stays on Green' for a whole half term, e.g. their behaviour is recorded as Green (or Bronze, Silver or Gold) at the end of the day (even if they have changed during the day) then they will receive a numbered 'Stay on Green' badge. If they receive a badge every half term, at the end of the year, they will be presented with a Godwin Owl pin.
- Please note: children should not finish the day in the thinking zone. A decision needs to be made for the child to finish on either *Green* or *Yellow*.
- On SharePoint, there is a 'Stay on Green' folder which includes: the Godwin Behaviour Policy, 'Stay on Green' statements, reflection sheets and other key information relating to 'Stay on Green'.

'Stay on Green' for EYFS

The *Stay on Green* approach is simplified for children in EYFS.

- In Nursery, children are introduced to the system with just *Green*, *Blue* and *Yellow* behaviours.
- In Reception, *Green*, *Blue*, *Bronze* and *Yellow* are introduced in the first term; *Silver* is added in the spring; and *Gold* and *Red* in the summer term, ready for Year 1.

Overview of *Stay on Green* Behaviours and Outcomes

Colour	Behaviour	Action / Outcome
Gold	<ul style="list-style-type: none"> Consistently showing <i>Silver</i> behaviour. Being a shining star over a period of time Being able to play and work with anyone at any time, making sure no one is left out Exceeding expectations (going the extra mile) Always showing initiative 	<ul style="list-style-type: none"> Email sent to Headteacher Gold card presented in assembly by Headteacher Parents informed with email from Headteacher Name in Gold Book in Headteacher's office Invite to Golden Tea Party Recorded as 'G' on the recording sheet next to the child's name. Four additional points to be added to daily tracker
Silver	<ul style="list-style-type: none"> Consistently showing <i>Bronze</i> behaviour Showing others how to behave Going out of my way to make sure others are happy and safe Being consistently polite and good-mannered Including all others in my games Applying consistent effort Remembering when it is appropriate to tell an adult 	<ul style="list-style-type: none"> Silver card presented in class (immediate) Silver certificate sent home from class teacher to parent (end of the day) Recorded as 'S' on the recording sheet next to the child's name. Two additional points to be added to daily tracker
Bronze	<ul style="list-style-type: none"> Consistently showing <i>Green</i> behaviour Showing better than expected behaviour and effort. Extra polite and helpful Setting a good example for others Going out of my way to make sure others are happy and safe Being a good sport Showing some initiative 	<ul style="list-style-type: none"> Bronze card presented in class (immediate) Recorded as 'B' on the recording sheet next to the child's name. One additional point to be added to daily tracker
Green	<ul style="list-style-type: none"> Keeping the Golden Rules Being a trier Being a listener Being honest & truthful Being gentle Being kind Looking after and caring for school things Keeping the corridor rules Respecting ALL adults 	<ul style="list-style-type: none"> In-class praise Badge awarded (half termly) If children 'Stay On Green' every half term in the academic year, 'Godwin Owl' badge to be awarded Thirty minutes class 'Green time' awarded for the class in the phase with most green points (weekly) Rosette on display outside winning classroom
Warning	Child is reminded of behaviour expectations. Appropriate time given for child to address behaviour.	
Blue	<ul style="list-style-type: none"> Any low level disruption such as, talking in class, not listening, rocking on chairs Calling out, disturbing others Running / Careless pushing in the corridor Arguing with peers Displaying a negative attitude to learning 	<ul style="list-style-type: none"> Child's name moved to the thinking zone on the 'Stay on Green' chart (no more than 5 minutes). Child stays in the thinking zone (during play and lunch time), in full view of the adult on duty Child given thinking time to consider their actions, reflect on their behaviour and consider what they need to do to get back to <i>Green</i>. Child given the opportunity to verbalise or show what they need to do to get back onto <i>Green</i>
Warning	As above	
Yellow	<ul style="list-style-type: none"> Persistently in the 'Thinking Zone' Persistent low level disruption Not making the right choices in the thinking zone Tormenting others Name calling Throwing things down Using inappropriate language Hurting somebody Taking things you know aren't yours Insulting family members Using negative body language 	<ul style="list-style-type: none"> Child is given a reflection sheet to complete within the buddy classroom (for a maximum of 10 minutes). This could be done through writing or drawing, as appropriate to the child. Where possible, this would be at a seat removed from the other children. They must be told the reason why they are on <i>Yellow</i>. Beyond 3 incidences – further steps to be taken eg: after-school detention, internal exclusion, at-home detention (apology letter) Child is given the opportunity to join the class and show <i>Green</i> behaviour Recorded as 'Y' on the recording sheet next to the child's name. If <i>Yellow</i> behaviour is shown during lunchtime, child is sent to 'Alternative Lunch' for 10 minutes
Warning	As above. However, if a serious incident occurs a warning does not have to be given.	
Red	<ul style="list-style-type: none"> Showing persistent <i>Yellow</i> behaviour. Walking out of class/away from an adult without permission Intimidating/threatening behaviour or language (including aggressive swearing) Bullying Offensive language Intentionally racist language Hurting someone on purpose Destroying and deliberately removing property Running out of school Any other incident deemed to be of a serious nature 	<ul style="list-style-type: none"> <i>Red</i> Behaviour ALWAYS needs recording on CPOMS by class teacher (unless it occurs during lunchtime, when the teacher on Alternative Lunch duty will record it on CPOMS) If a child has 3 incidences of <i>Red</i> behaviour in a half term, alert the Headteacher and a letter will be sent home to parents/carers. Beyond 3 incidences – further steps to be taken eg: after-school detention, internal exclusion, at-home detention (apology letter) Bullying, Racist language needs to be reported to the appropriate people, following the school policies 'Helping hand' card sent to the office. If needed, an adult will attend ASAP and support as felt necessary** Alternative lunch given – child to be sent to/accompanied to alternative lunch with alternative lunch slip explaining the <i>Red</i> behaviour: KS1 – eat lunch first; KS2 - whole lunch (time may be adapted for KS1/SEND pupils) If <i>Red</i> behaviour continues, Hilary Adeleke to be involved and support child with a Personal Behaviour Plan Recorded as 'R' on the recording sheet next to the child's name.

'All pupils start on *Green* every morning - regardless of where they ended the previous day.'

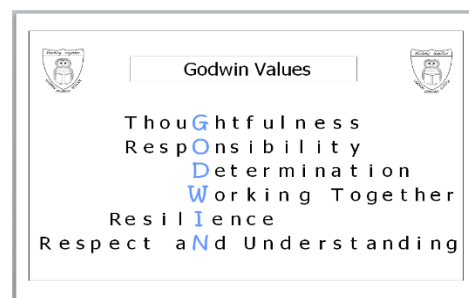
****A Helping hand card can be sent to indicate help is needed. It is the responsibility of the class teacher to explain the help they need, this could be an adult supporting with the child outside the classroom to bring them back on track, this could be removing the child for a short period until the child is ready to work again, in extreme circumstances this could be taking the rest of the class whilst the teacher deals with the individual child. In all cases the aim is to defuse the situation as quickly as possible, with as little intrusion to learning as possible, and to get the child back to a 'learning' state where they can work to get back to *Green*.**

-Key Stage 2 Team Points

Team points are awarded in Key Stage 2. All children in Key Stage 2 are put into a colour team. Each term colour team chooses their captain and vice-captain. Team points should be given, in multiples of 10, for children producing good individual pieces of work. At the end of each week, team point totals should be sent to Chris Newbert who will organise them for the KS2 Friday celebration assembly.

-Values Certificates and Headteacher Awards – Values Led

Children are awarded Values Certificates for any behaviour that demonstrates the **Godwin Values** – *Thoughtfulness, Responsibility, Resilience, Respect and Understanding, Determination and Working Together*. When children have reached the required number of certificates (3 for KS1 and 5 for KS2), an email should be sent to the office. A Headteacher Award (certificate) and sticker will be delivered to the classroom by the Headteacher.



Please note: no other reward systems should be used unless agreed with the SENCo.

Positive Behaviour Management – Within the Classroom

When everyone uses the same routines across the school, behaviour management becomes far more efficient: children will be in no doubt of the expectations when they move into new groups and classes, and teachers won't waste time in establishing a new set of routines. New staff will be able to slip into the same routines quickly.

The following silent signal routines should be practised so that they become second nature to both teachers and children.

Silent signals

Praise children for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.

- Team stop signal

The team stop signal helps us stop children in a calm manner, ready for what comes next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back.

The stop signal can be used in assembly, in lessons, during transitions, at lunchtime, on trips and even in staff meetings.

Use this signal to gain attention. Practise until children respond in under five seconds and in silence.

- Hold one hand in the air with a flat palm. Do not clap or talk.
- Scan the room to check every child has responded. Every child:
 - raises one hand in response;
 - checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary;
 - looks attentively at you – eyes locked into yours to show they are ready to listen.
- Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

- Turn to your partner (TTYP) signal

Hold both hands pointing forward as if they are two open gates. Close the 'gates' as soon as you have finished asking the question.

Practise this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'.

- My Turn, Your Turn (MTYT) signal

Use this silent signal when you want the children to repeat something after you.

My turn: gesture towards yourself with one or two hands.

Your turn: gesture towards the children with one or two open palms.

Explain to the children that this signal is yours and not theirs.

- Magnet eyes

When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

- 1, 2, 3 signal

Move the children silently from carpet to table in under 15 seconds.

- Hold up one finger: children stand.
- Hold up two fingers: children walk and stand behind their chairs.
- Hold up three fingers: children sit down and prepare to work.

And in reverse, move the children from table to carpet in under 15 seconds.

- Hold up one finger: children stand behind their chairs.
- Hold up two fingers: children walk to carpet.
- Hold up three fingers: children sit down beside their partners.

Teacher voice

The way you use your voice in the classroom can be key to managing behaviour. Your voice is a very powerful tool – the rise and fall of the volume can help spark and maintain interest for all; pace, pitch and tone will all contribute to the strength of the message you are giving.

In addition, non-verbal skills, such as facial expression, body posture, hand gestures, proximity and speed of movement, are also important as they can convey strong messages.

Be aware of allowing sarcasm or any negative emotions to dictate how you use your voice - the end result will be less effective, and pupils may well misinterpret your intended communication. If you are aware that your emotions are running high, stop, take a breath, and then consciously drop your voice in both volume and pitch. A low, quieter voice is generally far more effective than a loud, high-pitched, shout. Yelling is never helpful – it simply shows you have lost control.

Behaviour in the Assembly Hall

General Information

Staff should accompany their classes to the assembly hall and ensure that they are calm and quiet as they enter. Any children likely to disrupt each other should be thought about in advance to ensure they do not end up near each other.

Staff have both a shared and collective responsibility with regard to discipline and should take responsibility for dealing with any situations they see even if it occurs in the middle of assembly. In extreme cases staff should remove a child from the assembly hall to allow the assembly to proceed uninterrupted.

‘Stay on Green’ behaviour colours are on display and should be referred to, in order to ensure consistency of language used.

Some Basic Rules of Conduct

- Children are expected to enter and leave the assembly hall in an orderly fashion, following corridor rules.
- Children are expected to sit quietly and respectfully during collective worship without fiddling or interfering with other children.
- Children are expected to fully participate in acts of collective worship including singing and saying any prayers.

This is a great time for staff to compliment other classes and for children to ‘catch a compliment.’

‘**Catch a compliment**’ is a simple, intrinsic reward – when a compliment is paid to a child/class, the adult with them should identify this as such. ‘Well done, my class, our great lining up has allowed us to ‘catch a compliment’ from Mrs X’. NB: you may need to check children’s understanding of what a ‘compliment’ is.

Behaviour in the Corridor

General Information

Large groups of children or classes should be accompanied by the teacher in charge of them. Teachers should think about who is walking together or, in the case of assemblies, will end up sitting together. Children who are liable to be disruptive together should be split.

In PE, children should always wear footwear walking to and from the hall. Please be particularly aware when children go to the toilet and ensure shoes are put back on before leaving the hall.

Some Basic Rules of Conduct

- Children are expected to walk sensibly, in single file, along the corridor on the left hand side.
- Children are expected to walk silently whilst in the corridor.
- Children are expected to leave the windows or displays alone as they walk past.
- Children are expected to walk along the corridors without interfering with other children in any way.

The bullet points constitute 'Green behaviour' – adults should use this agreed language with children so they 'catch a compliment'.

Positive Behaviour Management - Outside of the Classroom & in the Playground

The principles of the 'Stay on Green' system will continue outside of the classroom and in playground contexts.

Outside the Classroom:

- All members of staff will support positive behaviour
- Adults will have high expectations of learning and behaviour
- Children will be praised for showing positive behaviour
- Warnings and 'consequences' given for negative behaviour
- If children continue to choose to display negative behaviour, adult can send child to a member of SLT or, if the child refuses to go, can ask a member of SLT to come out to the playground (helping hand)
- Member of SLT will decide how to proceed

Playground behaviour – Playtime / lunchtime:

- 'Stay on Green' lanyards are available that adults may wear outside as visual prompts to use with children.
- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant and address 'tensions' before they result in incidents.
- All adults must deal with incidents appropriately following the principles discussed here.
- Midday Assistants and staff on playground duty must follow the procedures set out in this policy.
- Midday Assistants will have purple communication slips to highlight and record any significant positive or negative behaviour observed. These will be given to the School Business Manager and taken to classes straight after lunch in case any colour changes from lunch are communicated.
- There are blue thinking zones in the upper and lower playgrounds where children can be sent. It is the adult on duty's responsibility to make sure they can see the child at all times. After a few minutes, the child should tell the MDA who sent them there what they have to do to get back to *Green*.
- *Yellow* behaviour in the playground will result in the child being sent to alternative lunchtime provision for 10 minutes. It may be necessary to send a message via another child, or the senior Midday Assistant, as to the reason why.
- Red behaviour in the playground will result in SLT involvement through a 'helping hand' being sent to the staffroom.
- Key phrase to be used with children – **'What do you need to do to stay on/get back to *Green*?'**

Positive Behaviour management – Other Contributors

Circle Time

The school has taken a decision to incorporate 'Circle Time' into the curriculum in order to raise children's self-esteem, support wellbeing and as part of the overall behaviour management strategy for the school. Circle time helps empower children by developing social, emotional and communication skills that assists them to negotiate relationships, both now and in the future. It provides tools to engage with and listen to each other and can be used as an opportunity to solve problems affecting the class.

Generally, a session should be timetabled every week. The amount of time spent on a session will vary according to the age of the children. Circle time should be linked with the PSHE curriculum, but may also be used to address particular problems a class is facing, such as continued fighting in the playground, disrespect to a group of adults etc.

The format should be roughly the same each session.

- a game - fun, co-operative (may be used to spread children around and ensure a "mix" of children)
- a round - (e.g. "I can't think when....." "One good thing that happened to me recently was.....")
- open forum, generally linked to PSHE curriculum. Role play can be used as part of circle time, role playing problems and possible scenarios.
- celebration of success - (e.g. "Is there anyone in the class who you're pleased with because they were quiet and let you get on with your work?")
- a finishing game - fun, co-operative

Circle time should first and foremost be a POSITIVE time. This should be maintained throughout the whole of Circle time. In order to facilitate this, there are certain non-negotiable ground rules that should be made clear to all children and which should be re-visited frequently.

Common rules include:

- Putting hands up to speak, not interrupting and taking turns;
- Allowing children to 'pass' if they don't want to speak;
- Valuing all contributions and not putting anyone down;
- Anything mentioned in the circle is meant for the circle only. They must not gossip outside;
- If pupils want to say something private, they should see a trusted adult afterwards.

General Guidance on Dealing with Children in the Classroom

As a member of staff, your aim should be to nurture children and help them to learn to manage their own behaviour, helping them to take ownership and be responsible for that behaviour. It is important to teach children that they always have a **choice** as to whether or not they keep a rule, but with choices come consequences (positive and negative).

Some Basic Principles

- Keep Calm

It is important to keep calm in the vast majority of situations. 'Theatrical anger' has its (very limited!) place, but a teacher who is out of control through real anger is likely to react in unhelpful and ill-conceived ways. Where possible, pre-empt situations when they are small enough to be easily coped with and well-before you get to 'screaming pitch'. Keep your voice calm and quiet. Remember that the first person to be calm in any situation **should always be the adult**.

-Blame the Act, Not the Person

When criticism is given it should be directed at the act not the person, the behaviour not the child personally. For example not: "You are a rude boy" but, "Shouting at me was a rude way to behave, and is breaking one of our Golden Rules". Aiming the criticism at the behaviour and not the child reduces both the risk of labelling and resentment.

-Postpone the Resolution of a Problem

Not all problems have to be solved when and where they occur. Whilst any immediate dangers must be instantly acted upon, postponing the resolution of a problem for a short or a longer time can have advantages:

- it allows the both sides time to calm down and listen to reason
- an audience is avoided
- it can allow thinking time
- it can allow time to consult with colleagues
- it may not be so disruptive to either your teaching or the children's learning

Make sure you **DO** follow up though - a child must have **certainty** that you **will** follow it up. If necessary keep a note book.

- Don't Bully the Bully

It is especially important when dealing with 'bullies' not to model aggressive behaviour. Adults can be bullies too and it is important that not just the 'bully', but also other children, don't see you bully to achieve your own ends. Shouting or using bullying tactics can have the unfortunate effect of teaching children to use aggressive or even violent means to solve problems.

-Rewards and Sanctions

Be aware that some 'sanctions' can function as rewards to some children and vice versa. Ensure that our system of rewards and sanctions is implemented consistently with all children. Avoid punishing **all** the class or group. Always find at least a few who are rewarded for doing what was right.

Remember if you let a child off when they are committing misdemeanours:

- you can lose self-respect
- the child can lose respect for you
- you give the child an over-inflated idea of his own importance and how they can treat others
- you make it much harder to deal with next time
- you allow others to see them get away with it so that they may model that behaviour too
- you make it harder for the child to respond correctly in the next situation where they are faced with the same choice – ie: whether or not to choose the correct behaviour

Avoid keeping children back after school, this would constitute a detention and parents must be given notice, even for a relatively short time.

- Use of Attention

Far too often children gain more attention for behaving badly than behaving well. **It is important that children are noticed when they are behaving well.** Tactically ignoring certain minor misbehaviours may ensure that the child doesn't get too much attention. Remember when a child is misbehaving it is important to ensure that they do not become the centre of adult or peer attention. Always discipline quietly, preferably out of earshot or sight of their peers.

All staff have the responsibility to acknowledge other classes' behaviour around the school, complimenting and praising positive behaviour so that classes can 'catch a compliment'.

- The Principles behind Positive Correction

Our job is to **correct and guide** but, as teachers, we have the decisions as to whether to use our 'heads' or to give 'gut responses'. Our ability to deal with minor (and major!) classroom distractions and interruptions is much more effective if we use our heads!

- Reasons for Correction

- so that children own their own behaviour
- so that they respect the rights of others, including the right of the teacher to teach and the other children to learn
- so that children develop positive self-esteem
- to enable all in the classroom to build workable relationships

It is often secondary behaviour - the tone of voice, body language, having the last word - that makes us angry. Sometimes the secondary behaviour goes far beyond the primary behaviour that first drew our attention to the child.

Always deal **ONLY** with the primary behaviour at the time. If necessary tackle secondary behaviour at an alternative time - or if it is minor learn to tactically ignore.

Key Things to Remember

- The language we use. We need to think about this and whether we are 'saying' things we don't intend, either verbally or with things like tone, body language etc.
- Select the best strategy to get the child back to doing the correct thing as soon as possible and without displaying too much secondary behaviour.
- Always move from the least intrusive way to the most intrusive way by a slow build up. Don't fire all your guns at once!

- Be polite. Even if angry, remember to say 'please' and 'thank you'.
- Don't be afraid to apologise if you have made a mistake.

REMEMBER: Give a **CHOICE**, before a **WARNING**, before a **CONSEQUENCE**

Specific Strategies of Positive Correction for Dealing with Classroom Incidents

- Avoid unnecessary intrusion
- Small behaviours we may perform convey messages as powerfully as words we choose
- Use the 'When - then direction' - pleasant tone but no indecision in voice

1. Pause Direction

Use of teacher/ behaviour

e.g., "Tom, (PAUSE) back to your work, thanks" "Asiyah, (PAUSE) sitting down please".

Without pause the instruction can become lost. We are heard because of the pause.

2. Privately Understood Signals

Can be done from a distance -

e.g. Name - (PAUSE) A signal to an individual (e.g. the sign for '4 on the floor!') privately understood signal keeps direction or instructions at least intrusive level.

It is a powerful non-verbal signal.

3. Tactically Ignoring (either minor primary or secondary behaviours)

This can convey powerful signals to children.

i.e: Tactically ignore the secondary behaviour to focus on the primary behaviour for which you called the child's attention. If you focus on the secondary behaviour, both the child and you lose sight of the primary behaviour you want to address. Make a conscious effort to see how much of the secondary behaviour you can blot out to keep the focus on the primary behaviour.

4. Distraction and Diversion

Use humour to defuse a tense situation.

Allow take-up time - turn body away and convey 'expectation'.

5. Partial Agreement

It is not uncommon to answer back, challenge or want to have last word.

Partial agreement allows us to concentrate on the immediate behaviour without getting caught in unnecessary arguments.

"Maybe you were not the only one doing it, but I want you to stop it now, thanks". This approach keeps concentration on the primary issue and the primary behaviour. Give take up time by walking away. This gives the child the opportunity to save face and do what the teacher has asked.

If you are angry, you should say so – "I'm angry about what you've done, and I want you to" We should say we are angry but do not make it too long – do not enter into a slanging match.

Make a distinction between the behaviour and the person. If you have to convey intense anger, it is important to give children and yourself time to cool off. Do not hold grudges and resentments. Give time for the relationship to be re-established. It is important to repair and rebuild.

6. 'When – then' direction

Conveying conditional direction and putting some of the 'ownership' of the behaviour back onto the children.

7. Question and Feedback

It is important to consider the difference between an 'open' and a 'closed' question.

Don't ask "why" the child is doing something – they may not be able to express this.

Instead ask "what" they are doing.

If they don't answer, repeat until you get the answer you want.

Then ask "what **should** you be doing?"

"Let me see you doing it then."

8. Rule Reminders

Positive correction is what we do in the short term and the immediate moment - it needs to be balanced with preventative measures. Direct within the framework of rules. Rule reminders to individuals can be directed through questions, e.g. "Michael (PAUSE) what's our rule for playing with each other? (Wait for answer) Use it, thank you." **Keep the rule reminder positive and least intrusive in tone.**

9. Take-up Time

Give children enough time to do what you have asked them to do and enough time to save face. If you ask a child to do something and then turn away, it gives the child time to comply. Asking them to do something and watching while they do it conveys unnecessary confrontation.

10. Choice Direction

Given take up time, if a child still does not respond or comply with your request, it is important to come back and spell out the consequences of choosing not to comply. "You have a choice - you can either... or you can... The consequences would be.... Think about it. Thank you." We are conveying to the child that they have a choice - if they continue to break a rule there will be a consequence (immediate or deferred). Similarly, a more appropriate choice will result in a positive consequence.

11. Cool-off Time

This should be used when a child is being significantly disruptive and needs removing from the situation that is aggravating their inability to behave appropriately. They need to cool down before they are allowed back into the situation. The 'Helping Hand' system may be used in this situation.

Summary

- Our language - what we say and how we say it – is important.
- Language should be directional but positive.
- It is important to think how we can re-establish the relationship and keep a focus on encouragement rather than correction.

Responding to Misbehaviour

When a child's behaviour falls below the standard that can be reasonably expected of them, staff will respond in line with 'Stay on Green':

Blue behaviour	Time to reflect and think about how to get back onto Green
Yellow behaviour	Reflection sheet, usually in the parallel class (up to 10 minutes)
Red behaviour	Alternative lunch
3 x Red behaviour in a half term	Letter to parents/carers
Further (beyond 3) incidents of Red behaviour in a half term	Further consequence – typically after-school detention (40 minutes)

In addition, in cases of persistent misbehaviour, one or more of the following may be put in place:

- Behaviour plan
- Internal 'exclusion'
- Suspension
- Permanent exclusion (in the most serious of circumstances)

Suspension and permanent exclusion may be the result of a single serious incident or persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Decisions regarding these more serious consequences will be made on a case-by-case basis, in consultation with the Headteacher, considering any relevant circumstances and having regard to fairness.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils and should only ever be used as a last resort.

It may be appropriate to use reasonable force, in the following circumstances, to prevent a pupil from:






- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound Book and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Appendix 1

GOLDEN RULES		
<ol style="list-style-type: none">1. Be gentle - don't be rough or hurt others.2. Be kind - say nice things, do nice things.3. Be a 'trier' - try to work hard and let others work hard too.4. Be honest and truthful - don't hide it.5. Be a listener - don't interrupt.6. Look after and care for school things.7. Respect the adult on duty.		
<div>Be kind  -say nice things, do nice things</div>	<div>Be gentle  -don't be rough and hurt others</div>	<div>Be a listener  -don't interrupt</div>
<div>Be a 'trier'  -try to work hard and let others work hard too</div>	<div>Be honest and truthful  -don't hide it</div>	<div>Look after and care for school things </div>
<div>Respect the adult on duty </div>		

CORRIDOR RULES
<ol style="list-style-type: none">1. Move sensibly - don't run, push or overtake.2. Walk, without talking, on the left-hand side.3. Use the 'hair stare'.4. Keep your hands by your side (not in pockets).

PLAYGROUND RULES
<ol style="list-style-type: none">1. Be gentle - don't be rough or hurt others.2. Be kind - say nice things, do nice things.3. Play games that everyone can share.4. Respect the adults on duty.