



Beckmead Moundwood Academy

PART OF THE BECKMEAD TRUST

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Behaviour Policy

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STRATEGIES FOR SUPPORTING OUR SEMH COHORT

1. 'Catch the student being good' – approach the student at regular intervals and praise for being settled, for completing a task etc.

- You MUST be sincere. Dropping in throughout the lesson with “plastic” praise will escalate situations and you will lose all credibility with the student. Point out what they have done well; show them so they can recreate it again.

2. Challenge minor unacceptable behaviour through discrete hand signals – i.e. make eye contact, point to your tie and motion it being smarted up, then give thumbs up before walking away.

- Not all interactions need to be verbal. You can look towards something they should be looking at, point, and mime the task. The more interactions you can have with a student non-verbally – successfully – will boost and build your relationship. They won't be tired of hearing your voice, they know that when you physically speak to them they need to really pay attention and they do not feel “picked on” as some students with SEMH can express.

3. Tactically ignore some minor behaviour issues – for a period of time, focus your attention only on the most disruptive behaviour.

- This can be difficult. You look at your “quick” and “long term” wins. If your routine in your classroom is very obvious there will be many behaviours in your classroom the students will realise to adhere to. Run a clear and consistent classroom.
- When students are demonstrating negative behaviours develop stock responses to the minor difficulties. This way the students will hear the one line stock response, and it will become learnt by “rote” (when you hear something over and over again). Not only this it means that other students in the classroom have recognised that you have recognised the behaviour – thus making the students feel as though all are being treated equally.
- Look at the minor behaviours – why do they happen, what can be put in place to stop these from happening. Is it the seating plan; is it the lesson takes too long to start?

4. Start off the lesson with an easier / familiar task to build confidence before building to more challenging tasks. – “Do now”

- Icebreakers, quick win tasks, something to get the students in the frame of mind for learning. If the students have something immediate to be getting on with and that routine is set they will not be looking round to others for triggers, escalations and input.
- Routine, come in, sit down, look to the board, “Immediate start” section on your whiteboard which may be a question they need to answer on paper which is readily available for them.

5. List the activities for the lesson on the board at the start of each lesson – talk them through with the whole class.

- Clarity is key. Your board is written out, your title, your objective clear, immediate starter task – “Do now”, main lesson broken into points, plenary pointers.
- Keywords.
- Resources.
- Timings.
- Think about how the use of CAPITAL and lower case visually informs what happens on the board.
- Think about your use of colour and how this can also help to understand instructions. For example in a sequence of instructions if you used the rainbow colours the students could

work through each task potentially “knowing” what step would be coming next. The eye runs over the instructions visually and the student can concentrate on what is expected of them rather than anxiety for following the instructions in the right order.

6. Praise and reward all attempts at a task – place onus on trying rather than completing (Endeavour).

- Showing a “growth mindset” needs to be recognised. The student has tried something they haven’t tried before or something which they refused to try due to fear of failure.
- Make sure the praise is genuine.
- Be prepared for “yeah but it’s still rubbish”. Point out what parts went well – be specific so they can build on it.

7. Give clear expectations and indications of support, “I am looking for three sentences in ten minutes – I’ll be back to help you in five.”

- If using this strategy you must be watching the clock. Position it where you can see it or have a set of stopwatches in your classroom. If this helps the student it may be wise for a responsible child to be your timekeeper.

8. Provide supports that can be readily accessed when needed – writing frames, word maps, displays such as “Brain, Book, Buddy, Boss.”

Brain	Have a good think about it and concentrate harder
Book	Go back in your book to see if you’ve done it previously or there is something to help you – pick up your text book
Buddy	If appropriate ask the person next to you if they can help
Boss	Ask the LSP or the teacher

- You could have this information clearly on the wall by your board. With this information could be a visual example of each pointer so they student can read and see what could help them.
- If you are directing the student to get resources for themselves to help them you must have them in an accessible location, labelled with text and possibly a picture. If the student does not know exactly where they are going and why they could be drawn into off task behaviour – all because they were being independent when they were stuck.

9. Welcome the student personally at the start of each lesson or at the start of each day – “Hello Tom, it’s good to see you...”

- Some staff shake hands, some do a nod – there may be an action you want to use with this.
- Be sincere.
- If there is something, which you can “hook” the student in on, then use it. It could be “oh Spurs did alright didn’t they Ben” or “Heard that new Little Mix track you were singing in the corridor the other day Amber – not bad”. Something, which makes the student feel special, noticed but most of all “known” to you.

10. When giving instructions or advice, always start by using their first name, “Tom, I would like you to...”

- By using a student’s name they know you are directly talking to them.

- Use the name at the beginning of the sentence so the student can tune in to what you are saying immediately. Using it at the end is setting them up to fail. Asking a teacher to repeat an instruction can lead to defensive and sometimes confrontational behaviour.

11. Challenge unacceptable behaviour by rejecting the behaviour not the student – “This is not the behaviour I would expect from someone who I think so highly of.”

- Always state that it is the behaviour that is unacceptable, not the child.
- Then you can explore further by asking them where the behaviour came from, why it was triggered and what you can do together to improve it.
- Parents will often refer to their children as “bad” or “useless” when feeling ashamed for the negative behaviours they have shown/in meetings. Point out it is their behaviour not the student. They can relearn behaviours – all is not lost.

12. Reduce tension over success and failure by inviting them to play light-hearted competitive games during break / lunch / after-school club.

- Even if you feel you have two left feet and have difficulty catching. Students need to see staff being “human”, laughing with them and enjoying their company. We were all young once – however for the staff who stand back from the light hearted engagement the students may struggle to visualise it!
- Students will enjoy beating Moundwood staff, the proud moment when they show their football skills to their mentor – and beat them!

13. Take time to tell the student they are liked and that what happens to them matters to the school – “There is much to like about you, and we want you to succeed in school.”

- Point out why you like them, be genuine.
- Point out that their safety and well-being is important to you. If they did not attend school you would miss them because...
- Make them feel important – genuinely.

14. Challenge unacceptable behaviour by using the language of choice – “If you choose to continue behave this way, it will result in you being removed from the group. Or you could choose to get back on-track by..... It’s your decision.”

- Always offer choices and allow for a minute of take up time.
- When speaking to the student offer the options with movement – on one hand you have.....and on the other hand you have.....pause...which one do you want to do.
- Make the student feel in charge of his/her own destiny – then praise him/her for taking responsibility and make the positive choice, or discuss further why they chose the negative option, what that then meant and how they may choose in future.

15. Avoid being caught up in confrontation about trivial issues. Provide a short instruction with “thank you” at the end and then walk away. Return after a few minutes ‘take up time’ and repeat the instruction.

- Repeat the instruction in the same tone with the same actions. Show that there is no compromise on this (for use when a student is refusing to follow a non-negotiable).
- If needed repeat again – you must stay calm. Do not show the student that their behaviour has had an impact on you – if it has.
- Thank them in a non-patronising tone. In a “matter of fact”. Do not look to make eye contact with them; this can then lead to further confrontation.

16. If the student follows your instruction but huffs and puffs, mumbles, rolls their eyes etc. - **tactically ignore this 'secondary behaviour'** and thank them for following the instruction.

- Who doesn't want to huff and puff at times? There will be the dragging of the feet, the slinging of the bag on the floor. Just ignore it; they are doing what you want them to do. Then thank them after in a sincere manner – no sarcasm and no patronising tone.

17. If the student starts to raise their voice whilst in conversation with you, **actively keep your voice quiet and calm.**

- This also works well with parents. As they raise their voice they need to listen more to hear yours.
- Reminders that “I am just here” can also work well, with a small hand action to show the space between you (careful if an escalated parent).
- Stating “Amber, I can hear you as I am sat next to you, can we drop it down a bit” and then a hand motion to “lower” the volume.

18. **Avoid using body language relating to aggressive control** – pointing downwards, forcing constant eye contact, shouting etc.

- Shouting will instantly cause an escalation of behaviour – how would you feel if you were shouted at?
- Forcing eye contact can be seen as confrontational. Please also consider that children with Autism may struggle with this even more so than a child with SEMH.

19. **Encourage the student to take on class responsibilities** – handing out the books, writing on the board. Talk up their usefulness.

- Be mindful of the mix of students in the group. If your “helpful” student walks past another student will a situation happen? Will that student be pulled into a situation with others?
- In your form room you may feel able to give a student a core responsibility such as watering the plant, handing out the juice, laying the table in family dining.
- You will need to very clear on who has what responsibility – a visual list may be of use so there are no confusions within the group.

20. **Where possible, ask the student to help a peer with their work.** Then praise both for their efforts together.

- Read through each other's work and give feedback. Ask the students to use www and Ebi so that feedback is positive and constructive.
- Ask the students to work for ten minutes and then break to check each other's work, give feedback, then work with the feedback, then break for feedback....
- WWW = What went well
- EBI = Even better if

21. **When issuing consequences, explain to the student what you are doing** and why you are doing it.

- Be clear and speak with clarity.
- Break down the conversation into three parts: What action the student took, the impact it had, the consequence to their actions. (Action, Impact, Consequence - AIC)
- Examples could be: Name calling of another student, hurting the other student's feelings and damaging the relationship, consequence is time out.

22. Where necessary, **call parent/s to explain consequences in advance** of them being implemented. When there is improvement, **call with positive news**.

- The role of the LSP can be exceptionally helpful if there is an established relationship with the parents. When there has been a difficulty SLT may call and speak about a difficulty/consequence (if exclusion is needed), a form tutor may call if it is appropriate, however if the relationship is stronger with the LSP it may be beneficial to utilise this.
- It is also very important to call if there has been a positive day. Parents appreciate knowing the positive as well as the negative – some parents may be sceptical of this however just keep going – don't hold back from issuing praise.
- Postcards home can work as parents keep them, displaying them for people to see.
- Text messages can be sent (Speak to reception), as they can be more effective if parents do not pick up their phones/to the Moundwood number.

23. **Model fairness by being comfortable about admitting and correcting a mistake** if a student is wrongly blamed for an issue.

- As much as it would be wonderful to always be right we do get things wrong. You will earn the respect of the student more in the long run if you admit you were wrong and apologise.
- When you apologise state "I am sorry". The term "I apologise" can be seen as a stock response and at times false. Speak to the student in a language they appreciate.
- When saying you are sorry look for eye contact so they can see you are being sincere. Be at their level, do not lean over students.

24. **Where there are clear issues of bullying ensure that it is followed up**. Take time to explain to the victim what you are doing about it.

Definition of bullying: "Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated over time" – www.stopbullying.gov

- Please be mindful that a student calling another student a name once does not constitute bullying.
- Any incidents of bullying need to be recorded and the correct procedures followed. Pass any bullying concerns to SLT, as they will need to be documented on SIMS.
- Write up any accounts of bullying, take the victim seriously and be very clear about what has happened, when and with whom.
- Act immediately and tell them what you are going to do (Take their account, seek SLT immediately who will deal with the issue).
- Check in with SLT to find out what has happened so when you check in with the student to enquire about their well-being you are informed of the actions.

25. **Where there are incidents of 'tit-for-tat' conflict between students organise a restorative meeting/** conversation where the message is, "It doesn't matter who started it, it will lead to more upset and anger so we need to stop now and agree to move on."

- Be careful with this approach, as students may not be willing to sit together. Find out what each party is willing to do/be comfortable with beforehand. Then move to sit together.
- Using Solution Focussed based therapy ask how each student is feeling. How they felt, why they felt like that and what would make it better/increase in number on the scale. (See the SFBT page further into the guidance).
- Look towards forming an agreement between the students. This could be a written contract or verbal depending on what they wish to happen between them.

- Incorporate the Pride and Responsibility values when you can into the meeting.
- Record the information on SIMS.

STRATEGIES TO DE-ESCALATE CONFLICT AMONGST STUDENTS WITH SEMH

Please read through each one of the strategies and highlight/takes notes and actively experiment with which ones are successful and not so successful with our students.

1. **Modelling** → The key strategy for managing minor conflict within the classroom is for the teacher or LSP to model positive conflict resolution behaviour. If staff use sarcasm, overuses shouting, respond punitively to minor infringements, hold a grievance over a number of lessons etc. then the students will view this as the '*rules of engagement*' in the classroom and act accordingly.

- We need to model the appropriate behaviour for the students – if we show we are unhappy by decisions and have negative relationships with others we are saying that it is ok for them to do this as well.
- If you feel you are struggling due to managing your thoughts/feelings or behaviours in front of the pupils please speak to SLT before you accidentally damage your relationships with others.

2. **Seating Arrangements** → Carefully consider your seating arrangements. Although a U-shaped seating arrangement or group tables may foster positive group work, some pupils may find this quite challenging. We need to encourage pupils to overcome these barriers to their learning. A teacher seated in the middle of a U-shaped seating arrangement promotes pupil-teacher interaction and a nurturing classroom atmosphere.

- Think about who is in your group, how they will interact with each other and how best to arrange seating to eliminate potential difficulties between pupils.

3. **Safe Territories** → Students with social difficulties are often resistant to change and become aggressive in response to uncertainty. They will often prefer a set seat and table (a '*territory*') in the classroom. Avoid frequent, abrupt changes in seating plans.

- Our students can find change very "damaging". When change is to happen please look to pre-warn them so they know what to expect and what they are "walking into". It may seem appropriate for a student to be taught 1:1, but if they are expecting to be in Mr Gray's class with the rest of the group they may not take too kindly to the change – seeing rejection and causing inner conflict.
- Changes to timetables need to be discussed with students and phone calls home before they return to their new arrangement. Mentors can ease these discussions.

4. **Team Spirit** → Encourage students to take on responsibilities for the running and upkeep of the classroom – such as taking the register, handing out and taking in books, handing out writing equipment, writing the date on the board etc, praising each other's work. Always encourage and reward students who help another student.

- We at Moundwood Academy are a "family" and although at times we need to show the students "unconditional positive regard". Difficulties will happen, be dealt with and then we move on. Students need reminding of the family aspect – many will not have a positive family life indoors so we need to model what this looks like within our walls.

5. **Use of Language** → Use constructive language when advising students on their interactions with one another, "Please speak politely to each other." rather than "Don't call each other names."

For some students with concentration and receptive language difficulties, using the negative approach means they automatically focus on the negative element – and then tend to act impulsively on this thought.

- Aim to use positive proactive language – “It would be better if...”, “I believe you would get a better response if...”, “The lesson would be even better if...”.

6. **Red Lines** → Read the ‘emotional climate’ of social interactions – classroom humour and light-hearted banter will go a long way in helping to relax the students and make for a better learning environment, but left unchecked it can escalate quickly as students with social difficulties will often take jokes too far. Discuss what the ‘red lines’ are with students and consistently remind them.

- The temperature of the classroom is highly important at all times. Look at the body language; take in tones of voice, interactions, eye contacts and the atmosphere.
- “Your mum” comments for example that students can so often resort to need to be “off limits” at all times.

7. **Triggers** → Try to spot ‘hidden’ triggers amongst the students who regularly engage in conflict – especially discreet comments (often seemingly harmless single words – “Mum”), leading questions, sly nudges and throwing etc that some students will use to provoke confrontation whilst avoiding unwanted teacher attention / classroom sanctions.

- Eye contact with a view to intimidate
- Whispering
- Flicking
- Stabbing under the table with a pen

8. **Soap Opera Switch Off** → Try to distinguish between real anger and acted anger. Some students will deliberately over-react as a way of diverting attention from the work, gain adult attention and to try ‘score points’ against a student they are in conflict with. This may not be something they think through consciously but will habitually resort to. In these situations, it is crucial not to get caught up in the drama and to respond quickly, calmly and matter-of-factly in addressing the issue - then switching straight back to discussing learning.

- Record these incidents on SIMS so we are aware of them, can begin to spot patterns and so that a student does not use the same “script” with different members of staff to receive attention.
- Discuss this in the PM briefing.

9. **Solution-Focused** → If students are in constant conflict, remove either individually or together from the classroom audience to discuss the issue. Move away from the typical ‘who started it’ discussion and direct them towards ‘moving on’. Students with social difficulties are likely to have a deeply embedded view that the only way of ending a conflict is by ‘winning’ the argument and will need repeatedly coaching in ‘letting go’.

- Just to remind you:

1	2	3	4	5	6	7	8	9	10
☹				☺					☺

Ask the student how they feel about a situation...what would make it one better and why?
 Ask the student how they feel this morning...what would make it one better and why?
 Ask the student how well they think they did in class...what would make it better and why?

And don't forget to use the scale when reflecting on yourself, your practice and your feelings.

How do you feel your day went today? What would make it better? Why?

10. **Slow Motion Repeats** → Some students fall into a habit of 'quick responding' – they will misread situations and rapidly respond defensively / aggressively. On talking through a conflict, try to break it down into steps to raise their awareness of how the conflict emerged.

- Where appropriate, it can be useful to have another adult sit in and explain what happened as a 'neutral'. It is important during this process, that the language 'taking responsibility' and 'putting things right' is focused upon rather than 'blame' and 'punishment'.

So steps could be:

"What happened"

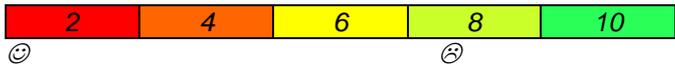
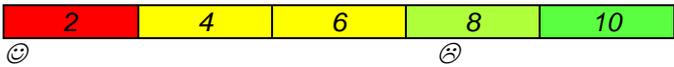
When did it happen?

Before school	Breakfast	Form	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	After school
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Where did it happen?

Who was there?

	<u>What did you do?</u>	<u>What did the other person/people do?</u>
First? 1		
Next? 2		
Last? 3		

<u>How do you feel?</u>	<u>How does the other person feel?</u>
	

What will you do next time?

11. **Action Replays** → Where you have trust with a student and they are receptive to your advice, it can be useful to repeat verbatim the insults they have used in a matter- of-fact way (this takes away the taboo / perceived power of such insults) and even 'play act' their responses.

- This can prove a very effective tool in raising self-awareness. In extreme situations, we have CCTV in the classrooms which can be used for playback behaviour to students involved in constant conflict.
- This can also be very effective with our parents when discussing the language a child has used towards another student or member of staff. When recording language on SIMS

please use asterisk or other symbols to blank out language. When sending behaviour logs electronically swear words can cause the email to be blocked by security measures.

12. **Diversion Tactics** → Following conflict, ask the student/s involved either going with another member of staff to do a job for 5 – 10 minutes or if you can trust them, running an errand. This will help provide 'cool off' time and distract their attention from the previous issue.

- This can also provide a much-needed break from the situation, a walking space to discuss what has happened and time to move the group on from the whole group impact of the conflict.
- Taking an item to the office or to another member of staff – if you are doing this please make sure the other member of staff knows the student is coming. The student will respond negatively if he or she feels this has been a wasted exercise to remove them from your room.

13. **Bully Spotting** → If there is repeated conflict between particular students or if there is a complaint made, then it is important to follow it up with an investigation - with support from SLT. Sometimes students may claim that a conflict is a two-way argument when in fact it is being instigated and perpetuated by them as the more dominant, aggressive side.

- All incidents need to be discussed with SLT and then recorded appropriately. Every SIMS record of bullying will need to be exhausted so please discuss the incidents when they happen.

14. **Time Out** → Where there are repeated issues of conflict you may be required to allow particularly volatile students to take limited 'cool off' time in another classroom or office area.

- If this happens please make sure the member of staff going with the student is comfortable to do so, has a space they can go to, that the student has work to complete there and that it is recorded on SIMS.

PHYSICAL INTERVENTION

Physical intervention (PI) should only be used as a last resort. The child should be given explicit warning prior to a physical intervention. All staff should be fully trained in appropriate PI and should be familiar with the Moundwood Academy PI policy.

The following points also need to be adhered to by all staff:

1. Physical intervention is used only to prevent injury being caused to any person, including the child himself, damage to property, engagement in any behaviour prejudicial to the maintenance of good order and discipline in the school or among any of its pupils.
2. The number of staff involved should be the minimum necessary to safeguard the child and others. No member of staff should attempt to “hold” a child by themselves.
3. The force used must be the minimum necessary to deal with the harm that needs to be prevented, i.e. it must be reasonable in the circumstances.
4. During a PI, don't attempt to discuss the incident – the child will be too distressed to think about it and it may further escalate behaviour. The time for that is later when the child has calmed down. Focus any talking on trying to soothe the child and help them calm. Verbalise your belief in their ability to calm down and turn the situation around. Verbalise your commitment to continue to support them (“I'm here to help you” etc). Don't retaliate to verbal abuse from the pupil.
5. Staff should only “hold” a child for the least amount of time possible. “Holding” should cease once the child is calm enough not to be “held”, is safe and able to regulate their behaviour appropriately. - Other staff may need to offer support. Remember sometimes a change of adult can help deescalate pupils' behaviour.
6. Where possible “timeout” is given for staff and child following a “hold”. Senior members of staff offer supervision sessions for less experienced members.

Wherever possible time needs to be taken to work through the reasons for “holding” with the child. The experience can be used for addressing issues which cause violent responses and the child can be guided in how to prevent a reoccurrence.
7. All children should have a Positive Handling Plan (PHP) which outline specific considerations for that child in relation to physical intervention. These are updated on a termly basis.
8. Following an incident staff must record any physical intervention, including any injuries sustained by staff or the child, using the bound book and an incident report form before leaving site at the end of day. All staff involved must read through the report form and sign it.
9. Parents/carers must be immediately informed if their child is held.
A complaints procedure is also in place for pupils and parents. Pupils have the right to complain and if they want to, should be supported in this.

STRATEGIES FOR SUPPORTING CONCENTRATION – “DO NOW”

The activities below could be used for the “Do now” for a lesson/1:1 session, to re-engage a learner or provide a short interim activity to concentrate on when attempting to move the student on from a difficulty.

Settling activities

1. **Secret Mission** – Put a variety of short tasks in envelopes and hand out to students, which are then to be completed within a time limit. Students will typically settle because of the anticipation and sense of competition!
2. **One-Word Summary** - Summarise what you know about the topic in 5 bullet points - then reduce to 5 words - then reduce to one word.
3. **Cloze Procedure** - Put in the missing words from a short passage of text
4. **Mind the Gap** – The teacher reads out a statement or quote and misses out a word – the students each have large cards each with a word on them and have to hold them up silently when appropriate.
5. **Timeline Sequencing** - Create a simple timeline (using pictures or key words to annotate) of learning / events covered so far.
6. **Sketch** - Label or annotate a diagram, flowchart, illustration or map. Could be provided partially complete to save time.
7. **Tension Chart** – Give score out of 5 for tension at various points in a short text or video clip. Plot on graph and discuss findings.
8. **Spot The Difference** – One picture could contain false information e.g. maps, diagrams of experiments, spider diagrams, charts and graphs.
9. **Anagrams** - Identify the key points/terms to feature in today’s lesson or from a previous lesson by re-sorting jumbled up words.
10. **Pictionary** – Draw the word without speaking or writing.
11. **Word search** – Create a word search containing key words or information useful in the lesson – can use clues/definitions to activate prior knowledge.
12. **Crossword** - Create a crossword with clues relating to learning in a previous lesson. (www.puzzlemaker.com)
13. **Code breaker** - Break the code to identify the 3 main points of a previous lesson or today’s lesson (a=1, b=2 or a=b, b=c....).
14. **60 Second Challenge** – Write down all the terms you can think of to do with a topic in 60 seconds.

15. **What am I?** – Read out a riddle based on a key word, place, object, person / character etc. i.e. “I’m British born and bred. I flew in the skies 60 years ago. They said flames came from my mouth, but I’m not a dragon.” = a Spitfire plane.

Stirrers

1. **Freeze-Framing** - Small or whole group drama activity – each student becomes a freeze frame / ‘living photograph’ as a summary of learning / events so far

2. **Just a Minute** – Students talk on a topic without hesitation, repetition etc.

3. **Bingo** – As the teacher reads, students must spot word/symbol and mark card e.g. match numbers in French with digit; match muscle with diagram of stretches in PE; match musical term and symbol etc.

4. **Key Word Snap** – Students work in pairs matching word cards and definition cards through snap-style game.

5. **Key Word Pairs** - Students work in small groups matching turned over word cards and definition cards through pairs-style game.

6. **Headbands** – Students put post-it notes or stickers on foreheads – students work out word or picture by asking partner questions which require yes/no answers

7. **Taboo** - Describe a word/concept/character/event to a partner without saying previously selected ‘taboo’ words.

8. **Verbal Volleyball** - Divide class into two groups who take turns to say a word related to the current topic. No words can be repeated. Score on board.

9. **‘Who wants to be a Millionaire?’** – Questions answered in pairs or small groups. Which team becomes the richest?

10. **Blockbusters** – Students travel across a grid (on board or across the classroom floor) containing initial letters to answers.

11. **Hide and Describe** - Students are divided into pairs and are seated back to back. One describes a scene or process and the other must guess what it is.

12. **Washing Line Sequencing** – Students organise themselves or pin up cards in order e.g. Maths: Write down a number containing 3 digits in any combination (decimal, fraction) Class then sequences numbers in order.

13. **Pass the Parcel** – Students pass around a wrapped parcel made up of alternating layers, questions cards and rewards. If they answer a question right, they open the second layer – if not, it is passed on for another student to answer.

14. **Pass the Bomb** – Students pass around a kitchen timer – as they hold it they must think of a word to do with the topic. Whoever has the timer when it sounds is out.

15. **Beach ball Challenge** – The teacher holds a Beach ball and asks a question - the students raise their hands to catch if they know the answer. If they're correct they pass it back, if they're incorrect they pass it on to another student. Points can be scored for correct answers (and catches!).

STRATEGIES FOR SUPPORTING STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER / ADDITIONAL NEEDS RELATING TO CONCENTRATION / WORKING MEMORY AND IMPULSIVITY

Please be mindful of who has and has not got ADHD in your groups. Are they medicated? When do they take their medication? Would you notice if they hadn't? What would this look like?

1. Seat student in an area of the classroom **free from busy displays and distractions**. Try to keep the area around the whiteboard / IWB 'clutter free'.

- Please take into consideration windows, staring out of windows and being distracted by people passing by, the door opening and people in the corridor.
- If you do have items round your board make them relevant to the topic – key words, images or diagrams with clear explanations and wording.

2. During teacher-talk, allow the student to **fiddle with something** - squeeze ball or another chosen object (something quiet!) whilst maintaining eye contact.

3. Give **instructions simply and clearly**. Make sure the student is looking at you first. Check that he or she has understood them.

- Please keep "teacher talk" to a minimum. Students require short specific instructions and tasks. Do not talk for prolonged periods of time, as students will "switch off" from the talk, discussion and instruction.
- If you are speaking look to engage students with eye contact, questioning and use their names so they know that you are talking to them.
- Have a copy of the instructions on the desk for the student with the key information highlighted.

4. Ask the **student to repeat instructions back to you**. Try to ask them to show you what they should be doing, rather than asking them to tell you.

- It is very easy for a student to switch off/be distracted then read back the instructions from the board to you. Get them to demonstrate what they should be doing however please do not put a student in a situation where they may feel ridiculed. This will be a negative experience for all parties.

5. During class discussions, proactively **'retune' the student** back into the lesson by interspersing more challenging questions with simple questions addressed directly to those who tend to 'drift off'.

- Use non-threatening questioning such as ".....what do you think about that comment" or ".....I would really value your views on this". Smile and wait for their response, do not fill the pause.

6. Rather than relying on a 'hands up if you can tell me' routine during class discussion, instead **put all students' names on cards and pick them at random**. This pressure, when used sensitively, can keep students focused who otherwise allow others to take leading roles during class discussion.

- Coloured lolly sticks are a cheap and resourceful way of getting a response from the class. Change the sticks every lesson otherwise students will look for their colour lolly stick.
- Use whiteboards on tables (if students can be trusted to use them without difficulty) for a timed response to a question, or initial input, which they can then develop on.

7. **Use a timer** to help the student complete a task in a specified period of time.

- If you have a clock in your room please be mindful that some students may struggle with reading an analogue or even digital face. This may cause raised anxiety levels.
- Sand times at the front of the class show visual time passing and can aid in chunked lessons.
- The internet offers themed timers, which can be projected onto your whiteboards or used on the CTouch – Google and find one appropriate to your subject.

8. Devise a **private signal system** to let the student know when they are off task.

- This can be devised with the student. Discuss with them how they would like to be prompted so that they know it is personal to them and that you are personally and privately pushing their learning – you want them to succeed through your secret “code”.

9. Plan in ‘**settling time**’ at the start of lessons. Ask for 2 minutes of silence at the start whilst they write down the title, learning objective etc.

- An immediate task on the desk, something to complete and show, connecting their prior learning to the day’s session is ideal – making sure it is something that all the students can do.
- **NOTE:** This could be responding to your feedback – Quality NOT quantity.

10. 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.” Present as though you assume they will complete it, not as a request to complete it.

- **SHOW** them exactly what you want. What does the amount of writing you are requesting look like?
- Do the students need targets broken down into 5 minute and 10 minute slots?
- Do they need buzzers or finishing warnings?

Limited Concentration

1. Try to seat the student well away from areas other students need to walk through. Also try to limit opportunity for them to 'roam' around the classroom (such as handing out books etc.)

- Only use responsibility for the lesson or for the classroom such as being in charge of the books, certain pieces of equipment etc IF the student is responsible. Only do this if you are confident they are not going to "roam" from what you have asked them to do.
- Sit students away from the line of sight

2. Use visual prompts to remind students about the type of learning taking place. I.e. have a picture of a student working on their own for 'quiet working' tasks and a picture of students with their hands up for class discussion tasks.



3. During longer tasks and longer periods of teacher-talk / Q&A, work in a 'movement break' with a clear parameter – i.e. give them a specific errand (such as asking them to fetch stationary from next door)

- You can do this in two ways. Either you can be very open and honest about the student needing a "Movement break" – which may result in other students seeing it as unfair and want one themselves (careful how you manage this). Or you can do this discreetly. If doing this discreetly please make sure that where you are sending the child will be open and able to accept the request you are sending. You do not want to send them into "rejection" which will result in further emotions.

4. Establish a quiet place where the student can go to work should they become overly excited or agitated.

- Please make sure they are supported by staff at all times – do not send them to "be alone".
- If the student is requiring to be working without staff next to them they will need to be in the vicinity to monitor and offer verbal/body language/prompts support.

5. Students will often engage in disruptive behaviour when they find a task too difficult and become off-task, particularly during extended writing activities. Provide support in the form of writing frames, word mats and prompts such as a display board with ideas for 'Five things to do if you are stuck'.

- Include this in your planning
- Develop your own subject word mats which include visual prompts

- Provide scaffolding before a task with mind maps, writing frames, teacher and peer discussion
- Word clouds and picture walls can offer inspiration – especially when asking the student to engage in imaginative writing

6. To reduce 'unstructured time' in which impulsive behaviour is likely to occur, try to **have a set of familiar task types** that students are familiar with such as.....

- Highlighting key words in a text
- Word puzzles
- Number puzzles
- sorting exercises

These can be used at the start of lesson and at the end of lesson if there is time remaining – and possibly as a back-up should there be inappropriate behaviour and a student needs to work elsewhere.

7. Aim for your **feedback to include and teach student how their efforts relate to the core values:** 'You managed to concentrate on your work very well just then; showing that you have a high level of self-discipline'.

8. With a student who has fallen into a pattern of disruptive behaviour, try to work on **step-by-step change** by setting a clear behaviour target for two weeks (such as "put our hands up when we want to speak") and offering tangible rewards for meeting it. Then move to another target, and so on.

- In order to make this effective you need to make the staff aware of this target – do this in the AM or the PM briefing
- This will only work if everyone is on board and the student is given prompts/reminders by all – not some staff
- Step by step change can be shown visually. For example, a diagram of stepping stones. This way the student can see that once you change the first thing/make the first step – you can then work on the other steps.....with a final end goal.



9. Actively teach/use clear classroom routines e.g. have all students hold an object when it is their turn to talk.

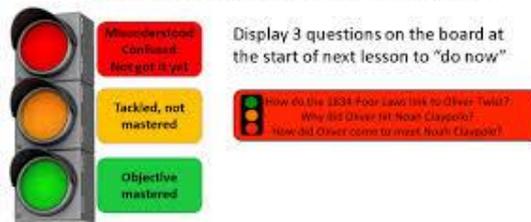
- Make sure this is something that will not scream, "Throw me", will break if thrown or the student has little respect for. This is something to introduce when there is an element of trust – not immediately.
- A microphone, teacher made sponge microphone, cuddly toy.



10. Display the behaviour framework/classroom rules and routines for student to refer to. Illustrate them visually - for example, use a **traffic-light system** to indicate whether students can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, outside voices).

- Pinterest have many creative and interesting ideas
- Traffic lights can also be used for warnings – if using this you must relate it to the behaviour framework
- Traffic lights can also be used when giving feedback:

Traffic light feedback



11. When **correcting unacceptable behaviour**, say what you want him or her to do, rather than what you don't – 'N., I would like you to keep your hands on the table.' instead of 'N, stop bothering P'.

- Model this with body language so they can "see" what you want
- State "why" you want this behaviour. So "Max, I would like it if you put your hands on the table (show your hands in front of you and make the action) so I can see that you are ready to learn/not fidgeting".
- Start with the language "would like", then use "want". When you start using the words "need" or "must" you begin a power struggle.

Impulsivity

Use **language that labels the behaviour but not the student** – i.e. “N, turn your volume down please.” rather than “N, you are really noisy at the moment.” Most students who present with high-impulsivity will tend to switch off or respond with anger if they perceive they are being ‘picked on’ or “got at yet again”.

- Remember this when you are in meetings with parents. When they say, “Lewis is a bad child”. Correct them that his behaviour is negative and what he is communicating – NOT him as a person.
- Remind the students that their behaviour is separate to them as a person – what they are displaying is negative; ask them how this could be perceived and how they want to be seen.
- By labelling children we reduce self-esteem and create victims.

2. Use the **language of choice**, reminding pupils of the consequences of the various behavioural choices open to them.

- Point out what would happen if they took option A and what would happen if they took option B.
- Get them to think about what each one would look like.
- What each one would feel like.
- When you are explaining consequence use movement to show each step. So when explaining physically take a side step so they can see which one will take them further one way and how they could pull it (walk you) back.

Please remember:

ALL behaviour is a form of communication

STRATEGIES FOR SUPPORTING STUDENTS WITH AUTISTIC SPECTRUM Condition

Please take into consideration any of the following strategies when dealing with students who may appear socially uncomfortable, unable to visualise instructions, time of adapt to change.

1. Seat student in an area of classroom **free from busy displays** and distractions. Try to keep the area around the whiteboard / IWB 'clutter free'.

2. Teach/use very clear **classroom routines**, e.g., equipment check, students holding an object when it is their turn to talk.

- Have a morning greeting, which the students are familiar with, you use every day and they know how to respond.
- If looking to use the action of a handshake do so at the entrance of your classroom and be prepared for students to take several practices to get this right!

3. **Display classroom rules and routines**, illustrated by pictures, for students to refer to.

- Break the rules up with images and colours so they can see where the start is, what the steps are and what the outcome is.
- Be consistent at all times with anything you display.

4. **Constantly reinforce student social skills** e.g. proactively teach what to say/do when praised, how to ask for help. Always tell the student what to do rather than what not to do.

- Display on your walls key sentences which may help students ask for help
- Use traffic light cards of traffic light shapes on their desks, which can be changed to show the colour red when they get stuck.
- Model good social skills – this is so important. Students need to see and experience first-hand what they need to do.
- Be with the students at break and lunch times – show how they should react in unstructured spaces and times

5. **Illustrate expectations visually** – for example, use symbols to indicate noise levels i.e. partner voices, group voices, classroom voice, social voices.

- Position these where the students can see them and follow them
- Be very specific and be prepared for a student with ASC to repeat word for word your specifications
- Pinterest and the TES have many visual examples.
- Get classes to devise their own to create ownership over the space

6. Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime.

- Always break talking up with referring to a visual, a prop or image – something the student can get a "hook" into.
- ASC students cannot often visualise talk into reality so talk less and show more.

7. **Set tasks with clear goals** ("Write three sentences on" rather than "Write about...") and write worksheets in step-by-step form.

- Be specific with your instructions.
- Be prepared that an ASC student may do as you ask and that is it – nothing more. To get them to do more they may become escalated – they have done what you asked – why

should they do anything else. Always leave yourself a “get out”. So on the board a dashed line underneath the instructions with the word “extension” or “extra task”.

- 1, 2, 3, 4, 5, 6, extension

Or try putting your instructions in a colour order:



Or:



So they can see their progress from the first task to the last.
You can set targets in lesson for example:

Jade you need to be aiming to get to the green task
Dean it would really stretch you if you could get to the blue task

8. Use a **visual way of showing the student what they/the class will be doing**, such as a sequenced series of pictures (a visual timetable), or a clock face divided into sections (or a digitalised clock with times below).

- Time is very important for a student with ASC. They need timings to be stuck to. If you say the video will be finished in 15 minutes it needs to be finished in fifteen minutes. Pressure and emotions can build if things go for longer than they expected.
- When taking a student out of a classroom tell them how long they will be out for and time it.
- Make sure they can read the time keeping device in your classroom – otherwise they will be sat getting agitated.

9. Use **timeline of events** → →that branches ↓ to show where student will have deadlines or changes to face.

- ALWAYS warn of challenges. Never spring a test or deadline on an ASC student.
- ALWAYS warn of challenges and changes.

10. Use **short simple instructions**. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Ask students to repeat them back to you.

- Students can become “short” and agitated if you speak for long periods of time. This could be due to the student beginning to forget what you said at the beginning and fear failure, an overload of words and information, and the pressure of perceiving others know what they are doing.
- Look out for signs of panic.
- Make instructions visible, short and give out prompt sheets.
- Getting a student to repeat instructions back to you CAN be “dangerous” in terms of the student responding to their fear – look for the signs.

11. Use **student’s name before asking a question** or giving an instruction.

- Make sure they know you are talking to them. Do this at the beginning of the sentence, not the end.

12. **Set explicit and clear expectations** e.g. how many lines to write, how many questions to answer, how long to listen (use timer).

- Sand timers can be a good visual example of time
- Stop watches on the desk
- Show what you expect from the student
- If giving out a worksheet draw onto the sheet in colour where you expect the student to get up to.

13. Put a **green 'start' dot on the student's book and line to show where to finish**. Use in and out boxes for work to be done and work that is finished.

- Don't use red pen.
- Ask the student what colour they could prefer. Students can fixate on certain colours.
- Ask the student if they would like to draw the line – they may be possessive over their workbook.

14. **Support writing with writing frames**, closed procedure templates (e.g. writing up a science experiment), Q & A boxes etc.

- This can also stifle learning so look to what support the student needs. Respond to their learning level/grade/achievement – do not assume.
- Key word banks for each topic can be given to all students rather than giving to one – do not make any student feel “targeted”.

15. **Avoid or explain metaphorical language and idiom** like ‘pull your socks up’, ‘it's raining cats and dogs’, ‘in a minute’.

- The student may look for the falling cat or dog out of the window, which could spark ridicule, annoyance and aggression.
- Sarcasm or humour has to be used very carefully – very.

16. Involve the student by asking **direct, closed questions** at their level of understanding.

- Questions can become open when they feel confident with a topic or with you. Build them up to this.

17. If a student goes off at a tangent, **direct conversation back to the topic in hand**; ‘Right now we are talking about volcanoes’.

- When students feel comfortable they can get carried away and very excited about sharing their knowledge. Thank them for this – they have given you something – however direct them back.
- Speak to them later in the social time about what they told you in class earlier. They may be pleased that you remembered and it may give you a “hook” to use in the future. When doing this make sure you state that it's the “right” time to discuss it now.

18. **Prevent repetitive questioning** or commenting during class discussion by giving student a set number of cards to give you each time they wish to contribute to discussion – when cards are gone, no more questions.

- ASC students may feel that they “have” to share something immediately. When they do not get this when they want it they may begin to become abusive, make negative comments under their breath or communicate they are unhappy with gestures. Turn taking is one way of getting all students to engage, so they know when their comment is needed and specify how many.
- A lollipop stick for each class member with their name on pulled out during the discussion can also work as they know they will be asked to speak 1 or more times depending on how many lollipop sticks you have told them you are going to use.

19. **Allow student 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.

- Communication can be a difficulty so peer working is not ideal.
- Sharing resources can be difficult so allow them their own.
- Personal space can be guarded so with them with enough space.

20. Try to **avoid tasks, which depend solely on talking or writing about imagined experiences.**

- If you are undertaking tasks using imagination supply visual prompts.
- If it is a story set in a faraway land use photographs from around the world or from previous stories.
- Relate your instructions to real life.

21. Try to **avoid tasks, which depend solely on empathy** (e.g. in literature, history, geography, PSHE and citizenship).

- Talking about issues they have never experienced may escalate negative behaviour as they feel compelled to comment in what may be seen as a cold/callous way as they cannot understand the impact the situation has on a person they do not know/know.
- Feelings of others and their own can appear completely disconnected. Remember this when talking to a pupil – don’t look for the emotion they feel but the physical ailment they have been through. So “Charlie do you feel angry” becomes “Charlie what are you experiencing right now”.

22. **Use incentives based on student’s interests** e.g. a pause every hour to focus on their particular interest, once they have completed their work.

- Reward stickers, praise drawings you use in their books, comments you make – try to make a connection with an interest they have.
- Make conversation connections with the student once the work is finished, as they may not want to stop talking once you have started discussing something they feel comfortable with.

23. Use **immediate and individualised reward systems** e.g. collecting a number of points.

- They need to see/hold/have the reward instantly.
- A postcard, which you write, out and give them there and then.
- A phone call home you make when they are sat with you.
- A conversation you have with parents when you walk them out at the end of the day.
- The achievement point you put on SIMS whilst they stand next to you so they can physically see it (they may want you to check their points regularly).
- A sticker, which they keep at the front of their books.

24. If student becomes anxious allow him/her to **remove self to an agreed calm-down area.**

- With communication, closeness/relationships being a difficulty someone following them out and to an area can be an issue. If the student is able get them to walk to an agreed destination and the member of staff supporting them can meet them there.
- Agree a time limit.
- Give them something to do in that time – something they can “calm” with.
- Do not attempt to engage in emotionally calming activities – they will not be able to express themselves and this may escalate things further.

25. Explain any unplanned changes of routine to the student in advance.

- You MUST do this. They cannot arrive expecting one thing and get another.
- Phone call in advance if it is for the next day and the student did not know before they left.
- A check in point in the morning so they can have their “change check”.
- Notes in their form group well in advance/from the mentor.

26. Provide student with a symbol card to display when he or she wants help.

- Get them to design it. Make it an extension of them.

27. Provide a structure for unstructured time e.g. chess club rather than break-time outside.

- They need to be able to go somewhere alone, but around people if they want to interact.
- Comfy corner where they can listen to music.
- Lego area.
- Chess or other board games.
- Computer use.

28. Model to the student that making mistakes is OK and part of the learning process.

- One mistake can set a student back for minutes or hours. Reminders about mistakes and praise for risking getting it wrong need to be used.

STRATEGIES FOR SUPPORTING DYSLEXIC TENDENCIES (SPECIFIC DIFFICULTIES IN LITERACY)

1. Keep instructions to one or two parts only. **Chunk sequences of instructions** – i.e. deliver one at a time vocally, print them one at a time on separate cards, model in numbered steps etc.

- The student needs to be able to follow the instructions. Do not just assume they will be able to work through the steps.
- Arrows can help to show the direction of the instructions.
- Short, simple and direct.

2. Allow 1-2 minutes **'take up time'** when giving instructions – this will allow the student to process fully what is required of them.

- Students need to look round, take in everything which is on their desks; get to grips with the task and then the order.
- After the initial two minutes ask them to tell you what they are doing first.

3. Try teaching an **active listening strategy** – “Stop, Look and Listen” - every time the teacher speaks.

- By practising responding in this way students with dyslexic tendencies may find that they recall and understand more.
- Remember however, that they will not be able to take notes at the same time as listening.

4. **Avoid moving around** too much when giving spoken instruction / information.

- Avoid standing in a place surrounded by ‘clutter’ such as shelving, posters, storage units etc.
- A classroom where students shout out or there is low-level noise will also act as ‘clutter’.
- Stand in front of the pupils so they can also read your lips and body language.

5. Always **take time to model tasks and provide an example of the 'finished product'** as a way of giving instructions without relying on words.

- Students need to see what they are aiming for.
- By seeing but not verbalising what you expect it alleviates pressure for the student.

6. Ask the student to **repeat back instructions to you in their own words** – establish a “tell me, show me” routine.

- Do this discreetly – do not do this in front of the whole group.
- Set up a “Now, next, then” way of answering the question. What are you doing now? What will you do next? What will you do then?

7. **Respond supportively when a student forgets routines** – such as bringing a pen and pencil, books, PE kit, arriving at the right lesson at the right time etc.

- Checklists
- Reminder notes
- Visual timetables
- Keeping PE kits on site

- Keeping an “Academy” equipment pencil case in their plastic reception wallet which they pick up in the morning and leave in the afternoon
- Intensive support with any independent travel instructions

8. **Avoid sudden changes in routine** without informing them beforehand. If there is a planned classroom change (such as students working in the library), ask a member of staff or student to check at the previous classroom to make sure they haven't forgotten.

- Make sure the staff member from the previous lesson directs the group. Students will get lost so a member of staff walking the group to the next room is advisable.
- Once lost students may wander and become escalated rather than admit they couldn't find where they are meant to be.
- Colour code timetables if you can or put a symbol in so they can associate the time with the activity.

9. Write down **homework/home tasks instructions for them in numbered steps** – to make this quicker and more discreet, write in on a post-it note and give it to them during the lesson (rather than at the end) so they can clarify what's required / ask any questions.

- Sending an email to parents can also be of benefit if the student has a home support network. This can be for homework or home tasks – so if a child needs to bring something into the Academy.

10. Try to **sit students near motivated, encouraging peers**. Students with dyslexic tendencies typically find the school day stressful and are at risk of becoming disengaged and gravitating towards other disengaged students.

11. **Don't expect them to learn strings of facts automatically**, e.g. multiplication tables, a timeline of dates (including days of the week, months of the year), French vocab lists etc.

- Use visual remembering tools, laminated colour cards etc
- Sound buttons can also help – students record what they need to learn
- Teachers recording facts in multimedia and putting them on the Moundwood Academy website makes them accessible to all students

12. If the student has good vocabulary / speaking & listening skills, **use classroom discussion, role-play, group work etc. as opportunities to build their self-esteem**

- Use the student to deliver parts of the lesson, to demonstrate what to do or to assist you.
- Drama and the more practical subjects can be pushed and celebrated
- If the student struggles with English for example – ask if you can have a copy of a piece of artwork they have done for the English classroom
- Get them to cover their books with pictures of them performing in the drama lesson or something which they have achieved in

13. Ensure that learning in **every lesson is as multi-sensory as possible** – auditory, visual, kinaesthetic. Students with dyslexic tendencies typically prefer 'seeing', 'feeling', 'discussing' and 'doing' rather than 'listening', 'reading' and 'writing'.

- You could use Seeing, Feeling, Discussion – S, F, D.

General

14. **Avoid embarrassing students by asking them to read aloud.** If they volunteer, devise a system of support such as tapping the desk / giving a hand sign whenever they need support with a word.

- It is hard to watch them struggle, but don't cut in to help too early. Ask them what they want to do to signal they are struggling.

15. Go that extra mile to **praise students with dyslexic tendencies** when they read out loud (but continue to be discreet) – ring their parents, provide an individual reward, speak to them 1-1 about their achievements etc.

- Make sure the praise is genuine and not over the top. If other students hear this they will ridicule.

16. If you frequently use your CTouch to present written information, **remove distracting 'clutter'** from around it such as shelving, posters, storage units etc.

17. Use a pastel coloured background on your CTouch and blue, green and red pens (rather than black) on your whiteboard to reduce stark contrasts and aid visual processing.

- VERY important and easy to do. Just remove the black dry wipe from your drawer.
- Look at the lines in your exercise books – what colours are they?

18. Use **font-types that resemble the handwritten alphabet as closely as possible** - Century Gothic for older students and Berlin Sans for younger students. Also, use size 14 fonts and 1.5 line spacing.

- Century Gothic for secondary students
- **for primary students**

19. Support reading by discreetly pairing them up with a **'reading buddy'**, by asking other students to read the text to the class or by discreetly assigning support staff to assist them.

20. Break down extended reading by **numbering paragraphs / lines.**

- Use photocopies so you can write on them for the student and highlight words.
- By photocopying you can put the text on a pastel background.
- If students have numbered paragraphs when you speak to them about what is happening halfway down the page you can tell them the exact paragraph – otherwise they will be "lost" and need directing.

21. Encourage the student to **'line track'** with a ruler. Provide this as advice to the whole class so as to be discreet.

- You can do this with a ruler, a piece of coloured paper or a coloured reading ruler.
- Coloured reading rulers are useful when reading from a white page textbook.

22. Always **look for alternatives to extended writing:**

- PowerPoint presentations

- Making posters
- Making a picture gallery
- Oral presentations
- Dramatic reconstructions / role-play
- Mind maps
- Matching labels to pictures/diagrams/maps

23. Scaffold writing with writing frames:

- Pastel paper
- Font size 14
- Pastel backgrounds
- Writing frames in three levels – reconfirm my learning, trying to push myself, stretch myself for a higher level
- Look in the teacher resource area on the shared system

24. Allow extra time for written tasks to be completed. Focus feedback on ideas content rather than on time spent, neatness, spelling etc.

- Some students will be entitled to extra time for their examinations so please include this in their classroom practice.
- Special access arrangements for exams may include: 25% extra time, laptop with or without spell check, reader and or a scribe.

25. Minimise copying from the board. Provide pre-prepared information for them to have on their desks / stick in their books.

- Provide a hand out and a highlighter – read through as a group and highlight the sections you want them to put into their books.
- If anything is being copied into their books it needs to be in front of them so they can transfer from one area straight over to another. To go from board to book will be very difficult.

26. When copying from the board is absolutely necessary, number or colour-mark the lines so they can keep track.

- To reduce the amount needed to be copied from the board, use a different colour for key parts then discreetly instruct them to “focus on the green” etc.

THE PRINCIPLES OF NURTURE

Moundwood Academy is committed to innovative and quality driven approaches to teaching and learning which support learning and personal needs. Our aim is to provide children and young people with compassion and challenge within a strong, stable and structured learning environment. This includes ensuring every pupil is able to attain age related educational standards, approved qualifications and firm progression.

Below are the 6 principles of nurture

- 1. The classroom as a secure base**
- 2. Learning is understood developmentally**
- 3. All behaviour is a communication**
- 4. Language as a vital means of communication**
- 5. The importance of transitions in children's lives**
- 6. Importance of nurture for the development of self esteem**

Nurture groups were originally developed in 1969 in Hackney, London by educational psychologist Majorie Boxall who saw that a large number of children entering school had severe social, emotional and behavioural needs. These students were unable to form trusting relationships with adults or to respond appropriately to other children – in effect, they were simply not ready to meet the social and intellectual demands of school life. They achieve this by immersing students in an accepting and warm environment which helps develop positive relationships with both teachers and peers.

When focusing on the idea of nurture we need to ensure that the 6 key principles are being used in conjunction with our environment:

A Nurturing environment consists of:

- A safe space/classroom environment offering warm, belonging and securing which is a combination of “home” and “school”
- The environment built on the 6 nurture principles
- Two practitioners to support the group at all times
- A maximum of 12 pupils at any one time
- The first priority being the development of attachments to a loving and caring adult
- Unconditional positive regard
- Use of the Boxall profile to monitor the developmental progress of the students

Nurture groups can be for students from the age of 4 to 14.

WHAT THE PRINCIPLES OF NURTURE “LOOK LIKE”

1	The classroom as a secure base <ul style="list-style-type: none">➤ Comfort - Bean bags - Comfy chairs – Lighting - Temperature➤ Toys; Developmentally appropriate and FUN➤ No Xbox➤ Minimum two adults➤ Refreshments – Food – Drink – Snacks (NB – take note of dietary needs)➤ Calm/Warm colours➤ Division of environment to meet different needs and clearly mark usage of areas➤ Storage➤ No clutter➤ Quiet area/book corner➤ Carpeted➤ Soft toys➤ Personalised area/photo wall/drawings➤ Creative/messy play/sand/water➤ Children can use the space independently – labels➤ Plants/growing; sunflowers, mushrooms➤ Children’s achievements and creations on display➤ Sensory area – lights, bubbles, music➤ Home area- table and chairs, sofa➤ Cooking and kitchen area➤ Garden area – growing, eating, outdoor games➤ Outdoor area – woodland, wildlife, forest school➤ To be consistent but with flexibility➤ Clear and fair expectations of the child and the adults in the room➤ Decide on routines - Structured foundations➤ Visual timetable/prompts➤ Creative time/free choice➤ Warn of change (where possible)➤ Same adults and same approach➤ Consider needs of the child➤ You could add a ‘?’ to the timetable to support unknown changes➤ Jobs and responsibilities shared out to create a sense of community and ownership➤ Rules/Promises and timetable visible➤ Consistent behaviour policy➤ Sand timer and auditory cues for changes in activity➤ Safe, respectful and relationships filled with positive regard
2	Learning is understood developmentally <p>The staff respond to the children not in terms of curriculum expectations about 'attainment levels' but in terms of the children's developmental progress. The response to the individual child is 'as they are' underpinned by a non- judgmental and accepting attitude. Staff are working with children to “fill the gaps” in their emotional development which can be “missing” from childhood.</p> <ul style="list-style-type: none">➤ Allowing children to play, explore and experience situations which may not been seen as meeting their chronological age so they can experienced missed opportunities from childhood/parenting.

	<ul style="list-style-type: none"> ➤ Engaging in games, play, risky play, which may not be seen as socially acceptable for age (above chronological age). For example a board game, sand pit, climbing frame, playing lego with a teenager, car mats with an eleven year old. It can be a case of “going backwards” to fill in the experience to go forwards. ➤ Being given a birthday cake with candles publically (emotional) ➤ Being taught academically work which they have not understood from previous years (academic) ➤ Being part of a school production, play or exhibition (emotional/experience) ➤ Participating in a school trip and behaving in public (community experience)
<p>3</p>	<p>All behaviour is a communication</p> <p>When a child or adult is with you, near you please be vigilant for observing and reflecting on their behaviour. Every behaviour or action be it verbal or physical is a form of communication.</p> <p>Before responding to behaviours in your “usual” manner please look at why the behaviour has been communicated – the underlying cause.</p> <p>A child is not aggressive, emotional, happy or anxious for no reason – ALL behaviour communicates a message. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external / internal worlds of the child.</p>
<p>4</p>	<p>Language as a vital means of communication</p> <p>Language is more than a skill to be learnt, it is the way of putting feelings into words. Our children often ‘act out’ their feelings as they lack the vocabulary to ‘name’ how they feel. At Moundwood the informal opportunities for talking and sharing are as important as the more formal lessons teaching language skills</p> <ul style="list-style-type: none"> ➤ Meet and greet/interaction with reception staff in the morning/leaving ➤ Shared breakfast ➤ Moundwood Academy break time with staff ➤ Family dining for lunch ➤ Table tennis and game playing with students/staff ➤ Time out/Reflection room discussions ➤ Peer mentoring ➤ Every interaction between staff/student can be a potential opportunity for sharing
<p>5</p>	<p>The importance of transitions in children’s lives</p> <p>Children will encounter many transitions in their lives which will require planning, support and understanding. Each child will respond differently to change and therefore all planning needs to be person centered. Examples of key transitions could be:</p> <ul style="list-style-type: none"> ➤ Year group and class change in KS1/KS2 ➤ Transition from KS2/3 – from primary to secondary ➤ Death of a loved one – animal or human ➤ Separation of family ➤ Home move ➤ Move from one country to another ➤ Moving schools ➤ Move into being a Looked after Child ➤ Puberty ➤ Friendship groups

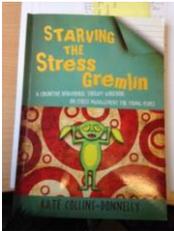
6 Importance of nurture for the development of self esteem

A child who has strong self-esteem is better able to make good choices. Being able to make good choices is a critical skill for navigating the mine field that awaits your students as they grow older — peer pressure, alcohol and other drugs, emotional confusion and unhealthy/healthy sexual relationships, using social media, developing healthy emotional attachments with family and peers, and violence.

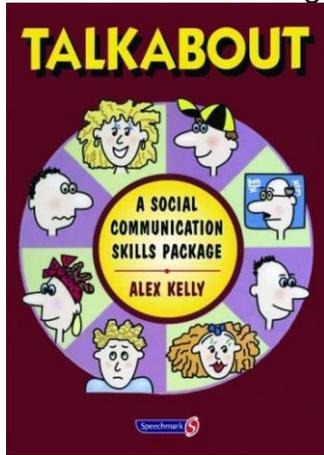
Examples of ways to nurture self-esteem are:

- Model positive relationships with and around students, treating them respectfully
- Encouragement to take positive supported risks
- Setting goals and being supported to achieve them
- Make all feedback constructive and specific
- Quality use of praise so they know exactly what they have done well
- Use SFBT to resolve difficulties and find a way forward
- Use “realist” language such as: “It is” instead of “idealistic” language such as “It should be”. Students need to be able to reach goals and be able to visualize them.
- Practice positive thinking in the classroom – Growth Mindset!
- Give compliments and teach students to accept/give them in return
- Write down achievements from the lessons and keep them safe/display them
- Work with students to visualize their futures – what will it feel like?

EXAMPLES OF INTERVENTIONS TO SUPPORT NURTURING APPROACHES

Title	Explanation
Traffic light chairs	<p>A time out area where students can self-regulate their emotions through red, yellow and green. This shows staff when the student is ready to speak and allows them a “safe zone” until they want to engage.</p> 
Personal boxes	<p>These are individually decorated boxes containing tactile objects and items of “security” for the student, which offers reassurance. These boxes can be used throughout the day – they are kept in an allocated area within the Academy so students can access them without speaking to staff. Students can store “calming” activities, family photos, soft toys and letters from family within them.</p> 
Gremlin program	<p>The anger, stress and anxiety gremlin work books which can be used on a 1:1 basis in our Reflection areas.</p> 
Parental drop off	<p>Parents can walk the student into the Academy in the morning and collect them in the afternoon. This creates more of a “partnership” feel as the parent can engage with staff and a “hand over” created.</p>
Talkabout	<p>This is a social skills group, which can run for 6 weeks at a time in the Reflection area. A closed group with juice and biscuits that tackles self-</p>

esteem, positive assertiveness and other topics. The assessment tool assists in ascertaining suitability to the modules.



Staff and Student socialisation

During break time and lunch time the Academy social area open as a “safe space”. Students can play games with others or meet with staff. The area is supported at all times by several members of the Moundwood family – we model playing, discussion and sociable skills for the students.



Lego

Lego can be used as an introduction, starter to 1:1's or a calming activity with a student to assist in engaging with learning, discussion or as a way or managing their emotions. We can use this to resolve situations between students when they have disagreements.

In silence we build together on one sheet of green “lego grass” so they need to silently negotiate. When they have begun to communicate non-verbally we usually sit down using SFBT to resolve the issues.

This can work well with students and staff when situations occur.



Play doh
Therapeutic putty

Pots of Play Doh or therapeutic putty can be used to calm, relax and self-regulate students when escalated. The aspect of movement, touch and molding alleviates anger and assists them in focusing/building – careful about allowing a student to take this into lessons with them (missiles etc).



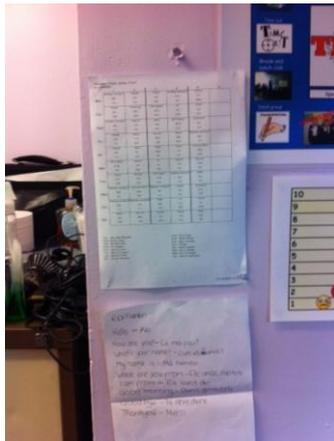
Work boxes

If students are unable to access the main environment they may be on a reduced timetable. When this occurs it can be of benefit to have a box designated to them which they know. It can hold their equipment or any “safe” items which offer reassurance.



Timetable check ins

Student timetables are displayed in their form rooms which allows them to check what is happening in their day, develop independence skills and alleviate anxiety.



Safety walks

New students making the transition into the school are asked to take a tour with Transition staff and rate how they feel about areas around the site. For example the reception, the field, the social space, lesson change over times and the other students. We can then plan a more tailored transition and plan for areas of stress, alert classroom staff and reception staff – so they can spot signs of difficulty.

Wall of fame and celebrating success	This is can be a display of students achieving great things! Participating in events, showing off their work and feeling successful. These images are great around a classroom, when entering the site, however are of real benefit in a Resolve/Time out area – where students can de-escalate and then take in that they can also be like the students on the walls.
Monitoring books	This is a personally decorated exercise book which goes back and forth from the Academy to home ensuring messages are passed between the linking person/mentor and parent.
1:1 mentoring sessions	For one hour a week students who require a mentor/check in session with their link worker will complete a personalised intervention of emotional exercises, discussion and reflection.
Circle of trust	An agreed circle of trusted adults whom the student will approach with difficulties or concerns, recorded in a visual support diagram.
Scaling and solution focus based therapy	You can keep a scaling chart on the wall/in your planner which the students get in the routine of using. We state “Where are you?”.....they reply a number.....we are able to deal with their concerns accordingly (below a 5 is a concern).
Visual timetables	Students can have a visual timetable made for them to assist in understanding the week.
Extra visits	During the integration/transition meetings the need may arise for a student to be offered extra transition visits which can be put in place before their induction session. The student may want to visit at different times of the day, see different lessons and meet different students/staff.
Visual need cards	Some students have needs which they do not want to explain in the class to a supply teacher or member of staff. These students can hold visual need cards with a picture and request written in the pupil voice. Examples of these can be – a picture of shoes “Please allow me to keep my shoes off under the table as they get really hot” (ASi - Multi Sensory Impairment).
Mirrors	Students can check their clothing, see themselves in the space and appreciate a sense of belonging. They are reflected back in the space.
Access to the reflection area when needed	Some students need to have the reassurance of being able to visit the reflection area throughout the day.
5 point anxiety scale and personalised scaling activities.	This is to help the student reflect on any issues that may have occurred and to ascertain what was the trigger, how it progressed and to recognise their own emotions.

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<p>ABC monitoring sheets</p>	<p>Chart for the student to help them reflect on his/her actions and behaviours and look at the consequences when they need time out or have had an incident.</p>															

SECTION TWO

Behaviour expectations

Be ready to learn

Take pride in your appearance

Focus on your own learning

Be in the right place at the right time

Be respectful

Be polite – use kind words and actions

Respect all property

Follow instructions from all staff

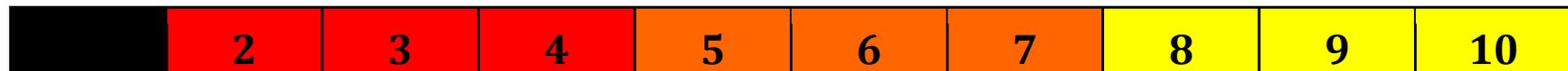
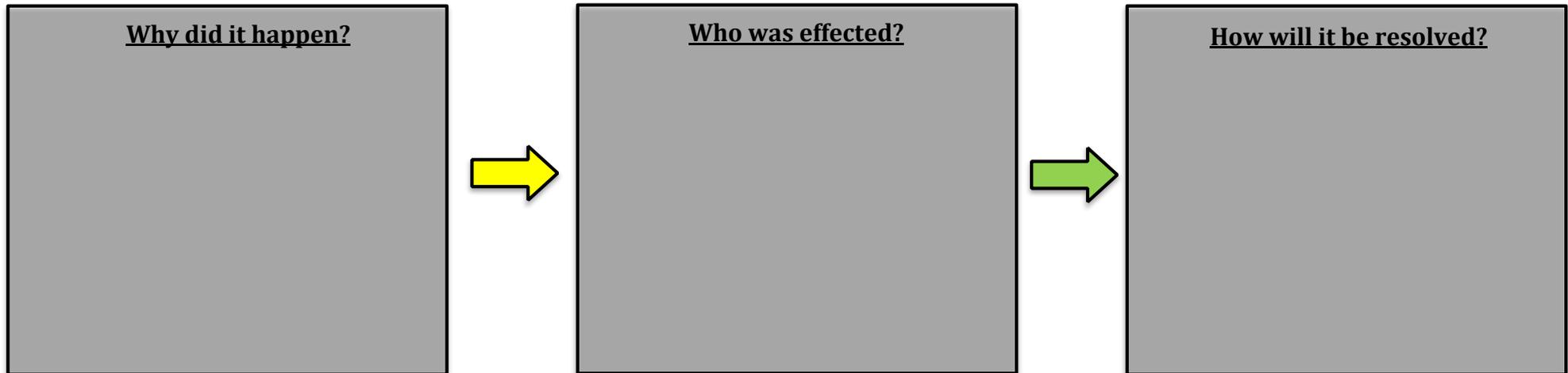
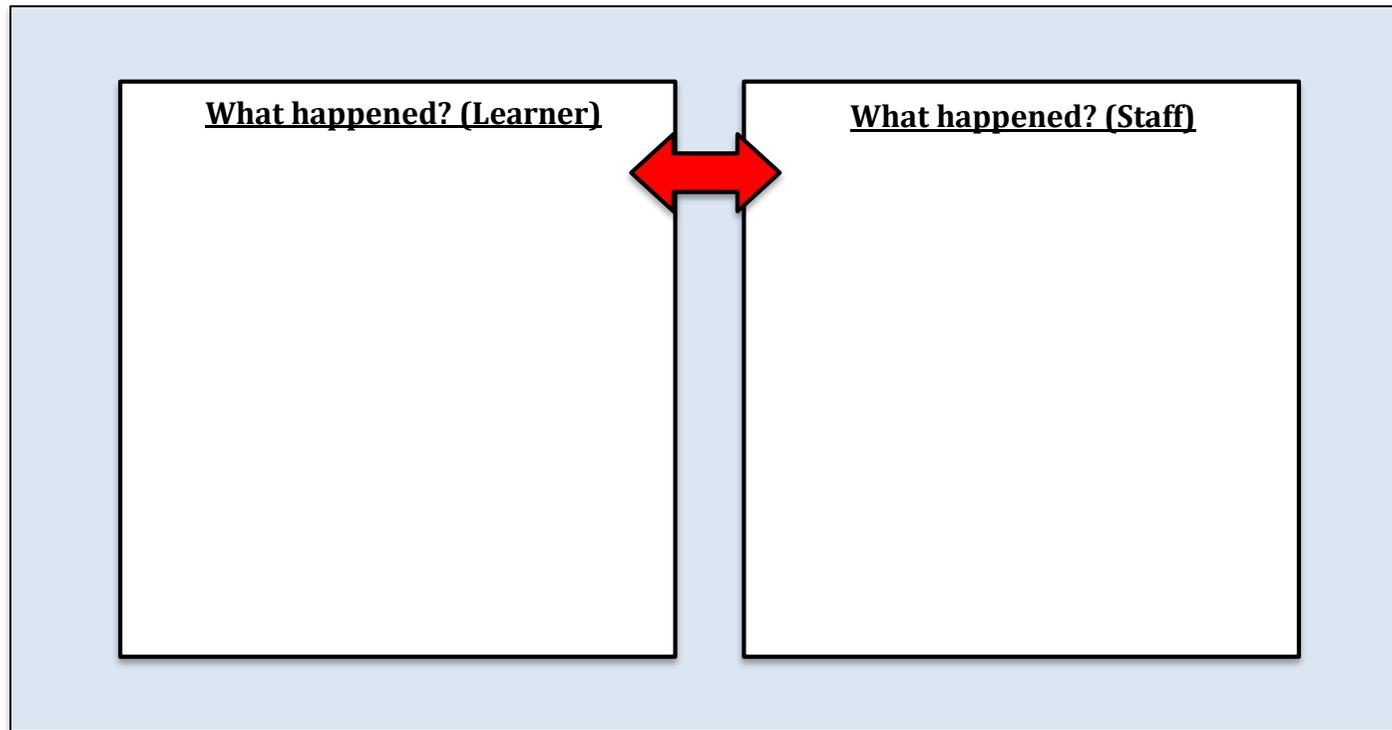
Be safe

Keep your hands, feet and objects to yourself

Keep all food and drink in the dining hall

If you are worried about anything – speak to staff

Review
Explore
Share
Observe
Look
Voice
Evaluate



REWARDS, CONSEQUENCES AND SANCTIONS

Clear consequences and sanctions are essential for pupils with SEMH and Challenging Behaviour but the emphasis should be on rewarding good behaviour. Our pupils come to our school with a perception of themselves as “bad” and it is often easy for them to fit into a cycle of behaving badly and being punished from which they can see no hope of escaping. A clear, easy-to-understand and consistent reward system is essential in helping pupils notice and celebrate their own successes and build a different perception of themselves. The system should incorporate the following features.

- **Frequent rewards** depending on child’s ability to wait and link the reward to the correct behaviour. In addition to weekly rewards, some pupils may need opportunities to gain rewards on a daily or even shorter basis. This could be something as simple as a commendation certificate or permission to engage in an activity.
- **Targets for rewards** need to be motivating and realistic. Use of visual tokens to represent reward helps children with SEMH to see that they are doing well and also makes the reward more meaningful if it is personalised.
- **Pupils behaviour achievements** are displayed on the tutor board and certificates are presented in assembly.
- **Rewards that are earned** must be given when they are expected. If not, the child’s trust in adults will not be allowed to develop
- **Never take away** an earned reward as a sanction. This will again damage trust and seem unjust to the child
- **Opportunities for public celebration of success** (e.g. special mentions)
- **Make sure** that small successes get noticed and rewarded/celebrated
- **Avoid using time with a favoured adult as a reward** – this contradicts the notion of staff as consistently available attachment figures and can lead to insecurity in the child’s attachment to staff. It can also lead to unbearable feelings of envy in other children

General Rewards

- Individual praise and encouragement (Non-verbal; smiles, eye contact, thumbs up, body language, signing and symbols)
- Break time in a different place/different equipment
- Appropriate positive written comments on work.
- Awarding of stickers and privileges.
- Telling the SLT/Head teacher.
- Displaying work
- Public commendations for good behaviour and work in class (certificates).
- Positive communication with parents to share success- Parents can be invited by the class teacher in to share in the pupil's success by sending photocopied work home.
- Teachers will, where possible, reward the pupils with opportunities for curriculum choices.
- Positive calls home.
- Rewards List / Vouchers

Points System

A points system is used to monitor and record pupil achievement during lessons. For each timetabled lesson pupils' can be awarded a total of three points by achieving a point in the following categories:

➤ Attendance

The pupil has arrived to the lesson on time and has not left the classroom without permission.

➤ Attitude to Learning

The pupil has completed set tasks or fully engaged in the learning activity for the expected duration.

➤ Behaviour

The pupil has presented positive behaviour throughout the lesson which is in accordance with the school's expectations (see page 41 - behaviour expectations).

Where possible, pupils should be given opportunity to correct any negative behaviour before points are lost / not awarded. Instructions / expectations must be made clear to the pupil by the teacher/LSP.

Debriefing

Debriefing incidents with pupils is essential in helping them to reflect on the consequences of their actions and understand the sequence of events involved. Our pupils act impulsively on their feelings without thinking. We need to help introduce a pause for thought in the sequence so that they can manage their reactions better.

Sanctions

Need to be applied sensibly and make sense to the child. They should, where possible, be included in the course of the day. Where possible, avoid escalating incremental sanctions, e.g. the constant removal of minutes off break time, as this can become too anxiety-provoking for our pupils leading to hopelessness and sabotage. Wherever possible, include a reparation activity as part of the sanction. Sanctions should be as consistent as possible throughout the school but we recognise that sanctions also need to be tailored to a certain extent to individual needs. Classes for younger children can operate a 'choosing time' system whereby children are rewarded for good achievements and good choices by receiving a short period of activity they choose. These times punctuate the day and occur at breaks between sessions. If a child displays negative and destructive behaviour during a lesson, then part of the 'choosing time' will be used in paying back this time and resolving the problem.

To improve consistency of applying consequences to all children throughout the school, the following list offers a consistent framework:

- **Low level disruption:** child may work apart from classmates or pay back time out of choosing time or play time.
- **Extreme disruption:** paying back time from choosing time or removed from class, miss playtime or part of lunch break. A formal Resolve with a staff member.
- **Absconding from site:** Paying back time, Resolve and discussion with parents.
- **Dangerous behaviour:** child takes time out of choosing time to discuss with adults, repairs any damage, makes amends. If behaviour considered holds potential threat to wellbeing of others this can lead to fixed term exclusion.
- **Damage to property:** makes good the damage, asked to contribute to replacement if appropriate, writes letter of apology to any persons concerned in own time, parents informed. In exceptional circumstances this can lead to fixed term exclusion and police involvement.
- **Violence:** incident if reported in physical intervention book needs to be discussed with child during choosing time or after school. Children encouraged to reconcile differences, make amends, finding an activity that could help injured party.

- **Any incidence of bullying:** logged and both victim and perpetrator take time to discuss the situation and find appropriate ways of resolving negative interactions by finding positive and cooperative activities.
- **Wilful violent attack on member of staff or another child** will result, after discussion with the Executive Head Teacher or Head of school, in an agreed fixed term exclusion and police involvement.

2 Tier System

To improve consistency of applying consequences to all children throughout the school, the following list offers a consistent framework:

1st Tier	<p>The 1st tier consists of sanctions and interventions that should be managed by the class groups themselves. E.g. The 3 Strike System, loss of points, call home, loss of a break/activity, Resolve.</p>
2nd Tier	<p>The 2nd tier consists of a higher level form of sanction, which is used for more extreme challenging behaviour. This level must be lead or authorised by SLT. E.g. -phone calls home pertaining behaviour management or supporting behaviour management (not informing them of negative behaviour at the end of the day, this is different)</p> <ul style="list-style-type: none"> ➤ inviting parents into school for meetings to discuss the behaviour/progress of a pupil. ➤ After school Resolve. ➤ Behaviour support reports/contracts

3 strike System (Tiered)

Reminder >>> Warning >>> Consequence

Strike 1 involves reminding the pupil of the expectation(s), strike 2 is reminding the pupil again, but this time offering warning of a potential consequence, strike 3 is where a consequence is given for the behaviour.

1st Strike set: Loss of point(s) – see page 44 (points system).

This response should be measured and relevant to pupils' behaviour. For example, pupils should not lose an attendance point if they have attended the lesson for the required duration. Instructions for behaviour must be clearly given and fully understood by the pupil.

Remember to use appropriate de-escalation strategies such as movement breaks, time out etc.

2nd Strike set: Resolve

Depending on the behaviour being displayed a Resolve may involve a quick informal discussion with the pupil(s) during the lesson. If this is not effective in combatting the behaviour a formal Resolve discussion should be actioned outside of pupils' formal learning time. SLEUTH should be updated with a record of this conversation.

Again, remember to use appropriate de-escalation strategies such as redirecting the activity, or a change of adult (if possible).

3rd Strike set: Call home

This should be actioned when strike set 1, 2, or de-escalation strategies have not been successful. The call home can be made by the class teacher or, if more appropriate, by a member of SLT. If required, parents/carers can also be invited in to discuss the pupil's behaviour.

Teachers are not to use PE as a sanction this is a lesson (important lesson). However, as a strategy if the pupil is unsettled and unable to access the session then that's fine.

Positive Teaching

To help boost self-esteem and change how our pupils view themselves, we need to constantly be on the lookout for small successes and to recognise and praise/reward these successes - *Catch the children being good*. It is important to remember that we need to notice behaviours that might seem ordinary but are significant for our children. It could be something as simple as a child saying hello back to you when you say hello to him/her.

Keep language as positive and solution-focused as possible. E.g. focus on what behaviours you want, not the behaviours you don't want.

Report Card

Pupils can be placed on report card which monitors the pupil's behaviour around the school during all lessons. The report cards are monitored throughout the day and are reviewed at the end of the day with form tutor, LSP and pupil.

Behaviour Contract

Pupils can engage in a behaviour contract which the form tutor/teaching LSP and pupil will set achievable targets for the pupil to achieve. Also set sanctions for bad behaviour and rewards for good behaviour. The contract will be signed by the pupil, form tutor and a member of SLT.

Individual Timetables

Pupils can be placed on an individualised timetable which can consist of working offsite accessing external provisions (construction, motor mechanics and sports).

Pupils may also work on a one to one or reduced timetable to support the pupil to manage their SEMH needs.

