



Behaviour report to Governors

Jan 2020

Policy

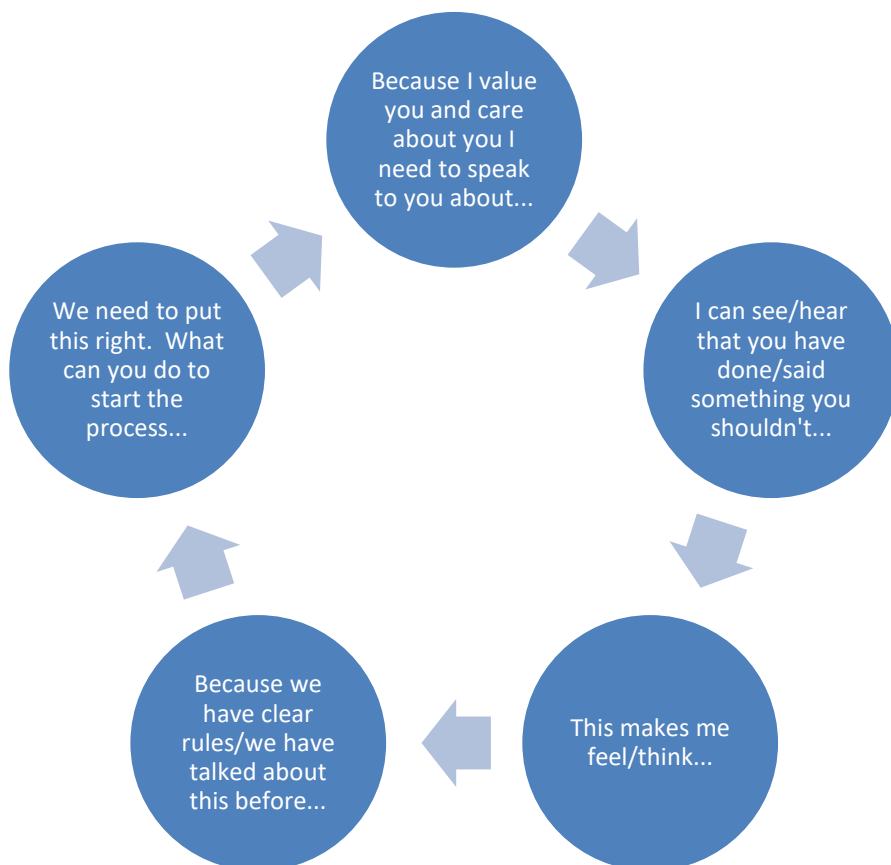
Some children who attend our school find it difficult to continually behave to the expected standard for a number of reasons. It is our job as adults to demonstrate the behaviours we wish to see as for many of our children, we are the main positive role model.

The policy focusses on identifying the positive behaviours we want to develop in the children and recognising these publicly using the school's 'Trackit Light' behaviour tool.

Where there are negative behaviours in school, children would move to either Amber or Red on the 'Trackit Light' and then at an appropriate time would be addressed through a restorative approach.

To support the staff in managing behaviour the school invested in high quality CPD that included restorative training with Paul Carlisle that also included positive handling training.

During the CPD, the power of relationships was discussed at length and when addressing negative behaviours all staff should use the restorative conversations framework below.





Behaviour in lessons

In our lessons we have high expectations of children's behaviour. We expect children to:

- *Give 100% effort so they always produce their best work*
- *To SLANT – **S**it up, **L**isten, **A**sk and **A**nswer questions, **N**od their head and **T**rack the speaker*
- *Wait for instructions before starting a task and then showing resilience to achieve success – Impossible is Nothing!*
- *To have meaningful conversations that are focused on learning*
- *To allow everyone in the class the chance to focus on their learning.*

Classroom behaviour is recorded using the on-line tracking system and then analysed/monitored by SLT in their weekly meeting. A clear flow chart of next steps are in place to ensure teaching staff, leaders and parents are clear on next steps, including consequences.

Playground equipment has been purchased for play times and the school have invested in CPD for all dinner staff on a restorative approach to supporting behaviour.

SENCO and Inclusion

Identification of specific needs are constantly undertaken and reviewed through a multi-agency approach by the SENCo, Inclusion team and outside agencies.

Any significant concerns with behaviours are logged on CPOMs and parents/carers are informed at the earliest point.

Where children have been recognised as exhibiting negative behaviours on a frequent basis, they are discussed during the school's weekly Inclusion Meeting. Ideas are formulated as part of the plan, do, assess, and review cycle with the aim of securing positive changes to the child's behaviour.

Through this strategy we are able to recognise when a child has a specific need and we have been successful in securing places either in our own Behaviour Provision known as Restorative Learning or at alternative and specialist provision in the local area.



Impact of these changes on behaviour

Classroom Behaviour

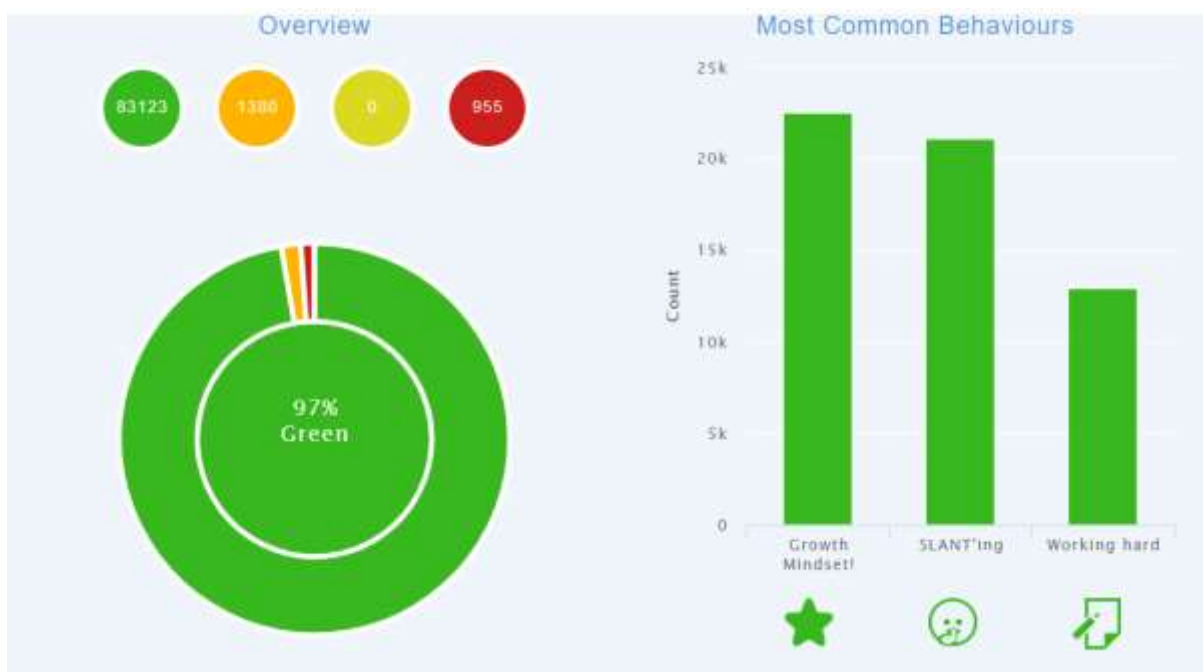
Behaviour in classrooms is overwhelmingly good. Poor behaviour is managed effectively, following the school policy. This is reflected in the 2018-19 Teaching Overview where under the 'Behaviour' section, 93% of staff were deemed to manage at a 'good' level, with 24% at an Outstanding level.

From the Autumn 2019 observation cycle, 93% of lessons (16/17) were judged by senior leaders to have at least 'good' behaviours, with some classes outstanding.

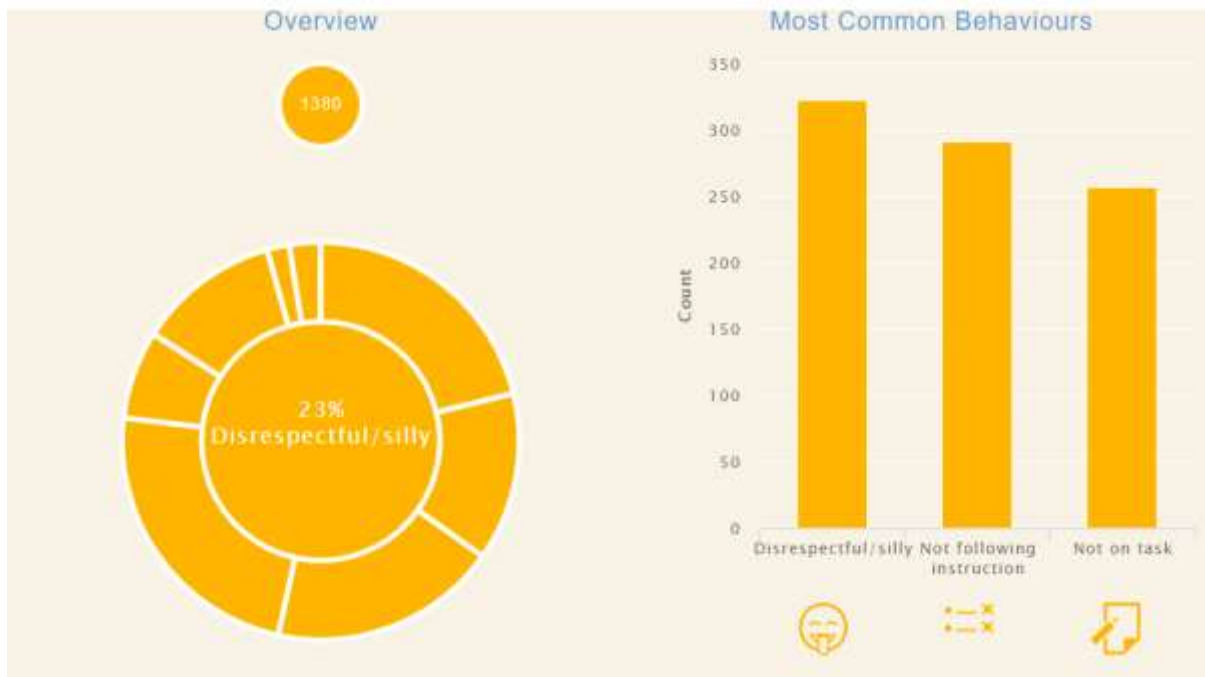
All children who have moved to Red on the Trackit Light system five times or more in a half-term have an IBP's that is developed with the child, inclusion team, class teacher and parents/carers.

Classroom Behaviour in Numbers

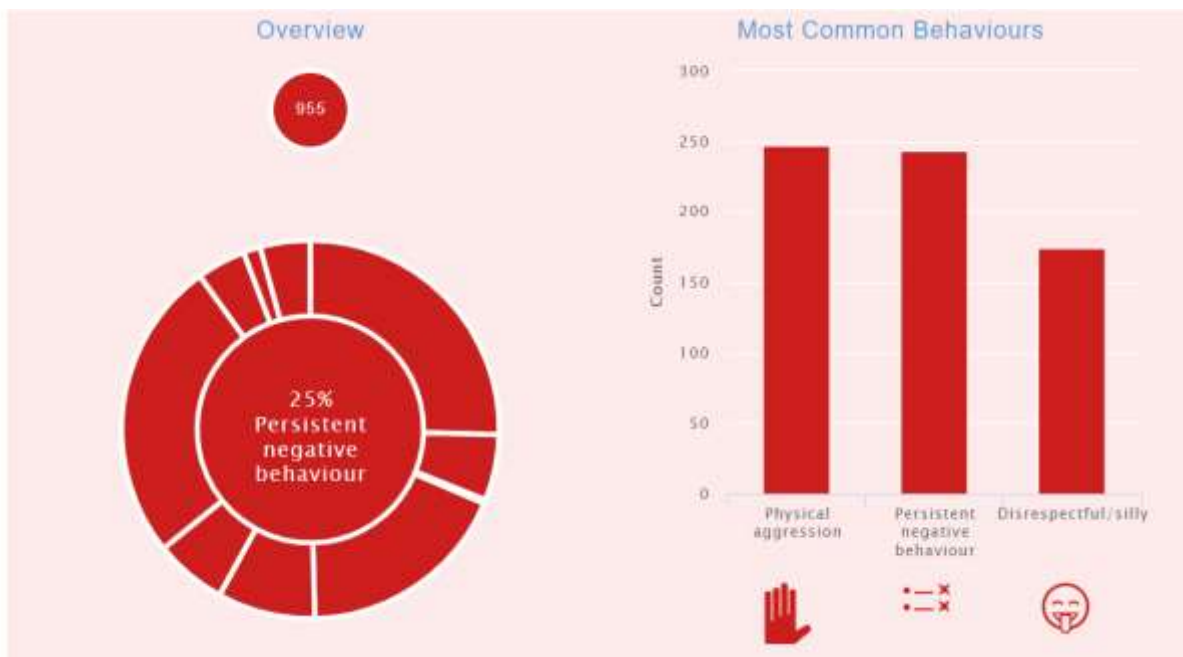
The charts below show the interactions between the teacher and children between 4th Sept 2019 and 28th Jan 2020. 97% of all interactions are positive with the over 22,000 being for recognising children having a growth mindset and 21,000 for SLANT'ing.



The chart below breaks down the behaviour interactions between the teacher and the child that resulted in the child moving to Amber. It is important to note that a child will have been given two very specific warnings prior to the move, naming the child, the behaviour and the behaviour we would want to see instead. Interactions that lead to Amber make up 2% of all behaviour interactions in class.



Finally, the chart below shows the behaviour interactions between the teacher and child that resulted in the child moving to Red. Interactions that lead to a child moving to Red represent 1% of all behaviour interactions in classrooms.



If we focus on specific year groups, we can see that the number of Amber and Red incidents are fairly consistent across the year groups with a spike in Year 5 which is reflected in the number of IBPs and children accessing Restorative Learning or alternative provision from that year group.

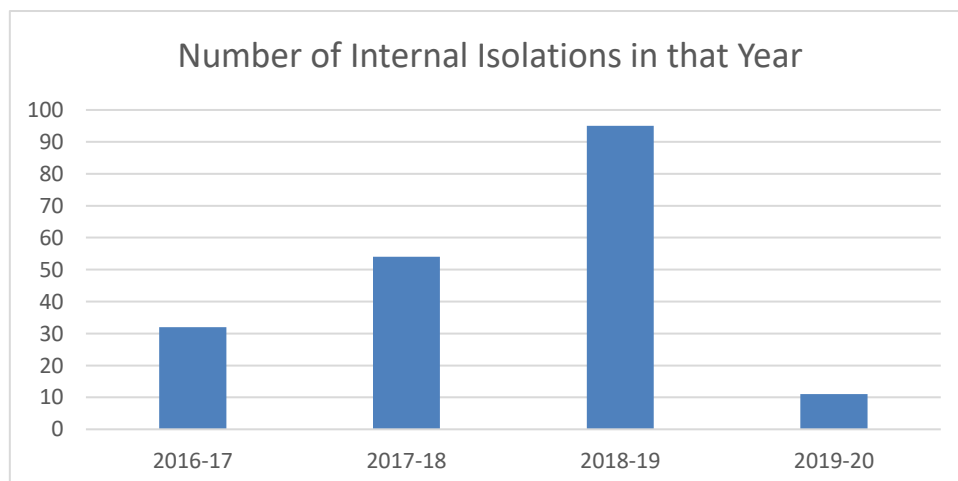


Internal Exclusions

There are times when children's behaviours fall below the standard we expect to such an extent that a period of time outside of the classroom is required. This is called, 'Internal Exclusion'. Behaviour that might result in an Internal Exclusion include:

- **Violence towards another person**
- **Bullying of any kind (racial, homophobic etc.)**
- **Vandalism to school equipment (Severe damage)**
- **Serious theft (electronic equipment, personal belongings etc)**
- **Serious inappropriate sexual behaviour**
- **Intentional personal comments to staff.**

In the past 4 years the number of Internal Exclusions looks like this:





Analysis of Internal Exclusions in 2018 – 19

The school takes the decision to place a child in internal exclusion seriously.

Ninety five occasions last academic year is almost double the previous year and almost 3 times more than the one before that.

If we focus on 2018-19, it is important to note that the ninety five occasions involve forty four children. Thirty four of these children received a Red on one or two occasions, leaving only ten children who received three or more Reds.

	Once	Twice	Three	Four	Five	Six	Seven	Eight	Nine
No of Children	25	9	2	3	1	1	2	/	1

The ten children who have been Internally Excluded three times or more are all vulnerable children who are either individually or as a family receiving support from school.

This support will always include:

- Individual Behaviour plans, which are updated and reviewed as appropriate
- An Individual Pupil Risk Assessment if the behaviours are harmful to either themselves or others.
- Time in the school's Restorative Learning sessions.

Furthermore the support might include:

- Family support provided for by the school's inclusion team
- Family support after a referral to The South Cluster or SCSW
- Behaviour support from the Area Inclusion Partnership
- Behaviour support from a period of time attending REACH
- The application for an Education Health Care Plan and access to a place on roll at a specialist behaviour unit.

Exclusion

There are times when children's behaviours falls so far below the standard we expect that a period of time away from school is required. This is called, 'Exclusion'. Behaviour that might result in an Exclusion include:

- **Serious violence towards another person**
- **Continuation of Bullying of any kind (racial, homophobic etc)**
- **Vandalism to school equipment (considering the severity)**
- **Continuation of serious inappropriate sexual behaviour**
- **Where the good behaviour of the school community is threatened by the continued poor behaviour from a child at school.**



2017-18	2018-2019	2019-2020
Yr6 Boy 3 occasions = Total of 15 days (Managed Move Complete)		
Yr3 Boy 2 occasions = Total of 10 days (Went to REACH then to Specialist Behaviour Unit)		
Yr3 Boy 1 occasion = Total of 1 day (Reintegrated)	Yr4 Boy 3 occasions = Total of 11 days (At Cultivate then Reintegrated)	Yr5 Boy 1 occasion = Total of 2 days (At REACH)
YrR Boy 1 occasion = Total of 2 days (Bespoke Provision in School)	Yr1 Boy 2 occasions = Total of 15 days (Restorative Learning)	
Yr6 Girl 2 occasions = Total of 10 days (Referred to REACH then to Specialist Secondary)		
Yr5 Girl 1 occasion = Total of 3 days (Reintegrated with a 1:1 Behaviour Worker)	Yr6 Girl 3 occasions = Total of 13 days (CLA Placement broke down – Moved school)	
Yr2 Boy JC 3 occasions = Total of 9 days (Went to REACH reintegrated back to school)	Yr3 Boy 2 occasions = Total of 10 days (Elective home education - now at REACH)	
Yr4 Boy 2 occasions = Total of 8 days (Attended Cultivate reintegrated back to school)	Yr5 Boy 1 occasion = Total of 5 days (Attended Restorative Learning reintegrated to school)	Yr6 Boy 3 occasion = Total of 10 days (In Restorative Learning now at REACH)
YrR Boy 4 occasion = Total of 20 days (Bespoke Provision in School)	Yr1 Boy 3 occasions = Total of 13 days (REACH waiting a place at Specialist Behaviour Unit)	
Yr2 Boy 1 occasion = Total of 3 days (Cultivate reintegrated to school now at REACH)		
Yr4 Boy 1 occasion = Total of 2 days (Reintegrated successfully to school)		
	Yr1 Girl 1 occasion = Total of 5 days (Bespoke Provision in School)	Yr2 Girl 2 occasion = Total of 6 days (Bespoke Provision in School – referred to REACH)
	Yr1 Boy 4 occasions = Total of 8 days (Bespoke Provision then REACH reintegrating to sch)	
	Yr6 Boy 1 occasion = Total of 4 days (Behaviour 1:1 then transition to Secondary School)	
	Yr5 Boy 1 occasion = Total of 3 days (Reintegrated successfully to school)	
		Yr2 Boy 4 occasions = Total of 9 days (Restorative Learning reintegrating back to school)
		Yr5 Boy 2 occasions = Total of 4 days (Referred to CAMHS – In Restorative Learning)
21 fixed term exclusions 83 days	18 fixed term exclusions 72 days	11 fixed term exclusions 41 days



Since 2017-18, the school has dealt with a small cohort of children who were displaying challenging behaviours that were endangering themselves, other pupils and, on occasion, staff.

Before any fixed-term exclusion process took place, the school sought advice from the Area Inclusion Partnership and other external agencies to ensure that the correct decisions were reached and the needs of these children were being met effectively.

The balance between the school's restorative approach, Restorative Learning and the belief that all children can succeed and the need to have a well ordered, calm school where all children felt safe and able to learn, meant that decisions to exclude have never been taken lightly.

Over time the decisions to exclude have proven to be in the best interests of the child as many have gone on to Specialist Provision or are awaiting a place due to the difficulties they have behaving in a mainstream setting.

Bullying

Bullying is a zero-tolerance behaviour in our school. In all instances of bullying, a serious incidents form will be completed and the Headteacher will keep a record in his office.

The table below shows the number of incidents and the type of bullying that took place in the previous years.

