



Behaviour Policy

Key Document Details

School Name: Drove Primary School
Version no: 1
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Approved by: LGB

Ratified date: 1-9-2023
Interim review date: n/a
Next review date: 1-9-2024

1. Aims and Expectations

It is a primary aim at Drove Primary School that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community and our values are built on mutual trust and respect for all. Our behaviour policy aims to promote a learning environment where everyone feels happy, safe and secure.

It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. As a school we aim to reward good behaviour choices as it is believed that this will develop an ethos of kindness and co-operation throughout our school.

We aim:

- For all children to feel safe in school.
- To develop a secure, stimulating, calm working environment.
- To ensure all children feel valued, respected and listened to.
- To provide opportunities for all children to learn without interruption.
- To promote equal opportunities where children are aware that all adults are striving to provide a consistent and fair approach to behaviour.
- To ensure adults are positively reinforcing appropriate behaviour through a positive learning environment.
- To encourage a positive attitude fostering trust, respect for self, others and the environment.
- To adopt an assertive approach to behaviour.
- To make children fully aware of appropriate behaviour and the consequences of their action.
- To encourage everyone to take responsibility for their own behaviour.
- To ensure that all parents are fully informed and involved in our behaviour policy.

2. Identifying Appropriate Behaviour

2.1 The Classroom

- Each class establishes and displays 'Class Values' which are regularly reviewed and linked to the school values.
- Adults are constantly highlighting and reinforcing positive behaviour through positive

language.

- Negative behaviour is analysed to find the positive alternative. This happens through using ABC (Antecedent, Behaviour, and Consequence) charts.
- The children are given ownership of the school values through a variety of consultation opportunities.

2.2 There are clear consistent procedures for appropriate behaviour during:

- Playtime
- PE
- Movement around the school
- Lunchtime

Children will know these values and procedures and understand them. They will be enforced by all members of staff.

3. School Rules

Children and teachers will focus on the school values and consider the following areas

- Listening and speaking
- Movement around school
- Respect for property and each other
- Truth and honesty

3.1 Around the school

- Enter and leave the school building through the correct door, quickly and quietly.
- Children must have the teacher's permission before leaving the classroom for any reason.
- Be polite - open and close doors carefully and safely for adults and each other.
- Walk around the school quietly and sensibly.
- Walk down the stairs on the appropriate side.
- If you have to wait do so quietly.

3.2 Consequences

- Any child running or shouting will be sent back, to walk appropriately using the positive language 'Show me good walking' and 'Show me you can do that quietly'.

- Any child not holding open a door for a following child will be sent back using the language 'Show me you can hold doors open'.

3.3 PE

- Bring appropriate clothing, especially footwear to school each week.
- Hall work to be done in bare feet/with appropriate footwear
- Children must be taught and supervised appropriately in the setting out, using and putting away of equipment.
- Enter hall calmly and wait quietly for instructions.
- Jewellery and watches must be removed (small sleepers or studs are acceptable).
- Long hair must be tied back.
- Excused children work under supervision or watch, wearing appropriate outdoor clothes when necessary.
- Trainers or plimsolls must be worn outside (shoes are not acceptable).
- A note or phone call from parents / carers is required for non-participation.
- Extra footwear and kit is available.
- Shoes must be worn if children leave the hall to walk to the toilet.

3.4 Playtime

- Children should be encouraged to play together positively.
- All children should go to the toilet before play. Lower Primary children should use the toilet in emergencies by the First Aid Room.
- Children are not allowed in school buildings during playtime unless permission is given.
- Healthy snack may be eaten at playtime.
- Playground benches are for sitting on only.
- First bell, stand still.
- Second bell, walk to class lines on the playground.
- Teachers promptly collect children who walk in quietly and sensibly.

3.5 Playground Equipment

A wide range of equipment has been provided to support children during unstructured play sessions. The children are encouraged to develop both their social and physical skills. Adults supervising lunch playtimes should be proactive in encouraging children to use the equipment and organise playtime games.

3.6 Dining Hall

3.7 Foundation Stage / Lower Primary

- Teachers take R – Yr 4 children to the hall for lunch.
- Reception children will be sat and Teachers and TAs will bring lunches to them.
- Hot Dinner children collect their lunches as directed by MDSA's and then go to allocated seats. Packed lunch children sit down and begin eating their lunch straight away.

3.8 Upper Primary

- Staff supervise children as they collect their coats and lunchboxes.
- Children are supervised on the stairs on their way to the playground.
- Children are supervised in the hall and on the playground by MDSAs
- Children enter and leave the hall quietly.
- Children can talk quietly to children near them.
- Children sit wherever the MDSA directs them.
- Children stay in their seat until they have finished eating and the MDSA has told them they can leave.
- Children eat their food quietly, in a polite and well-mannered way. They will be encouraged to use cutlery appropriately
- Children put their hand up if they spill anything and the MDSA will help them.
- All children should return their lunch box to the appropriate box and leave the building quietly.
- No children are to come back in to the school without permission.

4 Positive Reinforcement and Promoting Good Behaviour

At Drove Primary School, we recognise that children's behaviour is a means of communication. Children sometimes have trouble communicating, because they may not be able to verbally describe the problem or know what to do in a situation. At these times, children may act out their feelings or needs. Children engage in challenging behaviour for a reason. The purpose may be getting someone's attention, stopping an activity they don't like, or satisfying sensory needs — but there is always a reason behind the behaviour.

We will always endeavour to support children to make positive choices and will recognise and celebrate this.

4.1 Nursery

Our aim is to enable children to develop their ability to self-regulate their behaviour and emotions, which helps them to recognise the needs of others and develop empathy. We expect the children to be polite and show respect to each other and to adults, by modelling the school values. We also aim to enable the children to develop a positive attitude towards their learning through metacognition and developing their independence. Green, Yellow and Blue Nursery (2 year old) will award their children with stickers to encourage and reward positive behaviours. Green and Yellow Nursery will display WOW work that the children have created and WOW comments are also displayed.

4.2 Reception / Lower Primary / Upper Primary

Reception

In each classroom the Class Dojo programme will be used to encourage and reward positive behaviours. The Class Dojo interface will be on display on the interactive whiteboard during the day so that all adults across the setting can reward positive behaviour. At the end of the week the child that has the most Dojo Points will be awarded Star of the Week.

In Reception and Nursery, children that demonstrate unacceptable behaviour, will receive a timeout immediately after the incident has occurred to reflect on the behaviour they have shown. Children will be placed on timeout in relation to their age (one year = one minute). They will then be spoken to by the same adult to reflect on their actions.

Reception children will translate their dojo points into House points following the system below.

Year 1-6

We are positive in our approach, praising good behaviour and effort. If inappropriate behaviour does occur, the class teacher, Phase Leader, SENCO, Assistant Principal or Principal will work with the child to help them improve their behaviour using restorative justice. We will ensure that parents are aware of difficulties and persistent behaviour problems when the situation requires it. Above all, we aim to provide consistency throughout the school. These aims are shared between all the adults and children in the school, and we encourage parental support and help in promoting them.

We have a whole school approach to support positive behaviour in the form of House points. We have four school houses and each house works towards collecting as many points as possible for the house throughout the year. At the end of each Term a reward is given to the house with the most house points.

Our houses are:

Oak (Green)
Birch (Yellow)
Ash (Blue)
Cherry (Red)

There is a main display for house points in the school entrance to allow all children to see the totals as the year unfolds.

Children will be updated of the total during celebration assembly, and this is supported with individual celebration certificates handed out each Friday to those who have shown a particular effort that week.

Children also have an individual house points card to work on their own house point tally. Once they receive 50 individual house points they will receive a Bronze Badge, 100 house points, a Silver Badge and 150 house points will see them awarded a Gold Badge. This is to give children both a group incentive and individual incentive.

- Any reward once given must not be taken away.
- Children are made aware that every day is a new day.

Red/Yellow Cards

In each classroom on the wall there should be a red and yellow card displayed. In all incidents where behaviour has not met the expectations that the class teacher has set and once a warning has been issued children will receive a visual warning with the yellow card. The child will be asked to write their own name on the yellow card. If the child corrects their own behaviour, their name will be removed from the yellow card. At the end of each day all names are removed from the yellow card.

The red card can be used in one of two ways. Children who have been placed on the yellow card and behaviour expectations are still not met will be placed on the red card. Once again, children write their own names on these cards. Additionally, for more serious behaviours (such as hurting another pupil, lack of respect to a teacher or fellow classmate, serious disruption, use of bad language) pupils should write their names directly on to the red card. Pupils on the red card are to lose 5 minutes of their break time to reflect on their behaviour with their class teacher and an outcome is to be decided (e.g. children to apologise to their friend, teacher, TA etc.). If a child's name is put on the red card for consistently poor behaviour, the child is to be taken to see a member of SLT to discuss behaviour and for further action to be taken. If the behaviour is of a more serious nature, parents will be called in the first instance.

Report Cards

Report Cards are used across KS2. These are put into place when a child shows persistent negative behaviours which are impacting on the learning and well being of others in their class/year group.

Report cards are only used in conjunction with a member of the Senior Leadership Team, the class teacher, the child and parents.

A report card will be in place for 1 or 2 weeks and will be signed at the end of each lesson

with a comment and sent home each day to be checked by parents and again signed to confirm it has been seen.

If a child is put onto a report card on 3 occasions throughout the academic year for persistent disruptive behaviour, then further options regarding looking into SEMH needs or suspensions will be considered.

4.3. Mindfulness

Mindfulness sessions are promoted across the school from Reception to Year 6. It allows the children to learn how to regulate their emotions and to understand the feelings they are feeling. It can help control impulsiveness and develop compassion and empathy. Teaching the children these skills will help them in later life they are aware of themselves as well as others.

5. Types of behaviour

There are many forms of behaviour linked to safeguarding that may occur between peers and this list is not exhaustive. Each form of behaviour or prejudiced behaviours is described in detail followed by advice and support on actions to be taken.

5.1 Physical

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

5.2 Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

5.3 Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated (“several time, on purpose”), or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- **An Imbalance of Power:** Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, religion and excluding someone from a group on purpose.

5.4 Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone’s online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

5.5 Sexting / Sharing nude or indecent imagery

The term ‘sexting’ relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often ‘shared’ via social networking sites and instant messaging services.

Upskirting: typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks. It is a criminal offence. Anyone of any gender, can be a victim.

This must always be referred immediately to the Designated Safeguarding Lead

DSL will follow the UKCIS: Sexting in schools and colleges 2020 guidance.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF

5.6 Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

5.7 Trauma

At Drove, we understand that children who have experienced trauma have difficulty with regulating their behaviours and emotions. Some children appear to be clingy, fearful of new interactions and experiences, where some children may find it difficult to be consoled and may display impulsive or aggressive behaviour. For children who have/are experiencing trauma, will be referred onto our Emotional Literacy Support Assistant, who will support the them through this time. Families will also be referred to our Family Support Worker, who will support the families during this period. Relevant information will be shared with class teachers.

6. Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions. Depending on the seriousness of the behaviour the class teacher, phase leader or senior member of the SLT may contact parent's.

6.1 Communication with Parent

Purposes of communication

1. Child is made aware of the seriousness of the situation, discusses it with parent/s, to modify behaviour.
2. Parent is made aware of the problem and so can support the school's action.
3. Warning of next stage - meeting at school involving parents, child, teacher, Principal.

6.2 When working with parents:

- a. Setting up a home-school communication book to inform of positives and any issues
- b. Discuss problem with parent
- c. Ensure ABC charts / report cards are completed and given to parents to sign/record their comments. Copies of these needs to be given to the Class Teacher / member of SLT on the day of the incident.
- d. Thank parents for support.
- e. If problem continues, seek further advice from the SENCO.

7. Recognising child-on-child abuse

An assessment of an incident between children should be completed and consider:

- Chronological and developmental ages of everyone involved

- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

Child-on-child abuse is not acceptable, will not be tolerated and is not an inevitable part of growing up.

It is important to deal with a situation of child-on-child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved.

Following an incident where sexually harmful behaviour has been identified, the safeguarding team will ensure that risk to siblings is considered.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

7.1 Taking Action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

7.2. Recording sexualised behaviour

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Follow the prompts on your safeguarding and child protection recording form
- Use proper names for body parts but record exactly any language or vocabulary

used by the child. Use the child's exact words in quotation marks.

- Note where and when the incident happened and whether anyone else was around.

7.3 Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

7.4 Consider the Intent

Has this been a deliberate or contrived situation for a young person to be able to harm another? Consideration should also be given to whether this is an isolated incident or a pattern of behaviours.

7.5 Decide on your next course of action

If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

If MASH and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

7.6 Informing parents/carers

The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

8 The role of the senior leadership team of TWHF and School

8.1 It is the responsibility of the Regional Directors supported by the CEO, under the **School Standards and Framework Act 1998 and the behaviour and discipline in schools advice for head teachers and school staff (DFE-00023-2014)** to ensure that the principals and staff implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the principal to ensure the health, safety and welfare of all children in the school.

8.2 The principal of Drove Primary School, the staff and the Regional Director implement the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

8.3 The principal of Drove Primary School keeps records of all reported serious incidents of misbehaviour.

8.4 The principal or assistant principal of Drove Primary School has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the CEO/ Primary Director have the legal authority to permanently exclude a child and will provide support and written approval prior to a permanent exclusion takes place. Both these actions are only taken after the school governors have been notified.

8.5 If continual contact with a child's parents has been necessary a 'De-escalating Behaviour

Plan' must be put in place with SENCO and/or Principal and ABC charts completed logging every incident to gather evidence for the graduated response to behaviour.

Any initiation of first stage of Formal exclusion procedure requires documentation to show that a graduated response has been followed, and parents have been made fully aware of problems and possible solutions.

9 The role of parents

9.1 Drove Primary School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

9.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.

9.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

9.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

10 The role of governors (Local Board of Governors)

10.1 The governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the CEO, Regional Director and principal in carrying out these guidelines.

10.2 The principal in each setting has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Regional Director or principal about particular disciplinary issues. The Regional Director and principal must take this into account when making decisions about matters of behaviour.

11. Severe occurrences:

11.1 Physical and Verbal Abuse in School

Unprovoked physical abuse of another child may result in the minimum of 1-3 day fixed term exclusion. Permanent exclusion would be considered by the Governors in extreme cases.

Unprovoked verbal abuse of another child will result in a loss of playtime privileges and an appropriate amount of time will be spent off the playground. In very serious cases 1-3 days fixed term exclusion would be considered.

Any child who verbally abuses a member of staff will lose playtime privileges and spend an appropriate amount of time off the playground. In very serious cases 1-3 day fixed term exclusion would be considered.

Any child who physically abuses a member of staff will be given a fixed term exclusion in line with the severity of the incident. Permanent exclusion would be considered by the Governors in extreme cases.

11.2 Destruction of Property and Stealing

Children who deliberately destroy school property, including other children's work will be severely reprimanded and exclusion may be considered.

If articles are stolen from the school or from another child these incidences will be investigated thoroughly, with the help of the police in more serious cases. The school takes theft seriously and will deal with it accordingly

11.3 Use of Reasonable Force

All members of school staff have a legal power to use reasonable force. This applies to any member of staff at the school. It can also apply to people whom the principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In school, reasonable force is used for two main purposes – to keep the pupil being restrained safe or to keep others around the pupil safe.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Staff using positive handling holds receive training by Team Teach. Children who require positive handling regularly will have a 'De escalating Behaviour Plan' outlining their needs. Any incident that requires physical restraint must be recorded in the bound book.

12. Behaviour at Playtimes / Lunchtimes

- Children who repeatedly do not conform to appropriate lunchtime behaviour will be excluded for a fixed period. Free school meals children will be provided with a packed lunch to take home. As a school we do not have to have disruptive children on the premises during the lunch hour. It will be the parent's responsibility to provide appropriate supervision during the exclusion period.
- Exclusion will follow a warning letter informing the parents of their child's negative behaviour with a period of time allowing for improvement.

12.1 Foundation Stage / Lower Primary

1. Child will be warned by an adult. They will receive a second warning.
2. If it continues, child will either walk round with adult or sit out on a bench.
3. If, when the child goes back onto the playground, their inappropriate behaviour continues

then the child will be sent to the Phase Leader.

4. Appropriate sanctions-
 - missing some playtime – no longer than 5 minutes for every 15 minutes of playtime.
5. The class teacher must be informed.

13. Severe Cases of continued Poor Behaviour

- Inform SENCO of concern about a pupil's behaviour so that consideration can be given to whether the pupil should be placed on SEN register.
 - At Foundation Stage an Individual Play Plan is written and implemented.
 - Parents must be informed of a behaviour concern at Early Help.
 - Appropriate IBPs for School Action to be highlighted by Class Teacher. Copies kept in class black SEN folder, planning folder, individual child's folder if appropriate.
 - Behaviour observation sheet to be completed observing child in class for 30 minutes.
 - Review IBP at least once each term or in extreme cases more frequently in consultation with SENCO, BST etc.
- **It is vital that all incidents of extreme behaviour of identified children are recorded and kept as evidence on CPOM's**

14. Positive Behaviour Management Strategies – Reminders

14.1 General

- Ignore unwanted behaviour as much as possible if it is not too disruptive. Children often play up to get a response and attention from peers and adults.
- Praise peers, especially those near to the child who is misbehaving for what they are doing and what you would like the child to do.

E.g. If a child is calling out praise the children who have their hand up and be very specific- "Well done X you have your hand up so I can choose you." As soon as the child who is calling out stops and put their hand up use the same words and let them speak.

- Verbalise instructions to another adult so the child can pick up on cues without being spoken to directly.

E.g. "Mrs X I am looking for children who are sitting still"

This means the child has an instruction reinforced without being given any attention for fidgeting.

- Think about seating arrangements on the carpet or tables. Use carpet tiles or spots if the children find it difficult to stay still or find a sensible place.
- Be a broken record! Repeat instructions and only deal with primary behaviour. Do not get involved in responding to secondary behaviour.

E.g. If a child is refusing to do their work, repeat what they are to do. If they start to argue

that it's boring do not get drawn into a conversation about why they think that. Respond – “You might think so but you still need to finish that sentence”.

- Don't personalise what a child may say and do. React in a calm manner, repeat instructions and distract poor behaviour. Remember that their behaviour is not aimed to hurt you, although it may seem like it at the time.
- Use distraction as a technique. If a child is looking around, or is distracted by the behaviour of a peer, regain their attention by raising the tone of your voice or show them something different.
- Look at the way your room is organised ensuring that everything is accessible to the children.
Do they have to climb over chairs to reach the paint? Do they know where pencils, books etc are kept?
- Ensure 'School Values are reinforced daily, including those involving moving around the school. E.g. Lining up quietly, walking not running in school and holding doors open for others.
- Treat all children equally. If two children are misbehaving do not just reprimand the child who is normally well behaved in class because it is easier.

15.2 Language

- Use clear and specific language. “Please sit on your bottom,” instead of “I would like you to come and sit down nicely” All children benefit from clear instructions, but for children with limited language or cognitive skills it is vital for their understanding. As a school we use the language ‘Show me...’ ‘Time for...’
- Use of ‘Thank you for children not responding to sentence with please. E.g. Change ‘Please sit down.’ To ‘Sit down thank you.’
- Speak slowly and quietly in a low tone. When anxiety levels increase, so does pitch and volume. If a child is talking loudly, and you raise your voice to be heard then everyone will end up shouting!
- If a child is behaving inappropriately avoid repeating their name as a way of telling them off. Instead explain clearly what they should be doing.
- Always say “You need to” rather than “Would you like to” or “Are you going to” as you are then clearly stating what you want to happen and gives less room for the child to say no.
- Use ‘when’ and ‘then’ to focus a child on the activity.
E.g. “When you finish your writing, then you can go outside”.
- Try to create a win-win situation e.g. ‘You can either pick them up by yourself or I can help you pick them up’. In both situations the end result is still the same.
- Limit the number of key words/phrases in any one sentence.
E.g. “Hands in lap” rather than “Please put your hands in your lap and stop fiddling”.

- Positively phrase instructions.
E.g. “Show me good walking” rather than “Don’t run”.
A negative comment focuses on what the child is doing wrong rather than what they should be doing. Walk tells them what to do and they can then be rewarded for complying.
- Reinforce instructions with visual clues – hand gestures, visual timetables, modelling etc.
- Speak to children in a way that you expect them to speak to you. “Please” and “Thank you” are very important

15.3 Praise

- Be specific, instead of ‘good choices’ give a reason ‘good choices for sitting still’
- Get down to the child’s level and make eye contact.
- Notice any efforts the child has made – sitting quietly, trying hard, listening etc.
Praise and reward are very important - even if it only lasts a few seconds -catch them being good.
- Reinforce verbal praise with non-verbal actions – stickers, thumbs up, smiles