



SEVEN STEPS TO BEHAVIOUR HEAVEN

Planned & Prepared

Lessons are well planned & shared with all staff

Lessons based on assessments and stage (not just age)

Problems pre-empted

Pre-teaching (e.g. vocab)

Resources & equipment ready & available

Class told key that may affect learning (e.g. from home)

Staff in class on time

Organised & inspiring environment

Tidy & uncluttered

Vocabulary rich environment (relevant to learning)

Working walls relevant & supportive to current learning (+ reminders of prior learning)

Inspiring and motivational displays

Children 'own' the environment as theirs (contribute to establishing and maintaining)

Class promises / charter displayed (e.g. We will.. avoid 'not')

Positive care

'Bothered' about each child (regardless of yesterday or history or background or personality etc)

Meet & greet at the door

Encouraging (positive more than negative) and nurturing

Model kindness, respect, empathy and tolerance to the children – listen to them

Positive empowering conversations (make time for these to happen)

Pace & engagement

Children need to be constantly active and not waiting around for adults or other children (every second counts)

Avoid distractions (minimise adult to adult talk or interruptions)

Ensure an engaging curriculum with balance of learning styles & approaches (hands on, visual, acting, song, music) – not just non-stop worksheets

Cognitive load theory – avoid overloading information beyond current capacity but steadily increase capacity through recall and dual coding.

Make learning fun (enthuse!)

Build in brain breaks

Calm Working ethos

Single voice when teacher is talking (do not allow anyone else to talk – total focus)

Adults not talk when teacher is talking

Relaxing music

Breathing (1pm daily at least)

Working noise levels (no louder)

Talk partners to be talking about work – learning focused interactions

Have times when they can talk about other things that matter to them (conversations)

Targeted staffing

Support staff are timetabled with specific key groups and target children (and a clear learning focus which has been explained to them and resources provided)

Teachers to teach every child as regularly as possible (so every child feels valued by the class teacher even children who have key workers)

Staff must be in class or with the group / child they are supporting ALL the time during each session and must not leave the class/group or child unless it is an emergency or crisis where they are required and only if it is first agreed by the class teacher

Celebration & praise

Positive Planets Points system

Celebrate and say what you want to see more of

Do not bring public attention to the things you do not want to see – e.g. if someone is not working do not shout about it over the class as it fuels their fame – use the Class Behaviour Report sheet and keep the child back at playtime

Reward consistent positive behaviour with random 'spot motivations' e.g. early play, time with TA doing something fun (this is something that happens in real life)

Notice the positive quickly & publically (and address the negative quickly and quietly)