

Muskham Primary School



Positive Behaviour Policy and Statement of Behaviour Principles.

WHY IS THIS POLICY REQUIRED?

Statutory

WHAT CHANGES HAVE BEEN MADE? Policy reviewed, any legislation updated

WHO HAS UPDATED THE POLICY? SLT

WHAT IS THE IMPACT OF THIS POLICY?

Outlines school expectations, guidelines and procedures for the management of behaviour

DATE: September 2026

REVIEW DATE: July 2027

Our Vision

At Muskham Primary School we share a vision for a learning community, where confident children develop a life-long love for learning through first-hand, fun activities. Children and adults alike are valued for their individuality, and their unique contributions enrich the lives of all.

Our Values

Muskham Primary School strives to be an inclusive community where children grow, learn and achieve together. Our Enablers Values, form the essence of our ethos and gives our school its sense of value and drive. We always challenge our school community to consider what our values mean to them.

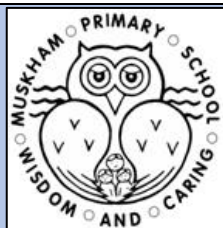
Essential to our whole school curriculum is developing a positive mindset; children are encouraged to 'have a go' and regard mistakes as stepping stones in their learning journey. Our 'Enablers':

- empathy,
- questioning,
- perseverance,
- independence,
- creativity
- and optimism

permeate our meaningful, balanced curriculum which prepares our children for a rapidly-changing world.



We see educating children in the 21st century as a positive challenge for all of us. We work as a team at Muskham Primary with our parents, governors and wider community to ensure that children flourish in a safe and caring environment, developing the skills and attitudes to succeed in their school lives and beyond.



Muskham Primary School Behaviour Blueprint.

We use this 'Behaviour Blueprint' as a reminder of daily behaviour practice at Muskham Primary School.

Visible Adult Consistencies	Routines	Rewards	Expectations
• Calm and fair behaviour • Attention first to best behaviours • Relentless routines • Signa (bell), Pause (hand), Insist	• Meet and greet • Whole body listening • Wonderful walking • Indoor voice	• Verbal praise • Praising effort • House points • Recognition boards • Friday certificates • Reading raffle • Positive communication with parents • End of term 'Headteacher' awards	• All staff adhere to the school's policy • Consistent approaches implemented across the school • Praise the behaviours we wish to see
Our School Values.		Stepped Micro-Script	
 Empathy Questioning Perseverance Independence Creativity Optimism		• I have noticed you are... • I need you to... • This is your warning... • If you continue, you are choosing to... • Thank you for listening. REMINDER 2. WARNING 3. CONSEQUENCE	
Restorative Conversation.			
‘Tell me what happened’ ‘What were you feeling at the time?’ ‘How did your behaviour affect others?’ ‘How did your behaviour affect you?’ ‘How can we do things differently next time?’			

Our Vision is at the forefront of our thinking and decision making when writing, reviewing and updating all school procedures and policies.

1. Aims and Purpose

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment to enable all children to reach their full potential.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent and predictable approach to behaviour management that is applied reequally to all children.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination. (in conjunction with 'Anti-Bullying & Prejudice Incidents Policy').

2. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork/learning.
- Poor attitude.
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations.
- Any form of bullying.
- Child on child abuse.
- Aggressive behaviour that might seriously harm the welfare and safety of others (children and staff).
- Abusive behaviour, including swearing and threatening language.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Physical behaviour like interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking/ vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Drugs
 - Stolen items
 - Tobacco and cigarette papers/ vaping products
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).

Explosive behaviours - These behaviours usually start when a child is anxious or becomes angry and are similar to some instinctive impulse behaviours, such as ‘fight or flight’. Some children react when they are angry or show ‘tantrum’ type behaviours. These types of explosive behaviours may present a risk to the child and/or others and may include (but are not exclusive to) hitting, punching, swearing, biting.

Exiting behaviours- exiting the classroom without permission.

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated over a period of time.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

4. Roles and responsibilities

4.1 The Local Governing Body

The LGB is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1).
- Reviewing this behaviour policy in conjunction with the headteacher.
- Monitoring the policy’s effectiveness.

- Holding the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this Behaviour Policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of children.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate and regular training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary.
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see section 13.1)

4.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for children.
- Establishing and maintaining clear boundaries of acceptable behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular children.
- Considering the effect of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging children to meet the school's expectations.
- Where appropriate the Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.
- Ensuring relentless routines are carried out throughout the school

4.4 Parents and carers

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

4.5 Pupils

Pupils will be taught the following:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school expectations (rules) and our Relentless Routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.
- Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Children will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for children who are in-year arrivals.

5. School behaviour curriculum/ expectations

Our school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all children in terms of their relationships with other children within/outside the school, teachers, other school staff and visitors. All children are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the appropriate uniform at all times.
- Take responsibility for their behaviour and their actions.
- Take responsibility for their own learning.
- Demonstrate a readiness to learn.
- Accept consequences when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.
- No items to be brought into school unless linked to learning or previously agreed with school staff.
- Pupils are not permitted to bring electronic devices, including mobile phones, into school.
- When necessary, any devices brought in will be for the purpose of safety before and after school (E.g. those who walk home) and will be securely looked in the classroom cupboard for the duration of the school day.
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.
- Demonstrate our relentless routines – e.g. wonderful walking, show whole body listening, meet and greet teachers in the morning

5.1 Recognising the impact of SEND on behaviour

The school recognises that a child's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, staff will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their

SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support for the individual. Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

6. Rewards and Consequences

6.1 Responding to good behaviour

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. This will link with the school values; our behaviour blue print and our models for teaching (Appendix 2). Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Our main method is the use of House Points.

Positive behaviour will be rewarded with:

- Verbal praise and positive feedback.
- Communicating praise to parents via a face-to-face conversation or individual messages.
- Certificates, prize ceremonies or special assemblies.
- House points.
- Raffle tickets for reading.
- Headteacher awards for the end of each half term.
- Positions of responsibility (such as House Captains and Muskham Members of Parliament) status or being entrusted with a particular decision or project.
- House point trophy (special prize awarded to the winning House team).
- Non-uniform day for the half termly winners
- Showing work to other members of staff
- Work displayed on special display boards
- Recognition boards

6.2 Consequences

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always addressing behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner through the use of scripted language, so children know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour consequences, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future. The school may use one or more of the following consequences in response to unacceptable behaviour:

- Use of the school wide agreed script – clear reminder, take up time, warning, take up time and then consequence
- Facial expression and intonation/varying of voice.
- A change of environment - sending the child to learn/time out in a different space.
- A verbal reminder of the expectations of behaviour and possible consequences.
- Expecting missed learning to be completed at a different time (home, or at break or lunchtime.
- Reflection time at break or lunchtime.
- Loss of privileges.
- Referring the child to a different or senior member of staff.
- Email message or phone call home to parents.
- Meeting with parents/carers.
- The use of a behaviour support plan. (Appendix 3)
- Agreeing a behaviour contract.
- Referral to external agencies.
- Fixed term suspension or Permanent exclusion. (See Exclusion Policy).

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

For any child that does not consistently follow the behaviour expectations, individual behaviour plans will be written in partnership with the Senior Leadership Team, SENDCo, the parents and the child. Where behaviour escalates a child may be at risk of exclusion from school for:

- Verbal or physical assault of a child or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

Please refer to the Exclusion Policy for further information and processes.

6.2i Scripted Language

Reminder

I have noticed you are

I need you to...

This is your reminder.

If you continue, you are choosing to have a warning.

Thank you for listening.

Warning

I have noticed you are continuing to

I need you to...

This is your final warning.

If you continue, you are choosing to ...

Thank you for listening.

Consequence

I have noticed you have continued to so you have chosen to have some reflection time.

6.3 Behaviour Pathway

Staff will follow the school's behaviour pathway to ensure that the correct steps are followed then addressing behaviour. The behaviour pathway is as follows:

Our behaviour pathway

- Reminder (using the school script and allowing take up time to change behaviour)
- Warning (using the school script and allowing take up time to change behaviour)
- Consequence (using the school script)
- Space to cool off / calming time in breakout space
- Time lost at breaktime or lunchtime in order for the child to reflect on their behaviour, aided by an adult
- Follow up / restorative conversation (using school agreed prompts)
- Class teacher to contact parents (ideally in person or by phone. If this is not possible, use school's texting service)

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/ Reparative Conversation then the following guidelines should be used:

- Teacher to initially speak to a member to the Senior Leadership Team (SLT) or the Headteacher to discuss the situation and agree way forward.
- If agreed as the way forward a member of the Leadership Team (SLT) or the Headteacher is invited to meet with the child and the teacher to be part of the conversation.
- Parents contacted and informed of the incident and the conversation had with plan moving forward.
- Parents called to school to be involved in reparative conversation and plan made to support the child.
- Short Fixed Term Suspension (1-2 days)
- Longer Fixed Term Suspension (3-5 days)
- Permanent Exclusion.

6.4 Active Ingredients

Active ingredients are parts of our behaviour strategy that are critical to its success. They are the parts of the policy that have the biggest impact on behaviour management. Active ingredients need to be: observable, easily observed and measured; replicable, applicable across different contexts; and irreducible, broken down into small steps.

- Teachers notice and recognise pupils who are meeting expectations ('I can see (name) has done what she has been asked to do', 'this table are already annotating their diagrams using the keywords').
- Teachers reset expectations to the whole class first when pupils are not meeting them using the language of 'we' ('when a classmate is speaking, we listen to them respectfully').
- Teachers use non-verbal signals to reinforce expectations (pointing at the board, miming writing).
- Teachers speak privately to individual pupils who are not meeting expectations using the reminder section of the script then giving them time to meet the expectation (I have noticed you are I need you to... This is your reminder. If you continue, you are choosing to have a warning. Thank you for listening).

- Teachers speak privately to individual pupils who are not meeting expectations using the final warning section of the script then giving them time to meet the expectation (I have noticed you are I need you to... This is your final warning. If you continue, you are choosing to reflect at breaktime. Thank you for listening).
- Teachers issue consequences when pupils are still not meeting expectations after these least-intrusive strategies have been used, using a consequence reset script (I have noticed you have chosen to continue toso you have chosen to have some reflection time).
- Teacher to lead restorative conversation following consequence to enable behaviour to be addressed using the school agreed prompts. (What happened? What were you feeling at the time? I wonder if you were feeling... How did your behaviour affect others' learning? How did your behaviour affect your learning? How can we do things differently next time?)

6.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Senior leaders—particularly the Headteacher—will be informed at the earliest opportunity if it is anticipated that reasonable force may need to be used to protect pupils or staff from harm.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

6.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in childrens' possession will be confiscated. These items will not be returned to the children. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate. Searching and screening children is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

6.7 Off-site misbehaviour

Consequences may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a child of our school.

Consequences may also be applied where a child has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child.
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g. on a school-organised trip).

Sanctions may be applied where a child has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Group leaders also need to ensure that the children know and understand any additional rules and consequences as part of a visit off-site.

6.8 Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another child.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The child is identifiable as a member of the school.

Consequences will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member. Further detail can be found in the school's Online safety policy.

7. Supporting pupils following a consequences

Following a consequence, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Restorative conversation with class adult following minor consequences.
- Reintegration meetings with teacher and/or SLT using restorative conversations.
- Use of 'zones of regulation' (DSP).
- A behaviour support plan.

8. Pupil transition

8.1 Inducting incoming children

The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

8.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to children's behaviour issues may be transferred to relevant staff at the start of the term or year.

9. Training

Training and professional development for all staff

Our School reviews regularly the health, safety and welfare of all staff and provide professional and personal support (including counselling and training). We provide relevant information and training on behaviour management matters to all groups of staff, including:

- Support staff (e.g. lunchtime supervisors, learning support assistants, teaching assistants, cover supervisors);
- Newly qualified teachers during their formal induction period;
- Students undertaking programmes of initial teacher training;
- Supply teachers;
- Class teachers;
- Leadership group.

The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training. The school undertakes annual reviews of the continuing professional development (CPD) needs of teachers and headteachers through the appraisal process. The school provides opportunities, as appropriate, for staff to develop their knowledge and skills in relation to such issues as:

- Implementing the school's behaviour policy;
- Logging and recording of incidents on CPOMS;
- School leadership;
- Teaching strategies;
- Lunchtime supervision;
- Classroom management;
- Educational visits;
- Learning styles;
- The implications of legislation affecting behaviour management (e.g. detention, exclusion, child protection, pupil restraint, pupil searches);
- Pupil support;
- Equal opportunities and anti-discrimination;
- Techniques for promoting positive behaviour.

10. Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and LGB annually. At each review, the policy will be approved by the headteacher.

Safeguarding and behaviour leads to monitor CPOMS to see if there are re-occurring themes.

Recognition board focus to be used to monitor and review behaviour keeping it as a focus for all adults and pupils.

11. Links with other policies

This behaviour policy is linked to the following policies

Exclusions policy
SEND Policy
Child Protection & Safeguarding Policy
Online Safety Policy
Anti-Bullying Policy

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected and to be able to learn free from the disruption of others.
- All children, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to children at all times.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the Behaviour Policy.
- The Behaviour Policy is understood by all children and staff.
- The Exclusion Policy explains that exclusions will only be used as a last resort and outlines the processes involved in suspensions and exclusions.
- Children are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and child's home life.

The LGB also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

Appendix 2 Teaching Models

RULES, EXPECTATIONS & CONSEQUENCES

POSITIVE FRAMING 	PRECISE PRAISE 	THE JOY FACTOR 
Guide students to do better work while motivating them by using a positive tone to deliver constructive feedback. Positive framing is where teachers frame their interactions in a positive way to model to students what is expected of them. Making corrections allows teachers to address misbehaviours consistently.	Teachers should make positive reinforcement strategic. Differentiate between acknowledgement and praise. Precise praise is about managing positive feedback to maximise its focus, benefit and credibility. This can be achieved by reinforcing actions not traits, offering objective-aligned praise and moderating your delivery of the praise.	The learning of students should be celebrated throughout the lesson. Finding the joy in the work of learning is a key driver of not just a happy classroom but a high achieving classroom. Students work harder when they enjoy working on something. Joy can take the form of tasks that are loud or quiet; work that is independent, paired or in groups.
SIGNAL, PAUSE, INSIST 		STRONG VOICE 
When students are talking after a task or a discussion teachers need regain student attention. A strategy for doing this is Signal, Pause, Insist. Teachers give the agreed signal for attention that has been rehearsed multiple times. After giving the signal – wait, adopting an assertive position in the room. Then insist on the full attention of the class.	Ensure that consequences are more effective by making them quick, consistent and depersonalised. The purpose of consequences is to reinforce sound decision making – so that students can learn from their mistakes. Immediately involve a student who receives a consequence into the lesson by asking a question or acknowledging their work.	Demonstrate assertiveness through intentional verbal and non-verbal habits. When teachers want their class to follow instructions they should talk more slowly and quietly. By lowering the tone of their voice teacher exude poise and calm. This can be supported by using the economy of language – fewer words are stronger than more.
WHAT TO DO 	ART OF THE CONSEQUENCE 	CHOICES & CONSEQUENCES 
Use specific, concrete, sequential and observable directions to tell students to what to do, as opposed to what not to do. Give instructions in a format that explicitly describes what teachers want in concrete terms – as opposed to giving instructions in vague or confusing terms. This makes it easier for students to do what they have been asked.	By presenting students with choices and consequences, they take responsibility for their actions. This helps students understand the outcomes of their actions, leading to better decision-making. Students can reflect on their behaviour creating self-awareness and growth.	

Appendix 2 Teaching Models

MANAGING DISRUPTIVE BEHAVIOUR

PASTORE'S PERCH 	LEAST INVASIVE TACTICS 	FIRM, CALM, FINESSE 
Develop the ability to see non-productive behaviour when it happens. This subtly reminds students that you are looking. Scan the classroom regularly from the corner of the room. This allows teachers to see the whole room by scanning a visual field of 80 degrees. This defends against blind spots as teachers see the room from a different perspective.	Maximise teaching time and minimise misbehaviour by using the subtlest and least invasive tactic possible to correct off task students. This can be achieved by using non-verbal intervention, positive group correction, anonymous individual correction, private individual correction and private individual precise praise.	Take steps to manage misbehaviour without conflict by establishing an environment of purpose and respect by maintaining calm. Teachers should speak to student in an assertive yet composed manner. They should do this with finesse, and generally take steps prevent students from displaying non-productive behaviours without contention.
VISIBLE EXPECTATIONS 		SEATING PLANS 
Ensure that students follow through on a request by making expectations visible. Be explicit on what the expectations are as this will help prevent disruptive behaviour. The more visible the action teachers ask students to do, the more likely it is that students will do what teachers asks. This makes it easier to hold students accountable.		Seating plans promote engaged, on-task learning behaviours by strategically placing students based on their individual needs, abilities, and personalities. They allow teachers to be proactive in preventing disruptions before they occur. Thoughtful seating arrangements can also create positive peer relationships and bring out the best in students.
WARM/STRICT 	EMOTIONAL CONSTANCY 	REPAIR AND REBUILD 
Be warm and strict at the same time. Teachers should show students that they are caring, funny, warm, and nurturing – but also strict and firm. When teachers are clear, consistent and firm while being positive and enthusiastic they send the message to students that having high expectations is part of caring for and respecting someone.	Teachers need to manage their emotions to consistently promote student learning and achievement. Students need to be able to interact and make mistakes without being judged. Provide feedback that helps students learn, then maintain Emotional Constancy – this lessens the intensity of the strong emotions that teachers can sometimes have.	After a student has misbehaved it is important for the teacher to repair and rebuild relationships with students. Teachers can achieve this by giving directed choices, agreeing on an outcome and outlining clear consequences if these outcomes are not met. Remind the student of the expected behaviour and separate amicably.

Appendix 3: Proforma for assessing and managing foreseeable risks for pupils who present challenging behaviours.

<i>Name of child:</i>	<i>Class group:</i>	<i>Name of teacher:</i>	<i>School:</i>	<i>Parent(s):</i>

Explosive behaviours - Some children become dysregulated when in class and can exhibit explosive behaviours. These behaviours usually start when a child is anxious or becomes angry and are similar to some instinctive impulse behaviours, such as 'fight or flight'. Some children react when they are angry or show 'tantrum' type behaviours. These types of explosive behaviours may present a risk to the child and/or others.

Explosive behaviours are usually the result of a child becoming dysregulated and they do not have the ability to verbalise or rationalise their thinking. In this instance, children have '*flipped their lid*' meaning they are unable to engage their prefrontal cortex of their brain and are relying solely on the limbic system. At this time, they are responding solely emotionally and often are unable to control their response. These children are in a state of dysregulation and their behaviours may become extreme. Many children who exhibit these behaviours do not intend to hurt others. For most of these children, staff will be able to anticipate the child becoming dysregulated and intervene before the child demonstrates explosive behaviour using strategies given in the child's support plan.

Exiting behaviours- Some children exit the classroom without permission. These behaviours usually start when a child is anxious or becomes angry and are similar to some instinctive impulse behaviours, such as 'fight or flight'. Some children exit when they are angry or show 'tantrum' type behaviours. This type of exiting behaviours may present a risk to the child and/or others.

Exiting behaviours are very controlling and the child will try to exert power in these situations. Children's exiting behaviours can often be predictable and usually follow the same pattern. Most children will not go far and they will look to see if an adult is following. Many children, who walk or run out of class, expect to be followed like a 'cat and mouse' chase. Most will stay in the school building or the school grounds and the risks of danger are lower.

Some children may try to leave the school grounds, climb over the fencing or rush out of the school building and the risk of danger from accidents becomes higher. Developing a plan that is agreed by staff and parents and shared with the child can reduce the 'chase' and make exiting safer by giving permission to exit, but on the agreed terms.

Assessment completed by:

SignatureDate

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
List who is affected by the risk.	
Assessment of Risk	
In which situation does the risk/s usually occur?	
How likely is it that the risk/s will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Risk Reduction Options and Agreed Behaviour Management Plan & School Risk Management Strategy			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk	•		•
Early interventions to manage risk	•	•	
Reactive interventions to respond to adverse outcomes	•	• •	

It has been discussed with (child's name) that, **"It's OK to leave class, but you need to go to your safe place."** Specific rewards, continued successes and continual support and praise, will help to reinforce this.

• Plans and strategies shared with:	• Communication Method	• Date Actioned
• •		•

• Staff Training ;		
• Identified training needs	• Training provided to meet needs	• Date training completed

Appendix 3: Behaviour Support Plan

Child's name		Date of plan:		Review date:	
Behaviour to reduce:		Concerns:			
<i>Bullet the behaviours that the school wish to reduce, e.g. shouting, screaming, refusal to partake, refusal to follow instructions, etc.</i>		<i>Bullet the 'seen' behaviours that pose a potential risk, e.g. pushing, shoving other children, hitting staff members, throwing equipment, kicking, etc.</i>			
Targets					
<i>What do you expect the child to get better at?</i>					
Prevention				Reactive	
<i>Bullet, the strategies and use of resources that will support the child in achieving the targets.</i>				<i>Bullet how to reduce the unacceptable behaviours in a way which works for the child, e.g. ignore and distract, stay calm, change adults, move to quiet space, etc.</i>	
If an incident occurs:		<i>What action will be taken? E.g. additional staff utilised to support, record the incident, share with home, etc.</i>			

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Appendix 3: Behaviour Support Plan