



Revised March 2024

## Berrycoombe Positive Learning Behaviour Policy

Berrycoombe School

### Positive relationships and behaviour support policy

At Berrycoombe we recognise that **wellbeing, relationships and behaviour are inextricably linked**. Positive relationships are at the core of effective learning and teaching, and the development of the wellbeing of the whole child. We understand that strong, reciprocal relationships – those with high expectations and clear and consistent boundaries – matter most in terms of pupils' achievements and self-belief.

**The relationships that benefit children and young people most of all are those which recognise that all behaviour is communication.** At Berrycoombe, we take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. The guiding principles of nurture, founded on child development, neuroscience and attachment theory, help us to take a holistic approach to the child or young person.

We recognise the link between understanding the needs of the children and how this contributes to their ability to self-regulate and learn. Knowing this knowledge builds resilience by adults being able to manage their behaviour in a positive manner so they can be ready to engage with learning. It is imperative that we understand how we can offer the children the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent, resilient, life long learners.

At Berrycoombe school, we recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include: kindness, respect and concern for oneself and for others, respect for property and for the environment, whilst ensuring safety of ourselves and others around us. Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave and in the ways we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour. It is the responsibility of all staff members to ensure that the children follow the rules through modelling desired behaviour, praising and rewarding the expected behaviour and implementing the agreed consequences for inappropriate behaviour. We choose to identify positive rather than negative behaviours in order to create an atmosphere where individuals are valued and each member of the school community feels safe and secure.

This policy needs to be clearly understood by all practitioners. There is a quick reference summary for this policy under **appendix 1**

### Aims of This Policy

- To support children to become confident as individuals whilst understanding the importance of working in harmony with others
- To support children to develop a positive self-image and self-esteem
- To build a community which values respect, kindness and empathy
- To provide guidance for staff, governors and parents/carers on how to support children to self-regulate, manage behaviour and feel safe so they are ready to learn

### To achieve these aims we will:

- Create and maintain a positive and safe school climate where effective learning will take place and children can grow socially, emotionally, and academically with mutual respect between all members of the school community
- Create a culture of high expectations for good behaviour through a positive, safe school climate
- Provide a safe, nurturing environment using responsibility and restorative approaches to foster appropriate behaviour
- Promote self awareness, self control and acceptance of responsibility for our own actions
- Maintain a safe, consistent, caring and happy school community with positive relationships embedded throughout



Berrycoombe school has a thorough understanding of how to promote positive relationships and learning experiences, and have a wealth of individual and group strategies to achieve this. The school is supported through membership and training of the Thrive network.

The Thrive Approach helps adults to develop empathy and compassion for those in their care, including through understanding the potential origins of their behaviour. As an attachment-aware approach, Thrive shows how behaviour can be positively improved, while giving children and young people a sense of security and enabling them to build emotional resilience. Ultimately, this can lead to children and young people leading fuller, healthier lives and developing the capacity to thrive.

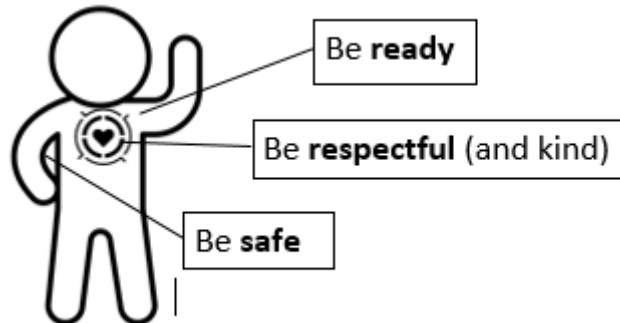
By understanding what a child/young person's behaviour is communicating about their unmet social and emotional needs, Berrycoombe staff working with the child/young person are then in a position to make a positive difference to their life. However, without this connection and understanding, it can be difficult to meet the child/young person's needs. The result for the child/young person can be social disengagement, underachievement in education, exclusion and potential issues in adult life.

Berrycoombe School welcomes the close involvement of parents/carers and by choosing to send their child to our school, we expect that parents/carers will support the school's positive relationship and behaviour support policy. Parents/carers will be invited to work with the School in order to support the child to develop.

## GUIDELINES

We have a one page document that sets out the key themes that will ensure Berrycoombe school is safe, happy place for your child.

We have 3 simple rules to follow at Berrycoombe school.



Our school has values that we develop throughout the year and will return to each year your child is part of our school community. The children will explore these values during lessons and assemblies and have the opportunity to collect 'pebbles for the class jar' when they demonstrate these values. We will focus on one value each term.

**Respect**

**Collaboration**

**Perseverance**

**Aiming high**

**Being brave**

**Independence**



We will recognise and reward positive choices as regards behavior and demonstrating our school values through:

- Specific recognition and praise
- Pebbles in a jar for half termly value focus
- Good as gold boards, platinum and diamond prizes
- Assembly awards
- Wall of kindness display
- Communication home at the end of day
- Whole class special time- negotiated and agreed with children

**We believe that:**

**Consistency and positive relationships are** the keys to ensuring effective positive behaviour.

Within our **consistent culture** of excellent behaviour management, our staff will ensure:



- **Consistent language and consistent response**, with simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up**, ensuring certainty at classroom and school level, all staff taking responsibility for behaviour interventions. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement, with routine procedures for reinforcing, encouraging and celebrating** appropriate behaviour.
- **Consistent consequences** which are defined and applied by all staff as well as following established structures for more serious behaviours.
- **Consistent, simple expectations** promoting appropriate behaviours.
- **Consistent respect** from the adults
- That they demonstrate **consistent levels of emotional control** i.e. to model and not just teach.
- **Consistently reinforced routines** for behaviour around the site.
- A **consistent environment** which displays our core values ; and refer to those values throughout the year
- That we **consistently develop and share** our school rules

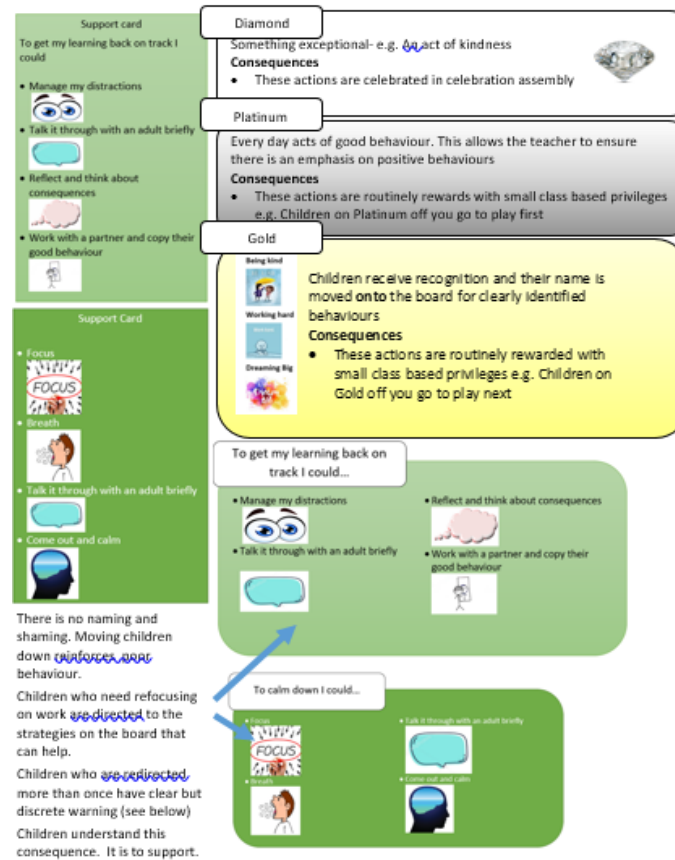
*"The best institutions have absolute consistency. I don't care whether the system they use is behaviourist or whether the system they use is extremely old-fashioned, the critical difference is that people sign up to it and teachers act with one voice and one message: "This is how we do it here"*

*Consistency lies in the behaviour of adults and not simply in the application of procedure.*

**(Paul Dix, 2017)**

### Good As Gold

Each classroom will have a good as Gold board that recognizes those children making good choices about their learning, behavior and relationships.



Staff at Berrycoombe will support children to make positive behavior choices and support children to make more positive choices and change their behavior.

There are 6 steps that will be followed to support that change, as well as challenge behaviours that we don't want to see at Berrycoombe.

	Take up time between each step- walk away so compliance can happen discretely	
1	<b>Redirection</b> - gentle nudge in the right direction. State the behaviour you want to see. Notice those doing the right thing.	 Low level
2	<b>Reminder</b> of the expectation you want to see often related to basic rules- Ready, kind respectful and safe.	 Low level
3	<b>Caution 1</b> -Turn it around- Delivered privately. State the issue and outline consequence. (You are not ready to learn. You might need to stay in at playtime to catch up)	
4	<b>Caution 2</b> - Reflect-Stay in at play to reflect. A chance to reflect on behaviour, private, discreet and away from other children ( <i>use statements from WINE acronym to support</i> ) <i>What is going on? Are you Ok? It's not like you? You seem to be struggling?</i>	5 
5	<b>Caution 3</b> - Reflect and catch up- the 5 minute chat from step 3 and 5 minutes to catch up on work not completed	10 
6	<b>Leave to reflect</b> - Time out to reflect on behaviour Time in with Nurture (NEST) team	

Where a child has repeatedly had caution 3 or had to leave their classroom, a phone call home and ultimately a meeting with parents/carers is necessary to work out a way forward.

KS1 pupils may need quick immediate feedback around choices. Warnings are replaced with finger cues signs for clarity. Appropriate positive encouragement and take up time is expected between warnings.



First warning



Second warning



You need to leave

**in order for communication and relationships with parents and carers to contribute to good behaviour, all staff will keep parents informed through:**

- Parent consultations.
- Offering practical support from the Parent Support Advisor and Thrive practitioners
- School website.
- IEP or target setting if appropriate.
- Newsletters e.g. Snippets.

**We will have open and accessible communication through:**

- Staff presence at both entrances before and after school.
- Staff on duty in the playgrounds and at the doors in the morning and end of the day.
- Availability of office staff.
- Creating a welcoming school environment which encourages an open and mutually respectful dialogue between parents and school.
- A quick response to any enquiry or concern.

**The principles behind our “Good as Gold” system are:**

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following rules are noticed and rewarded.
- Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

**The “Good as Gold” system allows for the following:**

- A consistent approach that can be used by all staff.
- Whole class, school and individual reward systems.
- Least intrusive approaches are used to manage behaviour.
- Teaching specific behaviours and routines.

### Areas of responsibility

At Berrycoombe we recognise that behaviour is based on relationships. The relationships between all stakeholders- Berrycoombe staff members, the children in the class and parents are fundamental to long term positive learning behaviours. Wherever possible the class teacher will manage behaviour. This will have a long-term **positive** impact on stability within a class as staff develop a deep understanding of their children and build warm effective relationships that support children and their learning

#### We expect our pupils to:

- Develop a positive attitude towards school and learning.
- Be independent by knowing where to find support-use their BLP (Building Learning Power) skills.
- Know what their next steps are.
- Respect each other by allowing everyone to learn and by being accepting of all abilities and efforts.
- Learn to abide by the school rules.
- Actively demonstrate the school values in their relationships and behaviour

#### We expect all staff to:

- Speak politely and calmly to all pupils and know their children (relational)
- Meet and greet the children in a positive manner to establish the important connection daily.
- Recognise that each child is an individual who needs to be valued and enabled to succeed.
- Be relentlessly positive and specific focusing on praising the values and behaviours that we want to see.
- Refer constantly to the school rules: Ready, respectful and Safe
- Follow the correct stages of the Behaviour Systems fairly and systematically so that pupils understand the behaviour that is not acceptable. Use a visual cue- good as gold board-to ensure no one is left behind
- Give pupils time to amend their behaviour as requested.
- Ensure that they have a calm response to behavioural challenge with take up time. Staff will be quick to spot a child who is beginning to turn it around and praise that.
- Follow up with reflective dialogue with child- What happened? How did you turn it around? What could you do next time?
- Avoid confrontational situations so that children can maintain their dignity.
- Understand that it is normal for children to test the boundaries of acceptable behaviour.
- Encourage pupils to take care of their school and to be proud of its members.
- Promote attitudes of respect throughout the school day

#### Our staff will be encouraged to use the WINE acronym to support relational interactions:



- **Wonder** (I wonder if it felt that no one understood you?)
- **Imagine** (I imagine it was horrible when that happened?)
- **Notice** (I noticed you cheered up when we talked about your brother.)
- **Empathise** (That sounds frightening when they left you alone.)

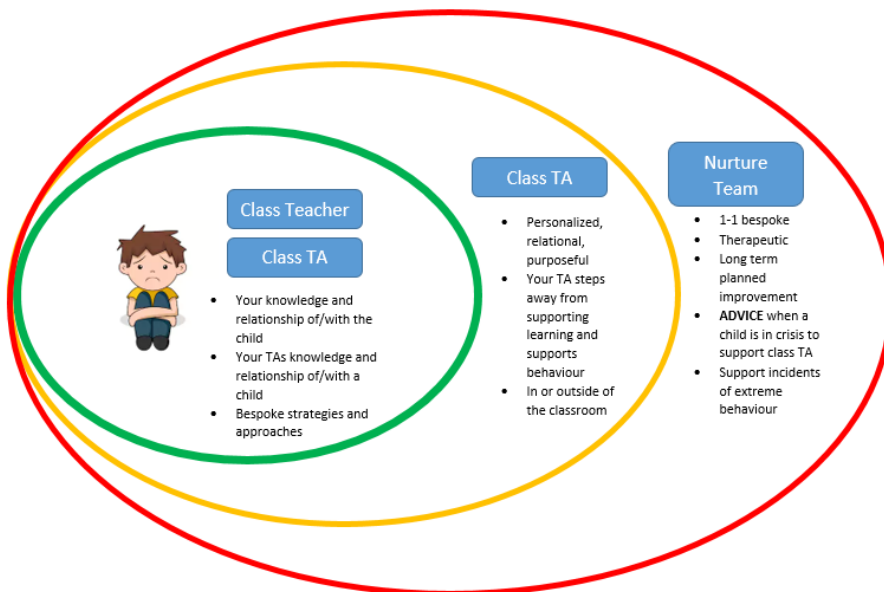
**We expect our parents to:**

- Support the school in the implementation of our policy to promote positive relationships and behaviour and individual responsibility.
- Attend meetings about their child’s progress and behaviour.
- Inform school of concerns or problems which may affect their child’s work or behaviour.

**Nurture Team (NEST-Nurture and Emotional Support Team)**

- Their role is to support class based staff.
- Maintain a space and associated resources (Thrive room) to support children and staff in resolving challenging behaviours and supporting the children back into class
- Provide individual assessments and associated programs of work that children can undertake to improve their emotional wellbeing in an attempt to proactively improve children’s readiness to learn.

**Summary of who supports a child and when**





**Discipline in schools:**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This also applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.
- Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:
  - cause harm,
  - disrupt teaching,
  - break school rules,
  - commit an offence,
  - cause personal injury, or
  - damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

**Restrictive Physical Intervention (RPI)**

The use of RPI strategies is detailed in more detail in the RPI policy.

RPI should only ever be deployed in situations when children are in serious danger of hurting themselves, others or damaging the fabric of the building. See the *DfE's Behaviour and discipline in school: Advice for head teachers and school staff*.

In a crisis, any member of staff can restrain a child 'loco parentis' to safeguard those involved. However, it is preferable that staff who have had restraint training are those who restrain a child. Before restraining children, all other de-escalation strategies should be considered.

Our schools RPIs are suitable for staff who work directly with people across the age spectrum who present behaviour that limits inclusion and/or that is considered to be risky or harmful to the person or others. Physical Interventions are independently risk assessed.



## **EXCLUSION OF PUPILS**

Exclusion of a pupil is done with the intend of reinforcing a clear boundary around unacceptable behaviour and securing longer term inclusion. The decision to exclude is a complex decision and is made through discussion with members of the S.L.T.

Many considerations are taken into account including the severity of the incident, the emotional regulation of the child involved the level of intentionality and impact of the exclusion on securing future improvement in behaviour. Every exclusion is risk assessed.

### **What is exclusion?**

Exclusion is the formal sending home of a pupil from school for disciplinary reasons. An exclusion can be permanent or fixed-term (temporary, and sometimes referred to in government guidance as “suspension”). A pupil is not allowed in school while they are excluded.

### **What exclusion isn’t**

You should be aware that schools sometimes ask parents to keep children at home without having formally excluded them.

These incidents could be unlawful, and often schools do not properly document or report them. This can lead to children slipping under the radar and missing substantial periods of education without any scrutiny of the decision to keep them out of school.

Below are some examples of these kinds of incidents.

### **Sending children home unlawfully via an unofficial exclusion**

It is unlawful to send a child home for a disciplinary reason without following the formal exclusions process, regardless of whether parents agree with the decision. Examples of unlawful unofficial exclusions are:

- The school asks your child to stay at home for a cooling off period following an incident.
- The school asks your child to do their learning from home using a remote platform.
- The school refuses to allow your child back once their fixed-term exclusion expires.

You might feel under pressure to agree to keeping your child at home in order to avoid an official exclusion on their record. But this can mean you lose the legal means of challenging the exclusion. A record of exclusions can also provide evidence that the school is unable to meet your child’s needs.

### **When can schools exclude a child?**

This policy sets out the school expectations for relationships and positive behaviour, the rules and the consequences if pupils break them.

### **When is exclusion appropriate?**

Only the head teacher or an acting head can make the decision to exclude your child. And the exclusion must be for disciplinary reasons only; that is, something that’s against the school’s behaviour policy.

A school can temporarily exclude for a set number of days, up to a maximum of 45 days in a school year. A lunchtime exclusion counts as half a day.

The school can only *permanently* exclude:

- In response to a serious breach or persistent breaches of the school’s behaviour policy; **and**
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

### **Exclusions must be lawful, reasonable, fair and proportionate.**

The following are not lawful reasons to exclude, either temporarily (suspension) or permanently:

- The school cannot meet your child’s special educational needs (SEN).

- Low academic attainment.
- Expecting your child to meet certain conditions before they are allowed back in school after a fixed-term exclusion.

### **Making the decision to exclude**

There are certain things the head should consider before deciding to exclude your child. They should take account of your child's views, and if relevant your child should be supported to express their views.

The head may also seek the views of others who witnessed or were involved in any incident leading to an exclusion. When determining whether your child is responsible for a particular incident, the standard of proof is the balance of probabilities. Is it more likely than not that your child did what they are accused of? This is not the same as the criminal standard of beyond reasonable doubt.

The head should look at factors that may have had an impact on your child's behaviour. These might be:

- Bereavement.
- Bullying.
- Mental health issues.
- SEN or disability, including unmet or unidentified needs.
- Adverse family circumstances.
- Criminal exploitation.

### **Additional steps for children with SEN or a disability**

The head can exclude any pupil, including those with SEN or a disability. However, if disruptive behaviour is related to your child's SEN or disability, the school first take action to identify and address the underlying cause of the behaviour.

For example, Berrycoombe could increase SEN support or pastoral support; seek specialist advice from services, such as behaviour and educational psychology teams; request an [education, health and care \(EHC\) needs assessment](#); or arrange an emergency review of [an EHC plan](#).

In some cases, excluding a pupil for behaviour related to their disability might be discriminatory. The school must be able to show that the exclusion is a "proportionate means of achieving a legitimate aim". This might be, for example, if your child's behaviour is having an impact on the education or safety of others. If the school cannot show that the exclusion is justified on these grounds, [it could be a case of disability discrimination](#). Exclusion should be a last resort.

Under the Equality Act, [schools must make reasonable adjustments for disabled pupils](#). For example, the school might change its behaviour policy so it doesn't treat disabled pupils in the same way as others by punishing with exclusion.

Schools should also take additional steps to avoid exclusion where possible for looked-after children and children who have a social worker. This might include discussion with parents, the social worker and, for looked-after children, the Virtual School Head.

### **Alternatives to exclusion**

Schools must look at preventative measures to avoid exclusion when a child is at risk of one. Some of these are set out in the government guidance [Behaviour in Schools](#). The point at which a child may ultimately be excluded varies from school to school.

Below are some alternatives schools should consider before or instead of exclusion.

#### **Initial intervention**

Berrycoombe might carry out one-to-one or small group interventions to help pupils manage behaviour, such as:

- Mentoring or coaching.

- A behaviour plan.
- In-school small group support outside mainstream lessons.

### **In-school measures**

Alternative measures that allow the child to remain in school are:

- Detention (lunchtime or after school)
- Removal from the classroom (internal exclusion)
- Educated in 'The Hub' for a specified period of time

### **Removal from classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition (see paragraphs 51 and 55 - 59).

Removal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

The head teacher will make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils; and will;

- ensure that the length of time that a pupil is removed from the main classroom is appropriate and is discussed with the pupil and parent
- ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff. (Berrycoombe school have 'The Hub' allocated for this purpose and provide the calm, safe place to regulate through specially trained staff and build towards reintegration when appropriate)
- design a clear process for the reintegration of a pupil back into class with support to manage the challenges in the future
- ensure that appropriate support plans are drawn up with the child, identifying key strategies to enable the child to manage the behaviours more appropriately with the support of adults to co-regulate if necessary

When dealing with individual removal cases, headteachers and teachers should:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;



- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction

### **Part-time timetables**

Berrycoombe can use temporary part-time timetables in particular circumstances. For example, a pupil might need gradual reintegration into school following absence, or they may not be well enough to attend school full-time.

However, Berrycoombe does not use part-time timetables as a way of managing a child's behaviour.

### **Off-rolling**

Schools should not put parents under pressure to take their child off the school roll in order to home educate or find an alternative place. This is known as off-rolling.

Schools can consider [suggesting a voluntary managed move](#) as an alternative to exclusion.

### **What you can do**

If you think any of the above has occurred, you can [put in a formal complaint through the school's complaints procedure](#). It is also worth alerting the local authority exclusions officer.

### **Off-site measures**

Alternatively, the school may seek for the pupil to be educated elsewhere, either temporarily or permanently.

### **Offsite direction**

This is where a child attends alternative provision for a temporary period to improve their behaviour. A school can impose this – parents do not have to agree – but certain safeguards should be in place:

- The school must try in-school interventions first.
- The off-site direction should be time-limited.
- Regular reviews involving parents – you have the right to ask for a review.
- Aim for reintegration –off-site education must offer a broad and balanced curriculum.

### **Managed move**

A managed move is when a child transfers to another mainstream school without being permanently excluded. This can be helpful when relationships have broken down and the best thing for the child is a new start in a different school.

Managed moves are voluntary, and all parties must agree to one. The school should not put you under pressure to agree to a managed move under threat of a permanent exclusion.

The school should share information about your child with the new school and an integration plan drawn up. Initially your child will be placed on a trial and dual registered. If the managed move doesn't work out, they will return to the original school.

If your child has an EHC plan, ask for a review as the local authority will need to amend the EHC plan to name a new school.

A decision to exclude a pupil for a fixed period or permanently should only be taken :

- In response to serious breaches of the school's Discipline Policy.
- If a range of alternative strategies (Using the Formal Sanctions Procedure) has been tried and the unacceptable behaviour continues to present itself.



· If allowing the pupil to remain in class would seriously harm the education and welfare of the pupil and other members of the school community.

Only the Headteacher can exclude a pupil from the school. In the headteacher's absence, authority is delegated to the Assistant Headteacher. Before the decision to exclude is taken, The Headteacher (or Assistant Headteacher) will take the following steps

- Take time to consider all the relevant facts and not act 'in the heat of the moment'.
- Allow the pupil/s concerned to give their version of events.
- Check whether an incident appeared to be provoked by racial, verbal, emotional or physical harassment.

After the decision to exclude has been made (fixed term of 15 days or less) the Headteacher will:

- Notify the parents immediately, ideally by phone and send a letter within one school day.
- Inform the Discipline Committee and the LA immediately if the exclusion means in total that the pupil has missed more than 5 days in a term or will miss a public examination.
- Collate all the relevant evidence.

After the decision is taken to exclude (fixed term more than 15 days, or an aggregate of more than 15 days in any one term) the headteacher will:

- Notify the parents immediately, ideally by telephone and send a letter within one school day.
- Inform the Discipline Committee and the LA immediately.
- Collate all the relevant evidence.

After the decision has been made to permanently exclude a pupil, the Headteacher will:

- Notify the parent immediately, ideally by telephone and send a letter within one school day.
- Inform the Discipline Committee and the LA immediately if the exclusion means that in total the pupil has missed more than 5 school days in a term or will miss a public examination.
- Complete and collate all relevant evidence, including the PEX form.

Parents have a right of appeal against a decision to exclude the pupil if he/she is excluded for more than 5 days. Parents should contact the school and ask to speak to the Clerk of the Discipline Committee.

### **Informing parents and carers**

If the school excludes your child, it must let you know immediately. It must tell you the length of the exclusion and the reasons for it.

The school may initially tell you about the exclusion by telephone or in person, but it must follow this up with a written notification as soon as possible. The written notification can be by letter or in electronic form.

The exclusion letter must include the following information:

- The reason for the exclusion.
- The length of the exclusion – the number of days if fixed term, or the fact that it is permanent.
- Information about how you can challenge the exclusion.
- If your child is of compulsory school age, the responsibility to make sure they are not in a public place during school hours for the first five days of the exclusion
- Arrangements for alternative provision for permanent exclusions and fixed-term exclusions lasting more than five days.

Schools must inform the local authority, in writing, of all exclusions of any length. If a child has a social worker they must be informed, as must the Virtual School Head in the case of a looked-after child.

## Appendices

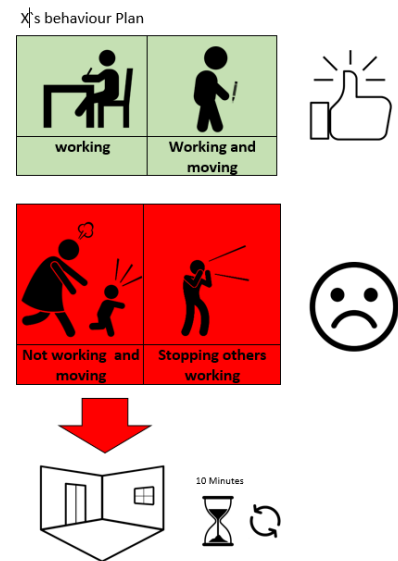
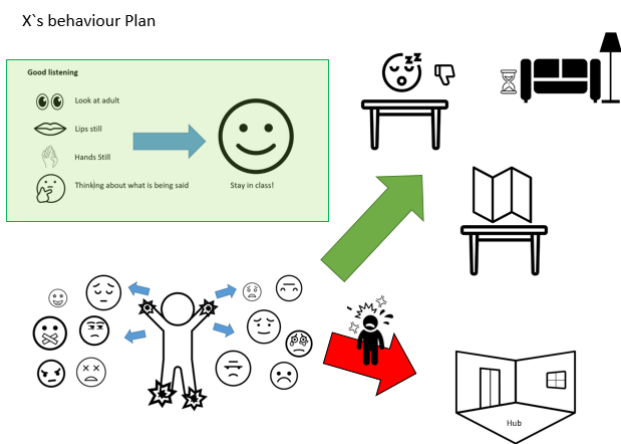
Positive behaviour support plans will be used as part of the school's APDR-Assess, Plan, Do, Review systems to support children's needs.

A positive behaviour support plan will always be constructed with the child and outline the support that they identify as helpful to making good choices-whether that be a walk outside, or time with the Nurture team.

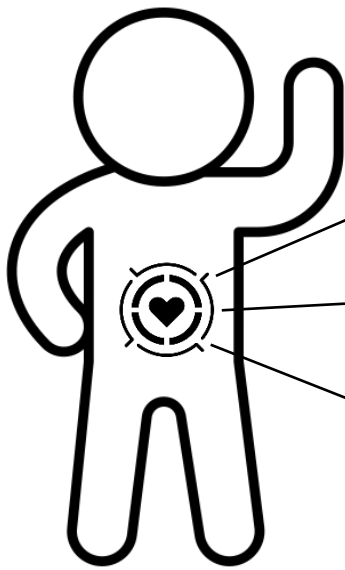
A positive behaviour support plan can vary in style dependent on the needs of the child, age and understanding. They will always be simple and visual.

The outcomes for not making positive behaviour choices will also be identified.

They can be adapted over time and will always be shared with parents/carers.



Appendix 1 - Summary



**Rules that make our school work**

- Ready
- Kind and Respectful
- Safe

**Adult Commitment to behaviour**

- All Staff**
- Know your children (relational)
  - Meet and greet to establish connection daily
  - Relentlessly positive and specific
  - Use visual cue- good as gold board-to ensure no one is left behind
  - Calm response to behavioural challenge with take up time. Quick to spot a child who is beginning to turn it around.
  - Follow up with reflective dialogue with child- What happened? How did you turn it around? What could you do next time?

- In addition, the senior leadership Team will**
- Know specific children (relational)
  - Meet and greet on the gates
  - Work alongside and support class teams and Nurture teams
  - Share good practice and ensure it develops
  - Support in the analysis of behaviour data to shape future practice
  - Review and support practice for children who need extra beyond written policy

**Our school community's Values**

**We focus on a different value every half term**

**They are so important we return to them each year**

<b>Kindness</b>	<b>Collaboration</b>
<b>Perseverance</b>	<b>Aiming High</b>
<b>Respect</b>	<b>Independence</b>



## Recognition and rewards (We see more of what we celebrate)



### Class and whole school

- Specific recognition and praise
- Marbles in a jar for half termly value focus
- Good as gold boards, platinum and diamond
- Assembly awards
- Wall of kindness display
- Communication home at end of day
- Whole class special time- negotiated and agreed with children

## How we relate to children



### Try using WINE

- **Wonder** (I wonder if it felt that no one understood you?)
- **Imagine** (I imagine it was horrible when that happened?)
- **Notice** (I noticed you cheered up when we talked about your brother.)
- **Empathise** (That sounds frightening when they left you alone.)

## How we support children to change their behaviour (6 steps)

	Take up time between each step- walk away so compliance can happen discretely	
1	<b>Redirection</b> - gentle nudge in the right direction. State the behaviour you want to see. Notice those doing the right thing.	 Low level
2	<b>Reminder</b> of the expectation you want to see often related to basic rules- Ready, kind respectful and safe.	 Low level
3	<b>Caution 1</b> - Turn it around- Delivered privately. State the issue and outline consequence. (You are not ready to learn. You might need to stay in at playtime to catch up)	
4	<b>Caution 2</b> - Reflect-Stay in at play to reflect. A chance to reflect on behaviour, private, discreet and away from other children (use WINE) What is going on? Are you Ok? It's not like you? You seem to be struggling.	5 
5	<b>Caution 3</b> - Reflect and catch up- the 5 minute chat from step 3 and 5 minutes to catch up on work not completed	10 
6	<b>Leave to reflect</b> - Time out to reflect on behaviour	

Where a child has had to leave or repeatedly had caution 3 a phone call home and ultimately a formal meeting with parents is necessary