



LAITHES PRIMARY SCHOOL BEHAVIOUR POLICY

Promoting positive behaviour is essential in creating the best climate for teaching and learning in which all members of the school community can thrive and feel respected, safe and secure, and ultimately make a good impact on the progress the pupils make.

Principles

At Laithes Primary School we recognise the need to teach values such as respect, fairness and inclusion, as well as knowledge and skills. These clear values are reflected in the school's aims and ethos and in its social, moral and religious education programmes and the development of social and emotional aspects of learning.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and our school ethos on these values:

- *Adults and pupils show respect for one another*
- *All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.*
- *Good behaviour is to be rewarded and sanctions to be applied consistently for inappropriate behaviour*
- *Appropriate action will be taken to reduce the risk of inappropriate behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils*
- *Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents will be identified and supported*
- *All members of the school community will be listened to and responded to*
- *All members of the school community are entitled to work and learn in a safe and secure environment*
- *Adults and pupils are to act as appropriate ambassadors for the school on e.g. school trips, work placements, sports events and journeys to and from school*
- *All school adults will model positive behaviour and promote it through active development of pupil's social, emotional and behavioural skills*
- *All members of the school community need to understand and accept these principles upon which this behaviour policy is grounded.*

Teaching and Learning: The development of Social, Emotional and Behavioural Skills

For Laithes Primary School to be proactive in improving behaviour we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practised. There are regular explicit opportunities for learning about how to act in keeping with the school’s values and beliefs. (This is in addition to expectations of learning behaviour, which will permeate the curriculum.)

For example, the development of pupils’ social, emotional and behaviour skills will be achieved through:

- *a structured programme across all years in PSHCE*
- *within the use of Restorative Practice Protocols*
- *involvement of our Parent Support Advisor*

See policies and schemes of work

Pupils with more challenging behaviour have the opportunity to benefit from a period of targeted support within our Inclusion provision and use of Restorative Practice procedures.

In these practical strategies for intervention, full use is made of support from the wider community of the LA, Behaviour Support Service, Education Welfare Service, Police and multi-agency teams.

At Laithes Primary School we recognise that promoting positive behaviour is the responsibility of the school community as a whole. For our policy to be implemented comprehensively, we acknowledge that there are specific roles and responsibilities for stakeholders:

SCHOOL	
Rights	Responsibilities
<ul style="list-style-type: none"> • <i>To make clear the school’s statutory power to discipline pupils and that pupils and parents will need to respect this.</i> • <i>To enforce their school behaviour policy.</i> • <i>To expect pupils and parents’ cooperation in maintaining an orderly climate for learning.</i> • <i>To expect pupils to respect the rights of other pupils and adults in the school.</i> • <i>Not to tolerate violence, threatening behaviour or abuse by pupils or parents.</i> • <i>To take firm action against pupils who harass or denigrate teachers or other</i> 	<ul style="list-style-type: none"> • <i>To ensure the whole school community is consulted about the principles of the school behaviour policy.</i> • <i>To establish and communicate clearly measures to ensure good order, respect and discipline.</i> • <i>To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.</i> • <i>To ensure the school behaviour policy does not discriminate against any pupil and that it promotes good relations between different communities.</i> • <i>To ensure teachers’ roles in school discipline</i>

<p><i>school staff, on or off premises.</i></p>	<p><i>matters are consistent, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</i></p> <ul style="list-style-type: none"> •<i>To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</i> •<i>To support, praise and as appropriate reward pupils' good behaviour.</i> •<i>To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</i> •<i>To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</i> •<i>To ensure staff model good behaviour.</i> •<i>To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</i> •<i>To keep parents informed of their child's behaviour and, where necessary, support them in meeting their parental responsibilities.</i> •<i>To work with other agencies to promote community cohesion and safety.</i>
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CHILDREN	
Rights	Responsibilities
<ul style="list-style-type: none"> •<i>To contribute to the development of the school behaviour policy.</i> •<i>To be taught in environments that is safe, conducive to learning and free from disruption.</i> •<i>To expect appropriate action from the</i> 	<ul style="list-style-type: none"> •<i>To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</i> •<i>To act as positive ambassadors for the school when off school premises.</i> •<i>Not to bring inappropriate or unlawful</i>

<p><i>school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</i></p> <ul style="list-style-type: none"> <i>•To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</i> 	<p><i>items to school.</i></p> <ul style="list-style-type: none"> <i>•To show respect to school staff, fellow pupils, school property and the school environment.</i> <i>•Never to harm or bully other pupils or staff.</i> <i>•To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.</i>
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PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> <i>•To be made aware of the principles of the school behaviour policy.</i> <i>•To be kept informed about their child’s progress, including issues relating to their behaviour.</i> <i>•To expect their children to be safe, secure and respected in school.</i> <i>•To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary.</i> <i>•To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</i> <i>•To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.</i> 	<ul style="list-style-type: none"> <i>•To respect the school’s behaviour policy and the disciplinary authority of school staff.</i> <i>•To help ensure that their child follows reasonable instructions by school staff and adhere to school rules.</i> <i>•To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.</i> <i>•To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.</i> <i>•To be prepared to work with the school to support their child’s positive behaviour.</i> <i>•To attend meetings with the head teacher or other school staff, if requested, to discuss their child’s behaviour.</i> <i>•To adhere to the terms of any Parenting Contract or Order relating to their child’s behaviour.</i> <i>•If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.</i>

Expectations for positive behaviour off the school site

At Laithes Primary School we have high expectations of the behaviour of our pupils when off school premises. This includes behaviour on activities arranged by the school, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

As such this policy has the following objectives in regulating behaviour off the school premises:

- *to maintain good order on transport, educational visits and at inter- school sporting activities*
- *to secure behaviour which does not threaten the health or safety of pupils, staff or members of the public;*
- *to provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school;*

To that extent, the school will:

- *work with transport providers to agree how behaviour on public or contract transport should be addressed*
- *make our expectations clear through a 'safe travel' lesson as part of pupils' transition to secondary school.*
- *liaise if needed with local groups such as Neighbourhood Watch, retail staff, street wardens and police to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community.*
- *ensure that all applications for educational visits include clear statements to parents and pupils about behaviour standards and processes.*
- *ensure that a contact strategy should be given to a senior leader so that advice for staff is available in a crisis, particularly on residential trips.*

New media (such as mobile phones, internet sites and chat rooms)

Pupils are not allowed to bring mobile phones into school. Any pupil found with a mobile phone will have the phone confiscated and it will be kept by the Headteacher until a parent comes to claim it back. Technology can be exploited by pupils in order to bully or embarrass fellow pupils or members of staff. The use of defamatory or intimidating messages / images inside or outside of school will not be tolerated and confiscation, disciplinary sanctions / restorative justice procedures will be applied to perpetrators as appropriate.

Abuse or intimidation of staff outside school

Laithes Primary School will not tolerate abuse or intimidation of staff by present and former pupils when not on the school site, and when not under the lawful control or charge of a member of staff of the school.

Staff are made aware that:

- they have the same rights of protection from threat as any citizen in a public place;
- they should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour:
- their first concern must be for their own personal safety;
- they should make clear that the pupil has been recognised, even if in a group of young people;

- they should then use their judgement about how to leave a difficult situation without provoking further confrontation (Refer to strategies in Annex D)

Members of staff who feel that they have been subject to abuse or intimidation by pupils outside of school should refer the issue in the first instance to the Headteacher.

The school will apply disciplinary sanctions and restorative justice procedures as appropriate at a suitable time when the pupil is in school. Incidents involving former pupils will be reported to their Secondary school.

Rewards and Sanctions

At Laithes, our school rules have been generated from the pupils and agreed upon during School Council meetings.

Whole School Rules:

We have a positive attitude

We treat everyone with respect and consideration

We always try our best

We use good manners

We move around school sensibly

These rules are supported by a coherent system of rewards and sanctions that are based on the concept of choice and consequence, with the ownership of the behaviour placed firmly with the pupil:

- Should pupils choose to follow school expectations and behave appropriately, then they will be rewarded.
- Should pupils choose not to follow school expectations and behave inappropriately, then a system of sanctions can be reasonably applied if appropriate.

Underpinning the application of rewards and sanctions is an expectation that all adults in the school will intervene with pupils in a manner that:

- encourages and promotes positive behaviour
- looks to defuse and positively manage confrontation should it arise.

Rewards

At Laithes Primary School we believe that the values and beliefs that underpin the positive climate for learning are best promoted when pupils feel secure and are appropriately rewarded for all aspects of their school life - including behaving as expected. Rewards are much more effective than punishment in motivating pupils.

To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

All adults are encouraged to reward positive behaviour through:

- *Oral praise statements*
- *Written praise in the marking of work*
- *Displaying of work to build self-esteem*
- *Deployment of responsibilities*
- *Referral to Headteacher*

- *Contact with parents/carers*
- *Sending pupil to visit another class or teacher to show their work*
- *Class rewards 'dip' box*
- *Friday reward time*

In addition to the above strategies, the school has a formal reward system which is used to recognise and congratulate all pupils when they set good examples or show improvement in their own behaviour or attendance:

- *Certificates awarded in weekly Special Mentions assemblies*
- *Dojo Prizes*
- *House Point Awards*
- *Individual attendance awards*
- *Class attendance awards*
- *Nominations for LA celebration of achievement*
- *Head teacher's 'dip box'*

ClassDojos

Classes in Key Stage One and Key Stage Two use ClassDojo to reward student's behaviour and build positive learning habits by providing real-time feedback loops that recognise and reinforce values that underpin our school rules.

Positive behaviours rewarded:

KS1

Helping Hands

Listening Ears

Looking Eyes

Perfect Pencil

Marvellous Manners

KS2

Working Together

Good Listening

Ready to Learn

Best Presentation

Marvellous Manners

School council decide annually on the prizes to be given for each key point milestone.

House Points

All children and staff are allocated to one of four school houses that operate a point system that celebrates achievement and attainment. The houses are based on four colours (red, yellow, blue and green) and are named after significant figures linked to our local heritage. Stickers are added to their house on a class chart and weekly points are collected and a Friday morning. The winners are announced in Tuesday's assembly. Termly, the team with the most points wins a curriculum reward that they get to participate in with their 'colour' staff members.

Sanctions

Sanctions are necessary for pupils who choose from time to time not to follow the School Code of Conduct and behave inappropriately. At Laithes Primary School we accept that it is our responsibility to support those pupils so that they can make better behavioural choices in the future. As such the available sanctions are to be used to promote and develop positive

behaviour rather than to be used as punishment or retribution, and all adults and pupils are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on pupils to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with pupils.

Sanctions are more likely to promote positive behaviour and regular attendance if pupils see them being applied fairly and consistently.

Adults are further expected to:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- when appropriate, use sanctions to put right harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used);
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour;
- take account of individual circumstances. For example, punishing a girl who is late to school because she looks after younger siblings will not be seen as fair by other pupils;
- encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community, as part of everyday teaching and through the "Restorative practice" opportunities provided.

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community.

The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom.

Adults are therefore advised to:

- deal with the issue as it occurs;
- make it clear that they are condemning the behaviour not the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid whole group sanctions that punish the innocent as well as the guilty;
- avoid humiliating or degrading sanctions;

Refer to Annex A for detailed advice and strategies on how to deal with inappropriate behaviour.

Racial Harassment and Bullying

At Laithes Primary School we wish to promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated at Sandhill Primary School. Adults are advised to follow reporting procedures as outlined in the Race Equality and Anti-bullying policies. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances.

The effectiveness of sanctions depends on a continuum of responses in a hierarchy

1. TA/ SMSA and/or Class teacher
- 2 Senior Leadership Team
3. Headteacher

High frequency/low cost
Non-verbal – a look
Physical proximity
Use of a name
Reprimand or warning – private or public
Solution-focused discussion
Removal of status
Removal of privileges
Time Out/work in another room
Activity – playtime lost – reflection time
Home link for persistent offenders
Placing on report in school
Behaviour contracts
Possible fixed-term exclusion
Possible permanent exclusion
Low frequency/high cost

The above has flexibility to it, dependent on the nature of the child and the offence. This would most likely apply to lesson time where the learning or safety of others in the class is at risk.

The following table outlines levels of specific inappropriate behaviours that are most likely to be encountered in a school context, and outlines the school response:

Behaviour	To be resolved by:	Strategies / procedures
<ul style="list-style-type: none"> • Lack of concentration • Disturbing others • Calling out • Not following reasonable instructions 	Adults within the classroom / learning space <i>low level interventions</i>	<ul style="list-style-type: none"> • Pause- direction* • Privately understood / non-verbal signals* • Tactical ignoring* • Partial agreement* • When-then direction* • Take up time * • Consequences and sanctions, rule reminders * • Choice direction *

		<ul style="list-style-type: none"> • Use of positive strategies • Move seat • Stand within proximity of pupil • Deferred consequence* to out-of-lesson discussion opportunity e.g. short lunchtime discussion • “Work catch up” sanctions at lunchtime • Loss of playtime (2 warnings and then a removal of all playtime) – children to go to the sanctions room • Persistent loss of playtime will result in a loss of golden time. 2 playtimes = 15 minutes, 3 playtimes = 30 minutes, 4 playtimes = 45 minutes and 5 playtimes = 60 minutes
<ul style="list-style-type: none"> • Persistent and repeated low level behaviours as above • Verbal abuse • Bullying • Fighting • Wilful damage • Truancy • Racial harassment 	<p>Adults within the classroom/ learning space, in conjunction with: SLT as required</p> <p><i>mid-level interventions</i></p>	<ul style="list-style-type: none"> • Pupil & adults to discuss behaviour using RP approach • positive use of sanction time • Daily behaviour feedback which may be in the form of verbal or written • Persistent loss of Golden Time is recorded. Parents are contacted if it is lost twice. Parents are invited in for a meeting if it is lost three times. • If this happens at lunchtime, the ‘time-out’ wall will be used • Persistent offending at lunchtime will result in parents being informed and a partnership agreement being drawn up. Future consequences to be outlined. • SLT to monitor situation and determine future actions
<ul style="list-style-type: none"> • Persistent behaviours as above • Serious, one-off behaviours such as assault • Intimidation of staff 	<p>Senior Leaders, Headteacher, Governors as required</p> <p><i>high-level interventions</i></p>	<ul style="list-style-type: none"> • TAC Meetings • School / Parental agreement • Governor-led panel reviews • Fixed term exclusion • Permanent exclusion

As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other pupils to be educated with regard to health and safety, threats to good order, uniform violation, and the ethos of the school.

At Laithes Primary School, all adults have the authority to seize, retain or dispose of the following items if reasonably applied:
(For example, chewing gum, paper ball etc)

All adults have the right to seize and retain but *not* dispose of the following items:

(For example, mobile phone, MP3 player, cap, ring etc)

Such items must be returned at *(for example the end of the school day, other short term period / agreement as determined)*

- Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to the Headteacher who will decide on most appropriate action to take, followed by a letter to parents / carers confirming the reasons for such action. The material may need to be stored safely until a responsible family adult can come to retrieve them if appropriate.

Detention

At Laithes Primary School, lunchtime and after-school detentions can be set by any adult.

We believe that the sanction of detention must be:

- reasonable in the light of the seriousness of the misbehaviour
- reasonable to achieve a specific outcome

As such, detention time is to be used purposefully to either:

- allow pupils to catch up on learning opportunities that were previously self-denied through inappropriate behaviour, or;
- to resolve more serious behaviour-related issues through “Positive Outcomes Meetings” using restorative justice approaches.

Under no circumstances are detentions to be used to denigrate or humiliate pupils, and such practices as lines, copying out, *(and similar)* are unacceptable.

Notification to parents /carers

24 hours’ notice must be given in writing for all detentions outside normal school hours.

Notifying can take place by: letter, email, text

Lunchtime Supervision

The responsibility for behaviour and discipline at lunchtime rests with the Headteacher. Teaching staff, Parent Support Advisor, School Meal Supervisors, School Sports Co-ordinator, Cover Supervisors and Teaching Assistants carry out duties in accordance with the Headteacher’s instructions and the Behaviour Policy Guidelines.

During lunchtimes we expect the same courtesies, good manners and respect for others as outlined in the Behaviour Policy. Children may be asked to stand against the reflection wall for a period of time to help them to regain control of over boisterous behaviour. Children who are rude or do not respond to SMSA instructions are noted and information passed onto the child’s class teacher. Children who have been helpful and can be rewarded with dojos and/or lunchtime supervisor certificates. For serious incidents SMSA or other duty staff will send a child, supervised, into reception for the class teacher or SLT to deal with accordingly. The relevant person may consider it necessary to inform parents of instances of unacceptable behaviour or even to exclude pupils from school lunchtimes. Class teachers will be given a photocopy of any letters sent to parents.

To encourage good behaviour the following routines will be established:

- Rota for Year Groups coming into lunch.
- School Sports-Co-ordinator and Cover Supervisor organise and run activities and sporting events for children to participate in every lunchtime.
- School Sports Co-ordinator and Cover Supervisor organise activities for both SMSA's and Playground Leaders to run, and oversee this.
- All Classes will have a fixed rules board indicating the rules for wet lunchtimes and playtimes.
- Injured children should be sent to the supervisor on duty with the First Aid Trolley on the playground.
- If it begins to rain whilst the children are outside the senior member of staff will give the lining up sign and children will make their way into school in an orderly fashion.
- Should a wet lunchtime become dry, children will not leave the classroom for the playground until the member of staff on duty arrives in each classroom to inform staff that it is now an outdoor lunchtime.
- When a child is placed along the reflection wall, they should be told to 'think about why they are they and what would they choose to do differently' until the relevant member of staff decides they had reflected upon the situation.
- Children begin to line up at the sound of the first bell at the end of both playtime and lunchtime and should be ready for their teacher by the sound of the second bell.

PLAYGROUND AND PLAYTIME ACTIVITIES

Introduction

Children should be able to play in safety, and be secure from violence and bullying (See Equal Opportunities Policy for Racial Harassment and Bullying). Their play should take into account the rights of others and also the rules of the school.

Organisation

Children begin to line up at the sound of the first bell at the end of both playtime and lunchtime and should be ready for their teacher by the sound of the second bell.

Playground Games

There is a timetable, displayed on the sports noticeboard, as well as other areas around the school, detailing which specific year group and sport shall take place during lunch time, on each day. These sporting activities are led by the School Sports Co-ordinator and Cover Supervisor alongside the Playground Leaders. In addition to this, the Sports Co-ordinator and Cover Supervisor are also responsible for the organisation of equipment and other activities that are led by SMSA's (information regarding these activities also detailed on the timetable).

Morning Play 10.30am to 10.45am

Lunchtime	12.00noon to 1.00pm
Afternoon Play	2.00pm to 2.15pm – Only for KS1.

At times KS1 staff may choose to work through playtime or take the afternoon break at a time that best suits the needs of the children and the curriculum.

Supervision

Children should be supervised by the class teacher at the start of play or lunchtime and ensure that children leave the classroom in an orderly manner to go to play.

At the end of play/lunchtime, class teachers should go to the yard to supervise their class from the line back into the cloakroom.

The good behaviour rewards and sanctions outlined in the School and Lunchtime Behaviour Policies apply to play/lunchtimes.

Anti-bullying, Racism & Cyber bullying.

See separate Anti Bullying and Racism Policy and Social Media Policy.

Fixed Term and Permanent Exclusions

In occasional cases the Head teacher may feel that they have to exclude a child, however such decisions are not taken lightly and will be determined on an individual basis.

A child may be excluded from school for one or more fixed periods, for up to 45 days in one school year. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert fixed term exclusion into a permanent exclusion, if circumstances warrant this.

If the Head teacher excludes a child s/he will inform parents immediately giving a clear reason. The head teacher will then inform the Local Education authority and the governing body of the decision. Parents may appeal the decision if they disagree with the head teacher's decision. The appeal will be heard by the governing body that will make a decision as to whether or not to reinstate the pupil.

Monitoring and Reviewing

The Head Teacher is responsible for reviewing the effectiveness of this policy on a regular basis.

The school governing body has the responsibility to support the Head teacher in implementing and reviewing the effectiveness of the Behaviour Policy.

Appendix A

Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the ‘target’ pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Example includes: The teacher may say to a nearby pupil. <i>‘Well done Phil – you remembered to put your hand up to answer a question.’</i>
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: <i>‘Yes, you may have been talking about your work but I would like you to...’</i> <i>‘Yes, it may not seem fair but . . .’</i>
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, <i>‘When you have finished your work, then you can go out’</i> than. <i>‘No, you cannot go out because you have not finished your work’.</i>
Take up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Example includes: <i>‘I need you to open your book and start work now Jane. I’m going to see Bill who needs some help but I’ll come back in a minute if you need any.’</i>
Choice direction	Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: <i>‘I need you to get on with your work or (consequences) - it’s your choice.’</i> <i>‘Are you choosing not to follow our rules on _____?’</i> or <i>‘Sit over here or next to Peter (implicit choice).’</i>
Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the ‘audience’ the rest i.e. of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example includes: <i>‘I’d like to sort this out Amy but we can’t do it now. I’ll talk with you later / at the end of the lesson.’</i>
Consequences and sanctions, rule reminders	Needs to be in line with school policy and be implemented clearly and consistently. Example includes: <i>‘Annette – you KNOW that if you’re late to lessons without a pink slip you make up the time at lunchtime – full stop.’</i> <i>“What does the Code of Conduct say about how you are you expected to enter the room?”</i> <i>“What’s our rule for working noise?”</i>