



**CROFTLANDS INFANT and JUNIOR SCHOOLS**



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# Croftlands Junior School

## Behaviour Policy

September 2025 - 26

Signed by:

L Mahon

Headteacher

Date: July 2025

Dorothy Stirling

Chair of governors

Date: July 2025

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## Statement of intent

Croftlands Junior School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** - the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

The important thing to remember is that everyone in school should have the choice to experience success, feel safe and work together.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Complaints Procedure
- Special Educational Needs and Disabilities (SEND)
- Exclusion
- Positive Handling
- Child Protection and Safeguarding
- Social, Emotional and Mental Health

## 2. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** - deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco

- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Shouting out in class or interrupting
- Annoying and distracting others, interfering with their learning
- Not complying with the class rules
- Name calling
- Disrespectful behaviour: cheeky responses, muttering under breath, telling lies, answering back, rolling eyes, shrugging shoulders, turning away
- Being late into class after lesson breaks
- Disrespecting school property i.e. doodling on books or whiteboards, not tidying up, walking on things
- Avoiding work and wasting time

See also the behaviour chart at Appendix A

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

#### **4. Managing behaviour**

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

Staff will keep a record of all incidents on Scholarpack to help identify pupils whose behaviour may indicate potential mental health problems.

Stage 1 - Amber (after a request and a warning)

After an initial incident of negative behaviour, the following sanctions are implemented:

- Minor infringements are handled by teachers, teaching assistants or lunchtime supervisors at the time they happen. They are recorded and monitored by staff.

- At lunchtimes and breaks, a child may be given 5 minutes 'time out'. Repeated offences within one lunchtime or break will result in removal from the yard. The rest of that break is lost, the class teacher will be informed and other Amber sanctions may be employed.
- Repeated placement on Amber (e.g. three incidents in a week) will result in moving to Red.

### Stage 2 - Red (after a warning)

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- More serious infringements result in sanctions, discussion between pupil and teacher, and or the parent/guardian and teacher. The Headteacher is informed. Methods for improving behaviour will be explored and a course of action agreed. This may involve inclusion in the Special Needs Register and/or outside agencies if appropriate. It may also include a alternative approach which will be recorded in a Behaviour Management Plan.

### Stage 3 - Purple

Very serious infringements will lead to the involvement of the Headteacher with the parent/guardians, a formal written record of discussions, the action being taken and the support being offered.

### Stage 4 - Purple Plus

If, in spite of our best efforts and following the involvement of appropriate agencies, the behaviour continues, we reserve the right to impose a 1-5 day fixed term exclusion, following that a permanent exclusion.

Exclusion on disciplinary grounds covers all forms of exclusions - temporary and permanent. The decision to exclude a child can only be made by the Head Teacher. He or she should inform the parents, governors and LA according to LA procedure. The Head Teacher and Chair of Governors will provide the parents with a detailed explanation of the procedure and the rights of appeal. A child may be excluded from the school at lunch time for a limited period, if continually demonstrating undesirable behaviour. Parents have the right to appeal against a decision to exclude a child.

The stages are descriptive and are set to ensure fairness and consistency which is of benefit to all concerned. However, the starting point will be determined by the severity of the behaviour i.e. fighting, incidences of bullying, stealing, inappropriate language such as racist comments, all serious breaches of school discipline, or where the behaviour of the child means that by allowing them to remain in school the education and/or welfare of pupils or adults in school would be seriously harmed, are regarded as extremely serious and may entail the process beginning at a later stage. In very rare circumstances an individual incident may be such that it leads immediately to a fixed-term exclusion. Croftlands Junior

School follows the guidelines set down for Cumbria County Council Schools. This is deemed to be Croftlands Junior School Exclusion Policy.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

## **5. Prevention strategies and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

### **Positive staff-pupil relationships**

Positive staff-pupil relationships are key to combatting unacceptable behaviour. The school focuses heavily on forming these relationships to allow staff to understand their pupils and create a strong foundation from which behavioural change can take place. Further information and guidance can be found in Appendix C.

**Positive Correction:** the basic premise that staff and schools should adopt a non-confrontational approach to discipline, based on positive teacher-student relationships, respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for student self-discipline.

**Prevention:** planning for good behaviour; teaching the routines and the rules.

**Consequences:** have a clear structure that students understand and use to inform the choices they make.

**Repair & Rebuild:** the imperative to work hard to build and repair the damage that is done when things don't work out.

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.

- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

### **Physical intervention**

In line with the school’s Positive Handling Policy, **trained members of staff** have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil’s parent will be informed. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE’s guidance on ‘Suspension and Permanent Exclusion’. Where suspension is carried out, the pupil’s parent will be asked to collect the pupil and take them home for the rest of the day - pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

### **Removal from the classroom**

The school may decide to move pupils to a separate room or another classroom away from other pupils for a limited period.

The school will only move pupils out of the classroom where absolutely necessary. The school will ensure that pupils’ health and safety is not compromised during their time outside their classroom and that any additional requirements, such as SEND needs, are met.

## **Loss of playtime**

The school are able to use loss of playtime as a sanction during school hours. At Croftlands Junior School, this is only used in respect of removal of some or all of playtime or lunchtime.

All staff at the school can impose loss of playtime on a pupil, unless the headteacher decides to withdraw this power from any teacher.

Parental consent is not required for loss of playtime and, therefore, the school is able to remove playtime as a sanction without first notifying the parents of the pupil.

When removing playtime, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the playtime is during lunchtime, **time** will be allocated to allow the pupil time to eat, drink and use the toilet.

## **6. Sexual abuse and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **7. Smoking and controlled substances**

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors and staff are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## **8. Prohibited items, searching pupils and confiscation**

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

**The list below was created using the DfE's 'Searching, screening and confiscation' guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.**

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

## **9. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

## **Classroom rules and routines**

At the start of the year, every classteacher, in discussion with the class, establishes a set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and staff”, rather than “do not act disrespectfully towards your peers and staff”.

At the start of the year, every classteacher, in discussion with the class, establishes a set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Sanctions are laid out in the school behaviour chart (Appendix A)

Staff support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, staff reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Staff also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Classroom Charter which they are required to read and sign. All rules outlined in the Classroom Charter are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school - staff will ensure that pupils understand this.

## **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, staff avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- If appropriate, seating those who frequently model poor behaviour closest to, and facing, the teacher. For some children, it is more appropriate to be seated at the back of the room. This decision rests with the classteacher.
- Seating those who frequently model poor behaviour away from each other.

- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

### **Praise and rewards**

The school recognises that praise can be key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, staff ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from staff, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Staff encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** - immediately rewarded following good behaviour.
- **Consistent** - consistently rewarded to maintain the behaviour.
- **Achievable** - keeping rewards achievable to maintain attention and motivation.
- **Fair** - making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.

## **10. Behaviour off school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

School staff will seek the support of parents when addressing misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.

- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

School staff will seek the support of parents regarding misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

School staff will seek the support of parents regarding any bullying witnessed outside of the school premises and reported to a member of staff.

School staff will seek the support of parents regarding bullying incidents and non-criminal misbehaviour witnessed outside of the school premises.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **11. Monitoring and review**

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **July 2024**

Appendix A

Behaviour Reflection	
Name:	Date:
Describe what you did:	
What are your reasons for behaving in this way?	
How did your behaviour affect your classmates and their learning?	
How did your behaviour affect you or your learning?	
How did your behaviour affect your teacher or other adult?	
What will you do differently next time and what will your behaviour look like?	

## Appendix B

Green	Amber (Stage 1) after a request and a warning	Red (Stage 2) after a warning	Purple (Stage 3 & beyond)
Waiting for your turn to speak; putting your hand up	Shouting out in class or interrupting	Repeatedly shouting out or interrupting	Continued negative behaviour
Allowing others to work in your group	Annoying and distracting others, interfering with their learning	Repeatedly annoying and distracting others, interfering with their learning	Continued negative behaviour
Following the class rules	Not complying with the class rules	Refusal to follow class rules; breaching school policies such as E-safety	Continued negative behaviour
Value and respect peers, showing good manners at all times	Name calling	Persistent name calling, bullying, cyber-bullying, fighting or verbal abuse Threatening behaviour	Continued bullying including cyber bullying, fighting or verbal abuse Aggressive behaviour
Value and respect adults, showing good manners at all times	Disrespectful behaviour: cheeky responses, muttering under breath, telling lies, answering back, rolling eyes, shrugging shoulders, turning away Being late into class after lesson breaks	Repeated disrespectful behaviour: muttering under breath, telling lies, answering back, rolling eyes, shrugging shoulders, turning away Being repeatedly late into class after lesson breaks	Continued disrespectful behaviour Aggressive behaviour
Respecting all property, putting things away, returning property as you found it	Disrespecting school property i.e. doodling on books or whiteboards, not tidying up, walking on things	Throwing property at a person or a piece of equipment; non-accidental damage to school property	Extreme, non-accidental damage to school property
Using positive and appropriate language	Name calling	Swearing, back chatting an adult	Verbal abuse, racist abuse, swearing
Focus on learning	Avoiding work and wasting time	Refusal to work	Continued refusal to work
<b>Outcomes</b>			
Verbal praise from school staff	Miss a playtime and complete a behaviour reflection sheet	Miss three playtimes (complete a behaviour reflection sheet and carry out a writing task i.e. letter of apology, expected behaviour etc)	Headteacher to contact parents
Teacher rewards - phone parent, reward task	Lose 5 Dojo points	Headteacher informed Lose 10 Dojo points	Meeting between parent, child, teacher and headteacher
Merit certificate	Recorded by staff on Scholarpack	Recorded by staff on Scholarpack Parents informed	Recorded by staff on Scholarpack
House points			

## Appendix C

### Behaviour management

- **Positive Correction:** the basic premise that teachers and schools should adopt a non-confrontational approach to discipline, based on positive teacher-student relationships, respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for student self-discipline.
- **Prevention:** planning for good behaviour; teaching the routines and the rules.
- **Consequences:** have a clear structure that students understand and use to inform the choices they make.
- **Repair & Rebuild:** the imperative to work hard to build and repair the damage that is done when things don't work out.

### Top Ten Ideas from Bill Rogers

#### **1. The Black Dot in a White Square: What do you focus on?**

It is often necessary to get class or individual behaviour into perspective in order to maintain a positive atmosphere in the class. In Bill Rogers' model, the black dot represents the negative, disruptive behaviour of certain individuals or the class as a whole; the white square represents the positive behaviour of the majority or the normally good behaviour of an individual. By focusing on the black dot, we are forgetting the white square. This illustrates the need to keep things in perspective and helps to avoid using sweeping statements that can harm positive working relationships

- The class is awful
- The group never works sensibly
- The student is unable to behave
- Everyone is being too noisy

#### **2. Using Positive Language**

This is so simple but packs a punch. Instead of "will you stop talking" you say "I'd like everyone listening, please". Instead of "John, stop turning around and distracting Mike" you say "John, I'd like you facing this way and getting on with your work... thanks."

#### **3. Choice direction and 'when...then'**

Classic parenting techniques that work brilliantly.

- Jamil, you can either work quietly by yourself or you can come up and sit with me,
- James, you can go next door to work with Mr Anderson or you can work sensibly with Andy as I've asked.
- Richard, you can do exactly what I've asked or get a C3 detention as you were warned earlier.
- When you have finished tidying up your area... then you can sit wherever you want....

This works so much better than crude belligerent 'do what I say' command language.

#### **4. Pause Direction**

Students are in the bubble of their own a lot of the time. Just because you start talking, doesn't mean they hear you. Make a deliberate pause between gaining a student's attention and a direction to ensure they have had sufficient 'take up' time. Eg. "Michael pause...David...pause...could you face this way and listen, thanks".

You gain their attention, with eye contact, before you say what you want to say.

## 5. Take-up Time:

This avoids the horrific teacher domineering - "come here Boy!" nonsense. Simply, "Michael...(pause to gain attention)... come up here a sec please." Then deliberately look away... talk to someone else. Michael will come. He just will. In his own time. It works - try it. It also works in the corridor. "John, come over here for sec please... then walk away to a private area, away from peers. John will follow - and not lose face." You can then have a quiet word about the behaviour without the show-down.

## 6. 'You establish what you establish'

This refers to the establishment phase with a new class. Right from the start, anything you allow becomes established as allowed; and anything you challenge is established as unacceptable. The classic is noise level and off-task talking. If you do not challenge students who talk while others talk, you establish that this OK; it is no good getting bothered about it later... Similarly with noise level. If you ask for 'silence' and then accept a general hubbub - then your message is 'silence means general hubbub'. If you want silence - you have to insist on it. Bill Rogers is great on this whole area of planning for behaviour; investing time in setting up routines - a signal for attention, how you come in and out of the classroom, the noise level. Talk about it explicitly and reinforce it regularly. The start of a new term is a good time.

At any point, if you are not happy with the behaviour in your lessons, you have to address it explicitly. Otherwise, the message is that you accept it.

## 7. Teacher Styles

- Don't be an *Indecisive teacher*: hoping for compliance but not insisting; being timid in the face of a challenge; pleading not directing.
- Don't be the opposite: *an Autocratic teacher* : using a power relationships to demand compliance without any room for choice. (No-one likes or wants a bullying teacher.)
- Be an *Assertive teacher*: This teacher *expects compliance* but refuses to rely on power or role status to gain respect. The teacher plans for discipline, uses clear, firm direction and correction, but acts respectfully, keeping the aims of discipline clearly in mind.

## 8. Controlled severity - but where certainty matters more than the severity

Most great teachers establish very clear boundaries. How? Well, usually, this happens through the occasional dose of 'controlled severity'. A sharper, harder corrective tone that conveys: "No! You will not do that -EVER!" Followed quickly by a return to the normal friendly, warm tone. Ideally, the simple sharp reprimand is all that is needed - that cross tone that says: "I still love you dearly, but you know that is beyond the boundary and you know I will not tolerate it again". Most teachers

regarded as 'good with discipline' only need to use the severe tone occasionally - because it works and the class remembers.

As with parenting, the art is getting the balance: not overused or generated from real anger - thus de-sensitising children OR under-used and ineffectual. In both of these cases the boundaries are hit constantly because there is uncertainty about where the boundaries are. With good 'controlled severity' the boundary is not hit so often -because the kids know exactly what will happen. Like a low voltage electric fence! You know where it is, without nagging or constant negotiation, and you know exactly what happens if you touch it - so you don't go there. The key is that the consequence is certain to happen - not the level of severity. Teachers who can never sound cross often struggle. Similarly, teachers who allow genuine anger to build up - also struggle; these are the shouters (note to younger self.) Worst of all are teachers who shout but then don't follow up with the consequences. All these groups need to seek help and get help.

### 9. Partial agreement (aka being the Grown-up)

Bill Rogers has a strong line on teachers being able to model the behaviour they expect. This includes not wanting the last word. **Partial Agreement** is an essential strategy for avoiding or resolving conflict. It means teachers not trying to have the last word, or asserting their power in a situation when a student disputes their judgement.

- Student : "I wasn't talking, I was doing my work"
- Teacher : "OK, Maybe you were but now I want you to press on to finish the task.
- Student: "It wasn't me... it's not mine... I didn't do anything"
- Teacher: "Maybe not - but we're all clear on the rules about that aren't we..and I'd like you to help me out next time, Thanks. "

The focus is on the primary behaviour, giving students take up time and a choice about consequences. Expecting compliance is key but we should not regard 'giving in' as a sign of weakness. Communicating to students that you may be wrong is an important part of building relationships whilst maintaining your authority. My pet hate is a teacher who wants his pound of flesh; is uncompromising and moans about kids 'getting away with it'. It never ever helps. (This is where I find the concept of Emotional Intelligence helpful...some teachers simply cannot bear it when asked to give ground; it is a problem they need help to recognise.)

### 10: Behaviour Management is an emotional issue

The overriding message that I took from Bill Rogers is to recognise explicitly that behaviour is about emotions and associated traits: confidence, self esteem, peer relationships, group acceptance, empathy, belonging, resilience, .. and all the opposites. Crucially, this is for the teacher and the students. There is just no excuse for an angry outburst that has no resolution; for forcing a child into an emotional corner through power or using sarcasm to humiliate. We are the adults. BUT -we are human and we sometimes fail to manage. Sometimes, things go wrong and as teachers we put ourselves on the line emotionally all day. No other job is like that - where you risk being burned by a teenager just because you ask them to do some work. So, Bill Rogers urges us to acknowledge our emotions - and, for me, this helped hugely.

If you do 'lose it'... acknowledge it.. "I am angry because..."; "I am raising my voice now because I'm so frustrated..." And then, after a cool-off, as soon as you can, model the behaviour you want to - calm, measured, warm, encouraging and showing you care. 'Repair and Rebuild' is a great concept. Sometimes, the trick is to take the most difficult student aside, away from a lesson and build up a rapport so that they see you as human - and you see them as more than just a naughty brat.

As with all these things, it is a question of assimilating the philosophy, practicing the strategies and changing habits over time. It takes time.

<https://osiriseducational.co.uk/staffroom/article/diverting-away-from-low-level-disruptions/>

<https://www.tes.com/news/watch-bill-rogers-behaviour-management>

<https://youtu.be/Q1bIQ1Hg00c>