



Autumn 2 2020

By Jo Folkes-Jones  
and Sam Lewis

## Developing Positive Classroom Behaviour

### Revisit your classroom management techniques



Differentiated planning



A variety of groupings



Clear rules



Routines



Noise monitors



Planned movement breaks



Planned seating arrangements



Assertive discipline



Visual timetable and resources



Clear expectations from all staff



Certainty and consistency of consequences: protective  
and educational (Herts Steps)



Language: positive phrasing, limited choices, disem-  
power the behaviour (Herts Steps)



Autumn 2 2020

By Jo Folkes-Jones  
and Sam Lewis

## Developing Positive Classroom Behaviour

### Triggers for behaviour escalation

All behaviour has meaning! If you can identify what causes a child/children to climb the anger curve then you can begin to pre-empt situations and help a child to identify and manage their own triggers.

### Common triggers to look out for

Fear of failure

Changes in routine

Being bored

Perceived lack of fairness

Having to edit work

Unstructured times:  
playtimes or lunchtimes

Public praise or humiliation

Not understanding the expectation  
(behaviour or work)

Dysregulation based on new,  
unfamiliar or exciting events

Certain adults or children

Specific lessons

Basic needs not met

Remember! A trigger can occur a significant amount of time before an escalation in behaviour so it's often worth tracking back events to see if you can identify the initial trigger.

Autumn 2 2020

By Jo Folkes-Jones  
and Sam Lewis

## Developing Positive Classroom Behaviour

Try some of the following strategies to help prevent escalations in behaviour!

<p><b>Planned ignoring and positive attention</b></p> <p>Give frequent praise for on-task and appropriate behaviours, remember to name the positive behaviour that you are looking for and praising</p>	<p><b>Simple, brief, directions</b></p> <p>Show what you are expecting them to do (always finish the sentence with thanks and then move on to talk to other children who are on task)</p>	<p><b>Rule reminders</b></p> <p>Simple reminder or restatement. Enforce them calmly and consistently</p>
<p><b>Give choices</b></p> <p>Give the child a way out – choices such as 'you can do this now or at play-time' or 'you can sit next to Claire or David'</p>	<p><b>Tone/volume of voice</b></p> <p>A quiet voice means the children have to work harder at listening. Use a pleasant but firm manner and tone of voice. Show by example how you expect children to speak to and respond to others.</p>	<p><b>Touch</b></p> <p>For some pupils touch is a necessary part of being able to regulate themselves and maybe on their behaviour support plan. Please read your school's touch, physical and restrictive intervention policy to be clear on the shared values of your school.</p>
<p><b>Looking</b></p> <p>Non-verbal communication such as a smile or a frown can change behaviour and responses.</p>	<p><b>Proximity</b></p> <p>Just walking by or standing near to a child can redirect their behaviour. Move near to the child if you need to speak to them so they do not get attention from their peers for anti-social behaviour.</p>	<p><b>Re-direction</b></p> <p>Redirect a child's attention using phrases like 'can you please give out the books'. Diffuse a situation by sending the child to another room with a book or message before the problem has a chance to escalate</p>
<p><b>Using silence</b></p> <p>Don't be afraid to wait for the children to be silent, you won't get anywhere talking over children and it does not send out a good message.</p>	<p><b>Take up time</b></p> <p>Some children need time to process instructions.</p>	<p><b>The 'broken record' approach.</b></p> <p>Repeat instructions calmly and firmly, without entering into a debate until the child follows your request. (But know your child as for some children this can be a trigger for behaviour escalation). Praise the child when they carry out your instruction.</p>
<p><b>Use your relationship</b></p> <p>E.g. Janet you normally work very hard during my lesson.</p>	<p><b>Time away</b></p> <p>Have an agreed system with someone in school. You could do the brown envelope trick; this is where you have a prearranged exit strategy for the pupil. The pupil takes a message (not real) to another adult (already agreed). The pupil gets a movement break and you get a moment to breathe and compose yourself.</p>	<p><b>Modelling/Rehearsing</b></p> <p>Tell the children, model to the children and rehearse with the children your expectations including: transitions, walking into class etc.</p>

Autumn 2 2020

By Jo Folkes-Jones  
and Sam Lewis

## Developing Positive Classroom Behaviour

### Take time to reflect on the situation

#### What am I feeling?

Take a deep breath and think about how you are feeling. Remember you are a role model and it is important that you show how to deal with things appropriately. Decide whether you are able to deal with the incident calmly and without past experiences influencing you. If not, ask for help!

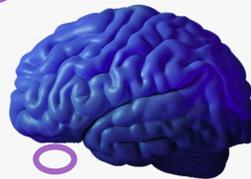
#### What does the child feel, need and want?

All behaviour is communication. All behaviour has meaning. Behaviour is linked to feelings which arise because of circumstances and experiences.

Use your Herts Steps Script

Stepping away from a situation does not mean you are unable to cope sometimes it means that you recognise that you may be the trigger for the pupils behaviour escalation.

**Remember to work as part of a team.**



#### How do I respond best?

- Remain calm and make sure that everyone is safe
- Acknowledge the child's feelings.
- De-escalating body language
- Positive tone of voice and language choices
- Give the child time to de-escalate

#### What next?

- Is the child ready to participate in reflect, repair and restoration?
- Support all who were involved: pupil, other pupils, staff.
- Record incidents clearly: Cpoms, medical, Solero etc.
- Revisit the pupil's support plans. What changes need to be made?
- Liaise with the pupil's parents.

**Remember !** Don't take things personally. Frustration and anger often spill over into rude comments being directed towards the adult who is dealing with the problem. The child is not behaving this way because of you, nor to upset you.

## Developing Positive Classroom Behaviour

### Reflect and repair



Listening calmly to the child and what they say has happened.



Repeat back to the child what they have said and tell them that you understand that they are upset.



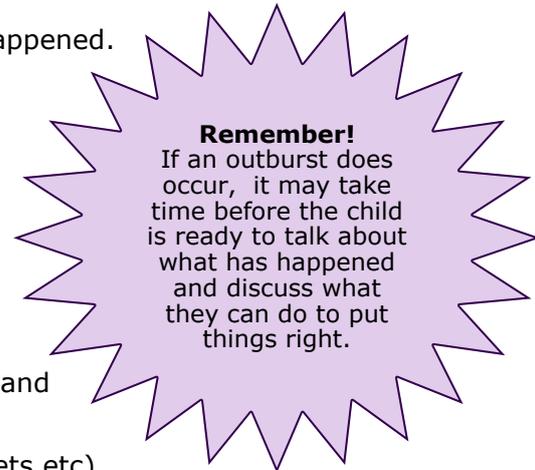
Discuss alternative behaviours; these ideas should be generated by the child.



Practise what they could do if they felt like that again and how they may solve the issue.  
(With younger children you can act it out or use puppets etc)



Enter the child back into their usual routine.



### You are not alone!

Talk to colleagues, share ideas and work collaboratively on solving difficulties.  
Try to target the main concerns as you can't change everything at the same time.  
Remember there will be good and bad days – a bad day doesn't mean failure.

HIVE, DSPL 6 Primary Behaviour Provision hold termly **'Solution clusters'** where schools are invited to bring along SEMH cases for discussion/ to gain advice from a range of professionals. This may be an individual, small group of pupils or even a whole class. If this is of interest please contact HIVE using the following email address: [j.folkesjones@summerswood.herts.sch.uk](mailto:j.folkesjones@summerswood.herts.sch.uk)