



Polegate

SCHOOL

BEHAVIOUR AND DISCIPLINE

Code of Conduct

Our overarching ambition is to create an inclusive school where children's behaviour is not only managed but is changed so that they become citizens that contribute positively to the communities they live in.

At the heart of this policy lies our vision

Every child deserves a champion – we will never give up on you. We want you to achieve all the goals you set yourself and more!

We will insist you become the best you can possibly be in every way.

We are aspirational.

We recognise no one is perfect. You will learn from your mistakes and we will celebrate these learning opportunities as we move forward together.

We are resilient and reflective.

There is an adventure in learning waiting for you. It's a long road ahead but we promise to make sure no path is blocked and no door is closed to you.

We are determined and positive.

Reading and inspirational experiences will take us further as we seek to rise above the ordinary.

This is learning without limits and will only happen when behaviour is exceptional!

We have one overriding rule, which applies equally to all persons (children and adults) involved in our school:

“Everyone will demonstrate, respect, responsibility at all times and will be ready to learn.”

Responsibility

Children should be aware of safety considerations and should be able to take responsibility for their own, and others', safety.

Ready

At Polegate School we expect pupils to come to school to learn and teachers to come to school to teach. Both should be able to do so to the best of their ability.

This means that children will begin and end sessions in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being sensible and talking appropriately at all times.

Respect

Children will move quietly and sensibly about the school, never running or shouting: they should be ready to help others by opening doors, keeping to the left, standing back to let people pass, and helping to carry things.

Children and adults should always speak politely to everyone else, using a low voice. (Shouting is discourteous unless someone is in danger).

Everyone should help to keep the school clean and tidy so that it is a welcoming place which we can be proud of.

During discussions children should be respectful of others' contributions and concentrate when someone else is talking to the whole class or their group; if they want to ask a question they should put their hand up to answer without calling out; they should work sensibly without annoying or distracting others; when leaving their place they should stand up and push their chair under the table.

When out of school, whether walking locally or with a school group, we expect that children should be aware that the school's reputation depends on the way they behave.

We fully acknowledge that parents have the prime role in the upbringing of their children and the school has a supportive role. Where the children's behaviour is concerned we see this as a shared responsibility between home and school and aim to establish mutually supportive partnerships.

Principles underpinning our Code of Conduct

At Polegate School children are expected to behave well and work hard. We believe that a child needs to feel secure in order to achieve work of a high quality. If a child is unable to achieve the above then we recognise this as a difficulty and will strive to support them. We will seek to understand why a child is behaving in the way they are.

The school has clear guidelines which have been made explicit to the children these apply to the classroom and are discussed.

There is a consistent approach to behaviour which is shared by all the staff – both teaching and non-teaching staff. We believe that the best way to encourage good standards of behaviour is by having a clear Code of Conduct and agreed strategies and responses. This is supported by an understanding of neurodiversity and difficulties that some children can face.

Within a positive community atmosphere we encourage an understanding of individual needs and develop a social and emotional awareness to enable them to manage their own behaviour within and beyond school so that they become citizens that contribute positively to the communities they live in. The emphasis is on the positive reinforcement of acceptable behaviour through high expectations which encourage the development of self-discipline and enable children to take an increasing degree of responsibility for their actions and the consequences of their actions.

The School Rules – prominently displayed in each classroom – give a clear, consistent guide to the standard of behaviour expected from the children and guidelines for staff to respond fairly and consistently to good and bad behaviour. At the same time it should be noted that there must be flexibility in the approaches and response we take to take account of individual circumstances, without compromising our standards or lowering our expectations. The Rules are based on the notion of mutual respect: they are kept to a minimum and are expressed in positive terms. They are reinforced continuously by example and by a conscious policy of praise, thanks and encouragement.

Learning

The reward system aims to emphasise a positive response to good work and behaviour. It is very important that the positive aspects of praise and reward should have such a great emphasis. Children are given **learning stickers** for good work. These are stuck onto their '**Learning without Limits**' bookmark. After 10 learning stickers have been awarded the child is presented with a 'Learning without Limits' Certificate in Assembly.

Behaviour

Children are awarded **housepoints** in the form of coloured tokens which match their house for good behaviour eg. being kind, courteous or helpful. A maximum of 1 token can be awarded at any time. These are collected in the classrooms then collectively put into their house tubs in the entrance and counted each week on a Friday. The winning house is announced in Monday's assembly. Children will also gain a house point when they fill their bookmark with learning stickers. If a child remains on green for a full week they collect a house point.

The four houses are: Phoenix- resilient, Pegasus - aspirational, Hercules - determination and Orion - reflective. School staff also belong to a house.

Star of the week

Parents and pupils highly value this reward and the children themselves decided on the criteria for being given this.

Children who consistently try their best and who behave in a kind and thoughtful manner, following all school rules are eligible to be awarded 'Star of The Week'. This involves them taking home for one week a trophy and having their name recorded in the 'Star of the Week' book which is on display.

Guidelines to follow when making decisions about Star of the Week:

- It is designed to reward those children that are always good and well behaved. Therefore behaviour must have been good for at least a term.
- It is not designed to recognise improved behaviour over a short period no matter how tempting this may be for the teacher. There are other rewards that can be used instead.
- Teacher should consider attendance and lates. A child that has poor attendance (below 90% over a year unless valid medical reasons), lots of holidays should not be awarded Star. Conversations should happen between the teacher and parents regarding this.
- A child may get it more than once.
- A child may never get Star of the Week if they are not meeting the criteria.
- Home/ learning should be considered as well.

Other rewards

There are also Praise Postcards to ensure that pupils can receive instant recognition when they do something amazing and this is sent home on the same day.

Whilst we do not expect to have to follow the guidance below it is important it is included in our policy and understood by everyone:

Searching and Confiscation

Polegate School adheres to guidance from the Department for Education 2018.

The Headteacher and teaching staff have a statutory power by law to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

And any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Schools can also search with pupil's verbal consent for any item under common law. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to

agree. Any banned or prohibited items found will be confiscated and any sanctions will follow the schools behaviour policy. Dependent on the items confiscated these will be returned to the parents of the child.

The use of reasonable force

DfE guidance 2013

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Incidents must be recorded on SIMs
GUIDANCE TO STAFF WHEN RECORDING OFFENCES ON SIMs

Record as soon as possible after the incident. This may also need recording on Myconcern but must be entered on SIMs.

Be precise e.g note clearly what was said or done

- avoid general terms which are not specific e.g. "being silly"
- if something "rude" is said note the actual words used.

Accident	x
Assault	A one way incident, e.g child A hits child B, where child B doesn't retaliate.
Bullying	Only use this after it has been confirmed as bullying.
Bullying (f)	x
Code of conduct	x
Damage of property	Purposefully damaging any schools/other's property
Defiance	Not following adults instructions
Disruption	x
Disruptive behaviour	Being consistently disruptive after warnings have been given.
Equipment	x
Fighting	Where both children are fighting.
Homework	x
Inadequate work	x
Lunchtime incident	x
Missed detention	x
Other (minor)	x
Other (severe)	Only use if the child <u>escapes</u> school as this doesn't fit into any other category.
Persistence	x
Racist incident	✓
Theft	Theft of school or other's property.
Verbal abuse - pupil	✓

The class teacher is responsible for entering any incidents onto SIMs and notifying parents as matters arise which depending on severity may be a letter, phone call or conversation. It is important to inform parents as soon as possible if a child is experiencing difficulty meeting expectations .
 SLT will monitor recorded incidents to check for trends and patterns.

PARENTS will be informed of our concern regarding a child's behaviour by written letter if the intervention required was at a coaching level:-
 Model letter in appendix (A1)

(form A1):

	
Child's name	
Date:	
<p>Your child had difficulty meeting the school expectations in relation to add area of need here- select one- executive function skills and this has impacted on their behaviour today.</p>	
	
<p>In order to be effective, pupils must be able to manage their emotions, focus attention, organise and be ready for learning. They need social and emotional skills to do this effectively. We want to work with you to support your child achieve this.</p>	
<p>Please can you support your child at home with this area of difficulty. Here are</p>	

some ideas to help at home. Add things a parent might do to support

Add things a parent might do to support

Eg: discuss incident to develop further understanding especially around what lead up to it and how it can be avoided in the future. Play turn taking games.

Encourage calm time and understanding when their emotions become uncontrollable.

Read a story linked to the skill we want to develop.

Follow same rules at home.

Safe space at home

Use the visual cards attached at home

Remind them of the social expectations for behaviour in different situations

Signed:

Please sign and return to class teacher to show you have seen this

Parent/Carer signed:

Lunchtime incidents- these must be completed by the member of staff that dealt with the incident but must also be checked by the class teacher and recorded on SIMs. This slip is only an internal recording mechanism. **It does not go home.** If required the class teacher will complete letter (A1) to go home.

Lunchtime Behaviour Slip					
Completed by member of staff that dealt with the incident at lunchtime.					
Name			Class	Date	
Refusal to comply with adult instructions		Disruptive Behaviour/Rough play (mark which is relevant)		Damage to property	
Rudeness/Swearing (mark which is relevant)		Name Calling		Physical harm to others	
other					
Comments:					
Location: Playground/ field / hall other:.....					
Reported by:			Initialled by Class Teacher:		

This is an exemplar completed lunchtime slip to illustrate how incidents should be recorded:

Lunchtime Behaviour Slip- exemplar					
Completed by member of staff that dealt with the incident at lunchtime.					
Name			Class	Date	
Refusal to comply with adult instructions	X	Disruptive Behaviour/Rough play (mark which is relevant)		Damage to property	
Rudeness/Swearing (mark which is relevant)	X	Name Calling		Physical harm to	X

				others	
other					
<p>Comments: Bob head butted another year 2 child. Bob was being observed by an adult at the time this happened. The adult approached Jacob to deal with the situation and he shouted, 'Go away.' Then spat in the adult's face. Another adult approached to support and he then shouted, 'Back off!' The class teacher took him to the classroom with the rest of the class.</p>					
<p>Location: Playground</p>					
<p>Reported by: G. M</p>			<p>Initialed by Class Teacher:</p>		

The class teacher will carry out the coaching session during the pupil's free time however this will be followed with a repair session to allow the child to understand how their behaviour impacted on others.



Form B1

Name of child:.....
Class:.....

Dear Parent,

I am writing to express our concern that.....has had three or more incidents in which they have not met our school expectations: ready, responsible and respect.

We have been supporting them with coaching but the behaviour continues and so we therefore need to put in place a more formal support plan.
We would like to involve you in this discussion and the support process to follow.

I would like to invite you to discuss this on..... Please confirm your attendance.

Thank you for your support.

Yours Sincerely

Class teacher

Date :.....

Please return this slip to the class teacher:

I have received the letter about my child's behaviour and will attend the meeting.

Signed:.....date:.....

..

Name of child:.....

Class:.....

REWARDS

Any of the following may be used by staff:

1. Verbal thanks, praise, encouragement - in private – and in public (Children might clap to acknowledge good behaviour/work)
2. Learning stickers for good work-learning (10 stickers are rewarded with a Learning without Limits Certificate. After the 6th certificate they can then collect a bronze, silver then gold certificate) It is expected they will collect 1 per term on average.
3. Sending child to share good work/behaviour with another class / teacher / headteacher
4. Work may be displayed in public areas around the school-special work boards.
5. Adding excellent work to the newsletter or website. Comment on Twitter.
6. Inviting parents in to share good work after school
7. Positive comments on child's work
8. Showing good work in Class Assemblies
9. Special certificates and awards
10. Star Of The Week
11. Praise Postcards
12. Twitter post

13. Above and beyond postcards
14. Attendance awards and prizes.

It must be remembered that good work and good behaviour go hand in hand. Raising the self-esteem of every child is a priority. Children who are appropriately challenged and experience success feel a sense of achievement, pride and self-worth. **Be generous with rewards.**

Ready, Responsible and Respect

If a child is not meeting the expectations above then follow these principles to address and support the child. See below:

1. 1st Incident – Verbal Reminder referring to the rules – giving reasons
No consequences for this.

I notice that you are.....(explain what it is...eg. Having trouble getting started)

It was the rule about... (respect, responsibility, readiness) That you broke.

You have chosen to.....

Do you remember last week when you (identify a positive behaviour) and that is who/ what I need to see today.

Thank you for listening.

Then allow them some take up time.

2. If continued – the child is needing further support and this will result in the child being:

Unable to achieve Star of the Week.

Kept in for **5mins** of their playtime in KS1/ **10 minutes** KS2 to have a support discussion in order for the child and adult to understand the specific difficulties and to facilitate the child problem solving so that they come up with a solution for themselves. This will enable longer term changes to behaviour. This discussion needs to take place with the adult involved.

Within teams please be flexible if a discussion is needed and swap duties to enable discussions to happen as soon as possible after the incident.

Use the 5 point response plan to support



When a Young Person is Struggling....



1. Calm your own chimp



2. Accept, Acknowledge & Empathise:

"I can hear that you are really frustrated about it. That must be tough for you." (You don't have to agree).



3. Throw a lifeline. Protect their self-worth.

"Don't worry. You're not in trouble. We want to help. What needs to happen for you to feel good right now?"



4. Listen to understand

Be matter-of-fact. Be kind. Stay in positive positions!



5. Problem Solve (get the young person to come up with a solution)

"What could help you get started with this writing? What might help?"

3. If continued – the child is expected to receive coaching.
4. If it is felt that the child and/ or class would benefit from time to cool/ reflect and be in a different environment then there is the option for 15 minutes to **complete their work**, and have time to reflect without impacting on others' learning. They must bring work with them and it is the class teacher's responsibility to send this.
As soon as possible a coaching session will follow the incident to explore in depth what the difficulty was and reach potential solutions. (see C1- guidance on coaching conversation)
The conversation is likely to take place over lunch and will be between 20 minutes and half an hour.
Spend time trying to find the area of need- use the cards.

A repair session

This may be required to support the process and enable the child to understand the impact their behaviour has had on others: staff or children. This should be built in so the child understands how others have felt. It is not necessary to force a child to say sorry the aim is to develop understanding and empathy.

'restorative five'

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

At this point give child or adult the opportunity to explain how it made them feel.

Who has been affected?

The incident and action taken must be recorded on SIMs.

At the start of each session the child should know that this is a fresh start. There are **4 sessions** in the day. 8.50- break. From break until lunch. 1.15-2.30. 2.45-3.15.

5. If misbehaviour is persistent by which we mean occurring 3 times or more then the class teacher should use letter B1 to invite the parents in and discuss a support plan alongside a member of the school's senior leadership team (leader of learning). The system needs to be applied fairly and consistently however it may look different for different children.
6. If the support plan is not working then headteacher, deputy or assistant headteacher will have a further meeting to explore further support and possible involvement of outside agencies. Continued misbehaviour may result in a fixed term exclusion. A behaviour contract may be issued at this meeting.

* If a serious incident occurred (aggression, defiance or abusive language) the above scale of sanctions may be bypassed and the Headteacher involved immediately to decide an appropriate course of action. The parents would be involved as soon as possible.

* PSHREE and the coaching sessions provide opportunities to discuss frequently topics such as the effect on others of poor behaviour: What can we do to help them behave? How did that make you feel? Executive functions and an understanding of the brain.



BASIC ROUTINES AND EXPECTATIONS

Having high and clear expectations is a key to encouraging good behaviour. As a pre-requisite to this it is essential that the children have clear guidelines and frequent positive reminders. Good organisation and consistent systems within the classroom, around the school and in the playground will help to lower incidence of poor behaviour and encourage positive attitudes. Routines bring order and predictability and are generally welcomed and supported by children.

These routines are agreed, apply to all classes and should be enforced **by all staff** to ensure consistency and fairness:

Staff should:

- Greet each pupil individually as they arrive in the morning.
- Take a pride in the environment and leave the school tidy and have respect for resources themselves.
- Model the expectations at all times to pupils.
- Consistently challenge pupils even when they are not in their class if they are not following the three rules. This does not need to be a confrontation but simply point out to pupils that they are not following the rule of..... Explaining what behaviour they would like to see.
- Model good behaviour by being calm, patient, fair and considerate;
- State expectations through clear instructions, explanations and reasons;
- Highlight good behaviour and be generous in praise.

Children should:

- * Enter and leave rooms quietly and orderly.
- * Tuck chairs carefully under tables every time they leave their place.
- * Keep all 4 legs of a chair on the ground (no swinging).
- * Put their hand up in order to speak during discussion (no shouting out).

- * Listen to someone who is speaking and for pupils that can then to be confident and look at the person. This may be challenging for certain SEN groups such as ASD.
- * Ensure that their work space is well organised and as clutter free as possible.
- * Move around the school and in classroom sensibly, quietly and safely.
- * Keep the cloakroom tidy and ensure bags, lunch boxes are stored safely.
- * Keep the school tidy by using litter bins properly (including picking up all things from the floor even if they are not responsible for them).
- * Know where resources are kept and be responsible for choosing, using and returning them.
- * Be responsible for their own property and take care of other's (including school's).
- * Be smart and take a pride in their appearance.
Jumpers are not to be worn tied around waists. (if they are not needed they should be put into lockers).
Caps/hats are not to be worn in school. The correct uniform should be worn at all times. Shirts should be tucked into trousers.

Consistency across the school is essential.

Lunchtime and breaks

The same principles will apply at lunchtimes. Encourage positive behaviour through praise, house points.

Consequences for the playground should follow the same routine as the classroom.

1. Verbal reminder with an explanation of what they have done wrong.
2. Discussion- standing at the side of the playground for 5 mins KS1, 10 mins KS2.

- I notice that you are.....(explain what it is...eg. Having trouble getting started)
- It was the rule about... (respect, responsibility, readiness) That you broke.
 - You have chosen to.....
- Do you remember last week when you (identify a positive behaviour) and that is who/ what I need to see today.

Thank you for listening.

Then allow them some take up time.

3. Complete behaviour slip- send to teacher. The teacher will then hold a coaching session as soon as possible. The staff member will be invited to participate in the repair session if needed.
4. If the incident is serious then it may be necessary to send the pupil straight to the Headteacher's office where they will be asked to sit outside and reflect.

Any incident will be recorded on a '**Lunchtime Slip**' with reason. Any slips issued will be taken to the class teacher at the end of lunch so they are informed and can take any further action for example speak to the child's parents.

Contract of Behaviour Management

Date:

I, acknowledge that my behaviour does not conform to the standard expected at Polegate School.

I believe that I could improve my behaviour in the following ways:

- 1) *...showing respect and politeness to my classmates, teachers and teaching assistant*
- 2) *...acting calmly...*
- 3) *...following all reasonable instructions given to me by any adult, including those to do with my work*

(Examples only)

I agree to try my best to do so.

If I fail to improve within the next 2 school weeks () I accept that my behaviour will be discussed further with my parents and may result in exclusion from school for a period of at least 1 day.

This will be reviewed on (date).....

Signed(Pupil)(date)

Signed(Parent / Career)

Signed(Headteacher)

Support materials
C1 Barriers to bridges cards

From Barriers to Bridges Skills & Needs Cards



You can use these cards as a prompt for discussion in any coaching session. Explore what the trigger was and which area it falls into: physical, cognitive or emotional.
What is the unmet need?

What can cause a barrier or a bridge to a young person achieving well?

Physical



Cognitive



Emotional



What to do when a young person is struggling:

How to use these cards:

Physical



Cognitive



Emotional



1. First find the cards that you think are strengths of the child so the initial focus is what they feel good at and about. Help the young person decide a way to keep a record of these strengths so they are kept at the forefront of everyone's minds.
2. Explore when the young person is at their best, find bright spots and help them to recognize when they are able to use their strengths well.
3. Go on to use scaling to identify any barriers to their happiness and success using the barrier to bridges cards.
4. Support the young person in deciding their wishes – what they would like to stay the same or be different. What would change that is in their control?

Physical cards

I do things to keep safe and ask for help if I feel unsafe.

I make sure I get a good night's sleep and feel awake.

I keep my body feeling good and eat well and regularly.

I keep my body feeling good and drink regularly.

I keep my body feeling good - I'm not too hot or cold.

I keep my body feeling good and get help if I am in pain.

I check if the light levels are ok for me and tell someone if they are not.

I check if the noise levels are ok for me and tell someone if they are not.

I check if smells around me are ok for me and tell someone if they are not.

I make sure my body feels ok and I feel comfortable.

I make sure I have just the right stimulation to keep my brain feeling ok.

I make sure I have just the right stimulation to keep my body feeling ok.

Cognitive

Visual Skills:
I can work out space & shape problems

Verbal Skills:
I get my ideas across well.

Verbal Skills:
I understand things I hear

Visual Skills:
I can work out patterns

Processing Speed (motor)
I can make sense of and react quickly with my body.

I move my body accurately and fast to do things.

Working Memory
I can hold on to & use information I hear or see.

Attention Control:
I can control my attention.

Attention Control:
I can ignore things that aren't important for what I'm doing.

Impulse Control:
I can stop, think and control impulses .

Emotional self-regulation
I can manage my feelings & energy levels well.

Processing Speed: (auditory)
I can make sense of and react quickly to things I hear.

Cognitive Flexibility:
I switch attention easily & handle change well.

Cognitive Flexibility:
I can look at something in new and different ways.

Processing Speed: (visual)
I can make sense of and react quickly to things I see.

Social Cognition:
I understand & get along with others.

Task Initiation:
I can get started on things.

Verbal Skills:
I can tell someone when I'm not ok and what I need.

Control Centre:
I can keep things organised.

Control Centre:
I can decide what's important, sequence & order

Control Centre:
I can keep track & use time well

Emotional

I feel liked and cared for by the adults around me.

I feel liked by people of my age around me.

I feel accepted and a valued part of the class / group.

I feel noticed and valued.

I feel listened to and heard.

I feel good about myself as a person. I am the person I want to be.

I know & feel good about my strengths. I accept & feel ok about my difficulties.

I feel that I can solve any difficulties or barriers that come my way.

I feel I can do a good job of what I am being asked to do

Certainty: I know what's happening and can cope if it changes.

Certainty: I know what is expected of me in order to do well.

I feel in control of what happens to me.

What do we do if a need isn't being met?

Work out with the young person what's needed:

SKILL?

Help the individual build stronger skills e.g. using visual imagery to learn sight words



STRATEGY?

Help the individual develop a strategy to manage a difficulty e.g. chunking to support working memory or self-regulation techniques.

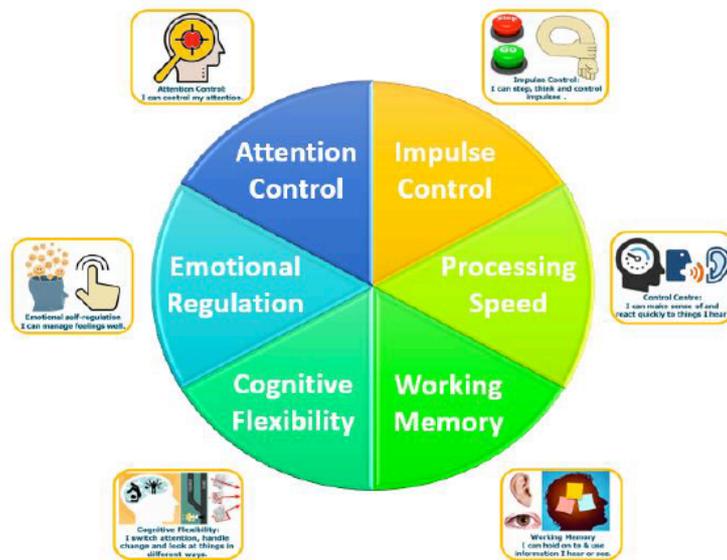


SCAFFOLD?

Explore one that works for the individual e.g. a voice recorder, Mind mapping software or a stress toy



There are 6 key executive function skills



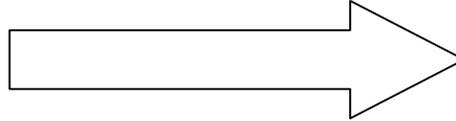
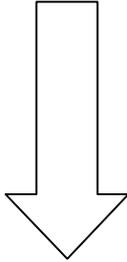
Flow Chart

A child can enter at any stage depending on the severity of the behaviour. Aggression could enter at **Stage 3**.

1. Verbal Reminder

Continued verbal reminder in every lesson throughout the day would lead to stage 3. Coaching session.

The behaviour stops no further action.



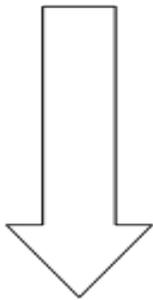
The behaviour doesn't stop and is repeated within same lesson move to stage 2.

2. Support Meeting

5 minute meeting ks1

10 minute meeting KS2

Identify the behaviour and agree solution



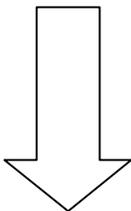
continued behaviour recorded on SIMs or a one off serious incident.

3. Coaching- serious behaviour or repeated low level behaviour.

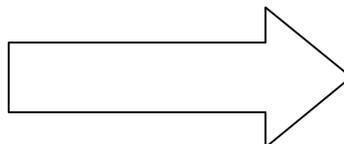
20 minute coaching

See resources above.

Send letter home A1- teacher



If the same behaviour is displayed 3 times a support plan needs to be put in place involving class teacher, parent and leader of learning



If despite all previous steps the behaviour has not improved then a behaviour contract and meeting with HT, DHT, AHT and parent will be required to set further actions.