



GILES JUNIOR SCHOOL

Achieving excellence through leadership

Behaviour and Pupil Discipline Policy

Purpose

Everyone at **Giles Junior School** has a part to play in promoting and maintaining high standards of behaviour. We employ a very positive (therapeutic) approach to promote good behaviour by encouraging children to make good choices. All staff are required to model the 7 Habits and should feel confident that the decisions taken by them are consistent with this policy and will be supported by colleagues. We recognise we have a collective responsibility to promote good behaviour. We use the 7 Habits to directly teach pupils to be proactive and take responsibility for their own actions whether in or outside of school.

We believe that outstanding teaching and learning will model outstanding behaviour and this, in turn, promotes highly effective learning. Our emphasis is on children being able to self-regulate and all staff need to know how to promote pro-social behaviour and to manage anti-social, difficult or dangerous behaviour, and have an understanding of what their behaviour might be communicating. This policy enables staff to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Who was consulted?

This policy was developed following several training sessions for all staff (based on the Step On method of behaviour management) with further input from all major stakeholders (staff, governors, parents, pupils and the Lighthouse Team) in the school. Parents are encouraged to support the policy through the home-school agreement.

Aims

- To promote equal treatment and equal access to educational opportunity within the school community.
- To promote an environment where we help our pupils' self-discipline and to learn that they are responsible for their own behaviour.
- To create a calm and ordered learning environment.
- To encourage consideration for others in the community.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- To ensure that appropriate behaviour is encouraged and recognised.
- To develop pupils' pride in the school, in learning and in effort as well as achievement.

What the Law Says:

The head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;

- prevent bullying
- ensure that pupils complete assigned work; and which
- regulates the conduct of pupils.

The School closely follows government guidance on:

- screening and searching
- the power to use reasonable force and physical contact;
- the power to discipline beyond the school gate.

Rights and responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. Throughout our curriculum, we endeavour to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

The School only has 3 rules:

Be Safe

Be Respectful

Be Ready to...

These rules are supported by the use of the 7 Habits. The children in the Lighthouse Team came up with these rules in 2018 and felt that they covered all aspects of good behaviour.

Children's rights	Children's responsibilities
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.	To be proactive. To have a mission in life and set goals To synergise and be considerate. To keep your hands and feet to yourself. To put first things first and complete their work on time.
To have appropriate access to the school's facilities, including the playground and outside areas.	To share equipment with others. To care for equipment. To play safely and with consideration for others, thinking win-win.
To have appropriate access to the teacher's time.	Not to demand attention all the time. To try to be cooperative. To seek first to understand.
To have a safe environment.	To act in a safe and responsible manner for themselves and others.
To be heard and be able to express opinions.	To seek first to understand then to be understood - speaking out but also to listening appropriately. Not to put others down. Not to dominate.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To contribute to discussions regarding fair school expectations and consequences with their peers and with adults. To strive to achieve Level 5 learning behaviours.

Curriculum and learning

We believe that a carefully structured curriculum and effective learning play a significant part in contributing towards appropriate behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback, all help to avoid the alienation and disaffection that can lie at the root of poor behaviour. We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. All children should be treated sensitively; criticism should never damage self-esteem, focusing on the behaviour rather than the individual child. All adults who have contact with children, including teaching assistants, lunchtime staff and support staff, need to be aware of the vocabulary used, tone of voice, body language and the key ideas that are introduced to the children. There is a school ethos of using positive phrasing whenever possible.

Staff rights	Staff responsibilities
To work in a pleasant and safe environment and to be able to achieve job satisfaction.	To model the 7 Habits at all times. To be proactive and not reactive, even with the most difficult and dangerous pupils. To play a part in the running of the school. To prepare lessons thoughtfully. To identify unsafe ideas and practices.
To have support from within the education system, including other members of staff, if required.	To seek support if required To provide support both informally and formally.
To be involved in a collaborative decision-making model within the school (curriculum and organisation).	To consult with each other and reach agreement. To make an effort to be involved.
To be treated with courtesy and respect by all.	To treat others with courtesy and respect.
To be able to create time-away situations for children when they are disrupting other people's rights.	To use time-away appropriately. To follow up time-away with 'reflect, repair, restore' approach.
To contact, and have back up and co-operation from parents/carers. To be informed of family situations and home problems where they may affect behaviour and attitudes at school.	To contact the parents/carers if there is a problem and let them know before the child gets home. To be approachable, to listen, to make the time, to act on information. To record these conversations appropriately using the school's systems, such as CPOMS.

Classroom management and environment (Teaching and Learning policy)

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages about the extent to which the children and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative; they should be arranged to aid accessibility and reduce uncertainty. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment.

Agreed school-wide non-verbal signals for classroom management include:

- The stop signal (hand out in front, while making eye contact with the child)
- Name and one index finger from them to your eyes (to signal looking at me);
- Name and four fingers pointing to the floor (to signal all four chair legs on the floor);
- Hands in lap (to signal put everything down or put hand down).

Giles Values are the principles that come from the 7 Habits

Within the 7 Habits there are 27 principles which are similar to values, instead of teaching a value each week or every month, these principles are modelled on a daily basis through direct and indirect teaching and modelling.

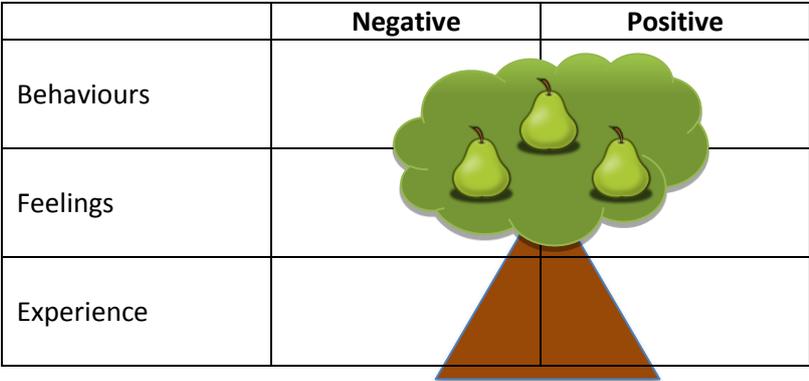
- Habit 1:** responsibility, choice, accountability, initiative and resourcefulness
- Habit 2:** vision, commitment and purpose
- Habit 3:** focus, integrity, discipline and prioritising
- Habit 4:** mutual benefit, fairness and having an abundance mentality
- Habit 5:** respect, empathy, mutual benefit and courage
- Habit 6:** cooperation, respecting diversity, creativity and, most importantly, humility
- Habit 7:** continuous improvement, renewal and having balance in your life

We use positive phrasing when referring to these values. For example, “Thank you for showing you are ready by lining up quietly,” as opposed to, “You are lining up noisily and are not ready.”

The Giles Roots and Fruits Tree

We work hard to develop a therapeutic view of children’s behaviour. We recognise that negative experiences can create negative feelings; negative feelings can create negative behaviours. Conversely positive experiences can create positive feelings; positive feelings can create positive behaviour. We make effective use of Personal, Social, Health Education (PSHE) lessons to help children understand this view.

The Roots and Fruits Tree has been created with the children and are referred to when exploring children’s behaviours, feelings and experiences. This tree may be used as part of the ‘reflect, repair, restore’ process (see below).



This model is also used in solution-focused circles. This is a meeting of school staff who work most closely with a child, to explore their behaviours and develop strategies to create more positive feelings and behaviour. Outcomes from these sessions are documented, shared with staff and reviewed. The school also uses anxiety mapping to discover trigger points and times for individual pupils.

Nurturing ethos

In line with our nurturing ethos, we understand, ‘All behaviour as communication’. We are a nurturing school and this approach underpins our PSHE curriculum. In addition, we offer individualised nurturing interventions for specific children. This is decided on a term-by-term basis by the Assistant head teacher and the SLT.

Positive learning behaviours

At Giles Junior School we also use our positive behaviour system to develop positive organisational, social and learning skills, which help us to learn effectively. In individual classrooms, these are translated into Level 5 learning behaviours and specific skills may be focused upon at various times. Some children may find some of these skills easier than others. In addition, Giles has a set of life skills (taught through the 7 Habits) which underpin our curriculum and enrichment activities.

THE 7 HABITS

WHAT PARENTS, TEACHERS, AND BUSINESS LEADERS WANT

	COMPETENCE	CHARACTER
HABITS 1–3 (INDEPENDENCE)		
Be Proactive Begin With the End in Mind Put First Things First	<ul style="list-style-type: none"> • Goal Setting • Planning • Time Management • Organization 	<ul style="list-style-type: none"> • Initiative • Responsibility • Vision • Integrity
HABITS 4–6 (INTERDEPENDENCE)		
Think Win-Win Seek First to Understand, Then to Be Understood Synergize	<ul style="list-style-type: none"> • Conflict Management • Listening/Empathy • Speaking Skills • Problem Solving • Teamwork 	<ul style="list-style-type: none"> • Respect • Ethics/Manners • Honesty • Openness • Valuing Diversity
HABIT 7 (WHOLE PERSON)		
Sharpen the Saw	<ul style="list-style-type: none"> • Physical Wellness • Social Skills • Mental Skills 	<ul style="list-style-type: none"> • Emotional Stability • Contribution/Meaning • Desire to Learn • Fun/Happy

As these are expectations of children at Giles Junior School, all adults will also ensure they practise these skills. If a member of staff is speaking to a child, other members of staff will resist interrupting (be this for positive or negative affirmation), unless this is absolutely necessary.

Emotional Bank Accounts

Each class has an Emotional Bank Account and children are expected to make deposits at least twice weekly. Each class should have emotional bank account leaders who ensure that all pupils are getting at least two deposits per week.

Recognising good behaviour

At Giles Junior School we believe that children will learn best if they have high self-esteem. We believe children will make positive choices if there is an expectation and a climate of positive behaviour. We endeavour to 'spot children being good' in order to reinforce the positive behaviour we expect to see.

In recognising good behaviour, we endeavour to foster intrinsic motivation and the importance of good choices. Children who demonstrate the 7 Habits and behave appropriately will be recognised in the following ways:

- positive verbal praise;
- non-verbal recognition (eg. thumbs up);
- tokens to recognise 7 Habits;
- sharing work with the class;
- displaying work in communal areas and in class as Pegs of Pride;

- direct praise to parents/carers at the end of the day and by personal phone call;
- Leader of the Week award (for showing elements of the 7 Habits);
- sharing work with parents/carers;
- rewarded with responsibility or jobs;
- sharing work with another adult;
- sharing work with a member of the senior leadership team

Leader of the Week

Each week, one child from each class will be chosen as the Leader of the Week, for demonstrating a habit which reflects a principle/value. Their name will be read out in the leadership assembly and the reason for this is shared with the whole school. These children are given a certificate and their names are then placed on the Leadership wall.

Termly Merits

Children are chosen to receive a merit award at the end of each term. Parents are invited to attend this assembly and are informed about the assembly but not about the specific merit their child is going to receive. Children who have attended for 100% of the term also receive a merit. A special merit is given for those who have attended all year.

Inappropriate behaviour – low level

We understand that children may not always make the right choices. In lessons, low-level disruption should be dealt with quickly and in a low-key way, so learning is not adversely affected. When an adult speaks to a child they must first recognise one or two children who are doing the right thing. If the child does not change their behaviour, the teacher should move over to the child and quietly give:

- **First warning** – the child is told why their behaviour is unacceptable and is redirected.
- **Second warning** – as above. Some children may need a visual reminder on their desk.
- **Complete learning in a partner class** – children who continue this behaviour will be asked to complete their learning in a partner class
- **Time away** – the child is sent to the Den for 15 minutes to continue their learning there, they must be escorted by a member of staff (a member of the Den staff will deliver the child back to the class)

Please refer to Appendix 1 for useful behaviour management strategies.

We all have the right to feel safe all of the time. We can talk with someone about anything, even if it feels small and unimportant and four key questions should be used (below).

- What did I do?
- What was I thinking when it happened?
- How do I feel?
- How can I fix it?

For most children this process will be successful and children will learn to reflect upon their choices and self-regulate their behaviour. This process should be followed consistently by all adults, during which time adults may use strategies such as:

- tactical ignoring;
- spotting good behaviour;
- non-verbal cues;
- privately understood signals;
- being firm, fair and consistent;
- take-up time;
- reducing noise/distractions;
- conditional directions (When...then...);

- value and expectations reminders
- partial agreement
- bespoke visual cues using communication imprint.

The next steps...

Inappropriate behaviour – disruptive and/or aggressive

If a child refuses to leave the classroom/playground/area (despite take-up time), is becoming extremely disruptive or is aggressive, then a member of the Den or a member of the senior leadership team will need to be called using the radio system (see Appendix 2 for codes relating to their use) to remove the child to the Den. Members of classroom staff may need to support this process.

The following de-escalation script (displayed in the staffroom and as detailed in staff behaviour and safeguarding training) will be followed:

- Child's name
- I can see something has happened/ What's up?
- I am here to help
- Talk and I will listen/Tell me what's happened, I'm trying to seek first...
- Come with me and...
- Thank you

AT ALL COSTS, adults must avoid recounting what the child has done in front of the child, especially if the child is agitated. If the adult feels their account of the incident needs to be heard, they will need to initiate a conversation when (e.g. break time) and where (e.g. head teacher's office) appropriate. It may be more appropriate to write it down and hand it to a senior leader. In recounting an event, staff will be careful to separate fact from opinion.

Reflect, repair, restore

Once the situation has been made safe, the following procedure will be followed:

- The child will be given time away until they calm down (usually takes at least 20 minutes);
- An adult, who may or may not have been part of the original incident, should then try to find out why an inappropriate choice has been made and the child should be helped to understand why their behaviour is not acceptable;
- A flowchart/comic strip will be drawn to encourage the child to reflect upon their behaviour and recognise other choices they could have made. This will be held on the child's record;
- Adults should stress it is okay to make mistakes as long as you learn from them;
- Consequences should be timely, fair and reparative (e.g. write an apology letter). This may result in the loss of playtime or lunchtime.

Such behaviour should be recorded on CPOMS.

Restorative questions include (suggested order):

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected? And how?
- How can we put right the harm? How can we mend this situation?
- What have we learned so as to make a different choice next time? *Next time I'm... I will...*
- What would you like to happen next?
- How can we make things better for...(you)?
- If everything was going to be alright what would need to happen?
- How can you help put this right?
- How can we make it okay for you to go back to lessons/activities?
- What do you think... might need?

Where another child has been hurt, the **Restorative Justice Approach** should be used to support both the victim and the aggressor. School leaders will obtain the view of the victim first. School leaders will interview other children and adults who were witnesses to the incident to ensure they have a clear understanding of the incident. On such an occasion the aggressor may be kept away from the class and other children for a longer period of time (e.g. the rest of the day).

If a child is repeating the same behaviours again (e.g. deliberately hurting other children), a member of the senior leadership team will call a review meeting. At this review meeting a decision will then be made about **individual behaviour plans**.

- The child's class teacher will manage this plan and it will be the responsibility of this teacher to ensure adults are briefed and deployed effectively. Any questions about the day-to-day management of the plan will be directed to the class teacher in the first instance.
- The senior leader will make a decision about accessing external advice or exclusion (see below), as only they will have the full picture about home issues, previous support, mental health, other professionals who are involved with the child, and other influencing factors.

The Den

This is a safe space for pupils to use at any time of the day. Several members of staff, including learning mentors, work in the Den to support pupils who struggle to stay in class. Pupils can either be asked to go to the Den or may choose to take time out in the Den if they feel they are going to be unsafe or need some support from staff. For children who have been sent to The Den, any work which is not completed within an allocated time must be finished in their own time, which may be at break, lunch or at home. This use of their own time will be repeated until the work has been completed. On the odd occasion, it may be necessary to use the Den as a place for internal exclusions. These need to be recorded on CPOMS.

Lunchtime

At lunchtimes, positive learning behaviours are still maintained but the children follow the lunchtime procedures lead by the Senior Supervisory Assistant, who is supported by the Senior Leadership Team. Where possible, poor behaviour is dealt with immediately so that it does not carry over into the class and learning time. Each class has their own Meal time supervisor so that a relationship can be built and children have a person they can go to.

Reflection

If a child has behaved inappropriately and needs time to write a letter of apology or to think about their behaviour and how it could be changed in future, they may be sent to Reflection. Parents are notified either by phone or by parent mail. If a child has more than 1 reflection or an internal exclusion, they will lose 5 minutes of the allocated reward time (bouncy castle/other activity) for each reflection after that (10 minutes for an internal exclusion). During the reward time missed, the child can look at why they had a reflection, celebrate any changes being made and think about how to avoid this in the future with a member of SLT as appropriate. For children who have separate behaviour plans this will be made explicit as part of the plan.

Loss of representing the school

If children are behaving in an unsafe manner their consequence may be that they cannot represent the school as it would not be safe for them to be out of school. This decision will be made by the PE teacher, at least two days before the fixture.

Individual behaviour plans (IBPs)

Some children, including those with SEN relating to behaviour, will find it continually difficult to conform. Individual strategies will therefore need to be implemented to support them.

This may include the use of clear targets with alternative or specific rewards or consequences, scripted conversations and the use of our Learning Mentors and the Den, as well as outside agencies (e.g. Education Support Centre, Larwood Outreach, Educational Psychologist). In such cases, Giles staff will complete behaviour logs, Roots and Fruits logs and anxiety maps to monitor incidents and identify patterns of behaviour.

For children demonstrating persistent disruptive/aggressive behaviour, the Inclusion Leader (with the class teacher and other key adults), will complete a Risk Assessment Calculator (RAC). For children with a risk score of 6 or more (probability x seriousness), an Individual Management Plan (IMP) will be completed. This will include specific descriptions of behaviour and the strategies to be employed. This will be shared with all key staff and the child's parents/carers. It will be regularly reviewed.

We recognise that some behaviours have been learnt over a long period of time, and therefore are likely to take a while to 'un-do'. Whilst plans are under regular review, strategies need to be given sufficient time to work. Parents/carers will be continually involved in supporting the school in managing their child's behaviour. It may also be appropriate to complete one or more of the following:

- Safety and Support Plan (SSP), if the child is a risk to others;
- Early Help Module (EHM) if multi-agencies are involved with the child;
- Pastoral Support Plan (PSP), if the child is at risk of exclusion;
- Risk And Management Plan (RAMP), if the child is exhibiting sexualised behaviour.

In some cases, it may be appropriate to temporarily place a child on a reduced timetable and work with them in the Den 1-1 with opportunities for social interaction from their class as appropriate. This will always be in agreement with the child's parents/carers and will be kept under regular review, with an aim to reinstate a full-time timetable. In such cases, the Local Authority will be informed by the Inclusion Leader. This will be supported by a PSP.

Exclusion

We recognise that some children will not make good choices and this sometimes results in extreme negative behaviour. The head teacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time. Instead they carry out their learning activities in the Den. In extreme situations the head teacher may decide that **fixed term exclusion** is appropriate. Any decision made of this nature is never taken lightly. As part of a fixed term exclusion, parent/carers will receive a letter (with official wording). The child will be invited to attend a reintegration meeting with their parent/carers. This discussion and agreed actions will be documented.

We work hard to use strategies other than exclusion however, in some cases, where behaviour is extreme, persistent, reoccurring or violent, permanent exclusion may be necessary. In this situation, Local Authority and DfE guidelines are followed and the head teacher and parents/carers are involved.

Bullying and harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying extremely seriously and work with members of our school community so that they know:

- What the school means by bullying (STOP: Several Times On Purpose);
- Why bullying is totally unacceptable;
- How we address bullying;
- Support for those who have been bullied or those who demonstrate bullying behaviour;
- Consequences for those who demonstrate bullying behaviour.

(for further information see the Anti-bullying Policy)

Malicious allegations by pupils against staff are taken very seriously. In such cases the head teacher will be involved and carefully considered actions will be taken.

Physical intervention

Members of staff should only physically intervene to prevent a child injuring themselves or others, or causing damage to school property. Physical intervention is very rare and is in line with Herts Steps guidance and training, and our restrictive physical intervention policy. The adult should always seek assistance from another adult through our walkie-talkie system. A member of the Senior Leadership Team should be informed as soon as possible, the incident should be recorded and a parent/carer should be informed (*for further information see the Restrictive Physical Intervention Policy*).

Absconding from school site

We have a secure site with door access control. We have clear routines and procedures in place, but the site is only as secure as the people who use it and the whole school community has a responsibility to help us maintain security. Our children and parent/carers are crucial to this process and we encourage them to report any concerns to the school office. We take care to maintain a secure site around the perimeter of the school and all children are supervised at all times. In the unlikely event of a child leaving the school premises without permission, staff have been asked never to chase after a child, but rather to report immediately to the senior leadership team. The parent/carers and police will be informed immediately.

Links with home

At Giles Junior School we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school.

This information is shared by:

- Newsletters and through awards which are sent home and published on the website;
- The procedures as laid out in this policy;
- Ensuring parents/carers are involved in supporting the school in managing their child's behaviour.
- By SLT members at the school gate

Parent/carer rights	Parent/carer responsibilities
To have information on school processes and curriculum.	To ask for information if they are unsure or want to know more.
To be able to participate in school activities and decision-making processes.	To make the time to be involved. To make the effort to let us know if there have been changes in circumstances that might affect their child's behaviour.
To receive and offer information about their children's education and behaviour.	To be open, encouraging and willing to listen. To develop with staff, workable solutions to problems.
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To let the school know of concerns about behaviour issues. To accept that certain children will operate outside of the behaviour policy and may need extra incentives to support them.
To expect that there will be no cultural, sexual or	Not to discriminate.

physical discrimination against parents/carers or children.	
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Staff training

Staff are given a copy of this policy as part of their induction to the school.

As part of on-going professional development all staff are regularly reminded of the importance of following this policy. We draw upon training from **Herts Steps** in our approach to managing challenging behaviour. One senior member of staff is trained as a Herts Steps trainer and can deliver training to Giles staff. Staff receive whole school behaviour training at least annually.

In addition, staff access specific training according to their role and the needs of the child/children with whom they interact. For more specialist training, we adopt a cascade approach. This means only a couple of staff may have attended specific, in-depth training, and they then disseminate this information as appropriate. Staff training records are regularly reviewed as part of the appraisal process and school improvement planning. Where gaps in knowledge and understanding are identified, or where a member of staff wishes to further enhance their skills, training will be accessed when it is available.

Procedures for review and evaluation

This policy is a 'living policy'. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- ✓ The completion of short questionnaires by pupils, staff and parents/carers;
- ✓ School Council feedback;
- ✓ Involvement of pupils in environment walks and interviews;
- ✓ Classroom observation.

Staff are kept informed of changes via staff communication systems.

Parent/carers are kept informed of changes via the newsletter and the school website. Paper copies are available from the school office

Complaints

The school's procedures for dealing with complaints about behaviour are a part of the school's procedures for handling all complaints.

Related Policies:

- Anti-Bullying Policy
- Child Protection Policy
- Complaints Procedure
- Equality and Diversity Policy
- Restrictive Physical Intervention Policy

Date for review: - January 2020

Approved:

Date:

Distribution:-

A copy of this policy will be available to:-

a) all school governors

b) all school staff

c) all Parents.

Appendix 1 – Useful behaviour management strategies

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel told off too. Some children find direct praise hard to handle, so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal (a smile, a thumbs-up or a sticker). Expand your vocabulary for praise.

Acknowledging feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Being aware of the child's feelings can pre-empt them resorting to other ways to get your attention. Remember all behaviour is a language and the child is only trying to communicate his/her feelings.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Develop systems

Very clear systems help to minimise disruption. Consider how children line up, where they sit, who gives out and collects in equipment, how children move around the school, how they change for PE, what happens at home time, how they use the cloakroom/toilets etc.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings... "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- your position in the class;
- your proximity to disruptive children;
- your facial expression and the use of eye contact;
- your posture;
- your tone of voice and choice of words.

Address the behaviour, not the child

Give an “I” message. State clearly “When the work is not finished, I feel upset and frustrated and I was thinking what does ??? need to get this done...” rather than criticising the child. This ensures behaviour is addressed, and models assertive behaviour.

Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

Use positive language

Instead of saying, “Will you stop talking” say, “I’d like everyone listening, please”. Instead of “John, stop turning around and distracting Mike” say, “John, I’d like you facing this way and getting on with your work... thanks.” Instead of “Stop running!” “Stephen, walk through the hall...thank you.”

Choice, direction and ‘when...then’

1. “Jamie, you can either work quietly by yourself or you can come and sit with me”.
2. “Josh, when you have shown me level 5 learning behaviour, then you can go out to play.”
3. “When you have finished tidying up your area... then you can sit wherever you want....”

Pause Direction

Children are in the bubble of their own a lot of the time. Just because you start talking, doesn’t mean they hear you. Make a deliberate pause between gaining a child’s attention and a direction, to ensure they have had sufficient ‘take up’ time, e.g. “Michael (*pause*) ...David (*pause*) ...could you face this way and listen, thanks”. Gain their attention, with eye contact.

Take-up Time

Simply, “Michael... (*pause to gain attention*) come here a sec.” Then look away and talk to someone else. Michael will come. It also works in the corridor. “John, come over here for a sec”, then walk away to a private area. John will follow. You can then have a quiet word about the behaviour.

Mindfulness

Techniques such as ‘feet on floor, bums on seat’ (FOFBOS) may help to refocus pupils during periods of sustained work or to settle pupils after transitions.

Appendix 2

Radio Protocol – when pupils in class

Please avoid the use of pupil names in relation to behaviour incidents. State the **class and gender** followed by any other necessary information.

If a pupil leaves the class without permission:

- 1) If you have a Teaching Assistant (TA) they should follow them to locate, where they will be encouraged to return to class or go to “The Den” if appropriate. They should de-escalate the child using relevant strategies – follow script if a child has one.
- 2) The TA should take a radio and ask for assistance if the child is escalating.
- 3) If the TA is unavailable or unable to encourage the pupil to go to “The Den” then radio for a member of “The Den” to de-escalate.
- 4) The TA should prepare relevant work for the child to be sent to the den as soon as possible, this should be linked to current learning they are missing.
- 5) Should the TA be unable to locate the child or if the teacher is unable to leave class then a **Code M** should be issued using the usual specifics.
- 6) When a member of staff has located the pupil radio “**stand-down**” so staff can discontinue the search.
- 7) Should the pupil begin to escalate then staff from “The Den” should radio a code 5 for SLT stating the location and pupil info.

If a child is being continually disruptive and the behaviour system has been followed (see behaviour policy) then the following procedures should be followed:

- 1) Ask the TA to encourage the pupil outside to de-escalate, or to go to “The Den”, escorting them there.
- 2) If the child refuses or continues to escalate issue **Code 5** and state you would like support from “The Den”. The Den will respond by saying “On the way. Stating who they are.”
- 3) Should staff from “The Den” feel it necessary then SLT will be radioed to support .

Where the behaviour policy is not being applied for specific pupils a separate plan/script should be in place. All staff need to adhere to this, ignoring all secondary behaviour.

For a small number of children, a **code 6** will be issued. This will be identified on their plan.

If a child becomes dangerous or aggressive and you are concerned that they may harm themselves or someone else, then a **Code 10** means a member of SLT will assist immediately. The member of SLT will say who they are and on their way. The result of a code 10 may result in an internal or external conclusion and parents will be informed.