



St Sebastian's RC Primary School

Relationships and Behaviour Policy

Names and Designation of Policy Author(s)	Caroline Doyle, Headteacher	Is this a Statutory Document?	
		Yes	
Approved by:	FGB		
Date Approved	July 2025, reviewed and updated September 2026	Is this to be published publicly on the school website?	Yes
Review Date	September 2027		
Target audience	Staff, parents, governors		
Links to other strategies, policies, procedures etc.	Pupil Code of Conduct, Social, Emotional and Mental Health (SEMH) Policy , Complaints Procedures Policy, Special Educational Needs and Disabilities (SEND) Policy, Suspension and Exclusion Policy, Physical Intervention Policy, Child-on-child Abuse Policy, Child Protection and Safeguarding Policy, Searching, Screening and Confiscation Policy, Anti-bullying Policy		

Mission Statement

Keeping Christ at the heart of all we do, we will:

- Show kindness
- Spread joy
- Share peace
- Love everyone
- Speak the truth
- Respect everything

Ethos

At St Sebastian's RC Primary school, we are committed to the creation of teaching and learning environments where the learning, social and personal needs of our pupils are nurtured. As members of our community, we recognise that relationships are vital to the success of the school and our gospel values of kindness, joy, peace, love, truth and respect are central to our relationships. In promoting a positive learning environment, we uphold and adhere to the rules of being: 'Ready, Respectful, and Safe'. Our rules, routines and procedures provide a shared identity, community, sense of belonging, security and stability. Without clear rules, the delivery of a broad and balanced curriculum becomes impossible.

Every pupil will go to a school where there is good behaviour, strong discipline, order and safety. Every parent wants to know their child will be safe and happy at school.

Your child, your schools, our future: building a 21st century schools system, June 2009

At St Sebastian's, the Christian principle of reconciliation is central to promoting positive relationships and behaviour. Our children are encouraged to empathise and compromise with others and take responsibility for their choices and actions using a restorative approach.

We have taken into account a vast array of current research and advice that benefits all children, including those who have experienced ACEs (Adverse Childhood Experiences), childhood trauma and have additional needs. We follow a set of principles, which are rooted in psychological, behavioural and developmental research:

- The social, emotional and mental health needs of all are the key driver of the school
- Relationships are the key to good behaviour regulation and management
- Children are not bad or naughty; their behaviour is addressed and not their personality
- Behaviour is always a form of communication – specifically the communication of an emotional need
- We focus on the feelings and emotions which drive certain behaviour and see children with behaviour difficulties as vulnerable and in need of support
- Being 'fair' is not about getting the same (equality) but about everyone getting what they need (equity)

Intent of the behaviour policy

One of our most vital functions is that of being consistent with explicit boundaries and expectations so that children can anticipate our reaction and modify their behaviour accordingly. Therefore:

- Clear rules must be established and made explicit.
- Staff must be consistent in their dealings with pupils.
- All staff should interpret school rules in the same way.
- Staff should foster the belief that there are no 'bad' children, just 'bad choices'
- Staff should encourage children to recognise that they can and should make 'good' choices

- Parents should be aware of the school rules and the consequences of their child's actions.
- Everyone should feel that the system is fair.

This policy has due regard to all relevant legislation and statutory guidance.

Aim of the behaviour policy

The purpose of the policy is to provide a simple, practical code-of-conduct for our school community which:

- Provides clear guidelines for children, staff and parents of expected levels of behaviour
- Encourages pupils to be partners in their own development as respectful, responsible and resilient citizens
- Establishes an ethos within school where positive behaviour is promoted and behaviours that do not align with our values are dealt with fairly and consistently
- Secures a learning climate where effective teaching and learning can take place
- Teaches appropriate behaviour both directly and through positive interventions
- Ensures that behaviour which aligns with our values is a minimum expectation for all.

Rules

All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Rules are further discussed and developed at a class level. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems, which develop. Our school rules are:

- ❖ Be Ready
- ❖ Be Respectful
- ❖ Be Safe

Consistency is key. Staff must be consistent in their approach and implementation of the behaviour policy. See Appendix B for specific guidance.

Key language that will be used consistently by all staff:

- Ready (for learning),
- Respectful,
- Safe
- Is that safe?
- Was that respectful?
- Which is the right choice?

Children should be asked to identify whether what they are doing makes them Ready? Respectful? Safe?

Children are encouraged to reflect on their choices, rather than us telling them our view.

Staff will make reasonable adjustments tailored to specific circumstances for pupils with additional needs such as ASC.

Rewards

At St Sebastian's we expect and reward high standards of behaviour and effort. Children's good behaviour is noticed, encouraged and often rewarded. Rewards include:

- Verbal praise for doing the right thing
- Verbal praise of learning (from Feedback books)
- Stickers
- Public displays of children's work
- Public acknowledgement in assembly of pupils who demonstrate our Gospel values and Catholic Social Teaching through certificates
- Attendance at the Headteacher's tea party
- Sharing children's achievement with other staff by sending work to them
- Award of house points for good work and behaviour
- Verbal feedback and notes home to parents
- Spending time with Bertie, the school dog

Consequences

A restorative meeting will take place following all behaviour incidents. This provides pupils the opportunity to reflect on their behaviour choices and begin to empathise how their actions may have impacted others. Staff will facilitate restorative meetings using the agreed script (see Appendix B).

Different behaviours require different consequences and the levels in Appendix A will be used to support the management of behaviour. These have been agreed with staff and parents were invited to consult on these.

All behaviour incidents and consequences will be recorded on CPOMS.

Zones of Regulation

We understand that pupils feel a range of emotions and that all feelings and emotions are valid. We teach and promote Zones of Regulation to enable pupils to articulate how they are feeling and to develop strategies to get back to green. At any point, a dysregulated child can go to the office for a movement break with the permission of their teacher, where they do not face consequences. Movement breaks are recorded so that patterns can be analysed. The pupil can use the time to calm down or consider alternative behaviour choices.

The **ZONES** of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

Important things to know about The Zones of Regulation

- There is no 'bad' Zone.
- Everyone experiences all of the Zones at different times and in different circumstances.
- We cannot change the way children feel but we can help them manage their feelings/states and behaviours. "It's OK to be angry but it is not OK to hit..."
- You can be in more than one Zone at a time (e.g.. sad and angry).
- If a child is confidently using words to describe their emotions, they don't need to revert to Zones language however it is useful for them to know the strategy groups that will help them. E.g. sick or tired = blue zone strategies

Rights and Responsibilities

We believe in an inclusive and positive approach to relationships and behaviour. We believe that it is everyone's responsibility to promote, model, teach and regulate the positive relationships and behaviour of our pupils in school.

Staff

<i>Rights</i>	<i>Responsibilities</i>
• To teach without interruption or disruption	• To know their classes well

	• To deliberately and persistently catch children doing the right thing and praise them in front of others • Never ignore children who are failing to meet expectations • Always redirect children by referring to our school rules
• To be supported by peers and managers	• To ask for support when needed • To offer support to colleagues and managers
• To be listened to • To share opinions	• To listen to others • To give opinions in a constructive manner
• To be treated courteously by all others in the school community	• To model courteous behaviour and build relationships • To recognise, acknowledge and reward positive behaviour in others
• To be made fully aware of the school's systems, policies and expectations	• To support others in developing their skills in promoting positive behaviour and regular attendance • To acknowledge areas of own skills which could be developed • To try new approaches

Self-Awareness

The behaviour of some children can illicit strong responses from staff. To have feelings about certain incidents and situations is natural, and staff should be aware of their own feelings and reactions in order to prevent a worsening of a situation through over-reaction. Staff must always be aware that they are the professional adult in any school situation and avoid confrontation.

Volatile Situations

- Definition of a volatile situation: where the behaviour of a child is putting staff and/or pupils at risk, i.e. threatening to throw furniture, verbal/physical abuse (e.g. racists, homophobic, foul language)
- If there is an additional member of staff in the classroom following a volatile situation, any member of staff requiring time to reflect/calm down may leave the classroom. If the staff member is on their own in the classroom they can seek additional support from SLT.

Pupils

<i>Rights</i>	<i>Responsibilities</i>
• To learn	• To attend school regularly • To be willing to learn • To allow others to learn • To follow our school rules at all times – even when nobody is watching
• To be treated with respect	• To behave respectfully to others

• To be safe	• To behave in a way which keeps others safe
• To make mistakes	• To own mistakes • To allow others to make mistakes • To be prepared to repair relationships
• To be listened to	• To give opinions in a constructive manner • To listen to others.

Parents

<i>Rights</i>	<i>Responsibilities</i>
• To be treated with respect	• To behave respectfully towards others
• To be kept informed about their child's progress	• To make sure their child attends school regularly • To talk to their child about what he/she does in school • To talk to teachers if they have any concerns about their child's learning or wellbeing
• To be listened to	• To listen to others
• To have access to information on the school's approach to behaviour and attendance	• To absorb information and share concerns
• To have concerns taken seriously	• To share concerns constructively • To collaborate with school to find solutions

Parent Meetings

- Initial meetings are held with parents without the child being present, when pupil's behaviour persistently does not conform to school systems at Level 1-3 with the class teacher or is involved in an incident at Level 4 / Level 5 with the headteacher or deputy headteacher (see appendix A). At such an interview, the situation could be explained and information sought which may shed light on the child's behaviour. Parents should be given the opportunity to express their views and this may influence actions taken. A written record of the meeting should be kept with all opinions recorded and signatures of all parties taken (see Appendix C).
- Action should be decided upon and the child brought into the interview to see parents and school working together.
- Weekly meetings with parent, pupil and teacher may take place until pupil behaviour has been supported to improve or progress is established. In this situation, a record of the meeting should be added to the initial document stating all parties' opinions.
- Interaction with parents should be professional, positive and polite. However, a situation can occur which could be challenging and in such cases the conflict needs to be managed. Parents should be invited to discuss the matter in private; however, it is important that colleagues are aware that a meeting like this is taking place. Support from a colleague may be sought and the headteacher or deputy headteacher may have to be summoned.
- The school has a zero tolerance policy on any visitor being abusive or threatening.

At St Sebastian's RC Primary School we want to encourage positive yet balanced conversations with pupils, parents/carers and other professional colleagues when discussing an issue relating to a concern, for example behaviour, attendance, learning & attainment, social & emotional development, etc.

Conversations with pupils and parents/carers must include:

- What is going well
- What we are worried or concerned about
- What needs to change and how parents/carers can support that change

Persistent Challenging Behaviour

Where a child continues to exhibit challenging behaviour over a period of time, which is disruptive to the learning environment and the child's wellbeing, then the following procedure is put in place. This is not a quick fix, but a process, which needs the commitment of all involved.

- Teacher obtains as much information about the child as possible from colleagues, school records, reports to parents.
- Teacher should keep a dated record of the incidents, including positive strategies and methods used to modify and or support positive behaviour.
- Behaviour observation records may be collated by the class teacher and teaching assistant in a variety of settings, which are used to inform target setting. The parents should be informed to ask for their support and encouragement.
- Where progress is limited then an Individual Behaviour Plan is initiated (see Appendix D) and the SENCo informed to decide on action to be taken. The plan is agreed by the child and shared with the parents.
- A pupil behaviour chart may be completed daily showing the targets that the pupil is working on and highlighting pupil's progress.
- The SENCo may suggest assessment / recording procedures, which may be carried out.
- The SENCo may work alongside the class teacher to support the pupil.
- Although the Head Teacher will already have knowledge of any difficulties the child is having, there is provision for Head Teacher report if previous strategies have not worked (see Appendix E). This involves parents, pupil, class teacher, head teacher in a weekly progress meeting.
- The formal recording of Special Educational Needs may be necessary, leading to an assessment from outside agencies: The Locality Team: Social Worker, Educational Welfare Officer / Educational Psychologist / School Nurse/ Doctor / General Practitioner (through parent).
- An extreme sanction is a suspension or permanent exclusion. However, these are seen as options only in extreme cases of misbehaviour. Set procedures must be followed very carefully should such an action be considered necessary. See LA guidance on exclusions. Suspension or permanent exclusion will be considered where:
 - Long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
 - The risk to staff and other children is too high
 - The impact on staff, children and learning is too high
 - Permanent exclusion will be a last resort and the school will endeavour to work with the family to avoid this step wherever possible

Managing incidents of inappropriate behaviour outside of school

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance, school will follow a proportionate response in line with how these behaviours would be managed in school as stated above. [Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](#)

The DfE state the following in their guidance:

Pupils' conduct outside the school gates – teachers' powers What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Where unsafe behaviour takes place off site or on a school trip, children may be removed from the group, or in exceptional circumstances may be returned to school with an accompanying adult.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- 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)

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items

Child on child abuse

Dismissing or tolerating child-on-child abuse can create an unsafe environment and risks normalising them, leading to children not coming forward to report it (see Child on Child Abuse policy). In particular, staff are aware of the importance of challenging inappropriate behaviours, making clear that sexual harassment and sexual violence is not acceptable, will not be tolerated and is not an inevitable part of growing up or dismissed as "banter" or "having a laugh."

Team Teach and Physical Intervention

Team-teach is a bespoke method of training of de-escalation strategies for teachers and teaching assistants.

All teachers and teaching assistants employed in September 2023 were trained in Team Teach (valid for 3 years). Team-teach training is scheduled for September 2025.

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical intervention may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to support and witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the school's Suspension and Exclusion Policy.

All team-teach incidents will be logged on CPOMS and recorded in the black book kept in the safeguarding cabinet.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Suspension and Exclusion

In exceptional circumstances, in line with Local Authority guidance on exclusions, a child may receive a fixed term suspension or permanent exclusion. In these rare circumstances, the school will seek the advice of the Local Authority and other support services.

Suspensions are a response to and a consequence of

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high
- Permanent exclusion will be a last resort and the school will endeavour to work with the family to avoid this step wherever possible

Adaptations for pupils with Additional Needs

At St Sebastian's we recognise that if children are not ready to learn, they will not learn and we seek to understand the underlying factors that make children behave inappropriately.

Where a child has Special Educational Needs (SEN) or a disability, or has a high number of Adverse Childhood Experiences (ACEs) present, the above sanctions may be modified and supplemented where appropriate.

Where this is the case, children will have access to individual behaviour plans, designed in collaboration with the class teacher and SENDCO, which may include carefully targeted sanctions and rewards to reinforce positive behaviour. We recognise the importance of having clear, consistent expectations of individual children that match the needs of the child.

Strategies included in an IBP will always demonstrate quality first and adaptive teaching strategies, for example, 'now and next', task planners, customised reward charts, movement breaks, arousal continuums and zones of regulation.

Further strategies including nurture groups, bespoke programmes and referrals to Place2be will be utilised if required.

Where appropriate we would seek support from outside agencies and work closely with them to best meet the needs of the individual learner.

When an individual behaviour plan is required, this is always communicated with the child's parent or carer and the child where appropriate to ensure they are fully aware of how the school is working to support the needs of their child and themselves.

British Values

At St Sebastian's, we value the diversity of backgrounds of all pupils, families and the wider school community.

We uphold the following definition of British Values:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

Equality

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil or member of our school community and it helps to promote equality at this school.

Review log

September 2026

- Appendix A revised
- Appendix F added

Appendix A

Behaviour Levels Checklist

	BEHAVIOURS	RESPONSE AND CONSEQUENCE
LEVEL 1	• Interrupting/shouting out • Being silly / inappropriate giddiness • Not listening • Bad manners • Not showing ready to learn • Invading someone's personal space in class • Doodling on own book/learning • Running down corridors • Disturbing others' learning	• Polite reminder of expected behaviour (ready, respectful, safe) • Verbal warning • Restorative conversation with class teacher (using script) at break or lunch • Staff consider preventative measures (see Appendix F) and put in place
LEVEL 2	• Not being prepared for school (no homework or reading book) • Inappropriate gestures • Disrespectful attitude/answering back • Using bad language (not at someone) • Play fighting • Tantrum / Sulking • Misuse of school equipment (including pushing/tipping resources on the floor) • Doodling/marking another child's learning • Being in the wrong place around school	• Polite reminder of expected behaviour (ready, respectful, safe) • Staff consider preventative measures (see Appendix F) and put in place • Restorative conversation with class teacher (using script) at break or lunch followed by a short act of reconciliation time to make things right through kindness e.g. tidying classroom, writing a letter of apology • Class teacher speak to parents at the end of the day (face-to-face or phone)
LEVEL 3	• Refusal to follow instructions • Making threats • Swearing at another pupil • Throwing things at others deliberately • Walking out of class • Hiding in school • Swearing at a member of staff • Fighting • Name calling	• Staff consider preventative measures and put in place • Restorative conversation with class teacher (using script) at break or lunch followed by extended act of reconciliation time • Class teacher speak to parents at the end of the day (face-to-face or phone) • IBP • Log on CPOMs

Higher Order Behaviour Incidents (not required as part of daily routine)

	BEHAVIOURS	RESPONSE AND CONSEQUENCE
LEVEL 4	• Persistent disruptive behaviour (not responding to preventative measures) • Racism • Biphobia • Homophobia • Transphobia • Misogyny • Disability discrimination • Religious hate • Child-on-Child abuse • Bullying • Cyberbullying • Physical assault/ violence • Sexual harassment • Sexual violence	• Staff consider preventative measures and put in place • Restorative conversation with class teacher (using script) at break or lunch followed by extended act of reconciliation time • SLT contact parents • Parents meet with member of SLT at home time. • Headteacher report • Letter home.
LEVEL 5	• Accumulation of L4 incidents • Assault of staff member • Carrying weapons • Absconding from school • Serious damage to property	• Contact parents immediately. • Letter home. • Restorative conversation with class teacher • Staff consider preventative measures and put in place • Extended act of reconciliation time • Inform Governing Body. • Consider suspension or exclusion.

APPENDIX B

Additional details for consistency

Reprimand

30 second micro script for reprimanding pupils (in private)

1. I have noticed that you are.... **poor behaviour** ...right now.
2. At St Sebastian's, we are ...(ready, respectful, safe)
3. Because of that, you need to...
4. Do you remember yesterday/last week when you... **did something good**?
5. That is who I need to see today...
6. Thank you for listening... (Then give the child some take up time)

The restorative meeting

Script for restorative meetings and creating restorative practice: As you address each question together remember that in between your truth and their truth is THE truth

1. What happened? (Staff will always speak to more than one individual.)
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. What will you do to avoid this happening again?

The meeting can be formal or informal and will be held once events have settled and the child is calm.

APPENDIX C

Conversation/Meeting with Parent/carer(s)/pupils

Date:		Time:	
Child's Name		Year:	
People Present:			
Initial issues / Difficulties:			
What is working well:			
What we are concerned or worried about:			
What needs to happen / change:			
Any comments from pupil / parent / carer:			
	School	Parent/carer	Pupil
Print Name			
Sign			

APPENDIX D

Individual Behaviour Plan

Name: <i>School Action</i>	Class:	Date:	Review Date:	IBP No.
<u>Additional Support</u>				
<u>Targets (SMART)</u>	<u>Action</u>	<u>Resources</u>	<u>Review of Targets</u>	
•	•	•		
•	•	•		
•	•	•		
<u>Parental Involvement</u>				
<u>Pupil Input</u>				

APPENDIX E

Head Teacher Report

Date:	Pupil:
BEHAVIOUR IN THE CLASSROOM	
BEHAVIOUR ON THE PLAYGROUND	
WAYS I HAVE BEEN HELPFUL AND CONSIDERATE	
WHAT I THINK OF MY BEHAVIOUR TODAY	
BEHAVIOUR AT HOME	
Signed	Pupil Teacher Head teacher Parent / Grandparent

APPENDIX F

Preventative measures based on our Ordinarily Available Provision

The following is a list of measures to be considered to support ALL pupils to follow our school rules:

These must be in place in all classrooms:

- Visual timetables (implemented to provide certainty and reassurance)
- Uncluttered and organised classrooms with equipment/resources clearly labelled, widget symbols used
- Well-planned activities for pupils who finish learning/need additional challenge
- Consistent signals, 'Last 5 minute,' warnings before change of activity, timely transitions between activities, resources ready for lessons to ensure maximum learning time and on-task behaviour
- Consistent relational language/script approach to behaviours (non- confrontational, viewing feeling/need behind behaviour rather than behaviour)
- Minimal distractions (including unnecessary teacher talk)
- Well established calm entry/exit/line up routines
- Tiered levels of questioning to maximise engagement,
- Progressive task complexity, reveal information gradually
- Flexible grouping and additional adults directed to support/facilitate learning whilst promoting independence
- Restorative conversations
- Ready, respectful, safe mantra - promote pride in classroom/self/behaviour and encourage self-reflection, give behaviour specific praise, implement whole school reward system
- Growth mindset atmosphere
- Pedagogy protocol approach
- De-escalation/calm space within classroom
- Displays include only important info, leave space between images, use words alongside diagrams
- Zones of regulation emotions display
- Behaviour curriculum implemented
- Calm activities in Peace Garden.

(See environment checklist also)

First tier support:

- Quality time/attention to connect and strengthen relationship, identify what interests them, understand their personal context, regularly check in
- Sensory/fidget boxes available in all classes to help children focus
- Now and Next boards, first-then prompts '*First lunch, then library, then playground.*'
- Visual timers/digital clocks/visual pre-warning prior to activity ending, e.g. traffic lights
- Task planners
- Memory aids
- Prompt cards/strips to support routines (use widgets)
- Verbal information in lessons supported by visuals
- Alternative modes of recording work (mind mapping, note taking, diagrams...)
- Reduce demands (e.g. copying from the board)
- Avoid information overload
- Provide information on table
- Seating position – front/back/reduced distraction/space around/doors can be distracting

- Classroom responsibilities providing natural movement breaks and developing attention, e.g. *child to be a 'notetaker' for teacher whilst teaching to keep busy*
- Planned movement breaks to avoid tipping points/silent signal cards to exit classroom
- Consider sensory input (especially during transition times), reduce (or increase for the sensory seeker)
- Access to ear defenders, wobble cushions, therapy bands
- Busy box
- Specific sentence stems to support explanation of emotions
- Comic Strip conversations
- Social stories
- Puppet play to explore incident in 3rd person
- Bertie Time
- Self-referral to Place2Be
- Positive notes home.

Personalised support:

- Problem-solve with pupil – which comfort zone is out of alignment?
Sensory/Social/Emotional/Cognitive/Uncertainty
- Complete a Talking Mat
- Strategies implemented from Solution Circle
- Jar of positives
- Personalised timetables with consideration of triggers and behaviour patterns
- Soft starts/meet and greets/key adult
- Emotion tracking charts/journal/scale.
- Worry Monster.
- Drawing journal.
- Picture communication boards/aids to support interactions and key messages, e.g. 'I need help.' Reminder prompts of expected behaviour
- Visual choice boards giving sense of control (2 choices)
- Advance warning, storyboards prior to new/unfamiliar activities
- Cut up/chunked task to avoid cognitive overload and support attention
- Input/output tray
- Access to the sensory room
- Sensory circuits
- Co-regulation sessions
- Build in regular outlets to expend energy/physical heavy muscle activity/practical tasks/personal interest tasks built into timetable to avoid lengthy seating at desk and increase motivation
- Board games/memory games to support resilience/losing/frustration
- Therapeutic tasks (play dough, card sorting, colouring)
- Teach self-soothing strategies
- Access to a workstation to avoid overload and support concentration
- Access to earlier lunch
- Visual break/lunch time planner (*First lunch, then play out, then lego*)
- Identify patterns and difficult spots and backwards chain (bring child in at end of an assembly)
- Daily report card establishing wanted behaviours
- Regular Bertie Time
- Social interventions/Place2Be/FLO/Breakfast Club.