

## Appendix 3: Quality First Teaching Strategies employed in the KS1 Nurture Group

Below are listed a range of generic Nurture Group strategies used daily & persistently to support & improve behaviour. None of them are 'rocket science' and simply represent good practice in behaviour management. Where the difference lies is in their unremitting and consistent application to all children in the group and the fact that at any one time, the Nurture Group TA is dealing with a maximum of 3 children. At times it gets tiring, but there is no other way.

This context is markedly different to a mainstream classroom, but the approach to behaviour management is not. Just as it is accepted that learning targets need to be 'overlearned' and constantly revisited, so do behaviour targets and it is the 'overlearning' approach that gets results.

| Strategy   | What will you see?  |
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| <b>High expectations of staff &amp; pupils</b>             | Rules, individual targets, manners & social interaction. Modelled by staff; verbal acknowledgement & reinforcement when observed in children; appropriate behaviour highlighted to others in the group.   |
| <b>Highly structured timetable</b>                         | Regularity to each session so little comes as a surprise; visual timetables, verbal explanations of how the afternoon will develop; preparation phrases employed to alert pupils to imminent changes ("in 2 minutes you will...") all serve to promote structure  |
| <b>Hyper-vigilance regarding behaviour</b>                 | All behaviour is monitored. Positive behaviour is noticed & praised; some difficulties avoided or prevented by spotting & responding to initial signs.  |
| <b>High ratio of praise to negative comment</b>            | All positive behaviours are praised, even basic ones, "Well done, good sitting... that was good waiting" etc.   |
| <b>Effective reward system</b>                             | Tight & on-going reward system throughout the day that always offers pupils the opportunity to 'turn it round' or improve. <ul style="list-style-type: none"> <li>○ Rewards are always referred to</li> <li>○ Each pupil has individualised targets</li> <li>○ Reviews occur after every teaching session &amp; break time ensuring the rewards have a high profile &amp; there is always the opportunity to reflect</li> <li>○ Reward targets are achievable &amp; therefore motivating</li> <li>○ Rewards are instant – little delay between meeting target &amp; reward</li> <li>○ Choice of reward activity offered to maintain motivation</li> <li>○ Reward activities time related thereby avoiding confrontation on need to return to work task</li> </ul> |
| <b>Pupils are kept busy</b>                                | Pupils have 'jobs' at all times with explicit time guidelines. Being kept busy lessens the likelihood of challenging behaviour  |
| <b>Pupils given responsibilities</b>                       | Staff demonstrate their faith in pupils by providing opportunities for pupils to develop personal responsibility e.g. setting table.  |
| <b>Purposeful ignoring</b>                                 | Recognising when not to challenge low-level behaviours  |
| <b>Answering reasonable questions</b>                      | Pupils need to be listened to & reasonable questions are always answered even if the timing is inappropriate.   |
| <b>Accepting partial compliance to a desired behaviour</b> | Accepting there are steps to achieving a desired or target behaviour e.g. unwanted noises – accepting a reduction in the volume as opposed to saying 'stop'; accepting some sulking if a pupil has complied   |
| <b>Instructional language</b>                              | Explicit, short, clear instructions; use of pupil's name to gain child's attention prior to instruction; expectation that instructions are followed; understanding by pupils that staff will not be ignored   |
| <b>Modelling expected behaviour</b>                        | Staff model their behavioural expectations in the manner in which they interact with other staff. Appropriate behaviour to the others is highlighted.   |