



CRAWSHAWBOOTH BEHAVIOUR STRATEGIES

**Wave 3:
Behaviour Interventions**

**Wave 2: Persistent disruption
or challenging behaviours**

**Wave 1: Low level
disruption**

**Proactive
Strategies**

CRAWSHAWBOOTH BEHAVIOUR PYRAMID



Proactive

Strategies.

Clear limits and structures

- Set high expectations.
- Be clear with what you expect from the children
- Routines and consistency.

Learning environment:

- Visual timetables
- An organised classroom creates a calm space.
- SEND: 'Now and Next' board, calming boxes.
- School values displayed and referred to.

Positive behaviour management

- Praise and encouragement: verbal, positive and specific feedback.
- Focus on efforts and not achievements. E.g. 'You have worked so hard on your spelling' as opposed to 'You're so good at spellings.'
- Building relationships: knowing and understanding children. Knowing you're on their side. Making fair judgements.
- Rewards, incentives and celebrations may include:
 - pride points,
 - certificates and shields
 - prize boxes,
 - Above and Beyond boards

Teaching and modelling

- Teaching behaviour within PSHE.
- Modelling politeness and school values with each other overtly.

Wave 1

Low level disruption

Step 1:

- Positive verbal redirect - praise a child/children that are displaying correct behaviour. This gives the attention to someone who is doing the right thing.
- Re-engagement strategies - redirect children's attention to what they should be doing.

Step 2:

- Non verbal cues
 - eye contact with child /children not displaying correct behaviour,
 - gesture to child what they should be doing e.g. point to your ear to gesture that they should be listening.
- Reminder of expectations - verbally remind child /class of expectations.

Step 3:

- Warning of consequence: remind child /children of their behaviour and expectations and warn them of consequence.
- Give choice: E.g. you can complete your work now during our lesson or you can complete it during break time.
- Put dot next to child's name on laminated desk list. (Warning)

Wave 2

Persistent disruption & Challenging behaviours

Sanctions

- Child/children should miss part or all of playtime (depending on severity of behaviour).
- Amount of play time missed can be given in stages if behaviour is repeated:
 - 5 minutes,
 - 10 minutes,
 - Full play.

Keeping Track

Keep a laminated list of names of children in class on desk. Put S next to name for sanction. Could include amount of play being missed on here too.

Log on CPOMS if severe or becoming persistent.

Loss of Privilege

Depending on severity of behaviour or persistence. Staff may choose to use a 'loss of privilege' as a sanction. This may also be used if a child does not seem to be responding to losing play time for a repeated negative behaviour.

Loss of privileges might include:

- not attending sports event / playing for school team (e.g football match),
- loss of sitting with friends at lunch,
- being moved from sitting with others in class.
- loss of specific privilege stated on IEP e.g. free play time.

All sanctions should be stated to the child in wave 1, stage 3 warning.

Restorative Follow Up

A restorative follow up discussion should be had with child following sanction. This should include asking the child what went wrong and strategies for improving behaviour in the future.

Wave 3

Behaviour Intervention

SENDCO

- If a child's needs appear to be linked to a special need refer to SENDCO.
- Include a behaviour target as one of the IEP targets.

Behaviour Map

- If a child is persistently getting to stage 3, consult with Behaviour Lead.
- Behaviour lead may observe child in setting where behaviour occurs e.g. playground or classroom.
- A behaviour map will be created on Insight with Behaviour Lead.
- Behaviour map will set targets for the child and strategies to achieve them.
- Strategies should be used in school and at home.
- Behaviour map will be shared with parents and child (separately).
- Plan to be shared with staff in department and school so strategies can be followed consistently.
- Any child that is on IEPs with behaviour related targets should also have targets shared with department and teaching staff.

Wave 3

Behaviour Intervention

Behaviour Map Template

- Behaviour maps should be created on Insight by clicking on 'Pupils' and then finding the pupil's name.
- Click on the tab 'Learning Plan' then drop down to 'Behaviour Map' and then create.
- Here is a blank template of what the 'Behaviour Map' looks like:

Child's name – Learning Plan

Created: 15/08/2024

Review Date:



Child's strengths

Proactive Strategies

Strategies that work for child

Strategies that don't work for child

Subject	Assessment Name	Assessment Point	Mark
Reading	Main Assessment	2023-2024 Y2 Summer 2	E
Reading	Effort	2023-2024 Y2 Summer 2	Good
Writing	Main Assessment	2023-2024 Y2 Summer 2	JB
Writing	Effort	2023-2024 Y2 Summer 2	Satisfactory
Maths	Main Assessment	2023-2024 Y2 Summer 2	E
Maths	Effort	2023-2024 Y2 Summer 2	Very Good

Areas of concern	Target	Stage 1 - reminder	Stage 2 - choices	Stage 3 - consequences	Stage 4 - moving forwards	Provisions	Review

Pupil comments

Parent comments

Teacher comments