Cherrywood Educate Together National School

Code of Positive Behaviour

Ratified by the Board of Management on:
23rd March 2021

Review Date: March 2023

Contents

1   Introductory Statement

The Cherrywood Educate Together School Community is one where students, staff and parents strive to co-exist in an atmosphere of mutual respect and safety. The aim of the Code of Positive Behaviour is to promote positive behaviour using a whole school approach. This code is underpinned by the four principles of Educate Together: equality based; child centred; democratically run and co-educational. The Code of Positive Behaviour takes account of all current ETNS policies such as the Anti-Bullying Policy and Child Protection Policy

2   Aim of the Code of Positive Behaviour

- To create an environment where all partners in the school community, students, staff and parents, feel safe, respected and valued.
- To promote self-discipline by affirming that everyone's behaviour matters and by focusing on expected behaviours and personal responsibility.
- To create an environment where all students and staff can reach their creative and intellectual potential without disruption.
- To have a framework in place to ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.
- To build positive relationships of mutual respect and support among students, staff and parents. To enable students to mature into responsible participating citizens.
- To help students to acquire and develop moral and ethical values and a respect for the beliefs and values of others.
- To promote equality for all members of the school community and to prevent discrimination

3   Standards and Expectations of Behaviour

The school's expected standards of behaviour express the kinds of behaviours and relationships that will create a positive environment for teaching and learning. Central to this is the expectation that all members of the school community behave in ways that show respect for others and that they have an understanding of their rights and responsibilities in relation to the Code of Positive Behaviour as outlined in Section 4.

Standards of behaviour in the school will reflect positive values including:

- Respect for self and others
- Kindness and willingness to help others
- Courtesy
- Thoughtfulness
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict
- Forgiveness
- Punctuality
- Behaving in a safe way
- Cooperating with staff and peers
- Responsibility for their actions
- Honesty

4   The Rights and Responsibilities of students, teachers, staff and parents

Rights of students	Responsibilities of students
students have the right to: • be educated in a safe, happy and secure environment	**students are responsible for:** • their class work and homework

• grow intellectually, emotionally, morally, spiritually and physically with an understanding of special needs and difference • be treated as individuals with due respect and regard for others within the school community • be listened to • express their emotions, doubts and beliefs • be free from all forms of abuse, whether physical, emotional, mental or sexual • receive information about topics and concerns affecting their lives including information on the Code of Positive Behaviour.	• knowing and complying with school and class rules • their behaviour in class and on the school premises • their belongings • school property • playing safely • not excluding others from their games • helping and caring for others, in particular the younger students in the school • behaving in accordance with the Code of Positive Behaviour at all times including when representing the school and on school outings
Rights of Teachers and School Staff	**Responsibilities of Teachers and School Staff**
Teachers and school staff have the right to: • educate in an environment free from disruption • be respected and held in proper esteem • full and open communication with parents • information on the student, their family background and access to parents when necessary • voice concerns about the student's safety, behaviour and academic progress • expect backup, support and co-operation from parents and other members of staff for their work • confidentiality • be listened to • appeal to a higher authority, e.g., Board of Management, Department of Education & Skills, union • receive adequate facilities and resources appropriate to their teaching duties	**Teachers and school staff are responsible for:** • the students in their care • creating and contributing to a positive atmosphere/environment for learning • being firm and fair • promoting a culture and practice of equality, which values all children equally • being prepared for class work • giving attention to all students • communicating with parents on issues concerning their child's learning and behaviour • having positive expectations for students • ensuring opportunities for disruption are minimised • assigning, checking and correcting homework in accordance with the Homework Policy • informing students what is expected from them in terms of behaviour
Rights of Parents	**Responsibilities of Parents**
Parents have the right to: • informative communication with and access to the Teacher/Principal • respect, understanding and confidentiality	**Parents are responsible for:** • providing firm guidance and positive role models to students • promoting positive behaviour in school • becoming involved in their child's learning • ensuring homework is completed

• updates on the progress of the student/students • be listened to • be consulted about disciplinary action at an early stage • appeal to a higher authority, e.g., Board of Management, Department of Education & Skills • have access to the Code of Positive Behaviour of the school	• ensuring students come on time to school • explaining absences • signing out children who are leaving early • ensuring students come prepared for school with a healthy lunch, pencils, books etc • ensuring students have had adequate rest and nourishment • keeping in touch with school about all aspects of student's learning, progress and behaviour • communicating to school/teacher any problems which might affect student's learning • making an appointment to meet with a teacher/the Principal • being courteous towards students and staff • respecting school property and encouraging their children to do the same • supervising pre-school children when in the school • ensuring students comply with all school policies and drop-off zone regulations

4.1 Parental Involvement in student-Based Activities

At Cherrywood ETNS, parents are encouraged, as part of our ethos, to become involved in the school and in student-based activities. Parents come into the classroom at the invitation of the teacher by prior arrangement and for an agreed purpose. Cherrywood ETNS will formulate a Parental Involvement Policy which will list guidelines for these activities.

5 Strategies for Promoting Positive Behaviour

Here in Cherrywood ETNS, the main goal of our Code of Positive Behaviour is to actively promote a happy atmosphere and positive school environment. This includes practices and strategies to affirm and encourage positive behaviour. As a school community, we value and promote mutually respectful relationships which balance warmth and empathy with objectivity, professional detachment, fairness and consistency.

5.1 School strategies for Promoting Positive Behaviour

We use the following whole school strategies to promote positive behaviour:

Explicit teaching of School Rules

The School Rules are taught explicitly in every class, providing safe guidelines for everyone to follow and clear guidance of expected behaviours in our school. The School Rules are:

- Be Safe
- Be Respectful
- Be Ready
- Appendix here for strategies for teaching these rules

Explicit teaching of school Core Values

Core Values that promote positive interactions and contribute to a meaningful learning environment for all have been identified as part of our Learn Together Whole School Plan.

Explicit teaching of these enables all children to understand and demonstrate values in line with the school's culture, vision and ethos.

- Cooperation
- Respect
- Honesty
- Freedom
- Happiness
- Love and Kindness
- Peace
- Responsibility
- Understanding
- Unity

Explicit teaching of Four Point Scale

This is the whole school strategy to help children recognise their emotions and feelings. We devised a colour scheme, so all children from Junior Infants can use the scale effectively. Each colour on the scale represents how a child is coping with a situation

Green – Everything is OK
Blue – Something is bothering me. I might need some help.
Yellow – I'm losing control. I need help.
Red – I've lost control

This scale should help children not only recognise their emotions in different situations, but with teacher's guidance we would hope that they will learn how to regulate their emotions too.

Additional Whole School Strategies

- Explore with students their rights and responsibilities.
- Involve students in the consultative process in the development of the Code of Positive Behaviour.
- Involve students in the preparation of classroom rules/class charters at the beginning of each school year.
- Use the curriculum, in particular the Learn Together Programme and Social Personal and Health Education (SPHE), to enable the students to understand why the code is important, their part in making it work and to see that the code works in a fair way.
- Focus on and promote specific themes within the curriculum e.g., good manners, friendship, relationships and how students treat each other.
- Principal's Award
- Promote positive relationships with all members of the school community to encourage effective learning and good behaviour.
- Positive communication of achievements to families.
- Adults model the behaviour that is expected from students.
- Maintain consistent and equitable school and class routines.
- Help students themselves to recognise and affirm good learning behaviour.
- Recognise and giving positive feedback about behaviour: -
  o Praise
  o Encouragement
  o 'Happy visits' to the Principal
  o Am órga (Activity of the children's own choosing on Fridays
  o Reward stickers, stars and stamps
  o Special time with a staff member
  o Praise at Assembly by Principal
  o Giving students responsibility in daily activities in the school

o   Using displays throughout the school to visually reinforce good behaviour
o   Recognition Boards in classrooms

Explicit teaching of expected behaviours in the playground

Playground rules:
● Chasing is to be "tip" only, no grabbing
● Designated equipment may be used
● "Play-fighting" games are not allowed
● Children are encouraged to play together, ensuring that no-one is to be excluded
● Recognition is given to children to acknowledge positive choices in the playground
● When the bell is rung the children freeze, when the second bell is rung, they tidy the equipment and line up

5.2   Classroom Strategies for Promoting Positive Behaviour
Cherrywood ETNS will employ a variety of age-appropriate strategies within the classroom setting that take into account the needs of all students e.g.:
● Golden rules (See above)
● Explicit teaching of these rules
● students are involved in setting up class charters based on school rules and understand why these rules need to be enforced
● Class reward systems
● Creating time to listen and discuss issues with students
● Teaching of rules and responsibilities
● Reinforcement of rules
● Recognition Boards
● Class routines
● Teaching of respectful and courteous ways of behaving
● Individual Behaviour Plan
● Individual Reward systems

Additional suggestions for proactive classroom strategies are found in Appendix 1.

Strategies that draw attention to a child who is not behaving well are not promoted in the school e.g., Traffic lights, Sun and clouds.

6   Responding to inappropriate behaviour
At Cherrywood ETNS, a whole school approach is used in response to inappropriate behaviour. Elements of this approach include the use of a problem-solving approach when dealing with inappropriate behaviour, a ladder of intervention and agreed arrangements for recording behaviour.

6.1   Problem Solving Approach
This is an approach used by the teacher and/or the school to respond to the unwanted behaviour using some or all of the following steps, not necessarily in the order outlined below.

● Seating of students in the reflection area reflecting on their behaviour and what to do next time ('What', Why? Next Time?)
● Gather information. Try to understand the context and the factors that may be affecting behaviour.

- Generate ideas about possible solutions that take account of the reasons why it may be happening.
- Decide and agree on specific strategies.
- Implement the agreed strategy consistently.
- Review progress: evaluate the impact and effectiveness of the intervention.
- Throughout, keep the relationship with the student as positive as possible; involve the student and parent.

6.2   Ladder of Intervention

As part of the whole-school approach, there is an agreed ladder of intervention which the staff use in response to inappropriate behaviour.

Level 1
Verbal Reminder: Verbal reminder of expected behaviour, acceptable behaviour and unacceptable behaviours   **Verbal Reprimand:** Verbal reprimand and repeated reminder of expected behaviours

Level 2

- **Individual Supports to be put in place:** See Appendix 1 for suggestions
- **Move to Another Location within the same Space:** Child is given the opportunity to complete work in another area of the classroom or yard.
- **Verbal Apology:** Child apologies for misbehaviour verbally.

Level 3

- **Move to another location in the school:** Child will be moved to another classroom, or if on yard, to the reception area. Child is to complete work and a reflection sheet. A copy of the reflection sheet for infant level is included in Appendix
- **Withdrawal of Privileges**
- **Reflection Sheet:** Child will complete an age-appropriate reflection sheet with a teacher.
- **Communication with Parents:**
    o Parents to sign reflection sheet
    o Class teacher communicates details of misbehaviour to parents either verbally at pick-up time, over the phone or *via email*.
- **Principal informed and teacher notes communication with parents on Aladdin**

Note: In infant classes, reflection sheet to be completed with child during eating time, after the child has had a chance to eat something.

Level 4

- **Reflection Session:** Child attends a reflection session, facilitated either by class teacher or support teacher. Parents to sign reflection session sheet.
- **Behaviour Contract to be drawn up by the class teacher and saved on Aladdin, co-signed by parents (**see Appendix 2)
- **Breach of Behaviour Contract to be communicated to parents via a Positive Behaviour Note** (see Appendix 3)
- **Involving other staff including Principal**
- **Communication with parents:** Teacher holds a meeting with parents. Teacher will note communication on Aladdin.
- **Written Apology:** Child provides a written apology, co-signed by parents
- **Principal Informed and teacher will note on Aladdin**

Level 5
● **Individual Behaviour Plan to be drawn up and saved on Aladdin:** Class teacher will devise an individual behaviour plan in consultation with the student and parent(s), with the support of the Principal. The individual behaviour plan will state strengths, needs, reasons for concern, targets and strategies as to how the child will be supported to behave in an appropriate way. Class teacher will discuss and review behaviour plan at regular intervals with the child, providing feedback on improvements the child has made and addressing further areas for improvement. See Appendix 4 for sample behaviour plan. ● **Communication with Parents:** Formal Meeting with parent(s), principal and class teacher. Class teacher to record on Aladdin.
Level 6
• **Referral to the Board of Management** • **Suspension (see 7.1 for details)**
Level 7
• **Referral to the Board of Management** • **Expulsion (See Section 7.2 for details)**

Parents of students from level 3 will be kept informed of their child's behaviour and may be requested to work with the school in devising effective strategies to help the student to improve his/her behaviour. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies.

7   Suspension and Expulsion
7.1   Suspension
Suspension is defined as "requiring the student to absent himself/herself from the school for a specified, limited period of school days." During the period of a suspension, the student retains their place in the school.

a) Authority to Suspend
The Board of Management of Cherrywood ETNS, in consultation with the Principal, has the authority to suspend a student.

b) Grounds for Suspension
- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property.

A single incident of serious misbehaviour may be grounds for suspension.

c) Procedures for Suspension

In the event of serious misbehaviour, the school will conduct a preliminary assessment of the facts based on discussions with teachers and staff and previous school behaviour records. If this assessment confirms that the behaviour could warrant suspension, the school will observe the following procedures:

- The student and their parents will be informed about the complaint, that it will be investigated and that it may result in suspension. Parents will be informed in writing and where practical by phone.
- The parents and student will be given an opportunity to meet with the Principal to discuss the incident and respond before any sanction is imposed.
- If a student and their parents fail to attend a meeting, the Principal will inform them in writing advising them of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour.
- Any decision to suspend will be given in writing to the parents.

d) Immediate Suspension
In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, will be open-ended. In the case of an immediate suspension, parents will be notified, and arrangements will be made with them for the student to be collected. The school will have regard to its duty of care for the student. In no circumstances will a student be sent home from school without first notifying parents.

e) Appealing a Suspension
The Board of Management has placed a ceiling of three days on any one period of suspension imposed by it. The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998 and parents will be made aware of this appeal process and option.

f) Re-integrating the student
A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

The school should have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about his suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the school will arrange for a member of staff to provide support to the student during the re-integration process.

g) A clean slate

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When any sanction, including suspension, is completed, a student will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school will expect the same behaviour of this student as of all other students.

7.2   Expulsion

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

a) Authority to Expel

The authority to expel a student is reserved to the Board of Management.

b) Grounds for Expulsion

Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. A proposal to expel a student requires serious grounds such as:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school constitutes a real and significant threat to safety.
- The student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, the Board of Management will have tried a series of other interventions and believe they have exhausted all possibilities for changing the student's behaviour.

c) Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:
- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault
-

d) Procedures for expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.
7. Informing of the parents of their right to appeal under Section 29.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions.

It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

Steps 1 to 6 as outlined above and detailed in "Developing a Code of Behaviour- Guidelines for Schools", issued by the National Educational Welfare Board (NEWB) Pages 83 – 86 will be followed. In the event of an appeal the appeals process under section 29 of the Education Act 1998 will be followed.

e) Review of use of Expulsion
The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

The three levels at which intervention may take place are outlined below.

8   Levels of intervention
8.1   Support for all
Most students behave appropriately with the help of consistent and clear rules and routines in class and in school. Occasional, minor misbehaviour should be attended to routinely and effectively through the skill of the teacher. See the ladder of intervention (section 7.2.1)

8.2   Additional support for some students
Some students need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing behaviourally, socially and educationally. See the ladder of intervention (section 7.2.1)

8.3   Specialised support for a small minority of students
A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviours and may not respond to low-level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home. The Principal and staff will in so far as it is possible build good links with any local support services that may be able to assist in responding to the needs of a student with behavioural difficulties. See the ladder of intervention (section 7.2.1)

a) student Passports
student Passports are devised for students with Special Education Needs or students who demonstrate ongoing challenging behaviour. It should be a reflection of the Individual Education Plan and Personal student Plan and not longer than an A4 sheet of paper. The purpose of the student Passport is to ensure consistency among staff when dealing with challenging behaviour. See Appendix 5 for sample student Passport.

b) Positive Handling
There are occasions when physical contact is used in our school, such as administering first aid and meeting intimate care needs. Our duty of care to others means that it may on occasion also be necessary to use physical contact to restrain a child who is putting

themselves or another person at risk. The following examples, which are not exhaustive, outline the circumstances where physical contact may be used in the school:
- physically interposing between students
- blocking a student's path
- leading a student by the hand or arm
- shepherding a student away by placing a hand in the centre of their back
- in extreme cases using more restrictive holds.

The following principles are followed by staff who find themselves in a situation where they feel a restrictive physical intervention is necessary.
Action by staff will:
- be in best interests of the child
- use maximum care, minimum force
- be reasonable, proportionate and necessary
- be for reasons of safety

Positive handling may be part of an agreed plan with parents and the student where appropriate. If this is the case plans will be viewed regularly with a view to reducing the need for intervention.

Any occasion in which a member of staff is forced to restrain a child must be recorded in an Incident Report in the school office.

8.4   Responding to bullying behaviour
Cherrywood ETNS has in place an Anti-Bullying Policy. In the event of an allegation of bullying taking place the procedures outlined in the Anti-Bullying Policy will be adhered to.

8.5   Responding to Alcohol, Tobacco and Drug Related Incidents
The school has in place a Substance Use Policy. In the event of an allegation related to this policy procedures outlined in the policy will be adhered to.

9   Recording Inappropriate Behaviour
Inappropriate behaviour by a student or students at Level 2 or above in the classroom will be recorded on the school's computer-based administration system, Aladdin. Incidents of serious misbehaviour during break times will be recorded by the supervising teacher in the Incident Book (which is regularly inputted into Aladdin). Depending on the nature of the misbehaviour these records may include a description of the behaviour, the context of the behaviour, action taken and sanctions incurred, interventions tried if any and how the student has responded to them, and copies of any correspondence with parents. These records will be stored on the Aladdin system which will be reviewed by the Principal regularly. The Principal will record and retain all records of suspension and expulsion.

10   Students with Additional Needs
While all students in the school are subject to the school's code of behaviour, some students present with special educational needs. Staff at Cherrywood ETNS have an appreciation and awareness of these complex and individual needs, which are taken into account during the implementation of the school's Code of Positive Behaviour. Where a student with additional needs is in breach of the school's Code of Behaviour the teachers will use their professional judgment in relation to regularity and level of sanctions – with support of student's Passport, principal and class teacher.

11   Implementing and Communicating the Code

Parents will be provided with a copy of the Code of Positive Behaviour prior to registering their child at the New Junior Infants Parents Information Meeting normally held in Terms 2 each year. Time will be allocated at the meeting for answering any queries that parents may have concerning the Code of Positive Behaviour.

The code will be communicated to the school community in a variety of ways including:
- through the School Booklet and Information Pack for new parents.
- on the school website.
- at Information Meetings for parents.
- in the School Newsletters.
- at Staff Meetings.

The Code of Positive Behaviour will be communicated to the children by means of:
- regular reflection, revision and discussion of the Golden Rules and safety standards.
- The school ethos and the Learn Together programme.
- Regular and informal encouragement and reinforcement.
- Modelling by the teachers and staff.
- Weekly assembly.

Signed _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal/Secretary to the Board of Management

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Appendix 1: Proactive Strategies for Positive Behaviour Management

1.1 Strategies for children with communication needs
- Give clear instructions: rephrase if necessary.
- Realise that whole-class instructions may not be noticed – the child may not realise they apply to them.
- Use child's name and allow take-up time before giving an instruction.
- Use clear and concise language, avoid humour and irony and check for understanding.
- Have clear rules and use them positively. Reinforce them regularly, remembering to make expectations clear.
- Minimise disruption of routines. Warn of forthcoming disruptions and rehearse if appropriate. Try to conform to daily routine as much as possible, explaining any last-minute changes to the child.
- Personal Timetable.
- A personal workspace.
- Focus on the things that a child can do rather than things that they find difficult. For example, if there is a difficulty with empathy, avoid questions such as 'why did you do that' or 'why do you think x feels that way'.
- Use the child's interests when designing reward programmes or incentives.
- Know that generalisation may not occur. Just because a child can multiply three-digit numbers doesn't' meant that they can complete simple multiplication word problems.
- Explicitly teach social skills.
- Clearly communicate and model positive behaviours, linking praise to the desired behaviour.

1.2 Strategies for children with attention needs
- Have a very predictable routine and provide individual timetables, pocket timetables and prompt cards as appropriate.
- Seat the child close to an adult in the room.
- Surround the child with good role models.
- Make a workstation available with reduced stimuli.
- Give clear and concise directions and instructions. Write these down so the child doesn't have to remember them.
- Ask for instructions to be repeated back to you to ensure there is an understanding before the task starts.
- Give tasks one at a time rather than in a list.
- When assessing a child's skill level, make sure that it is the skill that is being assessed rather than a child's attention span.
- Use errands to give children a short break.
- Avoid using the child's name constantly in front of the class. Develop a covert signal instead.
- Use tactical ignoring for low-level behaviours. Focus on the positives and give plenty of specific praise.
- Within elastic boundaries, don't be afraid to challenge negative behaviours, keep options open and give the child a get-out.
- Discuss negative behaviours without an audience.
- Actively encourage the development of self-esteem and tolerance within the class as a whole.
- Strip of Velcro under the table.
- Elastics on a chair.
- Stress ball.

- Stickers.
- Proximal Praise.
- Volcano Chart
- Use of books, social stories.
- Surround the child with model peers.
-

1.3 Strategies for children who can be defiant
- Make expectations clear and reward when expectations are met
- Remind the child of what they are working towards and try to encourage them to keep on track.
- Ensure fair warning of transitions – use a visual timetable/sand time if it helps.
- Use empathetic statements which help the child to know that you understand how they feel.
- Give direct instructions to reduce ambiguity and redirect if possible. Give a clear instruction as to what you want the child to do.
- Make your praise specific.
- Give choices wherever possible e.g., 'which of these two activities are you going to start with?'.
- Have clear routines and structures and try not to deviate from them where possible.
- See the strategies above for children with attention needs; some of them may be useful.
- Allow take-up time.
- Use indirect language: 'let's see if we can …'
- Utilise the child's interests.
- Give choices or present the same activity in more than one way.
- Use humour.
- Use distraction.
- Be flexible in your approach.
- Depersonalise 'demands' by using a puppet or a toy.
- Use a feelings board and emotions cards.
- Ensure the child has an exit strategy.
-

1.4 Strategies for children with sensory needs
- Seat away from distracting sources of noise, in an area of low traffic.
- Build in breaks.
- Allow physical activity.
- Use noise-cancelling earphones to reduce stimulation.
- Seat on an appropriate chair and encourage the child to put their feet flat on the floor and rest their elbows on the table.
- Be aware that changes in routine may be difficult.
- Actively teach turn-taking and social skills.
- Practice the appropriate language to be used in social situations.

1.5 Strategies for children with social and emotional needs
- Be aware that the behaviours that you see are quite often the tip of the iceberg and that children need your support.
- Ensure your school and classroom systems are clear and fair.
- Realise that these children need flexible teaching arrangements.
- Actively teach and encourage positive interaction with peers and adults.
- Take a 'least to most intrusive' approach.
- Specifically teach rules and routines.
- Give many, many more rewards than sanctions.
- Provide a safe and supportive environment.

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- Build relationships.
- Anticipate incidents and avoid them. Don't persist in putting the child in situations where they are likely to fail.
- Be aware that, in supporting these children, you may need to change your own behaviour and challenge your own beliefs.
- Encourage peer support and help to build friendship groups. be aware that these children can often become isolated.
- Provide them with the opportunity for regular classroom breaks.
- Develop an awareness of their emotions.
- Discussion/reflection on behaviour when calm.
- Calm Pass to access the Calm Corner
-

1.6 Strategies for forgetful children
- Materials given by school recorded on a chart. Child who keeps the item for the longest wins a prize.
- Colour coordinated with groups (e.g., red sticker for red group).
- Names on pencils.
- Visual checklists and schedules

Appendix 2: Sample Behaviour Contract Template

My Behaviour Contract

<div style="border:1px solid black; padding:10px; min-height:450px">

INSERT PICTURE OF student HERE

</div>
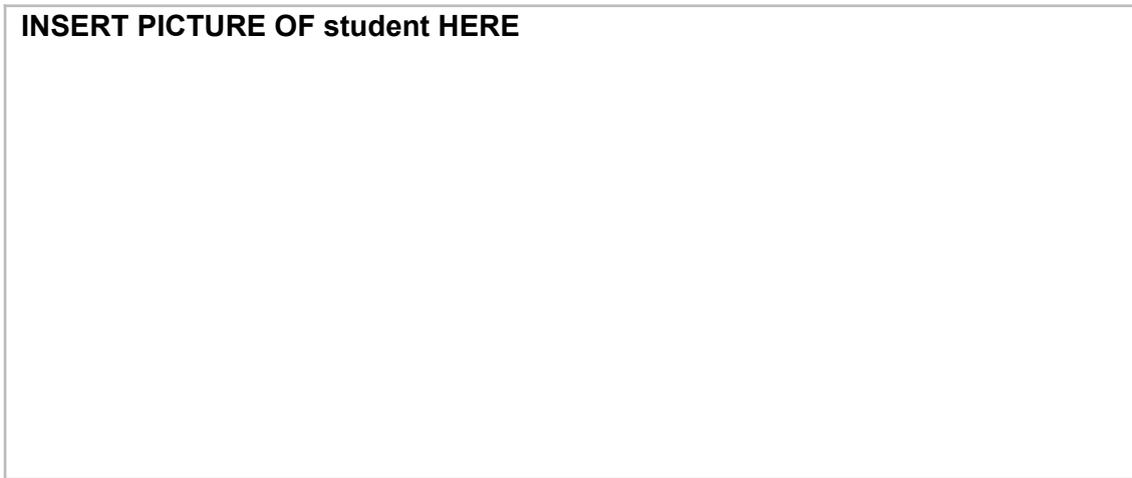
How I want to feel at the end of the day *(Teacher discusses with child what emotions they want to feel at the end of the school day. Discussion about positive interactions and fun times in school versus arguments and negative attitude etc)*

> Example: I want to feel proud and happy at the end of the day. When I come out of school I want to say to myself that today was a good day at school and that I enjoyed it! I want my relationships with my friends and teachers to be good and happy.
>
> I'll know I am doing a good job if I feel like this!

What I need to do to achieve this *(This is how they are going to get to that end goal every day using child friendly language)*

Example:

✔ Showing respect to everyone in the school

✔ Waiting for my turn to speak

✔ Speaking nicely to everyone and not shouting over people

✔ If I need a break or time to think, telling my teacher

Student's signature: _____

Teacher's signature: _____

Parent's signature: _____

Behaviour Note

Date: _____

Dear Parents/Guardians,

As you are aware _____ has an agreed behaviour contract.   Today elements of this contract were broken.

O Respect for staff   O Following instructions
O Respect for other students   O Behaviour in class
O Application to work   O Behaviour in yard
O Homework   O Respect for other students' property
O Respect for school property   O Punctuality

To ensure that _____ really thinks about his/her behaviour and tries his/her best to make a better choice next time, he/she is to write about what happened and describe how he/she will try to prevent it recurring again.

Kind regards,

_____

===
====

I/We acknowledge receipt of this Positive Behaviour Note:

Parent's/Guardian's Signature: _____   Date: _____

Parent's/Guardian's Signature: _____   Date: _____

PLEASE   RETURN   TO   THE   DEPUTY   PRINCIPAL/PRINCIPAL   BY _____

V1

Behaviour Support Plan	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

Behaviour Support File, Log of Actions

Date   Actions

Behaviour Support Plan *Month Year*

Initials:	Class:	Commencement date of supplementary teaching:	
Date of Birth:	Lead teacher:		
Start date of plan:	Review dates of plan:		Names of those present at review:

Strengths and interests	Priority Concerns *Note any changes in needs since the start of the plan in colour coded text*	Possible reasons for concerns

Targets (What?)	Strategies to help the student achieve the targets (How?)	When?	Staff involved (Who?) and resources needed
Staff Comments			
Parent/Guardian's Comments			

V1

Any comments from the student?

Outcome of review

	Revert to previous level of Ladder of Intervention		Progress to next level of Ladder of Intervention
	Continue at Current Level of Ladder of Intervention		Request consultation with other professionals

Signature of: Date: Date: Date:

_____   _____   _____
_____
Class Teacher

_____   _____   _____   _____
Support Teacher(s)

_____   _____   _____
_____
SNA

_____   _____   _____
_____
Parent(s)

_____   _____   _____
_____
School

V1

student Passport for _____   *Age:* _____

| Likes	Dislikes
Trains Lego Listening to stories Chatting with peers and adults Shared reading	Physical touch (hugs, hand on shoulder etc) Handwriting Being pressured to do something e.g., being hurried Station activities

Signs of Anxiety in ascending order	In Class Strategies
● Not participating in class activity/station teaching	Encourage him to participate in similar activity on his own. When he feels comfortable gently encourage him to return to his seat/group
● Walking around classroom ● Getting activity/toy or climbing on classroom furniture ● Circling classroom – slowing down at classroom door	Ignore each of these behaviours If he is in danger of hurting himself or running out of the classroom, be within reach but do not make eye contact or talk to him Give other students nearby positive attention

● Fight or Flight behaviour
  o Running to the corridor
  o Running outside in yard
	If he is running in the corridors, close the front and back door until he is calm.
	If outside ensure he is within reach at all times.
	Let him run it off if he needs to.
	Try to distract him with stories about your day or his own interests. He may not want to respond but he is listening to your stories and will chat back eventually

● Fight or Flight behaviour
  o Running around the classroom
  o Throwing things
  o Scratching/ hitting classmates or adults
	Stand at door and allow time for him to calm down.
	Do not try to talk to him or move him physically in anyway.
	Teacher will remove the rest of the class to the classroom next door.
	When he is calmer, try to distract him with stories about your day or his own interests

Rewards Given	When to Give the Rewards

● Lego Reward
    ● He chooses a Lego figure to build as his reward
    ● The Lego figure is deconstructed and each time you catch him doing something positive he gets a piece of Lego
    ● When he has received all pieces, he can make the Lego figure and take a photo with it, or bring it home to show his family
	EVERYTIME he:
	- Sits in his seat
	- Listens to the teacher – mouth quiet, eyes watching, hands and feet still
	- Takes out his own lunch
	- Tidies up his activity
	- Completes one station activity
	- Does a writing activity

● Trophy Sticker	Teacher will award this for handwriting activities
● Happy Visit to Katie or teacher in another classroom	If he has done great things during the day, he can go on a Happy Visit to show off his Lego/ reading activity, writing etc

Appendix 5: Infant Reflection Sheet

Name: _____   Date: _____

Draw a picture of what happened
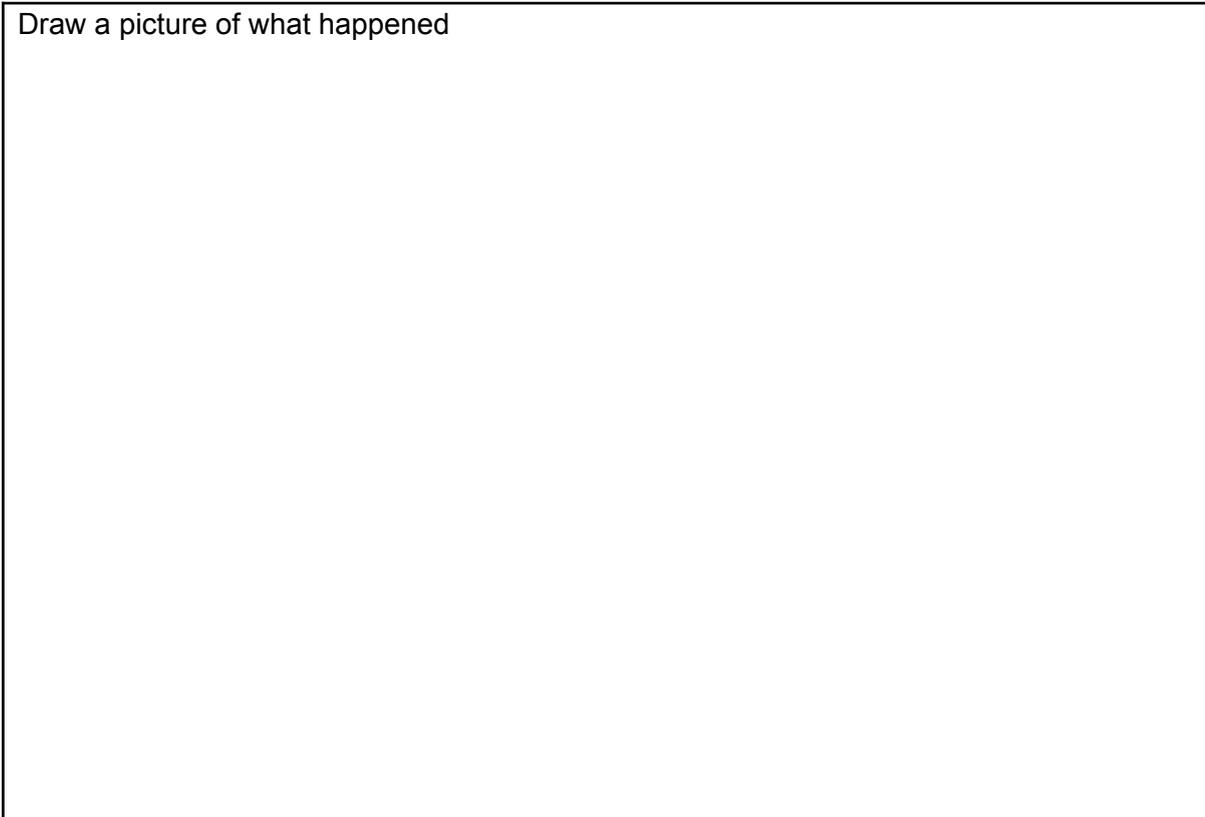
Draw a picture of something you could have done differently