



## Lutley Primary School Behaviour Policy

September 2021

Revision 43

### 1 Introduction

At Lutley all adults are responsible for the behaviour of all children and not only those that they have been assigned to. Adults and children should always act as good role models and deal with behaviour in a positive way. Whole school classroom rules are displayed and referred to. Our 'Behaviour Charter' was created in collaboration with all children and staff. These rules will be a permanent feature of display in all classrooms and around the school. The behaviour charter rules will be linked directly to sanctions for behaviour (See sanctions section). During the time children are in school, adults within school are in 'loco- parentis'. As such, it is expected that parents of children respect the decision of adults in our school relating to rewards and sanctions. Adults in school follow this behaviour policy closely and always make decisions about sanctions based on good knowledge of the events that have taken place.

The Lutley Behaviour Charter is as follows:

## Behaviour Charter

At Lutley we uphold the articles of the UN Convention on the Rights of the Child. All children have the right to learn without disruption.

We all have a responsibility to **always**:

-  listen well and stay focused when **learning**. (Article 28)
-  treat people with **care**, include and support each other. (Articles 15, 29 and 31)
-  use kind hands and feet. (Articles 15, 29 and 31)
-  be honest and make good choices. (Articles 15, 29 and 31)
-  share our opinions in a respectful way. (Articles 12 and 30)
-  respect others' cultures, religions and beliefs. (Article 14)
-  **aim high** by showing grit and facing challenges positively. (Article 28)
-  use kind words in person and online. (Article 19)
-  follow the SMART rules when using technology. (Article 19)
-  treat our school and the environment with respect. (Article 19)
-  follow instructions to stay safe and tell an adult if you notice anything unsafe or if you need help. (Article 19)

## ... **together** we will uphold this charter.

These rules are on permanent display in classrooms and around the building and outside space.

Children understand their rights and their responsibility of respecting the rights of others. The Rights Respecting School Agreement is referred to when rewarding and sanctioning children, so that they understand the impact of their behaviour.

### **2 Aims and Objectives**

- Most children know the consequences of negative behaviour. They understand that they can improve their behaviour and make a new start.
- Children are encouraged to become self-disciplined and to be responsible for their own actions, in order to develop their confidence and independence.
- Parents will be informed of school expectations, rewards and consequences at the beginning of each academic year and are involved at an early stage when problems occur.
- Work within classrooms must take account of individual ability and needs.
- Poor behaviour needs to be monitored, and appropriate strategies applied.
- School and class councils, and circle time give pupils the opportunity to discuss any issues arising from children's behaviour.
- To set out guidance for how staff use rewards and sanctions and behaviour management strategies in order to promote the welfare of all our pupils as well as safeguard them linking to Keeping Children Safe in Education 2021 (KCSiE 2021).

### **3 The Role of Parents**

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to build trust and to develop a common approach to behaviour expectations and strategies for dealing with problems. As parents have chosen to send their children to Lutley Primary School, we ask that parents support the school in decisions made linked to managing behaviour within the school.

We ask parents to keep us informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at school. The class teacher will share this with the rest of the teaching staff ('child spot') to ensure that all staff are aware and can deal with behaviour of particular children consistently.

**We also communicate behaviour to parents, positive and negative, through the pupil planner.**

### **4 Rewards**

#### **EYFS**

We value children's efforts, interests and purposes as instrumental to successful learning. We are careful with rewards and praise, always being specific. We give feedback on the process rather than rely on external rewards.

We support children's Personal, Social and Emotional Development (PSED) through a rich curriculum where children have regular opportunities with their key person, small group and in circle time to learn how to manage their feelings and become aware of how their own actions affect others.

## Behaviour Policy

### Key Stage 1 and 2

Each class may have its own system to reward good behaviour and work.

Rewards may include:

- A behaviour Champion Award (ABC) - half termly award for consistently excellent behaviour at all times (1 pupil per class)
- Praise – when children reach or surpass the adults' expectations
- Written comments on work
- Stickers / stamps to stick on work or to wear
- Recognition in front of the group or class, praise or whole-school assembly
- Certificates to reward work or behaviour
- Achievement awards/certificates/badges for sport, swimming and other achievements
- Telling parents (verbally or written)
- Good news messages
- Excellence boards
- Good behaviour written in pupil planners
- House points
- Small rewards such as a 5 minutes extra play
- Golden time
- Worker of the week
- House points are awarded for the academic achievements, upholding our behaviour charter and upholding our school values. These are collated each week and the winning house announced in the achiever assembly and displayed in the school hall.

A display of these rewards will be included in each classroom as a reminder to all children of the rewards for positive behaviour.

### **Rewarding whole classes when working towards helping a child with significant disruptive behaviour**

In some extreme incidents, the inappropriate behaviour of a child may have a detrimental effect on a whole class. It is really important that the class's encouragement and support is rewarded i.e. when the disruptive child has a positive lesson/day/week etc. the rest of the children are praised and rewarded for their help. This can be done in a number of ways: Whole-class reward - by asking Head / Deputy or Assistant Headteachers to come to congratulate the class, hand out stickers etc.

## **5 Sanctions**

Assistant Headteachers keep a record of behaviour incidents within their team which they will share regularly with the Senior Leadership Team (SLT). Incidences of behaviour when children missed golden time are recorded on an online system so that these can be tracked and support put in place for children who are regularly missing golden time or receiving lots of sanctions.

During school assemblies, children are expected to enter sensibly and to remain silent while the remaining classes arrive. If children talk then it is likely that they will be asked to stand until an adult tells them to sit down again. Children should apologise to the person conducting the assembly.

When recording a sanction in a child's planner, the behaviour charter rule should be referred to as part of normal practice. For Example: Joe Bloggs has received a sad face for kicking another child which does not fit in with our behaviour charter rule of '**Always use kind words, hands and feet**'.

### 6 Online Safety

#### **Online Safety and data protection**

Lutley Primary takes online safety seriously and take significant steps to protect staff and pupils when working with devices and online. By signing our Acceptable Use Agreements staff and pupils are agreeing to use all devices and log on credentials responsibly. In the event of breaches of this agreement the following applies (HVT Online Safety Policy)

- 🔒 School have the right to take, examine and search users devices in the case of misuse (England only)

Full guidance for schools on the above is found at: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In such cases, a full investigation will be carried out by Senior Leaders and they will communicate with all parties involved (pupils, teachers and parents).

#### **Sanction for inappropriate use of technology**

As stated in our Acceptable Use Agreement sanctions may be required for misuse of devices (including mobile phones), technology or online resources.

*"I understand that if I fail to comply with this acceptable use agreement, I may be subject to a sanction within school." (HVT Acceptable Use Agreement)*

This could include:

- 🔒 Loss of access to school network
- 🔒 Loss of use of internet in school
- 😞 Sad faces
- 🔒 Suspension of credentials and school online accounts

In all cases parents will be informed of any actions and sanctions. In the event of illegal activities a flow chart action plan will be followed (see Online Safety Policy) and this will include involvement of the police.

#### ***Emotion Coaching***

At Lutley we use emotion coaching as a strategy to help pupils manage their feelings and behaviour effectively. It is based in deep research and is effective in our school. Emotion coaching enables children and young people to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them. Staff use a practical three-step approach to dealing with behaviour in the moment:

- Step 1 - Recognising, empathising, validating the feelings and labelling them
- Step 2 - Setting limits on behaviour
- Step 3 - Problem-solving with the child or young person

Staff will empathise with pupils' feelings before engaging in discussion with pupils about behaviour, next steps or sanctions (where appropriate). This approach preserves the dignity of our pupils and enable staff to effectively deal with high emotional behaviour calmly. Staff are trained in this approach.

#### ***Foundation Stage***

Strategies for 'teaching' particular behaviours

#### ***Conflict resolution***

## Behaviour Policy

We adopt the High-Scope / Emotion Coaching approach to conflict resolution:

1. Approach calmly, stopping any hurtful verbal and/or physical actions - place yourself between the children, on their level. Use a calm voice and gentle touch. Remain neutral rather than take sides. Set the limit and explain why this cannot continue e.g. "It's not okay to (label the behaviour). I am afraid someone will get hurt/they have been hurt."
2. Acknowledge children's feelings - "You look really upset." Let children know you need to hold any object in question.
3. Gather information - "What's the problem?"
4. Restate the problem - "So the problem is..."
5. Ask for ideas for solutions and choose one together - "What can we do to solve this problem?" Encourage children to think of a solution.
6. Be prepared to give follow-up support - "You solved the problem!" Stay near the children.

### *Swearing*

Set the limit saying "We use kind words."

### *Destructive behaviour*

Stop the destructive behaviour. Use calming strategies if needed. Explain why they can't continue. Talk about their feelings, what the problem is and how to solve it. The child will then be asked to tidy up and/or repair items if possible.

If a child continues to demonstrate 'challenging' behaviour we will continue to use the above strategies in addition to using the visual behaviour chart.

Second time: *Child's peg moved to the yellow face*

Third time: *Child's peg moved to the red face.  
Written in planner.*

*Persistent unacceptable behaviour* *Spend time with the Early Years Leader*

On occasions such as extreme physical aggression or persistent aggressive or disruptive behaviour, the Deputy and/or Head teacher will be consulted. The SENDCo may also become involved.

Over time, if a child is showing extreme behaviours which are not able to be managed within the school's behaviour policy and it looks likely that the child is a risk of exclusion, Dudley Inclusive Pathways guidance will be followed (appendix 1 and 2).

### **Years 1-2 Sanctions including loss of Golden Time**

*Sad face sanction works in conjunction with golden time and will be communicated to parents through their child's pupil planner.*

## Behaviour Policy

First time a pupil breaks a rule: Warning is given before every sad face

**1<sup>st</sup> sad face** ☹️

Written in planner by teacher to communicate to parents. The teacher will have a conversation with the child about their behaviour and consider support strategies for their behaviour to improve. The comment will be linked to the behaviour charter and/or article.

**2<sup>nd</sup> sad face** ☹️☹️

Further disruption: Written in planner by teacher to communicate to parents. The teacher will have a conversation with the **parents** and the **child** about their behaviour and consider support strategies for their behaviour to improve. The child will miss their playtime.

**3<sup>rd</sup> sad face given** ☹️☹️☹️

Continued disruption: Year 1-2. No golden time. An adult will write in planner that golden time has been missed.

**4<sup>th</sup> sad face** ☹️☹️☹️☹️

The child will miss 5 break times and meet with the Deputy Head teacher . A note will be made in the planner and parents will be contacted.

**5<sup>th</sup> sad face** ☹️☹️☹️☹️☹️

The child will see the Headteacher about their behaviour and their parents will be invited in. The child may also be given a behaviour diary and the SENDCo may be involved. The school may decide to send the child to another school within our Multi Academy Trust. This placement will be for a fixed period of time, ascertained by the Headteacher and unique to individual cases (see section 7).

**Severe disruption: \*\***

Sent straight to the Deputy Headteacher or Headteacher. The incident will be recorded in the child's planner and parents will be contacted and sanctions will be determined based on the disruption.

(\*\* see section which outlines what constitutes "Severe Behaviour")

**If a child misses their golden time 3 times, within a half term, then a behaviour diary may be set up for the child.**

An immediate sad face will be issued to any child using inappropriate language and receive a sanction of a loss of playtime.

Three sad faces and loss of lunchtime play will be issued to any child using physical aggression towards another child (including retaliation). Golden time will also be lost. Parents of both children will be contacted. During the time when a child misses playtime, work will be carried out with the child, and the child will think about how they can repair the relationship with the child they were physically aggressive towards. This could be done using 'back-chaining' (appendix 4) or a reflective think sheet (appendix 5). Reflective think sheets will be kept by the class teacher and monitored by the senior leadership team.

Over time, if a child is showing extreme behaviours which are not able to be managed within the school's behaviour policy and it looks likely that the child is a risk of exclusion, Dudley Inclusive Pathways guidance will be followed (appendix 1 and 2).

## Behaviour Policy

In instances of bullying, staff will follow our anti-bullying policy. In addition to a suitable sanction being issued, both the victim and the perpetrator of bullying will receive support so that bullying does not happen again. Parents of both the victim and perpetrator will be communicated with.

### Years 3-6 Sanctions including loss of Golden Time

First time a pupil breaks a rule: warning is given before every sad face

<b>1<sup>st</sup> sad face</b> ☹	Written in planner by teacher to communicate to parents. The child will miss their playtime and spend it with a leader. The comment will be linked to the behaviour charter and/or article.
<b>2<sup>nd</sup> sad face</b> ☹ ☹	Continued disruption: Year 3-6. No golden time. Assistant Headteacher to write in planner that golden time has been missed. Teacher to speak with parents.
<b>3<sup>rd</sup> sad face</b> ☹☹☹	The child will miss 5 playtimes and spend them with a leader. The child will meet with the Deputy Headteacher and a note will be made in their planner and parents will be contacted.
<b>4<sup>th</sup> sad face</b> ☹☹☹☹	The child will see the Headteacher about their behaviour and their parents will be invited in. The child may also be given a behaviour diary and the SENDCo may be involved. The school may decide to send the child to another school within our Multi Academy Trust. This placement will be for fixed period of time, ascertained by the Headteacher and unique to individual cases (see section 7).
<b>Severe disruption: (**)</b>	Sent straight to the Deputy Headteacher or Headteacher. The incident will be recorded in the child's planner and parents will be contacted and sanctions will be determined based on the disruption.

(\*\* see section which outlines what constitutes "Severe Behaviour")

A visual display of these sanctions will be included in each classroom as a reminder of the sanctions for negative behaviour. This will include a whiteboard to record warnings and sad faces given out each week. Warnings are erased at the end of each day and sad faces will be erased at the end of each week. The class teacher will keep a record of both to enable them to track patterns of negative behaviour.

#### Severe disruption is likely to include:

- Bullying (See anti-bullying policy)
- Racist/homophobic behaviour (criteria sourced from Dudley LA Standard Operating Procedure). The definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person". include:
  - Derogatory name calling, insults, racist jokes and language
  - Racist graffiti
  - Incitement of others to behave in a racist way (which could be perceived to be radicalisation)
  - Racist comments in the course of discussions in formal and informal settings
  - Ridicule of an individual for cultural or religious differences e.g. food, music
- Refusal to co-operate with others because of race or ethnic origins
- Repeated physical assault/ aggression (any violent incident should be recorded)
- Repeated bad language

## Behaviour Policy

- Damage to property
- Stealing
- Threatening behaviour towards an adult
- Any behaviours that constitute a health and safety risk to themselves or others

An immediate sad face will be issued to any child using inappropriate language and receive a sanction of a loss of playtime.

Two sad faces will be issued to any child using physical aggression (including retaliation) . This will mean a loss of golden time. In addition to this, a loss of breaktime and lunchtime play will also be issued. Parents of both children will be contacted. During the time when a child misses playtime, work will be carried out with the child, and the child will think about how they can repair the relationship with the child they were physically aggressive towards. This could be done using 'back-chaining' (appendix 4) or a reflective think sheet (appendix 5). Reflective think sheets will be kept by the class teacher and monitored by the senior leadership team.

Over time, if a child is showing extreme behaviours which are not able to be managed within the school's behaviour policy and it looks likely that the child is a risk of exclusion, Dudley Inclusive Pathways guidance will be followed (appendix 1 and 2).

In instances of bullying, staff will follow our anti-bullying policy. In addition to a suitable sanction being issued, both the victim and the perpetrator of bullying will receive support so that bullying does not happen again. Parents of both the victim and perpetrator will be communicated with.

### Positive Handling Strategies

All staff use positive reinforcement to encourage positive behaviour. A range of de-escalation strategies are used to attempt to defuse extreme disruption or physically aggressive behaviour. These include but are not limited to: *humour, verbal advice and support, firm clear directions, limited choices, distraction, reassurance, adult swap, success reminders and reminders about consequences.* (see appendix 3) If these strategies do not work it may be necessary to use positive handling techniques to keep children and adults safe from harm. These strategies may involve positive handling or 'holding' techniques. These are a last resort. If a child needs positive handling by a member of staff, a dynamic risk assessment is carried out prior to any action. Parents are also informed. All incidents are followed by a 'debrief' in order to adapt practice for the future.

### Behaviour Diary

If a child has a pattern of negative behaviour then a 'Behaviour Diary' is set up. This needs to be in consultation with parents, class teacher, Deputy (the SENDCo needs to be aware). Behaviour Diaries should focus on no more than 3 achievable targets; these are reviewed weekly. A behaviour diary will usually run for a maximum of two weeks. At the end of the two-week period a decision will be made as to whether the individual child needs to be put on an Individual Behaviour Plan.

### Individual Behaviour Plan

*Criteria for putting a child on an IBP:*

- Behaviour diary has been set up and proved unsuccessful
- Repeated challenging behaviour
- In danger of or has been excluded

## Behaviour Policy

- Advice has been sought from an external agency to modify the child's behaviour such as the Child and Adolescent Mental Health Service (CAMHS) or social services.

Parents are informed about why the decision to set up an IBP has been made. The child will be placed on the Special Educational Needs list at 'school support' if the child's academic progress is being affected by the behaviour.

The targets on the plan are clear and understood by the child. The IBP details overall targets which are broken down into smaller targets to achieve on a weekly basis. The targets are very specific, focusing on one or two wanted behaviours at a time. The targets are phrased in a positive way using the child's name, e.g. *This week I am looking for Susie to put her hand up when she wants to share something with the class.*

The rewards and consequences have meaning for the child and they are shared with them. The consequences are phrased so that the child knows if they continue to behave/act in this way then it will lead to a loss of privileges/activities. Children on IBPs will not have golden time. This is because they will have their own reward system for meeting their targets. Staff will track the child's progress against these targets and communicate this with parents on weekly basis.

The rewards on the plan praise wanted behaviour and are such that the child feels that they have really achieved something. Parents are encouraged to be involved in partnership with the school.

The plan should not run longer than half a term and is reviewed with the child's parents, detailing evidence of the school's intervention.

Other people are involved in the plan such as the appropriate mediator and lunchtime staff.

Key staff have been trained in de-escalation techniques (appendix 3). Staff will employ these techniques when necessary. For some pupils a positive handling plan will be put into place with agreement from parents along with the IBP.

It is likely that school staff will also keep a log of behaviour incidents using an antecedent, behaviour and consequence form (appendix 6). This enables staff and senior leaders to identify what is going well for the child, what triggers the child may experience which leads to disruptive behaviour and allows staff to reflect on what may need to be changed for the child to be successful the following day. In addition to this, school staff may create a behaviour response plan (appendix 7) and work with the child on emotions scaling work in order to support them to self-regulate (appendix 8).

### 6 Lunchtime Behaviour

#### Foundation Stage, Key Stage 1 and 2 playtime rewards and sanctions

Children modelling good citizenship e.g. helping, caring, sharing and living up to behaviour expectations are rewarded with praise, stickers and praise points. At playtime if a child is disruptive, the teacher on duty may ask them to stand by the wall or sit on the bench as a 'time out' sanction.

#### Foundation and Key Stage 1 Lunchtime rewards and sanctions from dinner supervisors

Good behaviour	House Points
Inappropriate behaviour	Verbal warning (Yellow Card)
Continued inappropriate behaviour	5 minutes time out (Red Card) Teacher informed via a red card incident form.

## Behaviour Policy

	Some circumstances may result in a member of the Well-being Team becoming involved to support the child to reflect on behaviour and a short intervention may be put in place. Parents will be informed via the child's planner.
Physical aggression/ assault towards another child.	Three sad faces will be issued to any child using physical aggression (including retaliation) . This will mean a loss of golden time. In addition to this, a loss of breaktime and lunchtime play will also be issued. Parents of both children will be contacted. During the time when a child misses playtime, work will be carried out with the child, and the child will think about how they can repair the relationship with the child they were physically aggressive towards. This could be done using 'back-chaining' (appendix 4) or a reflective think sheet (appendix 5). Reflective think sheets will be kept by the class teacher and monitored by the senior leadership team.
Further inappropriate behaviour	Walk with the dinner supervisor; teacher advised of behaviour. A teacher will speak with the child as above. Parents will be informed via the planner and a call home.

### Key Stage 2 Lunchtime rewards and sanctions from dinner supervisors

Good behaviour	House Points
Inappropriate behaviour	Verbal warning (Yellow Card)
Continued inappropriate behaviour	10 minutes standing by the wall (Red Card) Teacher informed via a red card incident form. Some circumstances may result in a member of the Well-being Team becoming involved to support the child to reflect on behaviour and a short intervention may be put in place. Parents will be informed via the child's planner.
Physical aggression/ assault towards another child.	Two sad faces will be issued to any child using physical aggression (including retaliation) . This will mean a loss of golden time. In addition to this, a loss of breaktime and lunchtime play will also be issued. Parents of both children will be contacted. During the time when a child misses playtime, work will be carried out with the child, and the child will think about how they can repair the relationship with the child they were physically aggressive towards. This could be done using 'back-chaining' (appendix 4) or a reflective think sheet (appendix 5). Reflective think sheets will be kept by the class teacher and monitored by the senior leadership team.
Further inappropriate behaviour	Teacher informed on an incident form 15minute exclusion (outside of the staffroom) for the next break time/lunchtime. A teacher will speak with the child as above. Parents will be informed via the planner and a call home.

## Behaviour Policy

Note: Dinner Supervisors play a key part in Health and Safety and need staff to share on a regular basis the playground rules:

- To keep safe, children should not run through the trees.
- To keep safe, children should not swing or climb on bars or trees.
- To keep safe, children should not play on or near the fire escape through the trees.
- The only reason to be indoors is to use the toilet or the water fountain or if they need first aid administered.

Our Behaviour Charter will be visible on the playground and should be referred to by all staff when dealing with negative behaviour on the playground.

### Sanctions on KS1 and KS2 Playground

Lunchtime staff has initiated a yellow/red card system which is designed to make children aware that poor behaviour at lunchtime has consequences.

#### Yellow Card

If a child behaves inappropriately they will receive a yellow card as a warning. The yellow card contains the behaviour charter and will be used to explain to the child why they have received a warning. The child will be given positive strategies to improve their behaviour and given an opportunity to demonstrate a change in their behaviour.

#### Red Card

If a child continues to behave inappropriately they will receive a red card. Their name is added to the red card and the area of the behaviour charter which they have failed to uphold will be indicated. The red card is then passed to a teacher via a populated incident form linked to our behaviour charter. A member of the 'Well-being Team' may speak to the child to offer further support and identify patterns in behaviour that may require further sanctions, ongoing support or involvement of parents or other agencies. This information will be recorded either by writing in or stapling the red card incident form in the child's planner.

All staff play an important role in maintaining good discipline at dinnertime. They will use praise points and /or stickers to reward good behaviour and issue sanctions in line with this Behaviour Policy.

Year 4 and 6 playground leaders work under the direction Assistant Head teachers and key staff adults leading this initiative. They work with children on the playground, helping children to play together, and hence develop social skills; at the same time reinforcing the expectation for good behaviour at lunchtime. They also take on the role of Anti-Bullying Ambassadors. In Year 3 and 5 children have the opportunity to become a buddy working in the playground, they are given the opportunity to solve problems under adult supervision.

### 7 Trust Internal Placement

When a child is at risk of an exclusion, as well as following the Dudley Inclusive Pathways graduated response, the school may decide to send the child to another school within our Multi Academy Trust. This placement will be for a fixed period of time, ascertained by the Head teacher and unique to individual cases. In the event of this occurring the Multi Academy Trust Behaviour Policy will be referred to in order to move forward after the fixed term period ends.

### 8 Exclusion

Dudley DCS (Directorate of Children's Services) policy is followed (see pupil exclusion manual which is kept in Head Teacher's office). There is no set pattern as to when exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually an exclusion results from escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviours exhibited in school. An exclusion may

## Behaviour Policy

be given for repetition of inappropriate behaviours. In some cases, where behaviour is very extreme an exclusion is likely to be given immediately. In this instance an adult with parental responsibility will be called to collect their child from school with immediate effect.

Dudley Primary Fair Access Protocol, which has been in place since September 2017, may be used to seek alternative provision in some cases.

Exclusions can be short term i.e. 1, 2, 3, 4 days at a time. A child may be excluded for a number of short-term exclusions. Work is always sent home with an exclusion leaflet and letter explaining the reasons for exclusion. On return to school at Lutley, the child is welcomed back by a Senior Leader (where possible). It may also be deemed appropriate for a child to return to school on a Reduction in Pupil Entitlement (RIPE) plan. This is a reciprocal agreement between parents and school. The purpose of a RIPE is to support a child to be successful in school as the time spent in school will be shorter. Once success has been experienced, our aim is always to support the child to return to school full time as quickly as possible.

At Lutley, exclusions are likely to be triggered by behaviours such as:

- Physical assault towards a teacher or other adult working with children
- Physical assault towards other children
- Health and safety issues to pupil involved and / or other pupils
- Repetition of inappropriate behaviour or severe disruption
- Gross defiance to all adults within school including refusing to co-operate with senior staff, Assistant Head teacher, Deputy Headteacher, Headteacher or Chief Executive Officer (CEO).
- If the behaviour continues the school may decide to utilise the Parenting Contracts developed by the LA.

### Permanent Exclusion

When issuing a permanent exclusion, the school follows DfE statutory guidance Exclusion for maintained schools, academies and pupil referral units in England (2017).

There is no set pattern as to when permanent exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually, permanent exclusion results from consistent breaches of the school behaviour policy over time or escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviour exhibited in school. However, in some cases behaviour is so extreme that permanent exclusion is issued immediately.

In such serious cases advice is sought and guidance followed from the Dudley Local Authority Exclusion officer. When a child is permanently excluded the Local Authority has a duty to find alternative arrangements for the permanently excluded child.

### Internal Exclusion

An internal inclusion may be issued for a variety of reasons and may include break times and/ or lunchtimes. A member of the Senior Leadership Team will issue internal exclusions and they will determine how long this will be for on a case-by-case basis.

## 9 Behaviour and Special Educational Needs (SEND)

Where there is an ongoing pattern of poor behaviour, disruption, anti-social behaviour and normal school rewards, and sanctions have minimal or no impact the following stages need to be followed:

### Intervention Strategy:

- Multiple behaviour diaries are often the trigger for Intervention strategies.
- Deputy Headteacher and SENDCo meet with parents where targets and provision are discussed and agreed. During this discussion a follow up date will be set to review any progress and agree next steps.
- Staff awareness – so that adults can observe and praise good behaviour as well as ensure that the approaches taken to address poor behaviour are consistent.
- Circle of friends/circle time may be used to create a supportive environment and to increase self-esteem.
- Regular involvement from a pastoral/behaviour mentor maybe used to support positive outcomes.
- Children may have an individual behaviour plan and be moved on to the special needs overview. Parents made aware that the child is on the special needs overview.
- Alternative provision may be explored which could include Reduction in Pupil Entitlement (RIPE) – this means that pupils would not be in school for parts of a day (eg mornings only). This is a reciprocal arrangement between school staff and parents.
- As well as the above, the SENDCo /school may need to draw upon specialist support and advice from external agencies, e.g. Educational Psychologist, Social Care, The Sycamore Centre Outreach Support, referrals to G.P. or CAMHS.
- Dudley Inclusive Pathways guidance document will be followed (appendix 1 and 2).

### Related policies

- Safeguarding
- Anti-Bullying
- Online Safety
- Special Educational Needs and Disability Policy

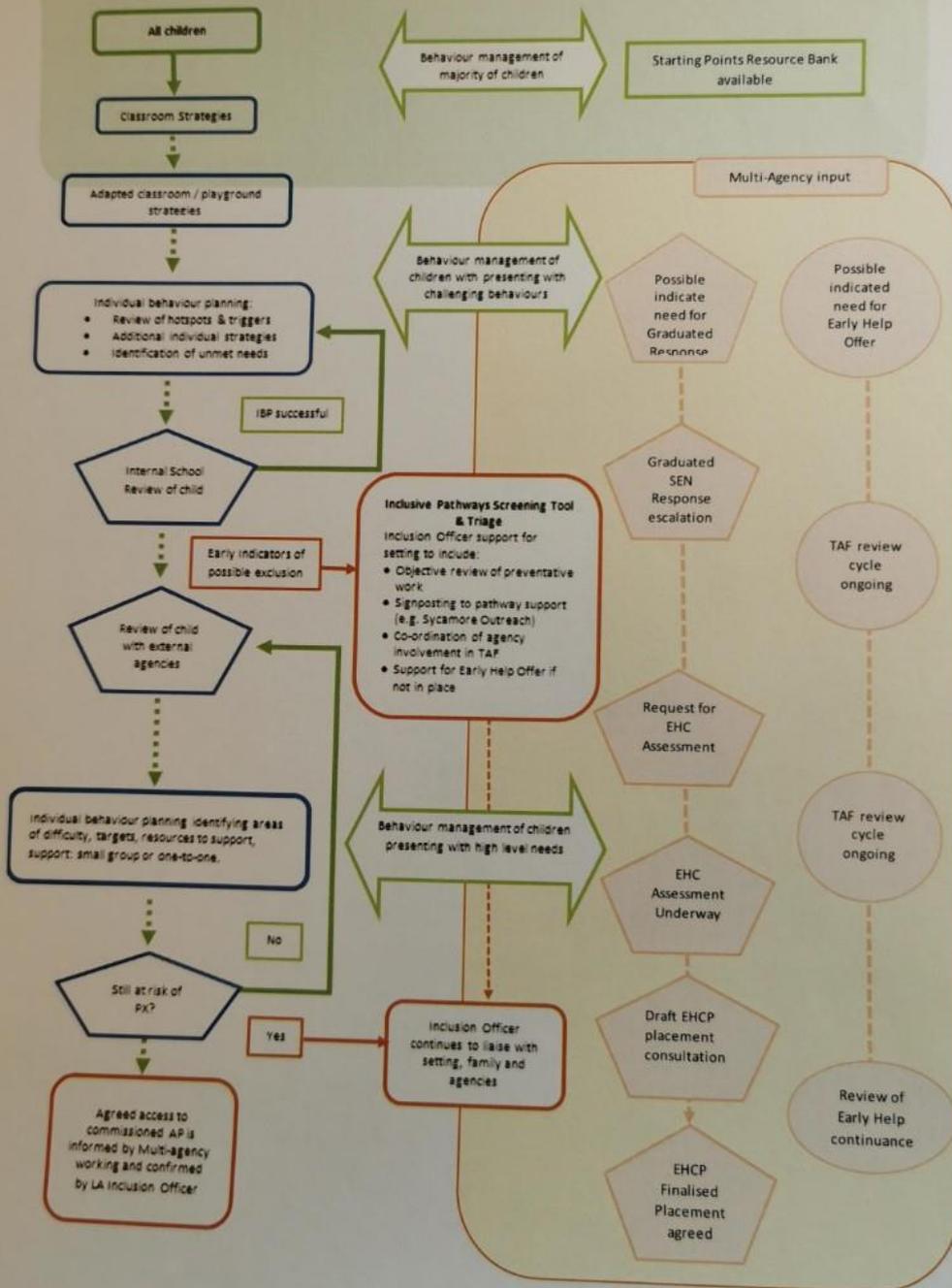
**This policy will be reviewed and updated on or before 1st September 2022**

Appendix 1 For children who do not have an Education, Health and Care Plan (EHCP)

Figure 1: Inclusive Pathways Flowchart

**Inclusion Flowchart**

A flowchart of actions for schools/settings & Dudley Local Authority to prevent permanent exclusion and ensure children's needs are met.



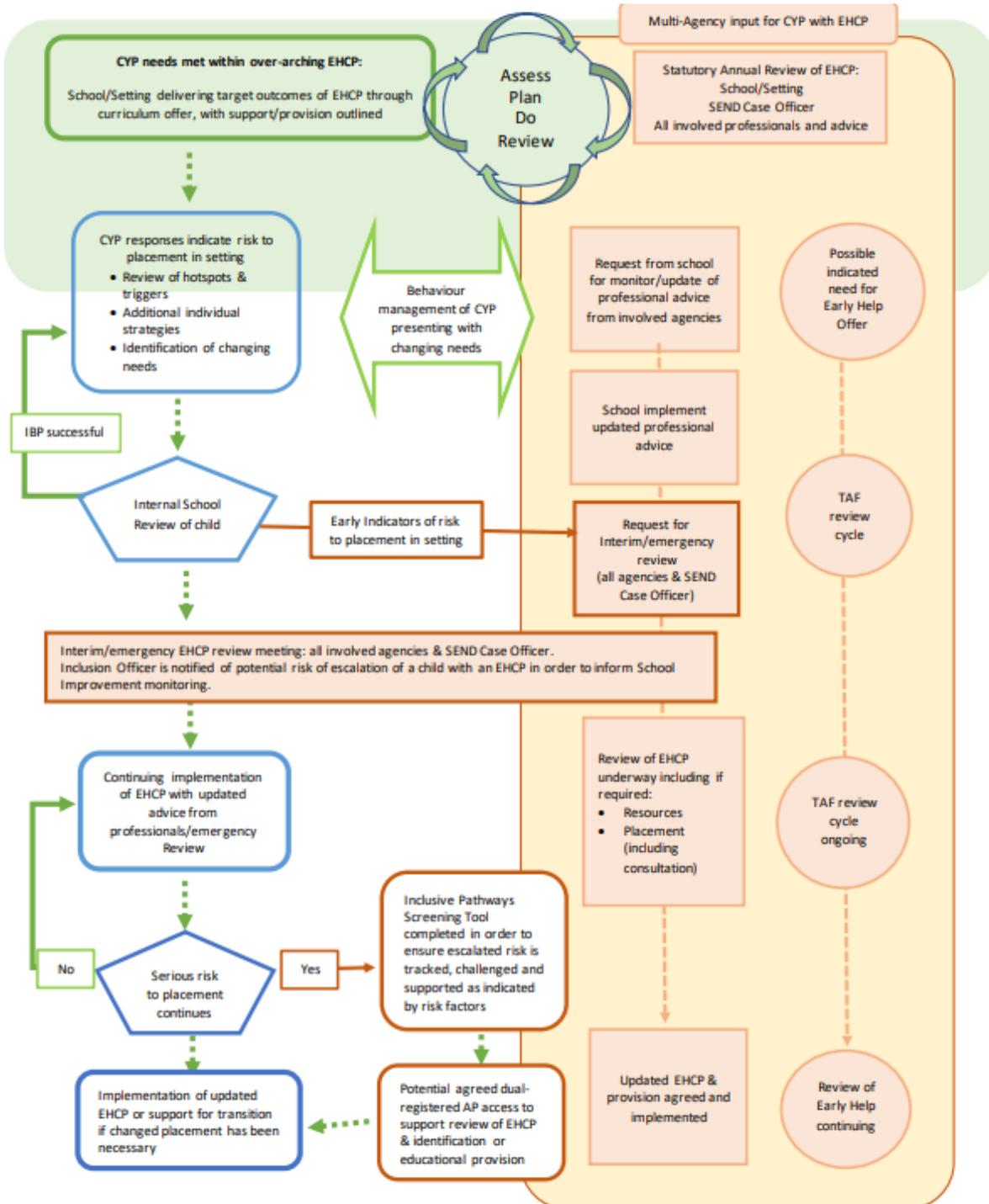
Appendix 2

Flow chart for graduated response for children who already have an Education, Health and Care Plan (EHCP)

Figure 2: Inclusive Pathways Flowchart :CYP with EHCPs

**Inclusion Flowchart and IP Screening Extension: CYP with EHCPs**

This flowchart combines Statutory Process and potential for Inclusive Pathways screening for CYP at risk of Exclusion. All settings are reminded that inability to meet need must not be a reason for Permanent Exclusion



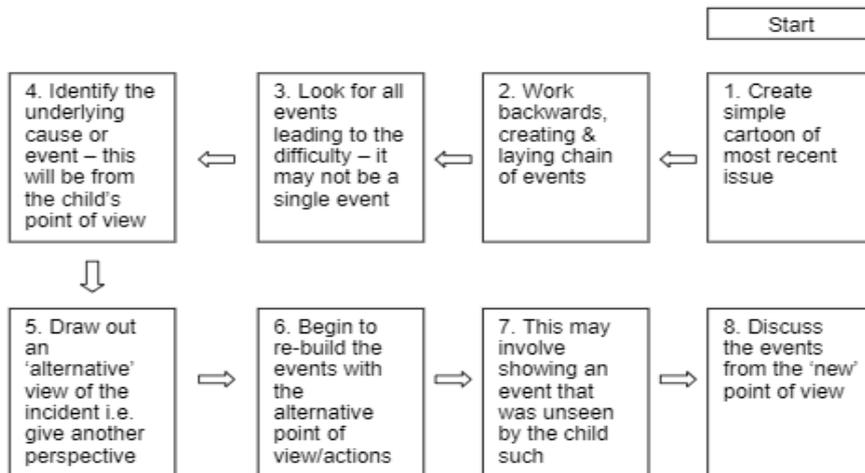
### Appendix 3

#### De-escalation Strategies

- C.A.L.M—communicate, awareness, assessment, listen and look, make safe
- Distraction
- Reassurance
- Lowering voice/ broken record—'I am here to help.'
- Allowing space
- Humour
- 7. Little challenge/ competition - 'I bet you can't....'
- Planned ignoring
- Time out
- Reminder of what success looks like
- Verbal advice and support
- Showing pictures/ not too many words
- Change of adult
- Rewards for doing the right thing / noticing a change in behaviour
- Emotion coaching—connect/ empathy
- Remove the class if children are in a potentially dangerous situation

## Appendix 4

## Back chaining



This is to be used with a child who may have difficulty in identifying the point at which a situation has gone wrong, or in identifying any perspective on a situation other than their own. Their perception of events may differ from those of other people involved in the incident, and therefore incidents, or reference to incidents may go on for some considerable time, furthering the breakdown of interaction with peers, and adding to the child's anxieties. If a student is having difficulty in understanding the events and interactions of a specific incident that has happened, and is causing distress use the back-chaining diagram above to support the child to explore the incident further.

Adult and student draw a simple picture of the current situation (e.g. child angry). On a separate sheet they draw the incident that directly lead to that anger. At this point, don't assume that this one incident had caused the anger.... Keep drawing pictures that go further back until a chain of events is established.

With the student, identify where in particular the chain has gone wrong (this may be a single episode or a series of episodes). Draw an alternative picture for what should/could have happened instead, in other words, redraw the incident from an alternate perspective, perhaps that of the other peer involved (this may involve actually drawing out a picture showing that an incident had been dealt with, but which the child did not necessarily see, such as another peer being sanctioned). From the pictures of the other perspective, draw out the alternative sequence of events that would have happened from then on. In this way, the child can see any situations that they perceive have not been dealt with, or in which they cannot identify their own actions as having an effect on events. They can also identify where a specific event could have been dealt with differently, and that a different course of events would have resulted. Keep the back chain (stick in a book as necessary), as it not only shows that an incident has been dealt with, but will also serve as a record of any incidents which are recurring and may need further intervention through strategies such as Social Stories. If necessary, keep the 'alternate' (modelled) outcome for future reference and file the back-chain in a 'finished' box.

Appendix 5

# Reflective Think Sheet



What happened? (Circle all the correct pictures)



wasn't following instructions



talking



wasn't on task



was disrespectful/silly



had a negative attitude



distracted others



wasn't ready/late



made a mess



was dangerous



bullying



was aggressive



was violent



damaged property



persistent negative



was inappropriate



other

Want to tell us more?

How were you feeling? (Circle the correct feelings)



bored/impatient



silly/giddy



angry



frustrated



sad



confused



troubled/a lot on my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

What were you thinking?





# Reflective Think Sheet



Who else has been affected

How might they be feeling? (Circle the correct feelings)

 bored /impatient	 silly/giddy	 angry	 frustrated	 sad	 confused	 troubled/a lot on my mind	 embarrassed
 guilty	 tired	 anxious	 stressed	 jealous	 hungry	 scared	 other

What could you have done differently?

How can we repair the damage?



Behaviour Policy

Appendix 6  
ABC sheet

ABC of  
BEHAVIOUR

Name



<b>Date and Time</b> Which lesson was the child in/ area?	<b>Antecedent</b> What happened before? (i.e any transition, factors at home)	<b>Behaviour</b> What was the behaviour?	<b>Consequence</b> How will you reflect on your practice and what way will you change?

Appendix 7 Example of a Behaviour Response Plan.



Dudley Educational Psychology Service

As the lesson begins:

- 1) Ask \*\*\*\*\* how he is feeling using visual supports
- 2) Go through \*\*\*\*\*'s Visual timetable for the day
- 3) Remind \*\*\*\*\* of the class rules.
- 4) Show \*\*\*\*\* his 'First and Then' board

If \*\*\*\*\* is distracting other people in the lesson:  
Give a verbal warning.  
Empathise with him then label the inappropriate behaviour  
e.g. *'I understand that you are angry, but it is not ok to shout at people.'*

Praise/notice \*\*\*\*\* for good behaviour shown:

- Good listening
- Good sitting
- Putting hand up to answer questions
- Asking for help
- Kind words

Reward with:

- 1) Smiles and verbal praise
- 2) Stickers
- 3) Golden book entry
- 4) Golden time

If \*\*\*\*\* throws objects, hits others or seems particularly distressed:

- Use guidance on **Team-Teach Risk Assessment**.
- Approach him from the side / reassure \*\*\*\*\* e.g. *'I understand that you are angry, but it is not ok to hit people.'*
- Keep language to a minimum/ make the environment safe for him and others.
- Direct \*\*\*\*\* to an identified safe space 'The Rainbow Room' (It may help him to hold an object in both hands)
- Use ***weighted scarf, chill out box or colouring*** to support \*\*\*\*\* to calm down. He may need to remove his jumper and have a drink of water.
- Once \*\*\*\*\* is calm, use '***child debrief cartoon***' to identify what happened and explain the consequence. Then draw a cartoon for a better solution for what happened.
- Incident to be recorded in **behaviour log** in class and shared with parents through **communication book**.

If \*\*\*\*\* cannot be directed to a safe space send the **RED Triangle** to gain assistance.

Team Teach trained staff to follow Risk Assessment

Once \*\*\*\*\* is in a safe space follow guidance in *italics* above. Incident to be recorded on Integris

# Behaviour Policy

## Appendix 8

### Emotion Scaling Tool

	Rating	Looks/Sounds/Feels Like	An Adult Can Help/I Can Try To
	5		
	4		
	3		
	2		
	1		