

Revised January 2022

Berrycoombe Positive Learning Behaviour Policy

Our behaviour policy can be summarised with this simple poster-

At our school we aim high with-

Being kind



- Be kind
- Listen
- Be respectful



Working hard



- Be resilient
- Be collaborative
- Be reflective
- Be resourceful
- Be independent

Dreaming Big



- Be imaginative
- Be enthusiastic
- Be positive
- Be creative

It is so important we put it on our jumper



Who aims high at our school?-

Everyone

- Adults
- Children
- Parents
- Even Toby the dog



Toby
Support Staff

Our Belief

We believe that every individual has the right to learn and no individual has the right to disrupt the learning of others.

For children to gain the most from their time at Berrycoombe Primary School they need to feel comfortable and secure. This policy clearly describes the framework for this to happen and sets out expectations for everyone within the school.

The focus of all behaviour interventions is on creating a positive learning environment, modelling positive learning behaviours and making these explicit to all stakeholders.

Ethos

It is everyone's collective responsibility to make sure Berrycoombe Primary School is a safe and effective learning environment. Underpinning this is our belief that-

"Every Child Matters. Every Moment Counts"

As part of this collective responsibility, it should be recognised that we all learn by mistakes. If we reflect on our mistakes we can then adapt our behaviours to help reach our intended goals. Therefore, it is imperative that Berrycoombe follows clear and consistent systems to promote Positive Learning Behaviours. These systems, although rigorous, must allow for children to make mistakes whilst being, wherever possible, offered a fresh start. Staff at Berrycoombe will strive to encourage curiosity in children whilst supporting them to understand responsibility and any consequence of their behaviour.

Purpose of This Policy

This policy has been written so that all stakeholders have clear and collective guidelines to follow whilst working at Berrycoombe Primary School. These guidelines make clear that staff must:

- Support children to become confident as individuals whilst understanding the importance of working in harmony with others
- Support children to develop a positive self-image and self-esteem
- Recognise that the large majority of children respond best to praise and encouragement
- Recognise that clear procedures and support networks need to be in place for when children become unable to behave well/positively

Aims and Expectations

Staff at Berrycoombe Primary School aim to encourage children to develop Positive Learning Behaviours that will enable them to achieve their full potential both at school and in the wider world. We often refer to these behaviour as Building Learning Power Behaviours (BLP). These are the behaviours and attitudes that underpin good learning.

It is expected that all staff will aim to:

- Encourage a happy, caring and hardworking atmosphere

- Create an ethos which values people as individuals in their own right
- Create an ethos which values all cultures and develops understanding of other ways of life
- Develop self-discipline, resilience and independence
- Nurture self-esteem within each member of the school community
- Encourage children to show courtesy, consideration and empathy towards others
- Develop the child's sense of responsibility and consequence
- Achieve a consistent and predictable approach to both praise and discipline
- Develop an active partnership with parents as a means of encouraging positive learning behaviour. Parents must be aware of the school policy and the standard of behaviour expected of the children
- Encourage collective responsibility for all children's behaviour and attitudes towards learning
- Create a consistently attractive, stimulating and well-ordered environment throughout the entire school building and grounds
- Closely involve the children in creating and taking responsibility for their learning environment
- Create a learning environment where parents feel comfortable

All staff that work in the school are expected to follow the school rules, model positive learning behaviour and make daily reference to positive learning behaviours so that every child can learn with minimal disruption.

All children are expected to follow the school rules and explore ways of modelling positive learning behaviour so that every individual can learn.

All parents/carers are expected to support the school's policy for the Promotion of Self Esteem and Positive Learning Behaviour. They will also ensure that their children arrive to school ready to learn.

Promoting Self Esteem, Positive Learning Behaviour and Independence

Staff at Berrycoombe are expected to help all children to feel special. They aim to create a 'can do...' culture and promote opportunities for children to receive praise. Staff believe that the process of promoting self-esteem and positive learning behaviour begins with the educator. It is therefore crucial that the educator is professional at all times and thoroughly informed about the group of children that they are leading. They must also understand how to implement the policy for the Promotion of Self Esteem and Positive Learning Behaviour.

Requirements for effective teaching	
Effective Educator Expectations	Key Characteristics
Create 'A can do' culture	Warm, predictable, consistent, authentic, empathetic, organised, prepared, Interested and curious.
Communication	Clear Instructions: Where children have to be at any given moment What children should be doing at any given moment How children can gain support or guidance When children are to change tasks and how to make a successful transition
Class Plan	Clear expectations Clear incentives Clear rewards Clear consequences
Differentiated and Personalised Curriculum	Differentiated tasks resources and objectives, personalised to thinking styles, specific needs and interests

When Educators adhere to Berrycoombe's Requirements for Effective Teaching, it is anticipated that children will respond positively to this and ordinarily be on task and absorbed in their learning. They will be demonstrating Positive Learning Behaviours.

Educators should always ensure that they are:

- warm and approachable
- clear when communicating and offer appropriate instructions
- authentic
- clear and consistent with boundaries
- predictable
- consistent
- empowering learners

Giving Praise and Constructive Feedback

Staff at Berrycoombe will endeavour to inform parents when a child has personally excelled in something. This could include demonstrating outstanding effort in class or home learning, attainment in their schoolwork, progress in behaviour, exceptional manners or kindness etc.

This is ideally shared first hand, with the child present often at the end of the day (KS1 parents and carers meet teachers on the door and at KS2 teachers accompany their class onto the playground). When this is not possible a phone call made to share the good news. Teachers will lead on this process. Teaching assistants and Key Workers can also instigate the sharing of good news but should ensure that their class Teacher is made aware. Children should be given opportunities to understand that positive learning behaviour can also be valued at home as well as at school.

For children who find it difficult to behave well or who have poor self-image it is important for us to find as many opportunities as possible throughout the school day to praise and offer them encouragement. Encouragement enables a child to begin to receive praise in the longer term. Not every child or individual will feel ready to receive praise immediately. Building trust and positive relationships is the key to developing children's ability to accept praise. Educators should capture examples of positive learning behaviour using displays or comments in books and ensure that the individual child is reminded of these concrete examples of good behaviour and positive learning attitudes. This will help them feel part of the collective goal and vision of Berrycoombe as well as feel good about themselves.

Capturing examples of Positive Learning Behaviour could include:

- Use of a class system of recognising good work or behaviour
- Continual praise and constructive feedback
- Displaying work in a professional and very high standard whenever possible
- Whole class assemblies including Circle time/show and tell to share positive learning
- Showing work to others - other children, other classes, other Teachers, Teaching Assistants, the Headteacher, in assembly, on the web site
- Giving children the opportunity to praise others
- Special duties
- Telling parents about special achievements (work or positive learning behaviour), either verbally or via a phone call

Educators MUST communicate to children:

- Where they have to be at any given moment
- What they should be doing at any given moment
- How to gain support or guidance
- When to change tasks and how to make a successful transition between the tasks

What to praise:

- Effort and/or Achievement (against the learning objective or personal goal) and Progress
- Improvement in work or behaviour

- Outstanding work or effort
- Consistency of work
- Positive attitude
- Particular helpfulness or consideration for others
- Adapting to challenges and overcoming personal barriers to learning - learning from mistakes
- Positively impacting on others

How to praise:

- A word of encouragement that is specific
- Movement up the good as gold board to platinum or diamond
- A written comment on a piece of work that is specific
- Showing work to another Educator, Teacher, Assistant Head or Headteacher (as well as Parents)
- Speaking personally to (or showing) parents/carers
- Telephone call home to parents/carers
- Writing to parents including comments on annual reports
- Being given a special responsibility
- Sharing achievement with the class or assembly
- Work displayed
- Stickers

The use of our Good as gold board should be a natural ongoing process used by all educators. It is an external reminder that praise underpins good behaviours for learning. The board should evidence many of the high profile positive interactions during a session.

Expectations for all Adults Interacting with Children

Do	Don't
Always look for examples of Positive Learning Behaviour	Look for trouble or be sarcastic
Praise, encourage, praise, encourage, whenever possible	Forget to praise and encourage
Value and respect what the children have to say- Validate their feelings	Undermine opinions and feelings
Reprimand the child's behaviour	Say the child as a person is at fault
Always remember that all children have feelings	Use sarcasm, ever
Listen in a calm way and make time for the children	Make them look stupid or ridicule them including during discussions with colleagues
Speak calmly, unless matching a child emotionally in order to establish empathy	Shout (unless absolutely necessary) or over react

Use reprimands and punishments as sparsely as possible	Continually tell children off or add names to naughty lists
Ensure the child can maintain self-respect	Shout (unless absolutely necessary) or over react
Be consistent and fair	Change the goal posts
Encourage the children to develop independence and encourage them to find their own solutions	Constantly do everything for the child without consideration
Constantly demonstrate a caring attitude	Ignore them or dismiss their ideas
Encourage the children to help and support one another	Let children put each other down
Always take a few seconds to think before tackling a difficult situation	Jump to conclusions
Analyse challenging behaviour	Don't personalize challenging behaviour
As adults treat each other with consideration and respect- Model the behaviours we expect from our children	Argue with colleagues or exhibit behaviour which we want to discourage in the children
Reprimand in private whenever possible	Humiliate a child in front of a group
Share concerns with a colleague and always be prepared to ask for help and advice	Bottle up worries
Ensure that there is a happy ending and that relationships are repaired when needed	Leave relationships unended and allow children to become worried over time

School rules

All our rules are made with safety and consideration for others in mind. All rules are discussed and agreed with the children. Our one main rule is that nothing should be said or done which will upset or hurt another person or cause damage to buildings, equipment or the environment.





Our school motto is always aiming high. At Berrycoombe this informs our rules in the following way-

Aim high with others - Listen, be kind and respectful

Aim high with work - Try your best use your BLP skills

Aim high Dream big- be enthusiastic and creative and positive

The rules are in place to ensure that every child can have the best access to education and to ensure that they thrive here at Berrycoombe.

Rewards and Consequences

We aim to promote good learning behaviour throughout our school by giving children who display positive learning behaviours a high profile in school. Rewards help to identify positive aspects of each child's behaviour and make them aware of their abilities and qualities and so build self-esteem.

Our School Rewards:

- Praise
- Platinum award on good as gold board with associated privileges- e.g. going out to play first
- Class Certificate- for specific milestones
- Diamond award of the Week Award
- Recognition in front of the group or class
- Display of children's work
- Stickers
- Certificates
- Recognition in whole school assembly Sharing examples of good learning
- Being asked to sit at the 'captain's table' for exceptional dinner hall behaviour

Our rules support positive learning behaviours

Learners	Which enables	Which prevents
Aim high with others - Listen and be kind	Children understand where they should be and what they should be doing	Talking out of turn Calling out Lack of concentration Interrupting others Not doing as you are told Hurting Kicking Punching Pushing Shoving Hitting Snatching Damaging Kicking doors Object throwing
Aim high with work - Try your best use your BLP skills	Children to reach their potential and be absorbed in their learning	Spoiling others enjoyment and learning Not showing my learning potential Poor presentation Untidy looking books
Aim high with yourself- Take responsibility look after our school and everything in it	Responsibility Self-control A learning environment that supports learning	Damaging equipment Leaving doors open Running through the corridor Being selfish Bumping in to others Being rude or hurtful Annoying others Upsetting others Swearing Littering

Records will be kept of children's positive and/or negative learning behaviours when appropriate. Children will track their behaviour using the good as gold board, reflection sheets and behaviour plans.

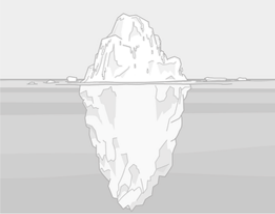
Some parents and teachers may also choose to share a home communication book to create a regular flow of written communication. This can help teachers and parents look for patterns in behaviour and note down any changes in routine or areas of concern/success.

Staff will always look to deal and resolve issues in house and not immediately involve the parents, however when a child has had significant time out of learning to reflect and resolve then the child's parents/carers will be informed.

Where a child has lost significant time to learning a member of staff will support the child through a process of reflection. They will look at: What went wrong? How could things have been different? What were the trigger points / setting factors? How could tomorrow be different? They will record the child's feelings whilst also looking to resolve the issue so that tomorrow becomes a fresh start. They will record this on a Reflection Sheet (See below) which will be collated by the nurture team and stored on the child's personal file.







Name..... Date.....

What behaviours did we see?







What was going on underneath?

How did you feel?

1	2	3	4	5	6
Angry	Cross	Insecure	Sensitive	Hopeful	Proud
Furious	Frustrated	Uneasy	Silly	Happy	Focused
Mad	Jealous	Disappointed	Surprised	Excited	Absorbed
Livid	Embarrassed	Scared	Hurt	Content	Relaxed
Outraged	Left out	Shy	Uncomfortable	Enthusiastic	Sociable
Exasperated	Tearful	Guilty	Nervous	Kind	Brave
Out of control	Annoyed	Cranky	Sensitive	Curious	Friendly

How did others feel?  What could we do differently? 

How can we make it better?  Consequences 

Adult Reflection (reflect and resolve)

What were the likely Triggers?	
Gen any of these, triggers be removed?	
What was different today for this child?	
What can we change for tomorrow?	
How can we ensure that the child can access their learning tomorrow?	
What can the teacher and TA do to ensure this?	

Transitions

The most effective educators manage transitions well. Some basic examples of transitions are:


- Moving from carpet to table activities
- Moving between one learning experience to another
- Moving between venues / rooms / learning spaces
- Going out to an event such as play time
- Coming in from an event such as play time
- Moving to lunch

- Entering / exiting the classroom / learning space etc.

Transitions and changes of activity can make people feel stressed and uneasy. Therefore, all transitions between key learning experiences must be well planned and show an awareness of the child's individual needs. Learners will benefit from being given a clear warning or countdown to change ahead of time. Other strategies could include the use of familiar music cues, visual timetables and /or timers.

Positive Learning Behaviour and SEN




Children with SEN will already have an IEP (Individual Education Plan). This will detail their goals and barriers to learning. All expectations around behaviour should take into account the IEP and be personalised in line with the individual child's needs. Teachers will personalise the delivery of expectations wherever necessary and may need to consider a behaviour plan (detailed below). The SENCo will also advise staff on how best to do this. Parents and carers should be invited to discuss this process so links can be made to routines and systems in the family home. Although children with SEN may require the expectations in behaviour to be communicated in a personalised way, the zones of behaviour remain in line with those of others. At all stages, the root of the behaviour and its trigger points or setting factors should always be explored in order to support the child to get back to demonstrating Positive Learning Behaviours.



This is me...

To support my behaviour the following can happen

	What that means
	What that means
	What that means

Going for gold targets   

What target am I going for?

Classroom targets	1. 2. 3.
Playground Targets	1. 2. 3.

If I achieve all my targets each day

I will get a going for gold point

I will get praise from my teacher and other staff

I could get praise from my family

I could get praise from my friends

I could get moved onto gold or even diamond in class

When I have 10 amazing days




I will get a visit to Craig

I will get to do my going for gold activity

I could get praise from my family

I could get praise from my friends

I could get moved onto gold or even diamond in

My Award   

However If I do not choose to behave appropriately then the following may/will happen if...

Behaviour	How I know I'm going wrong	What will happen
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Recording and Reporting

Behaviour incidents that occur can be recorded by all members of staff. Staff will record incidents on 'My Concern', an online tracking system which allows us to share information regarding incidents quickly as well as sharing information as well.

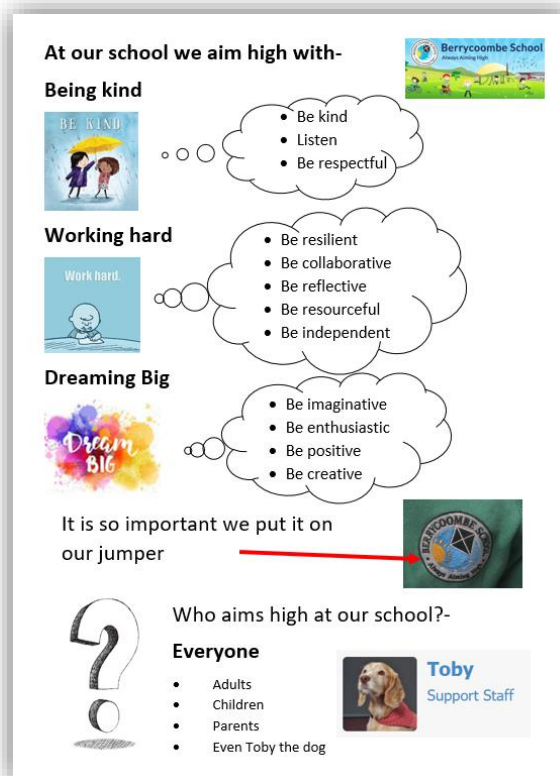
When recording an incident it is important to ensure that all individuals involved have been heard and their comments noted. Actions should be decided from this depending on the severity of the incident. Actions leading to consequences for the child can be decided by the class teachers or members of SLT, with the Head teacher having the overarching decision.

It is the responsibility of all members of staff to record incidents and share information with the appropriate colleagues.

Incidents are recorded and monitored by SLT. Any child who goes on Red is instantly recorded by class teachers. This is then monitored carefully with any patterns noted. If patterns of behaviour occur this is raised at an SLT meeting in order to gauge what support can be offered or if any other professionals need to become involved.

Classroom Rules










Classroom rules are important as they provide the framework within which relationships can develop and grow in a positive way. They should be generally consistent between classes but may well vary based upon needs within each class. It is important that class rules are established in joint partnership with class teacher and children at the start of every year. This should be displayed in the class and reviewed throughout the year.



Zone of Proximal Learning- Being in the right emotional place to learn

We encourage children to take ownership for their behaviour and in order to do this we train adults in managing, recognising and supporting children in controlling their emotions. Children are guided and encouraged from the adults in school to overcome the challenges they face in regulating their emotions in order to always be 'In the Zone'.

Children and adults refer to the 'In the Zone' chart when gauging their behaviour (See below).

ZONE	 1	 2	 3	 4	 5	 6
 What does this look like	Fight or flight Hurting adults Hurting children Damage	Violent outburst Verbal outburst Disengaged Disruptive	Over excited Annoyed Cross Disengaged Disruptive	Worried Unsure	Happy Content Enthusiastic Collaborative Determined	Relaxed Calm Focused Absorbed Reflective Creative
Adults can... 	Empathise CALM SOOTH Reflect and resolve Seclusion Personal behaviour plan		Positive- spot the good Choices Distraction and refocus Empathise Reflect and resolve Persevere (don't give up)		Notice Promote praise and celebrate Reflect and reinforce Maintain momentum Engage higher level thinking Reason/Analyse/evaluate/create	
Child can... 	Focus Breath Time out to calm		Manage distraction Acknowledge reflect share Imitate Recall Collaborate Listen to adult support		Absorption Focus Empathise and listen Model Reason/Analyse/evaluate/create collaborate	

The chart is a tool for both adults and children to use when they need to establish what zone they find their current behaviour in. Adults will refer to this every step of the way when talking to a child about their behaviour and how this changes. Adults should place emphasis on zones 5 and 6 ensuring that they always seek to improve the child's level of behaviour (moving up through the zones).

Severe behaviour

There are some situations where children's behaviour is so severe or persistent that removal from class is an appropriate strategy. For example-

- Continual refusal to follow adult direction
- Running around the school site and refusing to follow adult direction
- Significant acts of aggression
- Persistent and disruptive behaviour (see good as gold board and warnings)

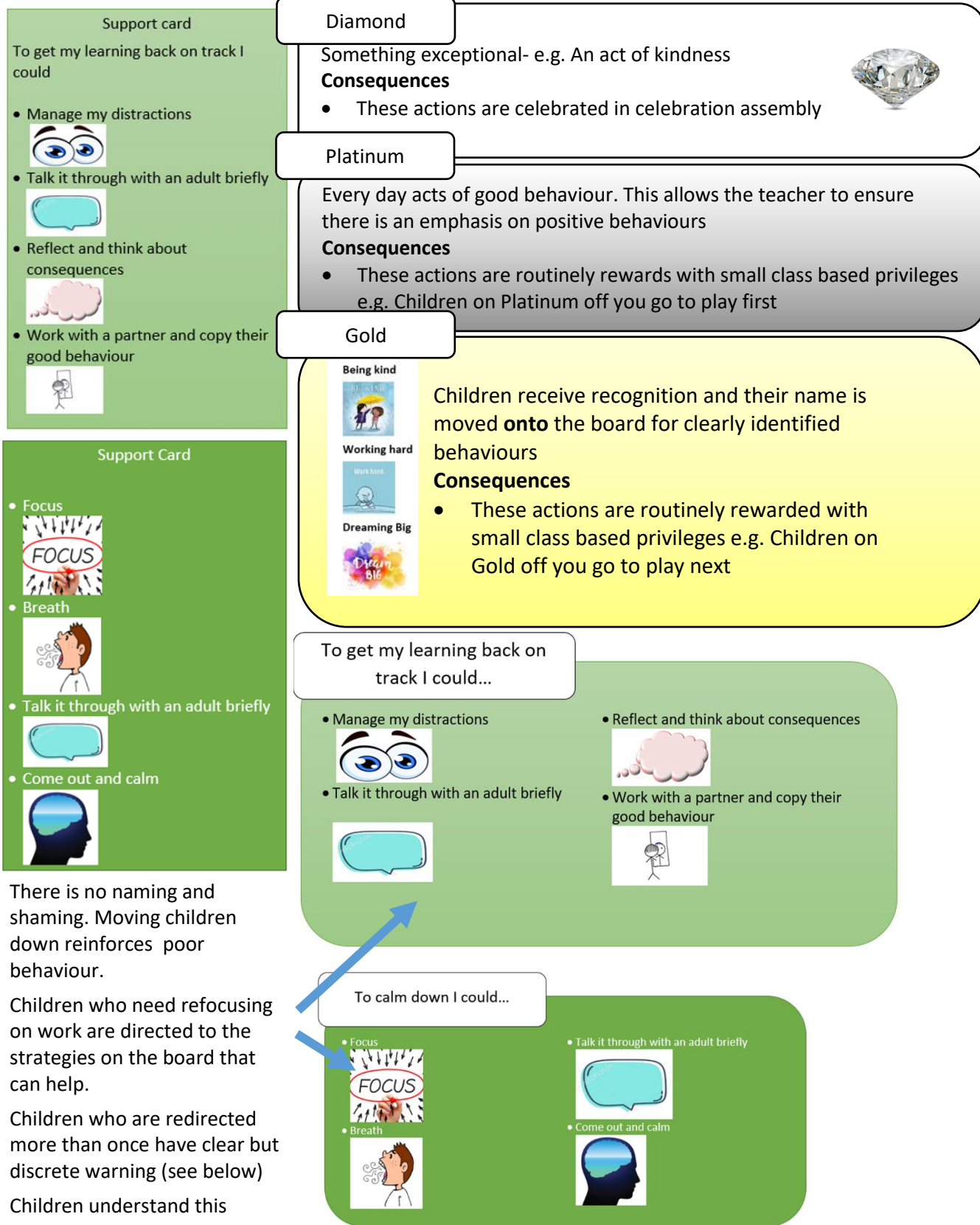
Behaviour that is considered severe and is having a serious effect on learning and/or safety will immediately be brought to the attention of senior members of staff. This will be considered to be in the 1-2 zone. This will lead to parents being contacted and relevant consequences issued.

Consequences of severe behaviour will be in line with the school behaviour scale (See below). This is in order from the bottom up:



Good as Gold recognition board

The Good as Gold Board is displayed in every classroom. This is the consistent approach to supporting children's behaviour across the school. The board works as follows:



There is no naming and shaming. Moving children down reinforces poor behaviour.

Children who need refocusing on work are directed to the strategies on the board that can help.

Children who are redirected more than once have clear but discrete warning (see below)


Children understand this consequence. It is to support.

Warnings



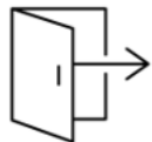
Warnings

The focus for behavioural intervention is positive however there are occasions where children need to be clearly signposted to where they are in relation to potential consequences. We use a discrete and clear warning system.

1. 

2. 

3.  + 

4. 

Prior to warnings- Connection before correction-
Identify problematic behaviour and ask the question 'Are you OK, is there anything I can do to help?'

All warning are discrete and addressed quietly to the specific child concerned to avoid shaming and the escalation of poor behaviour.

Warning and consequences broadly follow this pattern

1. **First Warning-** Positive redirection. I need you to stop XXX and begin to XXX. **Let's turn this around.** That is your first warning. (Appropriate take up time would be 5 minutes- Attempt to establish a positive connection with any adult in class e.g. You or TA drops in quietly to ask again the question 'Are you OK, is there anything I can do to help?')

No consequence

2. **Second Warning-** Positive redirection. I need you to stop XXX and begin to XXX. That is your second warning. (Appropriate take up time would be 5 minutes- Attempt to establish a positive connection with any adult in class e.g. You or TA drops in quietly to ask again the question 'Are you OK, is there anything I can do to help?')

Stay in 5 minutes to talk about issue at playtime/Lunchtime with class teacher

3. **Third warning-** Positive redirection. I need you to stop XXX and begin to XXX. That is your last warning. (Appropriate take up time would be 5 minutes- Attempt to establish a positive connection with any adult in class e.g. You or TA drops in quietly to ask again the question 'Are you OK, is there anything I can do to help?')

Stay in 10 minutes to talk about issue at playtime/Lunchtime with class teacher and then catch up on work

Warnings reset at lunch

4th incident- Child comes out of class and completes work in Hub supported by nurture team or class TA or member of SMT.

Restraint

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

Restraint 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 headteachers 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 strategies from this policy should be considered.

Our schools Physical Interventions 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.

Areas of responsibility

At Berrycoombe primary we recognise that behaviour is based on relationships. The relationships between class based educators (Teachers and TAs) and the children in the class are fundamental to long term positive learning behaviours. Wherever possible class based educator will manage behaviour. This may include diverting class resources such as TA time. This will have a long term **positive** impact on stability within a class as class based educators develop a deep understanding of their children and build warm effective relationships that support children and their learning.

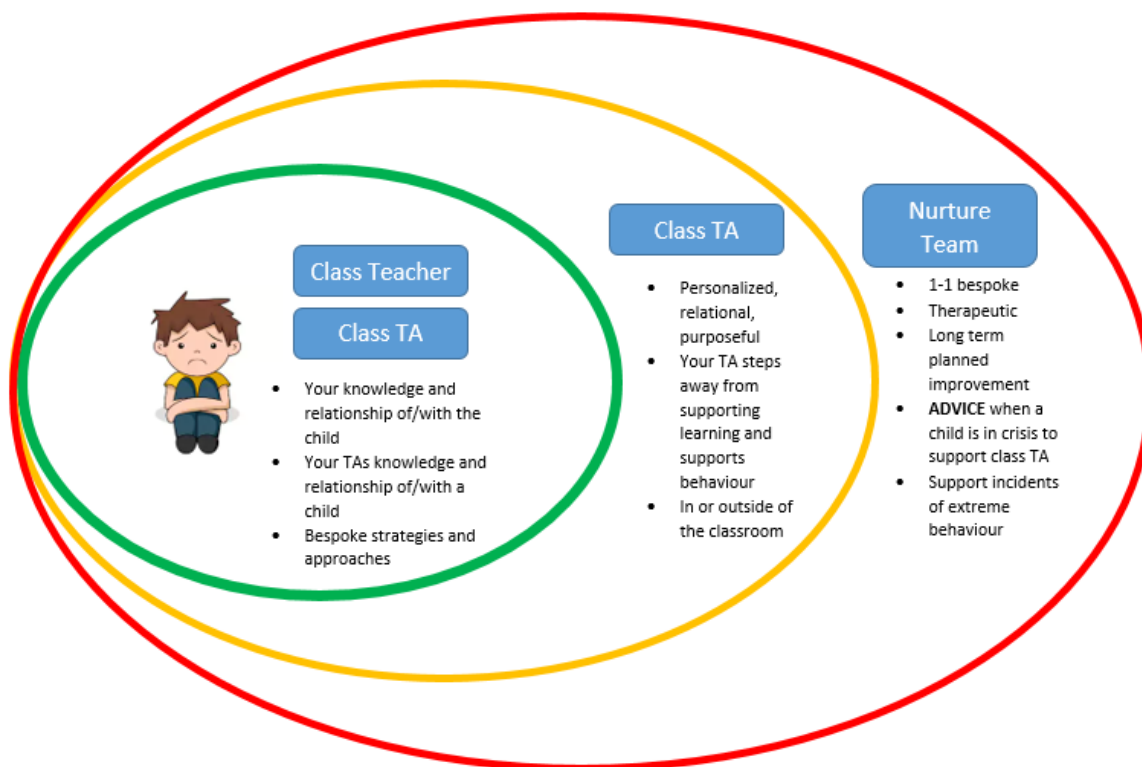
Allowing teachers to deliver quality first teaching is paramount. If a child is disrupting the learning of others they are a range of options.

- Allocation of these class based adults to work more closely with that child to focus them towards more positive learning behaviours
- Working out of class for a short time with the class based TA to settle and calm and focus them towards more positive learning behaviours. The THRIVE room or communal learning spaces or break out spaces provide a range of choices and options.
- In extreme instances the nurture team can be used to support and advise class based educators

Nurture Team

- Their role is to support and advise class based educators.
- Maintain a space and associated resources (Thrive room) to support children and their class based educators 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.






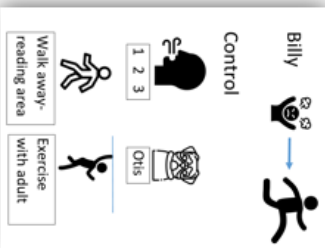





Summary of who supports a child and when



Use of Hub as 'Time in Space' to support sever and disruptive behaviour

Procedure for referral

Learning Hub internal referral and support process in event of an incident

Incident	Immediate response	Attendance in Hub	Preparing To Leave	Transition Back	Follow Up
<p>For example- Child regularly runs out of class</p> <p>Normal pro-active strategies have been ineffective.</p> <p>Need for consequence to reinforce boundary and expectation</p> 	<p>Immediately- Agree with Nurture team need for referral. Connect with child ask to come to learning Hub</p>  <p>If child refuses- 'NO'</p> <p>Phone home and ask parent to collect child and bring them into Learning Hub</p>  <p>Ensure parent Learning hub letter before end of day and is clear that they need to bring their child to the Learning Hub Door each day of attendance.</p> 	<p>Agree period of attendance at Hub- Behaviour lead (Michelle S)</p> <p>Teacher or TA brings work each session Connects with child. Explains work. Collects previous work.</p> <p>Builds rapport and connection (5 minutes)</p>  <p>Nurture team support completion of work.</p> <p>Day 1 no playground privileges</p> <p>Day 2 Playground privileges if work completed and engagement with Nurture team</p>	<p>Preparing to leave</p> <p>During attendance at Learning Hub child completes-</p> <p>Back to Class behaviour Plan</p> <p>Key individuals input-</p> <ul style="list-style-type: none"> • Child • Teacher • TA • Nurture Team <p>Simple and clear- Pictures if possible.</p> 	<p>Transition day back to class</p> <p>Parent brings child to class door</p>  <p>Teacher greets child maintains rapport and connection</p>  <p>Share back to class behaviour plan with adult and asks for any additional inputs or suggestions</p> 	<p>Follow up</p> <p>Class Teacher and TAs support with behaviour plan</p> <p>Build rapport</p> <p>Regular meaningful connections</p> <p>Nurture team visit and congratulate</p>  <p>Feedback to parents at end of day</p> 

Example back to class plan developed with practitioners therapeutically Supporting in Hub. Strategies to remain in class.

These can be developed and revised overtime (included example and 4th revision)

Back to class plan 1		
<div> <div>What I find hard about being in class</div> <div> <div>Looks like</div> <div>Feels like</div> </div> </div>		
<div> <div> <div>Maths makes me angry</div> <div>Noise</div> <div>Lesson too fast</div> </div> <div> <div>Stop working</div> <div>go under table</div> <div>Pressure</div> <div>angry</div> <div>alone</div> </div> </div>		
<div> <div>idea 1</div> <div> </div> <div>Nurture room to calm down and not be alone no pressure</div> </div>	<div> <div>idea 2</div> <div> </div> <div>Picture of home</div> </div>	<div> <div>idea 3</div> <div> </div> <div>Ear Defenders</div> </div>

Revised plan over time after addional input and support

Back to class plan 4



What I find hard about being in class			Looks like	Feels like
Work is hard	too noisy	Too fast		
Idea 1	Idea 2	Idea 3		
 Nurture room to calm down and not be alone no pressure Baby time 10 minutes to settle	 Calm down box Lego Colouring	 Quiet space to work 		
Time to think You need to come to the nurture room or we will have to go to the Learning hub			I'm giving you 5 minutes to think about what I have said and then it will happen	
			 5 minutes	





Example Parent/Carer letter for a child being internally excluded into the Hub.

Berrycoombe primary

Berrycoombe vale

Bodmin

PL31 2PH

Dear parent /Carer

I regret to inform you that your child has been regularly running out of class. We are very concerned about this behaviour as it is not safe and significantly impacting their learning. When out of class your child has been reluctant to engage with the nurture team which means supporting your child to resolve their worries and concerns about being in class has been difficult.

As of today and for the next XXX days your child will be taught in our learning hub. This is a specialist class run by a member of the nurture team.

During their time in the learning hub they will continue their class work which will be brought to them and explained at the beginning of each lesson by the class teacher or class TA.

While working in the hub they will be supported and taught by XXX from the nurture team. This specialist TA will also support your child to explore what has gone wrong and how we can work together in the future to manage being in class better.

During their time in the learning hub they will complete, with support from the nurture team and class teacher, a **Back to Class Behaviour Plan** which will clearly identify things they can do and strategies they can use to avoid running out of class in the future.

Because your child ran out of class, and we are concerned about their welfare and safety, we are asking you to bring your child directly to the learning hub at 9am each morning. The member of the senior leadership team on the front gate can direct you if needed.

Access to the playground at break time and lunch time from the learning hub will be limited tomorrow. If your child engages with their work and the support from the nurture team, playground privileges will be restored the following day. Return to class will take place after XXX successful days learning in the learning hub.

On the day your child transitions back into class I would ask that you accompany your child to their normal classroom door where the teacher will discuss their back to class plan and give you the opportunity to adapt or add anything you feel might be beneficial.

If you have any additional questions regarding the support being offered to XXX at this time please do not hesitate to ask.

Regards

Craig Robertson

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.

There are three types of exclusion:

Fixed term for 15 school days or less.

If a pupil is excluded for 15 days or less, parents have no right of appeal. However, the Discipline Committee of the Governing Body has a duty to listen to any representation a parent may wish to make, although they can not overturn any exclusion of less than 6 days.

Fixed term of 16-45 days

For fixed term exclusions exceeding 15 days and permanent exclusions, the clerk to the Disciplinary Committee must convene a meeting to consider the exclusion. (Including any amalgamation of more than 15 day exclusion in any one term.) The school remains responsible for setting and marking work during the exclusion process. When exclusions exceed 15 days the LA will liaise with the school to ensure educational provision is being provided, and will assist with these arrangements if necessary.

Permanent

A permanent exclusion means that a child is not anticipated to return to that school. During an exclusion of any length it is important that the child does not go into the school site at any time, unless invited for a Discipline Committee Meeting.

The decision to exclude a pupil from school for any length of time should not be taken in the heat of the moment. The Headteacher should ensure he/she has all the relevant facts and firm evidence to support any allegations made before making a decision.

When is exclusion appropriate?

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.