<u>Our Approach – Settling new pupils and supporting their learning/development</u>

1. **Building relationships**

We want/aim for the pupils to
- to like and trust us
- enjoy being in the class
- want to spend time with us/interact with us
- please us
- feel a sense of belonging to the 'Sycamore Class Family'

We build relationships by

- tapping into a pupil's likes, integrating his/her favourite activities into their day
- spending time 1:1 with the pupil, including intensive interaction where appropriate
- sometimes giving a child a main adult who they connect with for a period of time (for security) but always making sure they have time with the other adults too
- praising positive behaviour, no matter how small
- greeting each pupil as they arrive to class, and saying goodbye to each when they leave
- starting with a low demand approach, and gradually building expectation up (being led by the child's readiness)
- having fun
- being aware of your own body language, facial expressions, tone of voice during interactions – giving your full attention to the child and being attentive to their body language etc too.
- Talking to parents, building relationships with them too and learning about their child through talking to them, asking questions…getting a holistic view

2. **Changing behaviours**

- Give attention to positive behaviour - acknowledge and praise positive behaviour – make a fuss of them ☺
- Have a no or low fuss approach to negative behaviour so that the child is not getting attention through repeating the behaviour. Do not show that you are bothered by their behaviour (although this can be hard!). Stay calm!
- It can be appropriate for some pupils, to provide a calm, clear, short explanation of why their behaviour is not helping
- Withdraw/reduce interaction from a child who is attention-seeking through their behaviour
- Provide opportunities for a way out of their negative behaviour (not leaving this too late as the child may ramp up their negative behaviours)
- Model positive behaviour
- Praise other pupils who are displaying positive behaviours
- Provide activities that are motivating/engaging/interesting/fun so that the child wants to be engaged
- Shift the balance from the child being in control to the adult, whilst also giving them opportunities to make choices within their day
- Provide opportunities for them to feel proud of their achievements

3. **Developing Skills/Increasing Demands – a very gradual and individualised approach**

   My thoughts….

   - Observe the child
   - Think about what you want the child to learn and break it down into very small steps
   - Don't rush the process; be patient
   - Expect small steps…it might be one step forward, two steps back…but gradually moving forward
   - Give the child time to become familiar with the new 'expectation' before moving on to the next step
   - Keep the faith in the child and their ability to adjust/learn.
   - If at first you don't succeed, try, try and try again….
   - Ride out tantrums!
   - Gradually increase time at a new activity
   - Problem solve through discussion with your team
   - Be willing to try a different approach
   - Be willing for it to take a long time – but children can surprise us at times
   - Be consistent on a daily basis and across the team
   - Discussion with team – next steps?
   - Make sure everyone in the team knows what the current approach is
   - Keep parents informed so they can work on the same 'targets' at home (if they wish)

I can describe how we have used this approach with different pupils. Refer to log book notes for written notes relating to specific children.

4. **Teamwork is key to success**

   - Each of us contributes ideas
   - We know each child well, and spend time with each of the children
   - We are all very interested in the children and their progress
   - We all want the children to make progress, and want to be involved in the process
   - We discuss children's progress all the time, talking about the successes and the difficulties

I feel very supported by my team. I have listed the ways in which they support me, as well as the qualities required of Tas in running a positive classroom -

   - Sycamore TAs have given up their own time to make resources for the class (the sensory boards in the hub)
   - Organisation of resources for class activities is a given – I don't always have to ask

- Fiona is pro-active in planning, especially when I take PPA. We discuss and decide on the list of activities, but Fiona is integral in putting the day together.
- Enthusiasm
- Sense of humour
- Willingness
- Supporting each other
- Flexibility and an ability to go with the flow
- Supportive in the upkeep of log books, annotations, evidence gathering (as much as each person can do in their working hours)