

# Behaviour Policy and Guidance

Signed on behalf of the Governing Body

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Review Date; December 2024

Next Review Date; December 2025

Produced by;



## Links to other policies

This policy is supported by our Home School Agreement  
This policy also links to the 'Suspensions and Exclusions' Policy, the 'Physical Intervention and Restraint' Policy and the 'Anti-Bullying Policy and Charter'

## Notes

The development of this policy is underpinned by training with NYCC Virtual School.

Policy update February 2024 following update training and a subsequent staff review of the policy.

North Yorkshire County Council



Attachment Aware School

## **Philosophy**

The Governing Body and staff at Pickering Community Infant and Nursery School believe that a safe, calm and positive environment are crucial in supporting our children to develop the behaviour and attitudes that are essential for learning. Our behaviour policy is rooted within our school motto 'Learning, caring, sharing' where we start with developing safe, trusting, respectful and supportive relationships.

Staff and other adults in school model the behaviour and attitudes that we expect towards all staff, children and parents and establish clear routines and expectations. Behaviour that does not meet the expectations should be addressed by establishing the reason for and the consequence of the behaviour, including the impact their actions may have on others. All children and adults will need varying levels of support to do this and our staff will work empathetically with each individual when doing this. The language used and the manner in which we speak to those involved will demonstrate to all involved that behaviour is a way of communicating.

## **Aims**

- To ensure that there is a consistency of approach by all staff, including a common language for supporting children with their behaviour and regulation.
- To provide clear guidelines to be followed by all adults in school, which reflect our school aims and ethos.
- To take a non-judgemental, curious and empathetic approach towards behaviour, encouraging all adults to respond in a way that focuses on the feelings and emotions that drive certain behaviour, rather than the behaviour itself.
- To teach moral values and social behaviour including empathy, feelings, manners and respect as part of the curriculum.
- To promote and celebrate high standards of behaviour.
- To provide a compassionate learning environment where children feel safe and are respected.
- To recognise that children will usually demonstrate appropriate behaviour if the teaching and learning experiences they have are well matched to their needs. We therefore, work hard to provide learning opportunities that are carefully matched to children's needs.
- To work in partnership with parents and carers including to establish appropriate support for all children.
- To support children in reflecting on the impact of their actions.
- To teach children that meeting expectations of behaviour are important for learning and that not meeting these expectations can have a negative impact on their and other children's learning.

## **Expectations**

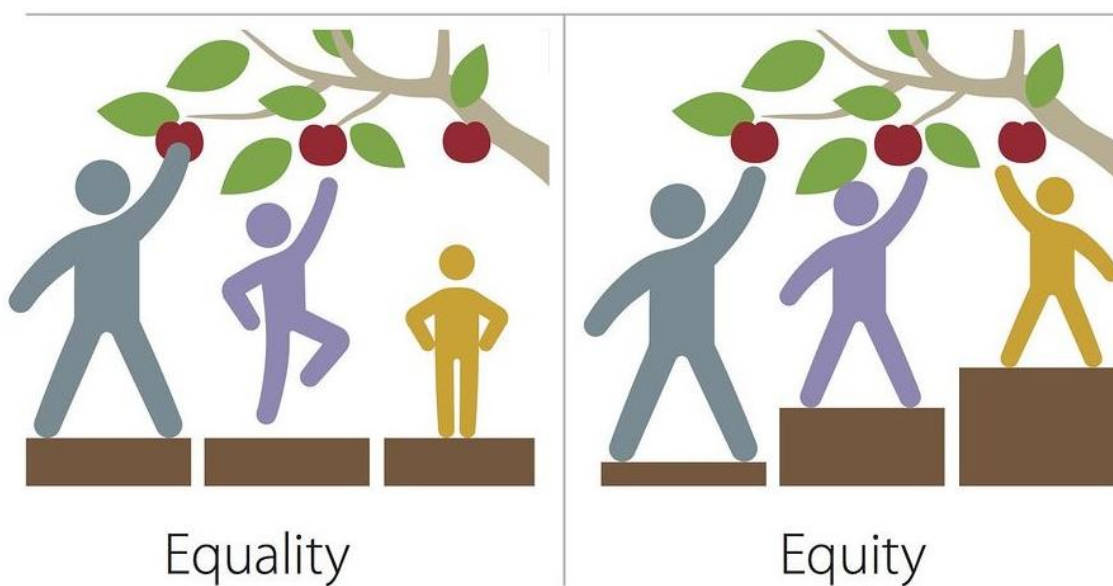
It is important to have high expectations for our children while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. Our motto 'Learning, caring, sharing' is the basis of these expectations, which are;

- ❖ **Be respectful**
- ❖ **Be kind and helpful**
- ❖ **Be the best you**

These expectations are taught to the children throughout the school year and are referred to on a daily basis to support children in understanding the expectations in our school. Developing this understanding is done in a wide range of ways. Whole school assemblies centre around personal values, including resilience, kindness, patience and respect as well as the British values of democracy, individual liberty, mutual respect and tolerance and the rule of law. Our comprehensive PSHCE/PSED curriculum covers a wide range of areas which support understanding relating to behaviour including relationships, emotional health and well-being, healthy lifestyles and citizenship. This includes understanding bullying and cyber bullying. Annual events bring a specific focus to some aspects relating to our expectations including Friendship and Anti-Bullying Week. Our Forest School curriculum supports teaching and learning of key competencies, which focus on self-awareness, self-management and relationships, which also support the five ways to well-being; Connect; Be active; Take notice; Learn; Give.

Clear and consistent routines are taught and embedded in classrooms, around the school and in the wider community.

We work together to support the school community in understanding that being 'fair' is not about everyone getting the same (equality) but it is about everyone getting what they need (equity).



We use an emotion coaching approach to behaviour regulation which encourages children to learn how to manage their own behaviour.

It is everyone's responsibility to challenge inappropriate behaviour and to provide support for children where these expectations are not met but equally to comment positively when they are.

## **Celebrating Meeting Expectations**

From Reception, each class has an eight-step chart to celebrate children meeting behaviour expectations. At the end of the eight steps, children are awarded a certificate, one for each colour of the rainbow. Once the child reaches their blue certificate, they are

also awarded a book along with their certificate which we aim to present during a school assembly. Certificates are presented by;

Red – Class Teacher

Yellow – Head Teacher

Pink – Class Teacher

Green – Head Teacher

Orange – Class Teacher

Purple – Head Teacher

Blue – Class Teacher

Rainbow Award Book – Head Teacher

In addition, all class teachers (from Nursery to Year Two) award two certificates to children during weekly celebrations assemblies for specific examples of meeting or making progress towards our behaviour expectations.

All staff use verbal praise, stickers, stampers and class rewards as school wide ways of celebrating behaviour.

### **Responses to not meeting expectations**

At times, after using the above approaches and as a result of discussions with those involved in an incident, consequences are appropriate. These should be related and proportionate to the impact of an incident. Examples of this would include;

- where a child has made a mess, they would tidy up.
- where an incident has occurred at playtime, the child may be asked to walk with the member of staff on duty to have some time to calm down and reflect.
- if a child does not engage with their learning in class, they would be asked to complete their learning at a time when they are calmer.
- if a child has hurt another child through their actions, the child would be asked to show that they are sorry in any form including verbally, in writing, through a picture or an action. We equally know that, for some children who have experienced trauma, they may not understand this process as they may have suffered significant harm without any acknowledgment of this or apology for what has happened to them. Therefore, a child will not be forced to apologise but will be supported to understand the purpose of this and will be encouraged to say sorry.

### **The next steps**

- ❖ If a child demonstrates inappropriate behaviour, the member of staff, or other adult, will highlight the behaviour to the child and clarify the expectation with them, privately wherever possible
- ❖ If a child continues to demonstrate the same inappropriate behaviour, the member of staff, or other adult, will highlight again the behaviour to the child and clarify the expectation with them. They may offer some further support, privately wherever possible, by saying, “Are you okay X? Do you need anything?”
- ❖ If a child still continues to demonstrate the same inappropriate behaviour, the member of staff, or other adult, will highlight again the behaviour to the child and clarify the expectation with them. One or more of the following strategies will also be used
  - Additional adult support
  - Wondering statement – “X, I’m wondering if sitting too close to Y is making it difficult for you to concentrate on your work. Come and sit here where I can help you.”
  - Redirection – “X, please could you go to the office to see if I could have some more xxx.”

Where these measures are not effective, and provided that the class teacher or teaching assistant has spent time understanding why the behaviour has occurred, the following steps may be used;

- ❖ Time out in an area of the classroom that has been agreed with the child, where possible
- ❖ Time out in another classroom
- ❖ Time out and further discussions about the behaviour with the head teacher

The aim of this is to give children time away from a situation that is increasing stress or anxiety or is heightening other emotions in order to calm. For any children who require additional support to manage their emotions and self-regulate, the area and strategies to support that individual will be included in their positive behaviour plan. For other children, staff may want to use tasks taught to their classes that support self-regulation and calming in line with our work on well-being.

If a child is requiring significant support in the lesson and the teacher is unable to effectively continue the learning for the class, another adult must be called for and this will usually be a member of SLT.

### **Reflection**

Following instances where children have found managing their behaviour challenging, staff will reflect with them using an emotion coaching approach. We use the following five steps  
 Step 1: Recognising, empathising, soothing to calm ('I can tell that something has happened. I am here to help.')

Step 2: Normalising, validating the feelings, labelling the feeling and, if possible, locating in the body ('This is what I think is happening, do you agree? For example, When you were shouting and swearing I think that you were feeling angry. Is that right? When I feel angry I feel hot right in the core of my body, like I want to explode. Can you tell me how it feels for you?')

Step 3: Setting limits on behaviour ('We can't continue to do \_\_\_ as it is not safe.')

Step 4: Problem-solving with the child ('We can sort this out by \_\_\_' / How do you think this could be resolved?')

Step 5: Repair and reaffirm relationships, reflect on strengths ('The behaviour that we saw this morning was not ok. Yesterday, you did a great job using your \_\_\_ to help you calm and I can help you with that again if you need help.' Some children may also need that reassurance that the behaviour was not ok but that you still like them and that you welcome them as part of the class).

For some children, at the time of the incident may not be the most appropriate time. The child may need some time to calm before they can engage with this process. This should take place though as soon after the event as is possible.

### **Serious or Repeated Incidents**

Serious or repeated inappropriate behaviours should be reported directly to the Head Teacher, including through a written record on our electronic system CPOMS. A decision about how to deal with this in a way that is appropriate to the individual child and their age and stage of development can then be made. This will include discussions with parents and, wherever possible and appropriate, the child.

The most commonly used structure will include creating an individual positive behaviour plan for the individual child. Examples are shown in Appendix One and Two. Appendix One includes details of what prosocial behaviour, anxiety behaviour and crisis behaviour look and feel like for the individual child. It also details the actions that will support the child at each stage. Appendix One shows an example that may be used for children whose behaviour is emotionally driven and where 'flight, fight, freeze' responses are clearly evident in moments of crisis. Appendix Two shows a different approach that may be used, depending on the child's needs, which would more often be used when a child's behaviours is emotionally driven and where they show more of a need to control. This has a focus on both the proactive and reactive steps at managing a specific behaviour. A behaviour mentor may be assigned to individual children to reflect on and celebrate successes inline with their positive behaviour plan.

Where appropriate, a risk assessment may also be needed alongside the Positive Behaviour Plan.

### **Meeting Individual Needs**

Our children are socially and emotionally developing and may not yet have the skills needed to regulate themselves in the classroom or around school like others might. Children may need additional support to recognise how they and others are feeling when they behave in a way not in line with our expectations. All children will be supported to make changes to their behaviours, learn how to regulate themselves and, recognise that all actions have consequences and that they must take responsibility for those actions. A child's Special Educational Need or Disability will be taken into account and children will not be disadvantaged because of this.

In some circumstances, it may be necessary to use individualised measures to support children in developing appropriate behaviours. These arrangements will be made in consultation with classroom staff, parents and the SENDCo and/or Head Teacher. Where appropriate, we make every effort to involve the child in some of the decisions around creating individualised support measures, as described above. Additional support will also be discussed between classroom staff, parents and the SENDCo and/or Head Teacher to address any learning, social or emotional needs that are causing the difficulties. Other supportive agencies may also be involved, in agreement with all parties.

### **Language Guidance**

We know that, 'Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.' The language used in school about behaviour reflects our understanding of this and should always focus on the behaviour and the impact and not the child. This difference is hugely significant and examples of this are shown below. The green text gives a specific example of appropriate language and red text gives a specific example of inappropriate language related to each section explained through the black text. Our aim is to try to avoid using language classed as 'inappropriate language' as much as possible and, instead, use the 'appropriate language' as much as possible.

<b><u>Appropriate language</u></b>	<b><u>Inappropriate language</u></b>
<p>Explain the impact of any inappropriate behaviour.</p> <p>Hitting other children is not something that we expect. It hurts and upsets the person who has been hit.</p> <p>Biting is not ok. It will hurt that person.</p>	<p>Do not label the child in a negative way. Focus on the impact of their behaviour bearing in mind that their behaviour could be an unconscious response, for example, to a situation that is stressful for them.</p> <p>Hitting is naughty</p> <p>You are naughty for biting X</p>
<p>Where children demonstrate inappropriate behaviour this is a way of communicating with those around them. They may be showing they are distressed and need support, they may also be showing you that they don't understand what they are expected to do. This behaviour is therefore unlikely to be a conscious, pre-meditated choice and we therefore do not use the word choice.</p>	

<p>I want you to think about the behaviour that you are showing and think about what we expect you to do.</p>	<p>You have made the wrong choice by kicking me. I want you to think about the behaviour that you are showing and make the right choice.</p>
<p>Always use positive language that reinforces our expectations.</p> <p>We expect you to use a gentle voice when talking to others.</p> <p>We expect you to walk in school to keep yourself and everyone else safe.</p>	<p>Avoid using the word related to behaviour that you want children to avoid as, if children are struggling to regulate, they may only hear a few (if any) of the words that you are saying. We do not want the one word they hear to be a reinforcement of what we don't want them to do.</p> <p>Don't shout at your friend.</p> <p>Don't run in school.</p>
<p>Be specific when referring to expectations being met.</p> <p>I am really proud that you have remembered to use your quiet voice in the hall when talking to your friends today.</p>	<p>Avoid highlighting past behaviours which did not meet expectations as this could either shame the child or reinforce negative behaviours.</p> <p>I like the way that you're sitting today. This is much better than when you were swinging on your chair yesterday.</p>
<p>The language used throughout school on a daily basis should consistently and positively reinforce our expectations.</p> <p>We play on the playground where the grown-ups can see you and the playground space is from here all the way along here, round here and up to there.</p> <p>The toaster is warm so I'm going to move it over here so that it's out of the way and no-one will burn their fingers.</p>	<p>The language should avoid creating temptation or challenge</p> <p>We don't play behind the shed and we don't go down this path to the gate.</p> <p>Don't touch that.</p>
<p>In some circumstances, a child may be struggling to hear and listen to what you are saying. This could be because they are in a heightened state or because communication and language are challenging for them. Using reduced and clear language will be necessary.</p>	
<p>Stop <b>followed</b> by their name No <b>followed</b> by their name</p>	<p>Any of the above examples, would not be appropriate initially in this situation.</p>
<p>When reflecting with children at a calm point as soon as possible after an event, children will likely need a lot of modelling and support with this process initially and for our children who are not as aware of their own feelings as their peers. We cannot tell children how they are feeling but can be professionally curious in helping them identify and name their emotions. We also do not put our own emotions onto the child.</p>	

When you ran off from the classroom I wonder if you may have been feeling overwhelmed, like things were too much for you to cope with. What do you think?	When you ran off from the classroom you were overwhelmed.
When you hit me, it hurt and that's not ok.	When you hit me, I felt sad.

## **Staff**

All staff and adults in school and in the classroom know and care about the children. This is at the heart of maintaining our positive and respectful school culture. Staff and adults model expected behaviour and attitudes towards all staff, children and parents and set clear routines and expectations.

They create an environment where children feel safe because they know that inappropriate behaviours, including bullying, are not accepted and are dealt with quickly, consistently and effectively.

They deliver a well-planned and exciting curriculum which helps to develop positive attitudes to learning. All staff and adults help to motivate children through their own enthusiasm and professional approach.

Staff are encouraged to take time to reflect on their own well-being and responses to stress and, where necessary, to seek help and advice through staff support networks both in and out of school. Where staff have dealt with challenging behaviour in classrooms or around school, they may need time to self-regulate too and can be given time for this by contacting a member of SLT.

Staff are trained to understand that attachment, trauma, loss or separation can have a significant impact on children and know how to offer support or where to find it. They are offered opportunities to consider the effects of stress on development, learning and relationships so that they are better able to recognise and respond to them. They are also offered training around the impact on themselves when offering support to children.

## **Suspensions and Exclusions**

In rare and extreme cases, the Head Teacher has the authority to exclude a child either for a specific fixed term or permanently, in response to repeated serious breaches of the behaviour policy, for causing a serious injury to someone else on the school site or for repeated behaviour which significantly disrupts their learning and the learning of others. The purpose of suspensions is to give the school time to explore the incident and to review and adapt provision to meet the child's needs.

The Governing body, following the exclusion procedures, will be involved in any permanent exclusion. (Please see the 'Suspensions and Exclusions Policy' for further information).

## **Restraint and Physical Intervention**

The school has due regard to the DfE guidance '*Use of Reasonable Force*' July 2013 and the LA Guidance September 2014. At Pickering Infant and Nursery School we endeavour to ensure that all children and adults are safe. We aim to avoid the need for physical intervention or restraint and regard this as a last resort. Further details of this can be found in our Physical Intervention and Restraint Policy.

## **Confiscation of Inappropriate Items and Screening and Searching**

Taken from the 'Searching, Screening and Confiscation - Advice for schools (September 2022), headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item as listed. At Pickering Community Infant and Nursery School, staff may confiscate items that are of high value, deemed inappropriate, are against the school



policies or are causing an issue. Where the item is not listed, the teacher should use their discretion, whether the item is returned to the child or to the parent or guardian but items listed below would be returned only to a responsible adult. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a responsible adult, the teacher should ensure that they are made aware that an item has been confiscated – either through the child or via text/phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent or carer.

Staff should always ask children first to hand over any items that they are concerned about. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understanding the reason for the search and how it will be conducted so that their agreement is informed. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items.

Staff have the power to search without consent for “prohibited items” though including:


- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;


Children are not permitted to bring mobile phones to school. Staff must be mindful that mobile phones belonging to children or adults may contain data which relates to an offence, or may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence related to suspected criminal behaviour. If a member of staff suspects that they may find or be shown an indecent image of a child (sometimes known as nude or semi-nude images) the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image, the member of staff should confiscate the device and refer the matter to the DSL who will advise on the school’s response.

## Appendix One – Positive Behaviour Plan

### XXX's Positive Behaviour Plan

**Triggers – someone taking something that he perceives as his, wanting to be in control, being stopped or someone asking me to move on, waiting my turn, being asked to do something that I don't want to do.**

Looks like...	Feels like...	Actions
<p><b>(Crisis Behaviour)</b></p>  <p><b>furious</b></p> <p>Grabs, pushes, snatches, screams, hits</p>	<p>I have lost control of how I am feeling.</p> <p>I am very hot and upset</p> <p>I have released my frustration. I don't like to feel like this!</p> <p>I don't always know how to regulate myself.</p>	<p>Any verbal interaction must be in a <b>calm voice</b> – no raised or firm voices at the time of crisis</p> <p style="text-align: center;">Use <b>conflict script</b>; Use child's name Say, 'I can tell that something has happened' Say, 'I am here to help' Say, 'Talk and I will listen' If needed, 'Come with me and...'</p> <p>If conflict script doesn't work, try a distraction, using, 'I wonder...' or encourage me to go outside / use the Feeling Tree room</p> <p style="text-align: center;">If needed, <b>move other children</b> to another safe area <b>Talk across me</b> or engage me in conversations about my family, my cats or science when I am starting to calm</p> <p style="text-align: center;">I need some <b>time and space</b> to fully calm</p> <p>Once calm, <b>talk about the emotion</b> I have experienced and how it made my body feel using the body book / drawing around the body / puppet. I prefer you to do this in the third person</p>
<p><b>(Anxiety Behaviour)</b></p> <p>Crying, throwing myself on the floor, refusing, walking away, ignoring</p>	<p>I get upset and either cry or squeal</p> <p>I throw things or sit under the table</p> <p>I don't want to be involved so will move away from you</p> <p>I will ignore you</p> <p>I will throw myself on the floor</p>	<p style="text-align: center;">Minimise the <b>amount of attention</b> given to me</p> <p>Use <b>minimal words</b> because I do not understand long sentences yet</p> <p><b>Distract me</b> with another task, by talking about my interests or by talking to someone across me</p> <p><b>Be firm</b> with me when you need to. Use, 'I have said no and the answer is not going to change' Repeat for me as many times as I need to hear this. Always use a calm voice</p> <p style="text-align: center;">Ask me to do something <b>without words</b>. Model and show me rather than asking me</p> <p style="text-align: center;">Try a <b>change of face</b> so that I have time to regulate and think about what I am doing / how I am feeling</p> <p><b>Move other children away</b> from me saying 'Oh dear xxx I can see that x (what has happened, eg, you have been poked). That's not ok. Why don't you move to come and sit here with me'</p> <p style="text-align: center;">The adult will <b>positively praise</b> those who are doing the right thing around me to help me understand what they want me to do – 'Wow xxx! You are doing an amazing job of sitting still and looking at me'</p> <p><b>Remind me</b> of what you are expecting then move away from me</p> <p style="text-align: center;">Prepare me for <b>transition times</b>. Help me understand what will change and why, and what will stay the same</p>

		<p>Encourage me to <b>take a break</b> or do something new through a competition or game</p> <p>Remind me of what is happening '<b>now</b>' and '<b>next</b>' or '<b>soon</b>'</p>
<p><b>(Prosocial Behaviour)</b></p>  <p><b>calm</b></p> <p>Smiley boy, happy to 'go with the flow' and participates in activities and lessons</p>	<p>I feel comfortable</p> <p>I am confident to try things for myself</p> <p>I am caring towards my friends</p>	<p><b>Avoid 'demand vocabulary.'</b> Do not say 'stop', 'no', 'you can't' etc.' Use indirect script below or change the instruction into a game:</p> <p><i>I wonder if we can... Let's see if we can make something... I can't see how to make this right... Shall we see if we can beat the clock... Maybe we could investigate... Who do you want to help us today? Do you think... How about...</i></p> <p><b>Reward me verbally</b> by being clear what you are pleased with, paying particular attention to me avoiding my triggers – 'I am really pleased/proud that you have...'</p> <p><b>Give me warning</b> of time for stopping or for changes – 'In xx minutes time, it is tidy up time. This is what will happen when we go inside' Ensure that I am able to transition before the rest of my class. I like to have a <b>timer</b> just before tidy up time.</p> <p><b>Encourage me to communicate my needs</b>, using widgets, a visual timetable and a Now and Next board</p> <p><b>Let me</b> choose something 'less distracting' from my busy box when I need to listen on the carpet</p> <p>On the carpet, an adult might <b>sit with me</b> to reinforce what the teacher is saying and to offer lots of praise about actions I am doing correctly</p> <p>Use your words, tone and actions to <b>show me that you care</b></p> <p><b>Keep my hands busy</b> during tidy up time and when I am waiting for my turn. If you can turn the time I am required to wait / do something into a game that would help</p> <p><b>Give me time</b> to make a decision. I may look like I am going to refuse but I may change my mind if you give me some time</p>

## Appendix Two – Positive Behaviour Plan Example

### XXX's Positive Behaviour Plan

**Triggers** – wanting to be in control, being asked to do something that he doesn't want to do, someone hurting him or doing something to him that he perceives to be not within the expectations, hurting someone and being held to account for that

### Proactive Plan

Situation	Action	Considerations
It is important that every day is a new start and anything that has happened before is not referred to but each situation judged and discussed based on what has happened in that instant.		
Coming in at the end of playtimes/lunchtimes/forest school	XXX to have a specific job to do, ideally one that would equally support his sensory 'diet'. Playtimes – Loading the kitchen trolley with fruit and milk baskets and tubs at the end of morning playtime Lunchtime – Forest School – Carrying a weighty object back to the classroom	Can these jobs start to happen before the bell is rung so that the bell doesn't become a 'trigger'?
Engaging in learning	Class Teacher or TA to explain expectations for each lesson, session or playtime at the start of each Build in breaks, usually to use his sensory box If needed, give XXX choices about how he will complete an activity	
Out on visits	XXX having a job, for example, having an iPad to photograph as the group goes around to keep focused XXX to have small group or one to one support from an adult	
Attention seeking behaviours	Focus on building positive relationships where his successes are shared with a range of adults, for example, a proud jar, Personal Communication Passport or Book of Success	

Reward System – XXX to earn tokens (pom poms/Lego bricks) to collect in a pot/tub. These need to be given discreetly to avoid him 'pushing back' and attempting to take back the control of a situation. At the end of the day or AM/PM sessions, XXX can have some time to choose activities to complete with a trusted adult. The activities are hierarchical and chosen between staff and XXX; the more tokens that he earns the more complex activity he can choose to engage in, ie, he needs more tokens for activities such as being outside in the sensory garden than playing Pop Up Pirate, for example.

These tokens are never 'lost' but inappropriate behaviour means that he would not earn any at that time.

### Resources to support the proactive plan

Calming box available in the classroom  
Personal sensory box available in the classroom specifically for XXX  
Regular self-esteem activities with Mrs Kelly linked to Boxall Profile  
'Tent' space in the classroom next door with some calming activities

## Reactive Plan

Situation	Action	Considerations
Reinforce the message that we care about him no matter what happens and that what we are saying and doing is because we care.		
Not coming back into school at the end of playtimes	Wherever possible, providing that what he is doing is not unsafe to himself, others or property, ignore his behaviour. Use language which doesn't demand from him. Examples are detailed below but, for this situation, might include I wonder if we can... Shall we see if we can beat the clock...	
Leaving the school site	Wherever possible, use distraction to engage him in a task that requires him to return to school.	Tasks that have a personal drive or outcome for XXX work best, eg, finding something that he needs or wants for later tasks.
Not engaging in learning	Let the little things go and keep consistently focused on the learning, offering choices about how he will complete an activity. If appropriate, explain that you can see that he is finding getting on with his learning difficult and offer him a previously agreed 'brain break' activity with the expectation that he will complete.  If work is not completed during school time, it needs to be sent home for completion and returned the next day.	
Not meeting expectations when out on visits	Be clear and consistent about the expectations and distract with a different job or focus. If needed, contact school for SLT support on the visit with a vehicle to return him to school if needed.	
When upset by others or when he is upset about something that has happened	After asking permission to have physical contact, XXX likes to have his back or hand stroked. Use language that shows that you hear what he has said and that you are there to help. Ensure that there is a swift resolution to the issue.	

### Use of indirect demands with language/sentence starters such as those below

which continue to have the same expectation for work or behaviour but less direct in terms of demands

I wonder if we can...

Let's see if we can make something...

I can't see how to make this right...

Shall we see if we can beat the clock...

Who do you want to help us today...

Do you think...

How about...

Plan agreed by...	Signed	Dates
Child		
Class teacher		
Parent/carer		
Head Teacher		
Teaching Assistants		
MSAs		