

### Dealing with negative behaviour

#### Positive strategies for dealing with negative behaviour

- Show respect for all parties.
- Look for and verbalise the positive in a situation
- Remain calm and deal with the situations quietly (in private if possible)
  - Avoid confrontation
- Deal with incidents promptly (but consider requirement for “Cool Down” time for EBD/SEN pupils)
- Investigate a situation to gain each party’s point of view to ensure fairness
- Encourage verbal reasoning and help children accept responsibilities
- Label the behaviour, not the child. Low self-image is often behind a child’s behaviour, so labelling the child may make the situation worse instead of better.
- Recognise the importance of good communication and home/school partnerships working for the good of the child.

#### Consequences for negative behaviour can include

- Eye contact between member of staff and pupil/proximity – may be enough by itself to prevent escalation
- Verbal reprimand (quietly wherever possible)
- Missed social time
- Work missed due to poor behaviour: completed after lesson
- Responsibility removed
- Apology given (verbal or written)
- Child moved to work alone
- “Reflection” written, based on School Rules
- Parents notified
- In extreme situations: Exclusion (Internal, Lunchtime Fixed Term, Session Fixed Term, Permanent)

#### Stepped Consequences

The following list and table is an example of how sanctions and procedures can relate to each other, and how their use can relate to particular instances of negative behaviour. It is a guideline, and flexibility, particularly when dealing with children with Special Educational Needs, as well as consistency is important. Repetition of a behaviour can lead to the next step.

- 1 Verbal Reminder/warning
- 2 Name recorded
- 3 Loss of 5 minutes of next break/loss of reward time (can be repeated)
- 4 5 minutes’ reflection/refocus time outside the classroom
- 5 Reflection time 10 mins or at discretion of staff member – reflection slip filled in
- 6 Parental involvement – reflection slip sent home

- 7 Head and parents' meeting – IBP and BST involvement to be considered
- 8 Internal Exclusion
- 9 Fixed Term Exclusion
- 10 Permanent Exclusion

<b>Negative behaviour</b>	<b>Examples of remediation techniques and language('First response')</b>	<b>Suggested consequence begins at:</b>	<b>Other actions</b>
Shouting out/ making noises e.g. when teacher giving lesson input		1	
Name-calling		2	
Stealing		5	
Running Away		6	
Spitting		5	
Lack of respect e.g. talking during visitor's session		5	
Abuse of toilet facilities		5	
Refusal e.g. ignoring or refusing to do as an adult asks	Say very factually what is expected and outline choice. E.g 'We are learning.....the positive choice would be to join in. I'll give you a few minutes to decide what you'd like to do. When you're ready I can come and work with you' If this doesn't work move to the sanction	5/6	Incident recorded (e.g. on behaviour log)
Physical: destruction of property		6	Incident recorded (e.g. on behaviour log) – SMT made aware
Physical: Violence causing harm to others	Send for a senior member of staff / HT. Then, if safe, intervene to stop the behaviour e.g. an arm between two pupils. Say "I can see you are both really upset. You need to calm down so that we can resolve this." Send children with an adult to a senior member of staff for a time out or remove other children from the scene	6-8 dependent on severity	Incident recorded (e.g. on behaviour log) – SMT made aware
Physical: threatening		6	Incident recorded (e.g. on behaviour log) – made aware
Swearing at adults		6-8 dependent on severity	Incident recorded (e.g. on behaviour log) – made aware
Swearing at another child		5	Incident recorded (e.g. on behaviour log)
Swearing as a reaction to an event		3	
Rude gestures		4	
Racist Incident		5	Needs to be reported to LA via HT and office

Self-harm		Dependent on situation	Report to Designated person for Child Protection
Exposure of private parts/looking at others'		Dependent on situation	Report to Designated person for Child Protection