**Checklist of strategies to address unwanted behaviours**

The following list is a guide to a tiered response to addressing behaviour problems. This follows the Hertfordshire Behaviour Strategy.

**Tier 1**

* Quality first teaching that meets the needs of all children.
* Inclusive practice for children with special needs.
* Effective classroom management
* Working in partnership with parents – agreed strategies to use at home and school/united messages and expectations.

**Tier 2**

* Explain to the rest of the class that he/she finds it difficult to make good choices and ask them to support him/her.
* Ignore negative behaviour and redirect to the behaviour you want.
* Remain calm
* Use minimal language
* Give clear expectations and choices
* Personalised reward chart
* Personal visual timetable
* Now and next board
* TA support to guide the child and provide feedback to the class teacher

**Tier 3**

* Support from SENCO
* Pastoral Passport to make all staff aware of their needs inc supply and sports teachers
* Behaviour Plan when specific strategies need to be identified and all adults implement consistently.
* Social stories particularly for ASD children.
* Personal work station (if needed)
* Personal safe space (if needed)
* Refer to agencies such as EP; CAMHs; Art therapy; FSW; Families First etc.

**Tier 4**

* Pastoral Support Plan when at risk of exclusion
* Safety Support Plan when the behaviour is unsafe for the pupil, staff or property.
* Reduced timetable (with parents’ agreement) when several exclusions in a short period of time.
* Managed move to another school if all parties agree that a fresh start would be in the child’s interest.

**Tier 5**

* Liaise with the Integration Manager
* Managed Move to another school that has places
* Respite provision if at crisis point
* Permanent exclusion is a last resort when the child continues to display unsafe behaviour after all the support listed above has been put in place for a period of time. This decision should be made in collaboration with the CoG and SLT.