

Behaviour Management Policy

Date	Review Date	Owner	Nominated Governor
21/02/2021	18/02/2022	Jane Maclellan	Daniel Childerhouse

Our expectation is that all students at Future Education will be part of an environment where they can excel and thrive. This will be achieved by providing a supportive and positive setting in which students can learn.

Every member of staff has a key role to play in promoting and sustaining the highest possible standards of behaviour for school and beyond. We will support students to develop appropriate behaviours by building on their own strengths and developing confidence in their own abilities, and through a clear and consistent approach to behaviour management which sets expectations and boundaries for their behaviour.

This policy outlines the framework in which we work to support both staff and students alike.

Aims:

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote positive behaviour across the whole school.
- To provide a safe and secure base to enable students to form positive relationships with others.
- To promote resilience, respect for others and tolerance.
- To prevent all forms of bullying.
- To reduce distractions and triggers that may escalate behaviour.
- To ensure that the school environment is conducive to learning and that students are able to attend and make outstanding progress in their learning without disruption from others.
- To ensure that staff understand and utilise strategies to manage behaviours positively.
- To provide clear and consistent boundaries to promote self-regulation.
- To provide a behavioural policy which promotes & supports staff and student well-being.

School Expectations

These are our expectations to ensure each student can learn:

- We will be kind and respectful to everyone.
- We will do our best in our learning making the most of every opportunity given to us.
- We will value and look after the school building and the property within it.
- We will behave in a safe way towards ourselves and others.
- We will be proud of the work we produce and all of the achievements we make in school.
- We will listen and respond to people that are here to help and support us.

Understanding Behaviour - Principles/Ethos

We place particular emphasis on students making visible, measurable progress and achieving success in all areas of development, including, social, emotional, behavioural and academic. The aim is to encourage students to develop as independent learners, to develop their social abilities, enjoy the environment of a group setting, and to build on their individual strengths and interests in order to increase self-esteem, motivation and emotional resilience.

Many of our students exhibit a range of challenging behaviours and experience emotional insecurities, including self-esteem issues, vulnerability, anxiety and lack of confidence. They may have a history of bullying or being bullied and may have had particular difficulties in coping with transitional phases, including their transfer to Future Education.

We believe that all behaviour communicates a need, emotion or wish. Staff will treat each student as an individual and will approach each case differently to enable them to reach their full potential. Staff will involve the student and important people in their lives in decisions about how we will support and encourage positive behaviour.

Therapeutic Approach

We pride ourselves on using a range of different therapeutic approaches to help and support students. We want students to develop self-awareness and to identify triggers and tools to manage the way they behave. Students have the opportunities to engage in the following:

Restorative & reflection – students take part in a restorative discussion where they will have the opportunity to reflect and repair relationships. See **Appendix** for how this is carried out.

Therapeutic support – specialised therapy is offered to students to help them develop an understanding of their past and present experiences and to provide vital skills to assist in the management of key behaviours and the impact on their education.

Specialised & reflective spaces – where appropriate students have access to offsite learning spaces.

Strategies to encourage and support positive behaviour

Future Education encourages positive behaviour by:

- **Modelling** - setting and maintaining high standards of behaviour and leading by example.
- **Providing clear expectations and guidance** - students understand what is required of them.
- **Provide a supportive and listening environment** – we want everyone to find it easy to ask for help and clarification.
- **Using a school reward system** - to reward and reinforce positive behaviour, acknowledge achievements and celebrate success.
- **Creating a positive learning environment** - to encourage students to achieve their full potential by building on their strengths and interests through a diverse, and where needed, individualised curriculum.

- **Engaging students in creative, structured and flexible learning opportunities** – motivating students through engaging and creative activities.
- **Being reflective** - allowing students time to consider their actions.
- **Being restorative** - where an issue occurs students and staff are encouraged to move forward positively.
- **To recognise behaviours before they escalate and intervene early** - effective understanding and implementation of support plans by staff.
- **Using a range of strategies to defuse situations** – to divert, distract, offer third-party intervention.
- **Using a range of inclusive teaching strategies** – to ensure individual needs are met so students can engage in their learning and remove barriers that might heighten behaviours. See appendix 5.
- **Dealing with situations of conflict calmly, consistently** – to manage the situation and ensure students are in a position to reengage back into their learning as quickly as possible.
- **Monitoring and evaluating behaviour and ensuring follow-up action is taken** - staff to complete a Behaviour Incident Form (BIF) and where appropriate, and Restrictive Physical Intervention form (RPI).
- **Involving students and parents/carers in behaviour management** – to empower students and families to contribute positive strategies to support behaviour.

Rewards and Consequences

Rewards and consequences are a means by which the school encourages positive behaviour and sets expectations. Future Education's system:

- has been devised by the staff team and we have consulted with parents/carers and the Governing Body
- must be applied fairly and consistently across the school
- must not be degrading or humiliating to any student
- must be displayed clearly in all classrooms

The successful management of rewards and consequences is central to the schools' ethos of providing an environment within which students and staff can develop good relationships, showing care, respect and consideration for each other within school and the community.

Rewards

Rewards are issues to students who repeatedly show positive behaviour and progress in their learning. Criteria to receive these rewards will be personalised and fair so every student can have the opportunity to gain rewards based on their starting points. Rewards will include but may not be limited to the following:

- Merits
- Trips and vouchers
- Rewards linked to your interests
- Positive phone calls



- Positive postcards home
- Family activities

Consequences

These are used to develop and reinforce students' understanding of the consequences of their own actions in order to aid self-regulation.

The consequences used may vary from time to time but will be characterised by certain features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid further consequences.
- There needs to be a clear distinction between minor and major incidents.
- The behaviour is the focus of the consequence, not the student.

Examples of some of the consequences use may include but not be limited to:

- Change of timetable to support your learning
- Delay to taxis at the end of the day to help you progress – 1:1 follow up work
- Restorative to help you put things right
- Where property is damaged you will help fix it or buy a replacement
- Time out to give you space and time to think
- When your behaviour is putting yourself or others at risk, we will seek additional support, e.g. call the police

Incidents

All incidents are recorded on a Behaviour Incident Form (BIF) (see appendix 1)

Incidents may include but may not be limited to:

- Repetitive minor incidents which collectively disrupt the learning environment
- Use of mobile phone in lessons
- Drinking energy and fizzy drinks
- Smoking on site – including e-cigarettes/vapes
- Physical abuse/assault
- Serious verbal and non-verbal threatening or abusive behaviour
- Serious damage to property including vandalism or graffiti
- Carrying a weapon or using or threatening to use school equipment or any other item as a weapon
- Drug and alcohol possession and/or abuse
- Fire-setting or threatening behaviour with matches or cigarette lighters
- Sexualised behaviour and language
- Unsafe behaviour towards self (self-harm)
- Absconding – leaving school premises without permission



- All forms of Bullying – any form of bullying will not be tolerated.
- Racist Incidents

As a school we have developed a system to ensure each behaviour incident is addressed fairly. All external factors will be considered and a clear rationale of the consequence will be given to both parent and student.

Positive handling and physical interventions

Future Education recognises there is a need, reflected in common law, to intervene when there is a clear risk to the safety of staff or students and property. Positive Handling is the application of reasonable force with the intention of protecting students and staff from harm.

We will ensure that staff deal with all incidents involving aggressive, dangerous or reckless behaviour in a professional and appropriate way. This will be done in the context of a respectful and supportive relationship with each student.

Positive handling will only be used in emergency situations and as a last resort to avoid injury or harm. The health, safety and welfare of students is always paramount. (please see positive handling policy for further guidance).

In accordance with the Education and Inspections Act 2006, in the following situations, staff must judge whether or not positive handling would be reasonable or appropriate:

- Risk to the safety of staff, students or visitors, or
- Where there is a risk of serious damage to property, or
- Where a student's behaviour is seriously prejudicial to good order and discipline, or
- Where a student is committing a criminal offence

Norfolk Steps

Future Education is committed to using the Norfolk Steps approach to positive handling. We would expect almost all behaviour management to be carried out through non-physical intervention. These would include such strategies as:

- Use of space
- Safe environments
- Comfortable environments
- Diversions
- Calm Stances and Postures
- Non-Threatening Facial Expressions
- Low Tone, Volume and Pace in Communication
- Careful Use Of Words
- Physical Reassurance and Prompts
- Effective Guides and Escorts
- Releases and holds with minimum drama and effort

Where the above haven't had the impact of de-escalating behaviours then positive handling could be used in order to keep staff and students safe,

It is an integral part of the Norfolk Steps approach to physical intervention that all staff share responsibility for assisting and supporting and this will not be left to particular individuals.

Staff Training

All staff at the school are trained in the Norfolk Steps approach 'STEP ON'. Identified staff have additional training in 'STEP UP' (see appendix for further details).

Duty Of Care

Using any kind of positive handling will be a clear part of each student's documented support strategies whenever possible, unless there is an urgent need to respond (e.g. the prevention of physical injury to students or staff, or an immediate threat or danger to others).

Any incident of positive handling will result in staff filling in a Restrictive Physical Intervention (RPI)(see appendix 2) form which is passed immediately to the Headteacher. Restorative conversations will take place and be recorded to evidence what has happened. Strategies will be put into place to further reduce the risk and will be documented onto the learner support plan.

Dealing with allegations of abuse against staff.

The DfE's statutory guidance, 'Dealing with allegations of abuse against teachers and other staff' states:

'Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate consequence, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).'

Future Education will take appropriate action if staff are faced with malicious allegations by students or parents/carers.

Exclusions

We recognise that students attending Future Education are highly likely to have experienced exclusions from one or more educational settings already and are likely to be significantly behind their peers in terms of academic progress. It is therefore our policy that cessation of placement should be avoided wherever possible in order to provide maximum opportunity for students to make the appropriate progress.

A fixed-term exclusion will apply when all other behaviour management strategies have been exhausted without success or as a result of high risk behaviours which endanger staff and students.



The school reserves the right to give a fixed-term exclusion immediately for a more serious breach of the school behaviour policy which includes but not limited to:

- Verbal abuse to staff and others
- Verbal abuse to students
- Physical abuse to/attack on staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft or extortion
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Racist or similar incidents
- Possession of illegal substances including alcohol, tobacco or drugs
- Carrying an offensive weapon
- Possession of a weapon
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in positively influencing the student's behaviour

The school reserves the right to cease the placement immediately for an offence which involves an exceptionally serious breach of the behaviour policy or a persistent disregard for the school rules which puts staff or other students at the school at significant harm, including but not limited to:

- A serious physical assault on a member of staff or
- A serious physical assault on a fellow student which is premeditated and/or involves the use of an offensive weapon
- Dealing with drugs
- Arson

The Exclusion procedure both fixed term and cessation of placement is covered within the Exclusion Policy.

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

Following exclusion parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve the Head Teacher/Members of the Senior Leadership Team where appropriate.

During the 1st 5 days of a period of exclusion (whether fixed-term or permanent), the parents of an excluded student, who is of compulsory school age, must make sure that he or she is not present in a public place during school hours, unless there is a reasonable justification.

Equality Impact Assessment

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

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

Owner:	Jane Maclennan	Date:	21/02/2021
Chair of Governing Body:	Daniel Childerhouse	Date:	21/02/2021

Appendix 1 – Behaviour incident Form (BIF)

Behaviour Incident Report						
YP Name:				Date:		
				YP Year:		
Daily activity	Transport	Arrival	Breakfast	Lesson (Specify)		
	Break	Lunch	Departure			
Location	Corridor	Toilet	Outside			
	Classroom	Taxi	Breakroom			
	Off-site	Studios	other			
				Time	_____ AM	_____ PM
Incident Type (tick all that apply)						
Bullying/Discrimination:		Other:		Other:		
Age	<input type="checkbox"/>	Refusal to follow	<input type="checkbox"/>	Please state:		
Disability	<input type="checkbox"/>	instructions/defiance	<input type="checkbox"/>			
Gender Re-assignment	<input type="checkbox"/>	Vandalism/ property damage	<input type="checkbox"/>			
Marriage/Civil Partnership	<input type="checkbox"/>	Physical assault – Adult	<input type="checkbox"/>			
Pregnancy/Maternity	<input type="checkbox"/>	Physical assault – Pupil	<input type="checkbox"/>			
Race	<input type="checkbox"/>	Verbal abuse – Adult	<input type="checkbox"/>			
Religion or belief	<input type="checkbox"/>	Verbal abuse – Pupil	<input type="checkbox"/>			
Sex	<input type="checkbox"/>	Threatening behaviour	<input type="checkbox"/>			
Sexual orientation	<input type="checkbox"/>	Theft	<input type="checkbox"/>			
Cyber	<input type="checkbox"/>	Absconding	<input type="checkbox"/>			
Emotional	<input type="checkbox"/>	Sexualised behaviour	<input type="checkbox"/>			
Physical	<input type="checkbox"/>	E-safety/sex texting	<input type="checkbox"/>			
	<input type="checkbox"/>	Fire setting	<input type="checkbox"/>			
	<input type="checkbox"/>	Possession of a weapon	<input type="checkbox"/>			
	<input type="checkbox"/>	Drug or alcohol use/possession	<input type="checkbox"/>			
Events leading up to the incident:						
Triggers identified:						
Behaviour – What happened?						

Staff involved/ witness		Students involved/ witness	
De-escalation techniques used in the incident (primary approach used)			
Calm Talking		Humour	Proximity of adult
Change of Adult		Informing of consequences	Re-assurance
Change of Task		negotiation	Step away
Clear instruction/warning		Non-threatening body position	Take up time
Diversion / Distraction		Planned ignoring	Verbal advice and support
Guide and escort		Offering directed choices	Other
RPI used: YES /NO			
If yes please complete Restrictive Physical Intervention Form			
Follow up to the incident: Describe all steps taken by staff			
Response and views of young person.			
Recommended outcome of the incident:			
Review/Revise Risk management plan (detail)		Consequences to keep student(s) safe (detail)	
Restorative meeting with young person		Fixed term exclusion / no of days	

Appendix 2 – Restrictive Physical Intervention Form (RPI)

Name of student	
Name of Staff	
Date	
Year group	
Location of RPI	
Staff Witnesses	
Student witnesses	

Restrictive Physical intervention? Yes/No (circle)		Give details of predicted harm prevented by RPI (e.g. punching, scratching, cutting)		
Justification for RPI if used (tick)				
To prevent harm to self				
To prevent harm to other young people				
To prevent harm to adults				
To prevent serious damage to property				
Other(specify)				
RPI techniques including sequence of techniques, time and staff involved.				
Start	Finish	Type of restraint	Shape (standing or seated)	Staff
Duration				
Duration of restraint (minutes)		Duration of Incident (minutes)		
Allegation of harm from a pupil during RPI towards.....Name staff /NO				
Hold witnessed by (name)		Any visible marks		
Alternative member of staff checked hold is correct		Child confirms they are unhurt after RPI and NFA agreed with parents / carers		
Outcome of incident – LT actions to prevent reoccurrence				
Review/revise individual risk management plan		Fixed term exclusion		
Restorative meeting with young person		Educational consequence		
Call meeting with parents		Other(specify)		
Other actions				
Action		Name		Date/Time
Name of LT notified				
Injury? If so complete injury form				
Staff wellbeing verified by				
Student wellbeing verified by				
Parent/ Carer informed (by and how)				
Summary				



Response and view of young person	
LT Summary of Incident	

LT signature. Date.

.....

Additional Comments/ Minutes of Meetings

Appendix 3 – Behaviour Incident Flowchart

Stage	Definition	Consequence	Follow Up
 <p>Disrupting Learning</p>	<p>Low level behaviour that disrupts the learning of others.</p> <p>Managed by teacher & TA.</p>	<p>If a student leaves the classroom, the TA will check on the student and call for assistance on the radio. The TA will then return to class to support the learning of others.</p> <p>Students refusing to enter or return to class will be supervised in a separate space where they will complete work set.</p> <p>Where refusal to attend lessons occurs across two days in one week, a phone call home will be undertaken. We will arrange for taxis to be delayed providing time for students to catch up on work missed after school.</p>	<p>Complete a Behaviour Incident Form (BIF)</p> <p>Restorative Discussion – where possible within 48 hours.</p> <p>Outcome Determined by the restorative discussion.</p>
 <p>Behaviour Incident</p>	<p>Low-medium levels of behaviour. Maybe a one-off incident. Could include but limited to:</p> <ul style="list-style-type: none"> • Continuous refusal to follow instructions • Conflict with mobile phones • Consumption of energy/fizzy drinks • Smoking & using vapes • Low level vandalism/property damage • verbal abuse • Threatening behaviour • absconding from school • sexualised behaviour • E-safety/sex texting • Under the influence of drugs or alcohol from outside school • Bullying • racist incidents • Unsafe behaviour towards self (self-harm) <p>Generally managed by teacher & TA with Leadership support where needed.</p>	<p>Depending upon the level of the incident, possible consequences will include but not limited to:</p> <ul style="list-style-type: none"> • A phone call home • Payment and/or repair for damages • Involvement of the authorities (police/social services) • Fixed term exclusion 	<p>All behaviour incidences should be recorded on a Behaviour Incident Form (BIF).</p> <p>Restorative Discussion – where possible within 48 hours.</p> <p>Outcome Determined by the restorative discussion.</p>

 <p>Risk Of Harm</p>	<p>Significant risk to self, others or property.</p> <p>Generally managed by the specific staff member who is there at the time, but immediate support requested.</p> <p>Leadership/DSL involved immediately.</p>	<p>To prevent harm to self, students and staff or serious damage to property, Restrictive Physical Intervention will be undertaken.</p> <p>Consequences will include but not limited to:</p> <ul style="list-style-type: none"> • A meeting with family & professionals • Payment and/or repair for damages • a revision of Support Plan • Altered timetable • Fixed term exclusion 	<p>The Restrictive Physical Intervention Form (RPI) is to be completed where this occurs and submitted to the Headteacher.</p> <p>Restorative Discussion – where possible within 48 hours.</p> <p>Outcome Determined by the restorative discussion.</p>
 <p>Repetition and/or escalation</p>	<p>Where behaviours mentioned above continue, after strategies added in and/or altered, and potentially escalate.</p> <p>Could also be more serious one-off incidents, for example:</p> <ul style="list-style-type: none"> • Physical assault • Theft • Fire starting • Possession of a weapon • Drug or alcohol use at whilst at school and/or possession 	<p>Due to this level of behaviour being more serious or repeated behaviour then we will move to more serious consequences, which may include:</p> <ul style="list-style-type: none"> • Urgent family meeting • Reduced timetable • Payment and/or repair for damages • a revision of Support Plan • Fixed term exclusion 	<p>Restorative Discussion – where possible within 48 hours.</p> <p>Outcome Determined by the restorative discussion.</p>
 <p>Serious breach of school rules</p>	<p>When an incident occurs that puts an individual, others or staff at significant risk or causes significant harm. Examples of this could be:</p> <ul style="list-style-type: none"> • A serious physical assault which is premeditated and/or involves the use of an offensive weapon • Dealing drugs • Arson • Persistent and malicious bullying 	<p>The school reserves the right to end the placement for an offence which involves an exceptionally serious breach of school rules and which puts staff or other students at the school at significant harm.</p> <p>Fixed term exclusion (for up to 10 days) followed by meeting with family and professionals to review situation and explore other options.</p> <p>The school will not accept this level of behaviour when there is a significant risk to anyone at the school.</p>	<p>Professional discussions.</p> <p>School governor's cessation of placement panel meeting</p> <p>Possible cessation of placement.</p>

Appendix 4 – Restorative

This is the proforma we use to support a restorative discussion with a student or students to help repair a relationship after an incident.

1. What happened? Write or draw what happened

2. What were you thinking about at the time? Write your thoughts in the thinking bubble.

3. What have your thoughts been since the incident? Write them in the thinking bubble.

How did it make you feel? Draw your facial expression

Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.

5. What do you need to do now to make things right? Write in the speech bubble.

Appendix 5 – Inclusive Teaching Strategies

As part of our approach to working with students, staff will use a variety of strategies in the classroom to ensure students can remain in their education and learn as best as they can. These include **but are not limited to** the following:

<p style="text-align: center;"><u>Attention & Concentration</u></p> <ul style="list-style-type: none"> • Seat student at the front with back to class, between two positive role models • Establish positive low stimulus quiet work area. • Give time limits with visual reinforcement. • Allow doodling on paper and appropriate fiddle toys. • Give a legitimate job which provides a chance for movement. • Make tasks short with frequent changes in pace and opportunities to move around. • Brain breaks – fun mini plenary to allow some down time. • Check student is looking in your direction before giving instructions • Devise a private signal to let student know when they are off task and need to refocus. • Teach & use consistent classroom routines and rules - display them visually in the room. 	<p style="text-align: center;"><u>Autistic Spectrum</u></p> <ul style="list-style-type: none"> • Visual reinforcement (flow diagrams, symbols, pictures, timetables) • Step by step tasks – with tick lists. • Positive low stimulus work area (avoid sensory overload) • When something has been misunderstood repeat instructions in same words. • Use students name before giving explanation to class. • Avoid metaphorical language and idioms. • Explain changes to routine in advance. • Give opportunity to work within supportive groups – but with clear roles. • Additional support (including visual) for tasks involving imagination and empathy. • Teach students social skills in context of the classroom e.g how to ask for help.
<p style="text-align: center;"><u>Behavioural, Emotional and Social Difficulties</u></p> <ul style="list-style-type: none"> • Seating next to settled partner. • When student is experiencing emotional turbulence provide low key tasks with increased structure and predictability. • Set tasks with clear goals and timescales. • Expect to teach student behavioural skills within the context of the lesson. • Describe the desired behaviour rather than the presenting behaviour. • Separate the student from the behaviour. • Remind students of the rule rather than telling off. • Remind students of consequences of the various choices open to them. • Acknowledge when the student being good. • Use an individualised reward system linked to clear targets. • Take special steps to build relationships – greet by name in classroom and around the school. 	<p style="text-align: center;"><u>Specific Learning Difficulties</u></p> <ul style="list-style-type: none"> • Careful peer support (seat with stronger reader) • Plan opportunities for pupils to read to each other, study buddy. • No copying from the board. • Repeat instructions – chunking them in to steps, encourage pupils to write down key words on post it notes to remind themselves of the task. • Regularly re-visit information and skills. • Extended use of ICT (Speech to text, predictive text) • Use of electronic spellchecker. • Mark certain pieces of work for content rather than presentation. • Scaffold writing by providing templates, prompts sheets, key word lists. • Don't ask student to read aloud – ask for volunteer. • Allow extra time to complete tasks and be aware of fatigue student may experience.
<p style="text-align: center;"><u>Hearing Impairment</u></p> <ul style="list-style-type: none"> • Seat towards front so student has clear view of the teacher. • Face student when talking (avoid writing on board and talking at same time) • One at a time rule for contributions to class discussion. • Speak clearly, naturally and at a normal rate (don't over emphasise) • Minimise background noise (heater, buzzing) • Use students name before giving instructions to ensure you have attention. • Cue student in to change of topic or conversation (Now we are going to talk about....) • Agree private signal student can use when they have missed anything. • Don't require notes to be made whilst listening to teacher/watching video. 	<p style="text-align: center;"><u>General Learning Difficulties</u></p> <ul style="list-style-type: none"> • Curriculum level differentiation – specifically aimed at the student's appropriate national curriculum level. • Use KS1 & 2 NC materials and resources as appropriate. • Link new learning to what student already knows. • Break new learning into small steps. • Link new skills and understanding to student's real life experiences. • Use visual and kinaesthetic learning – make it as practical as possible. • Give students thinking time before answering questions. • Highlighter pens to help pick out important bits of information in text. • Making learning strategies explicit by thinking aloud yourself. • Agree private signals to indicate they have not understood. • Mixed ability teaching – in pairs or small groups.

<ul style="list-style-type: none"> • Use videos with subtitles, if not available offer to lend overnight. 	<ul style="list-style-type: none"> • Encourage alternative forms of recording (mind maps, performances, sorting activities, matching labels to diagrams) • Scaffold writing by providing templates, prompt sheets, key word lists.
<p style="text-align: center;"><u>Visual Impairment</u></p> <ul style="list-style-type: none"> • Avoid standing in front of light source ie, window or projector • Use clear well-spaced text that is on a suitably contrasting background for the individual needs. • Use dark board markers to improve contrast. • Enlarge handouts onto A4 NOT photocopied on to A3. • Avoid glossy reflective paper. • Use tactile experiences where applicable, to supplement visual input. • Say students name before asking a question and indicate who is talking in group discussions. 	<p style="text-align: center;"><u>Speech and Language</u></p> <ul style="list-style-type: none"> • Teach subject specific language and vocabulary. Use cued listening. • Use students' names before giving instructions and asking questions. • Give instructions before, not during the activity. • Avoid lengthy or complex instructions. Break instructions down. • Restrict the number of information carrying words you give in one go. • Check for understanding – ask for instructions/facts to be repeated back. • Use symbols to support spoken language (www.widgit.com) • Use hierarchy of questions (start with open questions – then break it down if needed). • Remember 10 second rule to allow process & respond. • Give students time to respond. Use the same vocab. • If you have not understood what a student has said be honest and ask them to repeat it. • Accept students' utterances but rephrase them and give them back in a grammatically correct version.
<p style="text-align: center;"><u>Motor Coordination</u></p> <ul style="list-style-type: none"> • Enhanced access to ICT. • Alternatives to handwriting (bullet points, mind mapping, IWB print out) • Uncluttered worksheets • Use of white paper and increase size to 14. • Check seating position – desktop should be elbow height. Encourage feet to be flat on the floor. • Use of specialist resources (for example, fidget, cushion, sloped writing desk, spring loaded scissors) • Use larger lined books/paper. • Alternate colours on each slide to help students follow text 	

Appendix 6 – Norfolk Steps

Below is a summary of the key practices and principles that underly this approach and what staff have had training in.

Steps approach	Rationale	Usage suggestions
Positive phrasing	These are clear, directional, unambiguous instructions to avoid generalisations such as 'good boy' 'that's naughty. The use of thank you gives an expectation of compliance.	Say what you want to see, not what you are seeing. <i>Bags on the floor, thank you. Wash your hands before lunch, thank you.</i> Move away, give take-up time.
Limited choices	Limits power struggles between student & staff. Giving limited, positive choice avoids threats and bribes.	<i>Are sitting next to Bill or Elsie for lunch? Blackcurrant or lemon – you choose.</i>
Disempowerment	This is where adults take the value out of negative behaviours. Unpick and analyse the purpose of a student needing to be empowered through negative behaviours and manage the root causes where possible. Change the context to change the behaviour works here.	Sometimes allow the negative behaviour to happen: <i>You can listen from there.</i> <i>Come and find me when you come back.</i> <i>Wait by the letter box and I'll meet you there.</i> <i>I understand it is tricky. I'm here to help.</i>
Protective consequences	The need to remove or prohibit a student from an activity, use of tools or equipment, a trip out etc. This is to prevent harmful or foreseeable harmful behaviours.	<i>We can make a bird box when you can use the tools safely.</i> <i>You can go out in the minibus when you wear your seat belt.</i>
Educational consequences	The learning that needs to happen by the student so that the freedom can be returned. Use of tools, trips out etc.	<i>I will show you how to use the tools safely – let's build a bird box together.</i> <i>The mini bus is parked outside – let's practice safe seatbelts together.</i>
Scripts	Removes the likelihood of improvised, unhelpful and inconsistent language being used particularly when behaviour is escalating.	Know what you are going to say before you say it. This helps to minimise the likelihood that you will say something unhelpful as a reaction to poor behaviour. <i>Table voices, thank you.</i> <i>I can see something has happened, I'm here to help etc.</i>
Analysis of behaviour	Crucial for effective responses and planning to take place. Improves precision in planning and monitoring effectiveness of strategies. Best ensures consistency from staff.	Understand where the behaviour comes from and the purpose of this behaviour. Look for patterns in both negative and positive behaviours. Notice trends and if possible, change the context of poor behaviour and create the context for positive. Use 'anxiety maps' and 'roots and fruits' to inform planning. Involve the student where possible.
Consistency	Ensures certainty and emotional safety. Predictability supports the development of positive and trusting relationships and helps to set boundaries around desired behaviours. All adults must adhere to agreed practice.	Discuss as a staff group what consistent practice is required and what it will look like at a whole-setting level, group/class level. Individual level. What scripts will we use? Make sure everyone is on board and monitor use and impact.
Positive relationships	The cornerstone of positive behaviour. Particularly important for students who are hyper-vigilant and/or have attachment issues.	Discuss as a staff group what a relationship will need to look like for each student. How will you achieve and maintain this? What will you have in place when the student tests the authenticity of the relationship through challenging behaviours? How will you ensure consistency?

Teaching behaviour	Behaviour is learned and can therefore be taught. Students learn to behave in a way that best ensures their survival in the contexts in which they live. Students will be on a continuum in terms of learned behaviours. They will learn at different rates and in different ways. There is an inseparable link between teaching, learning and behaviour.	<p>What is the staff groups understanding of behaviour being learned? Is there an agreed understanding that some students will need to have some behaviours taught? Is the teaching sequence, what, why and how applied to teaching behaviour and the impact of this behaviour on other outcomes evaluated? How else can behaviour be taught? E.g.</p> <ul style="list-style-type: none"> • positive relationships • modelling • explicit teaching • rehearsal/practise
Planning for positive behaviour	Without planning we don't know where we are going, how we will get to this unknown destination and what to take with us. We won't even know if we have arrived.	<p>Effective planning is based on understanding what it is we are trying to achieve. Planning must be positively phrased '<i>What are we aiming to have?</i>' rather than '<i>What are we aiming to get rid of?</i>' Keep it simple and achievable. Be clear what differentiated measures are needed. Know what to do/say when:</p> <ul style="list-style-type: none"> • the desired behaviours are evident • the behaviour starts to become difficult • the behaviour is difficult/dangerous <p>All staff who work with the student/s must know what is in the plan. Monitor consistency. Review regularly.</p>
The therapeutic continuum	Best-ensures practice is effective in changing behaviours. Promotes analysis of practices. Promotes consistency.	<p>Map current practices '<i>What we say and what we do</i>' onto the therapeutic continuum. Aim to eliminate 'unhealthy' minimise 'lazy' ensure 'healthy' and aspire to 'brave'. You can do this as an exercise around all practices and you can use this as an analysis of approaches for individual students. Ask: '<i>How can we nudge our way along the continuum, what will we be doing differently, what do we need to be able to do things differently?</i>'</p>
Conscious and subconscious behaviour	Helps to understand the level of control a student has over their behaviour. Helps to understand the responses necessary to minimise the likelihood of negative conscious and/or subconscious behaviours.	<p>What analysis around the behaviours have been carried out? Are there patterns/trends? Has the student suffered maltreatment/trauma? Is the behaviour a fight or flight response? Is there a purpose to the behaviour?</p>
Body language	Approximately 67% of communication is through body language. Students who are hyper-vigilant through maltreatment and trauma will pick up on the smallest facial cue that they perceive may signal danger and respond accordingly.	<p>Be relaxed and calm (even in the face of challenging behaviours). Have an internal script on the go, eg. '<i>Is my body language being helpful? Will my body language be perceived as part of the problem or the solution? Will my body language, at the very least, not make things worse?</i>' Be ready with those external scripts to also help you stay calm and in control.</p>
Restorative approaches	Reaffirms positive relationships. Part of educational consequences and teaching positive behaviours.	<p>Needs to be part of planning and be supportive of change. Try to incorporate '<i>What could be done differently? What might this look like? What help do you need? How will you know if it is working? What will be different for you and others?</i>' Think about how students can communicate how they feel. Emojis work well. Make sure that adults facilitate and support the student to 'do things differently'.</p>