

Hassocks Infant School

Behaviour Policy



☆ Explore ☆ Respect ☆ Flourish

Date policy agreed:	September 2019
Date policy to be reviewed:	September 2023
Responsibility:	SENCo. Reviewed by the GB.

Behaviour policy Addendum COVID-19

Issued: January 2021

This policy continues to be relevant during any partial school closure or fully opening of the school during COVID-19.

All teachers and pupils should continue to adhere to the principles outlined in the standard behaviour policy. Each classroom will continue to display a copy of the 5 Golden Rules and use this to support children's behaviour in class. This should be used alongside the class behaviour chart and behaviour protocol.

At Hassocks Infant School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and others. The safety and well-being of our children is our number one priority.

Due to COVID-19, we have had to make some changes for the safety of pupils and staff.

This policy should be read in conjunction with, alongside, the Behaviour Policy, Safeguarding policy, Anti-Bullying Policy, E-Safety Policy and Use of Social Media policy.

The adjustments are outlined below.

1. Aims

This policy aims to provide guidance during partial closure and full opening during the COVID19 pandemic.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Staff

Staff are responsible for:

- Providing a personalised approach to the specific behavioural needs of all pupils (see Positive handling plans and Behaviour policy)

Any teachers and support staff who are not working in their usual classes during COVID-19 will discuss behaviour needs with a child's main class teacher or teaching assistant using appropriate social distancing measures or by using Zoom or email conversations.

All staff have the responsibility for implementing and supporting the children to adhere to the revised expectations of the wider school opening.

All children should adhere to the revised expectations of the wider school opening.

Staff should read the school's risk assessment/action plan to implement the revised expectations.

Each class should display the revised expectations in their own way. These must be discussed and revisited with the children frequently, and as necessary.

Revised expectations partial or full school opening during COVID-19

Staff and children will:

- follow the altered routines for arrival and departure
- follow school instructions on hygiene, such as handwashing and sanitising.
- follow instructions on who pupils can socialise with at school.
- move around the school as per specific instructions. Staff should act as role models for the children (for example, one-way systems, out-of-bounds areas, queuing, maintain a 2 metre+ distance).
- follow instructions and expectations about sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoiding touching mouth, nose and eyes.
- follow rules about sharing any equipment or other items including drinking bottles.
- follow amended expectations about breaks or play times, including where children may or may not play.
- follow rules about the safe use of toilets.
- follow clear rules about coughing or spitting at or towards any other person.
- Staff should teach children how to identify if they are experiencing coronavirus symptoms and what to do in this instance. Staff should follow the PPE guidance and PPE flowchart provided to all staff via email and displayed in school.
- Children should tell an adult if they are experiencing symptoms of coronavirus.

Remote education

- Staff conducting Keeping Touch Phone calls and speaking with children will maintain the rewards and sanction systems where appropriate.

The senior leadership team will support staff in responding to behaviour incidents using appropriate social distancing measures or by using Zoom or email conversations.

Parents

Parents are expected to adhere to the revised daily expectations as per any recent school communications. This will be communicated by ParentMail. By requesting a place in school during partial closure or resuming a full time place on wider school opening, parents have agreed to adhere to the new procedures.

Parents will:

- follow any altered routines for arrival or departure.
- encourage their child to follow school instructions on hygiene, such as handwashing and sanitising.
- reinforce school advice and encourage their children to follow rules around about:
 - sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoiding touching mouth, nose and eyes;
 - sharing equipment or other items including drinking bottles;
 - behaviour conduct in relation to remote education;
 - coughing or spitting at or towards any other person

- check their child's temperature before school and check that it does not exceed 38 degrees
- not send their child into school, if they or a family member are displaying symptoms of COVID-19
- contact the school office if their child, or a family member, is experiencing symptoms of coronavirus
- continue to make the school aware of any concerns or problems that may affect their child's wellbeing in school or at home

If parents/carers fail to follow the expectations, and the safety of others is at risk, their child's school place may be removed.

At any time during the pandemic, parents of children in school or supporting their children's learning at home, should contact the school if they require any advice or support regarding their child's behaviour or needs. They should request to speak to a member of staff in their child's classroom in the first instance. They can do this by contacting the school office. During partial or full school closure, you may contact a child's class teacher through the class email accounts. However, the SENCo and members of the Senior Leadership Team can also be contacted. Staff informed of any such concerns have the responsibility of seeking relevant support from another member of staff as necessary.

Parents may also seek support through the school website – See [Parent Support](#) pages for information about supporting mental health during the COVID-19 pandemic.

Positive Handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Children who may require Positive Handling will have a Positive Handling plan (PHP). This outlines provision that will minimise the need for physical intervention. A child's PHP will have been updated during the pandemic if they are attending school.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

During the COVID-19 pandemic, it is important that we assess risk on an individual basis. Positive Handling should only be used if the risk to the child or others is more severe than the risk of contracting coronavirus.

For more information, please read the Positive Handling policy.

Off-site behaviour/ Keeping in touch calls

The school staff will continue to use our rewards and sanctions to support the children, as the environment and situation allows.

7. Pupil transition

Our approach to transition may be different due to the restrictions imposed by the COVID19. The school will communicate with children and their families how they will support transition nearer the time.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

8. Support and Training

Training has been very limited during the COVID-19 pandemic. The school can contact a range of external agencies for support and training, though this may be limited. Support will continue to be provided by the Senior leadership team and SENCo through meetings and staff meetings.

9. Monitoring arrangements

This behaviour policy will be updated in line with Department for Education and West Sussex County Council guidance regarding the re-opening of schools during the COVID-19 pandemic.

Contents

1. Aims
2. Legislation and statutory requirements
3. Definitions
4. Bullying
5. Roles and responsibilities
6. Behaviour management - Rewards and sanctions
7. Pupil transition
8. Training
9. Monitoring arrangement
10. Links with other policies

Appendix 1: Behaviour protocol

Appendix 2: The language of choice

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Significant poor behaviour and serious incidents is defined as:

- Behaviour that regularly breaks the Golden Rules
- A child putting another child, or themselves, in danger
- Bullying
- Treating others unfairly because of who they are or because they have certain characteristics

- Damage to school property
- Theft
- Inappropriate sexualised behaviour

4. Bullying

Bullying in any form is unacceptable at Hassocks Infant School. We understand bullying to be characterised by intimidating behaviour sustained over a period of time and directed at a group or at an individual. Please refer to the Anti-Bullying Policy for further details.

5. Roles and responsibilities

The governing body

- The governing body is responsible for reviewing and approving the written statement of behaviour principles.
- They will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

- The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.
- The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently including supporting peers and leaders in return, seeking appropriate support when needed
- Modelling positive behaviour including; Listening to others, respecting others' opinions, treating others in the school community courteously
- Providing a personalised approach to the specific behavioural needs of all pupils
- Recording persistent and/or challenging negative behaviour using CPOMs. For example, where an injury to a pupil or member of staff has occurred or where there has been damage to property. The incident will also be discussed with the pupil's parent or carer as soon as possible.
- Taking up, disseminating and putting into practice any training received
- Seeking their own professional development opportunities

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

Children

- Treat others with respect and tolerance

- Try and use social and emotional skills they are taught as they grow and develop
- Follow the Golden Rules and therefore work and play safely
- Tell adults about their worries and concerns so that they can be addressed
- Make the most of their learning opportunities and allow others to do the same
- Learn from their mistakes and support others when they make mistakes
- Listen to others and allow others to listen

Parents (Home School agreement)

Parents are expected to:

- Make sure their child arrives at school on time ready for the start of the day at 9am
- Make sure that their child attends regularly and contact the school about any absences on the first day by 9.30am
- Attend meetings for parents to discuss their child's progress whenever possible
- Make the school aware of any concerns or problems that may affect their child's work, progress or happiness
- Support their child's learning by sharing in the opportunities for home learning provided by the school
- Take care of any resources and books that their child brings home from school
- Explain to their children to remember to walk when inside the building, how to take care of toys, books and equipment both at home and in school, how to listen to others and be kind and gentle and to tell an adult about anything that upsets or worries them

6. Behaviour management

Our rewards and sanctions

Positive behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. At Hassocks Infant School we believe that good behaviour needs to be taught and that "what you pay attention to is what you get." We therefore base our systems on looking for and rewarding good behaviour.

The staff will

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Teach a purposeful and relevant curriculum with a clear intent for our cohort
- Develop a positive relationship with pupils
- Greet and welcome pupils in the morning and conclude the day positively and start the next day afresh
- Communicate expectations of behaviour in ways other than verbally
- Establish clear routines
- Look for the positive and be explicit in our praise to help pupils to understand exactly what behaviour is appropriate
- Model positive behaviour and relationships for pupils

- Anticipate and plan for positive behaviour rather than waiting for poor behaviour to happen

The Golden Rules

The children use the Golden Rules to make choices about their behaviour. The Golden Rules have been developed by the children and staff.



The class behaviour chart



The behaviour chart is displayed in every classroom. Each child understands the different sections of the chart. The chart is used to reinforce positive behaviours. However, it also provides a clear outline of sanctions so that all the children can make the best decisions about how to behave.

Reward

When a child or the whole class demonstrates consistent and exceptional behaviour towards the golden rules they will achieve a reward.

E.g.

- Marbles in the jar
- Warm fuzzies

Over a period of time accumulated success as a class will result in the children receiving an agreed class reward.

You're a star

Any child showing very good examples of the Golden Rules will be praised and their achievements will be noted using verbal praise and non-verbal praise e.g. thumbs up, high fives.

Success may also be rewarded and shared in the following ways.

- Achievements can be shared and celebrated with the Headteacher, Deputy Headteacher or another key adult, either one-to-one or during celebration assemblies
- Pupils can be named as the class secret superstar
- Members of staff may inform parents about their child's attainments – verbally or using postcards home
- A child may be given a special job e.g. line leader, or be given an achievement award e.g. Master of Maths

Ready to learn

All children begin at this stage at the beginning of each day.

Stop and think

Where there is low level disruption e.g. calling out, not demonstrating 'good sitting, listening, etc.' The children are given an opportunity to think about their behaviour. Some children may need support to 'reset' and be ready to learn.

Time to turn it around

If a child continues with low level disruption, a further warning is given and the child is told that this is their last warning. At this point we use the language of choice (see Appendix). The children are given a choice to help them move forward, e.g. 'You can either put your hand up to speak or you can continue to interrupt. If you choose to put your hand up then you can continue to have your turn BUT if you choose to call out then you will go and sit in ... class for 5 minutes. It is up to you – it's your choice.

Time out

At this point the child will be given time out. This may mean missing 5 minutes of playtime or time out in another class.

The language of choice

We actively encourage pupils to choose the right thing to do, by explaining the consequences of their choices, both positive and negative. We link consequences to the choices they make to help them to make the best choice and develop responsibility for their actions.

Minimising poor behaviour:

In order to minimise poor behaviour, we follow these general guidelines.

- We check if the behaviour is the result of a pupil not being able to access the curriculum. Good planning, differentiating work and knowing a pupil well is essential for good behaviour
- By giving clear expectations of work and behaviour we give pupils clear aims and boundaries
- We react in as calm a manner possible so we can de-escalate the situation
- We know that distracting and defusing a situation is safer for children and adults
- We know that good communication with parents or carers ensures is essential to our approach of fostering positive behaviour
- Setting up positive and tailored behaviour support programmes for key pupils should they need it

Consequences used in school

While we always look for the positive, we do recognise that at some point consequences may need to be used. Some children may need some support in monitoring and moderating their behaviour.

A consistent response to poor behaviour:

We strive to ensure consistency in our responses to poor behaviour through the strategies outlined in the attached Positive Behaviour booklet. Although it's important for children to work within this system, some children may need adjusted measures to support them in behaving a positive way. We are informed by the thinking; "Every child receives equality of opportunity rather than equality of provision".

In cases of persistent challenging behaviour, the Headteacher, Deputy head or SENCO may:

- Call a meeting with the child's parents
- Request support from an external agency, such as Integrated Prevention and Earliest Help, the Learning and Behaviour Team, Woodlands Mead SEND Alliance, the Alternative Provision Centre, the School nurse or the Educational Psychologist.

The Headteacher may consider an internal, fixed term or permanent exclusion.

Exclusion

Exclusion for poor behaviour is used rarely and only when all other strategies have been tried and exhausted, or when behaviour is so extreme that the school is given no other option. Total defiance of school rules and physically hurting others are behaviours that may lead to either fixed term or permanent exclusions. Exclusions are dealt with in line with the government's published national guidance: Exclusion from Mainstream Schools, Academies and Pupil Referral Units in England (2012, reviewed February 2015)

The school has a zero tolerance approach to pupils physically hurting another pupil or member of staff, bullying, use of derogatory language and swearing.

Positive Handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

For more information, please read the Positive Handling policy.

Searching Children

The Headteacher or Deputy Headteacher reserves the right to search pupils and / or their bags if there is reasonable concern that they could be carrying a harmful piece of equipment, substance or notice of threat. This will be carried out by the Headteacher or the Deputy Headteacher with another member of staff present. The procedure for this would be to speak to the child and ask them to get their belongings and a search would be carried out. The parents would be contacted to discuss the matter and the findings.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support and Co-production – Working together

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

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from external agencies e.g. Integrated Prevention and Earliest Help, the Learning and Behaviour Team, Woodlands Mead SEND Alliance, the Alternative Provision Centre, the School nurse or the Educational Psychologist.

It is always our aim to work collaboratively with parents and families from the earliest stage in supporting children with behavioural and/or emotional needs. For children causing concern this may involve informal discussions between parents/carers and teachers. Where children are presenting with more serious challenging behaviour the school will arrange formal meetings with parents/carers involving outside agencies. The purpose of such meetings is always to establish the best way forward in the interest of the child. These meetings will be recorded, and the main points circulated following the meeting. This could be in the form of a Positive Handling Plan (PHP), which are reviewed on a regular basis to ensure the best support continues to be in place. It is the responsibility of the parent to take the school's concerns seriously and attend meetings as requested.

See Positive Handling policy.

Peer on Peer Abuse/Harmful Sexulised Behaviour (HSB)

We are familiar with the guidance and information contained with part 5 KCSiE 2021 and also DfE guidance [Sexual violence and Sexual harassment between children in schools and colleges](#) which has been produced to assist schools and colleges to manage cases of sexual violence and harassment between pupils.

At our school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy or anti-bullying policy in the first instance.

However, we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns. If this was the case, we would deal with these under our safeguarding and child protection policy.

Off-site behaviour

Our high expectations for behaviour are maintained when the children are off-site, such as during a school trip. The school staff will continue to use our rewards and sanctions to support the children, as the environment and situation allows.

7. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

8. Support and Training

Our staff are provided with training on managing behaviour, with a strong focus on positive behaviour management strategies and ways to de-escalate behaviour. All staff no matter how experienced or inexperienced may require support with challenging behaviour. We assert the

principle that to ask for help is a professional strength and we create an atmosphere where staff realise that seeking help is part of the solution. Support may be provided by

- The SENCo
- Peer supervision e.g. Mentor / Performance management partner
- Member of the SLT
- Professionals from link external agencies e.g. Learning and Behaviour team, IPEH
- Courses and staff meetings

Staff identified as working with pupils who present particularly challenging behaviour will, where possible, be trained in the use of Team Teach. This training covers ways of avoiding or diffusing situations in which physical intervention might become necessary as well as methods of physical intervention. However, individuals have statutory powers to use force by virtue of their job, regardless of whether they have received training.

We respond to the needs of the children within our cohort based on information from other settings, the child and parents to identify training needs. Behaviour management will also form part of continuing professional development

Support available for Parents/Carers:

Supporting parents/carers is part of supporting pupils. Parents need to be able to communicate their families' needs to the school in a positive and open manner. We encourage parents to approach class teachers in the first instance but recognise that there may be occasions when they may wish to initially share with another adult in school who then has the responsibility for keeping other relevant adults informed.

9. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and governing body every four years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the governing body every four years.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Positive Handling policy
- Anti-bullying policy



Hassocks Infant School

Behaviour Protocol

When managing a child's behaviour:

- A variety of interventions may be used at any time – staff will be guided by their professional judgement and knowledge of the child
- Staff always take into consideration children's individual needs and any SEND including Positive Handling Plans
- Staff always offer pupils the chance to change their behaviour using the language of choice
- Staff always use least intervention possible and attempt to de-escalate
- Staff who work with a child on a regular basis know how to manage their behaviour best – involvement of SLT may escalate a situation rather than help
- Involvement of SLT needs to be in line with the protocol outlined below
- Appropriate physical management that may be used ranging from proximity to restraint if children are in danger of hurting themselves or others (see Positive Handling Policy for further information)

Behaviour	Interventions	Actions
<p>Engaged, focussed, calm, following expectations, kind and helpful, respectful, polite and using good manners, taking on responsibility, supportive, involved, trustworthy, active, participation, co-operative, positive, ready to learn, looking/listening, enjoyment and happiness, collaboratively learning, gentle</p> <p>Friendly, respectful of the environment, safe, empathetic, trying</p>	<p><u>Reward</u> <u>You're a star</u> <u>Ready to learn</u></p> <p>Verbal and non-verbal praise and positive reinforcement.</p>	<p>Verbal and non-verbal praise and positive reinforcement. Signs e.g. Thumbs up, high fives. Sharing and celebrating success with the Headteacher, Deputy Headteacher or another key adult one to one or during assemblies. Secret superstar. Stickers awarded for both academic and social effort and achievement. Telling parents good news about their child's progress. Being given a special job e.g. line leader. Wearing an achievement badge e.g. Master of Maths. Postcards home to share with a parent or carer. Show and tell bags. Class mascot diary to take home.</p>
<p>Routine classroom misbehaviour – not concentrating or on task, loudness, distracted, distracting, low level attention seeking</p> <p>Wandering about, calling out, interrupting teacher/other pupils, ignoring instructions, silly noises, talking at wrong time</p> <p>Warnings ignored</p>	<p><u>Stop and think</u></p> <p>Pick your battles Get to know the children Clear, firm and consistent boundaries</p> <p>Praise the positives/examples of expected behaviours Catch them being good Distraction strategies Tactical ignoring Nonverbal – look, wait, hand 'stop' signal Use humour Involve the children – How can we make this better?</p>	<p>Continual incidents may trigger discussion with SENCo or KS leader</p> <p>Informal discussions with parents</p> <p>Use choices and consequences scripts</p> <p>Positive behaviour management strategies</p> <p>How can we make this better? Voice of child</p>

	Role play with situations with your TA – decision alley	
Deliberately causing a disturbance, general refusal to do things, minor challenge to authority, annoying other pupils, throwing small items, walking out of class	<p><u>Time to turn it around</u> <u>Time out</u></p> <p>Give warning Use choices and consequence script</p> <p>Move child to another table/carpet place Miss 5 minutes of play 5 minutes of thinking time 5 minutes in another classroom Use of safe space Where damaging property – child should be encouraged to give back Send to KS leader</p>	<p>Record on CPOMS Speak to SLT and SENCo Parents will be informed, and discussion recorded on CPOMS Seek external advice if not already especially IPEH, depending on family circumstances</p>
Fighting, verbal abuse of staff, damage to property, throwing large objects, physical violence to self and others	<p>Above and involve SLT Use of Team Teach procedures as necessary – de-escalation and reasonable use of force (only for trained staff)</p>	<p>Recorded on CPOMS as a Significant Behaviour Incident Positive Handling Plan required. Continued involvement of SENCO/ Head How can we make this better? Voice of child</p>
<p>All previous interventions unsuccessful Ongoing serious and unsafe levels of behaviour risking harm to themselves and others. Significant impact on Learning & Progress</p>	<p>Involve SLT immediately Use of Team Teach procedures as necessary – de-escalation and reasonable use of force (only for trained staff) Possible internal or fixed Term Exclusion. May involve meeting with Head/Deputy, Chair of Governors, class teacher, SENCO, parents & pupil</p>	<p>Recorded on CPOMS as a Significant Behaviour Incident Possible Fixed Term Exclusion. See school/LA guidance on exclusions. Plan reintegration programme. Contact with external agencies /multi-agency approach continues. Continued use of positive behaviour management strategies. Head Teacher to meet with parents. Consultation with Local Authority How can we make this better? Voice of child</p>

Making things better / Debrief

How can we make things better? With child

Comic strip conversations / social stories

Child giving something back – litter picking, cleaning up

The language of choice

Stop and think

Eric you are calling out, remember we need to put your hand up to speak.

Time to turn it around

Eric you have continued to call out.

You have a choice.

You can either put your hand up to speak or you can continue to interrupt. If you choose to put your hand up, then you can continue to have your turn BUT if you choose to call out then you will go and sit in ... class for 5 minutes. It is up to you – it's your choice.

Time out

Eric you have continued to call out. You had a choice. You continued to interrupt so now you will sit in ... class for 5 minutes.