



St Vincent's Special National School



MANAGING BEHAVIOURS OF CONCERN

Proactive Strategies

Low arousal approach

Classroom rules- Our School Agreement

Catch children being good and praise or reward them for this, placing the focus of attention on

Reward appropriate behaviour as soon as possible;

- Make the pay-offs small, and attainable;
- Make the rewards cumulative;
- Make the pay-offs cooperative (i.e. encouraging the class to work together for a

Reward);

- Never take back a reward
- Use the element of surprise (e.g., by giving a double reward unexpectedly)

Plan for routines and transitions.

Transitions can be flagged by the teacher eg, "In five minutes, we will finish this activity and eat our lunch." A verbal or visual clue used.delivered after the teacher has sought and gained attention; FIRST/THEN Cards

- Short, clear and specific directions
- Express directions/instructions in positive terms;
- Allow time for children to process request/comply;

Planned ignoring

Off-task, redirect pupils, without drawing attention to the student's behaviour, or disrupting the work of the class.

- Move closer to the pupil,
- Make eye contact,
- Use visual clues PECS/ LAMH /GESTURES to remind children of appropriate behavior



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Physical contact with pupils.

Reasonable in the circumstances' means using no more force than is needed.

Force is usually used to either control or restrain.

This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent imminent danger to self or other pupil's violence or injury.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control.

THE USE OF WALK AROUND TECHNIQUE IS IN THE CASE OF IMMINENT DANGER FOR THE SHORTEST POSSIBLE TIME