

SUAT Policy	Behaviour					
LGCS Appendix	LGCS Positive Behavioural Interventions and Support (PBIS) and Rewards Policy					
Approved by	CEO/LAC	Issue Date	Mar 20	Review Date	Mar 2022	
Audience	Trustees	✓	Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	✓

This appendix includes:

- amendments to the SUAT policy that have been approved by Trustees/ LAC
- specific practices and/ or procedures that are used in LGCS
- additional information relevant to LGCS

## Positive Behavioural Interventions and Supports Policy

### Rationale

Positive Behavioural Interventions and Supports (PBIS) is an approach that Littleton Green uses to improve school safety and to promote positive behaviour. The primary goal of PBIS is to improve the effectiveness, efficiency and equity of the school by improving social, emotional and academic outcomes for all students. PBIS is a framework the school uses to encourage good behaviour by helping students learn about behaviour in the same way as they learn curriculum subjects.

### Key Principles

- Every child can learn expected standards of behaviour
- Early intervention can prevent more serious behaviour problems from developing
- Each child is unique and school needs to provide different kinds of behaviour support to meet those unique needs
- Teaching behaviour in schools should be evidence based
- Following each child's behavioural progress is important
- Schools must gather and use data to support their actions and decisions about behaviour problems

### Background

At Littleton Green, we believe our aim is to help students pursue academic, social and lifestyle successes. However, achieving these expectations can be frequently hampered by disruptive problem behaviour. Some students will present challenges to the school environment that are very different to the majority of students. Multiple initiatives compete and overlap and school processes are often inefficient and ineffective. School attempts to respond to the challenges of disruptive and problem behaviour often results in an over-reliance on the use of aversive and exclusionary consequences. For example, teachers respond to deteriorating problem behaviour by increasing the use of verbal reprimands, loss of privileges and exclusionary consequences. If, as is often the case, student behaviour does not improve, the school increases the frequency and severity of reactive interventions.

This over-reliance on reactive and aversive management techniques is a somewhat predictable outcome, because they provide school personnel with immediate reductions in, or removal of, the problem behaviour. The experience of achieving these reductions in and relief from the problem behaviour means that staff are more likely to use these aversive management strategies when future problem behaviour occurs. This frequently develops into a classic cycle of negative reinforcement. Unfortunately, the reductions are temporary in nature; the problem behaviour most usually recurs often at higher rates and in more intensive forms and tends to be least effective for students with the most severe problem behaviours. Justification for continuing to use reactive and aversive responses is commonly based on the ill-informed assumption that some students are 'inherently bad' and that there must be consequences (punishment) for bad behaviour.

There is evidence that a punishing school climate can provide setting events which can provoke problem behaviours. For example, it can increase antisocial behaviour, cause deterioration in student / teacher relations, damage social climates and lower academic achievement.

### **PBIS – Implementation Levels:**

**Individual Student** – There is intensive and individualised behavioural intervention (using functional behavioural analysis) for students who are unresponsive to school-wide primary interventions.

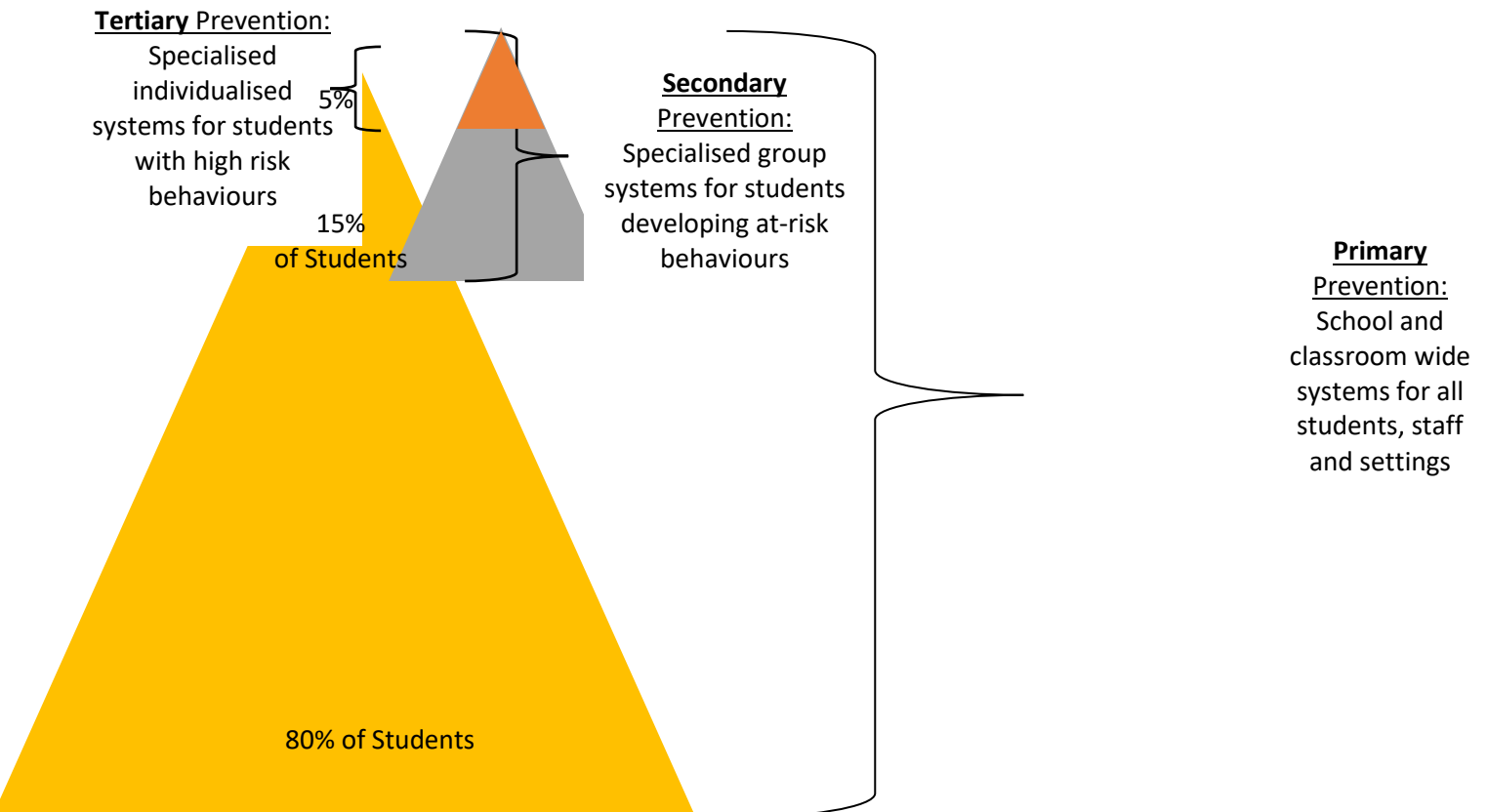
**Classroom** – There are expectations, routines, structures, and practices for presenting the curriculum and for managing the social climate of classroom environments that serve as the basis for individual student behaviour support.

**School-wide** – There are behavioural expectations and supports for all students and staff, across all school settings that together serve as the foundation for classroom and individual student behaviour support.

**Governance** – There are specialised behavioural supports, organisational leadership, and implementation resources that together serve as the foundation for effective implementation.

## PBIS

### Positive Behavioural Intervention and Supports - The Three Tiered Approach to Prevention:



- **Primary Prevention** – focuses on preventing the development of new cases of challenging behaviour by focusing on all students and staff across all settings, i.e. schoolwide and Governance levels.
- **Secondary Prevention** – focuses on reducing the number of existing cases of challenging behaviours by establishing efficient and rapid responses to problem behaviour, classroom and non-classroom settings.
- **Tertiary Prevention** – focuses on reducing the intensity and/or complexity of existing cases of challenging behaviour that are resistant to Primary and Secondary prevention efforts, by working with individuals.

The three-tiered preventative approach focuses on removing setting events that increase the likelihood of problem behaviour and adding setting events that increase the likelihood of appropriate behaviour.

Sustainability requires an effective systems approach within the school that has three basic features:

**A Common Vision** - The school has a mission, purpose, or goal that is embraced by all staff and serves as the basis for decision making and action planning.

**A Common Language** - The school establishes a means of describing its vision, actions, and operations so that communications are informative, efficient, effective, and relevant to staff members.

**A Common Experience** - The school is defined by a set of actions, routines, procedures or operations that are universally practiced and experienced by all members of staff and that also includes a data feedback system to link activities to outcomes.

### Positive Behavioural Intervention and Supports:

At LGCS there is a three-tiered framework of PBIS which includes strategies for identifying and teaching expectations, acknowledging appropriate behaviour and responding to inappropriate behaviour using school-wide behavioural data. Appropriate supports for staff are provided and include leadership teams, supporting policy, coaching and implementation monitoring. At a school-wide level praise and encouragement in and out of lessons should be used as much as possible.

- Favourable comments should be entered on pieces of work, (see Marking Policy)
- School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment Policy).
- Recognition can be given to success in Praise Assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children’s work should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Principal is recommended for special commendations.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Line Leaders Ambassadors, Librarians etc.
- Stickers can be awarded by teachers for good work and / or behaviour.

**I Am Purple-Dojos: School-wide reward system -**

At LGCS, all children and adults strive to be ‘PURPLE’ (Proud, Unique, Reflective, Loving, Positive and Empowered). Children receive dojo points when they demonstrate these values and behavioural expectations. A weekly Purple Praise assembly is then held in which the child who has received the most DOJO points for that week from each form group is rewarded with a Purple Postcard. The following matrix identifies the school-wide behavioural expectations which DOJO points should be awarded for (a maximum of 1 dojo each time). The success of any token economy largely depends on the consistency of its application. To achieve this thorough staff training and supervision is essential as many token economies fail exactly on this point. When, according to the system, a student deserves tokens, he/she should get them, even if a staff member judges he/she doesn’t deserve them.

PURPLE Behavioural Expectations Matrix:

	Transition	Dining Room	Playground	Learning Spaces
PURPLE is being <b>SAFE</b>	<ol style="list-style-type: none"> <li>1. Always walk quietly, keeping to the left.</li> <li>2. Be mindful of others, staying in your own personal space.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stay sitting down whilst you are eating.</li> <li>2. Eat your own food.</li> </ol>	<ol style="list-style-type: none"> <li>1. Keep safe by keeping seen.</li> <li>2. If you are worried about someone, tell an adult.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make sure an adult knows where you are all of the time.</li> <li>2. Stay in your personal space.</li> </ol>
PURPLE is being <b>RESPONSIBLE</b>	<ol style="list-style-type: none"> <li>1. To be on time, go straight to where you are supposed to be.</li> <li>2. Keep all areas tidy at all times.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear away everything correctly.</li> <li>2. Use your cutlery appropriately.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use all of the equipment correctly.</li> <li>2. Be a good friend to others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make sure our learning space stays tidy.</li> <li>2. Be ready to learn.</li> </ol>
PURPLE is being <b>RESPECTFUL</b>	<ol style="list-style-type: none"> <li>1. Stay in an orderly line when moving around.</li> <li>2. Hold doors open for others and use good manners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use your manners at all times</li> <li>2. Use in-door voices</li> </ol>	<ol style="list-style-type: none"> <li>1. Kind hands, kind words.</li> <li>2. Listen to others and take turns.</li> </ol>	<ol style="list-style-type: none"> <li>1. Treat everyone nicely.</li> <li>2. Work collaboratively when you are learning.</li> </ol>

**Attendance:** At LGCS we recognise the link between good attendance and good behaviour. Consequently, the class, who achieve the highest attendance in the school each week, will be rewarded with a bonus ‘Purple Time’ session.

**Class Reward System: ‘The Purple Prize’** - all classes will work towards a reward called the Purple Prize awarded at the end of each block. This prize will be awarded if the class hits their DOJO target for the block.

**Primary Prevention - Classroom Level Positive Behavioural Intervention and Supports:**

Social skills are taught in the same way as academic skills and the prevention / reduction of problem behaviours is addressed by teaching functional replacement behaviours. At the school wide level, the focus is on defining, teaching and encouraging school wide expectations. For students who are at risk of social failure instruction is active and focused on “core” skills, often within pre-defined curricula. For students who are at high risk of social failure, specific social skills are taught based on functional behavioural assessment of problem behaviours.

Classroom level PBIS is linked to the school-wide framework and consists of eight intervention and support areas:

<b>1. Classrooms are physically designed to meet the needs of all students</b>	
<b>Expectations</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>Classroom design allows the most typical instructional activities (e.g. small groups, whole group, learning centres)</li> <li>Furniture arrangement allows for smooth teacher and student movement</li> <li>Materials are neat, orderly, and ready for use</li> <li>Displays support content and learning strategies (e.g. word walls, steps for the writing process, maths/literacy learning walls, WAGOLLS)</li> </ul>	<ul style="list-style-type: none"> <li>Is your classroom layout designed according to the type of activity taking place? Eg Tables for centres, separate desk for independent work, circle area for group instruction</li> <li>Can the pupils/teachers access the equipment easily?</li> <li>Do you have a seating plan?</li> <li>Can you see all students?</li> <li>Can all student see the board and you?</li> <li>Is the classroom too hot/cold/light/dark?</li> <li>Do children know where to hang their coats, store their bags? Are these clearly labelled?</li> </ul>

<b>2. Classroom routines are developed, taught and predictable</b>	
<b>Expectations</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>Establish predictable patterns, timetables and activities</li> <li>Promote smooth operation of classroom</li> <li>Outline the steps for completing specific activities</li> <li>Teach routines and procedures directly and practice regularly</li> <li>Recognise students when they successfully follow classroom routines and procedures</li> <li>Create new routines and procedures for the most problematic areas or times</li> <li>Promote self-managed or student-guided schedules and routines</li> </ul>	<ul style="list-style-type: none"> <li><u>Establish routines and procedures for:</u></li> <li>Did you meet and greet your class?</li> <li>Do children know what to do when entering the room? (every time-not just during morning registration)</li> <li>Do children stand behind chairs, have carpet spaces?</li> <li>Do children know what happens between lessons?</li> <li>Do children know how to access help?</li> <li><i>Do children know what to do when work is completed?</i></li> </ul>

<b>3. School rules are taught, displayed and defined explicitly</b>	
<b>Expectations</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>Adopt the three positive school-wide expectations as classroom expectations</li> <li>Expectations should be observable, measurable, positively stated, understandable, and always applicable</li> <li>Teach expectations using examples and non-examples and with opportunities to practice and receive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Are the school rules displayed in class room? Be PURPLE by being: Safe, Respectful, Responsible</li> <li>Define for each classroom setting or routine: – i.e. Being safe means hands and feet to self during transitions – Being safe means using all classroom materials correctly</li> <li>Teach/Model expected behaviours-Develop engaging lessons to teach the expectations – Regularly refer to</li> </ul>

<ul style="list-style-type: none"> <li>• Consider involving students in defining expectations within classroom routines</li> <li>• Obtain student commitment to support expectations</li> </ul>	expectations when interacting with students (during prompts, specific praise, and error corrections)
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<b>4. Classroom staff use prompts and active supervision practices proactively</b>	
Expectations	Examples
<ul style="list-style-type: none"> <li>• Monitor your setting, move around (change seats or working position), scan (visual sweep of learning space) and interact with pupils frequently (specific verbal feedback)</li> </ul>	<ul style="list-style-type: none"> <li>• Do you move around the room during lesson?</li> <li>• Have you marked work during the lesson?</li> <li>• Have you scanned the classroom to be sure other students are still on track?</li> <li>• Have you given frequent positive feedback as students successfully complete the transitions, work and tasks given?</li> </ul>

<b>5. Classroom behaviours provide High Rates and Varied Opportunities to Respond</b>	
Expectations	Examples
Lesson will include: <ul style="list-style-type: none"> <li>• <b>Individual or small group questioning</b> – Use a response pattern to make sure that all students are called on</li> <li>• <b>Choral responding</b> – All students in a class respond in unison to a teacher question</li> <li>• <b>Non-verbal responses</b> – Response cards, student response systems, guided notes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual or small group questioning</b> – Are the lollipop sticks set up for your class? Do you use class dojo to select pupils?</li> <li>• <b>Choral responding</b> – Do students read a morning message out loud together? Do teachers use: “I say you say”?</li> <li>• <b>Nonverbal responses</b> – Do children use thumbs up if you agree with the character’s choice in our story? Hands up if you need this re-explaining?</li> </ul>

<b>6a. Classroom Staff Use Behaviour Specific Praise</b>	
Expectations	Examples
Verbal statement that names the behaviour explicitly and includes a statement that shows approval <ul style="list-style-type: none"> <li>• May be directed toward an individual or group</li> <li>• Praise should be provided soon after behaviour, understandable, meaningful, and sincere</li> <li>• Deliver approximately five praise statements for every one corrective statement</li> <li>• Consider student characteristics (age, preferences) when delivering behaviour-specific praise, and adjust accordingly (e.g., praise privately versus publicly)</li> </ul>	<ul style="list-style-type: none"> <li>• Following a transition where students listened quietly to instructions, “You did a great job sitting quietly and listening for what to do next.”</li> <li>• During teacher-directed instruction, a student raises her hand. The teacher says, “Thank you for raising your hand.”</li> <li>• The teacher walks over to a student and whispers, “Thank you for coming into the room quietly.”</li> </ul>

<b>6b. Classroom Rules implemented</b>	
Critical Features	Examples
<ul style="list-style-type: none"> <li>• <b>Behaviour contracts:</b> Documenting an agreement between a teacher and student(s) about: (a) expected behaviour, (b) available supports to encourage expected behaviour, (c) rewards earned contingent on expected behaviour, and (d) consequences if expected behaviour does not occur (or if undesired behaviour does occur)</li> <li>• <b>Group contingencies:</b> All students have the opportunity to meet the same expectation and earn the same reward; the award may be delivered: (a) to all students when one or a few students meet the criterion, (b) to all students if all students meet the criterion, or (c) to each student if the student meets the criterion</li> <li>• <b>Dojos:</b> Delivering a token contingent on appropriate behaviour that is exchangeable for a back-up item or activity of value to students</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Behaviour contracts:</b> At the beginning of the year, Mr Mark’s students sign a class agreement that specifies (a) the expected behaviour (be safe, respectful, and responsible), (b) supports to be provided (reminders), (c) rewards (earn Friday fun time), and (d) consequences (try again for next week)</li> <li>• <b>Group contingencies:</b> All students will hand in homework X by the due date; if we meet this goal, next Friday we will play Bingo instead of having a formal test review</li> <li>• <b>Dojos:</b> Thanks to each student who worked quietly on the mathematics task for the past 10 minutes—that’s responsible behaviour! Each of you earned a “Dojo” to use towards your purple prize.</li> </ul>

<b>7. Make Problem Behaviour Irrelevant with Anticipation and Reminders</b>	
Expectations	Examples
<p>Reminders that are provided before a behaviour is expected that describe what is expected:</p> <ol style="list-style-type: none"> <li>1. Preventative: take place before the behaviour response occurs</li> <li>2. Understandable: the prompt must be understood by the student</li> <li>3. Observable: the student must distinguish when the prompt is present</li> <li>4. Specific and explicit: describe the expected behaviour (and link to the appropriate expectation)</li> </ol> <p>Teach and emphasise self-delivered (or self-managed) prompts</p>	<ol style="list-style-type: none"> <li>1. Before students begin classwork, provide a reminder about how to access help and materials, if needed</li> <li>2. Before the class transitions, a teacher states, “Remember to show respect during a transition by staying to the left and allowing personal space”</li> <li>3. Pointing to table as student enters room (to remind where to sit)</li> <li>4. A student looks at a picture sequence prompting effective hand washing and successfully washes hands prior to snack or lunch</li> </ol>

<b>8. Use Brief and Specific Error Corrections to Respond to Problem Behaviour-IEP behaviour</b>	
<b>Expectations</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>• An informative statement, typically provided by the teacher, that is given when an undesired behaviour occurs, states the observed behaviour, and tells the student exactly what the student should do in the future</li> <li>• Delivered in a brief, concise, calm, and respectful manner, typically in private</li> <li>• Pair with specific contingent praise after the student engages in appropriate behaviour</li> <li>• Disengage at end of error correction and redirection— avoid “power struggles”</li> </ul>	<ul style="list-style-type: none"> <li>• After a student calls out in class the teacher responds, “Please raise your hand before calling out your answer”</li> <li>• After students are talking too loudly during group work, the teacher responds, “Please use a quieter whisper voice while working with your partner”</li> <li>• After a student is out of his or her seat inappropriately, the teacher responds, “Please stop walking around the room and return to your seat to finish your work”</li> </ul>
<p><b>Planned ignoring</b> - Systematically withholding attention from a student when he or she exhibits minor undesired behaviour that is maintained by teacher attention</p> <p><b>Systematically reinforcing:</b></p> <ol style="list-style-type: none"> <li>1. Lower rates of problem behaviour</li> <li>2. Other behaviours</li> <li>3. An alternative appropriate behaviour</li> <li>4. A physically incompatible appropriate behaviour</li> </ol> <p>*These schedules of reinforcement are most likely to be implemented under the guidance of a specific and individualised behaviour programme*</p>	<p><b>Planned ignoring</b> - During a group activity, James shouts the teacher’s name to get her attention. The teacher ignores the callouts and proceeds with the activity</p> <p><b>Systematically reinforcing.....</b></p> <p>In the same scenario above, the teacher ignores James’s callouts, models a previously taught attention-getting skill (e.g. hand raise), and immediately gives attention (calls on and praises) to James when he raises his hand: “That’s how we show respect! Nice hand raise.”</p> <p>When providing instructions prior to a transition, the teacher asks students to hold a “bubble” in their mouths (i.e. fill cheeks with air), which is physically incompatible with talking</p>
<p><b>Response cost:</b> Removing something (e.g. token, points) based upon a student’s behaviour in attempts to decrease the behaviour</p> <p><b>Time-out from reinforcement:</b> Brief removal of: (a) something preferred (e.g. activity, item) or (b) the student from a preferred environment based on undesired behaviour</p> <p>*These strategies are unlikely to be used and only under the explicit guidance of a specific and individualised behaviour programme*</p>	<p><b>Response cost:</b> When a student talks out, the teacher pulls the student aside, provides a quiet specific error correction, and removes a marble from his or her jar on the teacher’s desk. The student is then reminded how to resume earning, and the teacher is careful to award approximately five marbles for every marble removed</p> <p><b>Time-out from reinforcement:</b> A group of students begin breaking the crayons they are using on a worksheet. The teacher collects the crayons and provides pencils to complete the task.</p>

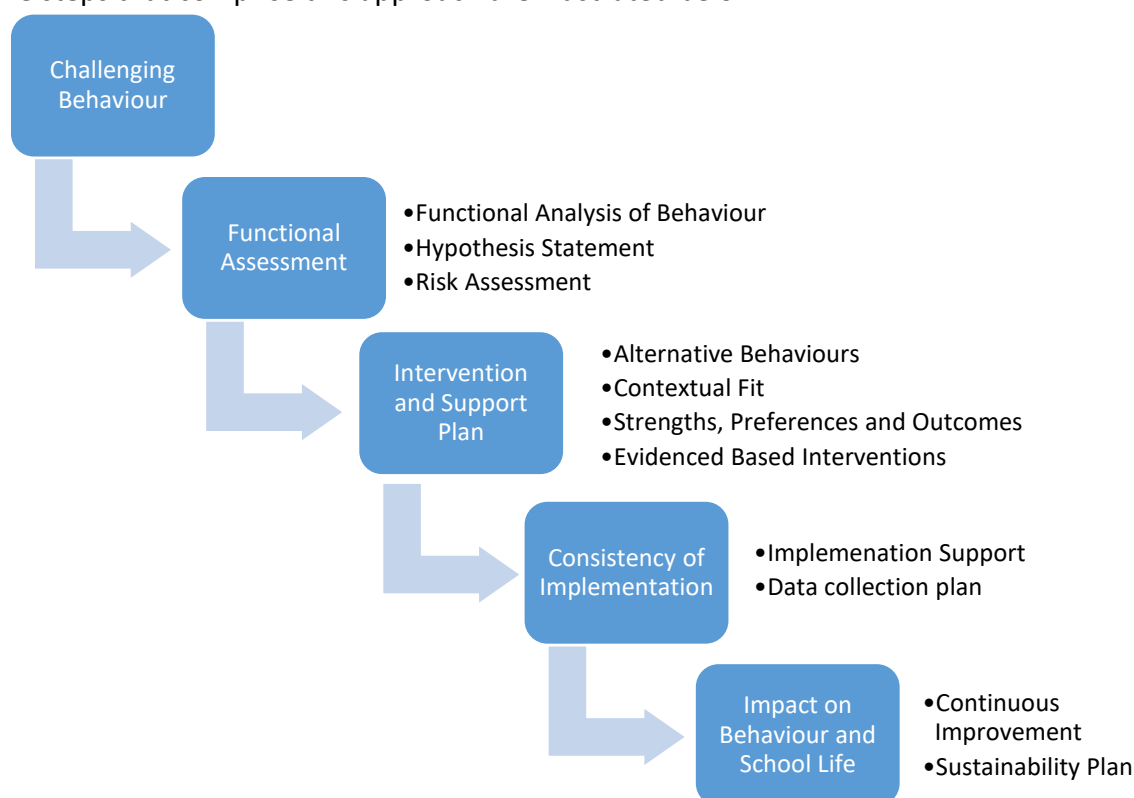


## Secondary and Tertiary Prevention (Individual Student Level Positive Behavioural Intervention and Supports)

An understanding of the factors that maintain observed problem behaviours are used to build effective, efficient, and relevant behaviour intervention plans. A function-based approach has the following features:

- It has foundations in applied behaviour analysis and positive behaviour support.
- It pays attention to environmental context.
- The emphasis is on the “purpose” or function of the behaviour.
- It focuses on teaching preferred behaviours.
- There is attention to implementers (adult behaviours) and a redesign of teaching and learning environments.

At the individual student level, PBIS focuses on the second and tertiary prevention tiers. Secondary prevention focuses on reducing the number of existing cases of problem behaviour by establishing efficient and rapid responses to students who experience at-risk behaviour. The tertiary tier of prevention focuses on reducing the intensity and / or complexity of the challenges presented by students who exhibit high risk problem behaviour. A function based approach to behavioural intervention is used at the individual student level. The steps that comprise this approach are illustrated below:



## The Functional Assessment Checklist for Teachers and Staff (FACTS)

The FACTS (attached as appendix 3) is a two-part form which provides a practical Functional Behaviour Assessment (FBA) method. It can be used by school personnel to assist in building behaviour support plans for primary and secondary tier students. The FACTS is intended to be an efficient strategy for initial functional behavioural assessment. The FACTS is completed by school staff who know the student best, and is used to either build behaviour support plans, or guide more complete functional analysis efforts. FBA involves simple and realistic team-driven assessment and intervention strategies aimed at students with mild to moderate behaviour problems. At the tertiary (or intensive) prevention level, FBA is considered a complex, time-consuming, and rigorous process focused on students with more chronic, intensive behaviour problems for whom primary and secondary level interventions were unsuccessful. Students that exhibit serious problem behaviours in school (about 5% of school population) require an extensive FBA process led by an individual well-versed in behavioural principles. This will require referral to an external professional specialising in functional behavioural analysis.

<p>Practical FBA Methods may be used with students who:</p>	<p>Practical FBA Methods are NOT sufficient for use with students who:</p>
<p>Exhibit high frequency behaviours that are NOT dangerous (e.g., talking out, running, not following directions, not completing work) Have received interventions that did not improve behaviour. Exhibit behaviours that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess)</p>	<p>Exhibit dangerous behaviours (e.g., hitting, throwing objects, property destruction) Exhibits behaviours in 3 or more school routines.  <i>*In these scenarios the FACTS should trigger a referral to an external behavioural consultant specialising in functional behavioural analysis</i></p>

## Behaviour Support Plans

After the completion of the FACTS a Behaviour Support Plan should be completed to address the identified issues. As above, dependent upon the severity of the problem behaviour, the Behaviour Support Plan may be designed with or without an external consultant specialising in functional behavioural analysis. The Behaviour Support Plan template is attached as appendix 4. It uses the FACTS information to design individualised strategies that focus on:

- Making problem behaviour irrelevant
- Making problem behaviour inefficient
- Making problem behaviour ineffective

A comprehensive Positive Behaviour Support Plan includes a range of intervention strategies that are designed to prevent the problem behaviour while teaching socially appropriate alternative behaviours. The goal is an enhanced quality of school life for both the individual student and their peers and teachers. Positive Behaviour Support Plans include the key features of PBIS:

- A prevention-focused continuum of support.
- Proactive instructional approaches to teaching and improving social behaviours.
- Conceptually sound and empirically validated practices.
- Systems change to support effective practices.
- Data-based decision making.

In addition, the behavioural goals must be SMART - Specific, Measurable, Attainable, Relevant and Timely. They must also reflect a number of important assumptions:

1. Students and behaviours are not 'bad'. Instead students engage in behaviours that are inappropriate and problematic for the given context and culture.
2. Students engage in behaviours that 'work' for them, i.e. to provide them with something they want / like or to escape something they do not want / like.
3. All staff must act professionally using planned and established school procedures in manners that are calm, neutral, business like and planned.
4. Academic and social behaviour are taught, changed and strengthened by the same instructional strategies, i.e. model, prompt, monitor and reinforce.

### Risk Assessment and Management

Need and Risk are two sides of the same coin when dealing with problem behaviour. As such risk assessment and management are an integral part of PBIS strategies. PBIS uses a simple framework to ensure that:

- All reasonable steps have been taken
- Reliable assessment methods have been used
- Information has been collated and thoroughly evaluated
- Decisions are recorded, communicated and thoroughly evaluated
- Policies and procedures have been followed
- The school adopts an investigative approach and are proactive

The Student Behaviour Risk Audit and Risk Assessment are attached as appendix 5. The seven criteria for effective PBIS risk management consist of:

1. **The involvement of all key people** - to gather information, frame the risk, generate ideas and solutions, evaluate each solution, make decisions about the risk, implement the actions and ensure that subsequent learning takes place.
2. **Informed risk taking** – to find creative solutions where they exist rather than just ruling things out
3. **Proportionality** – the management of risk must match the gravity of potential harm, so the more serious the issue the more people and time should be spent discussing it in more detail.
4. **Contextualising Behaviour** – gathering a thorough history of the risk. Why did the student act in this way / at these times / in these situations? What has been tried? What has been learned?
5. **Defensible decision making** – what has been discussed, differing perspectives, issues and solutions considered, all reasonable steps have been taken, decisions have clear rationales, decisions are recorded / communicated / followed through.
6. **A learning culture** – ongoing learning through reflective questioning; what have we tried? What have we learned? What are we pleased about? What are we concerned about? What's working / not working?
7. **Tolerable risks** – using creative thinking to minimise risk and improve the quality of school life for individuals, other students and school employees.

### **Behaviour Procedure:**

**Stage 1:** Use PBIS-expectations 1-7 by teacher, Complete Stage 1 form. (Appendix 1)

**Stage 2:** IEP for behaviour produced by Class Teacher identifying which problem behaviours and strategies from step 1-8 identified. Meet with parents, agree in class strategies and advise of next steps. (appendix 2)

**Stage 3:** Remind child of expected behaviour (targets) and giving child opportunity to change behaviour. Refer to behaviour support and a functional analysis form completed, Behaviour plan and interventions agreed. Risk assessment if deemed necessary.

(Appendix 3-FACTs, Appendix 4-Behaviour plan, Appendix 5-Risk Assessment)

**Stage 4:** Behaviour Support meet with parents and discuss Behaviour plan. A risk assessment completed if required. Plan-do-review 6 weeks.

**Stage 5:** Meet SENDCo and start the process of an EHCP with supporting evidence continue Stage 6.

### **Exclusions and Serious Incidents:**

**Stage 6:** Half an hour immediate sanction time with a member of the senior leadership team or pastoral support worker. Where incident is serious, complete Appendix 6-Serious Incidents form and Headteacher/Principal make decision for a one-day exclusion.

**Stage 7:** Review of Behaviour plan and increase the risk of exclusion (where applicable).

**Stage 8:** If behaviour continues, provide evidence to SLT and a fixed one-day exclusion will be issued.

Maximum of ten days during the course of a rolling year. Discussions begin for a managed move and referral to District Inclusion Partnership and implement strategies recommended eg Referral to Alternative provision.

**Stage 9:** Permanent Exclusion

### **Policy Related Guidance:**

- 'Creating a Culture: how school leaders can optimise behaviour' – Bennett, T. (March 2017), DFE – 00059 – 2017
- 'Behaviour and Discipline in Schools: Advice for head teachers and school staff' – DFE (January 2016), DFE – 00023 - 2014