



Behaviour Policy

Approved by: School Governing Body

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Introduction & Intent

At Wordsworth Primary and Nursery School, we are committed to providing a safe, respectful and inclusive environment where every pupil can thrive both academically and personally. Our behaviour policy reflects our core values and principles, which are deeply rooted in creating a positive atmosphere that fosters physical, mental and emotional well-being. We develop pupil's skills of self-regulation and empowering them to learn from mistakes through coaching and supporting them to reflect and repair. We foster a sense of belonging and acceptance, where children are empowered to be proactive and solve problems, so that they can grow to be honest, responsible citizens of their community.

Our School Values

At the heart of our behaviour policy are our school values, which guide our expectations for pupil behaviour. These values serve as the foundation for creating a harmonious and productive learning community. We invite parents, guardians and all stakeholders to join us in upholding and reinforcing these values which include:



Creating a Safe Environment

We intend to create a safe environment for our pupils physically, mentally and emotionally. We are dedicated to:

- **Physical Safety:** Ensuring that the school premises, facilities and activities are free from hazards and risks, providing a secure environment for all pupils and staff members. Our priority as a school is to ensure psychological and environmental safety first. It is the foundation on which everything else depends.
- **Mental Health and Well-being:** Promoting positive mental health and well-being among our pupils by offering supportive networks in school and initiatives that nurture emotional resilience.
- **Emotional Well-being:** Fostering an environment where pupils feel valued, respected and heard, enabling them to express their emotions and concerns openly.

Inclusivity for All Learners

At our school, we celebrate diversity and are committed to being an inclusive school for all learners. We aim to:

- Provide equal opportunities for all pupils, regardless of their background, abilities or special educational needs.
- Promote understanding, respect and tolerance among pupils and staff for a diverse range of cultures, beliefs, perspectives and individual needs.
- Continuously work to eliminate discrimination, bullying and harassment in all its forms, as per the Department for Education's (DfE) guidance on Minimum Expectations of Behaviour in all schools.

DfE's Guidance on Minimum Expectations of Behaviour

Our behaviour policy aligns with and adheres to the Department for Education's guidance on Minimum Expectations of Behaviour in all schools. We are committed to:

- Setting clear expectations for behaviour and consequences that are fair, consistent and in line with DfE guidelines.
- Providing a positive and structured learning environment that supports pupils' personal development and social skills and collaborating with parents and the broader community to promote a shared responsibility for maintaining high standards of behaviour in our school.

By working together as a school community, we can ensure that Wordsworth remains a safe, respectful, and inclusive place for all learners, where every pupil has the opportunity to flourish and reach their full potential.

Relationships

Our School is committed to fostering positive and respectful relationships among pupils, staff and the wider school community. We recognise the significance of creating a safe and supportive environment for all individuals within our school community.

Communication to All

We prioritise effective and open communication to ensure that all members of our school community understand the importance of maintaining respectful and inclusive relationships. This includes pupils, parents, guardians and staff. Our commitment to promoting healthy relationships aligns with our participation in the Trauma Informed Schools - UK organisation. We have produced a handy one-page infographic for parents to support us in communicating the rules and expectations to your child, as we understand that the best pupil behaviour comes from when home and school share a united aim for behaviour.

Home-School Communication

We believe that collaboration between home and school is essential for the well-being of our pupils. We actively encourage regular communication between parents, guardians and teachers to ensure that pupils receive consistent and comprehensive support in all aspects of their education and personal development. We communicate with parents through MCAS, email, Tapestry (Nursery and Year R), Google Classroom (Year 1 to Year 6), weekly pinboard and termly newsletters. We also have an official school Facebook Page. We have a home-school behaviour agreement which we expect all parents and pupils to adhere to.

Joint Working with Agencies

Our School is dedicated to providing a holistic approach to supporting our pupils' well-being. We actively collaborate with external agencies and professionals to address any concerns related to pupils' mental health, well-being, and behaviour. This collaborative effort helps ensure that pupils receive the necessary support to thrive academically and emotionally.

A Joined-Up and Community Approach

Our commitment to promoting positive relationships extends beyond the school gates. We actively engage with the local community to create a cohesive and supportive network. By working together with parents, guardians, community organisations, and local authorities, we aim to provide a comprehensive and holistic support system for our pupils.

A Fair and Transparent Approach

Our school values fairness and transparency in all aspects of our behaviour policy. We are dedicated to ensuring that our approach to relationships and behaviour is consistent, equitable and just. Our processes for addressing any concerns or issues related to behaviour will always be conducted fairly and transparently, with the well-being of the pupil at the forefront of our actions.

Parent responsibilities

All parents and carers are expected to:

- Model the school rules of Ready, Respectful safe and the visitors code of conduct
- Support the school in its application of the Behaviour Policy.
- Talk to their children about the school's expectations of conduct and learning.
- Encourage their child to discuss and share problems with school
- Attend parents' evening and communicate with the school any concerns or issues which may affect their child's behaviour or learning
- Ensure that their child attends every day and on time.
- Support their child to accept and understand consequences given
- Attend pre-arranged meetings with class teacher to support their child to rectify their behaviour
- Attend formal meetings if required and support the graduated response taken by the school

Leadership and Management of Behaviour

The leadership and management of behaviour are integral to achieving our intent. Our approach is based on the principles of the Hamwic Trust Graduated Response to Behaviour, Distributed Leadership of Behaviour across all school staff and a comprehensive system for monitoring and evaluating behaviour with professional consistency being at the for front.

Graduated Response to Behaviour

Our Graduated Response to Behaviour is a tiered system designed to address behaviour issues in a proactive and supportive manner. This system ensures that all pupils are given the opportunity to learn and grow from their experiences, while also holding them accountable for their actions. The tiers of our Graduated Response to Behaviour (**Appendix A**). All staff understand that if behaviour of concern continues, they use the stepped approach to behaviour and school agreed consequences, and the Graduated Response to Behaviour strategy will be followed.

Distributed Leadership of Behaviour

At our school, the responsibility for managing behaviour is not solely placed on one individual or year team. We follow in the Distributive Leadership of Behaviour (**Appendix B**), where all staff members play a role in creating a positive and respectful school environment. This approach encourages a collective commitment to behaviour management and promotes consistency in our expectations and responses.

All staff members, including teachers, teaching assistants, administrative staff and support personnel, are trained in our behaviour management policies and are empowered to address behaviour issues as they arise. By fostering a culture of shared responsibility, we ensure that behaviour management is a collaborative effort that benefits all pupils.

Monitoring and Evaluation of Behaviour

We understand the importance of continuously monitoring and evaluating behaviour to make informed decisions and improvements. Our school uses various approaches to achieve this:

- Monthly reviews of patterns of behaviour linked to the Graduated Response to Behaviour
- Observations
- Regular review meetings between staff and/or parents
- Termly reviews of graduated response plans
- Professional development

School Systems and Social Norms

School Rules, Expectations and Routines

At our school, we believe that a structured and respectful environment is essential for optimal learning and personal development. Our school rules, expectations and routines are designed to create a positive and inclusive atmosphere for all members of our school community. These are located on our school website under Behaviour and are regularly communicated to pupils, parents and staff.

Our School Rules are:

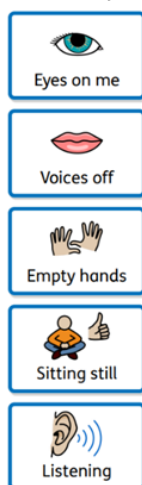
Ready Respectful Safe

Routines

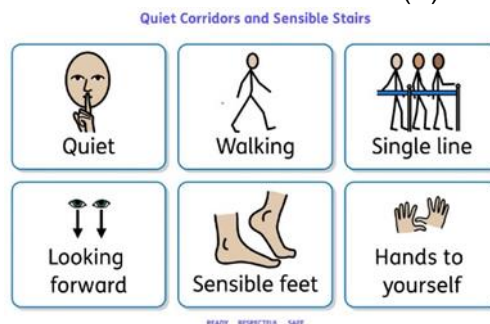
A positive and structured classroom environment is essential for effective learning. We know that having a unified approach will create predictability for the pupils and reduce cognitive load. Staff will use:

- **Meet & Greet (TAAES)** – Teachers welcome pupils at the door with a warm greeting, reinforcing routines and setting a positive tone for learning. Every class will start their day with a low stakes do now activity, a discussion about what their day will look like, a reflection of where the class are on their roadmap and a mindfulness activity.
- **Establishing Culture** – High behavioural expectations are set from day one, with clear explanations of what good learning behaviours look like through positive noticing and are regularly revisited through the school year.
- **School Agreed Routines & Expectations** – Aligned routines create a calm and orderly learning environment. There are clear instructions used across the school to gain the pupils' attention (A) and there is an agreed way all stakeholders move around the school (B).

A.



B.



Promoting Positive Behaviour

- **Verbal Praise**

Staff give verbal praise as often as possible, so that all children know that their efforts are noticed and appreciated. We give verbal encouragement to foster self-esteem and build motivation. Verbal positive reinforcement is used for the process of learning rather than the outcomes. Regular opportunities are built into the learning, so pupils reflect on what they are proud of. Pupils can choose to share this work with peers in their class, other staff members, deputy headteacher or the Headteacher where they encouraged to discuss their success and may be awarded a sticker.

- **Positive Noticing**

All our adults explicitly refer to our school rules, Ready, Respectful, Safe, in their interactions with children and clearly state the desired behaviour, so they are aware of our policy and expectations.

- **Oscars award**

Teachers will regularly award the 'golden Oscar' to pupils who are showing improved presentation.

- **Wow Wall**

Each half term, teachers will select a piece of pupil's work to be celebrated and displayed on Wow wall that demonstrates the progress and effort they have made.

- **Ready, Respectful Safe Certificates**

Each week in our celebration assembly teachers praise children who have been demonstrating the school values.

- **Peer Recognition Certificates**

Pupils share certificates with other pupils in their class who they have seen following our school rules.

- **Golden Boot Certificate**

This is for recognising positive play and demonstrating our school rules at lunch time.

- **House Points**

All pupils belong to a house for their time at Wordsworth Primary school. They are awarded house points from adults along with verbal praise to encourage a sense of community and belonging. These are offered along with verbal praise to reinforce positive noticing. House points are collected regularly, rewards and celebrations are given to the house with the most points at various points throughout the year.

- **Class Rewards**





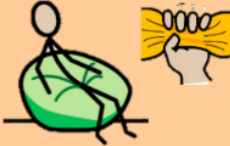

Each class agrees on a class target that they feel they need to develop that supports their positive classroom. At the end of each session the class decides if they have earned a marble/star for demonstrating the target. The class chooses a celebration activity from the agreed school list, when they have achieved their target.

Stepped Actions Leading to a Consequence

At Wordsworth, we utilise positive corrective language and behaviour techniques to maximise teaching time and minimise disruption by using the subtlest and 'least invasive' intervention possible to correct pupil behaviour.

To maintain a harmonious learning environment, it is crucial to have a clear and consistent system of consequences for behaviour that does not meet our established standards. For our pupils to learn cause and effect, we apply logical consequences that are fair, age-appropriate and designed to help pupils understand the impact of their actions. It is the certainty of the consequence that is important over the severity, and it is important that logical consequences teach children to learn from their mistakes, so they are not repeated. This occurs through explicit teaching of self-regulation and expected learning behaviours to support children's understanding. Our disciplinary process is transparent, with pupils and parents being informed of swiftly of consequences and the reasons behind them.

When children do not follow the school rules, they understand that they need to take responsibility for their actions. Therefore, consequences are for the individual. In some incidents it may be appropriate for a class or group of pupils to reflect on their behaviour and repair as a group. Adults will take into consideration a pupil's needs and/or disabilities, consequences may be tailored to meet individual needs without lowering expectations, whilst recognising that not all behaviour is driven by an educational need.

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 will take time to reflect with an adult on the impact of their choices and consider how they could have acted differently. 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

Use of Stepped Approach adults will;

- follow the stepped approach above, moving from least to most invasive action, as appropriate
- ensure that they are calm, fair and consistent
- always be the adult modelling, kindness, courtesy and respect to the child
- use the steps in conjunction with positive praise (5:1)
- respond using trauma-informed approaches (**CALM/WINE scripts appendix C**)
- label the behaviour, not the child
- allow the child time to regulate before having a coaching conversation
- always ensure children are ready to have a restorative conversation so they are ready to reflect and repair, even if this takes time
- allow for a fresh start following the 'reflect and repair' stage
- use **CALM** Emotion coaching to support children when they are in crisis

- **Break and Lunchtimes**

Adults will be vigilant during unstructured times and support children to play safely. We use Restorative Benches where there have been disagreements between children so that they can be supported by an adult to talk through any misunderstandings. This ensures that learning time is not lost when pupils enter the building after play. Logical consequences will be used by the adult dealing with the incident. For example, playing on another part of the playground, helping pick up/tidy resources, having 5 minutes time to calm on the Restorative Bench. At Wordsworth, we believe that play provides a nurturing space for emotional growth, resilience, and empathy and that through play, using OPAL Adults will support all children to develop these skills including problem solving, negotiation and positive communication whilst learning to play.

- **Online Behaviour of Pupils**

In an increasingly digital world, we expect our pupils to uphold the same values and standards of behaviour online as they do in our physical school environment. Cyberbullying, harassment, or any other form of harmful online behaviour will not be tolerated. Pupils are responsible for their online actions and consequences for inappropriate online behaviour will be enforced in accordance with the above consequences

- **Off-Site Behaviour of Pupils**

We understand that pupils represent our school not only within our premises but also in the broader community. While off-site, during school events, or when wearing school uniforms, pupils are expected to exhibit behaviour that reflects positively on our school. All adults will use the school's behaviour policy to support individuals to understand expectations.

- **Use of Mobile Phones**

The use of mobile phones within the school is not permitted within school on order not to disrupt the learning environment and to provide a place for distraction-free learning. Inappropriate use of mobile phones will lead to appropriate consequences. Children are required to turn off the mobile phones once on site and hand them in to their class teacher. The phones will be locked away until the end of the school day and returned at home time. If pupils are seen using their phone during the school day the stepped approach will be applied. Please refer to the Acceptable use of IT Policy.

Responding to Serious incidents

There is some behaviour which by-passes stepped approach because it is sufficiently serious. These are referred to as serious Incidents: This behaviour will be managed with no warnings or stepped boundaries and senior leaders should be informed straight away, in person where next action will be decided in collaboration with the SLT member and the incident recorded on CPOMs as a serious incident.

Examples of this behaviour includes, but is not limited to:

- bullying/racism/sexism/homophobia or discriminatory language against other protected characteristics*
- swearing or obscene language used in an aggressive threatening manner
- physical violence or intention to physically harm
- vandalism (school property or that of other children) / stealing
- throwing objects with the intention of hurting others or damaging property
- serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff
- refusing to follow instructions when the stepped boundary system has been followed. For example, refusing to have a restorative talk or logical consequence.

*Protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Consequences

The certainty of a consequence is more important than the severity of a consequence. Children will be required to complete a logical consequence and/or take part in a reflect and repair conversation if they reach the end of the stepped approach and have not rectified their behaviour or ft behaviour is deemed a serious incident. Consequences will be applied in a stepped approach depending on the severity/frequency of the behaviour.

- **Repairing through logical consequences**

Adults will use the suggested list to select a logical consequence such as completing learning at another point or cleaning up a mess that has been made. **(Appendix D)**

- **Adult led coaching conversation**

Adults will have conversations with a child at a suitable time in the school day and when the child is regulated and able to engage in the discussion. Coach conversations will be used as **reflect and repair**, to unpick the issue/incident and problem solve together to support the child show the desired behaviour moving forward. Adults may use the school agreed proforma to support the restorative conversation. **(Appendix E)**

- **Dealing with 'child to child' conflict**

We foster the belief that making mistakes is normal, it is how we reflect and repair from them that matters. When conflicts occur at any point in the school day, we use a restorative approach called **Reflect and Repair**. Children are encouraged to use questions with those they have had a disagreement, adults may support this conversation. They questions help them share their perspective and listen to each other. This develops empathy skills and supports children to resolve conflict themselves.

What happened?

What were you thinking at the time?

How are you feeling now?

Who do you think has been affected?

What needs to happen to put things right?

- **Learning support packages**

Children will be required to complete a learning support package with an adult if behaviours are linked to a major incident such as physical violence racism, or bullying. If these behaviours are persistent, the learning packages will be repeated. This will first take place with the class teacher, then phase/year leader, Senior leader and then Senior leader and parent. **(Appendix F for list of packages)**

- **Behaviour target card**

If a child displays repetitive undesired behaviours, they will be expected to demonstrate acceptable behaviour which will be monitored against specific targets. These targets will be monitored by the class teacher and a senior leader as well as shared regularly with parents.

- **Supported break/lunch provision**

If a child continues to demonstrate unsafe behaviours that break the school rules during unstructured parts of the school day, senior leaders will ensure they attend supported break and/or lunchtime interventions in which they will be explicitly taught how to play and follow the school rules.

- **Senior Leader directed reflection**

A senior leader may direct a child to spend time undertaking learning out of class, giving the child the time to demonstrate the school rules, complete their learning and have a coaching conversation with the senior leader. This may take place following persistent disruption or serious incident.

- **Behaviour Skills cards**

If a child's behaviour does not improve following the stepped approach and/or other consequences, they will be required to complete a behaviour skills intervention. **(Appendix G for list of skills cards)**

- **Formal meeting with parent**

If behaviour does not improve despite other interventions and consequences a meeting will be held with parents where the school's expectations will be clearly outlined, and actions may include intense behaviour support, alternative provision or suspension. This will first take place with the class teacher, then phase/year leader and then Senior leader and parent. A letter will be sent to inform parents of their child's behaviour once the phase leader or senior leader is involved.

- **Internal suspension/Suspension & Permanent Exclusion**

In some situations, following Serious incident or continuous repetitive negative behaviour it may an internal or external suspension be required. In serious cases it may be necessary to permanently exclude a pupil and is at the discretion of the Head Teacher, see Exclusion Policy.

Behaviour Curriculum

Methods of Teaching Behaviour: A School-Wide Approach

To ensure consistency and effectiveness, our behaviour curriculum is implemented through a school-wide Teaching approach. This includes:

- **Daily retrieval practice:** Teachers will start every day with a reminder of the school rules, conduct expectations in class and around the school and what this will look like if everyone is successful. Adults and children will set class targets to discuss daily.
- **Explicit Instruction:** Teachers provide explicit instruction on the expected behaviours and skills, integrating them into daily lessons and activities. Children will be explicitly taught regulation techniques every morning.
- **Establishing Culture** – High behavioural expectations are set from day one, with clear explanations of what good learning behaviours look like through positive noticing and are regularly revisited through the school year
- **Positive Behaviour Support:** We employ a positive reinforcement system to acknowledge and celebrate pupils who exhibit desired behaviours.
- **Modelling and Role-Modelling:** Staff members model appropriate behaviours, serving as role models for pupils to emulate.
- **Parent and Community Engagement:** We engage parents and the community in reinforcing the same behaviour expectations at home and within the broader community.

Some pupils may require a bespoke behaviour curriculum, in these instances, we may use a Behaviour for Learning Skill Card Programme, awareness package, zones of regulation intervention or intensive support in a reduced environment which will be personalised to the behaviour needs of the pupils. The school will co-produce the curriculum of skills alongside the pupil and the parent and keep them regularly informed of the progress the pupil is making, whilst accessing the programme.

Assemblies

Regular assemblies and PSHE lessons play a significant role in our behaviour curriculum. These are used to:

- Celebrate successes
- Communicate expectations regularly
- Reinforce Values
- Promote Reflection
- Encourage pupil voice and reflection

Assemblies can also be used to address specific behaviours that crop up across a year group or phase. By integrating these elements into our behaviour curriculum, we aim to foster a school community where positive behaviours are not only taught but also celebrated and ingrained into the everyday lives of our pupils.

Teaching Emotional Regulation

- **Zones of Regulation**

We use the Zones of Regulation in all classrooms and learning spaces, to help children learn to recognise and name their emotional state, and to learn the ways that they can most effectively regulate when feeling fizzy, agitated or sad. **Zones of Regulation** is a concept developed by a licensed occupational therapist that helps children gain self regulation skills. They encourage children to think and talk about how they are feeling, and to recognise when their feelings lie in different zones, as well as to learn how to use strategies to return them to a calm state of mind.



- **Calm corners**

Children are supported to regulate their emotions within the classroom environment using resources in the calm corner. Children are encouraged to independently access this to support their own regulation but may be directed an adult to utilise this as part of the stepped approach. Some pupil's provision may be more bespoke and include the use of an agreed safe space or calming strategy outside the classroom.

- **Worry Jar & Ask it Basket**

Some children will need additional support, and there are specific adults who are emotionally available for this. If children are feeling anxious about something out of their control, either in school or at home, they can write their worry or question down and put it in the class Worry jar/ask it basket. The teacher will check these regularly.

- **Outdoor play and Learning (OPAL)**

Providing children with more opportunities for high quality, unstructured play which can help reduce behavioural issues and conflict that need intervention during unstructured play. Engaging in these types of play help to address boredom, frustration and other negative behaviours that can arise when play is limited.

- **Regulation Bench**

Regulation benches are used outside to allow children to have a space to regulate their emotions, these utilised in the same way as a calm corner in the classroom.

Support and Intervention for Pupils

Staff Roles in Supporting Behaviour

At our school, we believe that behaviour support is a collaborative effort involving various staff members. Our staff play critical roles in supporting positive behaviour, the core of these roles are as follows:

- **Classroom Teachers**

Classroom teachers are responsible for creating a safe and inclusive classroom environment. They set clear expectations for behaviour and guide pupils on appropriate conduct. They will also ensure consequences are carried out in line with this policy.

- **Teaching Assistants**

Teaching assistants work closely with teachers to provide additional support to pupils. They assist in implementing behaviour strategies and ensuring individualised support where needed.

- **SENDCo/Inclusion Lead**

Our SENDCo/Inclusion Leads oversee the identification and planning of support for pupils with behavioural needs. They collaborate with teachers, parents and external agencies to ensure a holistic approach to behaviour support.

The full list of how all staff support behaviour can be found in our [Model of Distributed Leadership](#).

Emotionally Available Adults

We recognise the importance of emotionally available adults in fostering positive behaviour. Our staff are trained to be emotionally available, providing a safe and nurturing environment for pupils to express their feelings and concerns.

Supporting children

Adults will use the **CALM** approach to support pupils to manage and understand their emotions through Co-regulation along with Zones of Regulation techniques to help a child to regulate. Adults will use a coaching conversation to support pupils to reflect and repair, making a plan so the desired behaviour is clear and can be used by them moving forward.

Time In Rather Than Time Out

Our approach to behaviour management emphasises "time in" over "time out." Pupils are encouraged to use resources within the classroom to regulate and adults will follow the stepped approach with them in their learning environment. If a pupil needs to be removed from the classroom due to continuous disruptive behaviour, they need further resources to regulate, they are supported by trained adults and/or senior leaders where they will co-regulate with an adult and the behaviour will be addressed using an agreed consequence rather than isolated. This ensures that pupils receive guidance, reflection and an opportunity to develop more appropriate behaviours.

Universal Provision

Our school is committed to proactively using universal behavioural provision strategies to create a positive classroom environment that fosters good behaviour and pupil success. Through the implementation of universal provision techniques, we aim to establish clear classroom expectations, provide consistent support, and engage in proactive interventions to address behavioural challenges promptly. Some of our menu of universal provision includes: a PSHE curriculum which covers a range of topics related to relationships and behaviour, Circle Time and regular assemblies.

Use of ELSA/Nurture

We employ Emotional Literacy Support Assistants (ELSAs) and intervention programmes such as TIS and Hamish and Milo to provide specialised support for pupils facing emotional and social challenges. These interventions help pupils develop emotional resilience and social skills.

Small Group Interventions

Small group interventions, such as 'Hamish and Milo,' 'Zones of Regulation,' and 'Behaviour Skill Cards' are conducted to address specific behavioural needs. These sessions promote self-regulation and effective communication.

Specific Teaching of Skills 1:1

For pupils requiring intensive support, we offer specific teaching of skills on a one-to-one basis. This tailored approach focuses on individual needs and goals to develop essential behavioural and academic skills through a targeted IBP/IEP, which is closely tracked and monitored regularly.

Use of Outreach or Alternative Provision (AP)

In cases where pupils require additional support beyond what the school can provide, we may collaborate with external agencies for outreach services or consider alternative provision (AP) placements. This decision is made in consultation with parents and relevant professionals to ensure the best interests of the pupil are met. The agencies and Local Alternative Provision we use are City Farm, online courses through virtual schools and Compass School for children at risk of exclusion.

Pupil Transition and Development

Induction and Reintroduction

At our school, we place importance on ensuring a smooth and supportive transition for all our pupils, whether they are joining us for the first time or returning after an absence. Our induction process is designed to help new pupils join our school, ensuring they feel welcome and secure from day one. We organise transition and induction sessions to help new pupils settle in comfortably and know what is expected of them.

For pupils returning to school after an absence, we understand the significance of their reintegration into the academic and social environment. Our staff work closely with these pupils and their families to develop tailored reintegration plans that address any underlying issues contributing to the absence and facilitate a seamless transition back into the school community.

Return from Suspensions

In cases where it has been necessary to use a Fixed Term Suspension, our school follows a structured and supportive approach to their return. This involves a reintegration plan that is coproduced at a return from suspension meeting with parents or guardians. This plan will consist of behaviour expectations, with ongoing monitoring and support to help the pupil succeed academically and behaviourally. Further details are outlined in the school's exclusion policy.

Reduced Timetables

In situations where a reduced timetable is deemed necessary for a pupil, we adopt a person-centred approach. Our goal is to ensure that pupils still receive a high-quality education and the necessary support for their individual needs. Reduced timetables are implemented in collaboration with parents, carers and relevant professionals to strike the right balance between academic progress and pupil well-being. We closely monitor the impact of reduced timetables to ensure that the pupil's educational and developmental needs continue to be met effectively.

Further information from the local authority regarding Reduced Timetables can be found [here](#).

Alternative Provision

We recognise that some pupils may require Alternative Provision (AP) to meet their specific needs. We work in partnership with local alternative providers to offer a diverse range of educational options for these pupils. Our commitment is to ensure that alternative provision is aligned with each pupil's Individual Education Plan (IEP), with a focus on their academic, emotional and social development. Regular communication and collaboration with alternative provision providers are maintained to track progress and ensure a smooth transition back to mainstream education when appropriate.

Expectations and Reasonable Adjustments

At our school, we are committed to providing a safe and inclusive learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Our school's Behaviour Policy recognises the importance of individualised support for pupils. In line with the school Graduated Response to Behaviour, this individualised support can be given through:

Targeted IBPs (Individual Behaviour Plans)

Targeted Individual Behaviour Plans (IBPs) are developed in collaboration with the pupil, parents or carers, and relevant professionals when necessary. These plans are tailored to the unique needs and challenges of each pupil with SEND and aim to promote positive behaviour and academic progress. IBPs outline specific strategies and interventions to address behavioural concerns, set achievable goals and regularly review progress to ensure ongoing support and improvement.

Provision Mapping (for Behaviour)

Provision Mapping is an integral part of our approach to supporting pupils with SEND. Our school's staff works closely with the Special Educational Needs Coordinator (SENCO) to identify and map the provision required to meet the diverse needs of our pupils. This includes allocating resources, staff support and specialised interventions as needed. Provision Mapping is regularly reviewed and adjusted to ensure that pupils receive the appropriate support to enable them to access the curriculum and make progress in their learning.

Risk Assessments

The safety and well-being of all pupils, including those with SEND, are paramount at Our School. We conduct comprehensive risk assessments to identify potential risks and hazards that may affect pupils' behaviour or safety. These assessments consider both the physical and social aspects of the school environment. For pupils with specific needs, individualised risk assessments are developed and reasonable adjustments are made to minimise potential risks. The findings of these assessments are shared with parents and relevant staff members to ensure a proactive and responsive approach to managing risks.

EHCPs (Education, Health, and Care Plans)

Pupils with SEND who have Education, Health, and Care Plans (EHCPs) receive a high level of personalised support. Our school collaborates closely with the local authority and relevant professionals to ensure that EHCPs are implemented effectively. These plans provide a detailed framework for supporting pupils with complex needs, encompassing their educational, health and social care requirements. We strive to align our school's behaviour expectations with the goals and outcomes outlined in EHCPs, ensuring that pupils with SEND are fully included in all aspects of school life.

Child-on-Child Abuse

We are committed to creating a safe and supportive learning environment for all our pupils. Child-on-child abuse is a serious concern and we take proactive measures to prevent, identify and respond to any instances of such behaviour. Our approach is guided by the principles outlined in "Keeping Children Safe in Education" (KCSIE), the statutory guidance provided by the Department for Education.

Child-on-child abuse refers to any behaviour where one pupil harms or mistreats another pupil physically, sexually, emotionally, or psychologically. It can take various forms, including but not limited to bullying, harassment, peer-on-peer sexual harassment and violence.

Prevention is a key aspect of our approach to child-on-child abuse. We promote a positive school culture where respect, tolerance and empathy are core values. Our efforts include:

- Regular staff training on recognising signs of abuse and effective interventions.
- Age-appropriate lessons and discussions on healthy relationships and respectful behaviour.
- Encouraging open communication between pupils, staff and parents to report concerns promptly.
- Establishing clear expectations for behaviour through our school's values and rules.

If a child-on-child abuse incident is reported or suspected, we follow our established procedures, in line with KCSIE, to ensure the safety and well-being of all involved parties. Our response may include:

- Providing immediate support to the victim, ensuring their emotional and physical well-being.
- Investigating the incident in a fair, confidential and impartial manner.
- Implementing appropriate sanctions and interventions for the perpetrator.
- Involving external agencies and professionals when necessary to provide additional support and guidance.

We understand the importance of maintaining confidentiality when dealing with child-on-child abuse cases. All information is handled sensitively and shared only with those who need to know, in accordance with data protection laws and safeguarding procedures.

Use of Force and Powers to Search

We are committed to maintaining a safe and respectful learning environment for all pupils and staff. To ensure the appropriate and responsible use of force and powers to search within the school premises, we adhere to the guidance provided by the Department for Education (DofE) and follow a comprehensive set of policies and procedures.

DfE Guidance:

Our school's use of force and powers to search policy is guided by the Department for Education's statutory guidance on "Use of Reasonable Force" and "Searching, Screening and Confiscation." We strictly adhere to these guidelines to ensure that any use of force or searches conducted on school grounds are lawful, proportionate and respectful of individuals' rights and dignity.

Training for Staff:

To effectively implement this policy, all staff members who may be required to use force or conduct searches are provided with appropriate training. This training is designed to ensure that staff members have a clear understanding of the legal framework, the principles of proportionality and the techniques required to safely manage situations that may require the use of force or searches.

Training Provider

The staff training is conducted by Securicare trained staff with expertise in dysregulation management, de-escalation, and the use of force and search techniques within educational settings. This provider is chosen based on their up-to-date training that aligns with DofE guidance.

Medically Risk-Assessed Techniques

The safety and well-being of all individuals involved are paramount when considering the use of force or searches. Therefore, all techniques employed are medically risk-assessed to minimize any potential harm or injury to pupils or staff. Our school works closely with the nursing team to ensure that the techniques used are safe and appropriate for the age and physical condition of the individuals involved.

More information can be found in the school's Physical Intervention Policy.

Associated Policies

This policy links to:

- Physical Intervention Policy
- Relationships Education and Health Education Policy.
- Exclusions Policy
- PSHE Policy
- Anti-bullying Policy
- Acceptable Use of IT Policy

Appendices

Appendix A - Graduated Response to Behaviour

Appendix B - Distributed Leadership of Behaviour

Appendix C - CALM/ WINE scripts

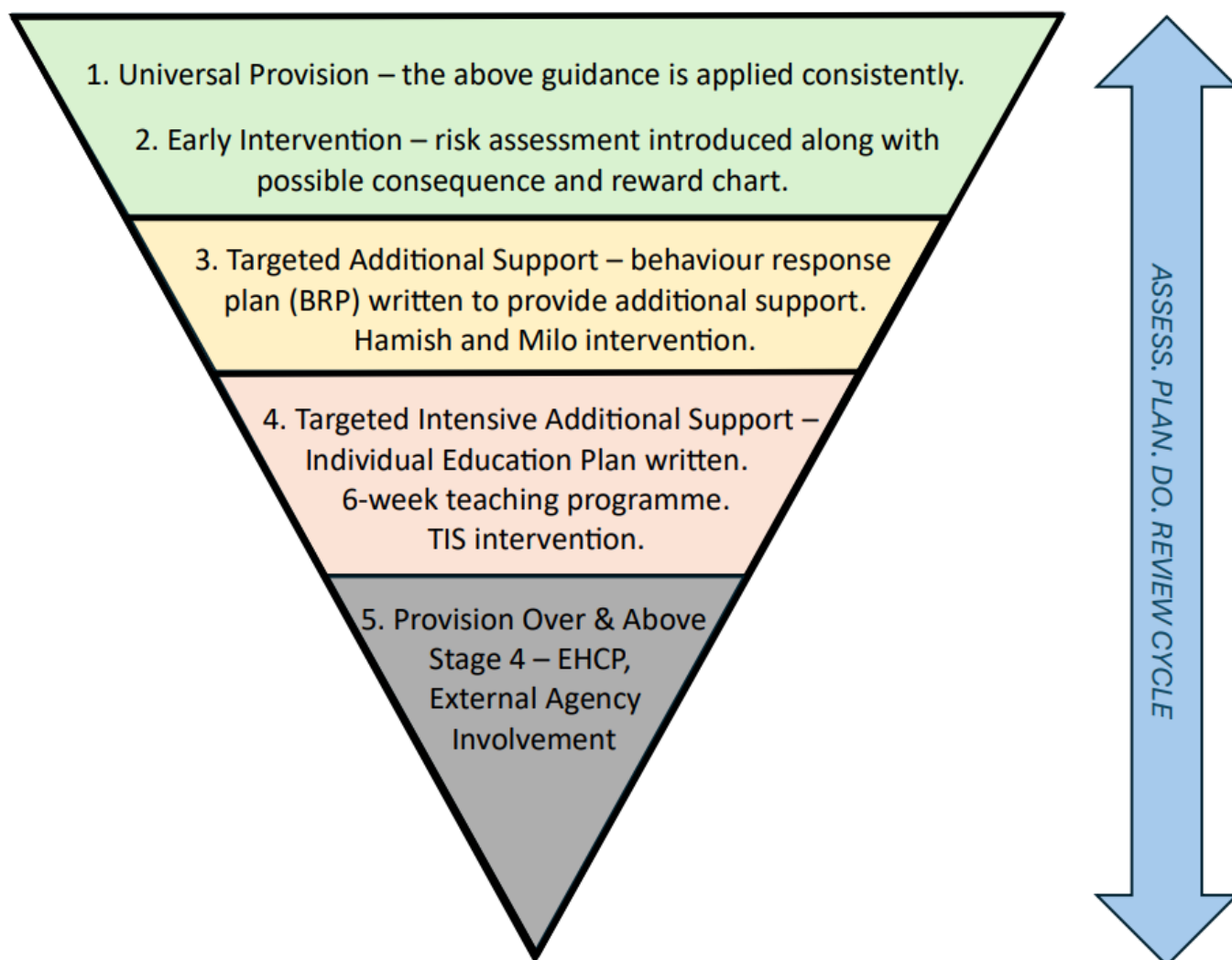
Appendix D - Logical consequences

Appendix E - Coaching conversation script

Appendix F - Learning awareness packages

Appendix G - Behaviour Skills cards

Appendix A - Graduated Response to Behaviour



Appendix B - Distributed Leadership of Behaviour		
Roles	Role	Responsibilities
SEND governor	<ul style="list-style-type: none"> • Strategic overview • support and challenge 	<ul style="list-style-type: none"> • Meet with SENCo on a half-termly basis. • Reviewing Bromcomm behaviour data with SLT responsible • Provide written records for each visit to feedback to governing body • Provide support and challenge to SLT in relation to behaviour in school • Triangulate sources of evidence in order to understand progress the school is making towards school improvement for behaviour and inclusions
Headteacher	<ul style="list-style-type: none"> • Strategic responsibility of Behaviour • School intent for behavioural standards • implementation and impact of behaviour policy 	<ul style="list-style-type: none"> • Set standards and non-negotiables in regard to behaviour within school • To understand School/Trust strategy and hold senior leaders and year leaders to account for the quality of provision for identified pupils • Ensure the Behaviour Policy and School Values statement are current and reflect provision across the school • Ensure effective communication with parents in order to keep them informed about inclusive practice within the school and in regard to the individual provision and progress of their child. • Oversee all pupils on reduced timetables in relation to challenging behaviour, ensuring reviews are fortnightly. • Ensure the use of suspension is as a result of thorough investigations, following of policy and as a last resort. • Act as a role model for all staff in regard to inclusive behaviour and expectations • Ensure the quality of education meets the needs of all pupils including those with challenging behaviours
SENDCo or other SLT responsible for Inclusion/Behaviour	<ul style="list-style-type: none"> • Co-ordination of behavioural provision and deployment of staff. • Monitoring of behaviour strategy/provision. • Data analysis and evaluation of impact. • Integral focus on behaviour and behaviour for learning in all lesson observations. • Modelling and coaching for staff – problem solving and facilitated conversation. 	<ul style="list-style-type: none"> • Ensure all staff comply with systems for graduated response to behaviour. • Ensure accurate and ongoing identification of need to inform provision • Monitor the quality of behaviour plans and provision within lessons. • Quality assures planning for identified pupils with challenging behaviour and provide feedback to teachers. • Analyse Bromcomm data and use information to inform planning for behavioural approaches • In-class informal support in modelling strategies and use of resources • Planned coaching of staff who require more intensive support for managing behaviour. • All Statutory duties outlined in national and local guidance for behaviour and discipline in schools • Actively work with parents to co-produce and review support plans, referrals and statutory paperwork to support outside agency support or outreach for behaviour • Lead, manage, monitor and evaluate the use of the graduated response model in school. • Oversee the graduated response to behaviour with regular reviewing and managing the entry and exit criteria

Year leaders / Phase Leaders	<ul style="list-style-type: none"> Monitoring of pupil progress within year group. Monitoring of high-quality inclusive teaching and provision for SEND within year group. Oversight of TA deployment and intervention across year group. 	<ul style="list-style-type: none"> Support teachers to complete behaviour identification, Behaviour Response Plans and IBP's Quality assures plans and programmes of support in year group meetings. Check school-based plans are completed within agreed timescales. Quality Assure IBP targets are SMART, focused and fit for purpose Review and oversee graduated approach class lists. Check on high quality teaching for SEND pupils to ensure a lack of good quality teaching is not the underlying reason for behavioural concerns
Class teachers	<ul style="list-style-type: none"> Delivery of inclusive teaching. Target setting. Monitoring progress of individual students. Monitoring of interventions. 	<ul style="list-style-type: none"> Ensure behavioural strategies are in line with essential and best practice as outlined in the Teaching & Learning Handbook for managing behaviour Oversee delivery of behaviour-based interventions. Make explicit links to interventions to support pupils in apply in learning situations. Identify pupils' strengths and barriers to learning and record Set long term outcomes and SMART targets for pupils in relation to their behaviour Liaise with external agencies, including completing any written documentation. Provide differentiated work which meets the individual needs of learners. Implement provision for pupils with identified behavioural difficulties, including resources and equipment. Provide planning for support staff to give them time to prepare for lessons. Facilitate time for support staff to prepare specific resources. Identify pupils for concern and contribute to the assess, plan, do and review cycle. Create climate and environment pupils to behave well in class Ensure the classroom environment is friendly, supports focus and concentration and engagement
Support staff	<ul style="list-style-type: none"> Delivery of interventions. Collation of data against targets/outcomes. 	<ul style="list-style-type: none"> Deliver structured interventions following delivery protocols. Record and track delivery of interventions. Record progress towards intervention targets and communicate with class teacher. Support year leader in collating documentation in preparation for SENCo. Read and be familiar with planning in order to be prepared for delivery. Scaffold pupils' learning and encourage independence using the scaffolding pyramid Support the teaching of SEND pupils under guidance of the class teacher Feedback to the teacher of support given in lessons to inform future planning

Appendix C - CALM/ WINE scripts

Emotion Coaching Scripts

C **Connect** (Eye icon)

The first step does not require words or actions. It is a chance to tune in to the child or young person and try to work out how they may be feeling in that moment. Look for physical signs (eg. clenched fists/crying) and verbal signs (eg. shouting/swearing) of the emotion being felt. Take a moment to ensure you feel calm and ready to acknowledge the emotion and set a limit if necessary.

A **Acknowledge** (Thumbs up icon)

You seem angry as you're clenching your fists and shouting
 I can see that you're feeling upset. I wonder if it is because...
 I'm sorry that happened to you. You must feel very...
 It's normal to feel angry about that. I would feel that way too
 I can understand why you might be feeling sad about...
 I can see that you are kicking the wall in frustration. I would be feeling upset too if...

L **Limit** (Hand icon)

It is ok to feel angry, but it is not ok to throw things at your sister
 We don't push people because it could hurt them
 It is not OK to swear at me
 I am going to take this stick because I need to keep everyone safe

M **Make a plan** (Lightbulb icon)

Exploring
 How were you feeling when that happened?
 What were you trying to achieve by...?

Problem Solving
 Let's think of what you could have done instead
 Can you think of a different way to deal with your feelings?

Solutions
 Next time you feel like this, you can go to the safe space we have agreed
 Do you think that going for a lap around the field would be more helpful?

angry nervous sad frustrated confused tired annoyed upset anxious disappointed excited happy cheeky silly

<p>W</p>	<p>I wonder...</p> <ul style="list-style-type: none"> • If it is too noisy in here for you at the moment? • If you would like to go for a walk outside?
<p>I</p>	<p>I imagine...</p> <ul style="list-style-type: none"> • That was very frightening • That was very upsetting • That was very scary for you • That was very confusing
<p>N</p>	<p>I notice...</p> <ul style="list-style-type: none"> • That you have pushed that away shall we do something else? • that your sounds have changed shall we go somewhere quiet? • You are very hot, shall we take your jumper off?
<p>E</p>	<p>Empathy...</p> <p>Remember – maintain a sense of compassion for the child and their feelings</p>

Appendix D - Logical consequences examples

Pupil is tripping up their peers in the lunch queue: Queue with an adult.

- Pupil refuses to complete work: Complete the work at home.
- Pupil doesn't complete work at home: They stay in for 10 minutes to complete the work instead, alongside the class teacher.
- Pupil breaks something out of anger: 'Time-in' with a key adult (organised within the phase) to emotionally regulate. Once calm they help the caretaker fix what is broken.
- Pupil writes on the toilet walls/draws on tables: They clean it off in their own time.
- Pupil says something unkind to a teacher: They are supported to repair the relationship through a restorative talk.
- Pupil waves scissors around: The scissors are removed for the remainder of the lesson.
- Pupil misbehaves in the lunch hall: They do 10 minutes 'duty' with the MDSAs

EYFS (Early Years Foundation Stage) – Gentle & Immediate Learning Consequences

1. If you spill something, **then** you help clean it up.
2. If you forget to share, **then** you wait for your turn before playing again.
3. If you use unkind hands, **then** you take a break and find a gentle way to play.
4. If you shout inside, **then** you practice using an indoor voice.
5. If you don't tidy up, **then** you miss part of the next activity to finish tidying.
6. If you run inside, **then** you go back and try walking safely.
7. If you don't listen to instructions, **then** you try again.
8. If you hurt someone's feelings, **then** you find a way to make them feel better.
9. If you break something on purpose, **then** you help fix it or find a way to make up for it.
10. If you interrupt, **then** you practice waiting before speaking.
11. If you throw toys instead of playing safely, **then** the toy takes a break until you're ready.
12. If you don't wash your hands after messy play, **then** you go back and try again.
13. If you use unkind words, **then** you think of kind words to say instead.
14. If you refuse to wear your coat outside, **then** you sit in a sheltered area to stay warm.
15. If you don't use listening ears during carpet time, **then** you practice sitting and listening before joining again.

KS1 (Key Stage 1) – Encouraging Responsibility & Reflection

1. If you leave a mess, **then** you clean it up before moving to the next activity.
2. If you shout out instead of waiting your turn, **then** you practice putting up your hand before speaking.
3. If you hurt someone's feelings, **then** you apologise and find a way to make it better.
4. If you misuse equipment, **then** you take a break from using it.
5. If you run in the corridor, **then** you walk back and try again.
6. If you don't follow playground rules, **then** you take a short break before playing again.
7. If you waste learning time by chatting, **then** you catch up later from the 'lost learning' tray.
8. If you refuse to follow instructions, **then** you try again when you are able to.
9. If you rush and do untidy work, **then** you redo it neatly before moving on.
10. If you don't share classroom resources, **then** you wait until others have finished before using them.
11. If you disrupt carpet time, **then** you sit separately to listen quietly.
12. If you push in line, **then** you go to the back and practice lining up correctly.
13. If you don't listen to safety rules, **then** you lose the privilege of participating in that activity.
14. If you argue instead of solving a problem calmly, **then** you take time apart and try again.
15. If you rush tidying up and leave things messy, **then** you stay back and finish the job properly.

KS2 (Key Stage 2) – Teaching Accountability & Natural Consequences

1. **If** you don't complete your work due to distractions, **then** you finish it in your own time.
2. **If** you are unkind to a classmate, **then** you make amends in a meaningful way.
3. **If** you misuse a privilege (e.g., iPads, playground equipment), **then** you lose it for a set time.
4. **If** you speak over others, **then** you wait until the end to share your thoughts.
5. **If** you damage school property, **then** you help repair it or find a way to make up for it.
6. **If** you disrupt learning time, **then** you make up for it at a more suitable time.
7. **If** you refuse to follow safety rules, **then** you sit out of that activity until you can follow them.
8. **If** you break a classroom rule, **then** you reflect on how to fix it and suggest a solution.
9. **If** you exclude someone from a game, **then** you find a way to include them next time.
10. **If** you don't show respect to adults, **then** you write a reflection on how to improve.
11. **If** you rush and do careless work, **then** you redo it properly before moving on.
12. **If** you don't use equipment responsibly, **then** you lose access to it until you show responsibility.
13. **If** you disrupt assembly or learning time, **then** you sit separately to reflect on respectful behaviour.
14. **If** you don't listen to instructions, **then** you take responsibility for finding out what you missed.
15. **If** you ignore problem-solving strategies, **then** you work with an adult to practice resolving conflicts better.

For SEN Pupils – Simple, Predictable, and Supportive Consequences

1. **If** you spill something, **then** we clean it up together with a cloth or wipes.
2. **If** you forget to take turns, **then** we use a timer to help us share.
3. **If** you feel upset and shout, **then** you can take some time in the calm area.
4. **If** you leave a mess, **then** we use a checklist or visual steps to help tidy up.
5. **If** you push or grab, **then** we practice using safe hands and kind words before playing again.
6. **If** you run indoors, **then** you go back and walk with a teacher to try again.
7. **If** you refuse to complete work, **then** we break it into small steps and try again together.
8. **If** you get too noisy in a quiet time, **then** you move to a quieter space to continue.
9. **If** you don't listen to instructions, **then** we use a Now & Next board to help you.
10. **If** you throw a toy, **then** that toy takes a short break before you try again safely.
11. **If** you are unkind with words, **then** we practice using kind words with a prompt card.
12. **If** you forget to line up safely, **then** we practice together before going out.
13. **If** you take someone's turn, **then** we use a visual cue to help you wait.
14. **If** you struggle with a transition, **then** we use a countdown timer to help.
15. **If** you get overwhelmed, **then** you can take a movement break before trying again.

Additional SEN-Friendly Supports

- **Use Visual Aids** – Picture cards, Now & Next boards, timers, and social stories.
- **Chunk Information** – Break tasks into smaller, manageable steps.
- **Provide Movement Breaks** – Give time to self-regulate before retrying.
- **Use Positive Reinforcement** – Focus on encouraging efforts rather than just consequences.
- **Model Expected Behaviour** – Show, don't just tell, what the right choice looks like.

For Pupils with ADHD – Movement, Structure, and Visual Support

1. **If** you leave a mess, **then** we turn it into a "tidy-up challenge" with a timer.
2. **If** you interrupt, **then** you get a "talking card" to help take turns.
3. **If** you struggle to stay seated, **then** you get planned movement breaks before trying again.
4. **If** you rush and make mistakes, **then** we slow down with a "first, then" checklist.
5. **If** you don't finish work, **then** we use a timer to break it into smaller parts.
6. **If** you shout indoors, **then** we practice using a "quiet voice" mapped onto a 5-point scale.
7. **If** you forget personal space, **then** we use a "safe hands" or "arm's-length" reminder.

8. **If** you lose focus, **then** we use fidget tools or a wobble cushion to help you concentrate.
9. **If** you don't listen to instructions, **then** we repeat them using a visual checklist.
10. **If** you run instead of walking, **then** we use "stop and walk" cards with a teacher.
11. **If** you get frustrated with a task, **then** we try a "brain break" before continuing.
12. **If** you struggle to wait, **then** we use a countdown or a waiting card.
13. **If** you blurt out answers, **then** we use a "whisper to your hand" or note it down strategy first.
14. **If** you argue or get frustrated, **then** you take time in a quiet area before problem-solving.
15. **If** you fidget too much with objects, **then** you get a designated fidget tool.

Support Tools: Timers, fidgets, movement breaks, visual schedules, and "first/then" boards.

For Pupils with Autism (ASC) – Predictability, Sensory Needs, and Processing Time

1. **If** you refuse to transition, **then** we use a visual countdown to prepare you.
2. **If** you get upset by loud noises, **then** you use noise-reducing headphones or a quiet space.
3. **If** you avoid eye contact, **then** we let you show you are listening in another way (e.g., thumbs up).
4. **If** you need help communicating, **then** you use a choice board or emotion chart.
5. **If** you struggle with group work, **then** we give you a role or work in a smaller group.
6. **If** you get overwhelmed, **then** you use a "calm card" to take a sensory break.
7. **If** you repeat the same question a lot, **then** we write the answer down for you to check.
8. **If** you line up incorrectly, **then** you follow a visual "where to stand" card.
9. **If** you react strongly to a small problem, **then** we use a "size of the problem" chart to help.
10. **If** you struggle with unexpected changes, **then** we use a social story before the change happens.
11. **If** you flap, jump, or rock a lot, **then** you get time in a safe sensory space.
12. **If** you refuse to complete work, **then** we offer a choice between two tasks.
13. **If** you misinterpret social cues, **then** we use a comic strip conversation to explain them.
14. **If** you get anxious, **then** we use deep breathing visuals or a "calm box."
15. **If** you find handwriting difficult, **then** you can type or use a writing slope.

Support Tools: Visual schedules, calm boxes, social stories, communication cards, sensory supports.

For Pupils with Communication Difficulties – Alternative Expression and Supportive Responses

1. **If** you can't say what you need, **then** you use a picture card, sign, or symbol.
2. **If** you struggle to follow instructions, **then** we break them into 1-2 short steps.
3. **If** you get stuck finding words, **then** we give you extra time and a word bank.
4. **If** you don't understand a question, **then** we show an example instead of repeating it.
5. **If** you feel frustrated, **then** you point to an emotion chart to show how you feel.
6. **If** you don't like group discussions, **then** you answer using a whiteboard or sentence starter.
7. **If** you struggle with verbal praise, **then** we give you a thumbs-up or sticker instead.
8. **If** you need help asking for a break, **then** you use a break card instead of words.
9. **If** you don't understand new words, **then** we show a picture or act it out.
10. **If** you struggle to tell a story, **then** we use "who, what, where, when, why" prompts.
11. **If** you don't ask for help, **then** we use a "help" button or visual cue.
12. **If** you get nervous speaking aloud, **then** you can whisper to an adult first.
13. **If** you can't explain what happened, **then** you draw it or act it out.
14. **If** you get confused during a lesson, **then** we use a "check-in" signal for help.
15. **If** you can't follow along with fast conversations, **then** we give you a written summary.

Support Tools: Visual timetables, sentence starters, social scripts, communication books, Makaton.

Appendix E - Coaching conversation script**NAME:** _____ **TEACHER:** _____ **DATE:** _____

We all make mistakes. It is important that we admit our mistakes and try to learn from them. Below, we are asking some questions to help you reflect on what went wrong and how we can improve things in the future. Answer these questions neatly, thoughtfully, and sensibly:

1. What happened? Why?

2. Who was involved? What did they do?

3. Who else has been affected by this behaviour? Why? How did they feel?

4. Why do you think you behaved in this way on this occasion?

5. What could you do differently if the same situation happened again in the future?

6. Do you need any help to get this right next time? Can we help? Can you help yourself? How?

7. Why is it important for you to improve your behaviour?

8. What do you think would happen if you did the same thing again?

9. What have you done/could you do to try and make amends? (Make amends means to try to make things better or make up for something.)

10. Is there anything else you would like to tell us?

Appendix F - Learning awareness packages

Discriminating Language

Destruction of property

Disruption

Verbal Aggression

Violence to other children

Violence to adults

Appendix G - Behaviour Skills cards

Accepting Guidance

Appreciation

Awareness

Bravery

Caution

Collaboration

Commitment

Concentrating

Confidence

Curiosity

Determination

Diligence

Empathy

Enthusiasm

Flexibility

Focus

Following Instructions

Forgiveness

Generosity

Good Judgement

Gratitude

Honesty

Independence

Kindness

Leadership

Listening

Looking

Maintaining Attention

Modesty

Open mindedness

Organisation

Patience

Persistence

Positivity

Relaxed

Respect

Seeking Help

Self-control

Thinking for yourself

Tolerance

