NEWBIGGING PRIMARY SCHOOL

POLICY ON POSITIVE BEHAVIOUR MANAGEMENT

PRINCIPLES

In order for a unified approach to behaviour management to exist there are certain principles which underpin the school's approach. These are:

- ➢ Everyone is entitled to certain rights and that behaviour will be judged on the impact it has on the rights of others.

- ➢ Pupils must be provided with clear and consistently applied behaviour expectations

- ➢ Pupils should be rewarded for conforming to the behavioural culture of the school – these rewards may be those used in class or may be a whole school recognition at assemblies, notes home etc..

- ➢ Pupils should be dealt with fairly when they commit misdemeanours

- ➢ The school's behaviour policy should be clearly understood by pupils, parents and school staff.

- ➢ The school's behaviour should "… strike a healthy balance between rewards and punishments and that both should be clearly specified" (Elton Report, 1989)

AIMS

The aim of this policy is to promote a core set of shared values, namely:

- • That positive behaviour results in a happy, secure community where all members can give of their best

- • That all forms of bullying are unacceptable

- • That respect for each individual acknowledges the individuality of each member of the school community whilst at the same time shows that each member is valued and has the same basic rights.

- • That everyone has the right to expect to be safe in the school environment

- • That behaviour is learned and students must be given the opportunity to learn how to behave in a respectful, responsible manner that will enable them to fit into society.

Behaviour management is complex. Throughout the process, students and staff need support. Students require firm, fair support from the staff of the school in conjunction with that provided by the home. It is vital that home and school work together, as far as possible, to help the young people learn how to fit in with their immediate and wider community.

Staff may gain significant support from each other by discussing and sharing responsibility for difficult issues. The main support should come from the framework given by this policy which provides consistency of approach across the whole school.

Student Code of Conduct

Students behaviour should be based on the 4Rs – namely:

Rights – the knowledge that **all** members of the school community have the same basic rights. These are:

- Everyone has the right to be shown respect
- Everyone has the right to feel safe
- Everyone has the right to be able to work/play to the best of their ability
- Everyone has the right to have access to the school's resources

Responsibilities – in order for the above rights to be workable, students also have the responsibility to behave in a way that respects the rights of others.

Rules – there are a few basic rules throughout the school that are set up to enable the rights of all to be observed. Students have the responsibility to observe these rules.

Routines – similarly, there are a few basic routines (e.g. lining up to enter the school, tidying away) that also enable the rights of others to be observed as well ensuring safety. Students have the responsibility to observe these routines.

The above 4Rs have been arrived at through consultation with staff and pupils and the Pupil Council.

Classroom Code of Conduct

Each class is responsible for devising its own classroom rules that support the basic rights.

Other rules are whole school rules and are as follows:

Playground Code of Conduct

- √ Do be kind and thoughtful – don't hurt people physically, verbally or feelings
- √ Do try to include others in your games – don't leave people out
- √ Do take care of the playground equipment – don't break things
- √ Do keep the school neat and tidy – don't drop litter
- √ Do try not to damage anything – don't vandalise
- √ Do help keep yourself and others safe – don't go out of school, or climb trees, or climb on the wall, fence or railings.
- √ Tell an adult if you have any problems.

Lunchtime Code of Conduct:

- √ Do eat quietly
- √ Do observe good table manners
- √ Do allow others to enjoy their lunch

Corridor Code of Conduct:

- √ Walk – don't run
- √ Move quietly – especially during class time
- √ Keep to the left
- √ Enjoy the displays – don't interfere with them

Transport Code of Conduct:

- √ Stand and wait until the bus stops before getting on
- √ Always put your seatbelt on. Help younger children.
- √ Stay in your seat – do not walk about or change seats
- √ Sit quietly – do not distract the driver's attention
- √ Treat your fellow passengers with respect
- √ When you get off the bus stand and wait until the bus has moved off.

In this school we use positive language – language that helps us feel good about ourselves and others. This means no swearing or racist language, put-downs or sexist language

STRATEGIES FOR ENCOURAGING POSITIVE BEHAVIOUR

There are 4 Key Facets of behaviour management:

- Prevent and minimise – unnecessary problems with behaviour in social groups
- Encourage and correct – encourage positive and responsible behaviour and correct behaviour which infringes on rights
- Apply appropriate consequences – what consequences ought to follow when students refuse or abuse corrective management?
- Repair and rebuild – after correction and consequences

Please see Appendix 1 for expanded advice on the Key Facets.

In order to implement the Key Facets of behaviour management there are a number of Preferred Practices which all staff should carry out.

Preferred Practices:

- all teachers will clarify the classroom rights, rules and responsibilities at classroom level and general duty of care level
- the school's rights-responsibilities-rules-routines code forms the basis for all behaviour management and discipline
- minimise unnecessary confrontation when managing students
- use positive, corrective practice whenever possible
- keep the focus on primary behaviour – avoid argument
- invite, model and expect respect
- utilise related and reasonable consequences (See Appendix 3)

Please see Appendix 2 for extended advice on these practices

What happens when things go wrong?

The emphasis is always on students being responsible for their own behaviour and for the way their behaviour affects others.

It is crucial that staff give the opportunity for relationships to be rebuilt once they have come into difficulty. These may be student/student or student/teacher relationships. (See Appendix 4)

It is essential to remember that the basic rights and associated rules form the basis of the school's behaviour management. When a student infringes another's rights and breaks a rule he/she should work his/her way through the 4W process – that is, (i) What happened? (ii)Why did it happen? (iii)What right did I infringe/rule did I break? (iv) What am I going to do to put it right?
(See Appendix 5)

Younger students, and those with difficulties, should have the process scribed, whereas older students should work through the form themselves. Members of staff, where appropriate, should offer support - especially with the section on how to put things right. The 4W forms should be retained as a record and may also be used as a platform for home/school discussion.

When deemed appropriate, parents will be involved in resolving conflict.

For advice on dealing with commonly occurring behaviour problems (see Appendix 6)

Rewards:

The school operates a consistent approach to rewards. The nature of the rewards change in response to their efficiency at any given time. There are rewards systems in each classroom (e.g. marbles in a jar, stickers) and whole school (e.g. stickers, certificates at assemblies). In the playground good behaviour is rewarded with suns and bad behaviour earns clouds.

GUIDANCE FOR STAFF ON EFFECTIVE CLASSROOM MANAGEMENT

Effective classroom practice is essential for the implementation of the 4 Key Facets of Behaviour Management. Some aspects to consider are:

- Establish class rules and routines to support the basic rights – preferably in the first part of the school year
- Ensure respectfulness is integral to the classroom operations
- The seating plan in the classroom – minimise risk of disruption by careful planning of seating
- Ensure correct pace and challenge to minimise boredom
- Take account of students' prior learning
- Keep classroom environments interesting and frequently changed
- Insist on the use of Positive Language – the school is recognised as a Positive Language Zone
- Use praise and encouragement as motivators
- Use a least-to-most-intrusive plan for corrective intervention (see Appendix 7)
- Use time-out sensitively (See Appendix 8)

SCHOOL-WIDE DUTY OF CARE

It is fundamental that there is a consistency of approach to behaviour management on the part of all members of staff

Corridors – all staff are responsible for ensuring correct behaviour in the corridor (See Corridor Code of Conduct)

Playground Supervision – Is largely undertaken by the Primary School Assistant. Teaching staff have responsibility for reinforcing the Playground Code of Conduct on a regular basis and for helping students to deal with, and work through, situations that arise in the playground and spill into the classroom (if appropriate by using the 4Ws) Where necessary there should be communication between the playground supervisors and other staff members

Wet-day Supervision - is largely undertaken, again by the Primary School Assistant. A playground games box is available in each classroom. Students are forbidden to use electrical equipment. Students should move around the classroom in a sensible manner.

Out-of-School – the same rules apply for out-of-school activities as apply in school – namely, that the basic rights are respected. Additional rules may also be applied – for example, when moving around cities, large densely populated buildings. In these circumstances, students must be made aware of the rules prior to embarking on the activity. Students must be made aware that they are ambassadors of the school in these situations. Incidents from out-of-school activities will be followed up in the same way as when at school.

PERSONAL, SOCIAL DEVELOPMENT

The Behaviour Management culture within Newbigging Primary, which is represented by this policy document is implicitly supported by the school's Personal, Social Development Programme

SPECIAL NEEDS

Some students may have difficulties which inhibit them from observing the normal behavioural culture of the school. In these circumstances other strategies may have to be used – e.g. behavioural contracts, part-time timetables etc. In these circumstances, early identification is important as is the early involvement of parents.

MANAGING PLAYGROUND BEHAVIOUR

At the start of the year, class teachers will discuss with their classes what playing safely means:

- o Playing in assigned areas (when applicable)
- o Playing in a way that does not harm others
- o Playing ball games at the right time and in the right place
- o Finishing food before going out to play
- o Using play equipment properly

Duty of care outside the classroom is a crucial area of behaviour management. Once students leave their classrooms, they leave a reasonably ordered, defined, governed structure. There are clear routines and rules and there is always a visible presence of the teacher in the classroom.

Our duty of care extends to all parts of the school and to all children.

Aggressive/ uncooperative behaviour should result in immediate time-out – 5 -15 minutes in, for example, the office area

It is important students know that aggressive behaviour will **always** result in time-out

The school constantly looks for ways of encouraging thoughtful behaviour in the playground whilst at the same time allowing the students necessary time and space to follow their own interest. These strategies change as required.

Newbigging School would like to acknowledge the valuable input gained from Bill Rogers' "Behaviour Management" (1995)

October 2010

Review date : October 2013

4 Key Facets of Behavioural Management

- **Prevent and Minimise**

    Consider how we can prevent and minimise unnecessary problems with behaviour in social groups?

    Effective teachers work hard to set up classrooms with positive routines and rules which assist the smooth running of the classroom.

    With preventive planning we can provide better management of:
    - Classroom (social aspects of behaviour, seating, use of praise and reward)
    - corridor
    - playground
    - wet day supervision

- **Encourage and Correct**

    Consider how we can encourage positive and responsible behaviour and correct behaviour which infringes on rights

    How can we correct in the least intrusive way so that dignity and respect are kept intact?

    It is impossible for teachers to know in every instance how to correct student behaviour. What is important is a whole school commitment to act from common values and a framework of **preferred practice**. (Appendix 2)

- **Apply Appropriate Consequences**

    Consider which consequences ought to follow when students refuse or abuse corrective management

    Consequences are a necessary feature of discipline and behaviour management. Apart from the natural consequences that occur in life, behaviour management requires that connections be made between behaviour and the outcomes that follow from rules, rights and responsibilities. Students need to learn that all behaviour has outcomes (positive & negative).

    These outcomes relate to how the rights of others are affected by one's behaviour.

- **Repair and Rebuild**

    Consider how we can repair and rebuild after correction and consequences

    Repairing and rebuilding are vital to maintain relationships.

    Repairing and rebuilding goes beyond correction and consequences to:
    - Assure the students that they are still accepted as members of the class and school
    - Deal with the natural bad feelings that go with facing consequences and punishment
    - Emphasise reconciliation (re-peace-ing) especially of teacher and student

- Provide a model of reconciliation for the student concerned as well as any others.

Going beyond consequences to forgiveness and reconciliation can be very hard for a teacher.

So – we have to take one day at a time; treat students with respect by our actions; avoid holding grudges; accept students back into the group

Rebuilding damaged, strained and dysfunctional relationships involves teaching better, even new, behavioural patterns.

Important problem solving questions a teacher may ask:

- o What is the problem as I see it?
- o Who is affected?
- o Why do I think it is occurring?
- o What am I characteristically doing now to address problem behaviour?
- o Is my current management of bad behaviour effective?
- o If it isn't what can I do to address the problem?

APPENDIX 2

Preferred Practices

- **All teachers will clarify the classroom rights, rules & responsibilities at classroom level, & general duty-of-care level**

    Teachers will teach both rights & responsibilities. Rights are taught alongside the rules which support them. These rules should be made clear, known & published. Infringement of rights/rules leads to applying appropriate consequences within an environment which supports the students and helps them move towards acceptable behaviour.

- **The school's rights-responsibilities-rules-routines code forms the basis for all behaviour management & discipline**

    Rights need to be the focus
    - How does the behaviour affect others?
    - Which rule is broken?
    - How is the problem going to be fixed?

    Rights can only be enjoyed when people are acting responsibly.

    Essential rights are:

    (i) **To feel safe at school**
        In classroom/playground.   Physically/Emotionally

    (ii) **To learn to the best of their ability**
        - with the best assistance

    (iii) **To be treated with dignity & respect**
        - even when being disciplined

- **Minimise unnecessary confrontation when managing students**

    No put-downs / sarcasm / ridicule etc

    Punishments do not need to be humiliating to be effective

    Humiliating young people in front of their friends makes good relationships impossible

    Distinguish **assertion** from **aggression**

    State one's needs & rights in a way that doesn't trample on others' – not towering over & invading personal space
    Involves firm, decisive tone which addresses **behaviour – not the person**

- **Use positive, corrective practice whenever possible**

    (i) plan the language of corrective discipline e.g. Not "Don't swing on the chair" but "Four on the floor"
    (ii) use least-to-most-intrusive intervention (Appendix 7)
    (iii) balance corrective discipline with encouragement
    (iv) re-establish working relationship as soon as practicable

- **Keep the focus on primary behaviour – avoid argument**

    - tactically ignore the non-verbal secondary behaviour (raised eyes, slouching, etc)
    - keep the focus on the primary issue
    - avoid argument (especially in public)
    - refocus on the secondary dialogue, once the primary issue has been dealt with

    Allow "take-up" time e.g. call someone over from a distance, thus giving them time adjust.

- **Invite, model & expect respect**

    "We can't make every student like us, neither can we like every student, but we make it very hard for them to hate us"

    Show students respect - "Please" …. "Thanks" …. "Excuse me" …. Use first names…. Speak to pupils out of class.

    Respect involves :

    (a) separating the behaviour from the person
    (b) allowing the consequences to do the teaching
        i.e. don't rub noses in it
    (c) using private, rather than public, reprimands
        enable face saving & take-up time
    (d) taking students aside to focus on what they should be doing (where possible)
    (e) avoid holding grudges - within the day, from day to day
    (f) re-establish the relationship after correction

None of this is always easy but is possible because it is what can be **done** – not what we feel or have to feel.

- **Utilise related and reasonable consequences (See Appendix 3)**

    Clear consequences should be agreed for behaviour which threatens safety.

    Many other kinds of behaviour can be dealt with consequentially – using problem solving techniques that allow students to negotiate how they fix things up.

    Safety-intrusive behaviour will be dealt with by an immediate time-out approach, followed by some form of negotiated (deferred) consequence.

    Persistent disruptive behaviour requires the set up of a conferencing, counselling and contracting process.

- **Actively promote, teach and support positive behaviour**

    Students are not born responsible, they learn responsibility. We need to build a school climate that enhances responsibility and co-operation.

    We can do this by:

    Acknowledge students when they are behaving responsibly, well, positively and thoughtfully

    Build a positive working environment in the classroom – positive rules, simple and clear routines, maximum use of seating plans, a balance of co-operative learning and teacher directed/individual learning

Gear the curriculum and the teaching and learning environment for maximum success in a wide range of academic and non-academic activities

Give regular encouragement (verbal and nonverbal) and descriptive feedback – there is more to positive behaviour management that clear rules. There should be positive feedback for regular attenders, for those who go for extended periods of time without showing disruptive behaviour. Positive behaviour goals should be set.

Hold special events for 'our class' – anything that enhances the feeling that the class is important

Arrange classroom meetings once the class has established itself.

Encouragement – to be distinguished from praise – encouragement focuses on the effort rather than the person :
> "You handled that well"   "Good point, Fred"   "You've put a lot of thought into that, Paul"

Children may try to reject encouragement (especially those with low self-esteem) – give it to them anyway

Promote positive behaviour through the use of stickers, stamps, certificates etc.

Contact parents for positive as well as disruptive behaviour

- **Have a clear, school-wide, agreement on the reasons for and use of time-out** (See Appendix 8)

- **Build, promote and utilise a united approach to behaviour management**

All behaviour is the responsibility of all staff members. We always have a duty of care wherever we are in the school. If a pupil is causing real difficulty in a class it should become a whole school issue – not leave the teacher isolated with it.

A mutually supportive environment is the key to a good working positive behaviour policy. School cannot sanction:

- behaviour which tacitly endorses characteristic humiliation
- sarcasm
- unjust or inconsistent consequences
- the 'blind-eye' syndrome that does not take duty of care seriously

Consequences

Consequences can be immediate or deferred

Immediate e.g. –
       (i)   sitting away from others
       (ii)   working away from others (relocation)
       (iii)   cool-off time in the room
       (iv)   time-out, away from the classroom or activity

Deferred e.g –
       Range from chat after class to students doing work in their own time, or fixing up a mess later. Detention should be constructive and related to problem

Emphasise the relatedness of the behaviour and the outcome

Establish logical connection between the disruptive behaviour and the consequences
Students should establish the following
       (i)   What I did
       (ii)   Why I think this happened (their right of reply)
       (iii)   What rule (or right) I broke or affected
       (iv)   What I need to do to fix things up

Emphasise certainty rather than severity

Certainty principle -   There will **certainly** be consequences – this is crucial whenever teacher is clarifying consequences. It links with avoiding unnecessary confrontation. Don't add in things like "How many times have I told you?" "Why is it always you?" "You never …   You always … " etc..

Let the consequence teach students:

- **about the relationship between their behaviour and the outcome applied**

- **that the students, in effect, choose their own behaviour** – YOYOB : You Own Your Own Behaviour

- **to work for reconciliation and restitution** rather than revenge. Reparation between student and student, student and work, student and teacher should be the goal of applying consequences. How do we go about helping the student to repair and rebuild damaged relationships and attitudes.

- **About the need to allow cool-off time** when applying consequences.

Behavioural Consequences

When a teacher has to apply a consequence to a student both parties are often emotionally affected by the behaviour at issue.

High ideals to strive for are:

- consistency of enforcement
- justice
- valid assessment of degree of seriousness
- relatedness to behaviour
- certainty rather than severity

BUT these are difficult to achieve.

Behavioural consequences are the link between rights and rules and what happens when another's action has affected these.

The Certainty Principle

Behaviour will certainly have consequences

Keep a balance between:

- addressing behaviour rather than attacking the person
- communicating anger on issues that count and keeping respect intact through repairing and rebuilding – remember "The greatest revenge is not to be like them" (Seneca)

Certainty and group establishment

It is important that pupils know that certain behaviour, in and out of class, will result in particular consequences.

Disruptive behaviour is measured by its effects on mutual rights, safety, fair treatment of others and on learning.

When a teacher is discussing the class rules, routines and expected behaviour, it is important to discuss consequences relative to rights. In discussing consequences our job is to make sure that consequences:

- relate to the behaviour concerned
- are reasonable
- respect the dignity of the individual
- have degrees of seriousness built in

Students need to know what will happen if they choose to:

- call out and butt in
- wander about the class
- interfere with others' learning or teaching
- be abusive intolerant or aggressive

The process of applying consequences should be thoroughly discussed with, and understood by, each class.

Telegraphing consequences

"If you do this ….. you may be asked to ……."

Keep the focus on the students owning their own behaviour.

Negotiating consequences

"What do you should happen as a result of….?

Followed by (if appropriate)

"Alright, if I did that what would you learn from it?"

NO negotiation about the consequences of serious behaviour.

4Ws Approach

- **What did you do?** This focuses on the behaviour relative to the consequence. (Students are required to be specific about what they did)
- **What rule did you break? What right did you affect?**
- **What is your explanation?** (this is a right of reply)
- **What do you think you need to do to fix things up? The** consequence or restitution. (This is probably the most important of the four. It puts the responsibility for the consequence back on to the student)

Sometimes we can add:

- **How can I help with your plan to fix things up?**

Deferred consequences and follow up

If a student makes dealing with behaviour immediately difficult or if there is a cooling-off period required, consequences of behaviour can be deferred. The certainty is that it will be dealt with and followed up. Following up may simply be a reminder of expected behaviour or may be more of an in-depth discussion

Pupils are encourage to take responsibility for their actions through the use of restorative/solution focused strategies as detailed in the school's 'Handbook of Behaviour Strategies'

One consequence that needs to be considered for serious misbehaviour is exclusion.

APPENDIX 4

Restitution, not Retribution

Restitution is, fundamentally, the act of restoring something to its former state, giving back something taken away or lost, making good something which was damaged – it is part of the repairing and rebuilding process.

As a form of consequence, restitution is about fixing problems, not fixing blame. The teacher may focus on such questions as:
- Alright, this has happened. Now what's your plan to fix it?
- What can you do to repair the damage? How can I help?
- What can you do to make up for it? How are you going to make things right?

We can't make students fix things up. We can't make them face the consequences. If they refuse to listen we can point out:
- What we see in their behaviour
- How it is not helping them to belong to their class group and get their work done
- What they need to do if they want to belong

The teacher can ask questions to help the problem solving process, e.g.:
- What can you think of that will do that? (Fix things up)
- When can you do it?
- What will this plan do for the other person?
- What will happen if you don't make a plan to fix…..?

Restitution requires thought, time and effort. The offended party needs to feel satisfied with the result and the restitution act should be related to the offence – it should be genuine without being easy and should work at making the relationship stronger.

APPENDIX 5

The 4W's

The 4Ws is a useful framework for classroom meetings or for consequences the involve pupils writing about behaviour (or having the information scribed)

- **What's** the problem, specifically?

- **What** rule or right is being affected by this problem?

- **Why** do you think this problem is occurring? (This question may be used as a right of reply question in conflict resolution and when encouraging a student to think about related consequences)

- **What** can you do, or, what do you need to do to fix the problem?

- Sometimes add the question : How can I help?

THE 4 W's

Name: **Date:**
What I did:
Which rule did I break? Which right did I affect?
Why I think this happened:
What I need to do to fix things:

COMMONLY OCCURRING BEHAVIOURS

Swearing

There are different kinds of swearing and children, like adults, swear differently – some out of habit, especially when frustrated, some for effect, some to hurt others.

In the first two cases the school should reinforce what positive language would have been better to use.

In the case of the latter, when swearing is used as a personal attack or abuse, it is a different matter. We need to make it clear to the students that:
> This kind of language is socially unacceptable
> It affects one's rights to fair treatment
> There are better ways to communicate one's frustration and anger

Managing swearing

Incidental swearing:
Reference should not be made to language being acceptable at home.

Humour can often diffuse a situation and result in the student thinking about his use of language – with a short follow-up in private after class.

Reference should be made to the school's use of positive language and mutual respect. Class meetings around the school could focus on particular incidents (maybe the same issues being debated in each class)

"This is a positive language zone"

"We have a rule for positive language. Let's use it thanks" etc.

Abusive swearing:
As with any abusive behaviour, there needs to be a clear understanding of the infringement on, or damage to, another's rights.

Immediate reaction:

"Fred I don't speak like that to you. I don't want (or like) you to speak to me like that"

or

"We have a rule for respect and I expect you to use it. That language is offensive and unacceptable"

Tone ; unambiguously assertive without aggression.

Don't force apologies – they can wait until after cool-off time

Then direct student to continue task. Older students can be sent just outside the door for a brief chat.

If a student has a habit of reactive swearing it will be more effective to work in a longer term behaviour contract

Put-downs by students

Classroom banter and some gentle teasing is healthy

Put-downs are often a bad habit. Sometimes they are clearly intended as abuse to hurt.

Immediate short term: Address it through the class/school rules and rights. Students must know it is unacceptable at this school.

Put-downs really concern the use of language, how people feel and the right to be treated with respect.

Put-downs hurt the recipient.

(1) If the put-down is quiet and the recipient is apparently unoffended – a gentle reminder is enough – reinforce, gently, the rule for respect

(2) If the put-down is loud or aggressive – use an assertive voice that stops the class and focuses attention. State clearly that it was a put-down and that it hurt. "We've got a rule for respect and I expect you to use it" If the student argues, "Stop! I'll speak to you later"

(3) If offending student persists, direct them to work separately or face time-out.

(4) It is unhelpful to force a public apology – you can't make them! Don't enter into a power struggle. If necessary institute time-out procedure and defer Repairing, Rebuilding and Restitution. You'll get the apology later.

Arguments/quarrels in class

They often occur over minor issues:

"She took my pen…"   "He pushed first …."

They often indicate a relationship problem.

In short term:

Keep the focus on:
- balancing the rights of others with the responsibility of those who are disruptive
- referring to rules/routines that protect rights
- avoiding long discussions about who started it

Only allow versions to be told in a normal voice and one at a time.

Set the students with the task of coming up with ways to fix it

If they continue over time – relocate them in class and get them to stay back for problem-fixing time. This is the value of consistency in practice.

Any argument involving aggressive behaviour will require immediate time-out for the aggressor and follow-up with both parties later. Students soon get used to the fact that teachers will not allow arguments or hostile behaviour in class but will acknowledge the problem, affirm their feelings and address their needs at an appropriate time.

Circle time can be used as a whole class forum for discussion.

In dealing with this behaviour there needs to be a balance between:

- what we can do in the immediate short-term

- what we can do in the long term, after the heat has died down – resolving conflict, working through better ways to deal with the problem next time, making alternative seat plans if necessary

- working with the whole class on social skills, co-operation, consideration & caring, valuing others' contributions, using manners etc.

LEAST-TO-MOST INTRUSIVE INTERVENTION

(Courtesy of Bill Rogers: Behaviour Management)

"Effective teachers have a wide, least intrusive repertoire in their language and non-verbal behaviour – tone of voice, gestures etc..

Adam is supposed to be writing a diary but is surreptitiously playing with a toy troll. The teacher goes over, approaching 'side-on' not 'face-on', bends down to the small student and says, 'Nice troll, Adam. I want you to put it into your tray or on my desk.' The teacher's tone is pleasant but expectant. Adam has been given a choice rather than a threat. …..the teacher smiles, moving away to give the student take-up time. Adam puts it away, sighing. Later, as the teacher goes around the class, brief acknowledgement is given to Adam for putting the toy away and getting on with his work. The teacher is balancing correction with encouragement.

A common, more intrusive approach may occur like this. A teacher with hand outstretched, marches over to the student and says, 'Right! Give it to me. Give it here.' This forces the student to lose face and gives no take-up time. The teacher stands, waiting, forcing the student to act while the audience watches. Incidentally, fast movement unnecessarily stirs up the more kinaesthetic student."

"Two students near the window were being silly …. tapping their rulers in play fighting during on-task time. ….. Rather than go to them and 'over-attend', I called across the room and asked Timmy to come to me. I then gave my attention to the student I was working with. I saw Tim slouch over sulkily, as I gave him take-up time.

I saw all the 'making a statement stuff' from peripheral vision. He came over. 'Yes (sigh and eyes to the ceiling), what do you want?' the words came out as an emphatic whine.

'What were you doing by the window, Tim?'

'Nothing.'

'Actually, Tim, you're hitting rulers with Kevin.'

'Oh, c'mon, we were only mucking around (last word)'

'Maybe you were, but what are you supposed to be doing?'

'The project' (another sigh)

'Okay, back to your desk and carry on with the work. I'll come and check it in a moment.'

I turned away, giving him take-up time, as he wandered …. back to his desk. Without looking, but using peripheral vision, I noticed him have a quiet whinge to Kevin and slowly get on with his work. Several minutes later, I called across the room, making full eye contact.
'Tim.'

'Yes' came back with a frustrated sigh. Here I gave him the okay sign. …. He grinned back sheepishly.

This little fracas was kept 'least intrusive' by:

- calling him quietly aside with a direct question
- keeping the focus on the primary issue

- giving take-up time
- re-establishing

I can address his attitude and silly behaviour one-to-one, away from the audience, after the class rather than make a big scene publicly. This approach, which takes no longer, also keeps the relationship workable and intact, and keeps the focus on the current behaviour and the task in hand.

If students argue we can become more intrusive in the sense of redirecting and clarifying consequences or even 'exiting' the student from the room or playground temporarily."

APPENDIX 8

Time Out

Time-out is used **to allow pupils to regain emotional control**. The pupil should basically experience isolation, withdrawal, the opportunity to cool down and, possibly, reflect. The experience should be as non-reinforcing as possible.

Time-out should convey the message that the pupil is always welcome in the room, but not when they behave badly.

Exit from the room should be well planned and requires the support of colleagues

Pupils should be clear about what time-out means and what situations will bring about time-out

Before pupils are sent from the room for time-out they should be warned of what will happen if their behaviour continues.

Time-out options:

- five minutes outside the room
- fifteen minutes in a designated area – HT room/ Reception area

It is vital the teacher remains calm and directs the pupil from the group before initiating time-out.

The experience could be backed up by 4W and the pupil may be required to catch up on work missed during time-out.

Exit cards to a nearby classroom – teacher needs to be able to leave class unattended to escort the pupil to their class for 15 minutes cool-off time without work.

If, in an extreme situation, the child refuses to leave the class, and therefore the audience, the class should be removed and the pupil left, supervised.

Time-out needs to be followed up by repairing and rebuilding strategies.

In the event of time-out having to be used frequently by a student the school should contact the parents to discuss strategies for helping the student deal with the situations that upset them.