

Cliftonville Primary and Pre- School



Independence Safe and Settled Resilience Respect Aspiration Learning Community Unity

OUR MISSION

As an outstanding school we will inspire children to achieve more than they ever believed possible.

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be.

That through our high-quality learning experiences & curriculum we will improve the life-chances of our children.

That we educate the whole child so they can thrive in a changing world.

Behaviour Policy

Revised 2025

Review date 2026

This policy was developed by the staff, pupils, parents and governors of Cliftonville Primary School in 2015 and reviewed in 2024. It sits alongside our school values

Independence, Safe and Settled, Respect, Resilience, Aspiration, Enjoy Learning and Community Unity

Separate policies exist on the use of reasonable force to control or restrain pupils; positive handling; SEND and bullying, Wellbeing and Mental health. There is a set procedure from Kent LEA for exclusions-

https://www.kelsi.org.uk/_data/assets/pdf_file/0020/62165/Kent-LA-exclusion-guidance-for-schools-and-governors.pdf (see appendix 6).

Aims

This policy aims to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Ensure all adults use consistent language to promote positive behaviour
- Outline our system of rewards and sanctions

We support this by;

- Providing a positive atmosphere based on a sense of community and shared values.
- Promote self-discipline, tolerance, an understanding of respect and social responsibility
- Providing clear boundaries of acceptable behaviour so that children can feel safe and secure.
- Acknowledging some behaviour responses may need additional work or flexibility in approach
- Making children feel valued
- Giving children confidence to have a go in a supportive, encouraging environment
- Providing excellent pastoral care to pupils and if necessary parents through a range of strategies
- Teach appropriate behaviour through positive intervention

Guidelines underpinning these principles

- Good classroom management; positive pupil-staff relationships; positive school environment that supports good behaviour.
- Class rules in the form of clear expectations should be displayed in classrooms and referred to.
- Breaking of acceptable boundaries of good behaviour will lead to a firm, fair, consistent and prompt response based on our Behaviour Learning Ladder (BLL).
- Through a joined up and collaborative approach, behavioural issues will be identified early and individual strategies used to modify behaviour where appropriate, possibly with the support of the Pastoral team and SENDco to establish whether there is a need for external agency support to enable the development of behaviours to support learning; parent and child workshops run with schools Parent support advisors; access to the curriculum or medical assessment and provision.
- Bullying, violence, abusive language, racial and sexual harassment will not be tolerated and may lead to exclusion.
- Pupils should be aware that behaviour out of school, when accompanied on school trips and unaccompanied by a teacher to/from school, reflects on the image of the school. Therefore, sanctions will be used and parents informed.
- Cyber bullying in and out of school will not be tolerated and parents will be informed by phone call and steps taken to support pupil and parent in rectifying the situation.
- Good behaviour should be recognised and praised.

All staff must:

- Regularly praise children whose efforts go above and beyond expectations
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to our school values; independence, safe and settled, resilience, respect, aspiration, learning, community unity
- Make factual and accurate records on CPOMs so that additional support can be targeted appropriately
- Encourage use of positive praise/phone calls home/Class Dojo points/stickers/postcards home

The Headteacher and The Senior Leadership Team must:

- Be a visible presence outside in the morning and after school
- Regularly recognise staff and children whose efforts go above and beyond expectations
- Ensure staff training needs are identified and met
- Use behaviour CPOMs records to target and assess interventions
- Support staff in managing children with more complex or challenging behaviours

We promote positive learning environments by:

- Praise in public – consistently praise children doing the right thing in front of others
- Develop positive relationships with all children and adults in the school community
- Build mutual respect

How we encourage good behaviour

The **Behaviour Learning Ladder** is used across the school to provide a clear, consistent and fair response to all learning behaviours. Early Years and KS1 have the same framework but with less words and visual symbols for each level.

There will always be a need for a degree of flexibility as individual circumstances are considered at all times.

Therefore, the nature of the response will occasionally vary but will be an appropriate reply.

All staff may use their discretion in the nature and timings of their detentions (with regard to workload, class teachers may also use their discretion as to whether they use their break and lunchtimes for detentions). This will be organised as a year group ensuring that there is a graduated response to any behaviour.

Cliftonville Primary & Pre-School Learning Behaviour Ladder		
Behaviour		Action
	<u>Living our school values:</u> Independence Safe and settled Resilience Respect Aspiration Learning Community unity	Verbal praise - "Well done" Sent to another member of staff to show work/to receive praise Informing parents – after school/phone call home to share positive work / behaviour Class Dojo – each value worth 1 point Class Dojo – individual milestone rewards as well as earning for the 'House' they are in Name moved to the appropriate value on the 'green zone' Postcards home Weekly class 'star of the week' award Termly maths, English and values award Headteacher award – incredible work/amazing attitude
Low level disruption: 	Stopping learning in the classroom Stopping play	Redirection/reminder Warning 30 second script Consequence: 5 minutes break/lunch
Continuous low level disruption: 	Still stopping learning Still stopping play	Appropriate consequence – catch up work during a break time/lunch time ↓
	Continued disruption to learning	Moved to another class followed by Class teacher detention (<i>restorative</i>) Moved to the PL class followed by PL detention (<i>PL to record on CPOMS</i>) ↓
	Further continuation of disruption to learning	Sent to SLT followed by SLT detention and parents called (<i>SLT to record on CPOMS</i>) Internal Exclusion (working in another year group)
Serious misbehaviour 	Answering back Lack of respect	Speak to parent Sent to PL Sent to SLT Internal exclusion / off the playground Exclusion
	Swearing Spitting Fighting	
	Biting and Stealing Bullying and Racism Hurting others on purpose Damaging school property on purpose	Sent to SLT for investigation - speak to parent Missed playtimes/ lunchtimes SLT detention and parent meeting Internal exclusion Exclusion
	Restorative conversation	After any event (behaviour in class, incident with an adult(s), incident with another child) – restorative approach to enable responsibility to be taken and to acknowledge the action that has taken place and the effect it had on others. Used to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

The **restorative conversation** is a key part of how we manage behaviour and relationships. Children need to feel valued and have the opportunity to reflect on their actions. Through restorative conversations, relationship between child and child / child and adult can be unaffected as a result of the behaviour and action that took place. The restorative conversation happens between the child and other child/children involved in the behaviour (with adult leading) or with child and adult in who the behaviour took place.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative questions:

- What happened?
- What were you thinking/feeling at the time?
- What have you thought since?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?
- If this happened again, how could you do things differently?

All staff to use consistent restorative questions (copy on card to be kept on their lanyard).

30 second script:

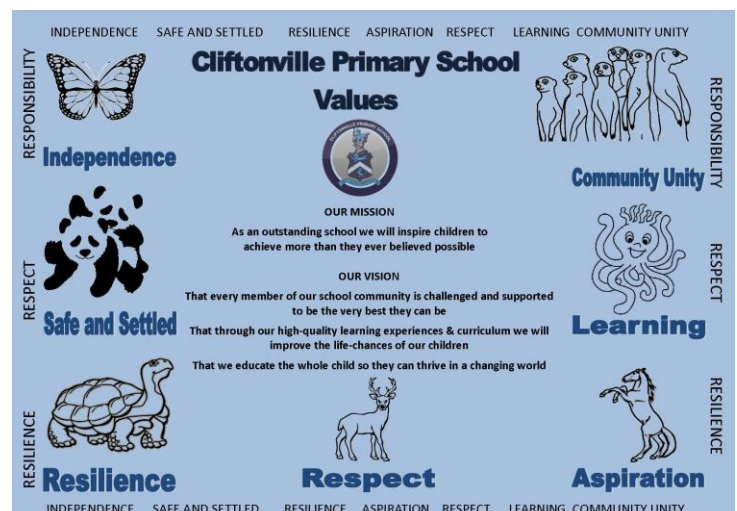
- "I have noticed that...(you are having trouble getting started, distracting others by calling out, wandering around, playing with equipment etc)
- You are not showing our school value...(respect, resilience etc)
- You have chosen to...
- Because of that you need to...(refer to action to support behaviour – moving to another table, complete learning at a different time etc)
- Do you remember when you...(refer to a previous positive behaviour)
- That is who I need to see today, thank you.

Ensure that children understand how their behaviour has a consequence (positive and negative). Through the 30 second script, consistent language is used across the school. Emotion is removed from the behaviour and adults deliver the statements directly and as a matter of fact. End with a reference to a previous positive behaviour to promote positive behaviours and attitude.

The schools' ethos and values of Independence, safe and settled, resilience, respect, aspiration, enjoying our learning and community unity are embedded throughout the school and within each year group's curriculum; activities and assemblies. Through the values and class rules good behaviours are reinforced around the school.

- All class rules should be as clear and concise as possible.
- Children should be made aware of the reasons for each rule e.g. safety, politeness etc.

Mutual **respect** is promoted at all times and through PSHE/SEAL, assemblies and circle time and expectations of good behaviour are made clear to the children through the schools' ethos and values.



Through our curriculum and our schools values we encourage a love of learning for all pupils including those with SEN, high ability, with English as an additional language, with disabilities in order to engage and support them.

At lunchtimes there are Play Leaders and a range of activities to interest different children at lunchtimes. For some children, we also have chill out, a quiet space for those children who find the larger playground and noise difficult to cope with. Additional to this some children who find playtime particularly challenging to control their behaviour and would not benefit from chill out will come to SLT for quiet activity time. The Lunchtime Supervisors are encouraged to praise good behaviour whenever it is noticed and may use the following to reward good behaviour: Verbal praise; dojo tokens and feedback to teacher or SLT who may then praise individuals or whole class.

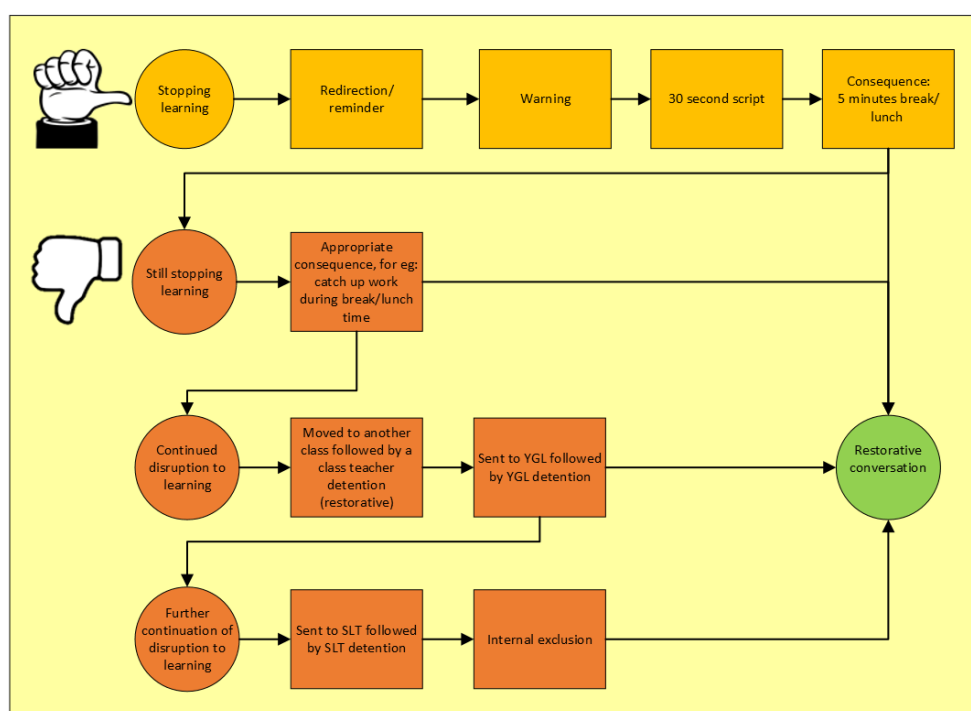
Good learning behaviours are praised in order to boost the self-esteem of the individual through a variety of class and whole school rewards. These include the following:

Rewards	
Verbal praise Child sent to other member of staff for praise Informing parents after school Class point system- Class dojo Positive postcards and teacher's certificates Stickers Termly maths and literacy awards Termly school values awards Annual cup awards (year 6) Bronze/Silver/Gold values badges	KS1- Learner of the week related to KS1 values of independence; safe and settled and resilience. Awarded in Year group assemblies KS2- Learner of the week- has shown any of the values within their learning. Awarded in Year group assemblies Living the Value certificate - termly Maths and English Certificates - termly DOJO's – electronic reward system for recognition of good behaviours. Tokens for Dojo's can be given by Lunchtime supervisors, SLT, Office or IT staff as well.

How do we respond to inappropriate behaviour?

We believe that all people will be treated with respect.

Where behaviours are causing disruption to learning in the classroom, the Behaviour Learning Ladder (BLL) will be consistently used by all staff to remind pupils of the expectations. This will include, depending on the nature and severity of the incident or disturbance, the following;



- If problems persist Parent support worker/SLT wellbeing lead will work with parents on a holistic approach to improving their child's behaviour.
- Monitoring reports
- Internal exclusion (initiated from discussions between PL and SLT, formal letter to be sent home; engagement with pastoral team to support parents.
- Exclusion (appendix 6) followed by reintegration meeting and follow up meeting with pastoral team member. (appendix 6.2 and 6.3)

At play and lunch times the BLL continues to be used where the following strategies will be used;

- **Calming down time**- For minor incidents a period of calming down and withdrawal to a place of safety, by the wall of the school buildings will be enough to rectify many problems. (No more than ten minutes)
- **Excluded at lunchtimes**- If the serious misbehaviour continues the child will sit with SLT during lunchtimes, then a period of reintegration back into the playground over a number of days or weeks may then follow.

The Inclusion team (Pastoral and SENDco) will support certain children throughout the day including lunchtimes, as agreed by the SLT. These will include children:

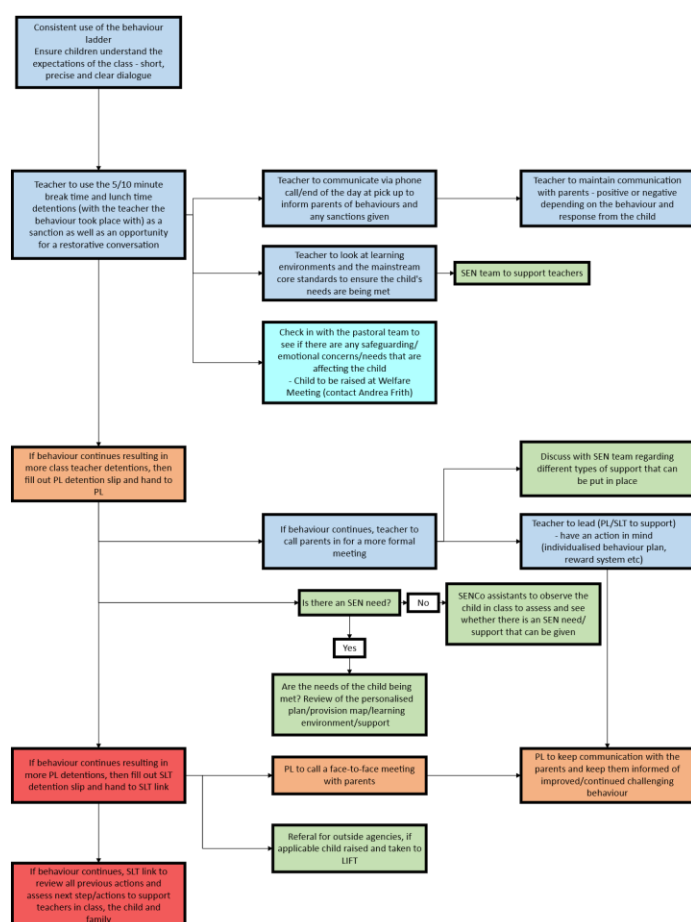
- who are having sanctions imposed due to poor behaviour
- who require long term supervision as they find the playground environment difficult
- who require some behaviour modification work to ensure they understand impact of their behaviour on others and what is appropriate behaviour
- Working with parents on supporting their child improve behaviours in and out of school with parent support advisor

More serious incidences require a respectful, consistent and common-sense approach

Behaviour roadmap:

Teacher PL SLT SENCo Pastoral

Behaviour ladder KS1 (displayed and used in class)

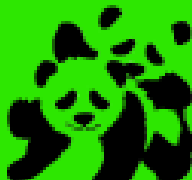




INDEPENDENCE SAFE AND SETTLED RESILIENCE ASPIRATION RESPECT LEARNING COMMUNITY UNITY



Independence



Safe and Settled



Resilience



Respect



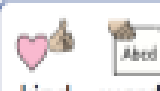
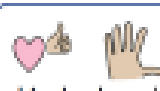
Aspiration



Community Unity



Learning

 sitting on carpet	 no calling out	 listening	 looking
 sitting on chair	 kind words	 kind hands	 kind feet

1st warning

2nd warning

3rd warning



5
MINUTES



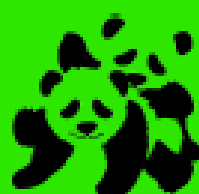
10
MINUTES



INDEPENDENCE SAFE AND SETTLED RESILIENCE ASPIRATION RESPECT LEARNING COMMUNITY UNITY



Independence



Safe and Settled



Resilience



Respect



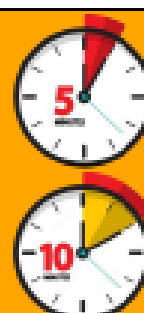
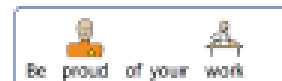
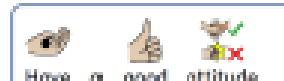
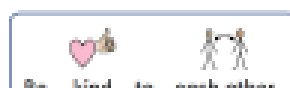
Community Unity



Learning



Aspiration



All serious incidences of inappropriate behaviour (including playtime, lunchtime, classroom or out of school) will be investigated as thoroughly as possible and will lead to an appropriate response. This investigation may be done by the class teacher, Phase Leader or SLT, depending on the nature and severity of the incident.

Schools are expected to take into account the “balance of probability” as to what has happened, rather than the requirement to prove something “beyond all reasonable doubt” as is the case in a court of law. However, we always try to get as accurate a picture as possible before making any decision. This includes taking into account any previous history. Where there is a physical altercation, staff will try to determine the aggressor. Establishing whether a child responds through retaliation or self-defence is extremely difficult and therefore children are taught to refer to an adult as soon as possible. A common-sense approach will be taken by staff, acknowledging (antecedents) what has led up to any altercation whilst also encouraging and supporting more passive strategies. Where CCTV coverage is available, senior leaders may use it as evidence; parents would not normally be permitted to view CCTV due to third party images.

Recording and monitoring behaviour incidents

- Incidents that are dealt with by the PL are recorded electronically on CPOMS and monitored by the PL and the SLT link.
- Incidents that are dealt with by SLT are recorded and monitored electronically where they are recorded by either;
 - Playground incident
 - Classroom problem
 - Serious incident
 - Bullying
 - Racist Incident
- Detentions are recorded electronically on CPOMS. The detention paper slips are given to the office staff at the end of each lunchtime who send out a text to parents explaining the nature of the detention.

Detention slip:**EY/KS1 - PL/SLT Detention****Detention Slip**

Date...../...../..... Teacher

Name of Child

Class.....

Level of sanction required (please circle as necessary) PL detention/ SLT detention

Levelled sanctions							Behaviours
PL detention		M	T	W	Th	F	
	Child to be reminded of rule						Calling out ☐
	Warning to be given to individual child						Not sitting correctly on the carpet ☐
	Child kept in at break time						Not listening ☐
	Child kept in at lunch time						Not looking ☐
	Parents contacted regarding behaviour						Not sitting on a chair ☐
	Additional comment						Not being kind ☐
						Not having kind hands ☐	
						Not having kind feet ☐	
SLT detention		M	T	W	Th	F	Comments
	PL detention						
	Parents called in for a meeting						

KS2 - PL/SLT Detention

Detention Slip

Date...../...../..... Teacher

Name of Child

Class.....

Level of sanction required (please circle as necessary) PL detention/ SLT detention

Levelled sanctions							Behaviours
PL detention		M	T	W	Th	F	
	Child to be reminded of rule						Calling out ☐
	Warning to be given to individual child						Not being kind to others ☐
	Child kept in at break time						Not respecting adults ☐
	Child kept in at lunch time						Not respecting classmates ☐
	Parents contacted regarding behaviour						Not keeping hands, feet or objects to self ☐
	Additional comment						Not sitting on their chair ☐
						Not having a good attitude ☐	
						Not being proud of their work ☐	
SLT detention		M	T	W	Th	F	Comments
	PL detention						
	Parents called in for a meeting						

How do we support children who present with inappropriate behaviours?

We want all children to have the best possible start in life and we understand that most children develop relationships with their primary care giver that makes them feel safe and give them a sense of security and confidence in the first three years of life. This then allows them to learn successfully later.

Phase Leaders, SENCO and SLT will consider pupils behaviour and may put the child on report (see appendix 3). These reports will be in the first instance to the PL followed by an SLT report if deemed necessary. These reports are checked daily with follow up conversations with the parent or carer.

For some children, it is necessary to complete an ABC sheet (see appendix 4). This ABC chart can be used to record behavioural concerns where there have been numerous incidences. This enables looking out for any triggers or patterns that may help to indicate further work.

- 'A' stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- 'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person.

Reasonable adjustments

It is important to remember that some children have extremely difficult and challenging behaviours that are outside the norm for their age. These problems can result from temporary stressors in the child's life, or they might represent more enduring disorders. The most common disruptive behaviour disorders include oppositional defiant disorder (ODD), conduct disorder (CD) and attention deficit hyperactivity disorder (ADHD). Behaviours may also present because the child is frustrated and cannot communicate how they feel or that they just see the world differently (ASD). They may also present with difficulties because they haven't had a safe, stable and secure start in life (Attachment disorders or ACE's). ***As a school we understand these needs and will make reasonable adjustments in order for any child that may require additional help and support.*** To support this, we have a range of strategies to support the child's social, emotional learning development. For more information about this see appendix 8.

Including Pupils on Educational Visits

We fully support the availability of all activities including educational visits to all pupils and recognise that children with additional needs, including those with challenging behaviour, should not be unnecessarily excluded. Reasonable adjustments will be made to accommodate pupils with additional needs, such as 1:1 support. However, if the safety of a pupil (or others) cannot be guaranteed because of his/her inclusion in the visit, then that pupil will not be included in the visit. Documented evidence, including the risk assessment (shared with parents), must be retained. Parents will be expected to collect their child should an incident of unacceptable behaviour occur on a school journey/visit (added June 2019)

Self Defence and the Law

Self-defence is available as a defence to crimes committed by use of force.

The basic principles of self-defence are set out that "It is both good law and good sense that a man who is attacked may defend himself. It is both good law and good sense that he may do, but only do, what is reasonably necessary."

"A person may use such force as is reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large."

Reasonable Force

A person may use such force as is reasonable in the circumstances for the purposes of:

- self-defence; or
- defence of another; or
- defence of property; or
- prevention of crime; or
- lawful arrest.

In assessing the reasonableness of the force used, prosecutors should ask two questions:

- was the use of force necessary in the circumstances, i.e. Was there a need for any force at all?

Appropriate action taken

Following this investigation appropriate action would be taken acknowledging the detail and specifics of what occurred. In most cases and where possible, this will be done on the day.

Through using the BLL, sanctions will be fair and consistent in relation to the level of sanction, either from the class teacher (including PPA staff or any other member of staff), Phase Leader or SLT. (They should not be based upon the tolerance level of the teacher and it should be made clear to the child that it is their behaviour which is unacceptable).

Follow up

An explanation of the consequence of children actions on other children is given wherever possible, sometimes this maybe after the event of even the next day as the pupil must be calm and able to receive and understand the explanation. To avoid a possible desensitising effect only the appropriate pupil should be spoken to, if possible quietly, in the event of inappropriate behaviour.

Children with specific or ongoing behavioural concerns will be highlighted and monitored through using the, ABC (Antecedent, Behaviour, Consequence) Chart Form (see appendix 4). This will be collated and monitored in collaboration with the SENco and may result in a personalised plan and risk assessment.

Physical restraint will only be used when there is an immediate danger of harm to either the pupil or another individual (See Positive Handling Policy) and positive handling form in appendix 5.

Support will be offered to parents whose children's behaviour is difficult to manage. This may be through working with parent support advisor, specific advice, parenting groups/programmes or using external support programmes.

Pupils' Conduct outside the School Gates Including Trips

The law gives teachers 'a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' This statutory power applies in the case of all school visits and trips, or at any time when a pupil's misbehaviour may 'have repercussions for the orderly running of the school...poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.' (Behaviour and Discipline in Schools, DfE Guidance, 2011)

Power to use Reasonable Force

'The legal provision on school discipline also provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.' (Use of Reasonable Force DfE: July 2013) [Use of reasonable force in schools](#)

Searching of Pupils

Searching, Screening and Confiscation, DfE 2014 states:

School staff can search a pupil for any item if the pupil agrees.

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

- knives or weapons
- alcohol or illegal drugs or tobacco and cigarette papers
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school.

Confiscation

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

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy and also consider the pastoral needs of staff accused of misconduct. Please refer to our safeguarding policy on responding to allegations of abuse.

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 [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Definitions

In order to support and clarify specific terms used within this policy, the following has been included.

Low level disruption is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, including but not exhaustive;
 - Knives or weapons
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Further information related to bullying can be found in the schools separate bullying policy where details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Roles and Responsibilities

We believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and orderly environment. We value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour. We have high expectations of everyone and we will actively promote equality whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community.

The school board of Cliftonville Primary School should

- Review and approve the written statement of behaviour principles
- Review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation
- Monitor this behaviour policy's effectiveness and hold the head teacher to account for its implementation.

The Headteacher should

- Review and approve this behaviour policy
- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implements this policy to ensure rewards and sanctions are applied consistently.

Staff should (see appendix 7 Code of conduct)

- Implement the behaviour policy consistently
- Treat all children fairly and with respect.

- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.

- Create a safe and positive environment, physically and emotionally.
- Use rules and sanctions clearly and consistently.
- Be a good role model.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that each child is an individual, and celebrate their diversity, including cultural.
- Be aware of children's special and individual needs and personalise and make reasonable adjustments relating to the specific needs of particular individuals
- Be supported by the SLT

Children should

- Work to the best of their abilities and allow others to do the same.

- Treat others with respect.
- Obey the instructions of the school staff.
- Take care of property and the environment in and out of school.
- Co-operate with and be encouraging to other children and with adults.

Parents should

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that the child does in school.
- Be aware of the school rules and expectations of the home school agreement.
- Be a good role model.
- Support the school in the implementation of its behaviour policy.
- Engage with the school and other professionals as appropriate.
- Communicate effectively with the school about issues concerning their child

Cliftonville Primary & Pre-School Learning Behaviour Ladder		
Behaviour		Action
	<u>Living our school values:</u> Independence Safe and settled Resilience Respect Aspiration Learning Community unity	Verbal praise - "Well done" Sent to another member of staff to show work/to receive praise Informing parents – after school/phone call home to share positive work / behaviour Class Dojo – each value worth 1 point Class Dojo – individual milestone rewards as well as earning for the 'House' they are in Name moved to the appropriate value on the 'green zone' Postcards home Weekly class 'star of the week' award Termly maths, English and values award Headteacher award – incredible work/amazing attitude
Low level disruption: 	Stopping learning in the classroom Stopping play	Redirection/reminder Warning 30 second script Consequence: 5 minutes break/lunch
Continuous low level disruption: 	Still stopping learning Still stopping play	Appropriate consequence – catch up work during a break time/lunch time ↓
	Continued disruption to learning	Moved to another class followed by Class teacher detention (<i>restorative</i>) Moved to the PL class followed by PL detention (<i>PL to record on CPOMS</i>) ↓
	Further continuation of disruption to learning	Sent to SLT followed by SLT detention and parents called (<i>SLT to record on CPOMS</i>) Internal Exclusion (working in another year group)
Serious misbehaviour 	Answering back Lack of respect	Speak to parent Sent to PL Sent to SLT Internal exclusion / off the playground Exclusion
	Swearing Spitting Fighting	
	Biting and Stealing Bullying and Racism Hurting others on purpose Damaging school property on purpose	Sent to SLT for investigation - speak to parent Missed playtimes/ lunchtimes SLT detention and parent meeting Internal exclusion Exclusion

	Restorative conversation	After any event (behaviour in class, incident with an adult(s), incident with another child) – restorative approach to enable responsibility to be taken and to acknowledge the action that has taken place and the effect it had on others. Used to prevent relationship-damaging incidents from happening and to resolve them if they do happen.
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APPENDIX 2

EY/KS1 - PL/SLT Detention

Detention Slip

Date...../...../..... Teacher

Name of Child

Class.....

Level of sanction required (please circle as necessary) PL detention/ SLT detention

Levelled sanctions							Behaviours
PL detention		M	T	W	Th	F	Calling out ☐
	Child to be reminded of rule						Not sitting correctly on the carpet ☐
	Warning to be given to individual child						Not listening ☐
	Child kept in at break time						Not looking ☐
	Child kept in at lunch time						Not sitting on a chair ☐
	Parents contacted regarding behaviour						Not being kind ☐
	Additional comment						Not having kind hands ☐
						Not having kind feet ☐	
SLT detention		M	T	W	Th	F	Comments
	PL detention						
	Parents called in for a meeting						

KS2 - PL/SLT Detention

Detention Slip

Date...../...../..... Teacher

Name of Child

Class.....

Level of sanction required (please circle as necessary) PL detention/ SLT detention

Levelled sanctions							Behaviours
PL detention		M	T	W	Th	F	
	Child to be reminded of rule						Calling out ☐
	Warning to be given to individual child						Not being kind to others ☐
	Child kept in at break time						Not respecting adults ☐
	Child kept in at lunch time						Not respecting classmates ☐
	Parents contacted regarding behaviour						Not keeping hands, feet or objects to self ☐
	Additional comment						Not sitting on their chair ☐
							Not having a good attitude ☐
						Not being proud of their work ☐	
SLT detention		M	T	W	Th	F	Comments
	PL detention						
	Parents called in for a meeting						

Behaviour Report Card for _____

Date	Day	😊 😐 😞					Parent /Carer
		Session 1	Playtime	Session 2	Lunch	Session 3	
	Monday						
	Tuesday						
	Wednesday						
	Thursday						
	Friday						

Targets

Notes/ other information

Appendix 4

ABC (Antecedent, Behaviour, Consequence) Chart Form

Name/class /Date/Time	Activity	Antecedent	Behaviour	Consequence
	What activity was going on when the behaviour occurred	What happened right before the behaviour that may have triggered the behaviour	What the behaviour looked like	What happened after the behaviour or as a result of the behaviour

APPENDIX 5

HEALTH AND SAFETY RISK ASSESSMENT: CLIFTONVILLE PRIMARY SCHOOL

For use where positive handling may occur

Risk assessment completed by:		Date completed:	
Name of child:	DOB:	Year:	
Identification of Risk			
Describe the foreseeable risks:			
Is the risk:	Potential	Occurring	
Assessment of risk - In which situations does the risk usually occur?			
How likely is it that the risk will occur? (unlikely, possible, probable, likely)			
If the risk arises, who is likely to be injured or hurt?			
What kinds of injuries or harm are likely to occur?			
How serious are the adverse outcomes? (severe, substantial, minor, minimal)			
Risk Reduction Options			
What actions are being taken to minimise the level of risk? (Consider changes to environment, awareness of triggers, de-escalation strategies, varying staff deployment, varying teaching group/size, access to quiet area etc.)			
Any immediate actions to be taken, by whom and by when?			
Signed:		Role:	
Signed:		Parent / carer	
Date:		Copy to:	

APPENDIX 6

SUMMARY OF EXCLUSION PROCEDURES

https://www.kelsi.org.uk/data/assets/pdf_file/0020/62165/Kent-LA-exclusion-guidance-for-schools-and-governors.pdf

Permanent Exclusions

Permanent exclusion is only used as a final step when a wide range of other strategies has been tried and failed. There may be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.

We will consider whether or not to inform the police or other agencies, e.g. social workers etc. These instances are not exhaustive but indicate the severity of such offences and the fact that behaviour can affect the discipline and wellbeing of the school community.

The LA must be informed of the exclusion within one school day via Digital Front Door (DfD) on KELSI

Fixed Term Exclusions

Although the law allows for a head teacher to exclude a pupil for up to 45 days in a school year, exclusions should be for the shortest time necessary.

The limit of 45 school days applies to the pupil not the institution therefore any days of fixed-term exclusion served by the pupil in any school or PRU in the same school year will count towards the total. If a pupil transfers to a new school during the academic year, records of the fixed-term exclusions should therefore be transferred promptly to the new school.

A fixed-term exclusion does not have to be for a continuous period: e.g. a pupil may be normally attending school three days a week and a local further education college for the other two; so, a five-day exclusion from the school could be for three days in one week and two days in the next week.

Days 1 to 5

The school must ensure that the parent is fully informed of their duties in the first five days of exclusion, of the school days on which the pupil will be provided with suitable education and must attend that provision and of any sanctions that may be imposed for non-attendance.

During the initial period of up to five school days, the parents of the excluded pupil must ensure that he or she is not present in a public place during normal school hours without reasonable justification.

Parents can be prosecuted or given a fixed penalty notice of £120 if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises. If the LA is advised that a parent has failed to comply with supervision requirements during the first 5 school days of an exclusion, our School Attendance Service will take further action if, after enquiries / evidence gathering, the relevant officer decides that there are sufficient grounds on which to proceed.

The school must ensure that work is set for the pupil to complete during the first five school days of exclusion and that it is marked, unless during that time the pupil will be attending alternative provision (arranged on a voluntary basis by the school).

Day 6

Where a pupil is given a fixed-term exclusion of six school days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion in conjunction with the Area Inclusion and Attendance Team.

All exclusions should be reported to the LA via Digital Front Door (DfD) on KELSI.

Reintegration meeting

Whilst the Statutory Instrument requiring a reintegration meeting was revoked as part of the September 2012 revisions to the guidance, it is considered good practice that schools meet with parents and the young person to discuss the issues and reasons for the exclusion and agree a way forward. The purpose of the reintegration meeting should be to support the pupil's reintegration and promote the improvement of his or her behaviour. The pupil should normally attend all or part of the meeting with at least one of his/her parents and notes will be taken see appendix 6.2. A Parent support advisor will also be present to then aid parents in the following weeks with supporting their child to change their behaviour.

A fixed-term exclusion must not be extended if such a meeting cannot be arranged in time or the parents do not attend.

If appropriate for the child a reintegration back into class will also include a monitoring report for a week- to ensure appropriate behaviours are adopted and sustained. (appendix 6.3)

Notification of parents

Whenever a head teacher excludes a pupil, they must notify the parent without delay, ideally by telephone followed up by a letter. All exclusion cases should be treated in the strictest confidence, only those who need to know the details should be informed of them.

In exceptional cases, usually where further evidence has come to light, a fixed-term exclusion [given 'pending further investigation'] may be extended, or converted to a permanent exclusion, a second letter should be sent to the parents explaining the reasons for the extension/change.

Day 6

In the case of an exclusion of >5 days, the parent must be informed of arrangements for 6th day provision, in writing at least 48 hours before the provision is to commence.

Internal Exclusions

An internal exclusion is the severest school-based sanction, without actually excluding the child. A standard letter is sent to the parents informing them of the decision to internally exclude, citing the reasons. The child should be delivered to the school office in the morning and collected from there at the end of the day. They will not be permitted to spend any time with their peers during that time, including the lunch period. A member of the SLT will monitor the child throughout the day during which they will be expected to complete work. Report cards may also be given to any child following an internal exclusion. A template letter can be found below;

APPENDIX 6.1

Internal exclusion letter to parent

Dear

Re

It is with regret that I have to inform you that has been involved in a significant breach of our school rules and behaviour policy. After much consideration s/he will be internally excluded for This means that s/he will be educated away from his/ her class or year group.

Decisions to internally exclude are never taken lightly and are considered closely in line with our schools' behaviour policy. However, on

You need to be aware that this sanction provides with an opportunity to avoid an external fixed term exclusion and, by conforming to our rules and expectations, find a means to return to the main classroom.

We would appreciate your involvement in supporting the school and reinforcing the seriousness of this current situation. Should you wish to discuss this matter in greater detail then I recommend that you contact your child's Head of Year at your earliest convenience.

Yours sincerely,

Claire Whichcord

Head of School

APPENDIX 6.2



CLIFTONVILLE PRIMARY & PRE-SCHOOL

Minutes of Meeting with a Parent/Carer

Name of Child:

Date:

Reintegration Meeting following exclusion

Focus

Date of next meeting:

APPENDIX 6.3

MONITORING REPORT

Targets

1. To act appropriately and respectfully to adults
2. To respond positively and engage in learning
3. To develop positive relationships with other children
4. To be able to recognise when emotions are running high and act appropriately

Monday	Tuesday	Wednesday	Thursday	Friday
Other comments				

Appendix 8

Appendix 8.1: Supporting children with attachment issues

Appendix 8.2: Supporting children with ASD

Appendix 8.3: Supporting children with ADHD

Appendix 8.4: Supporting children with BESD

Appendix: 8.5: Supporting children with Dyslexia

Appendix: 8.6: Supporting children with dyspraxia, motor coordination and associated difficulties

Appendix 8.7: Supporting children with hearing impairment

Appendix 8.8: Supporting children with speech, language and communication needs

Appendix 8.9: Supporting children with other learning difficulties

Appendix 8.9.1: Supporting children by having an inclusive learning environment

Appendix 8.1: Supporting children with attachment issues

A very brief guide to Attachment issues

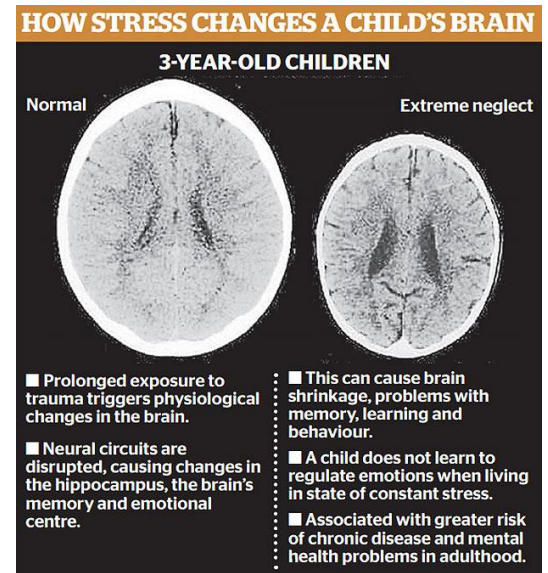
School behaviour policies typically involve clear consequences for actions. In order to ensure children and staff are safe, these sanctions are consistently enforced. For the majority of children, this 'one size fits all' works. However, there are a possibly growing number of, children that alternative strategies and a flexibility in approach needs to be had, whilst balancing the necessity for consequences.

In early child development the primary care giver is available and responsive to their infant's needs and establishes a sense of security in their children. The infant knows that the caregiver is dependable, which creates a secure base for the child to explore the surroundings. However, for children who have not always had consistent care, attachment behaviours are motivated by the need to keep the caregiver near and to ensure their needs are met. This behaviour is not helpful within a school environment.

When babies or young children fail to have their needs consistently met they experience heightened levels of stress hormones- cortisol which can impair the brain and body growth, resulting in brain cell-growth slowing and the killing of brain cells.

The impact of these experiences (Adverse childhood experience – ACE's) are thought to be more severe the earlier the child experiences them as the first three years are crucial to a child's development.

As a result of these experiences a child is at risk of developing significant developmental vulnerabilities in their emotional, behavioural and cognitive abilities which can adversely affect their memory and ability to learn permanently and may result in the development of 'attachment difficulties'.

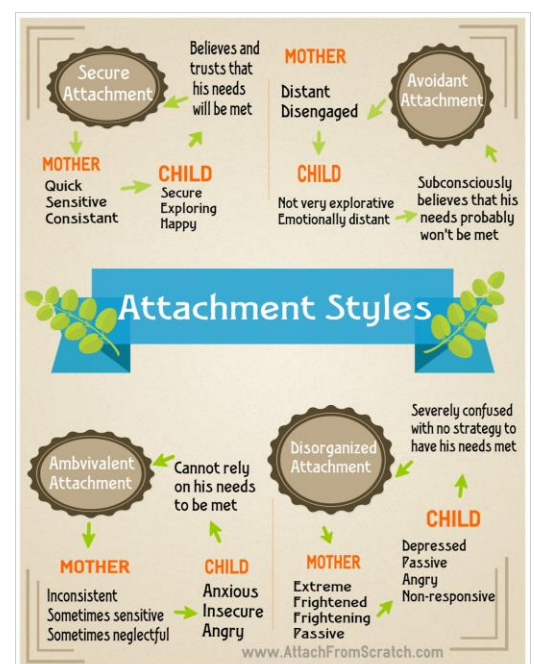


Examples of Adverse Childhood experiences leading to attachment disorder or behavioural difficulties.

- Children who have experienced separation from their Primary carer (usually the mother) in their early years
- Children who have had inadequate/ inconsistent/ several caregivers or care
- Adopted children (even if the adoption took place very early in life).
- Looked after children.
- Children whose mothers suffered post-natal depression.
- Children whose family life has broken down due to illness, bereavement, divorce, substance misuse or domestic violence.

Not all children who have experienced these difficulties will have attachment issues or behavioural issues. Some children have a great deal of emotional resilience and other factors such as supportive relationships with adults in school and beyond can play a huge part in their emotional development.

What sorts of behaviours might a child with attachment issues present?



Behaviour	What the child may be thinking
Poor concentration	I'm scanning the room for signs of danger. Sights, sounds and smells can trigger panic as reminders of past trauma.
Turning around	I feel like Danger might come from behind.
Talking all the time	I'm making "White Noise" – life feels safer that way.
Constant asking trivial questions	It feels dangerous to "get it wrong".
Ignoring instructions	I have too much anxiety to be able to listen.
In trouble at break times/ lines	I panic when in crowds.
Trying to create chaos	It feels chaotic inside, so it is safer if it's around outside as well.
Refusal to be helped with work	I was helpless – I'll never be helpless again.
Lying/ stealing	Life may feel like a lie – I'm not sure of the difference between fantasy and reality.
Hoarding/ hiding objects	I've gone without – I want to keep things close to me.
Particularly challenging behaviour during Maths/ Literacy	It is clear when Maths or Spelling is wrong – if I'm wrong may lead to another rejection.
Sulkiness when spoken to by authority figures	I have no words to describe my feelings – sulkiness is a cover-up.
Behaviour suddenly deteriorates	A new sibling or step-sibling has arrived or there is a painful anniversary, contact or changes at home.

So what can we do to be an attachment-friendly school?

- "Catch them being good" – find all opportunities to celebrate a pupil's success.
- Win/ win choices – give controlled choices so child feels they have some control.
- Structured tasks which can be completed independently with all materials nearby – reduces the risk of being "wrong".
- Peer buddies/ mentors to reduce anxiety about not having adults nearby.
- "Calm box" of tried and tested activities/ equipment which help child feel calm if you feel they are going into overload.
- Zones of Regulation displayed in all classrooms for children to identify and recognise their own emotions.
- Children with attachment issues can be bossy, so provide child with responsibility for tasks rather than people.
- Co-operative group work with specifically assigned roles.
- Circle Time/ Group activities to develop turn-taking and listening.
- Reliable, consistent adults – key person to seek help from (especially during noisy lunchtimes).
- Specific procedures for arrival in school.
- Gradual introduction to new environments – extra support with Transition.
- Transitional objects can take the place of the teacher for short periods. (Please hold this for me for a while).
- Warn the child about change – countdowns to transition time or adults leaving.
- Explain any changes to routine and the reasons why – timetable changes, supply teachers coming in etc.
- Thinking about sitting. You may want to sit the child next to a wall so there is less "danger".
- The Language we use is of key importance
- Validate the child's feelings- "I can see you really cross about x, I would feel cross to"; "It seems as if you are finding this really hard today."
- The child may deny it, but knowing they are being listened to may reduce the need for extreme behaviour.
- Never tell them "Don't be silly" or "it doesn't matter". Something which is trivial to you may be of the utmost importance to them.

- Try to find ways for them to express themselves other than through words e.g. Zones of Regulation, anger barometers, calm scales. Music, dance, drama, Art and play can give the child alternatives to words.
- The child desperately needs the message "I want you here." Avoid threats of removal or exclusion – that is their greatest fear. If he/she needs to be removed, try to put it positively "We need to go and see Mr/ Mrs X".
- Don't be afraid of silence – the child may just need time to formulate an answer.
- Try to paraphrase for them: "I hate school" - "It sounds like you are not happy with school at the moment. What has happened?"
- Try to name their emotions for them- "It sounds like you felt really frustrated when you didn't get a turn" link to ZOR and discuss with them the things in the Zones tool kit to help them regulate.

When talking to the child:

- Listen.
- Accept.
- Keep eye contact and keep your body language open.
- Avoid entering the child's personal space.
- Try not to judge.
- Give the child time and space to talk.
- Acknowledge their feelings while making boundaries clear.
- Ask open questions which encourage the child to find a solution.

Strategies for Classroom Management:

1) **Provide a Stable, Predictable Routine:** A predictable routine provides a sense of structure for all children. For a child with attachment disorder or ACE's it shows that over time, they can expect the same routine and activities every day. This can lead them to begin to trust the consistency in your classroom and to start attempting to trust you as a worthy caregiver. In time this can begin to repair / grow neurons in the brain not developed due to ACE's, and begin to teach the child to self-regulate.

2) **Set Clear Limits and Behavioural Expectations:** Clearly and explicitly define what is considered appropriate behaviour in your classroom and what is not. Make sure that these rules are posted somewhere all children can see. As well as posting what is expected from each student in terms of behaviour, be sure to post the consequences as well. Not only should that include the consequences for choosing to engage in problem behaviours, but also what rewards can be earned for choosing appropriate behaviours.

3) **Make Sure Good Behaviours are Rewarded EVERY TIME:** In order for a child with attachment disorder or ACE's to start learning to trust others and to begin engaging in appropriate social interactions, they need to learn that these behaviours are worth behaving in. You may need to start as small as, "I like how you just used your pencil safely. Great job!!" It is only with the repeated pairing of engaging in good social behaviours and positive outcomes that a child with attachment disorder can begin to break down the one steadfast rule that their history has taught them: trust no one but yourself. Good social behaviours leading to good things, provides your student with the experience that not all adults are bad and unworthy of trust. ***(Remember though, the brain of a child with attachment disorder/ACE's has been changed at the neuronal level due to their experience to react otherwise, via the Fight or Flight response. This will take a great deal of time and experiences to change, given their pre-wired circuitry to the contrary.)***

4) **Follow Through with Consequences EVERY Time:** One of the hardest things for someone who has not had experience with attachment disorder to do is to follow through with the consequence they have set for engaging in problem behaviour.

Most educators and parents hope they can use regular behaviour tactics, such as verbal praise and yelling at a child when they have behaved inappropriately. However basic behaviour management does not work for a child with attachment disorder / ACE's because they lack impulse control, a sense of conscience, and empathy to guide their behaviour. Most adults also continue to try these "normal" behaviour management methods, because they

have come to fear what results when they actually do follow through: repeated, lengthy and sometimes dangerous battles for control.

In a very real sense, a child with attachment disorder/ ACE's needs tough love. They need help learning that engaging in problem behaviours will not earn them what they are hoping to gain: in most cases that is your attention and for you to lose your cool and back down, so they feel they are still in control of their world and you have lost the battle. That being said, make sure the consequences you set for inappropriate behaviours are things you can actually follow through on.

5) Pick Your Battles Wisely & Provide Choices: This is in two-parts;

1. Pick your battles wisely. Begin by selecting the problem behaviours that are dangerous to yourself or others. Safety needs to be your number one priority then prioritise the problem behaviours you wish to address wisely. Know that any boundary you set in regard to expectations will be tested repeatedly. Therefore, it will be slow work and you may only be able to work on one problem at a time.

It is important to note that in severe cases it may need to be your main goal to provide behavioural interventions before you can truly focus on academics for a child who has attachment disorder / ACE's. The starting point needs to be getting rid of the problem behaviours that prevent learning from occurring, before expecting the child to be able to learn academics.

2. Provide Choices! Remember, that a child with attachment disorder/ACE's engages in many problem behaviours in an effort to gain control of their world. Therefore, by providing choices you give them a chance to assert their control over their learning. (This is a marvellous way to decrease the battles that ensue over just stating a demand, by providing choices in this situation, your student's sense of control will not feel threatened).

In time, as the child begins to trust you and build a relationship with you, you can begin to fade some of these choices if your goal is to get your child engaging in age-appropriate academic behaviours, such as sitting at a desk or using age-appropriate writing utensils. However, it may take a great deal of time to get to this point, even a few years. Therefore, pick your battles wisely without getting caught up in the battle for control. For many this is hard to do, but it really makes a huge difference for a child with attachment disorder/ACE's. Sharing control, by giving your child choices, will go a long way in decreasing time spent debating a demand and increasing the amount of time the student with attachment disorder engages in appropriate classroom behaviours.

Appendix 8.2: Supporting children with ASD

Strategy sheet: for those displaying the characteristics of or have a diagnosis of autistic spectrum disorder

Prepare the pupil before the session/lesson by outlining what it will be about.
Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime.
Set tasks with clear goals and write worksheets in step-by-step form.
If pupil becomes anxious allow him/her to remove self to an agreed calm-down area.
Seat pupil in an area of classroom free from busy displays and distractions.
Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines, illustrated by pictures, for pupil to refer to. Illustrate them visually - for example, use a traffic-light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voice).
Use a visual way of showing the pupil what they/the class will be doing, such as a sequenced series of pictures (a visual timetable), clockface divided into sections, or written list.
Use timeline of events → →that branches ↕ to show where pupil will have to make choices.

Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Write instructions down as a list for pupil to tick off when completed.
Use pupil's name before asking a question or giving an instruction.
Avoid or explain metaphorical language and idiom like 'pull your socks up', 'it's raining cats and dogs', 'in a minute'.
Explain any changes of routine to the pupil in advance.
Involve the pupil by asking direct, concrete questions at their level or understanding.
Support writing with writing frames, templates (e.g. writing up a science experiment), mind maps, gapped handouts.
Allow pupil to work alone rather than in a group where possible. If in a group, give clear roles within the group and put the rules and roles into writing.
Use the visual prompts on cards or photos, or consistent non-verbal signs (sit, look listen, hand up, wait, quiet) to show pupil the social behaviours expected.
Prevent repetitive questioning by giving pupil a set number of question cards to give you each time they ask a question - when cards are gone, no more questions.
Don't ask the pupil to talk or write about imagined experiences.
Avoid tasks which depend on empathy (e.g. in literature, history, geography, PSHE and citizenship).
Set explicit and clear expectations e.g. how many lines to write, how many questions to answer, how long to listen (use timer).
Put a green 'start' dot on the pupil's book and a line to show where to finish. Use in and out boxes for work to be done and work that is finished.
Provide pupil with a symbol card to display when he or she wants help.
Expect to teach pupil social skills e.g. what to say/do when praised, how to ask for help. Always tell the pupil what to do rather than what not to do.
Provide a structure for unstructured time e.g. chess club rather than breaktime outside.
Model to the pupil that making mistakes is OK as a part of the learning process.
Use incentives based on pupil's interests e.g. a pause every hour to focus on their interest or obsession, once they have completed their work.
If pupil does off at a tangent, direct conversation back to the topic in hand; 'Right now we are talking about volcanoes'.
Use immediate and individualised reward systems e.g. collecting a number of stickers.

Appendix 8.3: Supporting children with ADHD

Strategy sheet: for those displaying the characteristics of or have a diagnosis of attention deficit hyperactivity disorder (ADHD)

Seat pupil near the front with their back to the class, between two good role models and well away from areas with pupils need to walk through.
Establish a quiet place where pupil can go to work.
Allow pupil to fiddle with a piece of Blu-Tack, rubber band squeeze ball or another chosen object.
Make tasks short, with frequent breaks and opportunities to move around.
Give instructions simple and clearly. Make sure the pupil is looking at you first. Check that he or she has understood them.
Use a kitchen or sand timer to help pupil complete a task in a specified period of time.
Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then; give yourself a pat on the back.'

Devise a private signal system to let the pupil know when they are off-task or behaving inappropriately.
Use a planned reward system.
Teach a relaxation strategy like slow breathing and cue pupil when they need to use it.
Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil to refer to. Illustrate them visually - for example, use a traffic-light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).
When pupil is misbehaving: - Say what you want him or her to do, rather than what you don't - 'N I want you to keep your hands in your lap' instead of 'N, stop bothering P'. - Label the behaviour but not the pupil - not 'You big bully' but 'N, bullying is not allowed in our school'. - Remind pupil of a rule, rather than telling them off - 'N, our rule is we put up our hand to answer,' or make a point of praising a pupil who is keeping to the rule - 'A, I like the way you put your hand up when you knew the answer'. - Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them.
To help pupil work independently: - Actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task. - Give independent tasks that have previously been modelled for the whole class. - Give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner.' - Use visual prompts in the form of pictorial task cards. - Provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'.
Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets.

Appendix 8.4: Supporting children with BESD

Strategy sheet: for those displaying the characteristics of or have a diagnosis of behavioural, emotional and social difficulties

Seat pupil by a more settled peer.
If pupil becomes wound up/anxious, allow him/her to remove self to an agreed calm-down area.
Make tasks short, with frequent breaks and opportunities to move around.
Remember that children (and adults) who are stressed find it hard to take in and remember complex information; make instructions short and clear. When pupil is experiencing emotional turbulence or anxiety, provide low-key tasks and increased structure and predictability in the classroom environment.
Set tasks with clear goals, outputs and timescales.
Teach/use clear classroom routines e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil to refer to. Illustrate them visually - for example, use a traffic-light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).
Expect to teach pupil specific behavioural skills e.g. how to ask for help.

When pupil is misbehaving: - Say what you want him or her to do, rather than what you don't - 'N, I want you to keep your hands in your lap' instead of 'N, stop bothering P'. - Label the behaviour but not the pupil - not 'You big bully' but 'N, bullying is not allowed in our school'. - Remind pupils of a rule, rather than telling them off - 'N, our rule is we put up our hand to answer' or make a point of praising a pupil who is keeping the rule - 'A, I like the way you put your hand up when you knew the answer'. - Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them.
Make an effort to 'catch the pupil being good' and praise them. Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then; give yourself a pat on the back'.
Devise a private signal system to let the pupil know when they are off-task or behaving inappropriately.
Use a planned reward system for appropriate behaviour.
Enhance access to ICT - use of the internet to research a topic, access to predictive word processing software and onscreen word grids to support writing, opportunities to create presentations.
To help pupil work independently: - Actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task. - Set independent tasks that have previously been modelled for the whole class. - Give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner'. - Use visual prompts in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'.
Take steps to build pupil's self-confidence: - Find out what they know about or are good at and have them share this with the rest of the class or school. - Give them responsibilities, for example organising a lunchtime or after-school club, being a playground buddy, helping those who are new to the school. - Have them keep records of new things they learn and can do. - Ask them to tutor another pupil with their work. - Photocopy good pieces of work for them to take home.
Take special steps to build the relationship with the pupil: - Take extra care to greet the pupil each day and say a word or two individually to them. - Have lunch with the pupil from time to time. Try to involve them in a lunchtime or after-school club that you run. - Invite them to help you with daily tasks. - Listen without giving advice or opinions; show that you understand how the pupil feels ... <i>'That must have made you very angry/upset.'</i> - When things go wrong, reject the behaviour, not the pupil ... <i>'This is not the behaviour I expect to see from someone as kind and helpful as you.'</i> - Don't be afraid to tell the pupil you like them and that what happens to them matters to you ... <i>'You really matter to me and it's important to me that you do well this year.'</i>
Organise time - perhaps during registration - for a teaching assistant to chat with the pupil, giving them a chance to talk about anything that may be troubling them and get themselves ready for learning.
Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets.
Deploy a teaching assistant to model, coach and reinforce group work skills when the pupil is working collaboratively with other pupils.

Appendix: 8.5: Supporting children with Dyslexia

Strategy sheet: for those displaying the characteristics of or have a diagnosis of dyslexia

Have pupils work in pairs - dyslexic pupil who has good ideas but difficulty with spelling and handwriting with a pupil who is good at writing but not so strong on ideas.
Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12-14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with keywords, symbols and pictures. Put important information in bold or colour.
Have any text that the pupil will struggle with read to them by a 'study buddy' or TA.
Avoid asking pupil to copy from the board – can work with a study buddy, or quickly jot things down for them, or use a photocopied transcript.
Be aware that the pupil may find it hard to hold questions, information or instructions in their head for long enough to act on them, and: - repeat instructions/questions - 'chunk' them rather than saying in one long string - jot them down on a sticky note, or encourage the pupil to do so - allow time for processing (for example paired discussion with a partner before putting hands up)
Be aware that dyslexic pupils may know something one day and forget it the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. Avoid criticism; instead, talk with them about strategies they can use to help them remember things.
Use ICT supports - laptop, predictive word processing, grids or useful words, sound files attached to information/instructions/key texts/revision notes, portable electronic phonetic dictionaries, speech-supported texts, spellcheckers, mind mapping software, reading pens, digital audio recorders.
Mark for content rather than presentation. When marking, praise for two correct spellings, target two incorrect spellings and use these errors as teaching points. Suggest a way of avoiding the mistake in future - for example, the similarity of the spelling to other known words, or 'the tricky bit' that has to be learned.
Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making poster, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories.
Scaffold writing: - Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking - Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings - Provide clue cards - Use cloze procedure (where the pupil fills in missing words in text) - Print off an IWB page used in whole-class session and have pupils add to it/annotate.
Do not expect pupil to easily remember sequences such as days of the week, months of the year, the alphabet, times tables number facts. Provide aids (for example, a pocket alphabet or calendar, table squares, calculator).
Avoid embarrassing a pupil by asking them to read aloud in front of others, unless they volunteer.
Overcome problems in learning by rote by helping pupil recognise patterns, use mnemonics, or use memory strategies that create relationships between items in a list or in order to aid recall.
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning.
Teach pupil strategies to improve organisation, such as diaries, workplans, checklists of equipment they have to bring to school each day, use of organiser functions on mobile phone/laptop.
Provide the pupil with a study pack - spellchecker, highlighter pens, glue sticks, Post-it notes, a line tracker for following text, audio recorder, reading pen, index cards for subject vocabulary or spelling mnemonics, dictionary, sheet of high-frequency words, alphabet strip, memory jogger card of b/d confusion, sticky labels to use to correct or conceal, a table square, a calendar, a calculator.

Write down homework for pupil or give it on a pre-printed sticky label of sheet they can stick into their book or record your instructions on a dictaphone. Allocate a homework buddy they can ring if they have forgotten what to do ('phone a friend')

Appendix: 8.6: Supporting children with dyspraxia, motor coordination and associated difficulties

Strategy sheet: for those displaying the characteristics of or have a diagnosis of dyspraxia, motor coordination and associated difficulties*

Minimise need for extensive handwritten recording - use ICT (predictive word processor, on-screen word banks, graphics packages), bullet points, mind mapping, flow charts, gapped handouts, buddy acting as a scribe, photocopied transcripts of notes, pre-prepared Post-it' with information the pupil can pick up and place on the page, print-off of IWB page for pupil to annotate.
Allow pupil to choose writing tools that are most comfortable for them - pencil, pen, felt pen.
Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12-14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with key words, symbols and pictures. Put important information in bold or colour.
Check seating - desktop should be at elbow height, pupil should be able to sit right back in their chair with knees bending back at right angles and feet flat on the floor . Put box or large book under feet if necessary.
Use aids supplied - portable writing slope, clipboards to attach paper to, non-slip mats, repositional glue sticks to anchor paper or other materials, ruler and paper backed with Dycem, small tray for equipment, triangular and thick-barrelled pencils/pens /paintbrushes or smooth-flowing rollerball pens, two handled/loop handled/spring-loaded scissors, handled ruler, transparent pencil case, templates and stencils (e.g. map outlines) for drawing.
Use a reminder handwriting alphabet and numeral formation guide at top of desk.
Use larger-lined book or paper, columns or boxes to place numbers in, squared paper. Attach paper to desk with Blu-Tack.
Provide the pupil with study packs - everything they need for each subject/lesson in a separate folder, plus pack of highlighter pens, Post-it notes, a line tracker for following text, various sized card 'windows' to limit vision to one area of page, sticky labels to use to correct or conceal.
Teach pupil strategies to improve organisation, such as diaries, workplans, checklists of equipment they have to bring to school each day, use of organiser functions on laptop or mobile phone.
Help pupil follow text on board or IWB by writing/highlighting alternate lines in different colours.
Enlarge pages from textbooks, cut out the particular exercise needed and then mount it on a separate page.
If the pupil needs to work through a series of questions, help them keep their place by using a paper clip or blob of Blu-Tack to indicate which question they are on.
Pair pupil with a more coordinated study buddy for practical work.
Provide additional time for practical tasks, changing for PE, putting on coat, etc.
Provide pre-prepared formats (diagrams, charts and graphs) on which pupil can record information.
Teach pupil to talk themselves through visual and spatial tasks - e.g. learn verbal model for letter formation ('b - start at top, down, up, round'), translate maths calculations into verbal problems.
Seat pupil away from distractions with plenty of space each side of them - pupil should have writing arm on the outside edge of shared table. Pupil should be able to see the teacher without turning their body.
Avoid criticism if pupil looks untidy.
Choose resources that don't require manipulation (e.g. number line rather than counters in maths).
Colour code spatially confusable items e.g. x sign in one colour, + sign in another.
Allow ample rest periods as concentration and motor effort is demanding and pupil is easily fatigued.
Write down homework for pupil or give it on a sheet or pre-printed sticky label they can put in their book. Accept homework written down by parents.

* See also speech and language - expression - if speech articulation is a problem.

Appendix 8.7: Supporting children with hearing impairment

Strategy sheet: hearing impairment

Use TA for pre-tutoring - preparing pupil for lesson e.g. explaining new words and concepts.
Seat pupil at front where able to read text, hear and lip-read.
Position sign supporters alongside teacher where pupil can see both.
Ensure light is on teacher's face, i.e. light source behind pupil - don't stand with your back to a window.
Face pupil when speaking to facilitate lip-reading; repeat any instructions that have been given when the pupil could not see the speaker; avoid writing on board or IWB while speaking as you will not be facing the pupil.
Don't make the pupil concentrate on lip-reading far too long without a break.
When other pupils concentrate, ensure that they speak one at a time. Paraphrase their contributions back to the class.
Speak clearly, naturally and at a normal rate - shouting or exaggerated 'mouthing' distorts normal lip patterns.
Minimise background noise e.g. noisy heater, buzzing light. Make other pupils aware of need for a quiet working environment.
Use short simple instructions. Give one at a time and check for understanding. Repeat instructions first in same words, but then if the pupil does not understand a word use a different one.
Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime. Write topics or headings on the board as you introduce them.
Prepare the pupil before the session/lesson by outlining what it will be about.
Use pupil's name before asking a question or giving an instruction.
Cue pupil in to a change of topic of conversation/presentations - say 'now we are going to talk about ...'.
Question pupil after some other pupils have given examples of what is required.
Accept pupil's spoken utterances but rephrase and give them back in a grammatically correct version.
Be aware that independent writing will reflect the pupil's spoken language levels and will not necessarily be grammatically correct.
Support writing with writing frames and lists of vocabulary to choose from.
Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.
Use a range of ways of recording so that learning is not limited by the pupil's ability to write full English sentences: - bullet points and mind maps; - ordering tasks, for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions; - matching tasks, such as matching labels to pictures/diagrams/maps; - cloze procedure, where they fill in missing words in text; - annotating a printout of IWB page; - PowerPoint presentations; - making posters, oral presentation, dramatic reconstructions.
Agree private signal that pupil can use to show you when they have not understood
Try to use video with subtitles; if not available, allow pupil to borrow video material after lesson to go through it again. Don't ask pupil to make notes while watching a video.
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have put in to listening.

Appendix 8.8: Supporting children with speech, language and communication needs

Strategy sheet: speech, language and communication needs

Use TA for pre-tutoring - preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts.

Begin work on a new topic with pupil's existing knowledge and experiences - make a mind map or other visual representation of what they already know.
When you start a new topic, develop a class chart of the vocabulary that pupils will find useful or need to learn. Teach each word by helping children build a web of associations - what it sounds like, what it means, how it fits in a sentence.
Use cued listening - give pupil a small number of questions that they will have to answer after listening to teach presentation or video input.
Use pupil's name before asking a question or giving an instruction.
Give directions before an activity, not during it.
Keep verbal instructions simple and in the order you want them carried out. Be aware of how many 'information-carrying' words you are using: 'Get your maths book from the pile on my desk ; on a clean page , write the date and then copy down the calculations on the board ' has more information-carrying words than many adults will be able to remember.
Give pupil time (at least 10 seconds) to respond and then, if necessary, repeat what you said. Use the same words unless you think the vocabulary was too difficult to understand.
Check for understanding - ask the pupil to tell you what they have to do.
Agree a private signal pupil can use to show you they have not understood, or teach them to say 'Sorry, I didn't understand that - can you say it again, please?' Praise them for asking for clarification.
Support your oral presentations/explanations with pictures, real objects or mime. Use visuals (real objects, photographs, symbols) appropriate to pupil's developmental level rather than chronological age. Use visual timetables.
Display classroom rules and routines, illustrated by pictures, for pupil to refer to. Illustrate them visually - for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).
Use symbols to support spoken language and text (www.widgit.com).
Use visual summaries of discussions - mind maps, flow charts, diagrams, comic strip format, graphic organisers (www.graphic.org).
Cue pupil in to a change of topic of conversation/presentation: say 'Now we are going to talk about ...'
Question pupil after some other pupils have given examples of what is required.
Give pupil time to think or to talk to a partner before answering a question or say 'I'm going to come back to you in a minute to ask you xxxx. But first I'm going to ask you a question'.
If pupil can't answer a question, scaffold/support till they can rather than saying 'Can anyone help x?'
Use a hierarchy of questions - start with an open question ('What do you think might happen next?'), then if support is needed frame the question as alternatives ('Do you think x or y?')
Use question prompt card to help pupils know how to respond e.g. Where? question requires a place.
Pair pupil with a study buddy to repeat instructions and demonstrate tasks.
Accept pupil's spoken utterances but rephrase and give them back in a grammatically correct and expanded version.
Support oral work with talk frames/key phrases ('First ... next ... finally', 'I think ... but on the other hand').
Provide topic-related role-play opportunities and model the language to be used in role-play.
Talk aloud about what you are doing using statements which give children examples of the language they might use.
Support writing with writing frames and lists of vocabulary to choose from.
Use a range of ways of recording so that learning is not limited by the pupil's ability to write full English sentences: - bullet points and mind maps; - ordering tasks - for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions; - matching tasks, such as matching labels to pictures/diagrams/maps; - cloze procedure, where they fill in missing words in text; - annotating a print-off of IWB page - PowerPoint presentations - making posters, oral presentations, dramatic reconstructions

Provide the pupil with a study pack - glossaries of key subject vocabulary, highlighter pens, glue stick, Post-it notes, index cards to make their own mind maps/cartoon strips/key word lists, templates for writing up science experiments, etc.
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning.
Write down homework for pupil or give it on a pre-printed sticky label or sheet they can stick into their book, or record your instructions on a Dictaphone. Allocate a homework buddy they can ring if they have forgotten what to do ('phone a friend').

Appendix 8.9: Supporting children with other learning difficulties

Strategy sheet: learning difficulties

Use TA for pre-tutoring - preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts.
Link new learning to what pupil already knows - e.g start lesson with class mind map of what they already know about a subject.
Tell pupils the three key points of the lesson, teach them and recap on them at the end.
Break new learning down into small steps.
Provide multiple examples of new concepts and take these examples from children's own real-life experience rather than talking in the abstract.
Use visual and kinaesthetic learning - learning from pictures, diagrams, mind maps, using practical equipment, handling objects, moving and doing rather than sitting.
Use scaffolding - having a peer or adult work alongside the pupil at first, then gradually withdraw as confidence grows, or having pupil finish task that has already been part-done for them.
Use short simple instruction. Give one at a time and check for understanding. Write down and leave up instructions after saying them.
Question pupil after some other pupils have given examples of what is required.
Give pupil time to think, or to talk to a partner before answering a question or say, 'I'm going to come back to you in a minute to ask you xxx'.
If pupil can't answer a question scaffold/support till they can rather than saying 'Can anyone help x? echo back the pupil's answers in expanded form.
Buddy the pupil with a more able peer.
Have any text that the pupil will struggle with read to them by a 'study buddy' or TA.
Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.
To help pupil extract the salient points from information that they are given, use highlighter pens or provide cards telling them what they have to look out for on a visit, in a text or from sources such as film.
Make learning strategies explicit by 'thinking aloud' yourself.
Help pupil develop and generalise effective learning strategies - when successful, ask them to identify what they did to solve the problem/find the information.
Model to the pupil that making mistakes is OK and apart of the learning process.
Agree a private signal that the pupil can use to show you when they have not understood.
Pair a higher-attaining group with a lower-attaining one and provide a range of collaborative activities so that pupils can help one another.
Prepare pupils for writing - have them work in a group with you or a TA to rehearse orally what they want to say, then plan the writing together.
Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories.
Use software that supports writing, with onscreen word grids from which they can choose the words they need.
Scaffold writing:

- Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking.
- Supply prompt sheets: questions to answer key words to build each section or paragraph around, sentences or paragraph to put in the correct order, paragraph openings.
- Provide clue cards.
- Use cloze procedure (where pupil fills in missing words in text).
- Print of an IWB page used in whole-class session and have pupils add to it/annotate.

Give homework instructions on a sheet and make time to explain them. Allocate a homework buddy to ring if they need help ('phone a friend').

Appendix 8.9.1: Supporting children by having an inclusive learning environment

Developing the Inclusive Learning Environment Checklist – Mainstream

Visual daily timetable at eye level and where needed broken down into smaller chunks using the same symbols and communication in print (available in PPA room). Subjects should be removed after each lesson. Any individual timetable should adhere to the same principles.

Task boards should be available

Termly/weekly/daily plans must be easily accessible in the classroom, the pink folder with TA access and the school server.

High quality displays – short explanation, cursive handwriting script, mounted, borders, neat, variety of presentation, 2D, 3D (but not over stimulating), children's names on work and well maintained.

Use of coloured backgrounds in IWB and different colour blocks to break up chunks of writing

Use of scaffolds (e.g. writing frames), word banks, alphabet arcs, coloured paper, sound mats and overlays where needed.

Sound mats in containers- R- phase 2&3, y1-3 all sounds

HFW fans- on table and referenced during lessons

VCOP pyramids- on tables, referred to in lessons, children know their levels.

Appropriate seating plan available and displayed

Avoidance of large amounts of copying from the IWB

Curriculum displays – core curriculum to include: KIRFS/Non-negotiables, VCOP appropriate to year group, readable targets for R&W, Brain book buddy, SNOT.

Working wall- referred to within lessons, alternative words for adjectives

Magpie board- wow words from text, words instead of said, wow sentences and phrases

Evidence of equal opportunities in the range of children's work on display (gender, ethnicity, ability)

Celebrating the different cultures in display

An inviting book area – colourful, good variety of book displays that are labelled, soft seating and interactive

Language / Listening area and station where appropriate

Golden rules- School ethos, rewards and sanctions (including behaviour monitoring sheet) plus playground and lunchtime rules

Motivational labels e.g. thank you for keeping this area tidy (coats, sinks etc) written and visually displayed with symbols/ photographs

English and Mathematics prompts around the room to support learning appropriate to level

Clearly labelled materials & cupboards, resources, trays that are accessible to encourage independence

Any trays need to be labelled (not by children)

Access to water station / children's own water bottles

The learning intention for each session made clear to the children / on display with relevant success criteria/steps to success

Targets for children evident (on their tables / in books/on display)

*Pupil's books well-presented inside and out (absence of doodling on covers!) Plastic covers and name labels Y1-4

Date always on each piece of work

Tidy trays /workbook book storage

Floor and surfaces and tops of cupboards free from 'junk piles', pencils and debris
Pencils are sharpened and there's an attractive range of writing tools
Evidence of children's self-evaluations
Name and class label on the door
Marking policy displayed
Vocabulary for topic/theme work attractively displayed
Tidy Teacher's desk / table
Teacher's own resources stored tidily / hidden away and if too much – taken home!
Health and Safety Specifications adhered to
Evidence of visual aids e.g. symbols to help with communication or behaviour/ emotions or organisers/ checklists