



Having continual positive regard for all pupils is very important. We focus on praise as an important tool to support children in following the school rules. Some aspects of praise we may use within class are recognition boards; stickers; certificates; visits to other classes/subject lead/Senior teacher/HT to show them good work; verbal praise of effort, behaviour and contribution, work home to parents.

When faced with negative/disruptive behaviour:

1. Try redirection techniques and non-verbal cues.
2. If this does not work always give a clear verbal warning stating the desired behaviour and what the consequence will be if a child does not comply. Remember to use the script and give the child take-up time.

Behaviour	Example	Consequence
Not doing as asked the first time	Not following instructions Making the wrong choice	5 minutes break time lost, with SENDCO or other member of staff (CT/ELSA). Time increases by 1 minute for each time of being asked. Time lost outside Beech class and timed.
Disrupting others learning	Deliberately trying to distract others verbally or physically	Removal from child they are trying to distract. 5 minutes break time lost. Increased by 1 minute intervals if they continue. With SENDCO or other member of staff (CT/ELSA) Time lost outside Beech class and timed.
Inappropriate use of language	Swearing, shouting in general but also towards others.	5 minutes break time lost. Increases by 1 minute for every swear word/shouting incident that happens With SENDCO or other member of staff CT/ELSA. Time lost in library and timed. Parents to be informed at the end of the day.
Avoiding completing tasks/work	Leaving the classroom, refusing to complete work, going under the table, ripping up work. Not tidying up, putting things away.	Timed and paid back during break/lunchtime with Senior teacher/HT in an empty classroom or HT office.
Not respecting school property	Throwing, kicking, standing on/in/climbing/dropping on the floor-damaging property.	Work to be completed again at break/lunch (if destroyed)-In empty classroom or HT office. Not being allowed to use that resource for the rest of the day eg-IPAD. Visit to Senior teacher/HT. Parents to be informed immediately.
Threatening behaviour	Verbally or with an object eg-scissors, to throw something at someone.	5 minutes from break time/lunchtime. If threatening with an object safety of class is paramount-remove the rest of the children to a safe space-library. Beanbag time for child in class until calm and then they are removed from class and internal exclusion for the rest of the am or pm session. With Senior Teacher/SENDCO. In HT office. Parents informed immediately Apology when calm to victim.
Hurting others unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, attempting to strangle,pinching, pulling, spitting, headlock, wrestling.	Removal from class- Time on beanbag then Internal exclusion for the rest of the day, no break times or lunchtimes with peers. With HT/SENDCO-if HT not available. In HT office. Parents informed immediately Apology when calm to victim.
Hurting others provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting, attempting to strangle, headlock, wrestling.	Removal from class immediately-Time on beanbag. Internal exclusion for rest of morning or afternoon, no break time or lunchtimes with peers. (With HT/SENDCO- If HT not available) In HT office. Parents informed immediately. Reintegration back into class. Discussion with other child involved and mutual apology.



3. Give a consequence

4. Ensure the consequence is served All consequences should be followed with a restorative conversation and an apology should be given to the person who has been wronged. Focus on the primary behaviours, secondary behaviours can be spoken about in restorative conversations afterwards.

If blue and yellow behaviours are happening frequently then, red sanctions may be used. Blue dealt with by class staff, yellow referred by class staff to SENDCO/Senior Teacher, red referred by class staff to Head teacher.

If there is more than one child needing internal exclusion then HT has one and Senior teacher/SENDCO the other. One in HT office the other in the main office.

All incidents, yellow, red to be logged on Arbor by the class teacher. ABCC charts in all classes to record triggers/patterns of behaviour to be discussed at Safeguarding/Pupil Progress meetings.

Be specific. Script: "You have 10 minutes (make sure it is timed shown on Now/Next/individual visual timetable) of learning time now and I would like you to complete 3 sentences after that you can have 10 minutes choose time (timed by you as the adult must hold the timer NOT the child). When completed they must take that visual cue down to move on to the next thing.

Try not to refer to things belonging to the child eg-your choose time as this then may become a control issue with the child as though it is an entitlement not something earned.

Do not shout at the child. Speak calmly and positively. Remember this is the child communication that something isn't right. It is our job to support them to resolve the issue in a calm manner but with clear and consistent boundaries.



Example of behaviour flow chart

