Behaviour for Learning Policy (BfL) – Primary Phase

Temple Learning Academy

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BEHAVIOUR FOR LEARNING (BfL) POLICY – Primary Phase

1. Introduction

As a school, we make it clear within our aims that we have high expectations of behaviour and academic progress. We also value the climate of mutual respect that exists within the school and which supports a positive learning environment for all. Any community requires basic rules in order for it to function effectively and a school community is no different. Our young people need clear, unambiguous rules, which are understood by all and are focused on supporting effective teaching and learning. The vast majority of our young people will follow the rules and behave responsibly, but there will be a minority who struggle to regulate, and some who usually do but, as part of growing up, at times will need support to make the right choice. We must always start off from the over-riding premise that: **We expect good behaviour** at Temple Learning Academy. We also acknowledge that **all behaviour is communication** and seek to understand the needs of all students regardless of starting point.

The BfL system is designed to support our young people in achieving this expectation by providing clarity and consistency in terms of our expectations, sanctions and rewards systems. The good behaviour of young people in our school is not dependent on having draconian sanctions but on developing a culture of success and achievement for all, which also ensures the safety of everyone at Temple Learning Academy. This culture will only be attained if all colleagues work together to provide high quality learning opportunities, a consistent approach to behaviour management and have high expectations for all our students.

In our Primary Phase, all behaviour expectations are grown from Reception. Having a strong start to school is essential to build good communication, attitudes to learning and self-esteem. While Reception holds the same core values at the heart of their approaches to behaviour as the rest of Primary, an appendix has been added to this document to outline subtle differences in approaches for our youngest children.

2. Clear Rules and expectations

It is important that all children know what is expected of them and what the limits are. Rules that are ambiguous or not universally enforced set children up to fail. We want to be open and fair with children, presenting them with clear rules that are about supporting teaching and learning, rewarding children for their successes, but having clear and consistent sanctions for when things go wrong. The BfL system provides this structure and is retaught to students constantly to ensure they are empowered to make positive choices. Where needed, bespoke behaviour support will be planned for those students with specific needs. As with whole school expectations, their behaviour plans will be applied consistently to ensure certainty.

3. Consistency not Confrontation

How well we all implement the system is crucially important to the success of the system and the school. A confrontational approach with children is not necessary to ensure rules are adhered to and standards upheld. A positive approach, a sense of humour and willingness to listen are very important. However, we must be consistent in applying the rules and procedures that will require all staff to challenge unacceptable behaviour wherever it occurs.

4. Look for the Positive

The positive part of the policy is the most important and seeks to reward students for their achievements in lessons and around school. We want to let the silent majority know that we

appreciate how well they are doing and not focus on the negatives created by a small minority. A consistent approach to the use of rewards is every bit as important as the use of sanctions.

5. The Principles of the System

The system has been introduced after consultation with colleagues, both teaching and non-teaching in the school and its review is an ongoing process. Individual colleagues may not find every aspect useful, but everyone must stick to the system, and change only occurs on a holistic basis.

The system is simple in design in order to provide transparency and consistency for staff, parents and students. It is based on the Principle of P's for Progress and focuses around 3 common areas of expectation. Within this document there are adaptations made for EYFS to begin developing our culture from Reception but with modified steps to ensure consistency for our youngest learners.

5.1 Proud Learners:

- Ready to learn, engaging and with correct equipment available
- Present learning neatly in line with expectations
- Keep books free from graffiti
- Are proud of how they can collaborate well with different people and in different contexts
- Respect the environment and ensure that their space, classroom and outdoor environments are kept tidy

5.2 Prepared Learners:

- Complete and return home-learning on time
- Are punctual to school and have good attendance
- Bring reading records every day, and PE kit on days it is required
- Ask for help if they are feeling upset or need more time before learning

5.3 Polite Learners:

- Use polite language at all times and display manners
- Are calm and responsible around school
- Leaving eating areas free from litter for others to use or as for help if they have split water or food
- Follow adult instructions and are safe and kind at all times
- Allow everyone in a classroom to excel

6. The System in Practice

6.1 All learners are entitled to be with adults who…

- Are respectful, polite and calm at all times
- Consistently acknowledge and reward success
- Consistently apply the rules fairly
- Allow for take up time when instructions are given
- Take an active interest in each individual class member
- Model TLA's core values at all times

6.2 Consequently, teachers are expected to...

- Award positives through Class Charts to every student who demonstrates the school qualities in a lesson – whether this is through great learning, completing challenges, answering questions or showing resilience. Positives should also be awarded, using Class Charts, for demonstrating good behaviour for learning for example; completing good quality home-learning, students helping one another during group activities and students modelling the TLA core values – Respect, Opportunity, Courage
- A learner who is struggling to meet the expectations will be given a verbal or non-verbal cue appropriate to their needs. If more support is needed the student will be offered reflection time before the formal behaviour system moves to negative comments using Class Charts where appropriate.
- Expect others to do the same and challenge when this is not the case.

6.3 Class Teachers and Pastoral Advocates are expected to…

- Look at Class Charts each week to check their positive and negative for any changes or trends
- Talk to any student who have 5 or more negatives in a week through a conversation with the Pastoral Advocate (PA) for their year group
- Inform the PA and members of SLT of any student who may have a pattern of negative behaviours
- Ensure that the start of each day is productive and purposeful as well as a time to build relationships and celebrate positives for the class and individuals
- Ensure that any barriers to learning that day are discussed and support is given to ensure positive choices are made
- Check students are in the correct uniform everyday
- Make contact with home when there is a concern or when a student needs to be supported more formally through a behaviour plan

6.4 Pastoral Advocates are expected to...

- Ensure the behaviour is in line with expectations and the TLA core values
- Mentor any student who is struggling to follow whole school systems and create a bespoke plan, review this regularly and support each student to improve their behaviours for learning
- Contact home to discuss any student passed up to SLT for mentoring
- Consistently apply the rules and consequences without exception
- Utilise additional services; resources and skills to support learners who face more challenges to enable them to meet the standard of behaviour expected of them
- Communicate bespoke plans to all staff concerned and record progress and reviews using the appropriate system e.g. CPOMS, Class Charts or Arbor
- Regularly complete a sweep of Primary and their year group, particularly after break and lunchtime and at the start and end of the day
- Visit the students they are mentoring at the start of every day to offer advice and encouragement
- Speak to the parent of any student who has been struggling or who needs to complete time out from break, lunch or part of the school day
- In collaboration with the class teacher, write and review any Individual Behaviour Plans for their year groups

6.5 Senior Staff are expected to…

Follow the agreed policy and procedures as teachers and leaders in school and be exceptional role models for all staff, children and wider stakeholders.

7. Rewards

7.1 All teachers will reward the students' engagement within lessons through a range of positive behaviour management strategies. Predominantly this will be through positive praise so that we build an intrinsic approach to rewards. We will also use stickers, wristbands, Class Charts and postcards home as ways to celebrate individual achievements. At the end of each week each class will choose two Stars of the Week to be presented in assembly with their parents/carers invited into school. Certificates for Class Chart Positive Points will also be awarded. There will also be a weekly 'Celebration Breakfast' for those students who have been star of the week. Positive Postcards/phonecall's home are also used to celebrate excellent behaviours.

8. Sanctions

While we always look for the positive, there are times when the formal behaviour systems need to be used to support students to remain on task or to make positive choices. The process in the Primary Phase is verbal and supported by a visual system of steps both positive and negative.

The process begins with the student receiving a 'verbal warning' with a short amount of take up time. The adult script for the behaviour system is included below.

8.1 Starting on Green - All students start each session on Green.

8.2 Step 1 Verbal warning (Green) - This must be said clearly to the student with take up time given to allow for attitudes to learning to change. Whole classes must never be given a verbal warning, classroom management strategies must be used. Appendix A has examples of these.

8.3 Step 2 (Blue) – Second verbal warning and move to Blue for Reflection Time. Students can return to Green for making positive choices and showing an improvement to their attitudes to learning. If Reflection Time is needed this can be taken within or outside the classroom. Learning Assistants can support the student at this point, a walk is often a positive intervention at this point.

8.4 Step 3 (Amber) – If a student continues to struggle, after Reflection Time, a verbal warning will be given that they may move to Amber. Take up time is then allowed. Amber would mean that a consequence may be needed in order that complete their learning. If no change is seen after take up time, the student moves to Amber. Teacher will ask for PA support via the Teams Chat to support with re-engagement.

8.5 Step 4 (Red) – If a student continues to struggle, when on Amber, a verbal warning will be given that they may move to Red. Take up time is then allowed. If no change is seen after take up time, then they will be moved to Red. Recording this on Class Charts will alert the PA and SLT that a 'Sort it' conversation is needed and sanction discussed for poor attitudes or disrupting others when learning. If any student displays significantly dangerous behaviour or is significantly disrupting learning, a PA or SLT can be requested for immediate removal. A 'Sort it' conversation will be held at the next break or lunchtime. If it is the end of the day it will be done first thing the next morning if appropriate.

9. Visual system

You are amazing! Super attitudes to learning, kindness and being an amazing member of TLA. Message home to celebrate.	
Great Attitude Keep showing your calm, kind behaviour!	
Step 1 Verbal reminder and take up time given.	
Step 2 Second verbal reminder and take up time given.	
Step 3 Reflection time and Pastoral Advocate informed that support to rest may be needed.	
Step 4 Moved from Step 3 or unsafe and rude behaviour, move to the Reflection Corner. You will also have a sanction agreed with Pastoral Advocates	

This visual system is typically displayed in classrooms using coloured circles or card. The Proud Cloud is always visible for positive rewards.

10. Attitudes to Learning Grid

Proud Cloud	**Consistently following routines, school values and class charter** **Behaviour that is EXCEPTIONALLY positive and relationships are EXEMPLARY** Helping a friend Helping a staff member Maintaining our core values
	Following routines / Following School Rules / Following Class Charter Following instructions Settling down quickly Contributing to class discussions Listening to others' views respectfully Listening to staff respectfully Keenly engaging with tasks Politely seeking help (e.g. putting hand up) Attentive, interested pupils Arriving promptly for classes Interacting supportively with each other Enthusiastically participating in classroom activities
	NOT following routines / NOT following School Rules / **NOT following Class Charter** Talking out of turn Making unnecessary noise Hindering other pupils Getting out of seat without permission Not being punctual Eating/chewing in class (except for toast time each morning) Avoiding learning Cheeky or rude remarks or responses Rowdiness and silliness Ignoring adult instructions Unruliness while waiting Showing lack of concern for others Making unkind remarks Swearing
	Continuing or escalating BLUE behaviours
	Continuing or escalating BLUE-AMBER behaviours **OR** Unsafe behaviour Physical aggression Threatening behaviour Rude defiance Physical destructiveness

11. Conduct around School

11.1 Staff should expect to always look to be positive and encourage students to correct behaviour.

11.2 If a student refuses to follow instructions, they are now in need of support to make the right choice. If this happens at playtime or lunchtime, PA's and SLT will support to ensure the student is safe and has time to de-escalate. This may be done within the diner, Primary Core or the Reflection Bases.

12. Break time Sanction

If there has been a period of poor behaviour or attitude to learning, break and lunchtime will be used for students to complete learning, hold 'Sort it' conversations with their peers or class teacher or have additional reflection time as a sanction for their choices.

13. Reflection – in class, within Primary or as a time out session

13.1 If students need to have reflection time, this can be completed in a quiet space in the classroom. This might be that they move to a table on their own to complete learning. If this supports them to engage with their learning they can remain in this space for the rest of the session. If they are ready and a 'Sort it' conversation has taken place, the student may move back to their learning place.

13.2 At times, students may need a private place to have some reflection time. The Nest is available within the Primary Phase corridor. This is a small space with beanbags where a student can spend some quiet time prior to a 'Sort it' conversation taking place. If a student is calm, it may be necessary to have a 'Sort it' conversation within Reflection Corner. If a student is in that space they will be monitored by an adult. This might be within the space or just outside depending on the needs of the student.

13.3 While we do all we can to ensure that students remain in the majority of their learning time, there are occasions where it agreed that a time out session within school is needed. This will mean that the student goes to a different classroom to complete their learning for up to one full day. Learning will be provided by the class teacher to ensure it is appropriate. Lunch and break will be arranged with SLT supervision.

13.4 Reflecting the school's legal duties under the Equality Act of 2010, as a reasonable adjustment to the school's behaviour policy, students who have additional needs such as SEND, foetal alcohol syndrome, autism or ADHD may have different sanctions which are appropriate to their needs. A 'Sort it' conversation will be held with visual support to ensure they have an opportunity to express any concerns or needs.

14 Suspensions

14.1 The school reserves the right to exclude students for a fixed term if their conduct warrants it. This is an extremely serious sanction and reflects either the scale or severity of the incident the student has been involved with or the persistent misconduct within school of the student.

14.2 If a student is excluded, the school will always contact parents immediately by phone call. A letter will also be sent home, detailing what has happened and the length of the exclusion. The student must stay away from school and any public place for the length of the exclusion.

14.3 Upon their return to school, the student and parents will be required to meet a Pastoral Advocate or senior member of staff to discuss the incident and the plan for the student moving forwards.

15 Mentoring

Students whose behaviour may become a concern will be mentored by an appropriate member of staff who they have a strong relationship with.

Through a consultation with the Primary PA's and SLT a number of different systems can be used to support a student. Typically, we would agree a plan in school with the student, if necessary, hold a meeting with parents/carers and also inform the Inclusion Team within school. In some circumstances, the Safer Schools Officer may be involved in discussion or mentoring for a student and referral to the KICK Behaviour Mentoring could also be a possibility. We aim to bring a team around each student to offer additional support, this may be provided by the following teams in school – Attendance, Mental Health, Equality and Diversity and EAL. By including the student in decision making this supports strong relationships and the opportunity to share specific concerns.

16 On-Call System

16.1 Within the Primary Phase, we have two systems for requesting support for behaviour. Within learning time, the PA Support Primary Chat function in Teams allows for teachers to request support quickly. SLT are included in this chat so it can be monitored. Following a play or lunchtime, class teachers or other adults can request support using their class flag. PA's always 'sweep' the Primary corridor after play and lunchtime to ensure that all classes have settled to learning. If there is an incident that needs support, the flag is put out and PA's action this as soon as possible.

17. Classroom Management Guidelines for teachers, learning managers and teaching assistants.

17.1 To support high standards of behaviour and achievement staff should:

17.1.1 be on time;
17.1.2 ensure an orderly entry to the room;
17.1.3 insist on the removal of any outdoor clothing;
17.1.4 expect and insist on silence when you are speaking;
17.1.5 check students are correctly dressed and have followed the guidelines on general appearance;
17.1.6 never allow chewing or eating in class;
17.1.7 do not ignore bad language or any other form of unacceptable behaviour as to do so is to accept and condone;
17.1.8 always challenge racist, sexist and any other discriminatory comments or language and record on Class Charts;
17.1.9 leave the room tidy at the end of the lesson;
17.1.10 keep your desk tidy. Encourage tidiness and insist on a clean room;
17.1.11 keep displays fresh and attractive;
17.1.12 always follow the BfL system;
17.1.13 report graffiti/damage immediately;
17.1.14 expect to be treated with respect and treat the students with respect; and
17.1.15 praise good work and behaviour.

18. Mobile Phones and Apple Watches/i-Watches

Mobile phones are not allowed to be used, seen or heard in school. In Y5/6 children may bring these as part of their independent travel to school but must be passed to their teacher for safe keeping at the start of the day. The phone will be returned at the end of the day.

If a mobile phone is seen or heard during the day, the student will be asked to hand it to the member of staff, and they will be given a negative comment on Class Charts. This will then be passed to their class teacher who will keep it safe until the end of the day and parents/carers informed. This same rule applies to Apple watches or iwatches. This is to stop students being distracted by sending or receiving text messages.

If a student is found to have taken pictures or recorded videos or audio clips on their own device whilst in school, it is likely that a longer or more serious sanction may be issued. Their phone will be returned to them after a conversation with their parents/carers.

19. Malicious Accusations

Following a period of investigation, any pupils who are found to have made malicious accusations against school staff will be supported to hold a 'Sort it' conversation with the adult. Parents/carers may be part of this discussion depending on the needs of the student.

20. Social Media

Any students who use social media to slander or discuss school staff in a derogatory fashion will be sanctioned accordingly by the school. This includes any comments which may cause harm or offence to Temple Learning Academy staff, which includes the use of any images or recordings of any type which may or may not include images of staff. Any mis-use of the school name or logo or images of the school building to deliberately cause harm or offence will similarly be sanctioned by the school. Any images or recordings made in school which may or may not show the school's grounds or buildings or Temple Learning Academy students, will again lead to sanctions from the school. All other issues of negative behaviour online in or out of school will be investigated and if necessary parents/carers will be contacted and involved in online safety support.

21. The Fire Alarm

Any student found to have set the fire alarm off deliberately may be asked to leave Temple Learning Academy. Setting off the fire alarm not only disrupts the work of hundreds of teachers and students but also potentially puts lives at risk and could mean that the fire service are not able to save lives elsewhere.

22. Remote Learning

Live Lessons

Our expectations of conduct during live lessons conducted remotely are the same as in lessons. We expect students to be organised and prepared to learn, to try their best, to be polite and courteous when communicating and to not disrupt the learning. We expect students to be actively engaged with live lessons, meaning that their full attention is given over to their lesson. Students should ideally have a quiet space in which to work with other distractions such as television, music, phones and computer games turned off.

If students do disrupt the lesson or they are rude to the member of staff or other students then the teacher will issue them with a verbal warning, where they will explain what they have done wrong. If the student then continues to disrupt the lesson, either through being argumentative or through another misdemeanour, they will be excluded from the rest of the lesson. The student's Pastoral Advocate will contact the parent the following day to discuss.

Any further removals from lessons will lead to a phone call from a senior leader in school and the access to live lessons may then be removed. Remote learning will still continue, but this will be through the school's other platforms such as Class Charts and Microsoft Forms.

Incidents that may lead to a verbal warning are listed below. This list is not exhaustive and there may be other misdemeanours that may lead to a verbal warning:

- Shouting out
- Students using the mic to make inappropriate comments
- Students unmuting themselves to make noises to disrupt
- Students making faces or holding up inappropriate material to the camera
- Students making inappropriate comments using the comments facility
- Students disrupting the lesson through arguing

In some cases, the student may be removed immediately depending on what has been said or done. This will be at the discretion of the teacher. This may be for swearing or showing explicit material to the camera for instance.

Warnings and removals from lessons will be recorded using Class Charts. These will be classed as verbal warning during a live lesson, removal from a live lesson or instant removal from a live lesson.

23. Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- Displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. It may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos; sharing of unwanted explicit content; up-skirting (which is a criminal offence); sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

Our response will be:

- Proportionate and decided on a case-by-case basis
- Underpinned by the principle of a zero-tolerance approach to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated

Our response will range from a conversation with the students involved and an explanation of why a student's behaviour is unacceptable, to the issuing of negatives and/or time out, or fixed term exclusion for students involved. In most cases, we will also contact the parents of the students involved.

Where there's been a report of **sexual violence**, the DSL (or a deputy) will make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there's been a report of sexual **harassment**, the need for a risk assessment will be considered on a case-by-case basis.

We will respond appropriately, to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school.

How we manage a report of sexual harassment will depend on a number of important considerations, including:

- The wishes of the victim and how they want to proceed – these will be balanced against our responsibility to protect other children
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- Any power imbalance between the children. For example, whether the alleged perpetrator(s) are significantly older, more mature or more confident or whether the victim has a disability or learning difficulty
- Whether the alleged incident is a one-off or part of a sustained pattern of abuse
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Whether there are ongoing risks to the victim (or anyone else)
- Any related issues and wider context, including links to child sexual exploitation and child criminal exploitation

Our response to reports of sexual harassment will be one of the following:

1. **Managed internally**, including use of the school behaviour system where early help or statutory interventions aren't required.
2. **Early help**, where statutory interventions aren't required.

3. **Referrals to children's social care***, where a child has been harmed, is at risk of harm, or is in immediate danger
4. **Report to the police**** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail

Please see the Primary HSB Policy for more information.

24. Antibullying Policy

Bullying is not tolerated at Temple Learning Academy and all incidents are fully investigated and reported. Please see the link below to access our whole school policy:

templelearningacademy.org/seecmsfile/?id=7032

Appendix A Preferred Behaviour Management Practices

24 Top Tips (Ideas sourced from: Bill Rogers; DfES, 2000; Hattie, 2008; Moore, 2010; Roffey, 2011)
Behaviour principles:

- Keep calm. Be authoritative, assertive but not angry
- Aim to be in charge of the situation, not to control the pupil
- Use positive language
- Avoid confrontation: aim to de-escalate the situation
- Try not to take things personally – it's not about you
- Model the behaviours you want the children to exhibit
- Hold professional boundaries, be gently relentless

	Tip	**Aim / Technique**	**Examples**
1.	Only say "Good morning/afternoon" once the class has settled	By speaking over the class, we are habituating them to a loud class environment. As the teacher we need to set the right volume level.	*When you're quiet, then we can get on with what we're doing today… [*WAIT CALMLY*] ...Great, thank you. Good morning, everyone…*
2.	Tactical pausing	Pausing emphasises attention and focus.	*So, as we saw…. yesterday…….when you want to add…...two…….fractions….*
3.	'Thank you' rather than 'Please'	Communicates expectation that they will do what you are asking. Assertive.	*Sitting back in your seat now, Gemma. Thank you.*
4.	Allow take up time	Allows children to comply in their time so saving face Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations.	Follow an instruction with a pause to allow pupils time to comply. *Could you open your book and start work now Mia. I'm going to see Bill who needs some help but I'll come back in a minute to see if you need any.*
5.	Describe the obvious reality	Raises behaviour awareness within the pupil.	*Nathan, you're walking around the room.*

6.	Rule reminder	Redirects pupil to the desired behaviour.	*Remember our rule about staying in our seats…*
7.	When……..then……..	Links good behaviour to good consequences. Avoids the negative by expressing the situation positively.	*When we're all back in our seats and quiet, then we'll see who gets housepoints today.* *When you have finished your work, then you can go out.*
8.	Low and slow voice	Communicates and creates calmness	Use low tone and speak slowly
9.	Partial agreement - Partially agree then redirect.	Keep focus on required behaviour do not get into discussion or debate Deflects confrontation with pupils by acknowledging concerns, feelings and actions.	*Yes, you may have been talking about your work but I need you to listen carefully now.* *Yes, it may not seem fair but . . .*
10.	Stuck record	Keeps the focus on the instruction. Avoids you getting drawn into discussion.	*Omar, I need you to put that book back where it was…back where it was…back where it was…ad infinitum…*
11.	Avoid asking why..?	It's not usually what you want to know and it creates defensiveness or starts an argument.	*Alan, you're talking while I'm talking to the class.*
12.	Non-verbal cueing	If we use a non-verbal cue (e.g. hand up to draw the whole class back together) – make sure we explain what the cue is and teach the class how it works.	Rhythmic clapping. Hands up.
13.	Name reminder	Integrate name into teacher talk as a low-level way to refocus the child.	
14.	Proximity praise	Praise a pupil for following expectation in order to direct another pupil without drawing attention to the negative behaviour	*Amina has put her things away and is back in her place ready to go out to play.*

15.	Distraction / diversion	Disrupts the behaviour without making a big deal out of it.	*Jack, can you come and help me give out these sheets please. Well done.*
16.	Behavioural direction	Use name to initiate attention, focus on behaviour required rather that what is going wrong, finish with thanks, keep direction brief. Say what you want them to do, NOT "Don't..."	*Tobi, back on with your writing. Thanks.*
17.	Tactically ignore secondary behaviours (tone of voice, body language, sulk, sigh, kissing teeth)	Secondary behaviours can affect us emotionally and we then react to the secondary behaviours. Better to tactically ignore the secondary behaviours and keep the focus on the primary behaviour.	
18.	Not "*my* class" always "*our* class"	Builds cohesion among the group.	*That's not how we talk to each other in our class, Maria. Remember, we talk kindly to each other in our class.*
19.	Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.	*I'd like to sort this out Amy but we can't do it now. I will talk with you at 10:30.*
20.	Welcome children warmly at the start of the day	Shows the children that you are glad to see them, that you care.	Be at the door with a smile and a kind word when the children arrive in your room
21.	Admit when you get it wrong	Be human. Be humble. Model that we all make mistakes.	*I got annoyed earlier and shouted. It's not good to shout. I'm sorry I shouted. I'll try to keep my calm.*

22.	Give a choice	Gives pupils some control over a situation which is less likely to initiate point-blank refusal.	*Are you going to sit here or next to Ali? I need you to get on with you learning or you'll move to Blue. It's your choice.*
23.	Praise	Keeps the focus on the desired behaviours. Gives children attention for doing the right thing.	*Well done. You have remembered to put your hand up to answer a question.*
24.	Redirect behaviour	Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task.	*Okay Maria and Mark. We're looking at the final verse of the poem on page 23.*

Page Break

APPENDIX B

Behaviour in Early Years

PRAISE, ENCOURAGE, AND BE POSITIVE

In Reception our aim is to enable all children to develop confidence, self-esteem and a positive attitude towards their own learning and towards others. We aim to ensure that all staff work in an environment where there is mutual respect, and where there is a good understanding of the developmental needs of toddlers. We believe in working closely with parents/carers, enables a consistent approach to behaviour management.

The Early Years Strategies

- Praise positive behaviour.
- Adults to be good role models by showing respect to others, the children, parents and carers and staff.
- Encourage children to talk about feelings and how they are feeling during daily circle times and within GOAL time learning.
- Encourage a sense of responsibility through encouraging children to 'Be kind, Be safe.'
- Always use positive language, e.g. "Thank you for showing me whole body listening.'
- Whole class target. Children encouraged to work collaboratively towards a target the teachers feel needs improving within the classroom. Appropriate reward discussed weekly.
- Children given opportunity to improve behaviour – 3 initial warnings given. This is dependent on the nature of the behaviour.
- Adult to have conversation with the child and appropriate solution decided by using the 'Sort it' board.
- If a child displays aggressive behaviour, a conversation with the Early Years Lead will happen. This child may lose some of their playtime to discuss this further.
- Concerning behaviour will be logged on an ABC behaviour log and parents/carers informed via meeting with teacher and EY Lead.

Observing children

The following questions must be taken into careful consideration as children below the age of 5 are still developing their prime areas. Important information regarding behaviours can be gathered such as:

1. When does it happen?
2. How often does it happen?
3. How do people respond when it happens?
4. When does the child not behave like this?
5. What is the child trying to communicate?
6. Have I discussed this with the parents/carers/EYFS lead?
7. Have I got the full picture whether/when this happens at home?
8. Have we agreed on behaviour strategies, which are consistent amongst staff?

9. Have we agreed ways forward?
10. Are there child protection concerns?

What would concerning behaviours include?

• Hurting someone physically, e.g. biting, kicking, throwing things at people, spitting.
• Hurting someone verbally, e.g. name calling, racist remarks, shouting at someone, swearing at someone.
• Showing disrespect for the property of others, e.g. damaging equipment or the work of others.
• Repeatedly not being aware of the feelings of others, e.g. not waiting a turn.

Any racist language used will be reported through school systems and parents/carers will be informed immediately.