Preventing exclusions

On pages 21-24, **Alison Dolphin** of Lakeside Primary School, Tamworth, explains how her school creates an inclusive, positive ethos that keeps behavioural problems to a minimum, and the strategies it puts in place to support pupils who might be at risk of exclusion. Some of the resources the school uses are presented on the following pages. (See also *Design for learning, Special Children* 227, and *Meltdowns and how to forestall them* and *Safety first, Special Children* 229.)

Promoting good behaviour
A classroom adaptations sheet. This is available to anyone who teaches the class, and is especially useful for supply teachers. Below is a blank template for use straight away and an example that has been filled out for a class.

A behavioural environment checklist (page 28). All staff complete a classroom environment checklist to eliminate any potential problems that might affect behaviour. Playground organisation is checked in a similar way to create the right conditions for positive, cooperative behaviour.

Supporting pupils at risk
Positive handling plan (pages 26-27). This document is designed to reassure and support staff to prevent, manage and de-escalate crises. It is filled out for any pupil who is causing concern. The example provided has been completed to demonstrate how it works.

Classroom adaptations

Physical support	Visual support	Literacy support	Social and emotional support

Concentration support	Maths support	Communication support	Medical/care plans

Classroom adaptations – Year 3w

Physical support	Visual support	Literacy support	Social and emotional support
Sloping board, pencil grips, traffic light support cards, personal computer, texture cushion *Layton – laptop (to use when joints are sore, causing pain when writing)* *Layton and Kaiden – cushion to sit on*	Additional handouts, coloured overlays, whiteboards, extra reading opportunities *Gracie and Lily – coloured whiteboards, overlays for reading, coloured exercise books*	Visual timetable, now and next board, visual representations (i.e. cubes to use in number work) *Leo, Samuel, Erik – HFW* word folders*	Peer and self-assessment, golden coins, praise pads, stickers *Whole class*

Concentration support	Maths support	Communication support	Medical/care plans
Success criteria, task board, sand timers, writing frames, short activities, work station, ear defenders, tangle toy *Whole class*	Number lines/squares, times table mats, number bonds, practical resources (i.e. bead strings, place value resources) *Whole class* *Leo, Samuel – POW* packs – 100 square etc.*	Talking partners, thinking time, new language introduction, expert wall* *Whole class*	Asthma, allergies, toileting difficulties *Lily and Leo – inhalers for asthma* *Layton – care plan for juvenile rheumatoid arthritis*

* HFW: high-frequency words.

* POW pack: A5 folder containing precision teaching focus on spellings and key words. A personal resource taken to all interventions/lessons.

* Expert wall: Everyone in the class is an expert at something – the wall tells you who you need to go to should you require support.

Positive handling plan

Positive handling is the use of a range of strategies and interventions designed to prevent, manage and de-escalate crises by:

- indicating specific strategies that work effectively with an individual student
- ensuring that strategies are used consistently
- enabling staff and students to develop and maintain positive relationships.

Student	Lead staff member	
A	Alison Dolphin	
Plan number	Date plan completed	Review date
1	29.4.15	15.5.15

Prevention

How can crisis situations be avoided? What triggers should staff be aware of?

- Being expected to work in Y6 classroom.
- Being asked to do anything that could be assessed.
- When adults make requests that A does not want to do.
- Being around other pupils – displays unacceptable behaviours.
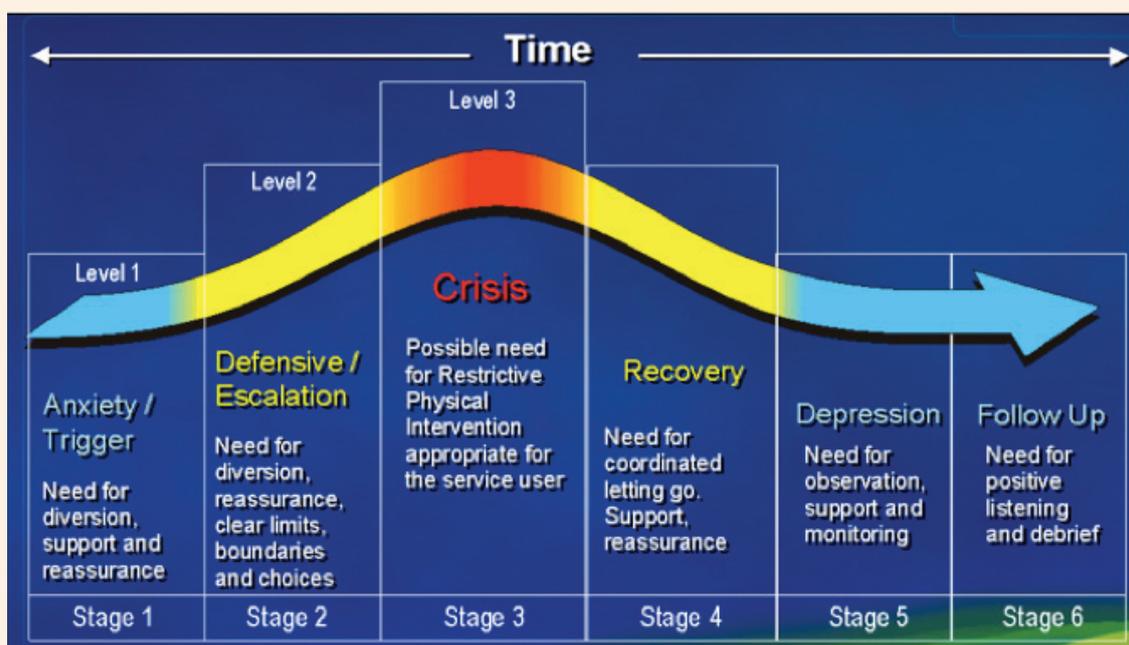- Asking A anything personal.
- Raised voices.

The crisis curve

Crises tend to follow the pattern outlined below. This document thus requires careful consideration of the observable behaviours which would indicate to staff which stage this pupil may be at and the most effective de-escalation techniques for each of the first three stages.

Behavioural indicators

What does behaviour look like at each of the first three stages?

Stage 1: Anxiety/trigger (early warning signs)

- Moving away from 'safe area'
- Eye contact disappears
- Does not 'hear' anyone
- Noticing/commenting on what others are doing wrong (this gives green light to copy)
- End of morning session when A realises Mr S will be leaving

Stage 2: Defensive/escalation (signs that crisis is escalating)

- Takes himself into a classroom and begins to disrupt the learning
- Aggressive verbally
- May go under a table, coat etc.
- Locks doors
- Leaves school building
- Refusal to cooperate
- N.B. Ensure A knows Mr S will be there tomorrow morning and ready to work with him

Stage 3: Crisis (the peak of the crisis)

- Trying to harm himself
- Climbing on furniture/apparatus
- Shouting/refusal
- Kicking objects/resources
- Running out of class/away from adults
- Hitting adults

De-escalation strategies

At each stage of the crisis consider the following.
- Which strategies have worked?
  Highlight in green and comment
- Which strategies should be avoided?
  Highlight in red and comment

Stage 1: Anxiety/trigger (early warning signs)
- Keep conversation to a minimum
- Remind him of school rules
- Remind him of good qualities
- Maintain calm, monotone voice
- Give reflection time (this usually results in de-escalation)
- Take A outside for 5 mins – bat and ball

Stage 2: Defensive/escalation (signs that crisis is escalating)
- Maintain distance but follow discreetly
- Remind him of school rules he has agreed to
- Remind him that his peers are learning and that is his goal
- Distraction technique – book, his interests
- Do not present choices and consequences
- Do not show any frustration

Stage 3: Crisis (the peak of the crisis)
- Reminder of safety – his own, that of staff and pupils
- Speak calmly and quietly
- Only one person to deal with A at any one time
- Remind A that certain behaviours are expected
- Inform SLT

Additional information/strategies

- A arrives at 9.00am.
- Mr S does meet and greet… Good morning, pleased to see him.
- No reminder of any negativity from yesterday, but reminder of any positives.
- Talk about journey to school, his timetable outside school, football, Sea Cadets, Aston Villa etc.
- Play a game – cards etc. Play music.
- With Mr H – feeding chickens (enjoys this responsibility).
- This is usually the calmest time – listening to music, attempting to do some art, talking about future (if receptive); possibility A might engage in learning – reading etc.
- Playtime – outside with KS2.
- Next session will be determined by what happened at playtime.
- If an issue – try to talk about it. Reinforce A is in his safe place, just for him and Mr S, and this is where he needs to be (rather than running in/out).

Risk assessment

What risks and hazards are created by the issues identified above?

Impact / Severity	High	AMBER	AMBER	RED
	Med	GREEN	AMBER	AMBER
	Low	GREEN	GREEN	GREEN
		Low	Med	High
		Likelihood		

Use the traffic light matrix above to identify individual hazards and levels of risk in boxes below. Label as R (red), A (amber), G (green).

Hazard: Risk of self-harming or injuring others

Initial risk			Control Measures: (existing controls / precautions) should be considered.	Net Risk			
Likelihood	Impact / Severity	Risk Level	**Preventative and Protective Measures:** (IP) = measures in place: (TP) = measures to be put in place / date of completion.	Likelihood	Impact / Severity	Risk Level	**Member(s) of staff responsible**
H	M-H	Amber/Red	• A has access to safe area (IP) • Make area as safe as possible by removing sharp objects (IP) • Make areas as safe as possible by removing any further potential hazards (TP) • Peers taken away from area (TP)	M	M	Amber	All staff

Agreed debriefing process following an incident
- Mr S to debrief with headteacher or deputy head (or SLT member if not available).
- Mr S to note incident in appropriate book.
- Mr S to sit with A, discuss incident and reassure A he will be ready to work with him again tomorrow.

This plan has been agreed by:

School: _____
(Print & sign name/s)

Parents / Carers: _____
(Print & sign name/s)

Date:
_____

Date:
_____

Behavioural environment checklists

Classroom organisation	✔			✘	
Equipment is easily accessible	1	2	3	4	5
Furniture is arranged to best effect	1	2	3	4	5
Appropriate ambient temperature	1	2	3	4	5
Sufficient ventilation	1	2	3	4	5
Lighting sufficient	1	2	3	4	5
No glare	1	2	3	4	5
Materials well labelled and located	1	2	3	4	5
Ease of movement around the room	1	2	3	4	5
Appropriate storage of pupils' belongings	1	2	3	4	5
Pupils are grouped appropriately	1	2	3	4	5
Pupils are placed reflecting social relationships	1	2	3	4	5
Room organisation meets differing curriculum demands	1	2	3	4	5
Whiteboard easily seen	1	2	3	4	5
Furniture suitable	1	2	3	4	5
Classroom looks like a good work environment	1	2	3	4	5
Sufficient space	1	2	3	4	5
Quiet external environment	1	2	3	4	5

Classroom management	✔			✘	
Teacher arrives at the lesson before the pupils	1	2	3	4	5
Teacher's voice is clear	1	2	3	4	5
Instructions are clear	1	2	3	4	5
Good behaviour is noticed and acknowledged	1	2	3	4	5
Small achievements recognised	1	2	3	4	5
A pupil's good behaviour is named and reflected back	1	2	3	4	5
The teacher acts as a role model for desired behaviours	1	2	3	4	5
Materials and equipment are prepared	1	2	3	4	5
Pupils bring the correct equipment	1	2	3	4	5
Lessons are well prepared	1	2	3	4	5

Playground organisation	✔			✘	
Short break time rules understood by pupils	1	2	3	4	5
Short break time systems adopted by all staff	1	2	3	4	5
Lunchtime rules understood by pupils	1	2	3	4	5
Lunchtime systems adopted by all staff	1	2	3	4	5
Break time rewards/sanctions system clear	1	2	3	4	5
Behaviour policy adopted by ancillary staff	1	2	3	4	5
Corridors and social areas (including playgrounds) well designed and monitored	1	2	3	4	5
Problem site areas identified and overcome	1	2	3	4	5
Suitable activities and equipment available for break times	1	2	3	4	5
An effective system for resolution of pupil conflicts	1	2	3	4	5

Courtesy of Children, Young People and Families Department, Birmingham City Council