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| Seat pupil by a more settled peer. |
| If pupil becomes wound up/anxious, allow him 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:  • 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 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’. |
| 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. |