



The Rivers  
C.of E. Academy Trust

# Cherry Orchard Primary School and Pre-School

## Behaviour Policy

September 2023

### Principles

At Cherry Orchard Primary School, we strive to achieve and promote high standards of behaviour. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve these. Our behaviour policy is an essential foundation for generating an ethos consistent with our values.

### Our Values



### Our Positive Approach

Our school provides a structured environment with clear boundaries. Whilst the approach is firm and disciplined, positive reinforcement and relationships are central to our behaviour management. Our pupils are encouraged to take responsibility for their behaviour and to recognise how their choice of actions links to consequences, both positive and negative. Expectations of behaviour are high and in order to motivate pupils to achieve this we praise and reward good behaviour frequently and consistently. Equally, for inappropriate behaviour, we implement clear consequences. It is important that challenging behaviour is dealt with when it arises and not avoided or ignored.

## Teaching and Learning

### Expectations of behaviour

Our principle aim is to create a school environment with appropriate routines and expectations of behaviour. Therefore, a part of our role is the teaching of appropriate responses and behaviour. Whilst aiming to develop pupils' behaviour, we address other underlying factors which may have contributed towards the difficulties at school. These may include:

- poor emotional literacy skills;
- low self-esteem;
- poor social skills;
- an inability to accept responsibility for his/her actions;
- poor speech and language skills.

In order to combine these sometimes-divergent aims, we feel our pupils need clear and simple guidelines on expected behaviour, which are consistently, but sympathetically, enforced. We believe in a firm but caring approach in which we seek to facilitate the child in modifying his/her behaviour by reinforcing the positive and raising the pupil's own view of his/her achievement in all areas.

We aim, therefore, to help our pupils:

- to relate appropriately towards each other;
- to relate appropriately towards adults;
- to follow teacher instructions;
- to accept help and guidance;
- to accept rules and expected routines;
- to take responsibility for their behaviour;
- to recognise the consequences of their actions;
- to enjoy learning and achievement.

Modelling forms an integral part of this process. This includes modelling between staff and pupils. Thus, our pupils have continuous opportunities to teach and learn from each other and staff through example and explanation.

We aim to establish for our pupils:

- a safe and secure setting;
- a calm working atmosphere;
- a stimulating and organised classroom environment;
- an interesting and appropriate curriculum in line with the National Curriculum;
- a supportive and sympathetic framework.

All groups within the school community have thought carefully about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips or at competitive events and with visitors to school.

There are five school values which pupils are encouraged to follow at all times: safety, trust, achievement, respect and sharing. These have been kept at a minimum for the pupils' benefit and will be clearly displayed in the classrooms and other appropriate areas. These values form the framework for pupil behaviour. In addition, we expect the following general standards of behaviour from our pupils:

- Pupils are expected to attend regularly;
- Dress must be smart and according to the school's Uniform Policy;
- Pupils may not leave the school's premises during the school day without prior permission from staff and written permission from parents/carers;
- We do not tolerate bullying in any forms e.g. prejudice, discrimination, cyber. (please see our preventing bullying approach).
- Inappropriate language, swearing and name-calling are actively discouraged;
- Pupils are discouraged from bringing in any items from home, such as large amounts of money and mobile phones. If mobile phones/devices are allowed in school, they are locked away during the school day and handed out at the end of the day.
- Please also see the searching and confiscation guidance in our safeguarding policy.

### **Proactive Approach to our Behaviour Curriculum**

At Cherry Orchard Primary School, a positive approach is taken to behaviour. Thus, a part of our curriculum is the explicit teaching and learning of appropriate behaviours and values for life.

For all pupils, the behaviour curriculum consists of a regular and structured programme within the PSHE curriculum. This is intended to develop pupils' social, emotional and behavioural skills as well as ensuring their social, moral, spiritual and cultural development is enhanced. This curriculum supports the teaching and learning of appropriate behaviours through:

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents/carers;
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times;
- Programmes of PSHE, (Personal, Social, Health Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning;
- Encouraging children to manage their feelings and separate feelings and actions to enable thinking to take place between the two;
- Enabling children to take responsibility for themselves and their actions in age-appropriate ways;

- Reflecting on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Where need is identified, for structuring, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans;
- Any plan of action is agreed and shared in a working partnership with parents and carers;
- Individuals with Special Needs to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- Varying groups and working with different members of our school community to build tolerance and inclusion.
- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment;
- Supporting pupils appropriately may require adults to develop and employ new skills and/or strategies;
- Pupils need to know explicitly what behaviour is expected in different circumstances;
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;
- Inappropriate online behaviour will be challenged and support offered accordingly
- Providing appropriate sanctions and support should pupils demonstrate sexually-abusive behaviours;
- Using Fixed Term Internal or External Exclusions may be used as part of our of a positive behaviour approach;
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed;
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;
- Our expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

In line with our inclusive approaches, wherever possible, all children and parents are welcome at our school.

Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning.

### **Roles, Rights and Responsibilities**

Behaviour Management is the responsibility of **all** staff at Cherry Orchard Primary School. It is the duty of all adults to be good role models, continually promoting and reinforcing the 'Green is Great' expectation. For our policy to be implemented comprehensively, the roles and responsibilities are broadly outlined below.

#### **The role of the Head Teacher**

The Head is responsible for:

- establishing an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality;

- organising support for implementing the behaviour policy;
- developing, monitoring and reviewing of the behaviour policy.

### **The role of the Teaching Staff**

The Teaching staff are responsible for:

- implementing the behaviour policy with their class;
- effective classroom management and the consistency of their application of the approaches outlined in the policy;
- provision for all children within class, including children with special educational needs as defined in the SEND policy;
- delivering a curriculum for teaching and learning appropriate behaviour.

### **The role of all Staff (including lunch staff)**

All non-teaching staff are responsible for:

- ensuring that the policy is consistently and fairly applied;
- teaching pupils how to behave appropriately;
- providing mutual support;
- modelling the high standards of behaviour expected from pupils.

### **The role of the Pupils**

The pupils are responsible for:

- shaping and promoting the school's code of conduct;
- supporting staff and other pupils.

### **The role of the Parents**

The parents are responsible for:

- their child's attendance;
- their child's behaviour inside and outside school;
- working in partnership with the school to establish and maintain high standards of behaviour; modelling the high standards of behaviour expected from pupils.

## **Behaviour Approaches and Strategies**

Emotional and learning behaviours are at the heart of our behaviour procedures and approaches. As a school we use our understanding of social and emotional development and learning within all our approaches to behaviour. Our expectations, the rules that underpin them and rewards and sanctions around behaviour are revisited and reviewed at regular intervals and agreed by all. This offers containment and safety.

*"Classroom management is not about having the right rules, it's about having the right relationships."*

We strive to be an emotionally literate school with our everyday practice informed by an applied knowledge of the neuroscience of emotional and social development and attachment research. Through this we aim to ensure resilience, good mental health and a readiness to learn.

‘Emotionally literate teachers, who interact with children in ways that soothe, calm, contain, stimulate and accompany them as they learn, support their students to become emotionally literate too. In so doing, they provide the positive interactions that contribute to the development of effective stress management systems in their learners’ brains. At best, such teachers/adults contribute to the establishment of ‘good-enough’ regulating, focussing, meaning making and memory circuitry in the brain.’

‘Feel The Difference: Learning in an Emotionally Literate School’

Lynne Gerlach /Julia Bird (2006).

We value learning and everyone within our community. The uniqueness and diversity within our staff, student and parent body is valued and celebrated. Everyone is a learner and everyone is deemed to have an ‘elastic’ capacity to learn. We make provision for developing the emotional learning of all of our students, but most particularly for its most vulnerable and challenging students.

Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one’s own feelings. The school climate aims to create a shame – free learning zone. Responsibility for one’s own learning is prized. Independent, resource based and collaborative learning are encouraged. It is understood and accepted that all learners have their own emotional needs sometimes- and these can be addressed as a part of promoting learning. The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability; o show appreciation of the efforts and contribution of all.
- create an environment which recognises and celebrates difference.

“When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos”

It is the intention of this policy document to outline the behaviour approaches and strategies used in our school to ensure that all staff have a consistent approach. Consistency is paramount to maximise the effectiveness of the provision at our school.

The approaches are categorised into positive consequence, negative consequences (including exclusions) and de-escalation strategies.

At times, behaviour can give cause to suspect that a pupil may be suffering, or likely to suffer, from harm. IN these cases, the DSL or DDSL will consider if pastoral support or other interventions are needed.

All staff are aware that, at times, mental health, disabilities, SEND and trauma can affect pupils' behaviour and these may be taken into consideration when behaviour consequences are enforced.

### **Classroom Practice**

At the beginning of each academic year, class teachers (in consultation with the children) will establish the classroom rules and expectations.

Classroom Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant. All adults work in partnership to model, reinforce and support our expectations.

Adults act as co-regulators, develop pupil's insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- to develop social skills;
- to have the opportunity to interact, build tolerance and inclusion;
- for the enjoyment of positive play;
- to be healthy – to have fresh air, exercise and the opportunity to relax
- for the opportunity to explore and play with adults and peers in a less structured, positive environment

Every classroom and shared space has a visual prompt of what behaviours are expected from everyone (in the style of a zone board). See appendix 1 for an example.

### Positive Consequences (Rewards)

‘It is a well-established maxim in teaching that rewards are much more effective than punishment in motivating pupils.’ ‘Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure.’ DFES 2003

Our positive approaches to behaviour involve us ‘**noticing**’ good choices, being explicit in descriptive praise and providing reward as reinforcement. These systems are essential for achieving our expectations and enabling pupils to achieve their full potential. By rewarding and praising good behaviour, it is hoped that such behaviour will be promoted and encouraged. It is crucial that our pupils and their parents value the positive consequences they earn, thus they should be awarded meaningfully, carefully and consistently, and be given important status.

In our school, we use the house point system, alongside our ‘Always Club’ to recognise and reward good behaviour choices or examples of STARS values. It is our way of communicating these positive moments with our families about what is happening inside our classrooms and school. This approach is also celebrated in the classrooms through a class behaviour display. **Points once earned are never removed.**

Our other positive consequences are:

- verbal feedback / praise
- non-verbal feedback e.g. thumbs up gesture, smile, pat on shoulder
- celebrating achievements with parents/carers (class assembly)
- Celebration assembly certificates
- good news postcards – posted to parents
- notes in home/school diary (KS1)
- recognition on Newsletter
- termly attendance rewards
- share good choices with other adults for positive reinforcement (eg showing work to other members of staff)
- stickers
- use of zone board (staying in green or onto our STARS)

### Negative Consequences

‘Effective sanctions are designed to promote positive behaviour and attendance rather than punish miscreants.’ DFES 2003

Our pupils need firm boundaries that are consistently applied. This ensures that all pupils are very clear of the consequences that will result from their choices. When a pupil makes poor choices and



display unacceptable behaviour, negative consequences are implemented fairly and calmly, following the guidance laid out in our negative behaviour flow chart. Our negative consequences are designed to encourage our pupils to take responsibility for their behaviour.

We use a range of negative consequences including;

- non-verbal prompts – the use of pictorial cards to give reminders to pupils;
- verbal prompts, reminders and warnings;
- distraction;
- change of voice;
- breakout spaces (within classroom or other appropriate space);
- time in to complete unfinished work during another specified time in the day. This could be at breaktime or lunchtime;
- change of environment. This could be a partner classroom that a pupil is sent to for a set period of time to complete independent work.
- place pupil in LOPs on the next available lunchtime. Whilst at this Loss Of Privileges time, given for persistently poor behaviour or a serious issue, a member of SLT will supervise the child and they will undertake some restorative practice work.

When events are significant, parents will be phoned by the teacher or SLT as required.

If a pupil's behaviour is persistently of significant concern to staff, or if their behaviour results in a significant risk to bit pupils and staff in the school, then the head will determine the best course of action from the following:

- teacher/Year Band Leader to meet with parents to discuss strategies
- reward chart/behaviour monitoring chart used;
- pastoral support plan;
- advice/referral to outside agencies;
- SLT led meeting to discuss possible alternative program being set up;
- individual risk assessment to ensure safety of all;
- Positive Handling Plan to ensure safety of all;
- fixed term suspension – length dependent on the severity of the incident;
- permanent exclusion – this is rarely used and only in extreme circumstances.

## **Exclusions**

No suspension/exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation. Suspension/exclusion may be used when there is a:

- serious breach of the school's rules, values or policies;
- serious risk of harm to the education or welfare of the individual pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the Head, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident). All exclusions will be logged and considered on a half-termly basis by the head and CEO to help identify trends and address issues. **See MAT Exclusion Policy for details of policy and procedures.**

Parents are always informed by letter if a Fixed Term Suspension has been given. Following any suspension, the pupils and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate.

*This is a comprehensive record of our rewards and sanctions. However, it is not an exhaustive account. All staff must use their professional judgement in situations in order to select and implement the most appropriate consequence. This judgement takes into account the individual pupil's emotional, social and health issues, which may be complex.*

### **De-escalation Strategies**

We use a variety of tools and strategies to avoid confrontational situations which could lead to serious negative consequences. These strategies include:

- removing the audience – using a quieter place or moving the other pupils away;
- planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction when you return;
- planned ignoring – rewarding the pupils who are showing the desired positive behaviour;
- use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil;
- distraction - distracting the pupil's attention from the problem;
- re-focusing the pupil's interest;
- changing the activity if appropriate;
- small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks;
- appropriate use of body language;
- appropriate use of personal space;
- involving another colleague – a different voice can be very effective;
- recognising the pupil's feelings and verbalising anxieties and feelings in a calm and constructive manner;
- providing an increased level of support if appropriate;
- offering alternative actions for the pupil to take;
- using personalisation, relationship and previous successes – remind the child of a situation they were successful in;
- clearly outlining the positive consequences if they make a good choice;

- remaining firm, fair and caring.

Staff at Cherry Orchard will use their professional judgement and knowledge of the individual child to determine the most effective strategies to use.

### **The Use of Positive Handling**

Some staff at the school are trained using the Team-Teach approach for positive handling. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. Physical restraint should only be used in exceptional circumstances, i.e. if the child's behaviour presents a danger to:

- the child;
- other children;
- members of staff;
- serious damage to property;
- the good order and discipline of the school.

Physical restraint should be used only as a last resort, i.e. de-escalation strategies have failed. It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment. Physical restraint should not continue longer than necessary. As soon as it is safe to do so the restraint should be gradually relaxed. The age and size of the child should be taken into consideration when applying restraint. Only the minimum amount of restraint to prevent injury or damage should be used. It is essential that two members of staff are present if restraint has to be used. If a child is determined to leave the school, teachers may use their physical presence to obstruct the exit and to remonstrate with the child and hold a child to prevent him/her from leaving the school. If these strategies are unsuccessful, restraint may be used if the circumstances outlined above are applicable, the child is at risk in other ways, e.g. in contact with an unsuitable adult or there is no responsible adult at home to take charge or to inform.

Any incident involving the use of restraint should be reported, verbally, to the head immediately and this should be followed by a written report of the incident within 24 hours. Staff should complete a clear and comprehensive report on CPOMS.

Following a restraint there is support for both the pupil and the members of staff, this involves following the Team-Teach guidelines. For pupils, they will have the opportunity to reflect on the incident and to consider a plan with staff that would lead to solutions. For staff, they will have the opportunity to de-brief with staff as soon as is possible after the incident.

### **Support Systems for Pupils**

Our strategies for early intervention for pupils most at risk include:

- regular pupil review meetings;
- contact with parents for unexplained absence;
- contact with parents for unexplained changes in behaviour or attitude;
- referrals for specialist advice;
- where a fixed-term exclusion has been applied, parent/s and pupil attending a reintegration meeting before returning to school and agreeing a pastoral support plan (PSP).

### **Support Systems for Staff**

Our strategies for staff support include:

- regular professional development and training on behaviour management;
- induction on behaviour management for new members of staff;
- weekly staff meetings with opportunities to discuss any concerns;
- advice and support from colleagues;
- when referrals are needed to other external agencies, the member of staff will consult with the head/SENDco;
- spending time talking through the situation with the Early Intervention Family Support Worker.

### **Support Systems for Parents**

Our strategies for parental support include:

- contacting parents when a pupil has an unexplained absence. This ensures that the parent is aware that the child is not in school, enabling the parent to take steps to establish that their child is safe;
- involving parents at all stages of their child's education when deemed necessary through review meetings;
- making the school's expectations explicit to parents to enable them to understand and participate as fully as possible;
- inviting parents to attend school so that all the procedures can be explained if they are in any doubt or need clarification regarding a behaviour issue;
- inviting parents to attend a drop-in session with the Early Intervention Family Support Worker.

### **Discipline beyond the school gate**

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

Appendix 1:



## Green is Great!

Ready to learn: equipment, spelling book, reading record, correct uniform

Focus, listening, completing tasks in given time, presentation in books

Sharing, collaborating, working independently, shows initiative, make decisions, be motivated, turn taking,

## Stop and Think!

Are you doing all you can to show you are working in green?

## WARNING!

You need to change your behaviours.

## CONSEQUENCE

Sanction behaviour appropriately

## Appendix 2: Some positive responses to negative behaviour

### Non-verbal Responses

Positive Teacher Responses	Looks Like/Sounds Like
1. <u>With-itness</u> : Know what is happening at all times in the classroom	<ul style="list-style-type: none"> <li>Walk around the room. Make sure you spend time in each area.</li> <li>Scan the faces of the pupils, making eye contact with as many as possible.</li> <li>Look for behaviours that can turn into problems—make eye contact, move toward pupil and/or say something.</li> </ul>
2. <u>Signaling</u> : eye contact and facial expressions	<ul style="list-style-type: none"> <li>Look at the pupil in a way that it sends the message: “I know what you are doing.”</li> <li>Use your ‘teacher look’.</li> </ul>
3. <u>Signaling</u> : gestures	<ul style="list-style-type: none"> <li>Gestures include: pointing to the rules posted in the room, holding up your hand, shaking your head, leaning in toward the pupil, placing your index finger to your lips, placing hands on hips and folding arms.</li> </ul>
4. <u>Proximity</u>	<ul style="list-style-type: none"> <li>Move around the classroom.</li> <li>Stand next to a pupil who is misbehaving.</li> <li>Arrange seats so that you can get to any pupil quickly.</li> </ul>
5. <u>Planned Positioning</u>	<ul style="list-style-type: none"> <li>Stand next to the classroom door.</li> <li>Sit between two pupils.</li> <li>Never turn your back on the pupils.</li> </ul>
6. <u>Waiting</u>	<ul style="list-style-type: none"> <li>Stop talking. Stand quietly and wait. Wait until all pupils are doing what they are supposed to be doing.</li> </ul>
7. <u>Behaviour records</u>	<ul style="list-style-type: none"> <li>Look at the pupil to get their attention or move to the pupil. Say nothing. Record the behaviour.</li> </ul>

### Verbal Responses

Positive Teacher Responses	Looks Like/Sounds Like
8. <u>Name</u> : Using a pupil’s name in a positive way	<ul style="list-style-type: none"> <li>“Shelby, will you act as our recorder for us during the next activity?”</li> <li>“Jake, I’ll be asking you to share your thoughts on the next question.”</li> </ul>
9. Reminders, prompts, and cues	<ul style="list-style-type: none"> <li>Quietly walk over to the pupil, state the reminder privately, and move away.</li> <li>Keep a Post-It note on the pupil’s desk. Add a mark to it each time the student displays the inappropriate behaviour.</li> <li>Place a Post-It note on the desk with the rule on it. Remove the Post-It when the rule is being consistently followed.</li> </ul>
10. Descriptive statements	<ul style="list-style-type: none"> <li>“It’s almost time for break.”</li> <li>“You’ve got 5 minutes to complete this.”</li> <li>“It’s nearly time to change classes.”</li> </ul>
11. Enforceable statements	<ul style="list-style-type: none"> <li>“I listen to people who raise their hand.”</li> <li>“When everything is cleaned up, I will send you to lunch.”</li> <li>“When everyone is quiet, I will begin reading.”</li> </ul>
12. Questions	<ul style="list-style-type: none"> <li>“Jen, are you aware that your pencil tapping is disturbing others?”</li> <li>“Julie, please work quietly. Your voice is distracting to people sitting near you.”</li> <li>“Nick, do you realise your humming is distracting to others in the class?”</li> </ul>

13. Choices	<ul style="list-style-type: none"> <li>• “Would you rather work alone or with your group?”</li> <li>• “Feel free to do the first 10 problems or the last 10”</li> <li>• “Which do you prefer, sitting in rows or in a circle?”</li> </ul>
14. <u>Removing distractions</u>	<ul style="list-style-type: none"> <li>• Remove the item of distraction. Return the item when the pupil is back on task.</li> <li>• Ask the pupil to put the item away.</li> <li>• Pass materials out after you give directions.</li> </ul>
15. <u>Positive interactions</u> : Increase the ratio of positive to negative teacher to student interactions.	<ul style="list-style-type: none"> <li>• Aim for five positives to one negative teacher to pupil interaction.</li> </ul>
16. <u>Whole class reminders</u> : Refocus pupils without calling out their name.	<ul style="list-style-type: none"> <li>• “Safety please”</li> <li>• “Respect quiet time”</li> <li>• “I see a few people off task. Let me repeat the directions.”</li> </ul>
17. <u>But why?</u> : Explain the rationale for the rule.	<ul style="list-style-type: none"> <li>• “We have this rule because . . .”</li> </ul>
18. <u>Whole class assessment</u> : Post rules and ask pupils to self-assess periodically.	<ul style="list-style-type: none"> <li>• “Let’s review our class rules and assess how we did today.”</li> </ul>
19. <u>Redirection</u> : Remind student of the task without commenting on the off-task behaviour.	<ul style="list-style-type: none"> <li>• “What should you be doing right now?”</li> <li>• “You need to be.....”</li> </ul>
20. <u>Problem solving</u>	<ul style="list-style-type: none"> <li>• “Let’s figure out how you can get to lunch on time.”</li> </ul>
21. <u>Seating</u> : Change seat (pupil choice or teacher choice)	<ul style="list-style-type: none"> <li>• “Michael, please select another seat where you can focus better.”</li> <li>• “ Michael, please move your seat next to.....”</li> </ul>
22. <u>Offer assistance</u> :	<ul style="list-style-type: none"> <li>• “Emma, how can I help you?</li> <li>• “Jo, what can I do to help you be successful today?”</li> <li>• “Maria, what can I do to help you get started?”</li> </ul>
23. <u>Active listening</u> : Listen to the pupil and paraphrase back.	<ul style="list-style-type: none"> <li>• “So you are upset because . . .”</li> </ul>
24. <u>Verbal praise</u> : Used to recognise other pupils doing the right thing which in turn will encourage other pupils to demonstrate positive behaviour.	<ul style="list-style-type: none"> <li>• “Group three is reading the directions together and identifying roles in the group.”</li> <li>• “That’s great sitting, Nina.”</li> </ul>
25. <u>Verbal Praise</u> : Used to encourage students and reinforce positive behaviour.	<ul style="list-style-type: none"> <li>• “ Marcus, you are doing a great job of walking quietly in the corridor.”</li> <li>• “I can see that you’re trying really hard with your handwriting, Emma.”</li> </ul>
26. <u>Differential reinforcement</u> : Catch them being good and reinforce.	<ul style="list-style-type: none"> <li>• Two or 3 times in a class speak to the student softly and privately. Tell the student: “I like that way you are payingattention and asking questions in class that are thought provoking.”</li> </ul>
27. <u>Preemptive</u> : Remind pupil(s)of appropriate behavior <u>before</u> the activity takes place.	<ul style="list-style-type: none"> <li>• “Bobby, remember that during independent work time I expect you to remain in your seat, and work. If you have a question, raise your hand and I’ll help you.”</li> </ul>



28. State the appropriate behaviour. Identify the incorrect behaviour.	<ul style="list-style-type: none"> <li>• “We respect others in this room and that means not using unkind language.”</li> </ul>
29. Smile, give feedback, pause, state name, say please + your request, pause, say thank you, and state name.	<ul style="list-style-type: none"> <li>• (Smile and say) “Nathan, please stop talking to Joey and get to work on your assignment. Thank you, Nathan. (Smile again)</li> </ul>
30. Response in a positive way with a reminder of the rule	<ul style="list-style-type: none"> <li>• “Thank you for sharing. Can you remember to raise your hand please?”</li> </ul>
31. Ask for an alternative appropriate response	<ul style="list-style-type: none"> <li>• “How can you show respect and still get your point across?”</li> </ul>
32. Provide an opportunity to practice the skill and provide verbal feedback	<ul style="list-style-type: none"> <li>• “That's much better, thank you for showing respect towards others.”</li> </ul>
33. <u>Planned ignoring</u>	<ul style="list-style-type: none"> <li>• Ignore the undesirable behaviour. Go on with business and wait to catch the student being good.</li> <li>• Recognise the positive behaviour of other students.</li> </ul>
34. <u>Time Delay</u> : Wait the pupil out. Give the pupil time to think it through.	<ul style="list-style-type: none"> <li>• “Let me give you 5 minutes to think it through and I'll come back and we will talk more.”</li> </ul>
35. <u>Premacking</u> * (see below): Withhold something the pupil desires until s/he does what you have asked.	<ul style="list-style-type: none"> <li>• “You can play the game, after you finish your questions.”</li> </ul>
36. <u>Hurdle help</u> : Provide help to the pupil in order to overcome difficulty in completing the task, thereby removing the hurdle	<ul style="list-style-type: none"> <li>• “Tom, you seem stuck. Let's see if I can help you figure out what you need to do next and how you can help yourself the next time.”</li> </ul>
37. <u>Antiseptic bouncing</u> : Remove the pupil from the situation	<ul style="list-style-type: none"> <li>• “Let's take a walk.”</li> <li>• “Please go next door to complete your work. I'll check on you in 5 minutes.”</li> <li>• “Please go get a drink and come back and we will talk.”</li> </ul>
38. <u>Logical Consequences</u> : Strategies designed to help the pupil consider the possible consequences of his/her actions.	<ul style="list-style-type: none"> <li>• “If you slide down the hand rails, you might hurt yourself.”</li> </ul>
39. <u>Restructure</u> : shifting gears	<ul style="list-style-type: none"> <li>• Abandon the activity or switch to an alternative activity.</li> </ul>
40. <u>Direct Appeal to Values</u> : Appeal to the values of pupil(s) when intervening in a problem.	<ul style="list-style-type: none"> <li>• “You seem angry with me. Have I been unfair to you?”</li> <li>• “I know you are angry, but if you break that, you will have to replace it with your own money.”</li> <li>• “Your classmates will be upset with you if you continue to interrupt the lesson.”</li> <li>• “I care about you and I cannot let your behaviour continue.”</li> <li>• “I know you will be mad at yourself later if you tear up that drawing that you've worked on all lesson.”</li> </ul>