



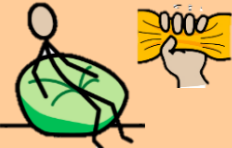





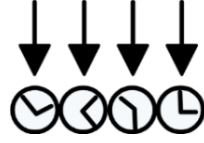

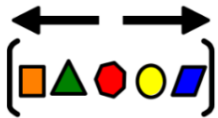
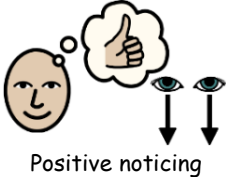



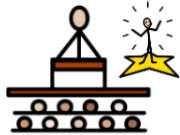



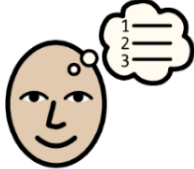












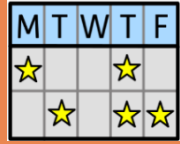



Stepped Approach to the Management of low-level behaviour	
 <p>1. Nudge</p>	Adults will use a non-verbal cue that carries a clear message, reminder or direction whilst teaching
 <p>2. Group Correction</p>	Adults will promptly describe positive behaviours they see, clearly state expected behaviour.
 <p>3. Individual Direction</p>	Adults will discreetly and kindly direct the pupil to the expected/required behaviour, whilst aiming to identify the child's barrier.
 <p>4. Reminder</p>	Adults will give an assertive reminder that they expect the child to do as asked, referring to school rules: Ready, Respectful, Safe. Emotion Coach if necessary: CALM. Connect, Acknowledge, Limit, Make a plan. If behaviour persists, move to step 5
 <p>5. Regulate</p>	Adults will offer the child a change of space or place (e.g. calm corner, moving place) to support the child to regulate.
 <p>6. Reflect & Repair</p>	Children reflect with an adult on the impact of their choices. If appropriate, a restorative conversation will be used to restore a relationship. Alternative provision may be set up at break and/or lunchtime to protect all involved. Actions taken will be shared with parents/carers.

How we teach children to self-regulate		Celebration and rewards
 <p>Reflect, repair and rebuild</p>	 <p>PSHE lessons</p>	 <p>Verbal praise</p>
 <p>Calm Corner</p>	 <p>Consistent daily routines</p>	 <p>House points</p>
 <p>Range of resources provided</p>	 <p>Positive noticing</p>	 <p>Class rewards</p>
 <p>Zones of Regulation</p>	 <p>Co-regulation</p>	 <p>Celebrate in assemblies</p>
 <p>Strategies adapted for individuals</p>	 <p>Emotion coaching</p>	 <p>Headteacher's award</p>
 <p>Personal skills focus</p>	 <p>Scripted conversations</p>	 <p>Certificates</p>

Consequences	
 <p>Logical consequence</p>	 <p>Formal meeting - parent/carer, teacher, SLT</p>
 <p>Reflect and repair with a child</p>	 <p>Intensive support: Skills Cards</p>
 <p>R & R (Coaching conversation)</p>	 <p>SLT directed reflection</p>
 <p>Learning support package</p>	 <p>Possible internal suspension</p>
 <p>Supported break / lunch provision</p>	 <p>Possible suspension</p>
 <p>Behaviour Target Card</p>	 <p>Possible permanent exclusion</p>

