

# *Central Primary School*



## *Positive Behaviour Policy*

## **Our motto: Children are Central**

### **Introduction**

At Central Primary we take a positive and proactive approach to behaviour management. We believe that good behaviour is essential in order for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is friendly, safe, peaceful and fair. Good behaviour is something that must be carefully developed, supported and sustained. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement. We understand that a positive a proactive approach should also be focused on developing the children's ability to self-regulate and manage their own behaviour in a range of situations.

There are three basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child;
- We believe that behaviour and self-regulation should be developed and taught overtime;
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable.

Everyone at Central Primary School has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards, consequences and learning opportunities within a secure and positive environment.

All staff, regardless of the purpose of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues and our community.

### **Aims**

- To promote equality of treatment and equal access to educational opportunity within the school community;
- To promote an environment where we help our children to control and self-regulate and to learn that they are responsible for their own behaviour;
- To create a calm, safe and ordered learning environment;
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- To support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour;
- To ensure that appropriate behaviour is encouraged and recognised;
- To develop pride in the school, in work, in effort as well as in achievement;
- To ensure that parents/ carers are kept informed about their children's behaviour through consistent means.

### **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. 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.

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, encouraging, secure, supportive and positive school.	To be cooperative and considerate. To do their work during lesson time.
To be treated with respect, consideration and courtesy.	To treat others with respect, consideration and courtesy.
To have appropriate access to the school's facilities.	To share equipment. To care for equipment.
To have appropriate access to the teacher's time.	To try to be receptive and cooperative. To try to work independently
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 speak out, but also to listen. To accept that other people may have opinions different to their own. To take turns and not dominate others.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults. To follow their agreed class rules.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning environment play a significant contribution in ensuring appropriate behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focusing on the behaviour rather than the individual child. We need to teach behaviour, as we teach other areas of the curriculum, through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.

Staff rights:	Staff responsibilities:
To work in a pleasant and safe environment and to be able to achieve job satisfaction.	To prepare lessons and environments thoughtfully. To watch for unsafe environments and practices.
To have support from within the education system, including other members of staff if required.	To provide that support both informally and formally. To play a part in the running of the school.
To be involved in collaborative decision-making within the school (curriculum and organisation).	To consult with each other and reach agreement. To be actively involved and take a solution-focused approach.
To be treated with respect, consideration and courtesy.	To treat others with respect and consideration and courtesy.
To expect that there will be no cultural, sexual or physical discrimination against staff members	Not to discriminate or to accept discriminatory language or practice from others.
To be able to create time-out situations for children when they are disrupting other people's rights to safe movement, learning/teaching or communication.	To use time out in a positive, constructive way to end disruptive behaviour. To follow up time-out with conferencing and contracting procedures.
To contact, and have back-up and cooperation from, parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.	Teachers to contact the parents/carers if there is a problem. To provide information consistently. To be approachable, to listen, to make the time, to act on information.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher 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 and disruption. 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, which is accessible to all learners through differentiation.

### **Playground (See Appendix A)**

High expectations of behaviour are applicable in all areas of the school community, including the playground. All staff, including those employed at lunchtime, are consistently trained to ensure that pupils are safe and that procedures are carried out consistently.

### **Our Rules**

We have an agreed set of Our Rules which help us to work together for excellence to ensure Central Primary is a successful school.

- 1. We will always walk sensibly around our school**
- 2. We will always listen to someone when they are talking**
- 3. We will always try to be healthy**
- 4. We will always show respect to each other**
- 5. We will always look after our property and that of others**
- 6. We will always treat people how we would like to be treated ourselves**
- 7. We will always be kind and friendly**
- 8. We will always try our best and work hard**
- 9. We will always use our good manners**
- 10. We will always show good sportsmanship**

In the Autumn Term, as part of their work in PSHCE 'New beginnings' theme, each class creates and signs a set of Class Rules which states they understand and agree to follow the Rules. These Class Rules differentiate the Our Rules to all pupils across the school making them accessible to all. Children are asked to work together to explore what each rule means to them and write, photograph or draw examples of people doing these things. The Rules are displayed around the school, including the playground and pupils' Class Rules are displayed in every classroom.

### **Rewards: whole-school**

Children who follow Our Rules and behave appropriately will be rewarded. We have whole school systems in place to reward children which include:

Stars of the Week  
Merits/ Gold Stars  
House Points  
Good Work Assemblies  
Speaking to parents/ carers  
Postcards home

### **Rewards: classroom**

Each class will also have individual and whole class reward systems in place to recognise and encourage good behaviour. These may include:

- Smiles, encouragement and praise which is meaningful, specific and refers to the child
- Gold Sticker from Head/ Deputy
- Stickers/ badges/ certificates/ achievement certificates/ house points/
- Showing significant achievements to Head or Deputy, other teachers, other classes and also in assemblies
- Being given a responsible job in the classroom
- Whole class rewards
- Sharing good news with parents/carers by letter, homework diary, conversation at the end of the day, phone call home (*this call should only be made from school*)
- Star of the Week certificates

*Food is not used as a reward (As a Healthy School; we promote healthy lifestyles and choices.)*

### **Achievement assembly**

There is a separate achievement assembly each week for which teachers choose:

Two children from each class to be rewarded with a Star of the Week certificate and share their social or academic achievement with the rest of the school (Pupils may be selected for work, collaboration or if they have demonstrated a learning behaviour in line with our learning behaviour policy)

Parents will be invited to attend these assemblies to share in the achievements of their children.

*We believe the balance between reward and consequence should be biased in favour of rewarding the good behaviour fostered in the school's positive environment.*

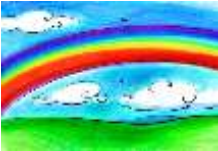

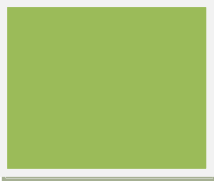
### **Consequences for unacceptable behaviour**

Despite focusing on rewarding positive behaviour, we recognise that at times, children will find it difficult to follow our Rules. Sanctions will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND, who may have specific needs relating to behaviour, will find it difficult to follow our Rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre, Behaviour Outreach Schools, Educational Psychologist, etc.) Parents/carers will be involved in supporting the school in managing their child's behaviour needs. It may also be appropriate to complete a Common Assessment Form CAF if multi-agencies are involved with the child or a Pastoral Support Plan if the child is at risk of exclusion (fixed-term or permanent). Fixed-Term and Permanent Exclusions may be issued as a consequence of unacceptable behaviour.

### **Our Sunshine System**

We celebrate positive behaviour through the visual part of our sunshine system (Rainbow, Sunshine and Green Levels) which can be found in each classroom. The sanction levels are not on display in the classrooms.

Level	Context	Applying a staged approach	Who is involved/ Notes
<p><b>Rainbow Level</b></p> 	<p>Children who behave particularly well and or demonstrate exceptional behaviour will be invited to move up from the Sunshine level to the <b>Rainbow Level</b></p>	<p>This is a reward which allows for the celebration of particularly good behaviour of one or more child to the rest of the class and their parents.</p> <p>The <b>Rainbow Level</b> may be awarded for particular exemplification of a behaviour (i.e. a child has demonstrated significant persistence at a task they have found very challenging/ has shown exceptional kindness to a peer)</p> <p>On awarding a <b>Rainbow Level</b> the member of staff will praise the child, giving them a rainbow postcard to take home with them recognising their exemplary behaviour and the reason why they were awarded the <b>Rainbow Level</b>. This card can be shared with other members of staff (e.g. show the head teacher) before it is sent home. The member of staff awarding the Rainbow Level will either ring home/ or speak to the parents at the end of the day.</p>	<p>Any member of Staff can award a <b>Rainbow Level</b>. In doing so this member of staff is responsible for issuing the post card and contacting the child's parents.</p> <p>Children can nominate a peer for a <b>Rainbow Level</b> if they recognise an example of exceptional behaviour. In this case a child will share with the child who is being given the <b>Rainbow Level</b> why they have chosen them. An adult will then help complete the rainbow post card and contact the child's parents.</p>
<p><b>Sunshine Level</b></p> 	<p>For children who demonstrate a positive behaviour above Green level, they may be rewarded with a house point and moved up to <b>Sunshine Level</b></p>	<p>A house point is awarded for an example of a good positive behaviour and/ or positive learning behaviour/ attitudes and/ or good pieces of work / contributions to lessons.</p> <p>Each child should be able to reach the <b>Sunshine Level</b> throughout the course of the day and once they have achieved a house point they will stay on the <b>Sunshine Level</b> for the remainder of the day.</p> <p>Children may continue to collect house points once being placed on the <b>Sunshine Level</b>, but collecting multiple house points doesn't automatically mean progression to the Rainbow Level.</p>	<p>Any member of Staff can award a house point. Each class will decide how to manage their house points (i.e. the child might move themselves up at transition times/ the teacher will move the children up etc.)</p> <p>Children can nominate a peer for house point if they recognise a model of good behavior, giving reasons as to why they think a house point should be awarded.</p>
<p><b>Green Level</b></p> 	<p>Every child starts on <b>Green Level</b> and will remain here until they receive a house point which enables them to move up to <b>Sunshine Level</b></p>	<p>This is the starting point for a child at the beginning of the day and is designed to be a neutral space. Children are all returned to this level for the beginning of each day.</p> <p>Throughout the day children will move up from <b>Green Level</b> to <b>Sunshine Level</b> as they demonstrate positive behaviours.</p>	<p>It will be rare that a child will not demonstrate a positive behaviour throughout the course of the day.</p> <p>Where a child is not moving up to Sunshine Level on a regular basis advice and support should be sought from the Senior Team.</p>

Level	Context	Applying a staged approach	Who is involved/ Notes
<b>Warning Stage</b>	For fairly mild behaviour which is disrupting teaching, learning or safe play, a child will have been given a <b>REMINDER</b> , then a <b>WARNING</b>	<p>There are 4 parts to this <b>WARNING</b> stage:</p> <ol style="list-style-type: none"> <li>1) Issue a reminder to the child: <i>Make a good choice about your behaviour...</i> – reinforcing the type of behaviour expected and giving the child a chance to correct their behaviour</li> <li>2) If the behaviour remains unchanged: <i>I am giving you a warning about your behaviour, please (insert the behaviour that is desired)</i></li> <li>3) If the behaviour remains unchanged: <i>I have given you a warning and I will now give you a 1 minute consequence</i></li> <li>4) If the behaviour has not improved a 3 minute consequence can be given</li> </ol> <p><i>The consequence can be an immediate time out/ removal of golden time or break time dependent on the age of the child and routines of the classroom.</i></p>	<p>Any adult can use this warning stage, but they must remember to take a calm and staged approach to addressing poor behaviour. It is important to describe and model the behaviour expected to support the child to make a good choice.</p> <p>At this stage any <b>WARNING</b> consequence minutes should be supervised by the staff member issuing the consequence.</p> <p>It is important at this point to acknowledge positive behaviour as soon as it is seen.</p>
<b>Move Away Stage</b>	If behaviour doesn't improve after a <b>WARNING</b> has been issued, a <b>MOVE AWAY</b> should be issued	<p>If behaviour doesn't improve after a three minute consequence has been issued, a <b>MOVE AWAY</b> in class should be undertaken – asking the child to reflect on their behaviour – inviting them to return, after a 3 minute consequence, and when they believe they can make a good choice.</p> <p>This move away will involve a further <b>THREE MINUTES</b> of consequence time.</p>	<p>The adult who has undertaken the warning stage with the child should ask them to Move Away.</p> <p>Sometimes it might be useful for the Move Away to be to a different class. It should be made clear that the child can return after a period of 3 Minutes and when they are ready to make a good choice.</p>
<b>Time Away Stage</b>	At this Stage a pupil will have either worked through the sunshine system with their class teacher or have displayed a High Level behaviour (for these behaviours see the Senior Team flow chart).	<p>A red card will have been sent to summon a member of Senior Team who will come and collect the child from class for <b>TIME AWAY</b>.</p> <p><b>TIME AWAY</b> is an opportunity for the child to avoid a continuing negative behaviour spiral. The child will discuss their behaviour with a member of Senior Team, who will record the details on a <b>Senior Team Sheet</b> (to be filed in the parent/ carer log following the discussion). SLT will decide with the child/ children on an appropriate consequence (taking into account the minutes already lost, if the child had moved through the sunshine system).</p> <p>If a child is sent for <b>TIME AWAY</b> on a regular basis, the Head Teacher and Class Teacher will organise to meet with the parents/carers to discuss the child's behaviour.</p> <p>If any child continues to receive <b>TIME AWAY's</b> they may be at risk of a fixed-term exclusion.</p>	<p>Senior Teachers will conduct this part of the behaviour system.</p> <p>Consequences could be time with SLT/ Loss of break or Lunch/ Loss of a series of breaks or lunches/ time in a foster class/ internal exclusion/ fixed-term exclusion.</p> <p>Responses made on the SLT SHEET should be read / discussed with the child's teacher at an appropriate time (e.g. playtime or lunchtime) to ensure they are aware of the comments the child has said.</p> <p><b>TIME AWAY</b> is always reported to parents/ carers and recorded in the parent/ carer log.</p>

### **More serious behaviour problems** (see Appendices B & C)

Children displaying more serious behaviours (Higher Level) will be sent to a member of the SLT and will receive an appropriate consequence. A serious behaviour (Higher Level) will circumnavigate the Sunshine System, and a red card will be sent to the office straight away. The incident is recorded in the parent/ carer log so that parents/carers can be informed. This may also result in fixed-term exclusion, if the behaviour is very severe. To clarify the procedures used two flow charts have been attached to this policy to detail how more serious behaviour will be dealt with at Central Primary.

For children who continually find it difficult to follow Our Rules, individualised strategies will be implemented to support them. This may include the use of clear targets with specific rewards. Alternative rewards and consequences may be used if those in this policy are considered inappropriate.

### **Bullying and harassment**

We hold Anti-Bullying accreditation and have a whole-school approach to preventing bullying. We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying and support those who have been bullied or bullied others

Please see our Anti-Bullying Policy for more information.

### **Links with home**

At Central Primary 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:

- Our Home-School Agreement;
- Newsletters and through awards which are sent home;
- The procedures as laid out in this policy;
- Ensuring parents are involved in supporting the school in managing their child's behaviour issues including through their involvement in SEND Reviews, PSP and CAF meetings where appropriate.

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 respond to questionnaires seeking feedback. To use school systems to voice their opinions.
To receive and offer information about their children's education and behaviour.	To be open and encouraging and willing to listen. To develop with staff, workable solutions to problems.
To be treated with respect, consideration and courtesy.	To treat staff and other members of the school community respect, consideration and courtesy.
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To be involved in planning school policy. To let the school know of concerns about behaviour issues. To allow the school to provide consistent approaches to behaviour without taking matters into their own hands.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	Not to discriminate or to accept others doing so.



## **Procedures for review and evaluation**

Our positive behaviour 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;
- Family Circle Feedback;
- Involvement of pupils in environment walks and interviews;
- Parent/ Carer feedback at Friends of Central/ Annual Questionnaire;
- Statistical data of pupils or groups who are regularly given consequences or rewards;
- Classroom observations;
- Observation of the day-to-day behaviour in the school.

## **Complaints**

The school's procedures for dealing with complaints, including behaviour, are detailed in the school's Complaint Policy.

## **Equality**

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

## **Review**

This policy will be reviewed every year as a safeguarding policy.

## **Related Policies**

- Anti-Bullying Policy & leaflet
- Equality Policy
- Complaints Procedure
- Learning Behaviours Policy
- Anti-Homophobia Policy
- Preventing and dealing with racist incidents
- Inclusion Policy

## Appendix A

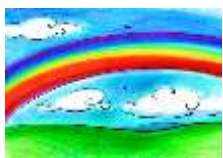

### Playtimes and Lunchtimes

High expectations of behaviour are applicable in all areas of the school, including the playground. All staff, including those employed at lunchtime, are trained to ensure that pupils are safe and that procedures are carried out consistently.

#### Lunchtimes and Playtimes

Lunchtimes are supervised by staff members who have worked directly with the children in the classroom and some who specialise in working with children at lunchtime. As there is a variation of staff work with children at these times of day the systems for promoting and managing positive behaviour are slightly varied.

The Sunshine system still applies, but it is varied to enable staff to link it directly to the work they are undertaking at lunchtime. The table below shows how this works.

Level	Context	Applying a staged approach
<p style="text-align: center;"><b>Rainbow Level</b></p> 	<p>Children who behave particularly well and or demonstrate exceptional behaviour will be given a <b>Rainbow Level postcard</b>.</p>	<p>As with in class, this is a reward to celebrate particularly good behaviour of a child to their peers and their parents.</p> <p>The <b>Rainbow Level</b> may be awarded for particular exemplification of a behaviour (i.e. a child has persisted at a game they find difficult/ has shown exceptional kindness to a peer)</p> <p>On awarding a <b>Rainbow Level</b> the member of staff will praise the child, giving them a rainbow postcard to take home with them recognising their exemplary behaviour and the reason why they were awarded the <b>Rainbow Level</b>. This card can be shared with other members of staff (e.g. show the head teacher) before it is sent home. The child's teacher will inform parents at the end of the day.</p>
<p style="text-align: center;"><b>Sunshine Level</b></p> 	<p>For children who demonstrate a positive behaviour above Green level, they may be rewarded with a house point and moved up to <b>Sunshine Level</b></p>	<p>A house point is awarded for an example of a good positive behaviour and/ or positive learning behaviour/ attitudes and/ or good pieces of work / contributions to lessons.</p> <p>Stickers will be used by staff who work at lunchtime to indicate if a child has been awarded a house point. Each year group will decide how to translate these awards into the class system as the children arrive into class from lunchtime.</p>
<p style="text-align: center;"><b>Time Out</b></p>	<p>If a child is unable to demonstrate positive behaviour at lunchtime then <b>Time Out</b> will be used.</p>	<p>Time out is a staged process and should be managed calmly and clearly with any child. There are 4 parts to this <b>TIME OUT</b> stage:</p> <ol style="list-style-type: none"> <li>1) Issue a reminder to the child: <i>Make a good choice about your behaviour...</i> – reinforcing the type of behaviour expected and giving the child a chance to correct their behaviour</li> <li>2) If the behaviour remains unchanged: <i>I am giving you a warning about your behaviour, please (insert the behaviour that is desired)</i></li> <li>3) If the behaviour remains unchanged: <i>I have given you a warning and I will now give you a 3 minute Time out consequence.</i></li> <li>4) If the behaviour has not improved a 3 minute consequence or the child does not complete the Time out a Senior Team member will be called to assist.</li> </ol>

#### More Serious Behaviours

As with the main policy, when a pupil demonstrates a more serious behaviour this should be referred to the Senior Team staff member on duty, who will then use the systems set out in the main policy.

## **Appendix B**

### **EXAMPLES OF RAINBOW BEHAVIOURS**

- Extraordinary kindness (e.g. helping a peer when they are hurt)
- Persistence at a task they have found very challenging
- Role model to others
- Selfless behaviour
- Leadership/ Team work/ Sportsmanship
- Excellent modelling of a Learning Super Hero Characteristic (Curiosity, Kindness, Hope, Persistence etc.)
- Sustained modelling to others

### **EXAMPLES OF SUNSHINE LEVEL BEHAVIOURS**

- Modelling classroom behaviours (listening, sharing, contribution to learning)
- Following routines
- Setting an example
- Kindness
- Helpfulness
- Polite/ Manners
- Trying new things
- Taking learning risks
- Teamwork/ Collaboration/ Supporting others

### **EXAMPLES OF WARNING BEHAVIOURS**

- Not listening
- Fidgeting
- Rocking on chair
- Talking out of turn
- Calling out/making silly noises
- Disturbing others
- Wandering around the classroom
- Careless treatment of property
- Flicking objects
- Disrupting a group situation
- Inappropriate responses to reminders about behaviour
- Talking/pushing/running when moving around the school or lining up
- Rudeness

### **EXAMPLES OF MORE SERIOUS BEHAVIOUR**

- Deliberate defiance
- Throwing objects
- Spitting at others
- Prejudiced or racial abuse/ Inappropriate language/ Swearing
- Persistent refusal/ Unwillingness to cooperate/follow instructions (this could be a failure to respond to warnings)
- Deliberately hurting another child physically or emotionally
- Stealing
- Bullying
- Vandalism/ Defacing others' work
- Breaching of health and safety issues

If a child physically assaults someone in school, parents/carers will be contacted by a member of the Senior Leadership Team. In all cases, a fixed term temporary exclusion will be considered following the HCC Exclusion Guidance.

If a child has to be physically restrained for their own or others' safety, this will be logged in the parent carer log. This entry should be dated and written by hand. Parents/carers must be contacted if a child has had to be restrained.

*For further information see the LA guidance on Physical Restraint/ School Policy on Physical Intervention.*

## **Appendix C**

### **Strategies to encourage positive behaviour**

Principles and values apply both inside and out of school, high standards of behaviour are expected at all times. Our most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well. All staff must take the lead in modelling the high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school.

Strategies are used to encourage the child to change his/her behaviour. These may include:

- Varying teaching styles
- Directing questions to the child to encourage participation
- Use of other adults in the room
- Changing the position of the child and teaming them up with a good role model
- Organising the classroom (and equipment) to pre-empt possible reasons to be distracted or wander
- Knowing individual trigger points and avoiding them
- Differentiating time expectations
- Give public and private praise for good behaviour as shown by the individual or the class
- Smiling and show warmth
- Give and encourage the taking of responsibility
- Focus attention not just on the most difficult element but also on the 'next group' to encourage them not to be involved
- Have a quiet word in the early stages of misbehaviour
- Give non-verbal signals – a steady disapproving look
- Move the child nearer the teacher
- Isolate the child from an 'audience'
- Project a positive self image – let the transgressor(s) know they are letting themselves down
- Focus all comments on the behaviour and do not make personal comments
- Avoid shouting at all costs
- Allow a child to 'cool down' before dealing with an incident
- Thinking time

Children should learn from experience to expect fair and consistently applied consequences for negative behaviour that make apparent the distinction between serious and minor offences. All our children should be aware that incidents of harassment and bullying will not be tolerated. They will be dealt with in a manner that supports and protects the 'victims'.

When problems do occur, staff should try to avoid over-reacting; focusing on remaining calm and listening to all sides. We do recognise, however, that dealing with challenging behaviour can be stressful for staff, and they may need to be given support by colleagues.