

Positive noticing

- Marbles in the jar
- Table points (KS2)
- House points
- Stickers
- Positive notes home

Talk partners (or 3s if EAL)

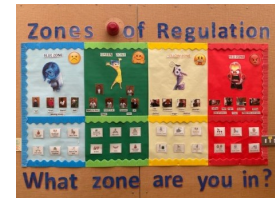
Hands on talk partner's shoulders to check for partner/face partner

Hand signal to turn and talk

Stop signal to stop talk and hand signal to turn back

Wellbeing

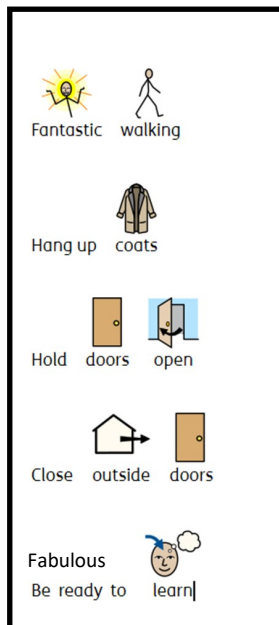
- Calming and breathing techniques e.g. 'five star breathing'
- Worry box—check regularly



- Zones of regulation
- Regulation box
- Circles and solution focused circles

Set clear expectations

E.g. clear expectations of behaviour in corridors.



Movement routines in classrooms

- 1 = stand up
- 2 = move
- 3 = sit down

Consistently refer to rules and values in dialogue with children.



Restorative conversations

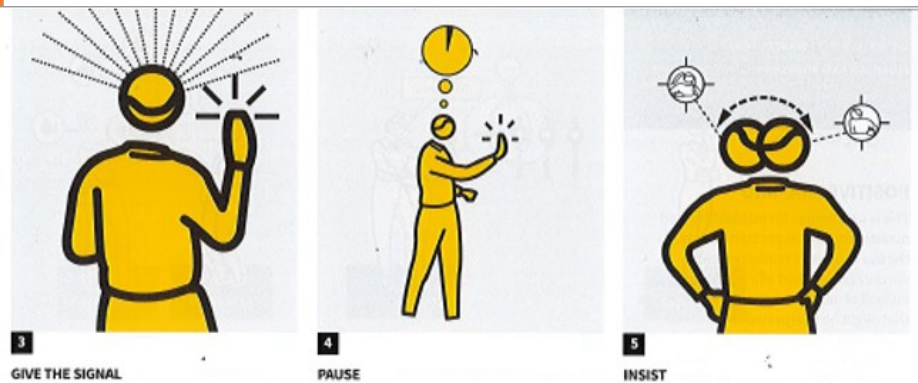


Visuals to reinforce e.g.

"Eyes looking"



Signal, pause, insist

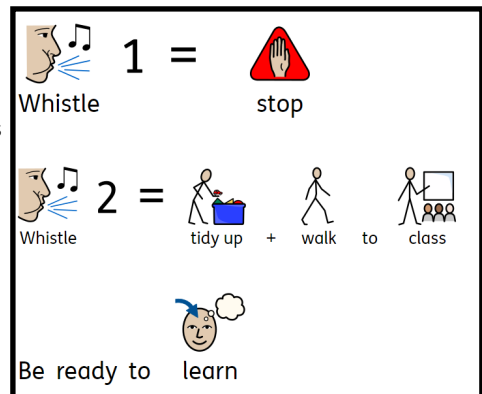


Stopping signals

Silent signal = hand to a stop sign

Verbal signal = "hands on top, that means stop"

Sound signal = tambourine or bells



'Pick up your own tab.'

'If it is predictable, it's preventable.'

'Praise in public, reprimand in private.'

'Strike while the iron is cold.'

	Dealt with by	Action	Action appropriate for SEN
<p>Step 1</p> <p>Talking/ distracting other children</p> <p>Not kind</p> <p>Not respectful</p> <p>Not safe (e.g. running inside)</p> <p>Wasting learning time</p>	<p>All staff</p> <p>(During teaching time, support staff should be really proactive to manage this)</p>	<p>Check primary needs e.g. hungry? Thirsty? Anything upset them?</p> <p>A warning which may take the form of:</p> <ul style="list-style-type: none"> •Non-verbal signal •Describe the expectations, the preferred behaviour •Remind them of times they have 	<p>Check task or instructions are understood</p> <p>Visual reminders</p> <p>Give processing time</p>
<p>Step 2</p> <p>Continuing with above behaviours</p>	<p>All staff</p>	<p>Suggest a move to a different area of the classroom</p> <p>Offer time out at a concentration station within the classroom or time with the regulation box/ doing some breathing</p> <p>Time with an adult, bring closer to an adult in classroom</p>	<p>Can the task be given in a different way or adapted?</p> <p>Would a change of face help?</p>
<p>Step 3</p> <p>Continuing with the above behaviours</p> <p>Inappropriate unsafe behaviour .e.g pushing, elbowing, breaking resources</p>	<p>All staff</p> <p>Teachers</p>	<p>Loss of playtime/lunchtime (5 mins) to have restorative conversation</p> <p>Record ABC on CPOMs</p> <p>Time out e.g. sent to a different classroom followed by restorative conversation</p>	<p>Use of comic strip conversation or social story to develop understanding</p>
<p>Step 4</p> <p>Repeated incidents of the above behaviours (3 incidents)</p>	<p>Teachers and SLT</p>	<p>Time out of playtime/ lunchtime with SLT—may need to radio</p> <p>Class teacher to inform parents (unless it is something below)</p>	<p>Class teacher to inform parents</p>

When to escalate to SLT

Contact SLT straight away via the radio in the case of violence e.g.

- **Fighting – punching, kicking, hands around neck, throwing dangerous objects**
- **Racist or homophobic incident**
- **Swearing that you have witnessed (investigate reported swearing yourself)**

Or in the case of:

- **Escape attempt**