

Relentless Routine - Route B provision

Purpose:

- To take a preventative approach to pupils with more challenging behaviour
- To be consistent with our Route B provision across the school
- To enable children with challenging behaviour to be successful in school
- To have the view of moving back onto the whole school behaviour policy

Exemplification:

Pupils who are on 'Route B' need the following provision set up within a week of moving off the standard behaviour policy.

Tick sheet reward chart (3 ticks = 3 minutes of instant reward)	<ul style="list-style-type: none"> ▪ Laminated card with a place for ticks ▪ Simple, small targets to receive a tick (e.g. sit in my seat) ▪ Only the teacher/adults can add the ticks ▪ Consider adding a character that the child likes (e.g a cartoon) ▪ Look for the child 'doing the right thing' ▪ As soon as the third tick is given, reward time needs to be instant ▪ Example here
Individual Behaviour Plan (IBP)	<ul style="list-style-type: none"> ▪ Class teacher to set up ▪ This is what additional support will be put in place to improve behaviour (e.g. nurture, friendship groups, counselling etc) ▪ Seek support from the SENCo or SLT if required ▪ Sign off by SENCo ▪ Send home and share with families once agreed ▪ Example here
One page profile	<ul style="list-style-type: none"> ▪ This identifies triggers and what behaviours look like ▪ It also explains key information about the child in terms of behaviour ▪ Example here
Positive handling plan	<ul style="list-style-type: none"> ▪ For children who exhibit behaviour that puts them at risk of harm or need for physical intervention to keep them safe ▪ Families need informing and a copy must be given ▪ (A risk assessment may also be required. E.g. if child shows violent behaviour or likely to try to abscond) ▪ Example here
'Team Pupil' strategy (A team of trusted adults who will check-in with the pupil)	<ul style="list-style-type: none"> ▪ Children who are vulnerable need to know they have a team of trusted adults around them ▪ The template should be used and include a photo of all adults (including mum and/or dad or carers) ▪ Each adult needs their role identifying and how often they will 'check-in' with the pupils ▪ Example here
Breakfast check in before any tasks are given	<ul style="list-style-type: none"> ▪ A welcoming, positive start to the day ▪ Provide a fun/calming activity ▪ Check in with how the pupil is feeling (pictures/emojis might be appropriate) ▪ A breakfast snack (provided by school) ▪ If dysregulated, a calming down activity with timers before learning begins
Nurture snack in the morning and afternoon	<ul style="list-style-type: none"> ▪ Ideally, this should be making something and teach turn taking/sharing/responsibility ▪ E.g. making toast and buttering/putting jam on or cutting up fruit etc (food provided by school) ▪ Washing up afterwards and tidying up should also be taught
Pupil trained in how to take a sensory circuit break	<ul style="list-style-type: none"> ▪ Adult support and supervision required at first ▪ A small circuit in the hall or small hall that acts as a movement break when the pupil becomes restless. ▪ Examples here
A meeting with the pupil's family run by the class teacher	<ul style="list-style-type: none"> ▪ Welcome family ▪ Explain the positiveness of approach ▪ Go through: Individual Behaviour Plan (IBP); One page profile; Positive Handling Plan; Team Pupil ▪ Opportunity for questions ▪ Decide on the best time for a weekly check-in to discuss and celebrate progress
Positive communication card for school/home	<ul style="list-style-type: none"> ▪ The purpose is to report the positives from the day ▪ And one small next step that can be achieved the next day
Weekly phone call from the class teacher to home using script as a basis	<ul style="list-style-type: none"> ▪ Decide when is best at the meeting (see above) ▪ "Hi <salutation>, is now a good time to catch up about <name of pupil> week? The positives have been <explain in detail>. We have had <trips to the Rainbow room> but <enter a positive here, e.g.

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	they have calmed down quickly/been very apologetic>. Our target for next week is <something really achievable>. Thanks for your time!
Choice boards	<ul style="list-style-type: none">▪ Laminated card with options of activity e.g. this or this▪ Needs to have visual pictures with the word underneath▪ This gives the child a sense of control but the adult is still 'in charge'
Visual timetable	<ul style="list-style-type: none">▪ A child might not appear to 'need' a visual timetable but they are always reassuring for children who are vulnerable so always update it.▪ Can be Velcro or printed out depending on the child▪ Needs to have pictures▪ Pictures can be ticked off as the day goes on (award stickers/smiley faces)▪ Or Pictures can be taken off (e.g. Velcro) and put in a 'finished' box▪ Visual timetables are also good to share with parents▪ Example here