

STRATEGIES FOR SUPPORTING SOCIAL & EMOTIONAL NEEDS

Attention	Sit the student nearer to the teacher / support staff in the classroom.
	Sit the student nearer to chatty but positive, generally settled peers.
	'Catch the student being good' – approach the student at regular intervals and praise for being settled, for completing a task etc.
	Challenge minor unacceptable behaviour through discrete hand signals – i.e. make eye contact, point to your tie and motion it being smarted up, then give a thumbs up before walking away.
	Tactically ignore some minor behaviour issues – for a period of time, focus your attention only on the most disruptive behaviour.
Protection	Start off the lesson with an easier / familiar task to build confidence before building to more challenging tasks.
	List the activities for the lesson on the board at the start of each lesson – talk them through with the whole class.
	Praise and reward all attempts at a task – place onus on trying rather than completing.
	Give clear expectations and indications of support, "I am looking for three sentences in ten minutes – I'll be back to help you in five."
	Provide supports that can be readily accessed when needed – writing frames, word maps, displays such as "Five things to do when I'm stuck."
Affiliation	Welcome the student personally at the start of each lesson – "Hello Tom, it's good to see you..."
	When giving instructions or advice, always start by using their first name, "Tom, I would like you to..."
	Challenge unacceptable behaviour by rejecting the behaviour not the student – "This is not the behaviour I would expect from someone as smart as you."
	Reduce tension over success and failure by inviting them to play light-hearted competitive games during break / lunch / after-school club.
	Take time to tell the student they are liked and that what happens to them matters to the school – "There is much to like about you, and we want you to succeed in school."
Cont	Challenge unacceptable behaviour by using the language of choice – "If you choose to continue behave this way, it will be a detention. Or you could choose to get back on-track. It's your decision."

	Avoid being caught up in confrontation about trivial issues. Provide a short instruction with "thank you" at the end and then walk away. Return after a few minutes 'take up time' and repeat the instruction.
	If the student follows your instruction but huffs and puffs, mumbles, rolls their eyes etc. - tactically ignore this 'secondary behaviour' and thank them for following the instruction.
	If the student starts to raise their voice whilst in conversation with you, actively keep your voice quiet and calm.
	Avoid using body language relating to aggressive control – pointing downwards, forcing constant eye contact, shouting etc.
	Encourage the student to take on class responsibilities – handing out the books, writing on the board. Talk up their usefulness.
	Where possible, ask the student to help a peer with their work. Then praise both for their efforts together.
Justice	Challenge unacceptable behaviour by using the language of agreement and fairness for all – "The agreement we have in this class is that we all remain quiet and focused on our work, so that each of us has a chance to do our best."
	When issuing sanctions, explain to the student what you are doing and why you are doing it.
	Where necessary, call parent/s to explain sanctions in advance of them being implemented. When there is improvement, call with positive news.
	Model fairness by being comfortable about admitting and correcting a mistake if a student is wrongly blamed for an issue.
	Where there are clear issues of bullying, ensure that it is followed up. Take time to explain to the victim what you are doing about it. If appropriate, also explain to the class.
	Where there are incidents of 'tit-for-tat' conflict between students, organise a restorative meeting / conversation where the message is, "It doesn't matter who started it, it will lead to more upset and anger so we need to stop now and agree to move on."
	During detentions, focus on restorative tasks – tasks presented as 'putting something back into the class' – such as sharpening pencils, tidying the chairs, cleaning the whiteboard. Participate in the task with the student and take the opportunity to talk through their behaviour.