

Strategies

At Shirley School, we have an agreed **behaviour language**. We separate the behaviour from the pupil and never label a pupil negatively. We treat behaviour like another subject in the curriculum and therefore recognise that it needs to be *taught* and that we as staff continually improve our subject knowledge. This results in pupils knowing that their behaviour can improve and that their learning behaviour can continually improve.

Circle Time

The use of Circle Time is central to our Positive Behaviour Policy. Circle Time provides a framework for the development of self-esteem and positive behaviour. We believe that circle time helps pupils feel unique and feel valued and respected. All teachers are expected to plan and deliver a quality Circle Time once per fortnight

Specific Praise

Staff aim to give pupils specific praise to reinforce behaviour. Non-verbal cues such as smiling and thumbs up are extremely important but to teach the learning behaviours expected, specific praise is used. Specific praise identifies the behaviours, or process, so that the expected behaviour is very clear to everyone.

That's great	Great talking to your partner there.
Well done everyone	That's great sitting, thank you.
I really like that.	I like the way you've joined the letters there.

During transitions, an ongoing commentary of **observation praise** works well to set clear expectations. E.g. "I can see X fetching his equipment, XX is already writing down the learning objective, XXX has opened their book ready to start, XXXX is looking at the board reading the instructions, X is looking at me ready to listen. Well done!"

Growth Mindset

The school uses a Growth Mindset (Carol Dwek) approach to improve learning behaviour. Examples of Growth and Fixed mindset are given below:

Growth mindset	Fixed mindset
<p>View mistakes as an opportunity to develop.</p> <p>Be resilient.</p> <p>Believe that effort creates success.</p> <p>Believe that talents can be developed and great abilities can be built over time.</p> <p>Praise effort and strategies.</p> <p>Give formative comments that emphasise effort and application.</p> <p>Build robust self-confidence.</p> <p>Spend time on problems and activities.</p> <p>Give pupils a strong voice in the learning process and a sense of purpose.</p> <p>Provide constructive criticism.</p> <p>Place importance on learning rather than marks/levels.</p>	<p>Praise pupils for being clever.</p> <p>Give comments that emphasise achievement.</p> <p>Praise pupils for achievements that come easily.</p> <p>Spend time documenting intelligence and ability.</p> <p>Direct pupils to which tasks to complete.</p> <p>Place importance on levels/marks rather than learning.</p>

<p>What you might say: praise the process</p> <p>Wow! Look at that!</p> <p>Tell me about it.</p> <p>Show me more.</p> <p>How did you do that?</p> <p>How do you feel about it?</p> <p>How did you work it out?</p> <p>I can see that you _____ (be specific to the process they've carried out)</p> <p>That looks like it took a lot of effort.</p> <p>How many ways did you try it before it turned out the way you wanted it?</p> <p>What do you plan to do next?</p> <p>That looks like it took so much work.</p> <p>Are you pleased with what you did?</p> <p>What did you struggle with today?</p> <p>You can grow your intelligence</p> <p>You can learn. You can stretch. You can keep mastering new things.</p> <p>I'm proud of you for sticking with it and taking the time to understand.</p> <p>Well done for trying something new.</p> <p>it's great that you're spending time trying to work that out. Let's work together to figure out what you don't understand at the moment.</p> <p>I don't think there's anything better in the world than a pupil hearing from a parent or teacher the words, you'll get there.</p> <p>You can't do it YET so keep going.</p>	<p>Smart</p> <p>Great</p> <p>Fast</p> <p>Best</p> <p>Pretty</p> <p>Good</p> <p>Quick</p> <p>Clever</p> <p>Beautiful</p> <p>Lovely</p> <p>Intelligent</p> <p>Right</p> <p>Amazing</p> <p>The best</p> <p>Better than _____ (another person)</p>
<p>Pupils may say:</p> <p>What am I missing?</p> <p>I seem to be on the right track.</p> <p>I'm going to train my brain in maths.</p> <p>This is going to take some time and effort.</p> <p>I'm going to work out how he/she is doing it.</p> <p>What can I do to improve?</p> <p>That's an interesting idea for improvement. How can I use that in my work?</p> <p>"This is hard, this is fun, what should we do next?"</p> <p>I'm going to have to practise this.</p> <p>What can I do to make my answer better?</p> <p>What shall I try instead?</p>	<p>I'm no good at this.</p> <p>I'm awesome at this.</p> <p>I just can't do maths.</p> <p>This is too hard.</p> <p>She/he's so smart. I wish I was as smart.</p> <p>My answer is fine the way it is.</p> <p>Look at examples won't make my work any better. I just want to know what level/mark I got.</p>

Instructional language

Instructional language helps to keep language clear and there is less room for manoeuvre. It clearly states what you expect to happen. We use instructional language by starting with an 'ing' verb to raise the expectation of the instruction being carried out. To be clearly understood by all, staff use **hand gestures**. This is particularly effective when talking to SEND or EAL pupils.

Non-instructional language	Instructional language
Shall we write the learning objective?	Writing the learning objective.
Why don't we go to assembly?	Going to assembly.
No, we're not going to the library.	Staying at the table to work.
Why don't you pick up the pencil now?	Picking up the pencil.
I'm waiting for everyone to face the front.	Facing me, in a straight line.
Don't run!	Walking.

Use of voice and body language

These two tools are instrumental to manage behaviour. Support is given to staff, through observations and filming, to ensure that they are using their voice and body language effectively.

Solving problems

The focus is on listening to each other. Staff and pupils are expected to follow the SEAL unit of 'Getting on and falling out' encouraging pupils to talk through the problem with the other person/people.

I feel..... when you..... because.....

Investigating problems and negative behaviours

Staff investigate problems and listen to both sides of the story. We never ask the question why as a reaction to undesirable behaviour.

The expected language from adults for problem solving is 'DWEPE' – Do Want Evaluate Plan

What did you **do**?

What did you **want** from doing this?

What happened as a result of what you did? What have you learnt from this? **Evaluate**

What will you do next time? **Plan**

Strategies for dealing with unwanted behaviour

- Apply the consequences very consistently
- Quiet reminders
- Pause and look
- Quietly remove an item if they're fiddling
- Draw into the lesson/activity
- Give them something to do
- Ignore
- Praise those displaying good behaviour
- Impersonal approach (e.g. 'Someone is tapping their board and I expect them to be looking this way, ready to learn')
- Peer pressure (e.g. 'I'm so sorry Bill but I can't hear you as someone is being very rude and talking over you.')
- Clear expectations and choices "Everyone is expected to..."
- Make it clear what will happen "if you continue to do that, your name will be on the board"
- Make it a corporate effort e.g. 'At Shirley School, we.....' 'Everyone on the playground....'

Appendix 2

	Positive focus	Catch them being good	<i>"Well done John, I can see you've made a start with your writing."</i>
	Positive ignoring	Intentionally not noticing	
	Positive cueing	In order to prompt the compliance of others	<i>"Thanks Stuart for looking at me when I asked."</i>
	Positive directions	Describes what should be done	<i>"Putting down your pen and looking this way"</i>
	Rule reminders	Restating a rule which has been previously agreed and is consistently enforced.	<i>"Peter, remember that rule."</i>
	Refocusing	Prompting on-task behaviour in a low-key way	<i>"Liam, how are you getting on?"</i>
	When...then...	Offers clarity to the expectation.	<i>"When you've finished your sprouts, then you can have your pudding."</i>
	Acknowledge and redirect	Recognises the reality but underlines the required behaviour	<i>"I'm sorry you're feeling angry but you need to come in."</i>
	Either/or	Enables choice	<i>"Francis, you can either put your lipstick in your bag or on my desk." (both positive outcomes)</i>
	Agreed consequence	Certain, consistent and fair	<i>"Milo, you have continued to disturb the others so you can finish at break"</i>
	Countdowns	Useful in giving take-up time, without compromising the next step	<i>"I'm going to count to five and then you'll need to finish this work at break-time"</i>
	Diversion	Giving them a completely different task to do or talking about something completely different.	<i>"Oh, here's that letter that Mrs J needs before lunch. Jo, please take this down to her." "oh, I wonder why all the leaves collect here instead of being scattered."</i>

The above table has been developed from an idea shared by The Harbour School, Wilburton.