**Behaviour report Sept 2018**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No of incidents | No. of children involved | Exclusions | Short term strategies | Long term strategies | Incidents in/out of class |
| 60/195 days  2 racist  (1 child reported to LA)  Decrease in incidents from previous year. | (9 only 1 incident, 16 more than one.)  Children with highest no. of incidents:  Child 1 5  Child 2 10  Child 3 4  Child 4 7  Child 5 5  Increase in incidents from previous year but more outside school incidents and larger number of children in school now.  Less incidents by the same people. | 12.5days (5 children, 2 more than once.  Increase from previous year.  ( 1 admit, 1 went to behaviour ARC on a managed move, 1 had been permanently excluded.) | Inform parents  Chill out/Time out  Spoken to by HT & DHT behaviour monitored  Kept in  Missed visits.  Internal exclusion  Well being officer. | counselling  Moved up CoP  Ed Psych  Behaviour contracts  CAHMS/CYPs  EHPs/SW  Family support  top up funding/EHCP  Behaviour ARC  PRU  1-1 support out of class provision  Well being Officer - interventions | 20 in class  37 out of class.  3 outside school.  Out of class incidents up – more children & classes. In class gone down. More out of school incidents |

Exclusions are above the national average – are we doing enough to prevent them?

**Exclusions last year 2017/18:**

5 children, 3 excluded on two occasions, total days = 12.5 days. One child was on a managed move from another primary school and transferred successfully to a Behaviour ARC. All others remain in school, one transferred successfully to Secondary and achieved EXP/GD in all areas. 1 had been excluded from previous school and missed education for two years.

A further 11 children were recorded a number of times on the behaviour log, however their behaviour was managed by staff and supported by additional specialist staff so exclusion was not necessary.

Number on SEND list for SEMH = 30?

**What we do**: Quality first teaching & engaging curriculum, training for all staff ongoing, support from SENDCO, family support team, Ed Psych, counsellor, other schools, relationships with parents, reviews, targets set, whole school behaviour policy, additional staffing, flexible breaks and short lunchtime/ unstructured time.

**What else can we do**: further training, focus for SIP, Y1 lunchtime, seek further support from other specialist settings.