



Area of need – Behaviour, Emotional and Social Needs. (BESD)

<b>Wave 1</b> Quality first teaching – all pupils	<b>Wave 2</b> Group/ individual catch up interventions	<b>Wave 3</b> Additional and different for some pupils
High quality wave 1 teaching and learning Consider learning styles (VAK) Have high expectations. Keep up pace- vary the tasks. Talk partners- careful choice of partner. Positive whole school behaviour policy. Behaviour tracking system. Individual class rewards. Special mention certificates. Modelling good behaviour policy. Catching them being good- pre-empting. Planned use of adult voice & body language. Praise to get attention used by staff. Deliberate choice of child to lead valuable activities, Visual timetable. Circle time. SEAL/citizenship/ PSHCE Drinking water Formal and informal liaison with parents.	Home – school liaison book. Behaviour intervention groups. Learning and behaviour mentoring. SENCo support and coordination IPM written in collaboration with staff/ parents/ carer. Managed transition to high school. Vulnerability register Learning mentor. Socially speaking group. A safe area to calm down.	Behaviour EMS Child protection. SENCo support of specific pupils. IPMs Pen profile for transition to high school. Inclusion passport. CAMHS assessment, advice and support EP assessment advice and support, Space for children who need additional and different. 1:1 behaviour programme eg anger managements techniques, Individual contract and reward system. TA 1:1 support and monitor targets Behaviour tracker Monitoring in playground.

<p>Regular positive notes home Positive displays promoting expectations. Learning walls Safe place in classroom/ school.</p>		
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