

Appendix C: Behaviour Management Strategies and Definitions

1. Responses to lower-level disruption and off-task behaviours – warning system

- The 'look'
- Proximity praise (praising a child nearby who is behaving appropriately)
- Moving towards the child or group while talking, using non-threatening body language
- Rule repetition/restatement of request
- Use of individual's name within sentence, to remind them of the behaviour you want to see
- Repetition using 'Name ... pause ... direction'
- The use of privately understood signals
- Tactical ignoring
- Reminding the child of the consequences if they continue to show inappropriate behaviour, and the opportunity they have to make a different choice
- 'When ... then ...' instructions
- The use of humour (but never sarcasm) to defuse or deflect challenges

Checklist taken from: Behaviour and Attendance: in-depth audit for primary schools, Booklet 4: Continuing to improve the quality of teaching and learning through classroom-level factors

2. Definition of lower-level disruption / off-task behaviours and higher-level challenges

Low level disruptive behaviours which may result in a Time Out A or B include:

- Fidgeting / fiddling
- Telling tales
- Punctuality
- Dropping litter
- Noisy e.g. talking/shouting
- Failing to keep on task
- Leaving seat / desk
- Poor effort
- Unkind remarks
- Bad language (one off)
- Time wasting
- Telling lies
- Running in corridors
- Pushing in line
- Chewing gum
- Borrowing without permission
- Leaving work area untidy
- Talking in assembly
- Inappropriate jewellery

Higher level challenges which may result in a Time Out C, or an internal or external exclusion include:

- Not listening to adults or refusal to follow instructions
- Verbal aggression towards a peer or adult
- Swearing or abusive language
- Inappropriate or unsafe behaviour
- Breaking agreed use policy and/or intentionally viewing unsuitable materials on the internet

- Any bullying, including e-bullying
- Consistently shouting out
- Distracting others
- Fighting
- Stealing
- Threatening / aggressive behaviour
- Refusal to co operate
- Vandalism – graffiti etc

Extreme level challenges which may result in an internal or external exclusion include:

- Verbal or physical aggression towards any member of the school community (assault)
- Dangerous or inappropriate behaviour
- Leaving school without permission
- Failure to respond to previous bullying sanctions
- Extreme damage to school property