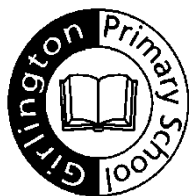


GIRLINGTON PRIMARY SCHOOL

Positive Discipline Policy (Behaviour in schools)

Date Policy Written:	Autumn 2023
Date Policy Ratified:	Autumn 2023
Date Policy to be Reviewed:	Autumn 2024



GIRLINGTON PRIMARY SCHOOL	Reviewed By
<p>(Statutory)S22</p> <p>Positive Discipline Policy – (Behaviour in schools)</p> <p><i>Appendix 1 – Behaviour principles written statement</i> <i>Appendix 2 – Bill Rogers behaviour techniques</i></p>	<p>HT _____</p> <p>DHT _____</p>

Rationale

At Girlington Primary School, positive discipline is a whole school approach to the management of behaviour. There is a strong emphasis on adults forming positive relationships with pupils. The positive discipline policy covers the whole school day including breaks and lunchtime. Rules are few in number and are very clear. Pupils have a clear choice as to whether they keep to the rules or not. Pupils should see the programme as fair because it is consistent, and any consequences are known to them in advance of them choosing to break a rule.

Aims

This policy aims to:

- create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- outline the expectations and consequences of behaviour
- provide a consistent approach to behaviour management that is applied equally to all pupils
- define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on: [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools](#)

Supporting pupils with medical conditions at school

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Procedure

- At Girlington Primary School all classes operate a positive discipline programme.
- School rules, rewards and consequences are on display in every class.
- We work on the principle that every day is a new day, therefore we start a new page in the behaviour book every day.
- When a pupil breaks a rule their name is written down in the class behaviour book (and homework diary in KS2) alongside the number rule they have broken neatly in red pen with the adults initial, next to the rule.
- If they break a second rule this is recorded in the same way and they move on to consequence 2.
- If they break a third rule it is recorded in the same way and they move on to consequence 3.
- If a pupil breaks a fourth rule they go to a member of Senior Leadership Team with their class behaviour book or homework diary to discuss their behaviour. They will be taken by a member of staff. The member of staff will discuss the incident with the SLT without the child present in the first instance. The member of staff and SLT will discuss an appropriate response.

Rewards

- Good work is rewarded with a smiley face stamp, good behaviour is rewarded with a star stamp. These are recorded on a class chart for Reception and KS1 and in a homework diary for KS2.
- Children receive a certificate in Well Done Assembly when they achieve 10, 30, 60, 100 and 150 stars or smiley faces.
- One pupil from each class, each week will be chosen to be recognised in the Well Done Book for either outstanding work or behaviour.
- CBG's (Caught Being Good) are given to pupils for additional good behaviour outside the classroom e.g. walking sensibly, holding doors, helping others.
- All CBG's will be collected before Well Done Assembly each week. There will be a prize draw for KS1, LKS2 and UKS2, where two children will be chosen at random to receive a prize.
- Table ticks will be awarded at transition points. They can be awarded for readiness, tidiness and good teamwork. A small prize will be awarded to the table of the week.

Our School Rules

1. Do as you are told by an adult the first time.
2. Keep your hands, feet and objects to yourself.
3. Always walk in school.
4. Do not swear or use rude names.

Consequences

If a child breaks 1 rule in a day - name in the book.

If a child breaks 2 rules in a day - sit by yourself for 5 minutes.

If a child breaks 3 rules in a day - go to the base leader for 10 minutes.

If a child breaks 4 rules in a day - see Mrs Swales, Mr Walker, Mrs Brewis or Mrs Pullen.

When a child breaks 4 rules they will be spoken to by the adult they have broken the fourth rule with and a member of the SLT. They will take home a letter stating that they have broken 4 rules. They will be asked to return the letter the next day, after it has been signed by their parents.

A text will be sent to the child's parents informing them that a behaviour incident has occurred, the incident will also be recorded on CPOMS.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- An individual behaviour plan

Severe misbehaviour

When a member of staff deems a child's behaviour to be more severe than the scope of the school rules they will bring the child to a senior leader. The adults will have a conversation away from the child to discuss the course of action to be taken. If both adults agree that the behaviour is severe, the child will be spoken to by the adult involved and a member of SLT. They will take home a letter stating the type of severe behaviour. They will be asked to return the letter the next day, after it has been signed by their parents.

A text will be sent to the child's parents informing them that a behaviour incident has occurred, the incident will also be recorded on CPOMS.

Severe behaviour could include, but is not limited to:

- any form of bullying including cyber bullying
- racist, sexist, homophobic or discriminatory behaviour
- proven theft
- damage to school property
- open defiance to an adult
- disrespectful behaviour to an adult

- swearing at an adult
- there are occurrences where a pupil defies an adult with inappropriate non-verbal behaviour - this can also be deemed severe.
- any item a staff member reasonably suspects has been used to, or is likely to, cause personal injury to or damage to the property of, any person (including the pupil)

Guidelines

- All pupils should be able to recite the rules and understand the consequences.
- When a child breaks a rule they must be asked what rule they have **chosen** to break. They will be expected to recite the rule.
- When a child has broken a rule they should be directed to indicate which consequence they have chosen.
- There is a premise behind this behaviour policy which is about children choosing good behaviour, it is really important to set the right conditions to enable this to happen. We must not aim to catch them breaking a rule, therefore we will not use the term - "That is a rule break."
- If a child has broken rule number 1, they **must** have been given a clear instruction first. They should be asked to recite the instruction they were given.
- When the behaviour policy is implemented correctly, there is no reason to offer children a "chance".
- Remember that practising techniques and learning stock phrases helps us to be consistent. (e.g. Bill Rogers behaviour techniques)
- All staff will behave in an assertive manner (speaking calmly and confidently), not passive or aggressive.
- It is not appropriate to use sarcasm in any circumstance.
- Never use argumentative language, you are the model for the pupil to base their responses on.
- Give clear instructions. Say to pupils "I want you to...." "You will...." "Listen to my instructions first then do them...."
- Use praise more often than checks by at least 3 to 1.
- When you praise, be specific about what they are doing right.
- Use the reward systems effectively to promote good behaviour.
- Never take back a reward.
- Make your praise varied, sincere and accompanied by eye contact.
- Praise the behaviour of every child every day.
- Always praise two children first who are following a rule before writing down the name of a pupil.
- Please make every effort to ensure that when the consequence is to see the Head, Deputy or other senior member of staff that the pupil is supervised by an adult.
- Stay calm, remember the distinction between a raised voice and shouting.
- Remember to acknowledge your own emotions so that you can manage your response, you are the adult helping the child to choose the correct behaviour.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher and the board.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.
- Access to a visual timetable for pupils with SEND where required.
- Individual behaviour plans and reward charts.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- whether the pupil was unable to understand the rule or instruction
- whether the pupil was unable to act differently at the time as a result of their SEND
- whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disability co-ordinator (SENDco) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

Incidents of reasonable force must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded on the Record of Restraint, on CPOMs and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Staff will follow the guidance as outlined in 'Use of Reasonable Force July 2013'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Confiscation, searches, screening

If a child brings to school an item which could have the potential to cause harm to another person, the item will be removed from them.

These items will not be returned to the pupils but will be returned to the parent of the child at the end of the day if appropriate. We will also remove any item which may disrupt lessons or lead to inappropriate behaviour. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Where searching, screening and confiscation is necessary, it is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil
- could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or a member of the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- manage the incident internally
- refer to early help
- refer to children's social care
- report to the police

Please refer to our Child Protection and Safeguarding policy for more information.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort and the Headteacher will follow the procedure outlined in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Training

As part of their induction process, new staff are provided with the school behaviour policy to read. A senior leader will meet with new members of staff to discuss the policy and school systems and social norms.

Behaviour management also forms part of schools continuing professional development and training sessions will be identified and outlined in the Annual Schedule.

Bullying

We regard bullying as particularly serious and always take firm action against it. We encourage children to work against it and to report any incidents of bullying. Bullying can be physical, verbal, emotional or cyber bullying by a single person or a gang

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

TYPE OF BULLYING	DEFINITION
Child on child Abuse	Children can abuse other children. This is generally referred to as child on child abuse. Child on child abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Everyone in school has a responsibility to stand up to bullying. If a child or parent needs to report an incident of bullying, they should tell a member of staff without delay. They should tell a member of the leadership team immediately. Girlington Primary School will then take the following actions.

To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied we will:

- promote a secure and happy school environment free from any type of bullying behaviour
- take positive action to prevent bullying from occurring through a clear school positive discipline policy
- show commitment to overcome bullying by practising zero tolerance.
- inform pupils and parents of the school's expectations and to foster a productive partnership which helps reduce incidents of bullying
- make staff aware of their role in fostering the knowledge and attitudes required to achieve the aims
- within the curriculum, raise the awareness of the nature of bullying through inclusion in PSHEE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Bullying Procedures

- If bullying is suspected or reported (including cyber bullying), the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be given to a senior leader.
- The Headteacher or members of the Leadership Team will interview all concerned and will record the incident.
- If the incident is deemed to be a case of bullying then the perpetrators will receive a "severe consequence" in line with the school Positive Discipline Policy.
- Class teachers and parents will be informed of the outcome of the incident.
- Record all bullying incidents on CPOMS.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what has happened
- discovering why the pupil became involved
- Establishing the wrong doing and need to change.
- Informing parents of guardians to help change the attitude of the pupil.

Staff Responsibilities

- To implement school positive discipline policy
- To implement procedures to confront bullying in any form
- To listen to parties involved in incidents
- To investigate as fully as possible
- To take appropriate action, or refer the matter to the Headteacher for further action
- To promote the use of a range of teaching and learning styles and strategies which challenge bullying

Roles and responsibilities**The Governing Body**

The Governing Body is responsible for:

- reviewing and approving the written statement of behaviour principles (Appendix 1)
- reviewing this behaviour policy in conjunction with the Headteacher
- monitoring the policy's effectiveness
- holding the headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (Appendix 1)
- approving this policy
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring that the policy is implemented by staff consistently with all groups of pupils
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- ensuring that the data from the behaviour record is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- creating a calm and safe environment for pupils
- establishing and maintaining clear boundaries of acceptable pupil behaviour
- implementing the behaviour policy consistently
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of particular pupils
- considering their own behaviour on the school culture and how they can uphold school rules and expectations
- recording behaviour incidents in the class behaviour book and homework diaries where appropriate
- challenging pupils to meet the school's expectations
- the senior leadership team (SLT) will support staff in responding to behaviour incidents

Parents and carers

Parents and carers, where possible, should:

- get to know the school's behaviour policy and reinforce it at home where appropriate
- support their child in adhering to the school's behaviour policy
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- take part in the life of the school and its culture
- the school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- the expected standard of behaviour they should be displaying at school
- that they have a duty to follow the behaviour policy
- the school's key rules and routines
- the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- the pastoral support that is available to them to help them meet the behavioural standards
- pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- extra support and induction will be provided for pupils who are mid-phase arrivals.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

Appendix 2 Bill Rogers Behaviour Strategies

Bill Rogers Behaviour Management

5 on-the-spot strategies to use

Bill Rogers Strategy #1 Direction With Tactical Pausing

Giving a *direction* involves stating what you want the student/s to do. Examples of directions could include statements such as, *face this way and listening please ... Troy, working silently please ... Sam, pop that in the bin thanks*. Pretty simple really. There are only three tricks to doing it well.

- Gain attention, and then pause before giving the direction
- State what you want them to do, not what you want them to stop doing
- Speak in a firm but friendly way

You gain their attention by stating their name, pausing, and then giving the direction once they are looking at you. For example: *Tony (pause) lining up sensibly please*. When directing a whole class you could say: *Everybody, everybody (pause) looking at me and ready to start thanks*. The pause is critical, but often overlooked. Without the pause, you are halfway through your direction (or more) before the student even catches on that you are talking to them.



The second trick is to focus on what you want the students to do, not what you want them to stop doing. There are times when you can't do this, but most of the time you can. For example, it's better to say *working silently* than it is to say *stop talking*.

Finally, you need to speak calmly and confidently. Remember, the whole point of your *direction* is to correct the behaviour with minimal disruption to the lesson. Yelling at a student won't achieve this, and nor will speaking in a timid or pleading voice.

Bill Rogers Strategy #2 No Why Questions



This strategy by Bill Rogers is even easier. Don't ask questions such as *Why are you doing that?* Or, *Why would you do that?* These sorts of questions invite long-winded, irrelevant answers. Remember, your goal is to stop the misbehaviour and quickly move on with the lesson.

If you do ask a question, it is much better to use ones that focus directly on the behaviour:

- *What are you doing?*
- *What should you be doing?*
- *Do that please*

Imagine a student hasn't got all the stuff he needs for class. It is easier, quicker and less disruptive to ask him if he needs to borrow a pen and a textbook than it is to delve into why he wasn't prepared. Remember, I'm only talking about on-the-spot reactions. You may need to delve deeper with a student who frequently doesn't have his stuff – but not 'on-the-spot', during a lesson.

Bill Rogers Strategy #3 Blocking With Partial Agreement

Some teachers struggle with this one, but it is one of the most potent behaviour management techniques you could use.

It involves **blocking** secondary arguments and focusing exclusively on what you want the student to do.

Imagine that a pair of students were talking to each other when they should have been working silently. You *direct* them to work in silence, but they respond with a whining complaint, *but we're not the only ones talking*. You refuse to enter the side argument, restate your **direction** and move away.

Partial agreement is one (particularly useful) way to **block** tangent-arguments from taking over. It involves using two words to sidestep the tangent – *maybe* and *but*. In the above example where two boys fire back

that they weren't the only ones talking you reply by stating ... MAYBE you aren't ... BUT I need you two to work silently.

Bill Rogers Strategy #4 Conditional Permission

There is a time and place for everything, and Bill Rogers recommends that you use **conditional permission** to reinforce this.

The *when-then* structure offers you an easy way use **conditional permission**. *When* you have finished your notes, *then* you can search for suitable images for your assignment. *When* you have eaten your fruit, *then* you may go to play.

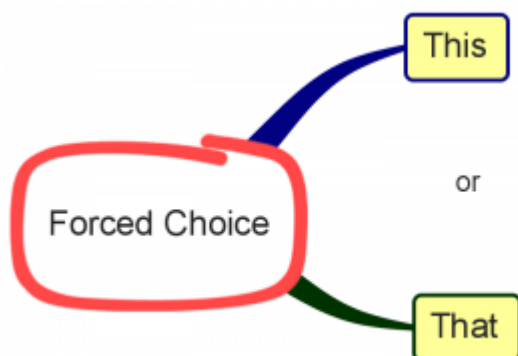
You can also use the *yes-when* structure to answer students as they ask for permission. Yes, we can have the air-conditioner on, *when* it's hotter than 24°C.

There are other words that you can use (e.g. after-then), but the principle remains the same.

Bill Rogers Strategy #5 Forced Choices

Students choose how they behave. The **forced choice** technique is a way of highlighting this, while clarifying what the choices are. You often use it after, or in combination with other strategies.

For example, you may **direct** Sarah to work silently. Soon after, she starts chatting again. You then **force her choice** by something like, *Sarah, you can choose to work silently, or I will have to move you.*



Tony provides another opportunity to **force a choice** when he is playing with his music player in class. You can force the choice by saying something such as, *Tony, you can put that away or on my desk – you choose.*

Sometimes, choices may be more serious. *Shenae, you can choose not to wear makeup again, or I will call your parents.*

There are various ways you can **force a choice**, but the keyword is always *or*.

Forced choices work well, but only if you consistently follow-through when needed. When forcing a choice:

- Only give options that you can realistically follow-through on
- Start with small consequences
- Talk in a calm but confident manner
- Don't wait for an answer, move on with the lesson
- Only intervene further if needed