

28: PROMPTS/STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR IN OUR SCHOOL

Build relationships	Get to know your children. Using the above and asking 'Are you all right?' Use humour.
Smile	Model the enthusiasm you want the children to have. It also shows them that you like them!
Give praise, say something positive!	Say 'well done' or acknowledge the smallest thing that is positive. Look for positives to say to all children e.g. 'You really tried your best then' 'You look smart today' etc.
Use the child's name	It makes the child feel special and engages them.
Make eye contact	It helps the child to concentrate on what you want to communicate
Draw attention to good role models.	E.g. 'Lucy is sitting smartly, she is ready to learn', 'Well done Ben, I can see that you are working independently'. Other children will want to emulate this and it focuses on the positive.
Be calm	A calm quiet approach means the child will carry on listening to you, whilst you still feel, appear and are in control.
Give rewards	E.g. Moving peg up, learner of the week. These are incentives for making the right choices!
Deal privately with issues	If you have to speak to a child, don't humiliate them in front of others. Take the child to one side and have a discussion with them quietly. This may sometimes mean not dealing with the issue instantly.
Say thank you instead of please!	It sets the expectation that the child/children will comply with what you are asking e.g. 'Sit next to your Talk Partner thank you.' Also use it to acknowledge when a child has done what you wanted them to do. E.G Just a simple 'thank you' or 'Thank you for tidying up your table.'
Focus on what the children should be doing	Say what you want/expect to see not what you don't e.g. 'Use an indoor voice' instead of 'Don't shout', 'Make sure you are walking' instead of 'Stop running'.
Give the children ownership of their behaviour by giving choices	E.g. 'You need to come and sit on the carpet now or you will choose to move your peg down. It's your choice.' This helps to show the children that they are responsible for their behaviour and the consequences of it, not you!
Give visual cues	Use gestures to reinforce the message you are trying to deliver e.g. Put your finger on your lips if you want a child to use a quieter voice.
Be consistent and follow through!	Apply rewards and sanctions consistently and follow through with them, otherwise the children are getting mixed messages. It is also important that we all respond in the same way to children to ensure that they are getting the same messages from everyone.
Take ownership	Passing a child onto someone else implies to the child that you don't know how to deal with them – or want to! Try to use strategies to keep the child with you and respecting you. You are accountable.

Intervene quickly and calmly	Deal with lower level behaviour swiftly, don't let it escalate! Be observant, scan the room and the groups frequently. How much 'noise' or 'buzz' will you accept?
Be non-confrontational and assertive NOT aggressive	Remain calm. Try to diffuse a situation by presence. If you deal with an aggressor don't forget to attend to the victim. Don't get involved in banter; it will only rile you and the child.
Think about your body language	Show openness and presence! Smile; use your eyes and facial expression. Move towards a conversation. Communication is much more about how you are presenting yourself than your words!
Positioning in the classroom	Always be in the same room position to teach or give instructions or directions to pupils. Move around the room from the outside looking in – good peripheral vision to see what's going on! Have a spare chair or stool to take to groups to sit at their level – for feedback, observing, coaching, challenge their learning.
Be a positive role model!	We are all role models in school so display the behaviours that you want to see in the children yourself! Dress appropriately, dialogue, choice of words, tone, pitch, volume etc.
Move on from the behaviour	After the situation has been resolved, put it to one side and move on from the behaviour – don't hold it against the child.

A school exemplar of expectations agreed by all classroom staff, from a discussion led by Cara Head, Headteacher