

Burton Leonard Church of England (VC) Primary School
Provision Map for Behaviour 2017-18

| <p style="text-align: center;">Wave 1 Universal entitlement High Quality First Teaching and universal behaviour management strategies enables all learners to make good progress alongside their peers</p> | <p style="text-align: center;">Wave 2 Early Intervention In addition to Quality First Teaching Small group work > structured, with a purpose and measured impact</p> | <p style="text-align: center;">Wave 3 Personalised Provision TARGETED AND ACUTE</p> |
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| <p>Behaviour Management positive, mutually respectful relationship building and self-esteem raising. Meaningful praise, frequent but genuine Pre-empting of behaviours Expectations of pupils and adults are clear, agreed, shared and 'alive' in the school Modelling of good behaviour by adults and peers to each other Voice, body language, gestures, tone of voice, to subtly communicate either praise or need for modifying behaviour. Use of choice, privately understood signals, take up time, tactical ignoring, when/then directions, partial agreement, immediate and deferred consequences. Visual displays to reinforce agreed ethos. Behaviour Policy – open, moved, regularly reviewed and 'alive'. Restorative practice framework. Framework of meaningful consequences – linked to whole school ethos and expectations. Clear learning objectives and differentiated outcomes</p> | <p>Adjustments to classroom, learning spaces to enable each child to mingle, eg seating plans, quiet areas, arranging furniture appropriately Risk assessment completed Daily 1:1 time with key adult Appropriate adult intervening and supporting – knowing the right person to have an impact on that young person Home- school support 5 point scale created with pupil</p> | <p>Highly personalised timetable, Teaching Assistant involvement, Targeted rewards Personal Provision Map and Inclusion Passport Clarity around specific learning, social, emotional, behavioural needs – including medical, that might affect behaviour. Support for underlying conditions that may need to be treated or managed better ADHD/Autism/Depression/ Increased personalisation of timetable and provision Unpick - what will make a difference? Personalised reward/consequence system Use of alternative provisions – not excluding but including differently Use of activities that boost self-esteem, skills/ and capacity to engage > supported, planned, monitored, reviewed and changed as appropriate Effective Partnership work: Pupil, School, Parent, External Partners including EMS, CAMHS, Autism Outreach, Educational Psychologist, Parent Support Worker</p> |

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| <p>Modified Teacher Language Graded questions, eg Bloom's taxonomy Learning presented through visual, auditory and kinaesthetic styles High expectations of all Differentiated teacher planning, flexible and responsive to individual children's needs within and across lessons. Differentiated curriculum. Variety of recording materials as a routine practice. Shared target setting and planning to meet individual needs Carefully structured group work and talk opportunities time to talk with adults and peers, time to listen, teaching the skills needed to work and be with others Opportunities to discuss, debate and have ideas, ability to understand other points of view, active Listening, discuss and share.</p> | | |
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