



Positive Behaviour for Learning

Version 1.0

Written By	Debbie Dalton, Deputy Headteacher
Creation Date	June 2017
Adopted by Governors	05 July 2017
Last Review Date	05 July 2017
Next Review Date	July 2018

Purpose

To promote a positive learning environment by encouraging students to take responsibility for their actions and make positive choices.

Objectives

- To recognise and reward positive behaviour
- Students take responsibility for their actions and accept that there are consequences of wanted and unwanted behaviour. Students know what these consequences are – no surprises, just consistency.
- To encourage students to behave and learn in well ordered, calm classrooms and around the site.
- To deal fairly, but robustly with persistently disruptive students.

Staff Expectations of Students

- To be courteous and well mannered.
- To listen to what they are being told and act upon it.
- To be properly equipped, work hard and produce their best work.
- To let others work and feel comfortable.
- To show respect to everyone, to personal property and the environment.
- To follow the uniform policy.

Students may expect staff

- To be on time and meet students at the door of the classroom (meet and greet).
- To be firm, consistent, courteous and fair.
- To prepare and assess work appropriately, including homework.
- To recognise and reward good work and behaviour.
- To deal with unwanted behaviour consistently.
- To listen, at a time designated by the member of staff, to a student's explanation of behaviour.

Positive Behaviour for Learning: Classroom Rules

- Arrive on time with the right equipment.
- Take off outdoor clothing at the start of the lesson, sit according to seating plan, and prepare equipment in preparation to follow staff instruction straight away.
- Listen in silence when the teacher is speaking. Focus on learning, making sure you are not causing any distraction to yourself or others.
- Speak calmly and politely at all times.
- At the end of the lesson, wait until your teacher tells you that it is time to pack away. Be silent and wait for a smart depart.

Guidelines

Positive behaviour should be recognised and rewarded and every attempt should be made to reward individuals that consistently make positive choices. Behaviour that disrupts a student's own learning or that of others will not be tolerated. The following guidelines aim to support the use of this policy in a fair and inclusive manner. Students and their parents/carers must understand that alongside their rights are the responsibilities and the rights of others.

Key Personnel

Senior Teacher with oversight of PBfL; Assistant Headteacher; Pastoral

Pastoral Team comprising of 5 Heads of House and 5 House Tutors.

Related Policies

This policy has links with the following policies;

- Attendance and Punctuality
- Anti-bullying
- Code of Dress
- Smoking
- Drugs and illegal substances
- Physical Intervention and Restraint

Appendix 1 Rewards and Student Incentives

Appendix 2 Positive Action to Improve Behaviour

Appendix 3 Procedure for successfully managing escalating or seriously disruptive behaviour

Appendix 4 Exclusion Procedure

Appendix 5 Detentions

Appendix 6 Behaviour Communication

Appendix 7 Mobile Technology Usage

Appendix 8 Statutory Guidance on Exclusion

Appendix 9 Top Tips for improving student behaviour

Appendix 1

Rewards for Wanted Behaviour

Behaviour	Action
1. Good quality of work and achievement or positive, helpful or supportive behaviour towards other students or adults	Recognise and reward with an achievement award (House Point). The numbers of House points that a student has received will be shared with them regularly during tutor time.
2. Consistently good quality of work and achievement or positive, helpful or supportive behaviour towards other students or adults	Recognise with a positive postcard
3. Exceptional quality of work or high achievement in relation to abilities or positive/helpful behaviour	Recognise with a House/department commendation
4. 100% Termly Attendance.	Recognise with House commendation and additional ticket into prize draw.
5. Exceptional sustained high quality work or positive, helpful behaviour	SLT/Head of School Commendation.

Guidance on rewards:

- Students respond better to praise, encouragement and reward for good behaviour or hard work. Rewards should normally be applied in approximately 4:1 ratio to sanction. Catch students getting it right.
- House Points are monitored by tutors who trigger referrals for certificate and reward by emailing to 'Awards'.

House Points	Award	Marked by	KS3 Prize	KS4 Prize
100	Bronze	Certificate in assembly	Pen & Prize ticket	Highlighter & prize ticket
200	Silver	Certificate in assembly	Pen Drive & ticket	Water bottle & ticket
400	Gold	Certificate in assembly	£10 voucher & ticket	£10 voucher/Prom discount & ticket
800	Platinum	Certificate in assembly	£10 voucher & ticket	£10 voucher & ticket
1600	Diamond	Certificate in assembly	£20 voucher & ticket	£20 voucher & ticket

- A termly prize draw will take place in each House with a prize of £50 per Key Stage.
- Additional rewards will be available for Houses with the highest number of House Points or best attendance.

Appendix 2

Sanctions for Unwanted Behaviour

The central aim of PBfL is to actively discourage unwanted behaviour and disruption in lessons.

Well prepared and appropriately differentiated lessons are essential to promote a positive climate, but behaviour checks should be applied to support this.

Students should be made aware of their inappropriate behaviour and be given an opportunity to make a positive choice to improve their behaviour.

It is important to support students in making positive choices via a staged response. When applying sanctions, students' individual needs should be considered. Sanctions alone will not support a student modify their behaviour. Appropriate support should be offered.

Level 1 – Classroom Level Intervention or minor out-of-lesson behaviour (responsibility – all staff)

Behaviour	Action
First minor disruptive offence in a learning session.	Verbal intervention by teacher.
Second minor disruptive offence in a learning session.	Formalise sanction. Student's name is recorded in a way appropriate for the teacher and the student may be asked to move.
Failure to modify behaviour after formal sanction.	Class teacher detention (logged on SIMS) and possible email to 'on-call' to move to shadow timetable. HOD and FT informed via planner. Log on SIMS
Failure to bring in appropriate equipment to sessions (including ingredients for Food Technology and PE kit).	Log on SIMS and contact Tutor via planner.
Failure to hand in homework	Log on SIMS and contact Tutor via planner.
Failure to adhere to uniform policy.	Addressed by the member of staff observing this and brought to the attention of the HOH. Isolated during period of free time by House Team. Parents made aware via House Team.
Anti-Social behaviour – running, shouting or grabbing other students, littering, swearing etc	Addressed by the member of staff observing this behaviour and recorded as anti-social behaviour on SIMS.
Mobile phone/device used inappropriately See Appendix 7	Phone confiscated and handed to ACE reception or 'On call' emailed to collect if confiscated during learning session.
Late on Gate	Name taken as student arrives and issued with a 15 minute House lunchtime detention to be served that day
Lateness without a valid and verifiable reason to other learning sessions.	Teacher records lateness on register and issues verbal warning to student about future timekeeping. Teacher may request time is made up.

Level 2 – Repeated disruption, persistent lateness or non-compliance (responsibility – HOD/HOH)

Behaviour	Action
Persistent Low level disruption in the classroom – repeatedly receiving class teacher detention or removal to shadow timetable.	Referral to HOD. Consideration of learning materials/students individual needs. Departmental lunchtime detention Departmental report monitored by class teacher Inform parents via telephone or planner Inform tutor via planner Record on SIMS
Repeated persistent low level disruption	Departmental afterschool detention Departmental report monitored by HOD Parental meeting Inform tutor via email or meeting Consideration of teaching group move HOD to discuss with SLT link Record on SIMS
Refusal to attend detention or pre-arranged 'catch up' sessions	Teacher to inform HOD – departmental detention considered. Inform Tutor via planner SLT link informed Record on SIMS
Persistent disruptive behaviour in 3 or more subject areas	Referral to HOH. HOH to identify barriers to learning. HOH intervention could include; HOH detention Meeting with parents Monitoring report card Use of Isolation Development of Individual Behaviour Plan. Logged on SIMS
Mobile phone confiscated twice during a term See Appendix	Parents asked to collect it by House Team. Logged on SIMS
Smoking See Appendix 8	Addressed by member of staff and brought to the attention of a member of HOH. HOH warning given Logged on SIMS
Persistent lateness – 2 or more late marks within the week	HOH issues punctuality report to be monitored by tutor. Time to be made up Logged on SIMS
Truancy	HOH issues truancy report to be monitored by tutor. Time to be made up. Logged on SIMS

NB: the table above is not an exhaustive list of interventions

Level 3 – Serious Persistent disruption or refusal to co-operate (responsibility - Senior Teacher)

Serious persistent disruption or refusal to co-operate Behaviour	Action
Refusal to attend departmental detention or 'catch up' session	HOD to issue a further detention to be served that day. HOD to inform SLT link. Parents to be informed via telephone Logged on SIMS.
Refusal to co-operate - defiance	Referral to HOH HOH detention Isolation considered HOH to inform SLT link Logged on SIMS
Repeated failure to follow staff instruction - defiance	Referral from HOH to SLT link 1 day Fixed Term Exclusion considered Warning issued. Logged on SIMS
Serious one off incident	Immediate referral from HOH to HOS or SLT link 5 day Fixed Term Exclusion considered.

NB: the table above is not an exhaustive list of interventions

Appendix 3

Procedure for successfully managing escalating or seriously disruptive behaviour - Intervention Steps

Intervention	Action	Support Offered
<p>Class Teacher Student behaviour causes a distraction in class and is not modified with initial behaviour checks, despite being provided with a range of engaging strategies. Including; Appropriately differentiated and engaging lessons & an effective seating plan</p>	<p>Behaviour recorded on SIMS Form tutor and parent informed via planner Sanction applied, seat moved, detention, use of shadow timetable/on call. Consider use of subject report For repeated behaviour, refer to HOD.</p>	<p>Class teacher to speak with student about their behaviour and potential triggers. Class teacher to consider what additional support the student may need to access the work and enable more effective learning. Consider referral to SEND team if appropriate.</p>
<p>Head of Department Persistently poor behaviour within the subject area.</p>	<p>Behaviour recorded on SIMS Parental meeting Departmental sanctions, e.g. detention, use of departmental isolation (shadow) Departmental report Liaise with SEND team as appropriate HOH and Form tutor informed.</p>	<p>Head of Department to speak with the student/class teacher about barriers to learning. Head of Department to monitor actions. Catch up sessions considered. Possible group move</p>
<p>Form Tutor Tutor concerned about student behaviour in a subject area – logs on SIMS, contacts from teachers or contact from parent.</p>	<p>Concern recorded on SIMS under intervention. Tutor liaises with subject teacher. Blue tutor report considered with SMART targets Parent informed via telephone call. HOH informed</p>	<p>Regular supportive conversations with student Barriers to learning identified, e.g. lack of equipment, unable to access the lesson, attendance concerns etc.</p>
<p>Head of House Student behaviour a concern in three or more subject areas</p>	<p>Concern recorded on SIMS under intervention HOH meets with parents and plans for improvement. HOH to monitor via House report or positive report HOH can consider an Individual Behaviour Plan</p>	<p>Daily monitoring with key worker daily. Assessment of any unmet need that may become a barrier to learning Development of behaviour passport</p>

	<p>HOH may consider an Early Help Assessment Use of HOH detention Failure to meet targets/modify behaviour could result in isolation and HOH warning given and contract signed.</p>	<p>Use of consequence triangle, one page profile or WRAP assessment Use of specific support programmes such as self esteem, anger management, ELSA etc. Referral to external agencies as appropriate, Educational Psychology, Prevention and Education Team, Youth and Family Support, SMASH, CAMHS</p>
<p>Senior Teacher Failure to modify behaviour with HOD or HOH intervention or serious event.</p>	<p>HOD or HOH refers to SLT link Concern recorded on SIMS under intervention Isolation/exclusion is considered HOH & SLT Link may consider Pastoral Support Plan Liaison with LA exclusions and reintegration officer, as appropriate SA SLT Link may monitor via red report SLT warning/DHT warning considered – new contract signed with student and parent (1 month for SLT, 3 months for DHT)</p>	<p>Daily monitoring with key worker daily. Consideration of alternatives, e.g. Hub, Commissioned Place, ALP, Extended Work Experience</p>
<p>Head of School Senior Teacher Intervention has failed or very serious one off event.</p> <p>Examples of serious events:</p> <ul style="list-style-type: none"> • Verbal abuse • Threatening behaviour • Physical assault • Sexual misconduct • Disrespectful behaviour • Persistent disruptive behaviour • Drug/alcohol related • Failure to comply • Bringing the school into disrepute • Racist abuse/ Homophobic abuse • Bullying • Damage • Theft 	<p>SLT link refers to Head of School Concern recorded on SIMS under intervention Exclusion considered Head of School Warning considered – new contract signed with student and parent (6 month)</p>	<p>Head of School/SLT link meeting with parent and student. Daily monitoring with key work Alternative provisions explored including managed moves, Commissioned placements and ALPs.</p>

Education Alliance/Governor Panel Head of School Warning contract broken or very serious one off event.	HoS refers to Education Alliance/Chair of Gov Concern recorded on SIMs under intervention Exclusion or Permanent Exclusion considered Alliance/Gov warning issued – new contract signed with student and parent (6month)	Education Alliance/Gov meeting with parent and student. Daily monitoring with key work Alternative provisions explored including managed moves, Commissioned placements and ALPs.
---	--	--

NB: the table above is not an exhaustive list of interventions

Appendix 4

Isolation Procedure

Internal exclusion from lessons (isolation) can only be authorised by the Senior House Link.

Prior to consideration of isolation, the appropriate member of the House Team will carry out a full investigation and ensure that all witness statements have been taken. An isolation proposal will be completed and discussed with the House SLT link.

Following isolation, a reintegration meeting will be held with the student. During this meeting the student will be encouraged to reflect on their behaviour and any additional supportive measures should be considered to prevent the incident occurring again.

NB: it may be necessary to isolate a young person with a immediate effect pending further investigation for serious incidents.

Exclusion Procedure

For very serious or persistent breaches of the Behaviour Policy it may be appropriate to exclude a student for a fixed period of time. This will usually be one day; however, for the most serious incidents it may be for an initial period of 5 days.

Exclusion from school can only be authorised by the Head of School.

Prior to consideration of exclusion, the appropriate member of the House Team will carry out a full investigation and ensure that all witness statements have been taken. An exclusion proposal will be completed and discussed with the House SLT link.

The House SLT link will present the exclusion proposal to the Head of School for consideration.

Following exclusion, a reintegration meeting will be held with the student, parent and a warning of the appropriate level issued.

During this meeting any additional supportive measures should be considered.

Sanction	Warning Level	Duration of warning	Persons present
1 st exclusion or isolation	HOH	1 month	HOH, HT, parent and student
2 nd exclusion	SLT	1 month	SLT link, HOH , parent and student
3 rd exclusion	DHT	3 months	DHT, SLT link, parent and student
4 th exclusion	Head of School	6 months	HoS, DHT, parent and student
5 th exclusion	Alliance/Gov	6 months	Alliance/Gov, HoS, parent and student

See Appendix 8 for Statutory Guidance on School Exclusion

Appendix 5

Detentions

Teaching staff should issue their own detentions where appropriate. Issuing detentions personally, rather than passing to another member of staff will help teacher have a greater impact on improving behaviour and will lead to more effective behaviour management in the future.

Detentions can be issued for any breach of the behaviour policy in the classroom, for example; failure to improve behaviour once a formal warning has been given, failure to meet homework deadlines or poor punctuality.

Detentions will normally be served on the day of issue at either break or lunchtime and will be recorded both on SIMS and in the young person's planner. Detentions should be for the appropriate length of time, i.e. 10 minutes to 30 minutes, taking into account the young person's need for lunch and comfort breaks.

Priority will always be given to the detention written in the planner first. If a young person does not have the detention noted in their planner, another member of staff could keep them during this period.

Heads of Department may issue departmental detentions at lunchtime or after school for repeated failure to comply with the behaviour policy within the curriculum area. These detentions will be noted in the student's planner and on SIMS.

The Pastoral Team may issue lunchtime or after school detentions for repeated failure to comply with the behaviour policy across a number of curriculum areas or for persistent punctuality concerns. These detentions will be noted in the student's planner and on SIMS.

Appendix 6

Behaviour Communication

All unwanted behaviour should be logged in SIMS (central information management system). Students should be informed that their unwanted behaviour is being recorded.

Unwanted behaviour should be logged at the appropriate level;

Level 1	Class teacher in classroom or out of lesson	1 point
Level 2	Middle leader – HOH/HOD	2 points
Level 3	Senior Leader – SLT/Alliance	3 points

Behaviour should be logged as referred or resolved.

Resolved behaviour does not require any further any action by any other member of staff.

Referred behaviours should be referred to the appropriate member of staff either by a conversation or email as soon as possible after the event has happened. Without this referral, further action cannot be taken.

Parents should be informed if their child has failed to modify their behaviour following a formal warning. This may via the student planner or telephone call.

Any telephone calls or emails to parents should be recorded in the communication log section of SIMS. Staff should include their initials in the summary box to ensure a clear of record of who has contacted parents.

Weekly Pastoral Bulletin

Information is shared on a weekly basis of students failing to comply with the behaviour policy via the Pastoral Bulletin.

Appendix 7

Mobile Technology usage

It is the preferred option of the school that students do not bring mobile phones or other electronic devices into school; however we understand that some parents feel they are necessary. Therefore, students are permitted to bring a mobile phone or tablet into school, but there are restrictions on their use which students must adhere to;

- Mobile phones must be switched off and out of sight in all school buildings and during lesson changeovers.
- Mobile phones may be used to text or browse the internet during periods of free time, i.e. break and lunchtime outside the buildings or in designated areas (i.e. the halls at lunchtime). This does not extend to lesson changeover between periods 1 and 2 or periods 4 and 5.
- Mobile phones should not be used to make or receive calls during the school day. Any student wishing to speak to a parent/carer should do so via the telephone in the House Office.
- Cameras on mobile phones should not be used to photograph or video anyone during the school day.
- On some occasions, student may be permitted to use their mobile devices in lessons. A note will be placed on the classroom door by the teacher indicating this is a permitted activity.

Failure to comply with these rules will lead to the mobile device being confiscated and taken to Ace Reception, from where the student will be permitted to collect it at the end of the day. A letter will be sent to parents and the incident logged on SIMS.

If the phone is confiscated on a second occasion within a term, it will be placed in the safe in Ace Reception until the student's parent/carer is able to collect it. A second letter will be sent home and the incident logged on SIMS.

For a third offence within the term, a complete ban will be imposed. Parents/Carers will be asked to collect the phone again and a third letter sent home. The ban will be recorded on SIMS.

Mobile phones or other mobile technology is brought into school entirely at your own risk.

Headphones/earphones

The use of headphones/earphones is not permitted inside the school buildings. If a student is seen with headphones/earphones around the school, they will be confiscated with immediate effect and taken to ACE building for collection at the end of the day.

Appendix 8

Statutory Guidance for Exclusion from School

For the full guidance please see DfE guidance 'Exclusion from maintained schools, academies and pupil referral units' 2012

<https://www.gov.uk/government/publications/school-exclusion>

Appendix 9

Top Tips for improving student behaviour

Set the scene from the start

- Meet at the door (good eye contact, smile, positive comment, calm)
- Routine – coats off, books/planner out and any other subject specific task
- Appropriate Get Thinking task to start immediately
- Equipment available to avoid conflict
- Assert authority from start (allocate jobs, hand out books etc)

Silence is golden

- Do not start until the class are attentive, listening to you and ready to learn

High Expectations at all times

- Expect the best and be clear about what you expect

Accessibility

- Appropriately planned differentiated lessons that address the needs of the students

Praise

- Draw students into 'getting it right' by actively praising students who get it right

Choice

- Students should have responsibility for their behaviour, their behaviour is their choice and they need to accept the consequences. Make sure their choice is clear.

Rigorous, Relentless and Consistent

- No surprises. Be clear, be consistent. Students need to know what to expect. Always follow up issues – rigorous, relentless routines

Stay in control

- Think about body language/voice. Move around the room – presence. Calm/deep voice conveys control. Ooze confidence (fake it if necessary!)

Language

- Use of assertive language is more effective, clear and firm

Learn how to laugh!

- Although difficult at times, remember student behaviour is not personal. The use of humour, used appropriately, can alleviate difficult situations. Do not use sarcasm. This is potentially damaging

Top Tips for managing students with ADHD

Recommendations for the learning environment

Seat the child with ADHD near teacher's desk but include within normal seating plan

Surround the child with ADHD with 'good' role models, preferably those seen as 'significant others'. Encourage peer tutoring and co-operative learning.

Avoid distracting stimuli. Do not place a child with ADHD near a heater, window or door, or area of high traffic.

Children with ADHD do not cope well with change, so avoid changes to schedules, disruptions. Help the child plan for change.

Encourage parents to set up routines for home study, including organisation of materials.

Recommendations for giving instructions

Maintain eye contact with the child during verbal instruction

Make directions clear and concise. Be consistent in daily instructions.

Simplify complex directions. Avoid multiple commands.

Make sure the child understands the task before beginning.

Repeat instructions in a calm, positive manner.

Help the child feel comfortable with seeking assistance.

Children with ADHD are likely to need help for longer than other children.

Ensure the child writes down all homework instructions. They are unlikely to remember later.

Recommendations for tasks

Give one task at a time

Modify tasks as appropriate. Ensure learning is personalised.

Ensure the task tests knowledge, not attention span.

Allow extra time, the child may work more slowly.

Remember a child with ADHD easily becomes frustrated.

Remember; stress, pressure and fatigue may cause loss of control and poor behaviour.

Top Tips for managing students with ODD (oppositional defiant disorder)

Strategies that have been successful with people displaying behaviours associated with ODD are listed below and may help:

- Allow a **cool down break** if the student loses his temper
- **Ask open ended questions**, this can avoid confrontation. (ask who, what, where, when and avoid asking why). It is likely the student will perceive why as blame.
- **Avoid becoming entangled in arguments**. If you feel yourself being drawn into an exchange try to disengage (move away, repeat request in a business like tone, impose pre-determined and agreed consequences for non-compliance.)
- **Emphasize the positive in requests** - when the instruction has a positive spin it is more likely to gain compliance. (e.g. 'If you don't return to your seat, I can't help with your work', is better presented as 'I will be over to help with your work as soon as you return to your seat')
- **Give praise that is specific and does not embarrass** – Students can respond well to praise when it is sincere and specific and not embarrassing. Ideally deliver praise as soon as possible after positive behaviour. Praise can be low key – written in book, verbally privately, contact home.
- **Give as much positive attention as possible** – at least 3 times more often than a reprimand. Heavy dosing of positive attention and praise can greatly improve relationships.
- **Listen actively** – Students often lack negotiation skills when dealing with adults and gets frustrated and defensive very quickly. If a teacher demonstrates a sincere desire to understand the student's concerns and actively listens, summarising back the concerns it demonstrates a respect for the student's opinion and is more likely to yield a positive result.
- **Offer a back door** – Students can lack the ability to get themselves out of a conflict situation. A face saving de-escalation tactic is very useful. Try something like 'Is there anything we can work out together so that you can stay in the classroom and be successful.' Ignore attempts to hook you into further conflict such as 'You can leave me alone and stop trying to get me do classwork!' and ask again if there is any reasonable way you can support/help. If he still continues to be non-compliant then apply appropriate sanctions.
- **Proactively interrupt anger early** – if the student starts showing low level defiant or non-complaint behaviour try redirecting him with a high interest activity or try removing him from situation by asking him to carry out a different task or job for you.
- **Relax before responding** – allows a calmer response and gives thinking time on how to respond
- **Reward positive behaviour with attention**, where possible ignore unwanted behaviour.
- **Use two part instructions where possible**, – e.g. you can stay after school and finish this task or you can finish now and you don't have to stay. It's your choice.
- **Avoid direct eye contact or raising your voice** – maintain calm approach and you may choose to sit if the student is sitting (less threatening than standing). Speak slowly with a brief pause time before responding to the student. This can de-escalate a situation.
- **Validate his emotions by acknowledging them** – e.g (Name), you appear frustrated.....

Top Tips for managing students with Asperger's.

This is a branch of autism, usually affecting the higher functioning student. They have difficulty in communication and social skills. Speech is delivered in a monotonous or exaggerated tone often at great length, when a topic interests them. They have poor eye contact and obsessive behaviour routine. Lack of understanding of other people's feelings makes them socially naïve and a target for bullying.

Students with Asperger's are usually;

- Good visual learners.
- Able to learn a rule and then always apply it.
- Good at logical thinking but not with lateral thinking subjects.
- Talk fluently but not communicate.
- Sound over literal and over precise.
- Have to be taught non literal meanings.
- Will need to be taught the art of conversation and turn taking.
- Needs a high degree of structure and expectation.
- Find it very difficult to 'imagine' themselves in a different culture, time or other situation – difficult for English, history and R.E.
- Will often have some degree of 'dyspraxia' with fine or gross motor skills.

Strategies for helping children with Asperger's Syndrome.

- Always warn student of any changes well in advance - it saves them having a panic attack!
- Give them a structure to each lesson so they know what they are doing.
- If you have high expectations they will usually strive to achieve it.
- Refer to the pupil by name – they do not always realise that 'everyone' includes them.
- Allow them their own personal space, at the end of a line, or in a desk by themselves.
- Allow a 'time out' zone when they become very anxious.
- Instructions need to be short and precise.
- Be calm, never shout – they only understand literal language and this will be more limited if they are anxious.
- Make good use of computers – they are logical!

Ways in which TAs may assist with management of behaviour

Sitting near pupils who find it difficult to stay on task

Removing pupils from class at the teacher's request to offer them an opportunity to calm down

Walking around the classroom to act as an extra pair of eyes

Completing behaviour checklists to identify particular behaviour patterns

Acting as a behaviour monitor by noting pupils who are misbehaving

Observing potential trouble and stepping in to act as mediator

Making non-verbal signs to pupils, i.e. stern look, frown or hand movements (verbal comments may interrupt lessons)

Talking to pupils about their behaviour and why it is unacceptable

Clarifying work when the pupil is confused

Encouraging pupils to stay on task through the use of praise

Having a quiet word in the ear of a pupil who is off task

Encouraging pupils to stay on task by offering positive comments in appropriate situations.