

SAWLEY INFANT & NURSERY SCHOOL



Behaviour Policy (including Anti-Bullying Statement)

Approved by:	Headteacher
Date:	21.07.23
Minute no:	N/A
Version:	v3
Review cycle:	Annual
Publication:	Internal & public

VERSION CONTROL

VERSION	DATE	AUTHOR	CHANGES
1.0	Jan 2016	Diane Dakin	Reviewed and updated to take account of recent changes
1.1	March 2016	Becky Morley	Staff meeting to review, update and agree policy. Policy updates to reflect agreements
2.0	Feb 2022	Becky Morley/Marie Harral	Updated policy in response to the development and work completed with staff and Tamba Roy. Approved by governing body
V3	April 23	Becky Morley/Marie Harral	Reviewed. No changes required.

Contents

1. Introduction
2. Aims
3. Legislation and statutory requirements
4. Definitions
5. Bullying – Anti-Bullying Strategy
6. Roles and responsibilities
7. Sawley Superhero Rules
8. Behaviour management
9. Rewards and Sanctions
10. Safeguarding
11. Pupil transition
12. Training
13. Monitoring arrangements
14. Links with other policies

Appendices

- Appendix 1: Classroom Monitoring Record
- Appendix 2: ABC Sheet
- Appendix 3: Additional Behaviour Management Tools
- Appendix 4: Behaviour Log Following any Significant Misbehaviour

1. Introduction

This policy was produced in consultation with pupils and staff and has the full support of the Governing Body. This policy is published on the school website, it forms part of the parent induction meeting and is included in the home-school agreement.

2. Aims

At Sawley Infant and Nursery School, we operate a positive behaviour management policy, which sets high expectations of everyone within the school community. We adopt a consistent whole school approach, which focuses on nurturing good behaviour in a positive and supportive way. All inappropriate behaviour is addressed and dealt with fairly and appropriately by staff, involving parents where necessary.

This policy aims to:

- create a safe, secure and stimulating learning environment for all where all children are **ready** to learn
- foster mutual **respect** and build positive relationships within the school community
- enable children to solve problems in a calm and appropriate manner
- provide clear processes, rewards and sanctions to support good behaviour
- ensure communication relating to behaviour is clear and effective
- develop positive motivation and strategies for **resilience**

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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 88-94 of the [Education and Inspections Act 2006](#), which require 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
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, at break or lunchtimes
- Non-completion of classwork or homework
- Poor attitude relating to the school rules – be ready, be respectful, be resilient

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physical aggression of any kind

- Leaving the room or playground without permission
- Swearing
- Sexual violence or harassment
- Vandalism
- Theft
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of inappropriate, dangerous or prohibited items

5. Bullying

Bullying is defined as the repetitive, intentional harming of one 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	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)		
	Racial Faith-based	Disability-based Gendered (sexist)	Homophobic/biphobic Transphobic
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, making insulting comments, sarcasm, spreading rumours, teasing, excluding someone from social groups and online bullying		
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites		

Anti-Bullying Strategy:

The safety and happiness of all pupils is a key element of the 'Sparkle and Shine' ethos at Sawley Infant and Nursery School.

Children who are bullied can become unhappy, losing confidence and self-esteem. In turn, this can affect their concentration and learning. Some children may avoid being bullied by not attending school.

We respond positively and effectively to bullying by:

- Providing a curriculum which explores bullying behaviour and teaches strategies to help children deal with this behaviour, through PHSE and circle time.
- Encouraging and praising co-operative and positive behaviour in school through our Behaviour Policy.
- Listening to and investigating reports of bullying.
- Establishing sanctions for children who exhibit bullying behaviour by devising an individual programme of activities in order to stop future incidents and to deal with any distress caused.
- Providing a safe, supportive environment for bullied pupils to talk about their experiences and learn and practise effective responses.
- Encouraging parents to come into school and discuss bullying incidents.
- Establishing guidelines and training for all staff working within the school.
- Improving the school grounds and providing play equipment for use at lunchtime.
- Providing a booklet of advice for parents, on request.

Support for all children

If a child is identified as being a regular victim or perpetrator then additional support is put into place. This may include the following;

- ABC sheets to analyse triggers and function of behaviour (Appendix 2)
- Boxall profile to identify any unmet needs
- Behaviour plan to risk assess behaviours and plan any environmental or skill development that may need addressing
- Additional provision within school – Positive Play, Group Play, ELSA (Emotional Literacy Support Assistant), Nurture Provision
- Referral to external agencies – Family Liaison Officer, Educational Psychologist, Behaviour Support Service, Paediatrician

Further Sanctions

If school staff are unable to support a child who still repeatedly bullies others, then governors and the Headteacher may consider sanctions including possible temporary suspension. Further sanctions are likely to be unnecessary. However, lack of co-operation will necessitate governors' intervention. Suspension, in accordance with County regulations, is the ultimate sanction.

6. Roles and responsibilities

The governing board

The governing board is responsible for monitoring the effectiveness of this behaviour policy and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour
- Supporting staff to deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing this behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 1 for classroom monitoring record)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. Sawley Superhero Rules

At Sawley Infant and Nursery School, we have three superpowers (basic rules) which underpin our ethos and are the basis of our behaviour policy.

Children in Nursery start with three simple phrases.



Sawley Superhero Rules – Infant School; Reception, Year 1 and Year 2


As children move into Reception and throughout the school, we introduce the three key rules -


Be Ready


Be Respectful

Be Resilient

These have been broken down into key statements to aid understanding -

Be Ready 	Ready in the right place at the right time	Ready to learn	Ready to listen and follow instructions
	Move quickly and safely to the right place	Be calm	Look at the speaker
	Be smart and sensible in the right place	Breathe steadily	Think about what they say
	Remember personal space wherever you are	Be motivated	Listen to all instructions – then act
To help you and others learn and to make the most of every moment			
<i>I'm in the right place, my body is ready, my eyes are looking, my ears are listening, and my brain is ready to think, learn and do!</i>			

Be Respectful 	Respectful words	Respectful actions	Respectful thoughts
	Use good manners and kind words	Use kind hands and do not hurt others	Think about how you feel
	Take turns to talk	Share and take turns with others	Think about how others feel and what they need
	Consider your voice, volume, and expression	Look after equipment and environment	Think about the best way to react
To help you build positive relationships , interact in communities and develop empathy			
<i>I care about myself, others, things, places, school and the world. I am good at sharing and taking turns and I think about my actions and words.</i>			

Be Resilient 	Always be my best	Always think positively	Always stay focussed
	Always have a go	Recognise achievements	Accept differences
	Accept challenges	Be brave and curious	Keep going
	Ask for help if you don't understand	Learn from mistakes	Concentrate and complete activities
To help you learn lots of new things, develop strategies for the future, cope with challenges and be your best			
<i>When it's easy, when it's hard, when it's fun and when it's not...I am resilient!</i>			

8. Behaviour Management

Communication

Effective communication is key to the success of the schools' behaviour management systems. All staff share issues or concerns regarding behaviour in both formal and informal ways. This ensures that patterns of behaviour can be identified and responded to.

All staff are clear in their communication with children around behaviour. They are precise in their explanation about why a reward or sanction is being given. Parents are always welcome to discuss their child's progress and happiness. This can take place informally at the beginning or end of the school day, at parent consultation meetings, or by making an appointment to talk with either the teacher or a senior staff member in person or by telephone.

Reflection, Respect and Relationships

Children are encouraged to reflect and share their feelings and concerns with adults or identified peers in school. This is an important part of ensuring that inappropriate behaviour is dealt with effectively and the school remains a happy and secure learning environment for all pupils.

Children are taught how to build effective relationships, show respect for others and consider their own and other people's feelings through elements of the RSE (Relationships and Sex Education) and PSHE curriculum (Personal, Social and Health Education)

Consistency

The school will deal with incidents of inappropriate behaviour according to the rewards and sanctions section outlined in section 9.

Lunchtime incidents are noted by the Midday Supervisors on 'boost' slips and shared with the class teacher; the staff on the playground apply any sanctions immediately. 'Power up' slips are filled in for pupils whose behaviour has been exceptionally good and shared with class teachers. This forms a link with the classroom rewards and consequence system and reinforces that the same rules and expectations are applied on the playground and across school. Teachers and Midday Supervisors discuss individual pupils' needs to ensure a consistent approach and minimise any incidents.

Support for all children

Teaching staff and the SENCO monitor any frequent negative behaviour in order to identify patterns such as any common victim, perpetrator, behaviour or incident (see appendix 1). Boxall profiles are used to analyse individual children's needs. Findings are shared with class teachers and Nurture staff to support development and provision. Nurture, ELSA, Positive Play, Group Play and Breakfast Club are provided for children requiring additional support.

Where appropriate, the school will work in partnership with parents and other professionals to support the needs of children and their families.

Equality

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. School staff may use the following to support this understanding;

- ABC sheets to analyse triggers and function of behaviour (Appendix 2)
- Boxall profile to identify unmet needs
- Behaviour plan to risk assess behaviours and plan any environmental or skill development that need addressing.

The child may be identified to receive further support through in-school provisions, such as Positive Play, Group Play, ELSA, Nurture Support.

Where necessary, support and advice will also be sought from specialist teachers, Family Liaison Officer, Educational Psychologist, Behaviour Support Service, Paediatrician, 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.

All elements of this behaviour policy are applied equally to pupils throughout the school, regardless of age, gender, race, nationality or ability.

All pupils are entitled equal access to education. Occasionally, individuals need more support to achieve the behavioural and emotional levels required to function and learn well in the classroom environment. The school aims to provide the support required in the best interests of the individual and whole class group.

Pupils requiring support beyond the daily classroom rewards and sanctions will be included in targeted group activities or have an individual behaviour plan to support the development of appropriate behavioural and emotional standards.

Physical restraint and confiscation

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them hurting themselves or others or damaging property

Incidents of physical restraint 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 and reported to parents (see appendix 4 for behaviour log)

Any item deemed dangerous by staff will be confiscated. These items will not be returned to pupils.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They aim to create and maintain a stimulating environment that encourages pupils to feel comfortable and engaged in learning.

To help our children to understand and achieve the school rules, all staff are committed to the following approaches to support the development of 'behaviour superpowers':

Be Ready:

- Minimise teacher talk and consider cognitive load,
- give clear instructions and establish clear routines
- share timetables so everyone knows what to expect,
- provide timers or guides to encourage good pace,
- be ready to teach when children are ready to learn.



Be Respectful:

- Develop a positive relationship with pupils
- Model language and explain different viewpoints
- Give reminders and thinking time
- Highlight and promote good behaviour
- Communicate expectations of behaviour in ways other than verbally
- Look after the classroom environment by creating a place for everything



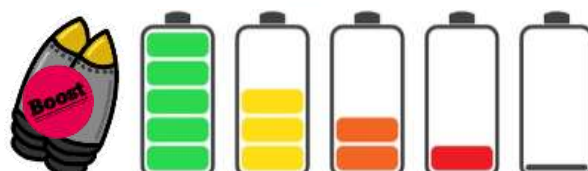
Be Resilient:

- Prepare and provide appropriate resources
- Provide appropriate support and challenge
- Provide clear instructions and ideas for how to work things out
- Monitor and manage low-level disruption
- Use positive reinforcement
- Conclude the day positively and start afresh



Sawley 'Sparkle Power' display

- This behaviour chart is displayed in every classroom to raise the profile of the school's superhero behaviour system.
- All children start the day with 'Sparkle and Shine power' (in the lightbulb).
- Children can 'power up' through great behaviour choices and earn rewards, have a power 'boost' if they need a behaviour reminder, or 'recharge' if they need to reflect and change behaviours.
- Rewards and sanctions are clearly structured and consistently applied as outlined in section 9



9. Rewards and Sanctions

Rewards in nursery

In the nursery, a visual superhero board celebrates children who follow the three simple rules...



Children are reminded regularly of the three Sawley Superheroes and encouraged to become one by showing behaviour superpowers. Staff celebrate children's achievements by moving a child's individual superhero photo to the top of the board. Children are given a stamp or sticker to celebrate their achievement. Nursery Staff aim to celebrate a child's achievements in front of other children whenever possible; the individual appreciates the feeling of pride and their peers have expectations reinforced. These achievements are shared with parents through ClassDojo or informally at pick up time.

Sanctions in nursery

Nursery staff will keep parents updated about how their child is settling in to Nursery through informal communication at the beginning and/or end of each session as required. Staff will arrange to meet and discuss any concerns about behaviour in private should the need arise. Children will be redirected to alternative activities if deemed appropriate by nursery staff based on behaviour. Children will be asked to apologise or correct actions if necessary. They may be asked to sit on a chair for 'time out/recharge' and supported to reflect on behaviours.

Rewards in school

Staff engage children in regular discussion about our school rules and use the key statements shared in this policy to aid understanding and encourage good attitudes and behaviour.

If children are spotted demonstrating one of the school rule superpowers, they move into to the 'power up' circle and start earning ClassDojo points. Dojos are an online reward system of points allocated to pupils, which can be seen by parents at home. Children receive additional rewards dependent on how many ClassDojo points they earn over a year.

Number of Dojos	Super Power Rewards
20	Wear superhero accessories for the day
40	Power statement bookmark
60	Wear superhero accessories for the day
80	Choice from the superhero bag
100	Wear superhero accessories for the day
120	Bronze certificate (Shimmer Power)
140	Wear superhero accessories for the day

Number of Dojos	Super Power Rewards
160	Silver certificate (Sparkle Power)
180	Wear superhero accessories for the day
200	Gold certificate (Sparkle and Shine Power)

Additional Recognition and Awards

In addition to the rewards listed above, staff also nominate children who have displayed exceptional superpowers to attend one of the following events.

Sparkle & Shine Assembly

Positive behaviour is celebrated through a weekly 'Sparkle and Shine' assembly where children are nominated by staff for demonstrating their *ready*, *respectful* or *resilient* superpowers. This assembly is shared with parents.

Superhero events

These are held in school on the last Tuesday and Thursday of each half term at 2.30pm for nominated pupils and can include: colouring, crafts and puzzles, hot chocolate or a short film.

Headteacher Award

Children are awarded 12 stickers throughout their time in the infant school for exceptional effort, achievement, progress or behaviour. Once completed, they exchange this for a headteacher's award in Year Two, which is presented and celebrated in assembly.

Additional Encouragement

Stickers and praise pads are used to recognise good behaviour, effort, and achievement, to build self-esteem when needed in addition to the normal policy.

Sanctions in school



Staff support children to understand why behaviour is not appropriate in particular circumstances and maintain a consistent approach to rewards and sanctions.

If a child breaks one of the school rules, they are required to 'boost' their superpowers. If negative behaviours continue, the child is expected to 'recharge' their superpowers as outlined in the chart below.

'Recharges' take place during playtime in their classroom. During a 'recharge' session, children will be asked to complete work relating to the relevant behaviour superpowers. Any work is sent home at the end of the day to make parents aware.

Scale	Sanction	Consequence
First instance of behaviour	Name moved to 'Boost' and verbal warning	Can redeem with effort and move back to 'Sparkle power'
Sanction 1	Name moved to '5 minute recharge' (green)	Moves back to 'boost' after '5 minute recharge'
Sanction 2	Name moved to '10 minute recharge' (yellow)	Moves back to 'boost' after '10 minute recharge'
Sanction 3	Name moved to '15 minute recharge' (orange)	Moves back to 'boost' after '15 minute recharge'
Sanction 4	Name moved to 'red recharge' and child works in a different class	Returns to class after session and completes '15 minute recharge' Moves back to 'boost' after '15 minute recharge'
Sanction 5	Name moved to 'black recharge' and works on the table outside headteacher office	Returns to class after session and completes '15 minute recharge' Moves back to 'boost' after '15 minute recharge'

All children reset to 'Boost' or 'Sparkle and Shine' power at the end of every session to signify a fresh start. At the end of the day, all children are moved back to 'Sparkle and Shine' power.

If a child displays physical aggression of any kind, leaves the room or playground without permission or swears it is considered a serious misbehaviour. In this instance, children will be moved directly to a recharge (without boost first).

10. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow all child protection and safeguarding policies and procedures.

11. Pupil transition

To ensure a smooth transition to the next class, pupils have transition sessions with their new teacher(s) and staff members hold transition meetings to discuss the needs of the class.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

Staff are provided with training on managing behaviour in line with this policy as part of their induction process and ongoing continuing professional development.

The SENCO provides informal support and guidance in response to any needs for specific pupils.

13. Monitoring arrangements



This behaviour policy will be reviewed by the staff, headteacher and governing body annually. At each review, the policy will be approved by the governing body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying and Cyberbullying Policy
- Child protection and safeguarding policy
- E-Safety Policy
- Exclusions Policy
- Positive Behaviour Support (incl. Physical Intervention) Policy
- SEND Policy
- Equality and Diversity Policy

Appendix 1: Classroom Monitoring Record

	Five minutes	Ten Minutes	15 Minutes	Other class	HT table
Classroom Record – Use initials in each box					
Week One					
Week Two					
Week Three					
Week Four					
Week Five					
Week Six					
Week Seven					
Week Seven					

Appendix 2: ABC Sheet

Name		Date	
Any factors for the day (tick any that are applicable)			
Difficult morning at home		Tired	Bad weather
Late to school		Feeling unwell	Change in routine
Other (specify)			
	Antecedent What happened just before?	Behaviour Tick all that apply	Consequence What did you do immediately after? Highlight any effective strategies
			Function of Behaviour Why do you think it occurred?
Time:	<input type="checkbox"/> Asked to complete activity <input type="checkbox"/> Asked to stop <input type="checkbox"/> Asked to wait <input type="checkbox"/> Told no <input type="checkbox"/> Completing directed activity <input type="checkbox"/> Playing <input type="checkbox"/> Transitioning <input type="checkbox"/> Adult talking to others <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Crying <input type="checkbox"/> Screaming <input type="checkbox"/> Running away <input type="checkbox"/> Hurting self <input type="checkbox"/> Hurting peer _____ <input type="checkbox"/> Hurting adult _____ <input type="checkbox"/> Throwing object/s <input type="checkbox"/> Spitting <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Attention given <input type="checkbox"/> Verbally redirected <input type="checkbox"/> Reminded of behaviour <input type="checkbox"/> Removed from class <input type="checkbox"/> Break given <input type="checkbox"/> Removed object <input type="checkbox"/> Choice offered <input type="checkbox"/> Other (please specify)
			<input type="checkbox"/> Escape demand <input type="checkbox"/> Communication <input type="checkbox"/> Seeking connection <input type="checkbox"/> Sensory Feedback <input type="checkbox"/> Other (please specify)
Time:	<input type="checkbox"/> Asked to complete activity <input type="checkbox"/> Asked to stop <input type="checkbox"/> Asked to wait <input type="checkbox"/> Told no <input type="checkbox"/> Completing directed activity <input type="checkbox"/> Playing <input type="checkbox"/> Transitioning <input type="checkbox"/> Adult talking to others <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Crying <input type="checkbox"/> Screaming <input type="checkbox"/> Running away <input type="checkbox"/> Hurting self <input type="checkbox"/> Hurting peer _____ <input type="checkbox"/> Hurting adult _____ <input type="checkbox"/> Throwing object/s <input type="checkbox"/> Spitting <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Attention given <input type="checkbox"/> Verbally redirected <input type="checkbox"/> Reminded of behaviour <input type="checkbox"/> Removed from class <input type="checkbox"/> Break given <input type="checkbox"/> Removed object <input type="checkbox"/> Choice offered <input type="checkbox"/> Other (please specify)
			<input type="checkbox"/> Escape demand <input type="checkbox"/> Communication <input type="checkbox"/> Seeking connection <input type="checkbox"/> Sensory Feedback <input type="checkbox"/> Other (please specify)

Appendix 3: Additional Behaviour Management Tools

Visual timetable	Individual visual timetable –sections can be varied to suit need, e.g. now and next 4 part session: input / 1:1 support / work activity / choice activity
Sand Timers	Used for input sessions and wait/ participate in activities. The time can be gradually extended as child extends period of engagement/ concentration. The timer can be swapped or can be turned over and child rewarded for visibly achieving a longer time on task.
Using Photos	Photographs can be used for children to mark their chosen learning activity (choice). The photograph also makes other children aware that a particular child wants to participate in that activity. A finished box can be used for children to post completed cards in. This ensures that a choice activity can only be chosen once each day (unless used for a reward).Photographs are also helpful to support communication, as a pre cursor to using symbols.
Two choices	Offer the child two choices – the choices are not particularly important. They offer the child the chance to handle the situation, whilst still fitting within acceptable boundaries. The balance of education and behaviour management may not be balanced at this point, but offers the chance to regain calm and control the situation.
Verbal praise/Sticker rewards	Offer at all/any opportunity where good/appropriate behaviour is displayed. This can be diluted as pupils begin to recognise what is <u>expected</u> and what is <u>exceptional</u> behaviour. Many pupils with specific emotional/behavioural needs do not like to wear stickers, or destroy them later, offer a special envelope to keep them in for their home sticker chart.
Offering diversion activity	Diversion activities can be useful when pupils are displaying agitated or aggressive behaviour or when particular triggers have been identified. Certain times of day, groups of children or when hungry or tired can be particularly relevant times for diversion.
Good Choice Box	A selection of activities chosen by the child. The teacher can directly influence these. Photographs or 'passes' to areas such as role-play, library, playground or computers may represent practical activities.
Negative office visit ☹	If dangerous to self or others remove straight to Headteacher. Record kept in office. Time, date and ABC recorded, discussed and triggers/ changes to provision identified.
Positive office visit ☺	If conforming to class expectations or following instructions 1:1 – send to Headteacher at end of any session for positive praise. Good behaviour identified – discuss any minor issues as appropriate
Personalised Support Plans	Arrange a meeting with the Headteacher or SENCO to develop a personalised behaviour plan to meet the needs of an individual. This incorporates Risk Assessment planning and identifies proactive and reactive plans to improve and support behaviour.
Makaton	A visual communication technique to be used consistently with children. This focuses communication on key information
Lego	Children can earn a block when they behave appropriately in a session, that can be used at the end of the day to create a model
Individual charts	An individual chart is created with specific targets for each session, e.g. keep hands to myself or follow instructions first time. Child and teacher rate each target as red, amber and green at the end of each session. Child earns rewards for scoring a set number of green targets
Calming techniques	Teacher to teach child calm down techniques, e.g. breathing slowly, counting down from ten, use of safe space
Calming Objects	Objects that children can squash, squeeze or fiddle with can support a child who struggles to sit still and give a good level of attention

Appendix 4: Behaviour Log Following any Significant Misbehaviour

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	