



Behaviour Management Policy

Contents

Contents	1
Definitions	2
Introduction.....	2
Legal Framework	3
Roles and Responsibilities	3
Understanding Pupil Behaviour.....	5
Encouraging Expected Behaviours	6
Use of Praise and Rewards	7
Prevention Strategies	8
Responding to Unexpected Behaviours	9
Proactive Behaviour Interventions.....	10
Use of Consequences	10
Regulation Breaks.....	12
Fixed Term and Permanent Exclusions.....	12
Inappropriate behaviours; child on child	12
Positive Handling and the use of reasonable force.....	12
Appendix 1: Supporting pupils with ASC / ADHD / Attachment Difficulties / Sensory Processing Differences	13
Appendix 2: School Points System	17
Appendix 3: Behaviour Management Triangle.....	18
Appendix 4: Behaviour Pathway Intervention - Flowchart	19

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Definitions


Unexpected behaviours are actions that do not follow social rules.

Expected behaviours are reasonable and anticipated. Our expected behaviours are school specific.

Pupil Passport / Behaviour Support Plans (PP/BSP) are used to communicate how the pupil is to be supported, addressing aspects of their environment which they find challenging and support to help them develop strategies to better meet their own needs. The Plans will typically detail the responses used by staff when a pupil starts to become anxious, aroused or distressed and which aim to prevent the situation escalating into a crisis, for example, distraction or diversion. They will also include guidance on how staff should react when a pupil becomes dysregulated to a point where they place themselves and/or others at significant risk of harm. Plans should be kept under review as the pupil grows and develops.

They should be considered alongside Care Plans, Individual Pupil Risk Assessments, EHC Plans and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context.

Key

This policy has been organised in a way that offers staff guidance and support in managing behaviour. The symbol  is used to identify key strategies and approaches.

Introduction

St Edward's School aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach.

This policy aims to establish a clear statement of understanding and intent in relation to positive behaviour support with a focus on child-centred service provision. Progress is monitored closely and pupils are encouraged to take pride in their educational achievements and self-regulate their thoughts and emotions. Positive behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

St Edward's is committed to providing a safe workplace and empowers staff in order to offer the highest quality of services to pupils, including adequate training in trauma-informed, attachment and ASC behaviour support.

When pupils are cared for, in well-managed, emotionally attuned and responsive resources that have a clear sense of purpose and direction, and by trusted adults who are aware of what is expected of them and understand the needs of the pupils they are supporting, behaviours of concern are less likely to happen. However, there will be occasions when a pupil's emotional dysregulation results in actions that challenge boundaries, including putting their safety or the safety of others at risk. Staff are trained to respond by taking appropriate measures to keep everyone safe, to encourage self-control and positive behaviour, and to safeguard the welfare

of the pupil. This includes the use of restrictive physical interventions (Team Teach) when necessary and as a last resort.

It is important that pupils are treated with understanding, dignity, kindness and respect and that staff build and protect positive and attuned relationships with them. This will enable them to pre-empt stressful situations and distress, provide a scaffold and emotional co-regulation, allowing the best chance of self-management.

The school recognises that:

- Pupils with ASC, can have particular difficulties with social interaction.
- The profile of every pupil with Speech, Language and Communication difficulties varies and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.
- Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying unexpected behaviours.

Legal Framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance at the time of publication. The policy also operates in conjunction with other school policies.

Roles and Responsibilities

The Senior Leadership Team is responsible for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- The monitoring and implementation of this policy.
- Establishing the standard of expected behaviours by pupils at the school.
- Determining appropriate sanctions.
- Reporting to the Board of Governors.

The Designated Safeguarding Lead (DSL) is responsible for:

- Updating SLT of any issues, especially ongoing enquiries under section 47 of the Children Act 1989, and police investigations regarding pupils.
- Liaising with relevant staff on matters of pupils' safety, safeguarding and welfare, including online and digital.
- Promoting supportive engagement with parents/carers in safeguarding and promote the welfare of pupils, including where families may be facing challenging circumstances.
- Working with key stakeholders, taking responsibility for strengthening placements by knowing the welfare, safeguarding and child protection issues that pupils are

experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, behaviour, engagement and academic progress.

- Recognising the additional risks that pupils face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils to stay safe online.

Teaching staff are responsible for:

- Planning and reviewing support for pupils exhibiting unexpected behaviours in collaboration with SLT.
- Effective classroom management.


Pastoral Care Team is responsible for:

- Communicating matters relating to behaviour to stakeholders.
- Supporting dysregulated pupils.
- Crisis management (pupils).
- Updating support plans.

All members of staff, including volunteers, are responsible for:

- Adhering to this policy.
- Supporting pupils by adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping staff up-to-date with any changes in behaviour.
- Effective behaviour management.
- Understanding pupil's behaviour, their Zones of Regulation and the supportive strategies.
- Fostering positive and secure relationships.

Pupils are supported to:

- Maintain expected behaviours inside school.
-  Understanding their own Zones of Regulation;
 - Blue – sad, sick, tired, bored, moving slowly.
 - Green – focused, ready to learn, happy, calm feeling okay.
 - Amber – frustrated, worried, silly/wiggly, excited, loss of some control.
 - Red - mad, angry, terrified, shouting, out of control.
- Replicate expected behaviours in the wider community.
- Communicate any unacceptable behaviour by peers to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school expectations.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Understanding Pupil Behaviour

Research has shown that pupils who have warm, affectionate relationships with parents/carers have higher self-esteem. This, in turn provides them with the confidence to attempt new things without a great fear of failure. Conversely, a pupil with low self-esteem finds it difficult to try new activities or concepts. They will seek to protect what little self-esteem they have and continue to respond in a manner consistent with their low view of themselves. If a pupil feels rejected and views themselves as unacceptable and valueless, they will not regard disapproval as a reaction to their behaviour, but as a rejection of themselves.

In understanding and responding to pupils' behaviour, staff should be mindful of the following:

- If a pupil has poor self-esteem and thinks negatively about themselves, there will be fewer constraints on their behaviour. A pupil may believe that staff expect them to behave badly, and they in turn will care little whether staff value them because they do not value themselves. An improved sense of self can reduce instances of dysregulation. When a pupil thinks more highly of themselves, then old patterns of behaviour may become incompatible with their improved view of self. When a pupil starts to really believe that they have value then change can occur.
- If a pupil has poor self-esteem and is reluctant to face the possibility of failure, then they will avoid situations which might expose them to further failure e.g. trying something new or trying a known activity but in a different way. Improved self-esteem will give a pupil the security to try and learn something new. They may not succeed but they are secure enough not to feel a failure.
- There is a danger that sometimes, if more and more things appear to go wrong for a pupil, our interactions with them become very negative. We fall into the trap of only speaking about the trouble they are in and our only contacts are to try and correct problems.
- When staff are self-aware, they are more likely to co-regulate positively and effectively with pupils.
- If staff have high expectations / aspirations of themselves, pupils will see this as a positive role model.
- It is important that staff have high aspirations for pupils.
- Pupils with autism tend to be rule-based and literal in their interpretations of their own and other's behaviours. In addition, they may often understand actions and events from a primarily logical, rather than emotional, viewpoint. In practise, this can mean that appealing to the logical bias of a young person, rather than emotional reasoning, may be a more effective approach to supporting them.
- Pupils diagnosed with autism need to have a clear understanding of what is expected of them within a structured and predictable framework. Pupils will need time to process

any requests made of them, and staff supporting them will need to anticipate changes in their behaviour (see [Appendix 1](#)).

- For both pupils who have experienced developmental trauma and particularly for pupils diagnosed with autism, sensory needs may be a driver for their behaviour where they may be either seeking or avoiding certain sensations.
- Due to previous experiences, young people with significant trauma and attachment difficulties may be hyper-vigilant towards body language as early indicators of a person's emotional state. However, pupils with autism, may be somewhat less attentive towards body language when understanding the communication of others due to their social communication needs.

Strategies to support self-esteem

- Remove the threat of failure, 'It's okay if you find this difficult'.
- Take some of the blame for failure, 'Let me explain this differently'.
- Offer help early and whilst the pupil is still on task (Green Zone).
- Intervene before they have started to struggle or fail (Blue/Amber Zone).
- Non-verbal interactions are very powerful; a 'thumbs up', a smiley face, a tick on the mini whiteboard, or a smile can convey to a pupil that you have recognised them as an individual and that you are taking an interest in them.
- When we ask questions, do we give them a genuine chance to answer?
- Do we listen to their point of view?
- Do we check that the pupil really understands what has been discussed and the implications that may stem from that discussion?
- Has the member of staff and pupil:
 - Agreed on a definition of the problem, the issue may not be a problem for the pupil;
 - Agreed a strategy to alleviate, or address the problem;
 - Arranged to meet again to review the situation and to see if the strategy has worked.
- Refer to and make significant comments about something, however small, that is going well.
- Find the time to comment on how well they are doing.
- Use age appropriate visual aids to support a pupil's understanding. (The information remains present longer than words and, consequently, can reduce cognitive load.)

Encouraging Expected Behaviours

Pupils are less likely to respond in concerning ways if they have an environment where clarity of direction and purpose is maintained, are offered choices and where their rights are promoted and protected.

Positive reinforcement means that, where a pupil displays positive behaviour, that behaviour is noticed and acknowledged by a 'reward', which can take the form of anything from a smile, to praise, to material gain - the principle of positive reinforcement being that behaviours which are rewarded with something the pupil views of value, will be repeated and adopted over time as the pupil's own responses.

💡 Role modelling means staff demonstrating expected behaviour in their day-to-day practice, for example, through the use of courteous respectful language, and dealing with frustrations and disappointments by modelling effective levels of self-regulation. When working with pupils with autism, staff members should explicitly verbalise what constitutes expected behaviour to help them in their learning.

💡 Pupils with autism may be less attentive towards body language when understanding the communication of others. Assist them to learn how to understand social situations by role playing or using video clips that demonstrate how body language is interpreted in scenarios they may be finding difficult.

Pupils should be given opportunities to discuss their dysregulation and its implications with staff to identify strategies for expressing their 'negative' feelings in constructive ways.

Use of Praise and Rewards

The school's rewards system outlines incentives used to promote positive behaviour and ensures there is a clear and transparent process of how rewards are used. The points system (see [Appendix 2](#)) is an important method of monitoring and rewarding pupils. Although not giving points is not a specified sanction, it does clearly have a major impact on its associated privileges.

It is also important that staff understand that rewards only form part of the wider culture of positive behaviour support where staff understand and support the children with the challenges they face, there is a predictable environment set to reduce triggers, where positive, pro-social behaviour is encouraged.

This is achieved by a culture:

- that promotes open communication and respect;
- of unconditional positive regard for all pupils;
- where staff provide appropriate scaffolding to pupils in line with their Passports/Behaviour Support Plans.

💡 For rewards to be effective, they need to be:

- **Immediate** – immediately rewarded, where practical, following expected behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

By using a positive system of rewards and reinforcing expected behaviour, we help pupils feel good about themselves and raise their self-esteem, both as learners and individuals. Wider Horizons on a Friday also provide an opportunity to build positive relationships.

Recognition

When giving praise, staff ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to doing, being and effort, rather than only to outcomes.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and not followed with immediate criticism.
- Pupils are encouraged to praise one another.

Rewards

- Activity-based rewards.
- Certificates.
- Subject commendation.
- Positive contact with parents.
- Token based system (Middle School).
- Stickers (Middle School).

Prevention Strategies

- Be empathic and non-judgmental.
- Appearing calm and using a modulated, low tone of voice.
- Use simple, direct language.
- Avoid being defensive, e.g. if comments or insults are directed at the staff member.
- Avoid overreacting.
- Ignore inappropriate questions but not the pupil.
- Respect personal space.
- Set and maintain clear boundaries.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Use positive phrases when making requests, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Offer options and flexibility to avoid unnecessary altercations.
- Allow silence for reflection.
- Allow time for decisions, stress rises when feeling rushed, allowing time brings calm.
- In Reach support.
- Eliminating or modifying specific triggers.
- Make time to listen, talk and take a real interest in the pupil; take the pupil seriously.

- Encourage and reward positive behaviour.
- Involve pupils in decision making.
- Communicate clearly.
- Think and plan ahead.
- Do not make promises you cannot keep.
- Use visual aids and supports
- Allow time for processing, particularly for pupils with autism.

Effective classroom management

- Establishes expectations and routines that are understood by all pupils.
- Establishes agreed rewards.
- Encourages respect and development of positive relationships.
- Makes effective use of the physical space available.
- Delivers engaging and differentiated lessons.
- Reinforces the school points system.

The classroom environment

- Seating those who frequently require more support closest to, and facing, the teacher.
- Seating those who frequently require more support away from each other.
- Ensuring the teaching staff can move around the room so that behaviour can be supported effectively.
- Being aware of any sensory issues that can affect pupils with autism, such as a distracting moment, noise, etc (see [Appendix 1](#))

Responding to Unexpected Behaviours

It is important in responding to unexpected behaviours that staff identify ‘what works’ with individuals and develop ‘whole team approaches’ so that pupils receive a consistent message and that the work of one group of staff is not inadvertently undermined by the actions of others. For all pupils, it should be clarified first what their level of understanding is about the language used, before discussing any potential consequences.

Each pupil has a Pupil Passport/Behaviour Support Plan (PP/BSP) that sets out what works and what doesn’t. This document is informed by discussion with the pupil.

De-escalation Strategies

For pupil specific strategies, please refer to the Pupil Passport / Behaviour Support Plan (PP/BSP).

- Be aware and acknowledge your own feelings.
- Do not avoid the issue and do not delay; work together; be truthful, consistent and reliable.
- Explain what is unexpected behaviour and its impact.
- Always know the location of colleagues and pupils.
- Do not say “yes” when you mean “maybe”. Do not say “maybe” when you mean “no”.

- Anger is not the same as aggression, and aggression is not the same as violence.
- Do not abdicate your responsibilities to the pupils.
- Do not save face at the expense of the pupils; gracefully apologise when necessary.
- Humour defuses; making fun frustrates.
- Body language, volume and tone of voice can give important clues to what you want; be calm, be assertive, be confident.

Proactive Behaviour Interventions

There will be times when pupils' unexpected behaviours continue over a period of time. Staff will monitor these pupils and discuss their concerns at the end of each school day at the staff debriefings. Behaviours are recorded on the school's Management Information System (Arbor), the data from which is used to support the decision for an intervention.

The Behaviour Management Triangle (see [Appendix 3](#)) offers guidance as to effective responses to unexpected behaviours.

The Behaviour Pathway Interventions Flowchart (see [Appendix 4](#)) communicates the school's actions for supporting pupils when staff responses, thus far, have not effected a positive change in behaviour. This includes the implementation of a Child-Centred Support Plan at stage 2 should the unexpected behaviours not improve with strategies already in place.

Child-Centred Support Plan

Should pupils continue to present with unexpected behaviours causing concerns after staff have exhausted known effective strategies, Child-Centred Support Plans are written with staff for those pupils whose presenting behaviours require a more focused approach. This may include, but not limited to:

- Prolonged disengagement from the curriculum.
- Significantly disrupting the learning of others.
- Periods and frequency of dysregulation affecting a pupil's wellbeing.
- Involvement in a disproportionate number of serious incidents.
- Requiring elevated levels of positive handling.

These will be reviewed daily to ensure that any new information is updated as it becomes available or behaviours or strategies used are assessed as successful. These daily plans will form part of the Pupil Passport/Behaviour Support Plan (PP/BSP) as a means to enable all staff to support the pupil. These targets are used by all staff to help inform their planning and pupil management. Each pupil is different, so it is important that the cause of the unexpected behaviour is investigated and plans made to meet individual needs.

Use of Consequences

Punishment is a solely punitive measure and does not provide an opportunity for reparation or learning.

Some pupils may expect punishment because this is what they have experienced in the past. However, whilst they may more easily recognise and accept a punitive approach, staff must remember that sanctions in general only temporarily repress behaviour and repeated use over time is likely to have limited effect. Helping them to understand the natural consequences of their actions and manage the feelings of guilt or shame they will experience, will be more effective.

Strategies used to change behaviour should be restorative in nature to help pupils recognise the impact of their behaviour.

If a sanction is used, it must be appropriate to the age and understanding of the pupil and the circumstances and administered promptly. It must be relevant to the unexpected behaviour, fair and achievable. There is no point in giving sanctions that are not achievable.

Sanctions must never be used that degrade or humiliate a pupil or deprive them of any of their basic rights as a human being, such as withholding food, clothing, shelter, warmth or the company of other human beings.

Any measure taken to respond to unexpected behaviour should be fairly and consistently applied appropriate to the age, understanding and individual needs of the pupil.

Sanctions used MUST:

- Be administered as soon as is practicably possible.
- Be relevant to the offence and the pupil's understanding of the offence.
- Be fair and not prolonged.
- Be time limited.
- Be discussed with and understood by the pupil.
- Not include the deprivation of food.
- Not include any form of a pupil being locked up or placed in isolation.

Permitted sanctions include:

- Not earning classroom points for expected behaviour.
- Reparation - helping towards the cost of repair or performing a task that makes amends.
- Restitution - repairing or replacing.
- Loss of privileges.
- Restricted access to specific areas.
- Fixed Term Exclusion.

An opportunity to 'work off' or earn a reduction in the length or severity of the sanction by agreed strategies might be offered.

A record of all sanctions applied is kept in a bound and numbered book; 'The Consequence Book'. This record is made within **24 hours** of the sanction applied, which is communicated to the pupil.

Regulation Breaks

It may be appropriate on occasions to support pupils by offering them a break to enable them to regulate. There must always be a staff member to support them. In this circumstance, a specific room, safe space or a walk on the school grounds will be used.

Fixed Term and Permanent Exclusions

There are circumstances when the school feels particular incidents/events require a fixed term or permanent exclusion. Refer to the school's Exclusion Policy and Placement, Admission and Completion Policy for more information.

Inappropriate behaviours; child on child

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. For more information on child on child abuse, please refer to the school's Safeguarding and Child Protection policy.

Positive Handling and the use of reasonable force

Refer to the school's Positive Handling Policy.

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Appendix 1: Supporting pupils with ASC / ADHD / Attachment Difficulties / Sensory Processing Differences

Supporting pupils with ASC

Presentation	Strategy
Children with ASC are often highly anxious. Behaviours that look like aggression might well be driven by stress or anxiety.	Assess the classroom environment and your teaching approach for success.
Mediate social situations. Children with ASC may find social situations stressful and difficult to understand.	Support them with visual and spoken reminders, rehearse social scripts.
Plan ahead for change. Pupils with ASC can find it difficult to manage transitions even between tasks.	Support when a change is approaching, give timed reminders, use visual symbols.
Give processing time. ASC is a communication and language disorder.	Give pupils with ASC longer to comprehend spoken instructions. Keep your instructions clear, short and specific.
Avoid figurative language. Many pupils with ASC will often take what you say literally.	Avoid: 'Wash your hands in the toilet.' Use: 'Wash your hands in the sink.'
Check the environment. Pupils with ASC will often have sensory sensitivities.	Think about the seating plan; is the pupil exposed to (or shielded from) noise, movement, touch and light etc.
Mediate games. Pupils with ASC can be inflexible about how a game is played.	Help them integrate with the other pupils by mediating group games, especially those that involve winning and losing.
Be consistent. ASC children work best with consistent rules, routines and structures.	Being consistent helps pupils with ASC understand your expectations; have agreed plans for how all adults manage behaviour.

 **Supporting pupils with ADHD**

Presentation	Strategy
Use positive reinforcement. Say what you want the pupil to do. Avoid negative instructions.	Avoid: 'Stop running in the corridor.' Use: 'Walk in the corridor.'
Use specific praise. Help the pupil make links by making it clear which behaviour you are praising.	Avoid: 'Good boy.' Use: 'Thanks for holding the door open.'
Is this behaviour down to ADHD? Evaluate whether the behaviour is a choice or a symptom of ADHD.	At times, all pupils make choices and test boundaries. Use the right response for the right situation.
Avoid using 'no'. 'No' can increase resistance and make unexpected behaviour worse.	Use: 'now' and 'next' / 'when' and 'then' / 'if' and 'then' / directed choice / distraction instead.
Be consistent. ADHD can affect a pupil's ability to link cause and effect.	Be consistent with how you issue rewards, praise and sanctions.
Always de-escalate. Co-regulate and use effective strategies.	Many children with ADHD can have poor emotional regulation. If you dysregulate, so will they.
Use rewards and sanctions that are based in the short term. ADHD can affect a pupil's ability to plan ahead.	Use instant gratification and immediate sanctions as effective responses to expected and unexpected behaviours respectively.
Avoid asking the pupil if they have taken their medication. This can escalate behaviour and create oppositional behaviour.	If it is necessary to find out, contact the Keyworker.

 **Supporting pupils with Attachment Difficulties**

Presentation	Strategy
Pupils who have attachment difficulties feel safe when they are in control.	Avoid being drawn into power struggles; be aware the pupil may sabotage a relationship rather than feel controlled.
Phrase directions calmly, as a matter-of-fact statement rather than using questions.	Say 'It's time to put the work away, thank you,' rather than 'Can you please put the work away?'
Explicitly teach choices. Explain that in every situation there is a good or bad choice, and bad choices lead to consequences.	Teach them to avoid consequences by making good choices.
Be wary of triangulation. Pupils with Attachment difficulties will often try to play school and parents off against each other.	This can involve telling untruths about their home life and interfering with the home-school communications; always speak to the parents directly.
Don't believe what they say, believe how they act i.e. observe their non-verbal behaviours.	Pupils with attachment difficulties will often attempt to hide how they really feel by tricking the adult verbally.
Stay calm during interventions. Pupils with attachment difficulties deliberately attempt to manipulate your emotions.	By purposefully angering or upsetting you, the pupil is attempting to control your response. Take a deep breath and stay calm. Remember – it isn't personal.
Don't use predictable reward systems. Pupils with attachment difficulties will often sabotage reward systems to retain control over the outcome (or escape feeling controlled).	Issue rewards at random times so they cannot predict or sabotage them in advance.
Be aware the pupil may self-inflict or hide injuries. Pupils may not have been taught how to give and receive care in their early life.	They may seek attention for imaginary illnesses, or hide real injuries or significant pain.












 **Supporting pupils with Sensory Processing Differences**

Presentation	Strategy
The physical environment in school often exacerbates symptoms of sensory processing differences.	Recognise when a pupil is dysregulating. Notice subtle changes in a pupil's presentation. Check Pupil Passport for signs and strategies in their Zones of Regulation document. Know where a pupil's safe space is so that over-stimulated pupils can go there to regulate.
Dysregulation	Maintain a calm and rhythmic voice. Give pupils a way to articulate that they are frustrated. Examples include; an emotion thermometer or a pack of Zones cards. Allow the use of stress balls or fidget toys. Schedule movement breaks and changes of position. Clearly denote the passage of time. Use timers, sand timers and iPad apps to show a clear ending to an activity. Encourage use of a sports water bottle. Sucking is calming and helps focus. Consider the use of weighted equipment (no more than 10% of their body weight) such as lap pads. Provide Post-it notes to doodle on or jot down things to remember. Offer a Theraband to pull and stretch or tie to chair legs to put legs through to push on.
Loss of focus	An over or under stimulated pupil cannot focus. Reduce verbal input at times of stress and co-regulate by slowing your own breathing/voice and movement to help the pupil to manage theirs.

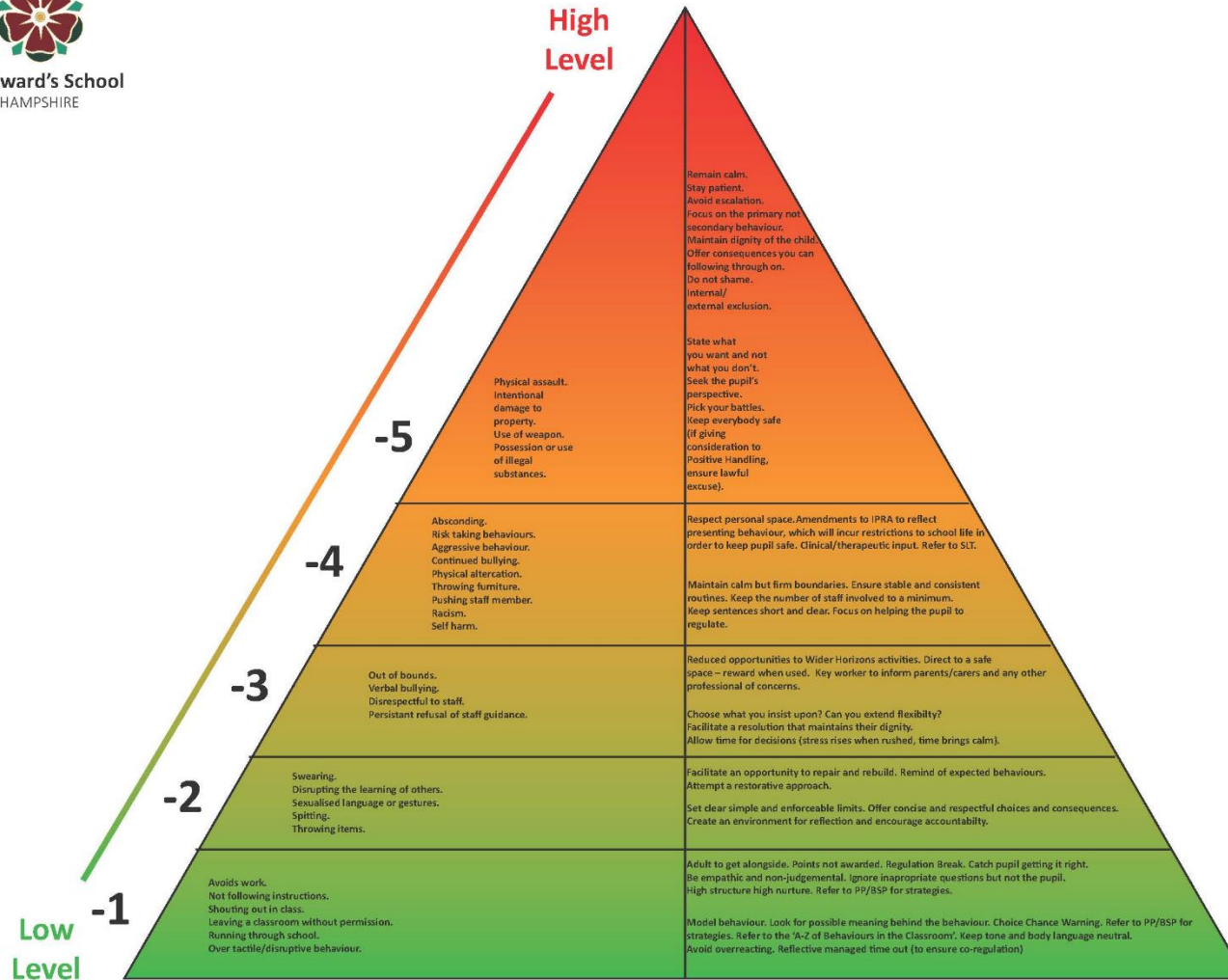
Sensory Difference	Strategy
Lighting and Vision	Use natural light whenever possible and avoid fluorescent lights. Use a buff (light brownish yellow) background on the whiteboard and keep artwork on walls to a minimum. Provide a privacy screen so that pupils can have their own area.
Noise	Control noise by keeping doors and windows shut when necessary. Offer ear defenders or background music (music with a steady rhythm) to muffle external sounds. Place felt pads under chair legs to reduce dragging sounds. Consider the noise that different environments bring and pre-warn pupils of changes in volume.
Smell	Reduce the amount of perfume and scented cosmetics staff wear. Consider using an aromatherapy diffuser to mask smells. (Rosemary and Frankincense)

Appendix 2: School Points System

The school has an established points system to help pupils understand what constitutes expected behaviours.

Expected Behaviours	Positive Consequences
★ Be ready to learn. <i>Green Zone for classroom learning.</i> 	 Other people have good thoughts and feelings about me.
★ Follow staff instructions. 	 Adults have a proud feeling about me.
★ Use words and actions that make other people have good thoughts about you. 	 People want to play or work with me.
★ Attempt the work set. 	 People feel calm around me and stay in their green zone.
★ Keep hands, feet and objects to yourself. 	 People around me say and do things that I like.
	 I will be awarded my points.

Appendix 3: Behaviour Management Triangle



Behaviour Management Strategies
(exhaust lower level strategies first)

Appendix 4: Behaviour Pathway Intervention – Flowchart



Behaviour Pathway Intervention

