



THE WILLOW TREE FEDERATION COMMUNITY
PRIMARY SCHOOL



Relationship Approach to Positive Behaviour Policy

Mission Statement

The children are at the heart of everything we do at Willow Tree Federation. We take a holistic approach to child development and we are privileged to support our children, families and the wider community to change and enhance lives. We celebrate the wide diversity of the backgrounds, beliefs, talents and interests of our children and we recognise learning happens in communities and empowers them. As a federation at the heart of its community, we understand and respect the positive impact we can have. We plant the seed that grows the future!

Written by:	Senior Leadership Team in consultation with staff
Date approved by staff:	10 th October 2023
Date Formally Approved by Governors	11 th October 2023
Date Policy became effective	30 th October 2023
Review Date	Yearly review
Date added to Website:	18.10.2023

1. Introduction and Aims

At the Willow Tree Federation we recognise behaviour as a way of communicating needs. We understand that children are still growing and developing and we support them in a positive manner to be able to leave our

school with key skills and values that will support them long into their futures. We only have three expectations in school that we teach children to live by and we call this our Willow Tree Way.

We teach children to be:

- Respectful
- Responsible
- Ready

At the Willow Tree Federation, we expect all members of our community to follow and support our approach.

“When the adult changes, everything changes” Paul Dix

At the Willow Tree Federation our staff provide a safe and enabling environment that focuses on positive redirection rather than punishment. As adults, we understand that we can be the change in a child’s life and we are here to educate children about healthy relationships and behaviour.

2. Rights and Responsibilities

We all have rights and responsibilities to ensure that our Willow Tree Way is followed and that children learn how to become respectful, responsible and ready citizens.

Children have a right to:	Children have a responsibility to follow the Willow Tree Way
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<ul style="list-style-type: none"> • The Willow Tree Way • An engaging and aspirational education • An enabling environment • Achieve their potential • Be safe and secure • Good health and mental wellbeing • Make mistakes and learn from them • Fairness • Have a voice • Have fun • Pursue their hobbies and interests • Have equity of access • Develop secure friendships and relationships 	<p>Respectful examples:</p> <ul style="list-style-type: none"> - Use manners - Listen to others - Celebrate other children's achievements - Share and take turns - Be positive - Value others and be kind - Value the input and advice of teachers - Be tolerant of difference and value and accept diversity - Work together <p>Responsible examples:</p> <ul style="list-style-type: none"> - Look after property and equipment - Work hard to do their best - Keep trying even when things seem challenging - Make sure they and others are safe - Take part - Take roles given seriously - Follow instructions - Tell the truth - Represent our school ethos and way in and out of school <p>Ready examples:</p> <ul style="list-style-type: none"> - Listen and focus in class - Be prompt in to lessons - Have the correct equipment - Follow instructions - Value learning - Be on time - Have a good night's sleep and breakfast - Complete home learning tasks
<p>Staff have a right to:</p>	<p>Staff have a responsibility to the Willow Tree Way</p>

<ul style="list-style-type: none"> • Teach • Respect from children, parents and other staff • Support and training • Time to plan and assess • A work life balance • Support off parents for professional judgement • Good health and mental wellbeing • Follow their interests and pursuits 	<p>Respect:</p> <p>Notice the positives of the children - catch the majority and praise</p> <ul style="list-style-type: none"> - Praise in public and reprimand in private - Speak to children in a positive and respectful manner - Listen to the child's point of view - Show tolerance whatever the race, gender, faith, disability or sexual orientation of others <p>Responsible:</p> <ul style="list-style-type: none"> - Make sure their teaching meets the needs of the children in their class - Ensure the children have an enriched curriculum - Engage with children and take responsibility for their needs - See themselves as the educator for change - Treat everybody fairly and with respect <p>Ready</p> <ul style="list-style-type: none"> - Be organised - Be present at all times - Meet, greet and connect - Engage with parents
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Parents have a right to:

Parents have a responsibility to:

<p>Be a valued member of our community by:</p> <ul style="list-style-type: none"> • Being listened to • Being supported • Having open and honest discussions • Being welcomed into school • Clear communication lines • Being informed of progress, achievements and concerns as they arise <p>Knowing their child is:</p> <ul style="list-style-type: none"> • Accessing an engaging and aspirational education • Enabled by an enriching environment • Learning the values of our Willow Tree Way • Happy and having fun • Safe and secure • Making good progress • Achieving their potential • Cared for • Actively listened to 	<p>Respect:</p> <ul style="list-style-type: none"> • Behave in a way to keep all children and adults safe • Show tolerance whatever the race, gender, faith, disability or sexual orientation of others • Be prepared to discuss issues politely and calmly with staff <p>Responsible:</p> <ul style="list-style-type: none"> • Be role models of how to behave and to talk privately about adult issues. • Listen to and encourage their child to read regularly and complete home learning • Record reading and any other things school needs to know in their child's communication book • Be aware of the school policies and support the school with them • Ensure their child's health needs and physical needs are met <p>Ready:</p> <ul style="list-style-type: none"> • Ensure children arrive at school on time and are collected on time • Inform the school on the day of a child's absence • Ensure their child has adequate food and sleep • Ensure their child is in the correct uniform • Read all letters and messages sent home • Let staff know if something is wrong
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Governors have a right to:	Governors have a responsibility to:
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<ul style="list-style-type: none"> • A clean, pleasant and warm school environment • Feel welcome in the school environment • Be treated consistently with respect in an environment free of prejudice • Access appropriate information from parents, staff and children • Be kept up to date (termly) on headline figures regarding behaviour 	<p>Respect:</p> <ul style="list-style-type: none"> • Behave in a way to keep all children and adults safe • Show tolerance whatever the race, gender, faith, disability or sexual orientation of others <p>Responsibility:</p> <ul style="list-style-type: none"> • Work to the best of their ability • Deal with complaints • Monitor the behaviour policy • Ensure the school is operating within the law and the policies of LCC <p>Ready:</p> <ul style="list-style-type: none"> • Support and attend school functions • Attend governor meetings and respond to appropriate emails
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3. Positive Approaches to Behaviour

We teach positive behaviours

All adults in school model our behaviours. We use examples to positively reinforce the three key expectations of the Willow Tree Way. We use positive direction and praise to focus on the majority of children and how they are being models of our three expectations. We explicitly teach positive behaviours through assemblies, PSHE lessons and class circle time. We encourage children to take a stand against behaviour not in line with the Willow Tree Way and support children in making amends when they make mistakes.

Relationships

Our staff treat all our children with respect, fairness and kindness at all times. We take pride in knowing our children as individuals and we set clear boundaries, which help our children feel valued and secure. We talk to our children and make connections with them. We are interested in their lives, hobbies and aspirations and we are proactive in our approach of knowing children's names and personality.

Consistency

Children have a keen sense of fairness and we understand that consistency in our approaches to managing behaviour is key. We take the time to share and explain our expectations and systems to our children and regularly check their understanding. Our Willow Tree Way supports all staff in managing and supporting behaviour consistently throughout school. Furthermore, we invest in professional development to ensure consistency and high standards throughout school.

Creative curriculum

Positive behaviour is promoted through well-planned and engaging lessons and provision, in which children feel successful and take ownership of their learning. Teachers create interesting and relevant learning opportunities across the curriculum and we enrich the curriculum with outdoor learning, visitors and visits. Our curriculum is informed by the needs and interests of our children and provides challenge and support for all. We believe that no moment should be lost and children should be so busy with learning that there is no time to mess about.

Restorative approach

A 'restorative approach' supports our children in building relationships, making good choices and taking responsibility for their actions. We encourage children to reflect on their behaviour, its impact on others, and how they can begin to make things better if they make a mistake. Where appropriate, we will support children in meeting together and in agreeing solutions when difficulties in relationships arise. This is a 'same day' and private intervention where children are spoken to and redirected in how to follow our Willow Tree Way. As with all behaviours there are logical consequences to actions (see below). The children are made aware of these and any lost learning may be caught up during their free time.

We positively teach learning behaviours and promote a positive learning environment through a range of strategies (see appendix).

4. Recognition

At Willow Tree, all staff recognise and praise good behaviour; this contributes to the positive, kind and caring school ethos.

- All members of staff will always offer verbal recognition through specific, positive reinforcement and praise.
- All teachers and SLT will contact home at least 3 times per week for positive recognition of three different children within the class(e.g. text, phone call, face-to-face).

- A recognition board in each class focusing on an area linked to the three aspects of the Willow Tree Way
- A whole-school recognition board in the hall focusing on an area linked to the three aspects of the Willow Tree Way
- Children share their work with members of the SLT. Work is celebrated in the reception area, a text is sent home and children receive a recognition sticker.
- All members of staff will praise children meeting and exceeding the Willow Tree Way expectations.
- Teachers will also have stickers and rewards in class to meet the needs of the children and in line with pupil voice.

5. Logical Consequences

Children may miss part of their own time if they have not completed their work in lessons or need to be spoken to in private on a 1:1. This will be in class with the member of staff who is dealing with the behaviour. Where the behaviour is serious or continues to escalate, teachers request support from a member of SLT, who will spend time with the child and may remove them from class to prevent further disruption. Again, they will have to catch up on lost learning. For more serious/ ongoing behaviours the class teacher or a member of SLT will contact home. Logical consequence conversations are recorded on CPOMS to ensure that more serious or ongoing behaviours are monitored and actions put in place. If staff or parents are concerned about ongoing or serious negative behaviour incidents in school, an ABC chart will be completed to monitor these in more detail. This may lead to a targeted learning plan for behaviour.

Other examples of logical consequences:

- Child stays behind to tidy their work area.
- Child writes a letter of apology.
- Child visits chill out zone for five minutes to prevent rough play.
- Child repairs or cleans damaged property.
- Child misses opportunity to join team event if they have misrepresented school at an event or in the community.
- Child temporarily loses a key role or responsibility for not being responsible.
- Child moves places.
- Child completes their work in another class and a follow up conversation is held at break time.

6. Use of Senior Leadership Team

If a child's behaviour or work warrants immediate positive recognition from SLT then they can be sent to them to show their work or praise them for their behaviour.

If a child carries on with an unwanted behaviour following a logical consequence, if they are continuously disrespectful to staff or their behaviours are causing a risk to others then a member of SLT may be called for to speak to them and resolve the situation.

At both these points, children or staff are to go to the office who will locate SLT for the child/ staff.

7. Use of Isolation Within School

If a child is at risk of harming themselves or others or significantly disrupting learning, they may be asked to leave the room and sit by themselves to do work or 'cool down' in the Headteacher's office or the meeting room at Willow Lane and school office at Appletree Nursery School. In all cases of isolation being used, parents/carers of the child will be informed by school, and it will be recorded on CPOMS.

8. Conduct Outside the School Gates

The same principles towards managing and supporting behaviour will apply outside of school when:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.

Or where the above does not apply but the inappropriate behaviour:

- Could have repercussions for the orderly running of the schools;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the federation.

The federation works in partnership with local and community agencies in order to address issues relating to behaviour outside school hours.

We also expect parents to conduct themselves in this manner whilst on school ground or representing our school community. School have the power to remove or ban parents from our school grounds if they are deemed a risk or inappropriate to staff, other parents or children.

9. Exclusion

It may be necessary to exclude a child from our federation, although we firmly believe that this should only be carried out in most extreme circumstances and/or if all other support and consequences have failed. In most circumstances, the federation will have identified any children at risk of exclusion and arranged appropriate meetings and support prior to the decision to exclude.

The decision to exclude is made by the Headteacher and this may be for a fixed term or a permanent exclusion. The Headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole federation community. The following are examples of behaviour that will not be tolerated and would most likely warrant exclusion:

- extreme or violent physical abuse to another child or member of staff;
- persistent disruptive behaviour that does not allow children to learn or teachers to teach;
- frequent and persistent breaches of the federation's rules.

Parents/carers will always be informed of the decision to exclude a child. Parents/carers have the right to make representations to the Governing Body (or Discipline Committee) about an exclusion and the Governing Body must review the exclusion decision. Where the Governing Body upholds the right to a permanent exclusion, parents/carers have the right to appeal the decision at an independent review panel.

10. Criminal Law

As a federation, we are asked to be aware that some types of harassing or threatening behaviour – or communication – can be a criminal offence, for example under the protection from Harassment Act 1997, the Malicious Communications Act 1988, The Communications Act 2003, and the Public Order Act 1986. We are advised that if school staff feel that an offence may have been committed, they may elect to seek assistance from the police, but any reference to the police should only be taken with the agreement of the Headteacher.

11. Preventing Child on Child Abuse (including bullying)

Child-on-Child abuse is defined as abuse between children under 18 years of age. Willow Tree Federation has a zero-tolerance approach to abuse, including child-on-child abuse. Also, see related school policies: Safeguarding and CP Policy, Anti-Bullying Policy, ICT and AUP Policy.

All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff

are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

We aim to prevent child-on-child abuse through our teaching and modelling of values and positive behaviours as outlined at the start of this document. We teach children how they can develop healthy relationships and keep themselves and others safe. We teach them how to recognise when they might need help and where they can go for help when they need it.

Child-on-child abuse is unacceptable at the Willow Tree Federation, and it is treated very seriously by all members of staff. Staff are trained to recognise signs of child-on-child abuse and know how to respond to cases of child-on-child abuse. Staff will act immediately to support victims of child-on-child abuse and prevent further harm. Staff will report any suspected cases of child-on-child abuse to the Designated Safeguarding Lead (Lucy Naylor) or Deputy DSLs (Duncan Webster and Kirsty Banks) as soon as possible. The DSL will then conduct a risk and needs analysis before deciding how to manage or escalate a report. In most cases (unless there is a risk of harm in doing so) parents and carers of all children will be informed and the steps

taken to safeguard all children will be shared as appropriate. Staff will also refer to the Safeguarding and CP Policy.

12. Confiscation of Inappropriate Items

Federation staff can search a pupil for any item if the pupil agrees. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item. At Willow Tree Federation, either the confiscated item will be returned to the pupil at the end of the school day, or parents / carers will be asked to collect the item, or it will be handed to the police.

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images,
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the federation rules and that has been identified as an item for which a search can be conducted.

These include:

- Mobile phones
- Vapes
- Chewing Gum
- Smart watch
- Digital device
- Banned items as identified in school assemblies
- Unhealthy food and drink
- Inappropriate material (e.g. games, books aimed at older audiences)

Federation staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline. Parents will be informed by school if such event takes place, and it will be recorded on CPOMS.

13. Power to Use Reasonable Force

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Schools generally use force to control pupils and to restrain them. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Power to use reasonable force 'restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

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

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to intervene physically is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can be used. Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

In all cases of reasonable force being used with a child in school, the Headteacher (or member of the Senior Leadership Team) will inform the parent/carer of the child concerned and the incident will be recorded on CPOMS.

14. School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEND Code of Practice. We recognise that a child with social, emotional and behavioural difficulties, or a child on the autistic spectrum, may require something additional or different in the same way that we would make curriculum adaptations for a child with additional learning needs.

Where this is the case, a child will be identified on our school's SEN List. A Targeted Learning Plan may be established in consultation with the child and his/her parent/carer. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our Learning Mentors and/or referral to an appropriate outside agency. It may also be appropriate to help other children in the school understand what they can do in order to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy. We support staff in accessing appropriate training and pastoral support to help them manage pupils who present with challenging behaviour.

Where parents are finding a child's behaviour challenging in the home environment, we are able to support parents' access to Early Help. This may involve starting a 'Your Family's Early Help Assessment', which identifies the support necessary (e.g. setting of boundaries and routines in the home environment).

15. Complaints Procedure

This section should be read in conjunction with our school's complaint procedure. In respect of this particular policy, we note that:

- All complaints about the use of force will be investigated thoroughly, promptly and appropriately.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage or property disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- Where a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for a member of staff to show that he/she has acted reasonably.
- The guidance 'Dealing with Allegations of Abuse against Teachers and Other Staff' will be referred to where a complaint or allegation is made against a member of staff.

A full copy of the school's complaints procedures is available on the website and a copy can be requested from the school office.

APPENDIX



Behaviour- Positive direction



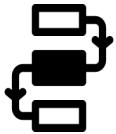
Step: Set the weather

- Smile as children enter class.
- Talk to them by name and greet them.
- Greet children warmly.
- Use gestures and tone to indicate enthusiasm.
- Note and engage children's life out of school (birthdays/pets/interests/experiences).
- Be interesting and fun- encourage active listening through what you do



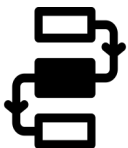
Step: Catch in- Specific praise

- Actively look for and praise the children meeting expectations.
- Make your praise meaningful.
- Use levels (good/great/brilliant).
- Name the action deserving praise and be specific.



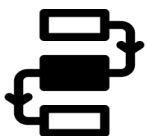
Step: Don't overlook the ordinary

- Acknowledge and thank those who are calm, orderly and managing their emotions.
- This extends to parents and visitors too!



Step: Praise in public: Reprimand in private (Reprimand meaning positive redirection for change or logical consequence)

- Catch in- notice the majority
- If positive praise and reinforcement hasn't work:
- Use eye contact and give actions
- Use proximity- walk and whisper- do they need any help- redirect
- Give directed choice
- Carry out logical consequence

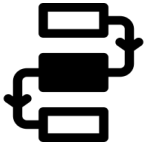


Step: Logical consequences

- Check if everything is okay
- Redirect on what the child should be doing
- If struggling to redirect explain the logical consequence linked to the behaviour.
- e.g. complete work in own time, talk it through in own time.



Behaviour- Learning behaviour



Step: Create routine

- Design your routine.
- Communicate the routine.
- Teach the steps and signals.
- Rehearse the routine.
- Refresh or relaunch when needed.
- Children need to know what they are doing throughout the day- visual timetables to be in place.



Step: Be ready to focus

- Use the 3 steps with children:
- S- Stop
- E-Equipment Down
- E- Eyes on me or Everybody ready



Step: Connect before correct

- Ask the child if they are okay
- Get involved in their learning
- Positively comment on what they are doing
- Model the behaviours you want

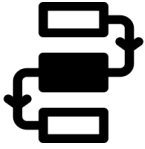


Step: No Wasted Time

- A flying start to lessons- recap and refocus
- Have a dynamic door
- Provide extensions and challenge
- Active learning and brain breaks

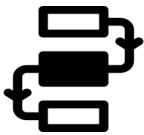


Behaviour- Unstructured Time



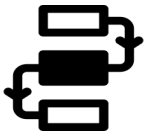
Step: Be present: SMILE

- Scan
- Move
- Interact
- Learn
- Encourage



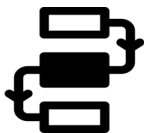
Step: Play

- Have fun
- Model and comment on play
- Catch in and recognise good examples



Step: Pre-empt

- Know, connect and check in with key children (as identified on staff whiteboard)
- Spread out- adults monitoring different areas
- Locations- check in regularly with 'hot spots' (e.g. MUGA, little house, KS1 climbing triangle, den building, mound, football, corridors)



Step: Suggest and encourage

- Suggest games and play partners for children 'looking lost'
- Also for children at risk of engaging in negative behaviours
- Direct towards play leaders and activity areas
- Suggest chill out zone



Behaviour- Scripts

These scripts aim to promote a positive and proactive approach to behaviour management, focusing on clear expectations, empathy, and constructive communication, as advocated by Paul Dix, Jason Bangbala and Bill Rogers. Teachers should adapt and personalise these scripts to fit their style of communication and the specific needs of their students and classroom environment.

The aim of talking to a child about their behaviour is to:

- raise their behaviour awareness
- to promote ownership and responsibility for their behaviour
- to emphasise awareness of others' rights to feel safe and learn without undue distraction or disruption
- to give and expect respect and fairness in our relationships with others
- seek to build workable relationships and a cooperative teaching/learning environment.

(Bill Rogers, 2015)

Step: Setting Expectations



- Remember our Willow Tree Way. We show respect to everyone, including ourselves. That means listening when someone is speaking and keeping our hands and objects to ourselves. It's important for our learning environment.
- This works well as a reminder before entering/leaving class and as part of a 'dynamic door'.
- Focus on a positive issue before needing to engage in correction. E.g. Remember to share the paints thoughtfully.
- Focus on the expected behaviour. Use verbs (face this way). Keep it short and simple. Where possible, dual code directions with gestures.

Step: Catch in



- I can see 12, no 13 people ready with empty hands and eyes front. Keep going. That's it- I have nearly everybody ready. Good job.
- Remember to stand in a prominent position and be seen looking.

Step: Zoom in

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- I can see 12, no 13 people ready with empty hands and eyes front. Keep going. That's it- I have nearly everybody ready. Good job.
- I'm just waiting on 2 or 3 people. I need voices off, empty hands and eyes front.
- Name_ You're talking and I'm ready to teach. I want you ready sitting ready to learn.



Step: Positive acknowledgement

- Name_ is ready. Name_ is ready. Sitting with eyes front and ready to learn. Thank you.
- Note this is acknowledging children meeting expectations and saves praise for those going above and beyond.



Step: Specific praise

- Name_ is being super respectful and responsible. It is brilliant how you tidied your things away and then helped others with theirs. Thank you. I'm so pleased to add you to the recognition board.
- Remember to use your levels- good, great, awesome. Save the superlatives for when you mean them!
- Be enthusiastic- make the extraordinary, extraordinary.



Step: Non-verbal cues

- Move closer to the child to raise their behaviour awareness.
- Use eye contact and facial expressions.
- Use hand gestures (e.g. palm down towards table indicating child should place equipment on the table; thumbs up for thanks).
- This may be followed up with walk and whisper. A short, direction given as discretely as possible to an individual.



Step: Gain attention (SEE)

- Signal, pause, insist.
- Signal: Stop (Gesture: raised hand, palm forward). Equipment down or Empty hands (Gesture: palm down). Everybody ready (Gesture: Eye contact/scanning and arms folded).
- Pause: allow a moment for children to adjust.
- Insist: Expect 100% response. Use prompts and reminders as needed.

Step: Directed choice



- Name_ you can put your toy away in your tray or on my desk. Thanks.
- Name- you can choose to complete your work now or during your break time.
- Note: it can be useful to give some take up time to allow the child to make the choice.
- I will check how everyone else is doing around the class and check back in with you in two minutes. I want you to have started your first sentence by the time I am back.



Step: Raise awareness

- Name_ you're fiddling with your water bottle. It is really distracting.
- Sometimes just raising awareness of the behaviour will be enough.



Step: Positive redirection

- Name_ leave the water bottle and eyes and ears this way. Thanks.
- Focus on what you want the child to do. Make it a positive action.
- Thank them when they follow the direction.
- Use a positive, expectant tone. Decisive but respectful.
- Think When... Then.
- Name_, you can either work quietly by yourself or you can come up and sit with me,
- Name_, you can go next door to work with Mrs _____ or you can work sensibly with _____ as I've asked.



Step: Rule reminder

- Name_ how should we walk through the corridors?
- What is our rule for...?
- What should you be doing now?
- Avoid open questions. Use what, where, when, how questions.



Step: Partial agreement

- Avoid getting drawn into arguments or secondary behaviours by using partial agreement.
- Others may be talking, but I need you focused on your work.
- Even if they did, I need you to...
- Perhaps so, but our rule is clear, you need to....



Step: Firm, fair and assertive

- Name_ your behaviour is distracting others. I need you focused and working hard. Do you need help with anything? We will need to discuss your behaviour at break time so you don't miss out on any more learning.
- If you choose to continue distracting others, you will need leave the classroom and catch up on your learning at break time.
- Use a calm but assertive tone and posture.



Step: Controlled severity

- Very clear boundaries may sometimes need to be set or reinforced using 'controlled severity'.
- A sharper, harder corrective tone that conveys: "No! You will not do that –EVER!"
- This may be a response to potentially harmful behaviour, including physical violence or discriminatory or targeted behaviour.
- It should be followed quickly by a return to the normal friendly, warm tone to reassure other children nearby.
- Often, the simple sharp reprimand is all that is needed – a cross tone that says: "I care about you, but you know that is beyond the boundary and you know I will not tolerate it again".
- Teachers should only need to use the severe tone occasionally.
- Sometimes commands may need to be given in this manner (e.g. Name_ *(said sharply. Then gain eye contact and use a firm assertive tone).* Get off the table now.) (Name_ Move away now.)