The Blue School

(Church of England)   Established 1630

Excellence for all,
Excellence by all
Through the guidance of
Jesus Christ
Our Living Lord

Policy: **Behaviour and Anti-Bullying**

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The Blue School - Behaviour Policy

Statement

1. At The Blue School we promote a community and environment where all members can work safely and happily to the best of their ability within the Christian context.

2   Good behaviour is an essential condition for effective teaching and learning to take place, and to provide for a safe and healthy working, study and play environment

3. The underlying principle of The Biue School's behaviour policy is to adopt a positive approach to behavioural matters wherever possible. This policy involves all members of our community; pupils, staff, volunteers, parents, governors, visitors to the school, and other external participants in school activities.

4. Staff at The Blue School recognise that all children have individual needs which are taken into consideration when any incident occurs.

5. All staff at the school are aware of the **Behaviour and Discipline Framework[1]** issued by the Departmant of Education upon which the following policy draws.

Aims

6. The Blue school aims to:
    *   establish a Christian ethos that is expected in a Church of England school.
    *   create conditions for an orderly community where effective learning can take place and in which there is a mutual respect between all members and a proper concern for the environment
    *   develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
    *   encourage staff, children and parents to value good behaviour.
    *   establish a clear code of conduct which will be encouraged by a system of rewards and, where necessary, sanctions, working within a positive atmosphere.
    *   respect all members of our community.
    *   promote high esteem and self worth in order to develop good relationships, make moral decisions and interact positively.
    *   create a positive and stimulating learning environment with high expectations of children's work

Objectives

7. All members of The Blue School's school community have the responsibilty to ensure that the above aims are successfully implemented by:
    *   valuing everyone as individuals and respecting their rights, values and beliefs
    *   fostering a sense of belonging to the school community and good relationships within it regardless of race, age, gender, disability etc.

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[1] See: https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

- providing a well-ordered environment in which all are aware of behavioural expectations
- recognising, praising and modelling good behaviour to make explicit the standards expected
- rejecting all anti-social behaviour (including bullying and racism)
- being consistent in the way behaviour is praised and the way unacceptable behaviour is sanctioned
- caring for each other and the environment
- working as a team where there is mutual support
- to regulate degrees of appropriate action depending on individual circumstances

Behaviour code of conduct

8. Consistency in applying the following behaviour rules, also rewards and sanctions is essential.
    - respect all members of our school community and always be thoughtful and considerate
    - work to the best of your ability and respect the atmosphere in the classroom.
    - speak to and treat others politely
    - listen carefully to teachers and any other people in school, put your hand up when you are in a group and wait until you are asked to speak.
    - try to do as you are asked as quickly as possible.
    - take care of our classrooms, equipment and school environment

9. These principles are designed not only to guide children's behaviour while at school, but also to have an application in their wider life and society. We believe it is the responsibility of parents/carers to provide firm but affectionate guidance in the home. It is upon such a foundation, that children are most likely to develop the attitudes on which good behaviour at school is based.

Class management

10. Good classroom management ensures that a positive and safe social and learning environment is set up and maintained, enabling children to make the most of learning opportunities. It is well evidenced that children who are not feeling safe and secure are unable to learn effectively.

11. Key areas for consideration are:
    - Good classroom layout and organisation of resources, equipment and personal belongings.
    - The setting of clear expectations and joint ownership of class rules.
    - The establishment and maintenance of appropriate routines.
    - Effective and appropriate groupings of children for different activities;
    - Thorough planning of the curriculum and stimulating relevant delivery;
    - Fair and consistent application of rewards and sanctions.

12. Within the school's code of good behaviour, and using the principles outlined above, each class begins the school year identifying and articulating a set of rules to which each member of the class agrees and signs up to, expressed in a positive language that the children understand.

13. **Appendix 1** provides teachers with checklists and other helpful ideas to support good classroom management and to help them develop and establish effective and appropriate class rules.

Through the curriculum.

14. Postive behaviour knowledge, skills and attitudes are specifically taught through the Personal, Social and Health Education (PSHE) and Citizenship curriculum.

15. PSHE units of work include "Learning and Respect", "Getting on and Falling out", "Personal and Relationships Education". A range of resources are used including Social and Emotional Aspects of Learning (SEAL) and the Drug, Alcohol and Tobacco Education (DATE) pack.

16. A wide range of activities are used within the units of work including drama and role play; sorting and ranking activities; circle time and discussion; use of literature, photos and pictures and information technology.

17. In addition, where a child or group has identified social, emotional and behavioural needs, a specific programme of activities may be set up according to the child(ren)'s Individual Education Plan(s) to take place within the school day.

Through additional responsibilities

18. Pupils are also involved in delveloping and maintaining the school ethos outside lessons including through:
    - Representation of their classes as members of School Council;
    - Support for other children and members of staff as buddies in the playground;
    - Support for school policies and practices as Environmental Officers,
    - Development of rules or codes of behaviour to display in school. For example: *'A friend is …*"

19. Training and coaching is offered to particpating pupils to help them to effectively fulfil their role when appropriate and pupils also have opportunities to represent the school, on isues relating to their role, to the wider community.

Specific Responsibilities

School Senior Management Team (SMT)

20. The SMT support staff and encourage and facilitate good behaviour by:
    - Monitoring the implementation and success of employed behaviour strategies through observation and discussion with their teams
    - Being available to take an active role in the reward and consequence structure and monitoring and intervening when necessary

- Ensuring everyone within the school community has access to this policy and is aware of their responsibilities
- Reviewing the policy on an annual basis, or in light of new local and/or central government guidance.
- Taking a leading role in establishing and continually improving the school's behaviour policy and codes and leading by example, and having high aspirations for pupils and staff.

Teachers

21. Teaching staff encourage and facilitate good behaviour by:
- implementing the school's behaviour policy and codes as agreed
- providing a broad, balanced, stimulating curriculum to which all children have access and by catering to individual needs as appropriate
- upholding the ethos of the school e.g through worship, RE and PSHE
- being good role models, being punctual and well prepared
- dealing with children effectively and appropriately
- enabling children to take responsibilty for their own learning
- have high aspirations for pupils
- emphasising and praising appropriate behaviour
- being 'fair' when dealing with behavioural issues
- supporting children to form positive relationships with peers and adults
- being in corridors and in classes as children come in and so monitor and encourage children to come in quietly and walk at all times
- encouraging children to be calm and praising them for being kind, polite and considerate
- discussing with pupils how their actions impact on others
- ensuring that any fighting, verbal or physical abuse is challenged and recorded as required, and referred as necessary to SMT, DHT, HT
- encouraging children to take pride in themselves, their school and their work
- being consistent with both praise and discipline on an individual basis
- following up and responding to those matters brought to their attention by non-teaching staff
- ensuring that all children are aware of behavioural and work expectations e.g Home School Agreement, class rules
- sharing strategies with other members of staff (teaching and non-teaching)

Non-teaching staff (including volunteers)

22. Non-teaching staff encourage and facilitate good behaviour by:
- reporting more serious incidents to teachers and senior management so that matters can be investigated and followed up
- following the guidedance set out in this policy and recording and discussing any incidents with teaching and/or senior management as necessary

- dealing with children praising them consistently and using appropriate and agreed school reward systems
- reminding children to show respect and consideration towards each other
- modelling good behaviour through their own positive behaviour

Pupils

23. Pupils take responsibility for their own attitudes and behaviour by:
    - being punctual
    - observing and adhering to all published school rules and codes (as stated later in this policy)
    - taking growing responsibility for their environment and their own learning
    - being sensitive and caring towards others
    - moving around the school in an orderly and safe manner
    - showing respect for others and co-operating fully with all members of the school community.
    - dealing with conflict without hurting others
    - accepting responsibility for their own behaviour
    - listening carefully to instructions and following them
    - participating in School Council
    - understanding that imparting knowledge of an incident is important and necessary and should be reported at the time

Parents/carers

24. Parents encourage their children to behave in a responsible way by
    - positively and actively supporting all staff and children in their endeavours to uphold the Behaviour Policy and Code of Conduct
    - participating in the rewards and consequences system when appropriate
    - having high aspirations for and taking an active interest in their children's learning and life at school
    - attending parents meeting wherever possible
    - encouraging children to follow the rules
    - having the opportunity to sign the Home School Agreement
    - modelling good behaviour through their own positive behaviour

Governors

25. Governors support the school community in this aspect by:
    - overseeing and monitoring the effectiveness of the school's behaviour policy
    - supporting all aspects of the policy
    - monitoring serious incidents leading to exclusion and convene the pupil committee as necessary
    - ensuring the policy is monitored regularly and reviewed every two years.
    - modelling good behaviour through their own positive behaviour.

Visitors and guests

26. Visitors to the school and other guests can help support the school behaviour policy by:

- reporting any observed behaviour incidents to school staff so that matters can be investigated and followed up
- following the guidedance set out in this policy
- modelling good behaviour through their own positive behaviour

Praise and rewards.

27. At The Blue School we believe the consistent and regular use of praise and rewards to be a very important feature of our school and of good behaviour management.

- To encoutrage positive self esteem;
- To reinforce simple rule-following and exemplify gneral rules;
- To draw other puils' attention to appropriate behaviour;
- To give an emphasis to the wanted behaviours rather that to the unwanted;
- To encourage high standards of effort and academic work as well as social behaviour;
- To enable pupils to learn more effectively through the giving of positive feedback.

Praise

28. High levels of appropriate praise are especially important when establishing routines and expectations. Intermittent praise is valuable in maintaining them. Praise is a simple strategy, which is not time consuming to use. It can be extremely effective, providing the teacher applies it consistently and fairly.

29. At The Blue School we consider that the giving of praise should be varied and specific and that frequent and consistent praise-statements should outnumber corrections (moreso when seeking to establish new behaviours). However, we also seek to ensure that the praise has a value recognisable to the children.

30. Examples of the use of praise to reinforce rules and behaviour and of phrases that may be used to praise and encourage are given in **Appendix 2**.

31. Here at The Blue School we believe that the purpose of praise and encouragement to be:

- Valuing and accepting children as they are, not putting conditions on acceptance;
- Pointing out the positive aspects of behaviour.
- Showing faith in children so that they can come to believe in themselves, thereby raising their self-esteem and cofidence;
- Recognising effort and improvement as well as achievement;
- Showing appreciation for contributions.

32. In developing an environment in which praise is used regularly, we can also provide a role model to the children. By praising not only our pupils but also one another, we encourage an atmosphere in which all members of the school community give nad receive praise and encouragement.

Rewards

33. Rewards can be given in many ways and include:

- Direct praise - verbal and non-verbal (thumbs up, smile!) – frequent marking of work, positive feedback regarding success and progress.
- Positive recognition for achievement - both social and academic - in group / class / assembly
- Privileges and postions of responsibilities e.g. taking and distributing letters, delivering and collecting registers, acting as buddies, representing the class on school council.
- Stickers / written comments / team points
- Certificates for notable behaviour and academic achievement
- Pupil work displayed in public areas
- Pupil/s commended to the Headteacher or Deputy Headteacher
- Pupils and/or work referenced or sent to other teachers or classes (as appropriate)

Behaviour handling strategies

34. A variety of strategies are required to deal with a range of pupil behaviour.

35. Staff will aim to 'match' the level of their response to the degree of misbehaviour so that pupils are aware:
    - their behaviour is being responded to fairly and appropriately
    - if their misbehaviour is repeated it will be treated with increasing severity

Undesirable behaviour

36. Defined as behaviour which is unpleasant and/or inappropriate. Pupils will be informed that their behaviour is inappropriate and be requested to stop. If undesirable behaviour persists then pupils will be warned again that their behaviour is unacceptable and will be liable to sanction.

37. Examples of undesirable behaviour:
    - behaviour which makes it difficult for other pupils to concentrate/learn and/or teachers to teach effectively
    - inappropriate use of equipment or mistreatment of the environment
    - failure to comply with 'fair consequences' imposed by staff

Unacceptable behaviour

38. This involves more serious misdemeanours or frequent (re)occurences of less serious behaviour.

39. Examples of unacceptable behaviour include:

- bullying and harassment
- swearing and/or use of foul or other inappropriate language
- damage to property
- harming others
- refusal to comply with staff directions or instructions
- racist comments/actions (for this please see separate Equalities Policy)

Consequences

40. Where approriate/required sanctions should be immediate wherever and whenever possible. Any proposed sanction should should seek to replace bad or poor behaviour by the practice of good and positive behaviour. It is also important that pupils should know exactly why they are being disciplined.

41. Consequences/sanctions for undesirable/inappropriate behaviour are varied and can include – sanctions should always be appropriate and proportionate to the misdemeanour:
    - warnings
    - rule reminders
    - related sanctions (e.g make up work missed or clean up mess made)
    - "Time out" in own or another class
    - Loss of playtime
    - withdrawal of other school privileges
    - move places within class
    - a written record kept
    - incident referred to, or pupil sent to see member of the school's Senior Management team, the Deputy Headteacher, or the Headteacher
    - parents contacted informally e.g. verbally at pick up time
    - parents contacted/informed by phone and/or letter
    - parents called into school to attend a parental meeting
    - in extreme cases:
        - fixed term exclusion, or
        - permanent exclusion

42. In the Early Years & Fiundation Statge (EYFS), specific strategies are used eg 'thinking chair' as well as other age appropriate means of discipline similar to those listed above.

43. The consequences/sanctions listed above are not shown in a specific order and a teacher's response will take into account the behaviour at issue and individual children's needs and previous behaviour.

Physical restraint

44. At The Blue School we follow the London Borough of Hounslow (the local authority) 's guidance on the use and practice of physical restraint. A copy of this guidance is held by and available from the school office.

Behaviour links with/to special education needs (SEN)

45. It should be recognised that repeated patterns and types of misbehaviour can constitute in itself be indicative of a pupil having:
    - a particular or complex learning difficulty/ies;
    - a lack of appropriate social skills, or confidence re; such;
    - emotional upset related to in-school circumstances;
    - emotional upset related to out-of-school circumstances - e.g. abuse/bereavement/family turmoil/anxiety or depression/self-harm

46. Concerns relating to repeated misbehaviour may warrant a child being placed on the schools SEN register. Therefore, teachers, where appropriate working with external educational and children's services specialists and professionals, need to review a child's progress and achievement in light of this.

47. Teachers need to consider the nature, severity, frequency, duration and generality of the one or many identified behaviours causing concern.

48. Inclusion on the SEN register would be appropriate when/if:
    - the school's basic positive and negative behavioural and other support strategies have been implemented
    - the class teacher requires specialist support to continue successful management (ie. From the school's SEN Co-ordinator (SENCO), and/or the local authority's Teaching and/or Behavioural support, and/or CAMHS)
    - it seems likely that other specialist or other expert advice may be necessary in the short/long term to help support and safeguard the child concerned
    - the seriousness of the situation needs to become more apparent to the family/child etc.

School routines

49. Whilst in school, unless on an authorised 'mufti-day' or other activity, school uniform should be worn (as described in the school's prospectus) by all pupils, with pupils wearing appropriate clothing for P.E and Games, and school-organised extra-curriclar activities. Jewellery is not appropriate for school.

50. *Start of the school da*y
    - Children should arrive in school by the appointed time by the nominated entrance for their class/year group.
    - *Lateness - c*hildren arriving late at school should report to the school office.
    - *Reporting absences* - a note should be provided when children are absent even if parents have phoned the school previously.

51. *During the school day*
    - Children are not permitted to leave school by themselves during the course of the school day (including lunch times if staying for school or packed lunch). If the child is required to leave school during these times, they must be collected by a parent/carer or other authorised adult.
    - Appointments can be made with the class teacher to discuss matters which concern parents/carers.

52. *End of the school day*
    - Children in years 1, 2, 3 and 4 should be collected after school from the schools main playground from their class teacher. Nursery and Reception class children should be collected from their respective classroom.
    - Year 5 and 6 children may have arrangements for going home on their own or with a friend.
    - *Left children* - if the adult who is collecting the child from school has not arrived, the child should speak to a teacher or report to the school office who will then follow the procedures as outlined in the school's 'Left Child Policy'.

Inside school

53. Children should follow the school's **Behaviour code of conduct** while in school - they are reminded of this in the class rules

54. *Money* - children should only bring money when requested to do so - it should be in an envelope marked with the child's name

55. *Lunch boxes* should be placed in appropriate class trolleys. Fruit is allowed at break time

56. *Sweets and chocolates* may only be brought to school as a special birthday treat. Chewing gum or bubble gum is not allowed in school at any time.

57. *Personal possessions / toys -* children should not swap their personal possessions with other children:
    - Children may bring foam balls for use at break times
    - *No iPods, MP3 players, games and/or electronic devices etc.* to be brought to school unless a teacher has made a special arrangement with a child. On occassions when such equipment is allowed then all items are to be clearly marked with the child's name.

Breaktimes and Lunchtimes

58. Children are not permitted in classrooms during breaks or lunch-times unless supervised by an adult.

59. All school SMSAs on duty should be aware of any special strategies that should be used with specific children.

60. *Behaviour* - any poor behaviour during breaktimes should be dealt with quickly and effectively - with a message to the relevant class teacher if necessary

61. *External play areas* - children are allowed to use the playground at break and may use the play apparatus when given permission. **Note: the play equipement is not to be used at school drop-off or school pick-up**. During the summer term the school's grassed areas can be used by children when given permission

62. *Games* - children should have respect for each other, and not interfere in other children's games or activities. Children should be reminded about the inappropriateness of any games which could lead to a risk of harm or upset to themselves or others

The Blue School - Anti-Bullying policy

63. At The Blue School we define bullying as a conscious and planned desire to willfully hurt, threaten or frighten another child by using the power of physical strength or strength of personality to control and dominate said other child on more than one occasion or over a period of time. Bullying is not usually an isolated incident.

64. We believe that all members of the school's community have the right to be safe and happy. However, we recognise that bullying may occur and the efforts of all adults within the school are directed toward eliminating such behaviour.

65. We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Therfore, bullying of any kind is unacceptable at The Blue School. If bullying does occur all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Parents/carers should not take matters into their own hands but adhere to the school policy.

66. Bullying can be:
    - Emotional   being unfriendly, excluding, tormenting (e.g. hiding books or bags, threatening gestures)
    - Physical   pushing, kicking, hitting, punching or any use of violence
    - Racist   racial taunts, graffiti, gestures
    - Invisible   by shunning, deliberately ignoring or isolating
    - Sexual   unwanted physical contact or sexually abusive comments
    - Verbal   name-calling, sarcasm, spreading rumours, teasing
    - Cyber   All areas of internet and cyber-messaging, such as email, twitter or other internet based social media misuse. Phone threats by mobile text messaging and/or calls. Misuse of associated technology , i.e. camera and video facilities and images
    - Diversity   Bullying related to Race, religion, culture, SEN, disabilities, appearance or health conditions, sexual orientation or bullying of young carers or looked after children.

67. *Signs and symptoms - a* child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child (*listing non-exhaustive*):
    - is frightened of walking to or from school
    - doesn't want to go on public bus service to school and/or begs to be driven to school
    - changes in their usual home or school routine
    - is unwilling to go to school (school phobic)
    - is unwilling to go on organised school day or residential trips
    - begins to truant

- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- repeatedly states that they feel ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (lunch money or lunch has been stolen)
- becomes aggressive, disruptive or unreasonable at home, in school or both
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

68. This policy aims to produce a consistent school response to any bullying incidents that may occur.
    - All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is.
    - All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
    - All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
    - As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.

69. We have drawn up clear procedures for bullying and outcomes. These are as follows:
    i. Pupils, be they victim or witness, or where parents where they are the first alerted, should report any suspected or actual bullying incidents to a member of school staff as soon as possible
    ii. Victims of bullying will be given support and help
    iii. In cases of serious bullying, details of incidents and actions taken will be recorded in the school's central records. If this includes racial harrassment it will be reported to the local authority's Vulnerable Groups Adviser

iv. In serious cases parents will be informed and asked to come in to a meeting to discuss the problem. (Where appropriate) in some apparently less serious cases it may be necessary to call parents in if there is a concern that an incident could easily escalate into a more serious problem.

v. Where and if necessary the local authority and/or police will be consulted.

vi. The school will ensure that the bullying behaviour and threats of bullying will be immediately dealt with and every effort made to ensure that such behaviour is stopped quickly.

vii. An attempt will be made to help the bully (bullies) change their behaviour

viii. The bully will offer an apology and other appropriate consequences or sanctions may be put into effect.

ix. In extreme cases fixed-term or permanent exclusion will be considered

x. After an incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

Policy monitoring and review

70. This implementation of the above policies are monitored on a day to day basis by the school's SMT and Headteacher.

71. The Headteacher provides routine reports to the Governors on the standard of behaviour in school. The Head will where he feels necessary, or where requested, provide Governors with an assessment of the effectiveness of the school's behaviour and anti-bullying policies.

72. The above policies will be reviewed regularly by staff and governors representatives.

Success criteria

73. This policy will be judged effective if:

- The Blue School is seen and known to be a happy and successful school where children feel secure and safe.

- Fixed term or permanent exclusions are rare.

Guidelines for good classroom management

Classroom Layout:

Consider the following:

- Arrangement of children's tables, particularly in relation to the interactive whiteboard and other key teaching resources;
- Use offer space, including carpet area;
- Location of resources and equipment;
- Use of wall space, ceiling and display;
- Location of storage and teacher/assistant's administrative area;
- Organisation of provision for personal belongings of children.

Developing Routines

Routines are vital in good behaviour management. They may be established for:

- Entering and leaving the classroom;
- Getting out materials;
- Getting work marked;
- Getting the attention of the class or teacher;
- Changing activities;
- Making up non-completed work;
- What to do when work is completed;
- Distribution of administrative information;
- Going to the toilet;
- Water breaks and playtime snacks;
- Getting started and winding down.

Curriculum Considerations

Consider the following questions:

- Is the teacher working within the curriculum guidelines for the school?
- Is the content of work meaningful, relevant and interesting for all children?
- Is there a matching of curriculum activities and tasks to the attainment level of each child in the class?
- How are groups organised?
- Are a number of curriculum areas in action at anyone time?
- Is there a balance of activities - whole group, small group, teacher talk, intra-group or group & teacher discussion, independent work, practical work?
- How appropriate is curriculum organisation and delivery?
- Is there a balance of questioning techniques?
- Is there appropriate feedback to children about their work?
- What techniques of pupil assessment and monitoring are used?
- Is there planned encouragement of independent working and learning habits?
- What are the reward systems for work and effort?
- What provision is made for children with Special Educational Needs, for those with English as an Additional Language and for the most able?

Establishment of class rules

Discuss with the class the importance of good behaviour and co-operation and negotiate a clear set of class rules. These should be positively phrased and definitely no more than 5 in number.

Classroom Rules should be:

- Negotiated with the children;
- Few in number, succinct and catchy, linked to the school's code of good behaviour;
- Flexible - open to review and renegotiation;
- Positively phrased;
- Teachable and enforceable;
- Clearly displayed for easy reference;
- Frequently read through and referred to;
- Usually general and exemplified by routines; e.g. Rule 'Be polite.' Routine for discussion activity: 'Listen when others are speaking and take turns to speak.'

EXAMPLE OF CLASS RULES

1. Work quietly.
2. Stay in your seat or workplace.
3. Put your hand up for the teacher.
4. Listen when anyone is speaking.
5. Take care of each other and our school.

Principles:

1 Try to use the language children suggest but remember compliance with the rule must be observable or you will not be able to praise them for keeping it.

2 Praise the children who follow the rules (e.g. put a hand up) mentioning their name and the rule when you do so in as far as possible. This will remind other children.

3 Do not attend to behaviour which does not comply with the rules. For example do not answer anyone who is out of their seat or who does not put a hand up. Ignore them and make this obvious by turning away or taking the contribution of another child.

4. Make sure to praise the child as soon as they behave appropriately e.g. put a hand up.

6. It may be necessary to remind a child of a rule sometimes, but remember to praise as soon as the child's behaviour becomes appropriate and then praise again in order to keep the child on task.

6 Try to make all instructions positive. For example: "*I want to see you all standing really quietly in the line….. I know you can*".

REMEMBER - Cultivate the "All Seeing Eye" by briefly glancing up for a look around the room every few minutes.

REMEMBER - All children need attention so 'Catch Them Being Good' or they will get the attention they need by misbehaviour.

BE POSITIVE - Make every day a new and fun day

Strategies for the effective use of praise to reinforce rules and positive behaviour

<u>Rules - Praise - Ignore</u>

Rules-Praise-Ignore is a structured behaviour management system and is dependent on the following aspects of teacher behaviour - the essence of Rules-Praise-Ignore is the teaching of appropriate classroom behaviour through positive monitoring and feedback

- The negotiation of a clear set of rules with the class.
- A high rate of praise.
- Use of rule-related praise.
- Ignoring of minor infringements of rules where possible.
- Use of rule-related reprimands.
- Use of brief, simple correction procedures.

<u>The language of praise</u>

When making comments about children's efforts take care not to place value judgements on what they have done and avoid making positive comments in a critical manner.

Values and opinions should be expressed in such a way as to help children believe in themselves.

Try not to overuse value-loaded words – for example: good, great, excellent, fantastic etc. Substitute these with words and phrases which inform the child more specifically what they have to be proud of:

<u>Phrases that demonstrate acceptance:</u>
"I like the way you handled that."
"I like the way you tackle a problem."
"I'm glad you enjoyed the work you did in class today"
"I think that's fine. How do you feel about it?"

<u>Phrases that show confidence:</u>
"Knowing you, I'm sure that you will do well."
"You'll make it."
"I can trust you to do that."
"I think you can work that one out for yourself."

<u>Phrases that show appreciation by focusing on contribution and abilities:</u>
"Thanks that helped a lot."
"It was thoughtful of you to ... "
"Thank you, I really appreciate .... because it makes my job much easier."
"I need your help on ... "
"I really enjoyed working with you"
"You can do that really well. Would you like to do one for the class?"

<u>Phrases that recognise effort and improvement:</u>
"It looks as if you have put a good deal of work into that"
"Look at the progress you've mode." (be specific - tell how.)
"You're really improving in ... " (be specific)
"You may not feel that you've reached your target, but look how far you've come."

A WORD OF CAUTION

Encouraging words can become discouraging if motivated by a desire to establish "good behaviour" permanently or by an "I told you so" attitude. Avoid giving with one hand and taking away with the other. That is, avoid qualifying or moralising comments. For example:

"It looks as if you really worked hard on that - so why not do that all the time?'

"It's about time."

"See what you can do when you ..."