

## Appendix 5

## Glossary

This glossary will explain some of the terms used in the Behaviour Steps. Please ask if you would like further clarification.

<b>Term used</b>	<b>Step</b>	<b>Explanation</b>
Planned ignoring	1	Staff do not respond to inappropriate behaviour from a child who is deliberately trying to get attention. This means that staff are not reinforcing negative behaviour. This is only used if the child's behaviour is not affecting other children in the class too much.
Separation from the rest of the class	2	Separation within the classroom eg a different seat/carpet place in the room. No child to be left outside a room/in the cloakroom/corridor unsupervised.
Letter home to parent/carers	3,4,5	There is a file of letters available for each of these stages. The letter can be adapted if necessary.
Behaviour targets	3,4,5	Targets will be set on a Daily Report, Individual Behaviour Plan (IBP) or Behaviour Support Programme (BSP) Step 3 and 4 targets will be monitored by the class teacher; through a daily report and Step 5 targets will be monitored daily by the Area Leader
Individual coaching	2,3,4,5	The member of staff talks to the child on an individual basis. This can be done at the time of the inappropriate behaviour in order to get the child back on task or it could be done at a later date if the child needs time to calm down. The staff member will acknowledge the child's thoughts and feelings and will coach the child into focusing on other behaviours which will be better choices in the future.
Think Sheet	2	A Think Sheet is most effective if it is discussed and completed together by the pupil and class teacher/teaching assistant. Children complete annotated drawings of what they did, how they could deal with it differently in the future and what they could do to make the situation better.
Loss of playtime	2,4	Supervision by class teacher or teaching assistant in the classroom.
Detention /Loss of lunchtime	3,4,5	The child will spend 20 minutes of their lunchtime in detention; which will be supervised by SLT. Detentions take place on Mon, Wed and Friday lunchtime.
Exclusion from the class	3,4,5	The class teacher will arrange for the child to go to another class. The child will be sent with work to do for the session.
Session	2	Period of time between breaks or lessons eg. 11.15-12.30 or 12.30-1.30
Daily Report	3, 4, 5	Class teacher, parents and child meet to agree a specific target, daily monitoring. Discussion between teacher and child takes place daily and weekly meetings between teacher, parent and child. Linked to Individual Behavior Plan (IBP).
Individual Behaviour Plan	4	Targets are set similar to Daily Report target setting. However, the SENCO/head teacher will help the adults involved in supporting the child to identify contributing factors and changes to approach that can be tried at school and at home.
Behaviour Support Programme	5	Set up in order to help children manage their own behaviour successfully. Involves the child, parents, teachers, TAs, SENCO or head teacher and usually the Behaviour Support Service. Similar to the IBP however, draws on greater external expertise and often results in ongoing support from external agencies.
Golden Time	1	A time of free play/choice for children as a reward for good behavior. Step 1 behaviours can result in the loss of up to 5 minutes from golden time. These minutes cannot be gained back.
Year group behavior file	2,3,4,5	File between the two classes that holds a record of behavior incidents and sanctions that have been completed. Mrs Hume collates behaviour information.
Behaviour monitoring file	5	File kept with the head teacher for serious incidents (Step 4s and 5s) to be recorded.
SLT	4	Senior Leadership team. Mrs Benn, Mrs Doyle, Mrs Hume, Miss Delaloye
Area Leaders	2,3	EYFS: Miss Delaloye; KS1: Mrs Powell; Y3&4: Mrs Evans; Y5&6: Ms Fox
SENCO	3,4,5	Special Needs Co-ordinator
SEBDOS	3,5	Slough Emotional and Behavioural Difficulties Outreach Service