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Catshill First School and Nursery
"Where Individuals Matter"

<u>Behaviour for Learning Policy</u>

Revised: December 2020

To be reviewed: September 2021

Signature …………………………………….. Chair of Committee

Date ………………………………

Catshill First School and Nursery Vision

Written by the children of Catshill First School and Nursery

May 2017

We want Catshill First School and Nursery to be an **amazing** school where we welcome all new children, staff and visitors and they feel we are a **friendly** and **safe** school. All of us will **care** for each other, our community and our world. We will **show and share our school values** with everyone.

We want our school to be **fun** when we are learning and playing. We want to always **try our best** and keep learning new **exciting** things that will make us **learners** of the **future**.

We believe that **values make our world a better place** and that **we never let them go**.

We want our learning to be inside and outside and we want it to be **co-operative**, **imaginative** and **creative**.

We will help everyone to make the right **choices** and enjoy being a **healthy** school where we look after each other so everyone is **happy**.

We will **celebrate** our **achievements** and **successes** together!

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1. Policy Statement

At Catshill First School and Nursery, we are committed to creating an environment and learning journey where exemplary behaviour is at the heart of our community, ensuring productive learning and happy working relationships. We aim to create a calm, caring environment where children can **learn** effectively (Appendix 1). Expectations are high and our Behaviour for Learning Policy is clear, simple and applied consistently throughout the school. Everyone in our school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and follow steps of support when this is necessary. It echoes our Core Expectations of 'Be Kind, Be Ready, Be Respectful, Be Safe' with a heavy emphasis on building relationships of encouragement, resilience and supporting children's mental health and well-being. The policy is based on rights - the right to teach and learn, the right to be respected and the right to be safe. We realise that instilling positive behaviour for learning is reliant upon clear lines of communication and is the responsibility of all members of the school community including all staff, pupils, parents and governors.

2. Aim of the policy

- To have a consistent approach in promoting positive behaviour throughout the school, with shared responsibility and communication with all.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships.
- To refuse to give learners attention and importance for poor conduct. But rather, encourage increasing independence and helping learners to take control of their behaviours and be responsible for the consequences of it.
- To build a community which values kindness, respect, safety and readiness, with an emphasis on relationships and community.
- To encourage a calm, purposeful and happy atmosphere within the school, where effective learning can take place.
- To ensure excellent behaviour (based on the Core Expectations) is a minimum expectation for all.

3. Purpose of the policy:

To provide a consistent, simple, practical procedure for staff, parents and children that:
- Promote positive mental health and well-being for all within the community.
- Promote positive self-esteem, self-regulation and self-discipline amongst learners.
- Recognise behavioural norms.
- Teach appropriate behaviour through positive interventions and communication and immediately put in support where and when necessary as a priority.

4. Our School Community and practice:

Throughout the school, everyone is expected to uphold our 4 main behaviours, known as our **Core Expectations:**

Be Kind	Be Ready	Be Respectful	Be Safe

The children and staff came to a mutual decision on these 4 Core Expectations as a minimum for appropriate, desirable behaviour in our school community. The Core Expectations are based upon the range of School Values taught in our Values Programme (Appendix 2), PSHE curriculum and as part of our 'The Zones of Regulation'

and Self Regulation teaching and learning. The Zones of Regulation is a whole school approach to help children develop, understand and manage their emotional literacy (Appendix 3).

5. Recognition of positive behaviour:

We believe that positive recognition of desirable behaviour is more powerful than criticism. Staff will purposefully 'notice' children who are following our **Core Expectations.** Staff will do this and share it with the class, known as 'Praising in Public (PIP)'. Children who are not yet able to show they can follow the Core Expectations, are spoken to privately 'Reprimand in Private (RIP)' - *taken from Paul Dix - 'When the Adults change, everything changes' (2017).*

Be Kind	Be Ready	Be Respectful	Be Safe
Showing kindness to others *Showing compassion and understanding* *Helping one another*	*Lining up after play* *Showing they are listening to the teacher or others*	*Looking after their things* *Picking up something from the floor* *Letting others have a turn first*	*Using objects or items appropriately* *Taking due care or consideration*

We reward positive behaviour of Core Expectations publicly (PIP) and in the following ways:

Core Expectations:	Rewards:	If children consistently show this and go above and beyond:
Be Kind Be Ready Be Respectful Be Safe	Utilising a display Name on a recognition board Individual, specific non-verbal or verbal praise. Stickers Positive phone calls home or conversations with family at the end of the day House points (epraise point) Postcards / notes home	Celebration Assembly certificate (Star of the week) Agreed class rewards* Praise from a member of the Senior Leadership Team (SLT)

*If the whole-class is seen doing any of the core expectations, this is celebrated and recognised through whole-class rewards. Each class and teacher may wish to decide on a set of rewards. E.g. Extra ten minutes play on a Friday afternoon, playing with the parachute at the end of a lesson etc...

6. Modelling positive behaviour

At our school, we believe that behaviour should be carefully monitored, supported and recognised by all staff within the school and it is everyone's responsibility to adhere to the support and guidelines of this policy.

Children need teachers to:
- Be consistent and fair across all areas of school life.
- Be 'bothered'*; noticing when a child does not appear themselves, take the time to get to know their strengths, weaknesses, likes and dislikes, ensure a fresh start each lesson with encouragement, positivity and motivation.
- Help them to learn, be resilient (celebrate mistakes) and become confident learners, regardless of their ability.
- Have a sense of humour and provide a happy learning environment.

All staff, every day, will ensure that they:
- Always greet a child with warmth, politeness and respect, modelling high standards of behaviour.

- Demonstrate unconditional care and compassion consistently to all learners, focusing positive attention on effort, not attainment.
- Never walk past or ignore learners who are failing to meet the Core Expectations, unless as stated as part of a child's individual needs
- Form a good relationship with parents/carers, so that all children can see that the key adults in their lives share a common aim and understanding of behaviour.

All teachers will (as above and including):
- Take time to welcome learners and families at the start of each day.
- Show 'botheredness'*; take time to deliberately notice something positive / new / interesting about each child in their class.
- Ensure PIP and RIP are used consistently in the classroom.
- Use positive praise and 'noticing' as the main behaviour strategy in class.
- Plan lessons and classroom environment that engages, challenges and motivates children.
- Strengthen staff-child relationships (as per Recovery Curriculum Levers: Barry Carpenter - 2020) by dealing with low-level disruptions in a calm and understanding manner (RIP).

All Senior Leaders will (above and including):
- Ensure there is representation at the school gates every morning and afternoon to meet and greet learners and families.
- Be a visible presence around the school, particularly at lunchtimes or lesson changeovers where additional or different adults are utilised.
- Celebrate staff and children, not only those that do their role well, but who go above and beyond our expectations.
- Carry out regular Learning Walks to support, coach and model expectations of behaviour and requirements of the Behaviour for Learning Policy.
- Ensure staff training needs are identified, targeted and prioritised.
- Support teachers in managing learners with more complex or challenging behaviours through a structured approach of intervention and support.

Children's responsibilities are:
- To take pride in themselves, their class and their school, ensuring they show respect for each too.
- To take responsibility for their actions and make amends for any inappropriate choices they may make.
- To learn to the best of their abilities and allow others to do the same.
- To show kindness to all within our school community.

Parental responsibilities are:
- To be aware of the school's Core Expectations of behaviour.
- To be a good role model and encourage children to display their Core Expectations at all times.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good links with the school, building positive relationships with all staff so that all children can see that the key adults in their lives share a common aim.
- To support the school in the implementation of this policy.

The Governors' responsibilities are:
- To make a positive contribution to the development and monitoring of school policy.

to understand bothered/botheredness - see section 7

7. Developing children's understanding of our Core Expectations:

In order to provide a calm, caring environment where children can **learn** effectively, as per our policy statement, we will ensure the following consistencies are in place:

- **'Botheredness';** praising the behaviour (4 Core Expectations) that we want to see, noticing children's effort, recognising children's well-being and feelings, using a restorative, relationship building approach to conversations when Core Expectations are not displayed.
- **Class Behaviour charters:** Created at the start of the academic year and referenced regularly, with the Core Expectations at the heart of the classroom.
- **Planning and teaching: Engagement in learning is always the primary aim.** Ensuring planning and teaching is exciting and stimulating, based upon children's individual starting points, taking into consideration specific needs and resourcing to ensure all children access learning.
- **Learning:** Active learning will always be the main teaching strategy for lessons; children have the opportunity to discuss, role-play, move around the classroom, work alone or with their peers.
- **Core Expectations** referenced at every opportunity; in lessons, play-times and lunchtimes as well as whole-class meetings such as Circle Time or class assemblies. These will also be displayed in each classroom and around the school.
- **Regular Assemblies:** Assemblies are planned to support PSHE curriculum and expectations for behaviour; the school's Values programme (Appendix 2) supports the expectations of desirable behaviour. Positive behaviour and other achievements will be celebrated during weekly Celebration Assemblies which take place each Friday.
- **PSHE:** Weekly teaching of the PSHE curriculum in each year group ensures the school's Core Expectations are regularly referenced and taught.
- **Regulation station:** Ensure a Regulation Station (ZoR) space is available in the classroom, so children are able to access the support they need to ensure they are ready for learning.

8. Zones of Regulation teaching and learning

The Zones of Regulation is a curriculum that helps children gain skills in consciously regulating their actions and behaviour, therefore enabling them to develop their personal and emotional well-being. THey can support children in regulating their feelings in order to control overwhelming emotions that may prevent them for learning and, essentially, achieving their best. Our implementation of Zones of Regulation sessions are carefully considered, planned and taught, alongside the school's suggested programme for PSHE. In order for children to feel ready for learning, they will need to be able to self regulate. Some children will manage this independently, and others will need tools and adult support to do so. Each class has a 'Regulation station' where tools such as *breathing techniques, visual timers or sensory equipment* are accessible to children.

The Zones of Regulation helps children to identify their feelings through the use of four colours:

Blue	Green	Yellow	Red
Sad, feeling ill, tired, bored, exhausted, shy.	*Ready, good, calm, happy, focused, okay, relaxed, content.*	*Nervous, excited, frustrated, annoyed, overwhelmed, confused, uncomfortable, silly.*	*Mad, aggressive, out of control, terrified, mean, angry, elated.*

Staff will take time to notice children that may be displaying behaviours or emotions as identified in the zones above and consider the best source of intervention and support. Children are never reprimanded in public (RIP) or shamed for showing behaviours or emotions linked to a specific zone.

*Further guidance and information on the Zones of Regulation can be found in Appendix 3.

9. **Playtime and Lunchtime**

Children are expected to show good behaviour at all times. Any incidents of undesirable behaviour occurring at playtime should be dealt with by the staff on duty and the class teacher informed at the end of the social time. Staff on duty will follow the Behaviour Support Pathway to ensure consistency in behaviour both on the playground and within the school. Lunchtime supervisors will provide an organisational structure that will encourage children to interact socially, play well together, stay active and pursue any interests.

10. **Communicating with Parents and Carers**

The school uses a communication application (app) called 'epraise'. The school uses this app to inform parents when a child has shown positive behaviour, including the 4 Core Expectations. Children receive epraise points (also known as House points) which are celebrated publicly with the class Praise in Public (PIP). Further information on the school's use of epraise to support this policy can be found in Appendix 4.
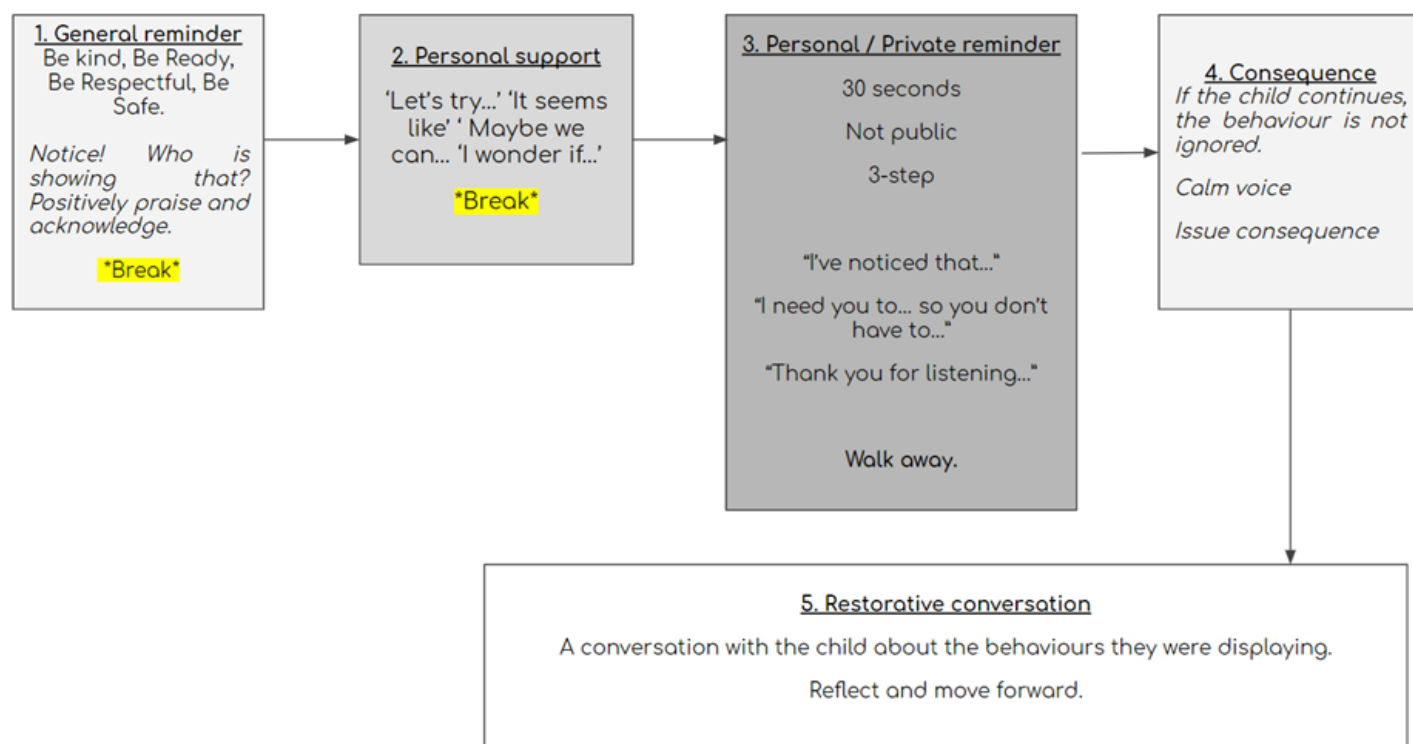
11. **Whole-school steps for supporting and managing behaviour**

- During lesson time the adults in the class are responsible for supporting and managing pupils' day-to-day, low-level behaviour and disruptions to learning.
- There is corporate responsibility for corridors, assemblies etc.
- At break times the staff on duty are responsible for the children in their care.
- At lunchtimes, supervisors are responsible for the overall care of the children. Issues are to be resolved by lunchtime staff on duty in order to ensure playground behaviour does not impact on teaching and learning. Class teachers should be informed at the end of lunchtime of any poor behaviour incidents or issues.
- Children should not be sent to the SLT or anyone else without prior agreement or unless stated in this policy.
- Children should not be removed from their learning community (classroom) unless the safety of the class teacher, teaching assistant and/ or other learners is at risk.

'Every minute a learner is out of a lesson is one where they are not learning'

12. **Steps for supporting behaviour**

For most children, we understand that verbal praise and recognition of positive behaviour will be enough to support them in being ready to access learning. However, at times, children will face challenges and need additional support to regulate their emotions to manage the demands of the school day, their home life and social interaction. When support if needed, this agreed Behaviour Pathway of support is put into place using consistent language and adult support:

1. General reminder
Be kind, Be Ready, Be Respectful, Be Safe.

Notice! Who is showing that? Positively praise and acknowledge.

Break

2. Personal support

'Let's try...' 'It seems like' ' Maybe we can... 'I wonder if...'

Break

3. Personal / Private reminder

30 seconds

Not public

3-step

"I've noticed that..."

"I need you to... so you don't have to..."

"Thank you for listening..."

Walk away.

4. Consequence
If the child continues, the behaviour is not ignored.

Calm voice

Issue consequence

5. Restorative conversation

A conversation with the child about the behaviours they were displaying.

Reflect and move forward.

The use of a 'break' is put into place when staff notice that a child may need to self-regulate their behaviour. The adults will provide a safe space for the child to use or to go to, providing the appropriate 'tools' to support their self-regulation including adult support where necessary.

E.g. If a child is continuously getting out of their seat during a writing task, the use of 5 minutes of physical activity outside to support their physical needs will be put in place, with the expectation that they will feel more ready for learning once this is complete.

Further guidance on supporting children through this Behaviour Pathway including consistent use of language and adult support can be found in Appendix 5.

Steps for Behaviour Pathway (as outlined above):

1. General reminder
2. Personal support
3. Personal/private reminder
4. Consequence
5. Restoration - Parents informed   - Return to Step 1

If a child is unable to modify their behaviour following a restorative conversation and their behaviours continue, then a member of the Senior Leadership Team (SLT) should be informed to provide support.

6. Involvement from SLT

13. Potential consequences if Core Expectations are not shown:

Core Expectations	Children may not show this by:	Consequences (once the above support has been put in place):
Be Kind Be Ready Be Respectful	Talking to other children whilst an adult is talking	- Removal of child from current learning space - Child to complete work in adjacent classroom - Loss of social time (appropriate to age). No

Be Safe	Purposefully distract another child's learning	child should miss their entire social time without the above support being put into place and after a discussion with a member of the Senior Leadership Team (SLT).
	Throw another child's book on the floor	- The issuing of a Demerit (epraise).
	Refuse to complete work	In the playground: - Stand by another member of staff for 2 minutes. - Sit on the bench for a set time.

Recording of incident - Class teachers must keep a record of all behaviour incidents that are dealt with. If a consequence is issued, the class teacher must ensure parents are informed that day. If a parent does not collect the child from school, then a phone call or contact via Epraise should be made. Members of SLT should be informed verbally.

14. Positive Interventions and reasonable adjustments for those exhibiting extreme behaviours or those with complex needs

Some children exhibit particular behaviours based on individual circumstances or specific, complex needs; some of which are based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We understand that many children need to feel a level of safety before they exhibit extreme behaviours; building relationships and key consistencies in language and response from staff need to be in place in order for children to feel secure and therefore be supported in their development of positive behaviour. Where there is a continuation of disruptive behaviour or where a child is unable to modify their behaviour, it may indicate there are underlying needs that may need further exploration and support. Where possible, we use our most skilful staff to build these relationships with each individual child. We ensure that we:
- Log incidents, triggers, observations of pupils with persistent disruptive behaviours, as this information is vital if a referral to another agency is necessary.
- Inform parents of observations, behaviour displayed and potential triggers.
- Under the guidance of the SLT, including the Special Educational Needs Coordinator (SENDCO), Class teachers may organise a Structured Conversation with parents to consider the most appropriate support for the child.
- Measures to support may include an individual behaviour record, Risk reduction plan, Pastoral Support Plan or bespoke personal support.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Fixed term or permanent exclusion may be considered in the event of severe behaviour e.g.
● Actual physical violence towards a member of the school community.
● Verbal abuse towards any member of staff
● Deliberate damage to school or other people's property.
● Bullying

Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from school.
In cases of bullying we will follow the procedures as laid down in our Anti Bullying Policy.
The school will record racist and homophobic behaviour and the Governors will be informed as part of our Racial Equality Policy

<u>Further Reading</u>
- 'When the Adults Change, Everything Changes' - Paul Dix (2017)
- 'The Zones of Regulation' - Leah M. Kuypers (2011)
- Recovery Curriculum - Barry Carpenter (2020)

Appendix 1

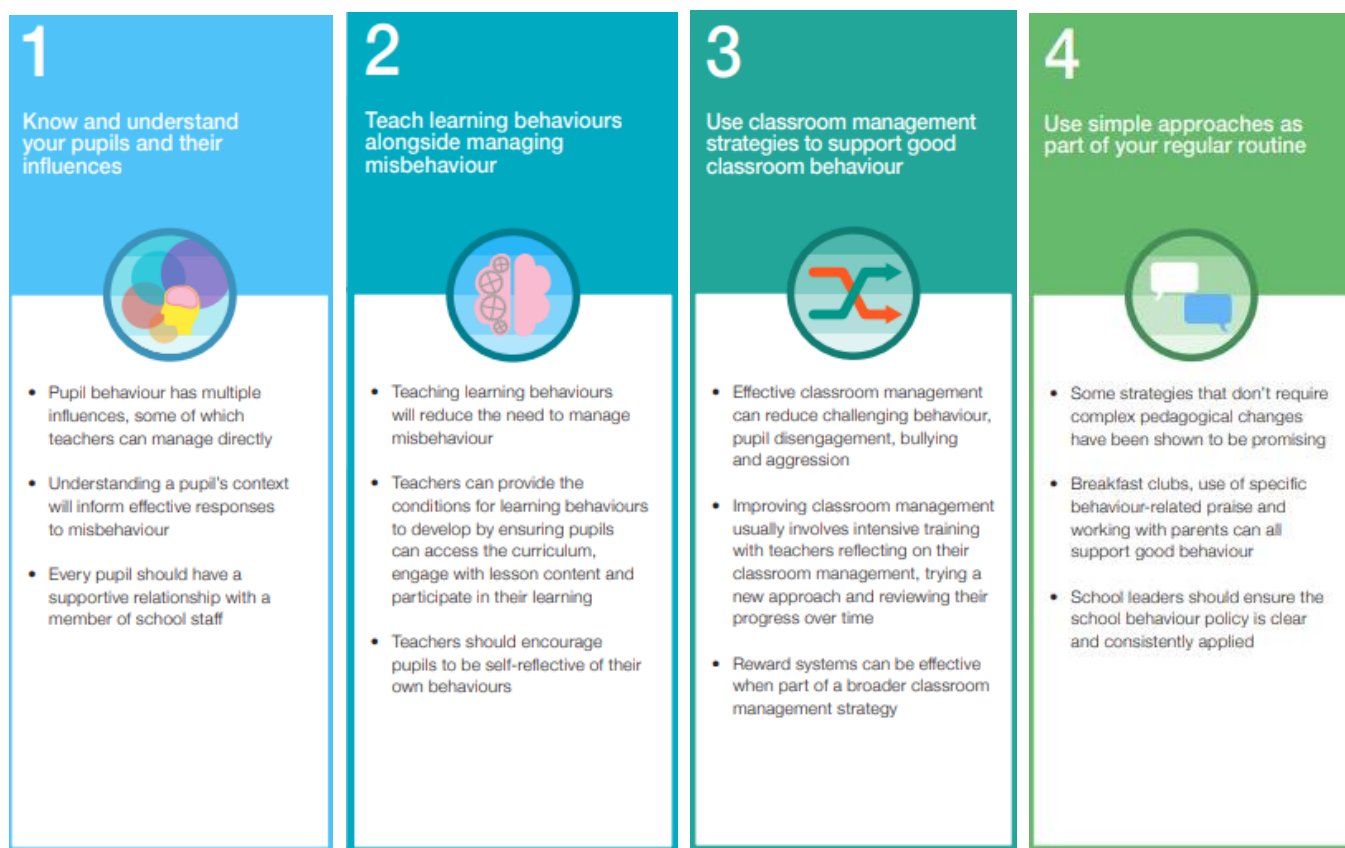**Ensuring effective teaching and learning - Pedagogy**

As part of our continuous development in improving standards of behaviour across the school, staff are kept informed of best practices in terms of teaching, learning and behaviour. Staff are expected to deliver teaching, learning and behaviour strategies which are based upon research and pedagogical practices, which contribute to the aims of our Behaviour for Learning Policy.

Taken from Education Endowment Foundation (EEF) Teaching and Learning Toolkit (2018):

- Meta-cognition and Self regulation - *Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.*
- Feedback - *Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning.*
- Collaborative Learning - *A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned.*

Taken from 'Improving Behaviour in Schools': EEF (2019)

Our Behaviour for Learning Policy is based upon these proactive principles:

1 Know and understand your pupils and their influences	2 Teach learning behaviours alongside managing misbehaviour	3 Use classroom management strategies to support good classroom behaviour	4 Use simple approaches as part of your regular routine
• Pupil behaviour has multiple influences, some of which teachers can manage directly	• Teaching learning behaviours will reduce the need to manage misbehaviour	• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression	• Some strategies that don't require complex pedagogical changes have been shown to be promising
• Understanding a pupil's context will inform effective responses to misbehaviour	• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning	• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time	• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
• Every pupil should have a supportive relationship with a member of school staff	• Teachers should encourage pupils to be self-reflective of their own behaviours	• Reward systems can be effective when part of a broader classroom management strategy	• School leaders should ensure the school behaviour policy is clear and consistently applied

Appendix 2
Catshill First School and Nursery Values Programme

- Each month the whole-school focuses on the teaching and learning of one particular value. The children learn about this value through daily assemblies, whole-class discussions as well as in-class teaching.
- "We believe that values make the world a better place" and are therefore an important part of our school community.

	2019 - 2020	2020-2021	2021-2022
September	Responsibility	Relationships	Positive Attitude
October	Community	Responsibility	Honesty
November	Positive Attitude	Respect	Tolerance
December	Courtesy	Kindness	Courtesy
January	Resilience	Co-operation	Resilience
February	Love	Love	Empathy
March	Tolerance	Community	Curiosity
April	Togetherness	Tolerance	Equality
May	Courage	Diversity	Determination
June	Diversity	Pride	Fairness
July	Friendship	Friendship	Hope

*Not directly taught in school due to COVID-19 School closures

Appendix 3
The Zones of Regulation

"The Zones of Regulation is a curriculum designed to foster self-regulation and emotional control"
Written and created by Leah M.Kuypers, MA Ed.OTR/L (2011)

This is a whole school approach to help children manage their emotional literacy and understanding. It helps them to understand their level of alertness and readiness for learning. Our job is to help children regulate themselves, using the zones. The Zones of Regulation helps children to identify their feelings through the use of four colours:

Blue	Green	Yellow	Red
Sad, feeling ill, tired, bored, exhausted, shy.	*Ready, good, calm, happy, focused, okay, relaxed, content.*	*Nervous, excited, frustrated, annoyed, overwhelmed, confused, uncomfortable, silly.*	*Mad, aggressive, out of control, terrified, mean, angry, elated.*

It is important that staff model which zone they are in, e.g. I am in the yellow zone because I'm looking forward to my birthday, I'm having a party at the weekend.

A summary of the book:

- It introduces the zones to the children and helps them to identify feelings / behaviors associated with each one.
- Create examples of what each zone's behaviours look like.
- Contains ideas in supporting children with understanding emotions through games.
- Section on understanding different perspectives.
- Identifying triggers in children.
- Exploring tools to support children in different zones.

Supporting children:

1. Remain calm - *consider your stance, your position, your posture.*
2. Awareness of space - *try to be aware of the space around you and objects in the space too. Avoid stepping into a child's personal space to keep both you and the child safe.*
3. Giving children processing time - *allow children time to make the choice for themselves once an instruction has been given. Knowing each individual is key as different children will require different processing time.*
4. Use of voice - *When people are feeling overwhelmed or in a heightened sense of anxiety, they tend to talk higher, faster and louder. Staff need to speak more slowly, quietly and in a lower tone. Ask how the child is feeling and assign an emotion to it. **E.g. I can see you are feeling red as you seem angry which is why you ran out of class.***

Appendix 4

Epraise Points

Children can earn points for the following:

- Being Kind
- Being Respectful
- Being Ready
- Being Safe
- Using School Values
- Excellent effort
- Good behaviour
- Achieving Targets
- Positive Lunchtime behaviour
- Home Learning (when home learning comes in - issued by Class Teacher)
- Attendance (issued at the end of every half-term)

At the end of every half-term, Milestone certificates will be issued to children who have reached specific Milestones. The Milestones are as follows:

- Bronze (50 points)
- Silver (100 points)
- Gold (1 point in each category AND 200 points)

Followed by:

SAPPHIRE	Sapphire Award	Points in total and points in every category	5 points in each category and 300 points overall.
RUBY	Ruby Certificate	Points in total and points in every category	5 points in each category and 400 points overall.
PLATINUM	Platinum Certificate	Points in total and points in every category	5 points in each category and 500 points overall.

Children can also receive 'Accolades' (like miniature badges)
- Parents are notified when children achieve these.
- A special award issued by Senior Leadership Team (SLT).
- Children are automatically awarded these if they are chosen as Star of the Week (issued by the Head of School).

Other accolades include:
- Head of School award.
- Assistant Headteacher award.
- Star of the Week award.

Demerits

Following the school's Behaviour Policy support pathway (see section 13), Demerits are issued as a consequence for behaviour that does not follow the school's expectations. The Support Pathway **should** be used before a consequence is issued.

When a demerit is issued, there **MUST** be clear additional information added to the comments section so that all details can be referenced should it need to be. The demerits will be one way that whole school issues will be tracked (such as racist/homophobic incidents) peer to peer issues and if any allegations or incidents of bullying take place. It will also be used to track individual behaviour as necessary. Where other children are involved, initials should be used.

No points are lost as a result of a demerit and the language should not be used with the child. An alternative explanation could be e.g. *This behaviour is not acceptable/expected and I will need to record it and inform parents/carers/other adults.*

The adults involved must decide if any further action is required. Members of the SLT are informed if Demerits are issued. The information must be recorded as part of our statutory reporting.

Bullying
Damage to property
Defiance
Disruptive behaviour
Inadequate work
Racist incident
Theft
Verbal harm (peer to peer)
Verbal harm (adult)
Physical harm (peer to peer)
Physical harm (adult)
Homophobic incident

Appendix 5

Guidance and Advice for Staff

(All advice and ideas here are taken from *Paul Dix 'When the adults change, everything changes'* (2017)).

1. Keep it simple:
- Be Kind
- Be Ready
- Be Respectful
- Be Safe

2. Botheredness and Noticing
- Deliberately notice something new about a child.
- Take time to notice their zones; *their body language, their behaviour, their emotions.*
- Notice their efforts, not their achievements.
- Focus on the learning process, not the end results.

3. RIP and PIP
- Reprimand in private- *What might be going on for the child? What do you notice? What support can you put into place? Do so, in private.*
- Praise in public - *Celebrate, applaud, epraise, give attention to those doing the right thing.*

4. Make a shift in adult behaviour:
- Refuse to shout - *save it for celebrating and praising! Do not give attention to undesirable behaviour.*
- Use non-verbal cues - *smiling, nodding, thumbs up.*

Language usage for 30-second intervention:
Be there, give the message, deal with the incident later and in private (RIP).

"I've noticed you are / You have chosen to…"

"I need you to… / Remember last week when you… I expect you to…"

"That is what I need to see today… / Thank you for listening." or   "I have heard what you've said, now you must…"

Walk away
Leave the child to make the choice
Ignore secondary behaviours (face pulling, mumbling etc…)
Deal with the undesired behaviour at a later time and with the child alone. **Always follow-up an incident.**

Other supportive scripts to try:
"<name>, that's not like you to … (shout out / shake the chair / kick the door)"

"What do you think you could do to avoid this happening in the next lesson?"

"I don't like your behaviour. Your behaviour is disruptive / damaging / unkind. I don't like the behaviour but I believe you can make the right choice / be successful."

"This behaviour is not acceptable/expected and I will need to record it and inform parents/carers/other adults."