

## **Appendix: Positive Behaviour Management, No-Shouting Expectations and Safe Practice The Blue Sky Federation**

### **Purpose**

This appendix sets out the expectations for staff behaviour management across The Blue Sky Federation. It outlines the positive approaches all adults must use, makes clear that shouting is not acceptable, and clarifies expectations around safe, lawful physical intervention. The purpose is to ensure consistent, calm and respectful practice that supports children's wellbeing and effective learning.

### **Core Principles**

- All behaviour is communication.
  - Positive relationships are the foundation of positive behaviour.
  - Behaviour can be taught, shaped and improved through modelling, consistency and reinforcement.
  - Staff responses must be calm, predictable and professional, even in challenging circumstances.
  - Children must always be treated with dignity and respect.
- 

### **1. Staff Communication and Conduct**

---

- **Staff must not shout at children under any circumstances.**
  - A quiet, calm voice is essential for emotional regulation and de-escalation.
  - Staff model the behaviour expected from children.
- **Maintain calmness and professionalism**
  - Keep language short, simple and neutral.
  - Avoid invading personal space unless necessary for safety.
  - Stand still and avoid prolonged eye contact during escalation.
- **Trauma-informed and dignity-led practice**
  - No shaming, humiliating or publicly embarrassing children.
  - Responses should foster safety, trust and emotional growth.
- **Consistency**
  - All staff must follow the same expectations, systems and strategies.

---

## 2. Positive Behaviour Management Strategies

---

### **Positive Feedback (Acknowledge – Approve – Affirm)**

Notice behaviour, name why it is positive, then give a positive label.

Example: “Thank you for tidying up so quickly — you are a great helper.”

### **Positive Correction**

Tell children what you want to see (“Please walk”) rather than what to stop.

### **Positive Repetition**

Ask a child who knows the expectation to repeat it; praise those who follow it.

### **Non-Verbal Cues**

Use signals such as raised hand, finger on lips, or a calm look.

### **Take-Up Time**

Give a clear direction, then move away to allow the child / children time to comply.

### **Re-direction**

Repeat the direction calmly; do not be drawn into side issues.

### **Tactical Ignoring**

Ignore minor secondary behaviours (e.g., huffing) if the primary request is followed.

### **Physical Proximity**

Move closer to signal presence without confrontation.

### **Distraction/Diversion**

Offer an alternative task or focus to shift behaviour calmly and discreetly.

### **Clear Expectations**

State expectations in advance: “When we go inside, I will give points to those who sit and start straight away.”

### **Where/What Prompts**

“Where should you be?” “What should you be doing?”

### **Choices**

Offer controlled choices: “Put the toy on my desk or in your bag — your choice.”

### **Broken Record Technique**

Calmly repeat expectations or consequences without being drawn into debate.

### **Private Reprimand**

Address behaviour quietly to protect dignity.

### **Repair & Rebuild**

After correction, quickly restore connection by catching the children being good.

---

## **3. Managing Difficult Situations**

---

Adults must make calm, thought-driven, professional decisions designed to de-escalate.

- Remain calm and use a quiet voice — **never shout**.
  - Use minimal, neutral language.
  - Avoid crowding the child; protect personal space.
  - State expectations clearly and remind the child of what will happen next.
  - Remove the audience if necessary.
  - **Withdrawal:** Move the child to a quiet space for cooling-off and reflection.
  - Call for support where needed, following internal procedures.
  - Maintain safety and model emotional regulation at all times.
- 

## **4. Physical Intervention and Safety**

---

Staff must not use any form of physical intervention unless it is necessary to prevent immediate harm to the pupil, other pupils or staff. Physical intervention may only be used as a last resort and must comply with all statutory guidance. De-escalation strategies must always be attempted first. Any incident of physical intervention must be recorded, reported to the SLT (Senior Leadership Team), and communicated to parents or carers.

---

## **5. Roles, Responsibilities and Support**

---

- Staff must seek support promptly when a child's behaviour poses risk or continues to escalate.
- Senior Leaders are responsible for providing timely assistance and guidance.
- Staff will receive training in de-escalation, positive behaviour strategies and trauma-informed practice.
- Staff wellbeing matters: debriefing and reflective opportunities will be provided after serious incidents.

---

## 6. Recording and Monitoring

---

- Incidents that involve significant disruption, dysregulation, risk or physical intervention must be recorded on the school's behaviour system (TrackIt Lights) and safeguarding software (CPOMS).
  - Patterns of concern will be monitored so that early support, interventions or adjustments can be provided.
  - Serious incidents will be reviewed by SLT for follow-up actions.
- 

## 7. Key Messages for Pupils

---

- "I want you to succeed in my class."
  - "You are responsible for your own behaviour."
  - "We use calm voices in our school."
  - "We can always repair and move forward."
  - "*Be the best you can be; Everyone, Every Day.*"
- 

## Conclusion

By using consistent, positive behaviour strategies; avoiding shouting; maintaining calm, respectful communication; and ensuring that physical intervention is used only when absolutely necessary for safety, The Blue Sky Federation promotes a safe, nurturing and effective learning environment for every child.