

## **Additional guidance about positive behaviour**

### **Certificates**

These are awarded for good work and/or behaviour in class. Examples: for excellent handwriting; for mental maths work; for a great story. Each teacher should award up to two Significant Achievements each week. Significant Achievements are presented during Friday Assembly.

### **Public praise and private criticism**

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually criticism should be as private as possible – lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and giving sanction from the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too. Some children find direct praise hard to handle and so praise should be as descriptive as possible and you should be sensitive to the impact. (Try saying "I really like the way you .....") Praise can also be non- verbal, a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

### **Give three positives before a negative**

This can apply to individuals as well as classes. **Before criticising a child's work or behaviour**, aim to have made three positive comments to them beforehand. They will usually be more receptive to what you have to say. Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

### **Acknowledging feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging a child's feelings can pre-empt them resorting to other ways to get your attention.

### **Give them a choice**

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self- esteem.

### **Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and, therefore, less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

### **Model desired behaviour**

It is important for adults in school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair in us. It is better to avoid communicating these feelings. Responses should be low-key and matter of fact

### **Scan the classroom**

Children are impressed by staff who seem to know what is going on even before it has started and seem to have eyes in the back of their head. Put yourself in a position where you can see what is going on and scan for children that are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation which might indicate off-task behaviour. Make your presence felt by a look or repositioning yourself.

### **Listen to children**

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings. "You seem cross, did something happen?" Follow-up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and not be driven 'underground'.

### **Maintain frequent contact**

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

### **Pre-empt disruptive behaviour**

If a child is off-task, the important tactic is to return their attention to the task before they can actually become disruptive.

### **Be aware of yourself**

When dealing with disruptive incidents consider the following:

1. Your position in class
2. Your proximity to disruptive children
3. Your expression, tone of voice, choice of words and use of eye contact.

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

### **Playtimes**

Improving the quality of playtimes will have a positive effect on behaviour.

To create a positive ethos adults should:

1. Be visible to pupils,
2. Encourage individual and team games,
3. Start conversations with pupils,
4. Smile frequently and show interest,
5. Watch or join in games, walk with pupils,
6. Use pupils' names,
7. Talk to pupils about something good they've done,
8. Speak quietly to pupils when you want something done, show a sense of humour (and share it),
9. Teach children new / traditional playground games.