

## Appendix A

### IDEAS FOR POSITIVE BEHAVIOUR MANAGEMENT

- the look
- stay calm
- be consistent
- be aware of your own behaviour
  - body language
  - tone of voice
  - posture
  - eye contact
  - reframing positively
  
- physical proximity
- use of proximity praise
- invite, model and expect respect
  - separating behaviour from the person
  - allowing the consequence to do the teaching
  - use private rather than public reprimands
  - take pupils aside to focus on what they should be doing
  - avoid bearing grudges
  - re-establish the relationship as soon as possible after correction
  - avoid sarcasm or idle threats
  - target specific behaviour
  
- use pupil's name
- use rule reminders
- give a choice
- use broken record technique
- catch them getting it right
- put yourself in their shoes
- use 'I' statements
- give take up time
- use partial agreements
- use humour
- remember certainty rather than severity
- use least to most intrusive intervention
- use related consequences
- focus on primary behaviour
- use positive corrective language
- adopt the no-blame approach

## Appendix B

### De-escalation Strategies and Initial Protective Consequences

#### 1. Non verbal

**1a** Glance, look or stare to alert the child that their behaviour has been noticed.

**1b** Stand by the child to closely observe them.

#### 2. Rule reminder.

**2a** Tell the child to stop. Give a reason. Highlight the rule the child has broken.

**2b** Give a second reminder e.g. you have been told once, the next step will be...

**2c** Where appropriate use a social story.

#### 3. Protective consequences

**3a Time out:** They may be removed from the situation / game to spend time alone or to calm down in a position visible to the adult, for a period of not more than 5 to 10 minutes.

**3b Sent to another adult:** If the behaviour warrants it pupils may be sent to see a member of the teaching staff or the Head teacher. The class teacher will send a note to the receiving teacher. This is with agreement of colleagues. (After playtime & lunchtime the staff on duty will report incidents to the class teacher)

**3c Loss of Playtime:** Playtime may be removed for a predetermined period of time (1 playtime to several days). During this time they may be expected to complete a writing frame ('Time to Think' sheet Appendix 1 & 2) which considers their past, present and future actions and this will be shared with parents and/or a letter of apology written.

**3d Taken to Senior Leader/ Deputy Head teacher/Head teacher**

Key Stage One

**Time to Think**

Name:

Class:

Date:

*Please draw what happened.*

**What will you do next time?**

Staff member involved

Head Teacher

Parent

Key stage two

<b>Time to Think</b>
Name:
Class:
Date:

<b>What?</b> ( <i>What happened?</i> )	<b>Who?</b> ( <i>Who was involved?</i> )
<b>Why?</b> ( <i>Why did I do it?</i> )	<b>What will I do about it?</b> ( <i>What steps will I take to stop this happening again?</i> )
Staff member involved	
Head Teacher	
Parent	

