



LEARNING AND GROWING; SAFE IN GOD'S LOVE

Birchington CE Primary School

BEHAVIOUR POLICY

At Birchington CE Primary School our Christian Vision is integral to all that we do. We place an emphasis on praising positive behaviour, as well as promoting high academic achievement and developing social skills. We appreciate our children as individuals and value their contributions towards our school and society. At Birchington, we encourage the pupils to reflect on their behaviour through our Christian Vision and our School and British Values.

At Birchington we highlight good behaviour rather than draw attention to wrong behaviour choices. We also believe that adults should model the behaviour they wish our pupils to aspire to and lead by example. Behaviour management should also be age appropriate and staff need to be consistent in managing behaviour in accordance with this policy. This approach promotes pupil well-being and helps to build self-esteem and an 'I can' attitude amongst all our children.

We aim to create a warm and welcoming environment that cultivates a respect for the rights and needs of children and adults, irrespective of culture, sexuality, race or gender. We want all adults surrounding a child to be actively involved in their learning journey. Therefore, we provide a range of broad, creative and balanced opportunities, which adhere to the National Curriculum. We use constructive feedback to signal when a child's efforts are valued, which also avoids alienation and disaffection. We aim to develop self-discipline and the ability to self-regulate the choices and decisions our children make. We aim to maintain high aspirations and expectations of our children, in the anticipation of fostering independent, reflective and lifelong learners.

Aims

- To create a positive culture that promotes excellent behaviour ensuring that pupils have the opportunity to learn in a calm, safe and supportive environment where they can flourish and feel safe.
- To be a place where children feel valued and also value others
- To provide a consistent approach to behaviour management across the school
- To provide a structure where pupils are accountable for their own behaviour, where they have a clear framework of right and wrong
- To define what we consider to be acceptable and unacceptable behaviour, including bullying and discrimination
- To ensure our children have a positive, committed attitude to learning, are resilient to setbacks and take pride in their achievements
- To outline our system of rewards and sanctions

Legislation and Statutory Requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

- > Vandalism
- > Theft
- > Fighting
- > Smoking or vaping
- > Racist, sexist, homophobic or discriminatory behaviour
- > Possession of any prohibited/banned items including knives or weapons, stolen items, E-cigarettes or vapes, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). A more comprehensive list can be found on pages 12 and 13.

BULLYING (Please see our Anti-Bullying Policy for detailed information)

Any bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

BULLYING OF ANY KIND WILL NOT BE TOLERATED AT BIRCHINGTON CE PRIMARY SCHOOL,

ROLES AND RESPONSIBILITIES

Our Governing Body is responsible for:

- Ensuring the words of our Christian Vision and School Values are embedded into our approach towards behaviour
- Reviewing and approving the Behaviour Policy
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

Our Headteacher is responsible for:

- Ensuring the words of our Christian Vision and School Values are embedded into our approach towards behaviour
- Reviewing this policy in conjunction with staff and Governors and to advise them on the latest statutory changes and relevant guidance
- Monitoring the effectiveness of our Behaviour Policy in conjunction with Leaders and staff
- Ensuring that all staff promote positive behaviour around the school and uphold the Behaviour Policy
- Ensuring that staff deal effectively with poor behaviour
- Ensuring that Leaders offer appropriate training in behaviour management, and the impact of Special Educational Needs and Disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Liaising with staff, parents and carers as appropriate

All members of the Birchington staff team are responsible for:

- Ensuring the words of our Christian Vision and School Values are embedded into our approach towards behaviour
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Developing a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Creating a positive culture that promotes excellent behaviour ensuring that pupils have the opportunity to learn in a calm, safe and supportive environment where they can flourish and feel safe.
- Understanding the behavioural expectations and the importance of maintaining them
- Putting into practice behaviour management strategies and techniques that have been decided upon across the school, understanding that each child is different and some strategies will not be appropriate for everyone.
- Modelling positive relationships, behaviours and language at all times

- Addressing concerns and expectations in a calm, fair and proportionate way and inline with the Behaviour Policy
- Recording and reporting behaviour incidents promptly on CPOMS
- Displaying behaviour expectations in each classroom
- Liaising with staff, parents and carers as appropriate (and with the support of a Leader, where appropriate).

The Senior Leadership Team (SLT) and Pastoral Team will support staff in responding to behaviour incidents where appropriate.

Parents and Carers

We place great value on a shared partnership between home and school. When parents/carers choose to place their child in the school the importance of good behaviour is emphasised and parents/carers return a signed home/school agreement agreeing to support our policies. If we have concerns at school, we contact parents/carers to make them aware of the situation and work together to resolve the situation. This may be in the form of a telephone or face to face conversation with the class teacher and/or the Phase Leader

We will not tolerate inappropriate behaviour by any adult on the school premises and will deal with this as applicable. This includes verbal, physical and threatening behaviours.

Parents and carers are expected to:

- Adhere to the Parent Code of Conduct (APPENDIX 8)
- Support the school's policies and procedures
- Uphold the Christian Vision and School Values whilst in the presence of the pupils in the school.
- Support their child/ren in adhering to this Behaviour Policy and Pupil Code of Conduct
- Inform the school of any changes in circumstances that may affect their child/ren's behaviour
- Discuss any behavioural concerns with the Class Teacher and Leaders
- Be a good role model for their child/ren on and around the school premises
- Discuss any concerns regarding their own child with the class teacher/school leader promptly and respectfully take part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child/ren)

Pupil Code of Conduct

Pupils have the right to feel safe, valued and respected, and learn free from the disruption of others. They will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of this policy through their School Council representatives.

We have three Golden Rules in our school:

- Make safe choices
- Be respectful
- Work hard

These Golden Rules apply to all the children in our school from Year R to Year 6. They encompass the School Values and Christian Vision and are displayed all around the school - in the playground and shared areas. They are referred to throughout the school day including Collective Worship (Appendix 1).



At the beginning of each year, our children sign the Pupil Code of Conduct outlining the school's expectations for which they should follow.

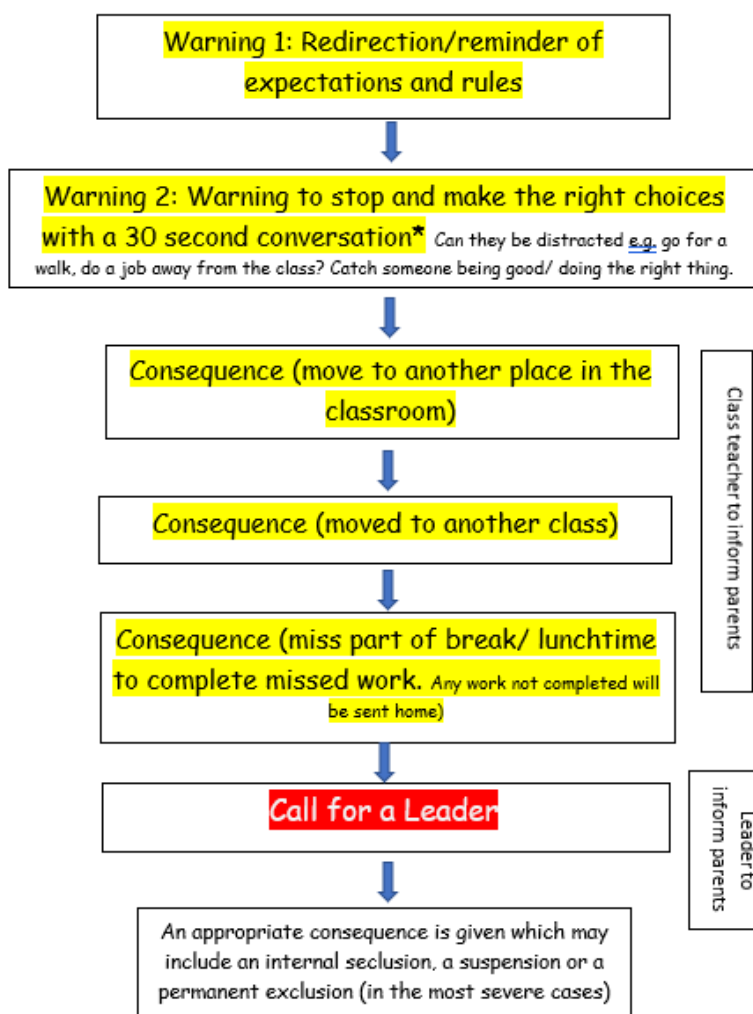
RESPONDING TO POSITIVE BEHAVIOUR

We wholeheartedly believe in the importance of recognising, praising and rewarding good behaviour e.g. weekly awards in Collective Worship, stickers and certificates in the classroom and in the playground, House Points and letters, phone calls and emails home to parents.

RESPONDING TO MISBEHAVIOUR

Whilst the vast majority of pupil behaviour is excellent, when behaviour does not match the school expectations the following steps will be taken for the majority of children (Appendix 1). We recognise that for some children, a different approach may need to be taken and this will be in consultation with their parents:

Behaviour flow-chart



Those steps highlighted in yellow are for low level behaviours that might include:

- Non-completion of work
- Refusing to follow instructions
- Poor attitude
- Sitting under a table (not hurting anyone or anything)
- Refusing to respond

These can be dealt with in the classroom by the class teacher.

Those steps highlighted in red are for those more serious behaviours which would require a Leader to be sent for. These might include:

- Repeated breaking of school rules which put themselves, another child or adult in danger
- Purposely violent towards others
- Purposely destroying school property/work
- Repeatedly not allowing a class to learn
- Pupils put themselves, other children, adults at risk
- Repeatedly rude/defiant (putting others at risk)

- Using threatening language

If necessary, parents/carers are informed so they can support from home. They will be told that the incident has been dealt with, parents of all parties informed and that consequences have been put in place. The incident, and those leading to it, are recorded on CPOMS. An ABC form (Appendix 2) will also be completed for incidents that require a Leader to be called for. This will allow us to identify patterns and possible triggers so that we can prevent these incidents happening again. Children and their parents will be told that there has been a consequence given for the other child but not given specifics. We will not shame any of the children involved and consequences will be given in private. For GDPR purposes, names of children will not be shared.

ABC LOG (ANTECEDENT, BEHAVIOUR, CONSEQUENCE)				
Name/class /Date/Time /person completing	ACTIVITY	ANTECEDENT	BEHAVIOUR	CONSEQUENCE
	What activity was going on when the behaviour occurred	What happened right before the behaviour that may have triggered the behaviour	What the behaviour looked like	What happened after the behaviour or as a result of the behaviour

INTERNAL SECLUSION, SUSPENSION AND PERMANENT EXCLUSIONS

Our school does all it can to avoid suspension or permanent exclusion. This may involve the use of internal seclusions. However, suspension and permanent exclusion can be used in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as an absolute last resort. We will follow the 'DFE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2023' and our Exclusions Policy.

A RESTORATIVE APPROACH

As a school we are committed to following restorative approaches to dealing with any situations involving conflict. We will always try to talk to the pupil to find out what is going on and identify any reasons and possible solutions for behaviour incidents before they escalate. **The 30 second conversation** will include:

*'I've noticed that you are...
You are not showing our school value of...
You have chosen to
Because of this, you need to
Do you remember when you...(previous positive behaviour)
That's what I need to see now.'*



All staff are encouraged to follow these steps when dealing with incidents.

- What's happening?
- What were you thinking?
- What is the impact of this behaviour on the school/classroom/pupil?
- Who has been harmed/upset/affected? How?
- What do we need to make things better?

Suggestions of proactive strategies include:

- Waiting for all children to be ready to learn (showing three good things (good looking, listening and sitting) before the teacher starts to speak (Appendix 4)
- Using visual reminders using Widget symbols (Appendix 5)
- Removing or minimising identified triggers in advance
- Now and next board (including transition reminders) language e.g., 'first... then...' (Appendix 6)
- Explaining new situations before they occur (using social stories)
- Pre-teaching activity
- Visual timetable (establishing routine) which will be displayed at the front of the classroom and each completed activity removed.
- Spot them being good - positive descriptive praise (stickers, House Points etc)
- Choices - this or this
- Zones of Regulation
- Individual success charts (where appropriate)
- Necessary adjustments to the physical environment (noise levels, seating arrangements)
- Distraction techniques
- An agreed calming activity
- A bespoke visual consequence chart to show children what will happen if their behaviour continues (Appendix 7)

Examples of reactive strategies (strategies that are used after the undesired behaviour occurs)

- Ignoring certain behaviours applicable to that child
- Reminding the child what is expected of them (through visual and verbal strategies)
- Distraction
- Removing the trigger related to the incident
- Calming techniques including a calm space
- Reassurance

- Restorative Approach
- Use of phrases to use and not to use
- Change of face/place

REMOVAL

Removal may be used as a response to serious misbehaviour. Removal from the classroom is a serious sanction and will only be used when other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. If a child needs to be removed from class, a Leader will be called.

We use removal for the following reasons:

- To maintain safety for all pupils following an unreasonably high level of disruption
- To allow the pupil to regain calm in a safe space
- To enable the pupil to be taken to a place where their learning can be continued in a managed environment.

When a child has been removed from class, they will be guided to a safe space or The Nest supervised by an appropriate adult directed by the Headteacher. When the child is regulated and ready to return to their learning, work will be provided by the class teacher to ensure that the child continues to learn. This will be away from their class for the remainder of the session. Appropriate resources will be made available and emotional support put in place. If a removed child is unable to calm down and continues to exhibit serious and unsafe behaviours despite a range of strategies being attempted, the school may phone the child's parents/carers to support with calming the child.

USE OF REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (All records must be recorded in CPOMS)

When considering using reasonable force, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Reasonable force will be used when there is a real risk of harm towards a pupil or member of staff. It may also be used to physically separate pupils fighting when a verbal instruction to stop is not followed. It will not be used to remove a child from class unless a child is being violent and/or causing harm or could cause harm to others. A Leader will be called if an incident of this nature occurs.

What will happen when reasonable force is used?

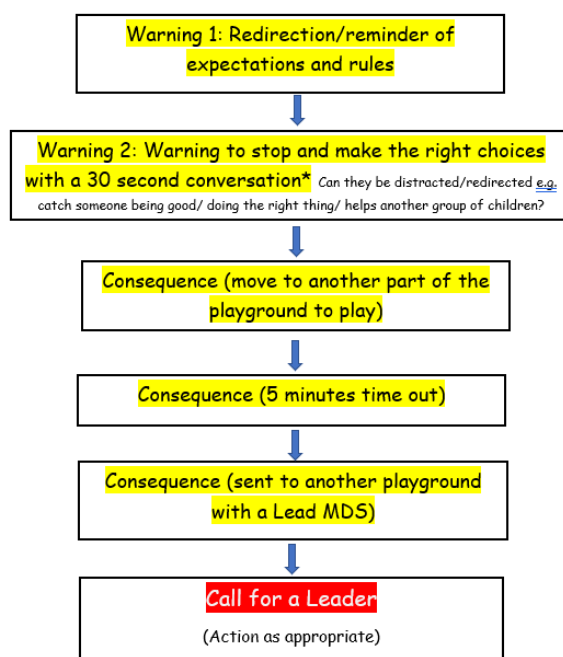
The school will: -

- record what has happened including who witnessed it
- record the views of pupils involved
- ensure that staff have used force reasonably, proportionately and appropriately
- ensure that parents/carers are informed

PLAY/LUNCHTIMES (ALL PUPILS)

A range of activities and equipment will be provided for the children to participate in and use. Supervising adults will be spread out and are encouraged to give verbal praise/ stickers and House Points for good behaviour. If there is a behaviour incident the following steps will be taken:

- 1) Verbal warning clearly stating child's behaviour and stating consequence ensuring the child understands.
- 2) Second verbal warning if appropriate.
- 3) Sent to another part of the playground
- 4) Time out away from the situation/near a teacher or Midday Supervisor (5/10 mins).
- 5) 5 minutes time out from playing
- 6) An Emergency Card is sent.



The member of staff who dealt with the incident will inform the class teacher on collection from the playground and then record the incident and any action taken on CPOMS, linking in the class teacher and Phase Leader. Midday Supervisors will record the incident and any action taken on a Behaviour Form.

Any serious incident will be dealt with by a member of the Leadership Team. If immediate assistance is needed, for a medical emergency a purple card is sent to the main school office and a first aider will attend, the staff member sending the card does not leave the other children. In the case of fighting/extreme insolence/absconding/abusive language a red card is sent to the main school office, again, the staff member does not leave the child/ren unattended. A Leader will respond. If a child persistently displays inappropriate behaviour,

MOVING AROUND THE SCHOOL

It is expected that pupils will move around the school quietly and sensibly and behave in an appropriate manner when unaccompanied in the cloakroom or toilets etc.

RECORDING BEHAVIOUR INCIDENTS

All staff must record inappropriate behaviour which required the assistance of a Leader on CPOMS as well as any meeting with parents/carers/agency. This will provide evidence for support if needed. Class/individual behaviour targets and charts can be set where appropriate. The class teacher and Phase Leader should also be linked in.

MOBILE PHONES

Mobile phones belonging to pupils are not to be brought onto the school site. However, we understand that, in Years 5 and 6, some children may start to walk to and from school in readiness for secondary school. In these cases, children must hand their phone in and collect it from their class teacher at the beginning and end of each day. They are turned off as soon as the child enters the school premises and must not be switched back on again until they leave. They are stored securely throughout the day. Mobile phones are brought in at the child's own risk.

If there are incidents or concerns regarding a child's use of a mobile phone, staff will take action. This could include not allowing a child to bring their mobile onto the school grounds

OFF-SITE BEHAVIOUR

The school has the authority to sanction pupils when their behaviour does not match the school expectations and the child is outside of the school's premises.

This includes when children:

- are taking part in any school-organised or school-related activity
- are travelling to or from school
- are wearing school uniform
- are in some other way identifiable as a pupil at the school
- misbehave at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - pose a threat to another pupil or member of the public
 - could adversely affect the reputation of the school

SEARCHING AND CONFISCATION

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). This will be reviewed before a search takes place and the school will act in accordance with this document.

Searching a pupil's belongings can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school identifies as an item which may be searched for.

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, or all prohibited items set out in the school's Behaviour Policy.

The list of prohibited and selected school items is:

- Mobile phones (apart from Year 5/6 pupils who must hand their phone in and collect it from their class teacher. These are brought in at the child's own risk. If there are incidents or concerns regarding a child's use of a mobile phone, staff will take action. This could include not allowing a child to bring their mobile onto the school grounds)
- Medicines/tablets that have not been handed in to the school office
- Chewing gum
- Energy drinks
- Glass bottles, including perfume bottles
- Jewellery, apart from an analogue watch and studs or sleeper earrings
- Aerosol cans
- Correction fluid or permanent marker pens
- Make up
- Balaclavas that cover the face
- Unnecessary money
- Tobacco, vapes, lighters and cigarette papers
- Fireworks or snaps containing gun powder
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person

Confiscation

Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil but given to their parents via the school office at the end of the school day.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate

SAFEGUARDING

Our school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding Policy, and consider whether pastoral support, an Early Help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse, please read our school's Child Protection Policy 2025-26.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

➤ Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

INCLUSION

Everyone is unique. For our school this means responding to the different talents and needs of all our children so that they can achieve their personal potential. Reasonable adaptations should be made for children who struggle to make good choices.

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with Phase Leaders, our Inclusion Leader and in some cases, Senior Leaders and the Headteacher.

It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents.

There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept etc. This can lead to different responses, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours. (see Preventing Reoccurrence of Misbehaviour Section). This needs to be regularly reviewed with both child and parents/carers when necessary. When needed, outside agencies may be brought in to support the child e.g. Early Help (with parental consent), play therapy (with parental consent) and counselling (with parental consent).

When children struggle with their behaviour, we are committed to working with both the child and the parents/carers. As every child is different, we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents/carers to work with the school and outside agencies to address it.

Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a Special Educational Need or Disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

These legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the Local Authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher or adjusting the type of seating e.g. use of a wobble cushion, chair instead of the carpet.
- Training for staff in understanding different conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload
- Use of visuals e.g. Now/next boards, consequence charts and cards
- Reduced language to support processing

It is important to remember that some children have extremely difficult and challenging behaviours that are outside the norm for their age. These problems can result from temporary stressors in the child's life, or they might represent more enduring disorders. The most common disruptive behaviour disorders include oppositional defiant disorder (ODD), conduct disorder (CD) and attention deficit hyperactivity disorder (ADHD). Behaviours may also present because the child is frustrated and cannot communicate how they feel or that they just see the world differently (ASD). They may also present with difficulties because they haven't had a safe, stable and secure start in life (Attachment disorders or ACE's). As a school we understand these needs and will make reasonable adjustments in order for any child that may require additional help and support. To support this, we have a range of strategies to support the child's social, emotional learning development. For more information about this see Appendix 9.

Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a Pupil Displaying Challenging Behaviour may have unidentified SEND

The school's Inclusion Leader may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be

sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

BEHAVIOUR SUPPORT PLANS

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupting the safety and stability of the classroom, a personalised strategy in the form of a Behaviour Support Plan (BSP) is required. This may, or may not involve a personalised risk assessment. This will be discussed with the parent/carer as well as the child where appropriate.

All plans are formally reviewed and updated within an agreed time and shared with those who may interact with that child to ensure consistency. The purpose of a behaviour support plan is to ensure that:

- The frequency and severity of challenging behaviour reduces
- Everyone working with a child on a BSP consistently uses the same, agreed, approaches
- Parents/carers are made aware of the strategies that are being used at school and can work in partnership with the school
- Provides clear documentation

Following any incidents of extreme behaviour, there will always be a review to discuss what happened, what support is needed and completing of all records. The review will also discuss what were the triggers, and what might help in the future. Behaviour Support Plans and risk assessments are amended accordingly. The success of strategies should be continuously monitored. Where strategies are not working the decision needs to be made whether to make adjustments, continue with strategies for longer or change the approach.

SCHOOL ATTENDANCE AND PART TIME TIMETABLES

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet the individual pupil's needs. This will be registered with the Local Authority and updated as needed. Outside agency or Local Authority advice will be sought as necessary.

A part-time timetable will not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time. The expectation is that a child resumes full-time education as soon as possible.

This Behaviour Policy is linked to our: -

- Child Protection Policy
- Anti-Bullying Policy

- Online Safety Policy
- Critical & Emergency Incidents Policy
- Uniform Policy
- Physical Intervention and Restraint Policy

Also

- The Kent Exclusion Guidance
- The DFE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement August 2024.

HT& Behaviour Working Party reviewed: January 2026

Review date: July 2026

APPENDIX 1

BIRCHINGTON CE PRIMARY SCHOOL

OUR GOLDEN RULES

1. Make safe choices



2. Be respectful



3. Work hard



Behaviour flow-chart

Warning 1: Redirection/reminder of expectations and rules



Warning 2: Warning to stop and make the right choices with a 30 second conversation* Can they be distracted e.g. go for a walk, do a job away from the class? Catch someone being good/ doing the right thing.



Consequence (move to another place in the classroom)



Consequence (moved to another class)



Consequence (miss part of break/ lunchtime to complete missed work. Any work not completed will be sent home)



Call for a Leader



Internal
seclusion

Suspension

Class teacher to inform parents

Leader to inform parents

APPENDIX 3










ABC LOG
(ANTECEDENT, BEHAVIOUR, CONSEQUENCE)

Name/class /Date/Time /person completing	ACTIVITY	ANTECEDENT	BEHAVIOUR	CONSEQUENCE
	What activity was going on when the behaviour occurred	What happened right before the behaviour that may have triggered the behaviour	What the behaviour looked like	What happened after the behaviour or as a result of the behaviour

APPENDIX 4



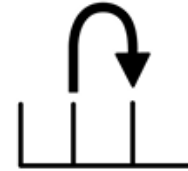
APPENDIX 5

APPENDIX 6



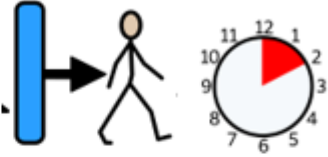














Now



Next

APPENDIX 7

If you	then...	this will happen	
Run around the classroom 		Go to another classroom for 10 minutes	
Throw things 		Miss <u>play</u> or lunchtime	
Hurt another child or grown up 		Miss <u>play</u> or lunchtime	
Keep hurting other people 		Work in another classroom for the rest of the lesson	
Refuse to do your work 		Do your work at break or lunchtime	

APPENDIX 8



BIRCHINGTON CE PRIMARY SCHOOL

PARENT CODE OF CONDUCT POLICY

SAFE IN GOD'S LOVE

1. Purpose and scope

At Birchington CE Primary School we believe it's important to:

- › Work in partnership with parents to support their child's learning
- › Create a safe, respectful and inclusive environment for pupils, staff and parents
- › Model appropriate behaviour for our pupils at all times

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the staff code of conduct) and pupils (through our Behaviour Policy).

This code of conduct aims to help the school work together with parents by setting guidelines on appropriate behaviour.

We use the term 'parents' to refer to:

- › Anyone with parental responsibility for a pupil
- › Anyone caring for a child (such as grandparents or child-minders)

2. Our expectations of parents and carers

We expect parents, carers and other visitors to:

- › Respect the ethos, vision and values of our school
- › Work together with staff in the best interests of our pupils
- › Treat all members of the school community with respect - setting a good example with speech and behaviour
- › Seek a peaceful solution to all issues
- › Approach the right member of school staff to help resolve any issues of concern in a calm manner

3. Behaviour that will not be tolerated

- › Disrupting, or threatening to disrupt, school operations (including events on the school grounds and sports team matches)
- › Swearing, or using offensive language
- › Displaying a temper, or shouting at members of staff, pupils or other parents

- › Threatening another member of the school community including other children, parents and carers or a member of staff.
- › Sending abusive messages to another member of the school community, including via text, email or social media
- › Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms
- › Use of physical punishment against your child while on school premises
- › Any aggressive behaviour (including verbally or in writing) towards another child or adult
- › Disciplining another person's child - please bring any behaviour incidents to a member of staff's attention
- › Smoking/vaping or drinking alcohol on the school premises
- › Possessing or taking drugs (including legal highs)
- › Bringing dogs onto the school premises (other than guide or therapy dogs and pre-arranged visits with school staff)

5. Social Media

5.1 Parental Use of WhatsApp

We understand that many parents use WhatsApp or similar messaging apps to communicate with one another. While we support positive and constructive communication between parents, we ask that WhatsApp groups are used respectfully and responsibly. Specifically:

- › Please avoid using WhatsApp to discuss issues or concerns about the school, staff or other children.
- › If you have a concern, contact the school directly via the appropriate channels.
- › Do not use WhatsApp to share unverified information or spread negativity.
- › Respect the privacy of others, including refraining from naming children or sharing sensitive incidents.

WhatsApp groups should never be used as a platform for complaints, criticisms or debates that could be divisive or inflammatory. Concerns raised in these forums should be redirected through school communication channels so they can be resolved constructively.

5.2 Inappropriate Use of Social Network Sites

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and, in some cases, other parents or pupils. The Department for Education, Government, and Governors of Birchington CE Primary School consider the use of social media websites being used in this way as unacceptable. Any concerns you may have about the school or your child/children must be made through the appropriate channels – by speaking to the class teacher,

Phase Leader, Inclusion Leader or a Senior Leader where they will be dealt with fairly, appropriately and effectively for all concerned.

5.3 Libelous or Defamatory Posts

In the event that any parent/carer or pupil is found to be posting libelous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about what content can be posted and provide mechanisms to report content that breaches these terms. The school also expects that any parent/carer or pupil removes such comments immediately.

4. Breaching the code of conduct

If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent
- Invite the parent into school to meet with a senior member of staff
- Contact the appropriate authorities (in cases of criminal behaviour)
- Seek advice from our Local Authorities legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- Ban the parent from the school site

The school will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the code of conduct rests with the Headteacher.

The Headteacher will consult the Chair of Governors before banning a parent from the school site.

APPENDIX 9

Supporting children with ASD Strategy sheet: for those displaying the characteristics of or have a diagnosis of autistic spectrum disorder

Prepare the pupil before the session/lesson by outlining what it will be about.
Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime.
Set tasks with clear goals and write worksheets in step-by-step form.
If pupil becomes anxious allow him/her to remove self to an agreed calm-down area.
Seat pupil in an area of classroom free from busy displays and distractions.
Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines, illustrated by pictures, for pupil to refer to. Illustrate them visually - for example, use a traffic-light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voice).
Use a visual way of showing the pupil what they/the class will be doing, such as a sequenced series of pictures (a visual timetable), clockface divided into sections, or written list.
Use timeline of events → →that branches ↕ to show where pupil will have to make choices.
Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Write instructions down as a list for pupil to tick off when completed.
Use pupil's name before asking a question or giving an instruction.
Avoid or explain metaphorical language and idiom like 'pull your socks up', 'it's raining cats and dogs', 'in a minute'.
Explain any changes of routine to the pupil in advance.
Involve the pupil by asking direct, concrete questions at their level of understanding.
Support writing with writing frames, templates (e.g. writing up a science experiment), mind maps, gapped handouts.
Allow pupil to work alone rather than in a group where possible. If in a group, give clear roles within the group and put the rules and roles into writing.
Use the visual prompts on cards or photos, or consistent non-verbal signs (sit, look listen, hand up, wait, quiet) to show pupil the social behaviours expected.
Prevent repetitive questioning by giving pupil a set number of question cards to give you each time they ask a question - when cards are gone, no more questions.
Don't ask the pupil to talk or write about imagined experiences.
Avoid tasks which depend on empathy (e.g. in literature, history, geography, PSHE and citizenship).
Set explicit and clear expectations e.g. how many lines to write, how many questions to answer, how long to listen (use timer).
Put a green 'start' dot on the pupil's book and a line to show where to finish. Use in and out boxes for work to be done and work that is finished.
Provide pupil with a symbol card to display when he or she wants help.
Expect to teach pupil social skills e.g. what to say/do when praised, how to ask for help. Always tell the pupil what to do rather than what not to do.
Provide a structure for unstructured time e.g. chess club rather than breaktime outside.
Model to the pupil that making mistakes is OK and a part of the learning process.
Use incentives based on pupil's interests e.g. a pause every hour to focus on their interest or obsession, once they have completed their work.
If pupil does off at a tangent, direct conversation back to the topic in hand; 'Right now we are talking about volcanoes'.
Use immediate and individualised reward systems e.g. collecting a number of stickers.

Supporting children with ADHD Strategy sheet: for those displaying the characteristics of or have a diagnosis of attention deficit hyperactivity disorder (ADHD)

Seat pupil near the front with their back to the class, between two good role models and well away from areas with pupils need to walk through.

Establish a quiet place where pupil can go to work.

Allow pupil to fiddle with a piece of Blu-Tack, rubber band squeeze ball or another chosen object.

Make tasks short, with frequent breaks and opportunities to move around.

Give instructions simple and clearly. Make sure the pupil is looking at you first. Check that he or she has understood them.

Use a kitchen or sand timer to help pupil complete a task in a specified period of time.

Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then; give yourself a pat on the back.'

Devise a private signal system to let the pupil know when they are off-task or behaving inappropriately.

Use a planned reward system.

Teach a relaxation strategy like slow breathing and cue pupil when they need to use it.

Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil to refer to. Illustrate them visually - for example, use a traffic-light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).

When pupil is misbehaving:

- Say what you want him or her to do, rather than what you don't - 'N I want you to keep your hands in your lap' instead of 'N, stop bothering P'.
- Label the behaviour but not the pupil - not 'You big bully' but 'N, bullying is not allowed in our school'.
- Remind pupil of a rule, rather than telling them off - 'N, our rule is we put up our hand to answer,' or make a point of praising a pupil who is keeping to the rule - 'A, I like the way you put your hand up when you knew the answer'.
- Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them.

To help pupil work independently:

- Actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task.
- Give independent tasks that have previously been modelled for the whole class.
- Give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner.'
- Use visual prompts in the form of pictorial task cards.
- Provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'.

Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets.

Strategy sheet: for those displaying the characteristics of or have a diagnosis of behavioural, emotional and social difficulties

Seat pupil by a more settled peer.
If pupil becomes wound up/anxious, allow him/her to remove self to an agreed calm-down area.
Make tasks short, with frequent breaks and opportunities to move around.
Remember that children (and adults) who are stressed find it hard to take in and remember complex information; make instructions short and clear. When pupil is experiencing emotional turbulence or anxiety, provide low-key tasks and increased structure and predictability in the classroom environment.
Set tasks with clear goals, outputs and timescales.
Teach/use clear classroom routines e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil to refer to. Illustrate them visually - for example, use a traffic-light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).
Expect to teach pupil specific behavioural skills e.g. how to ask for help.
When pupil is misbehaving: <ul style="list-style-type: none">- Say what you want him or her to do, rather than what you don't - 'N,I want you to keep your hands in your lap' instead of 'N, stop bothering P'.- Label the behaviour but not the pupil - not 'You big bully' but 'N, bullying is not allowed in our school'.- Remind pupils of a rule, rather than telling them off - 'N, our rule is we put up our hand to answer' or make a point of praising a pupil who is keeping the rule - 'A, I like the way you put your hand up when you knew the answer'.- Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them.
Make an effort to 'catch the pupil being good' and praise them. Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then; give yourself a pat on the back'.
Devise a private signal system to let the pupil know when they are off-task or behaving inappropriately.
Use a planned reward system for appropriate behaviour.
Enhance access to ICT - use of the internet to research a topic, access to predictive word processing software and onscreen word grids to support writing, opportunities to create presentations.

To help pupil work independently:

- Actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task.
- Set independent tasks that have previously been modelled for the whole class.
- Give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner'.
- Use visual prompts in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'.

Take steps to build pupil's self-confidence:

- Find out what they know about or are good at and have them share this with the rest of the class or school.
- Give them responsibilities, for example organising a lunchtime or after-school club, being a playground buddy, helping those who are new to the school.
- Have them keep records of new things they learn and can do.
- Ask them to tutor another pupil with their work.
- Photocopy good pieces of work for them to take home.

Take special steps to build the relationship with the pupil:

- Take extra care to greet the pupil each day and say a word or two individually to them.
- Have lunch with the pupil from time to time. Try to involve them in a lunchtime or after-school club that you run.
- Invite them to help you with daily tasks.
- Listen without giving advice or opinions; show that you understand how the pupil feels ... *'That must have made you very angry/upset.'*
- When things go wrong, reject the behaviour, not the pupil ... *'This is not the behaviour I expect to see from someone as kind and helpful as you.'*
- Don't be afraid to tell the pupil you like them and that what happens to them matters to you ... *'You really matter to me and it's important to me that you do well this year.'*

Organise time - perhaps during registration - for a teaching assistant to chat with the pupil, giving them a chance to talk about anything that may be troubling them and get themselves ready for learning.

Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets.

Deploy a teaching assistant to model, coach and reinforce group work skills when the pupil is working collaboratively with other pupils.

Supporting children with Dyslexia Strategy sheet: for those displaying the characteristics of or have a diagnosis of dyslexia

Have pupils work in pairs - dyslexic pupil who has good ideas but difficulty with spelling and handwriting with a pupil who is good at writing but not so strong on ideas.

Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12-14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with keywords, symbols and pictures. Put important information in bold or colour.

Have any text that the pupil will struggle with read to them by a 'study buddy' or TA.

Avoid asking pupil to copy from the board – can work with a study buddy, or quickly jot things down for them, or use a photocopied transcript.

Be aware that the pupil may find it hard to hold questions, information or instructions in their head for long enough to act on them, and:

- repeat instructions/questions
- 'chunk' them rather than saying in one long string
- jot them down on a sticky note, or encourage the pupil to do so
- allow time for processing (for example paired discussion with a partner before putting hands up)

Be aware that dyslexic pupils may know something one day and forget it the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. Avoid criticism; instead, talk with them about strategies they can use to help them remember things.

Use ICT supports - laptop, predictive word processing, grids or useful words, sound files attached to information/instructions/key texts/revision notes, portable electronic phonetic dictionaries, speech-supported texts, spellcheckers, mind mapping software, reading pens, digital audio recorders.

Mark for content rather than presentation. When marking, praise for two correct spellings, target two incorrect spellings and use these errors as teaching points. Suggest a way of avoiding the mistake in future - for example, the similarity of the spelling to other known words, or 'the tricky bit' that has to be learned.

Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making poster, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories.

Scaffold writing:

- Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking
- Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings
- Provide clue cards
- Use cloze procedure (where the pupil fills in missing words in text)
- Print off an IWB page used in whole-class session and have pupils add to it/annotate.

Do not expect pupil to easily remember sequences such as days of the week, months of the year, the alphabet, times tables number facts. Provide aids (for example, a pocket alphabet or calendar, table squares, calculator).

Avoid embarrassing a pupil by asking them to read aloud in front of others, unless they volunteer.

Overcome problems in learning by rote by helping pupil recognise patterns, use mnemonics, or use memory strategies that create relationships between items in a list or in order to aid recall.

Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning.

Teach pupil strategies to improve organisation, such as diaries, workplans, checklists of equipment they have to bring to school each day, use of organiser functions on mobile phone/laptop.

Provide the pupil with a study pack - spellchecker, highlighter pens, glue sticks, Post-it notes, a line tracker for following text, audio recorder, reading pen, index cards for subject vocabulary or spelling mnemonics, dictionary, sheet of high-frequency words, alphabet strip, memory jogger card of b/d confusion, sticky labels to use to correct or conceal, a table square, a calendar, a calculator.

Supporting children with speech, language and communication needs Strategy sheet: speech, language and communication needs

Begin work on a new topic with pupil's existing knowledge and experiences - make a mind map or other visual representation of what they already know.
When you start a new topic, develop a class chart of the vocabulary that pupils will find useful or need to learn. Teach each word by helping children build a web of associations - what it sounds like, what it means, how it fits in a sentence.
Use cued listening - give pupil a small number of questions that they will have to answer after listening to teach presentation or video input.
Use pupil's name before asking a question or giving an instruction.
Give directions before an activity, not during it.
Keep verbal instructions simple and in the order you want them carried out. Be aware of how many 'information-carrying' words you are using: 'Get your maths book from the pile on my desk ; on a clean page , write the date and then copy down the calculations on the board ' has more information-carrying words than many adults will be able to remember.
Give pupil time (at least 10 seconds) to respond and then, if necessary, repeat what you said. Use the same words unless you think the vocabulary was too difficult to understand.
Check for understanding - ask the pupil to tell you what they have to do.
Agree a private signal pupil can use to show you they have not understood, or teach them to say 'Sorry, I didn't understand that - can you say it again, please?' Praise them for asking for clarification.
Support your oral presentations/explanations with pictures, real objects or mime. Use visuals (real objects, photographs, symbols) appropriate to pupil's developmental level rather than chronological age. Use visual timetables.
Display classroom rules and routines, illustrated by pictures, for pupil to refer to. Illustrate them visually - for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).
Use symbols to support spoken language and text (www.widgit.com).
Use visual summaries of discussions - mind maps, flow charts, diagrams, comic strip format, graphic organisers (www.graphic.org).
Cue pupil in to a change of topic of conversation/presentation: say 'Now we are going to talk about ...'
Question pupil after some other pupils have given examples of what is required.
Give pupil time to think or to talk to a partner before answering a question or say 'I'm going to come back to you in a minute to ask you xxxx. But first I'm going to ask you a question'.
If pupil can't answer a question, scaffold/support till they can rather than saying 'Can anyone help x?'
Use a hierarchy of questions - start with an open question ('What do you think might happen next?'), then if support is needed frame the question as alternatives ('Do you think x or y?')
Use question prompt card to help pupils know how to respond e.g. Where? question requires a place.
Pair pupil with a study buddy to repeat instructions and demonstrate tasks.
Accept pupil's spoken utterances but rephrase and give them back in a grammatically correct and expanded version.
Support oral work with talk frames/key phrases ('First ... next ... finally', 'I think ... but on the other hand').
Provide topic-related role-play opportunities and model the language to be used in role-play.
Talk aloud about what you are doing using statements which give children examples of the language they might use.
Support writing with writing frames and lists of vocabulary to choose from.

Use a range of ways of recording so that learning is not limited by the pupil's ability to write full English sentences:

- bullet points and mind maps;
- ordering tasks - for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions;
- matching tasks, such as matching labels to pictures/diagrams/maps;
- cloze procedure, where they fill in missing words in text;
- annotating a print-off of IWB page
- PowerPoint presentations
- making posters, oral presentations, dramatic reconstructions

Use TA for pre-tutoring - preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts.

Supporting children with hearing impairment Strategy sheet: hearing impairment

Use TA for pre-tutoring - preparing pupil for lesson e.g. explaining new words and concepts.
Seat pupil at front where able to read text, hear and lip-read.
Position sign supporters alongside teacher where pupil can see both.
Ensure light is on teacher's face, i.e. light source behind pupil - don't stand with your back to a window.
Face pupil when speaking to facilitate lip-reading; repeat any instructions that have been given when the pupil could not see the speaker; avoid writing on board or IWB while speaking as you will not be facing the pupil.
Don't make the pupil concentrate on lip-reading for too long without a break.
When other pupils concentrate, ensure that they speak one at a time. Paraphrase their contributions back to the class.
Speak clearly, naturally and at a normal rate - shouting or exaggerated 'mouthing' distorts normal lip patterns.
Minimise background noise e.g. noisy heater, buzzing light. Make other pupils aware of need for a quiet working environment.
Use short simple instructions. Give one at a time and check for understanding. Repeat instructions first in same words, but then if the pupil does not understand a word use a different one.
Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime. Write topics or headings on the board as you introduce them.
Prepare the pupil before the session/lesson by outlining what it will be about.
Use pupil's name before asking a question or giving an instruction.
Cue pupil in to a change of topic of conversation/presentations - say 'now we are going to talk about ...'.
Question pupil after some other pupils have given examples of what is required.
Accept pupil's spoken utterances but rephrase and give them back in a grammatically correct version.
Be aware that independent writing will reflect the pupil's spoken language levels and will not necessarily be grammatically correct.
Support writing with writing frames and lists of vocabulary to choose from.
Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.
Use a range of ways of recording so that learning is not limited by the pupil's ability to write full English sentences: <ul style="list-style-type: none">- bullet points and mind maps;- ordering tasks, for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions;- matching tasks, such as matching labels to pictures/diagrams/maps;- cloze procedure, where they fill in missing words in text;- annotating a printout of IWB page;- PowerPoint presentations;- making posters, oral presentation, dramatic reconstructions.
Agree private signal that pupil can use to show you when they have not understood
Try to use video with subtitles; if not available, allow pupil to borrow video material after lesson to go through it again. Don't ask pupil to make notes while watching a video.
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have put in to listening.

Supporting children with other learning difficulties Strategy sheet: learning difficulties

Use TA for pre-tutoring - preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts.
Link new learning to what pupil already knows - e.g start lesson with class mind map of what they already know about a subject.
Tell pupils the three key points of the lesson, teach them and recap on them at the end.
Break new learning down into small steps.
Provide multiple examples of new concepts and take these examples from children's own real-life experience rather than talking in the abstract.
Use visual and kinaesthetic learning - learning from pictures, diagrams, mind maps, using practical equipment, handling objects, moving and doing rather than sitting.
Use scaffolding - having a peer or adult work alongside the pupil at first, then gradually withdraw as confidence grows, or having pupil finish task that has already been part-done for them.
Use short simple instruction. Give one at a time and check for understanding. Write down and leave up instructions after saying them.
Question pupil after some other pupils have given examples of what is required.
Give pupil time to think, or to talk to a partner before answering a question or say, 'I'm going to come back to you in a minute to ask you xxxx'.
If pupil can't answer a question scaffold/support till they can rather than saying 'Can anyone help x? echo back the pupil's answers in expanded form.
Buddy the pupil with a more able peer.
Have any text that the pupil will struggle with read to them by a 'study buddy' or TA.
Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.
To help pupil extract the salient points from information that they are given, use highlighter pens or provide cards telling them what they have to look out for on a visit, in a text or from sources such as film.
Make learning strategies explicit by 'thinking aloud' yourself.
Help pupil develop and generalise effective learning strategies - when successful, ask them to identify what they did to solve the problem/find the information.
Model to the pupil that making mistakes is OK and apart of the learning process.
Agree a private signal that the pupil can use to show you when they have not understood.
Pair a higher-attaining group with a lower-attaining one and provide a range of collaborative activities so that pupils can help one another.
Prepare pupils for writing - have them work in a group with you or a TA to rehearse orally what they want to say, then plan the writing together.
Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories.
Use software that supports writing, with onscreen word grids from which they can choose the words they need.
Scaffold writing:
<ul style="list-style-type: none">- Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking.- Supply prompt sheets: questions to answer key words to build each section or paragraph around, sentences or paragraph to put in t correct order, paragraph openings.- Provide clue cards.- Use cloze procedure (where pupil fills in missing words in text).- Print of an IWB page used in whole-class session and have pupils add to it/annotate.