



Coffee Morning  
with  
Ms Wilson



## Kisshana Wilson

- 17 years experience of working in education
- Working in Haringey, Enfield and Barnet
- 10 years as a SENCO
- NPQH
- Huge Liverpool supporter

# My Priorities

Learning Environment



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graph TD; A[Learning Environment] --> B[Communication]; B --> C[Behaviour]; C --> D[Inclusion];
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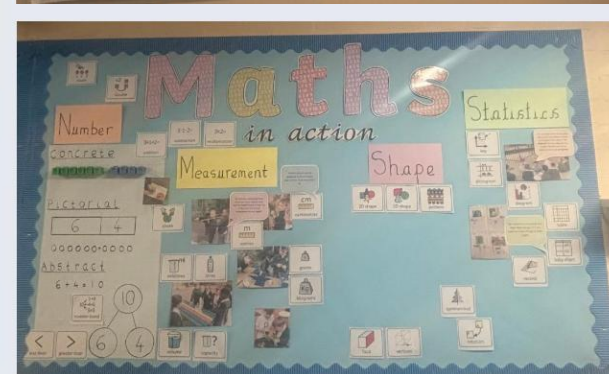
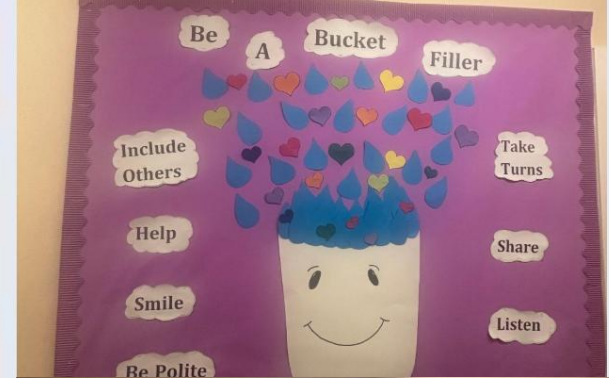
Communication

Behaviour

Inclusion



Improved-Learning Environments



Improved-Learning Environments

# Communication

Bi-weekly Newsletters, conversations on the gate, meetings with class teachers and senior leaders.

# Behaviour – School Values

Confidence

Respect

Compassion

Reflective

Responsible

Resilience

# Rewards

Positive behaviour, including proactive use of regulation tools and strategies, will be rewarded with:

Praise

In-class reward systems, such as marble jars etc. based on the needs of the individuals and the class as a whole

Stickers

Whole school house points

Certificates presented weekly in collective worship

Texts or phone calls home to parents

Special responsibilities/privileges

# Provision



CHECK -INS FOR KEY  
PUPILS



LUNCH TIME NURTURE  
GROUPS



DRAWING AND  
TALKING THERAPY

# Stage 1

**Stage 1 (low-level disruptive behaviour, initial instances of unkindness/physical aggression towards others, initial instances of not demonstrating our school values)**

Time in the Reflection Zone within the classroom (2 minutes for Reception and KS1 and 5 minutes for KS2) to reflect on their choices and think about how to regulate themselves (with support from an adult where needed)

Working with parents/carers to ensure that unfinished work is completed, using a strategy that works best for the child

Lunchtime Reflection – time with a Senior / Reflection Lead to reflect on behaviour choices when behaviour escalates or for more serious incidents, such as physical violence. Parents/carers will always receive a text or phone call when their child has attended lunchtime reflection. This is also logged in order that Senior Leaders can check for persistent attendance at Reflection and address this as necessary

# Example of a Reflection Sheet



## Reflection Sheet

Year 3 & Year 4

What events led up to the incident?

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How did this make me feel?



# Stage 2

**Stage 2 (persistent low-level disruptive behaviour, continued instances of unkindness/physical aggression towards others, continued instances of not demonstrating our school values, continued need to spend time in Lunchtime Reflection)**



Meeting with parents/carers and the Class Teacher and/or Head of School



Agreeing a plan for improved behaviour (Behaviour Support Plan), which could include a behaviour contract/home-school behaviour log to ensure communication and consistency between home school, rewards charts or choosing time for individuals, intervention/provision to support self-regulation

# Stage 3

**Stage 3 (no improvement in behaviour despite implementation of Behaviour Support Plan and/or a serious incident, including, but not limited to, extreme physical aggression towards another child or member of staff, bullying, racist, sexist or homophobic comments or behaviour)**



Meeting with parents/carers and the Head of School and/or Executive Headteacher and Head of School



Internal exclusion

# Stage 4

Stage 4 (no improvement in behaviour despite internal exclusion and/or a very serious incident, including, but not limited to, repeated extreme physical aggression towards another child or member of staff, ongoing bullying, repeated racist, sexist or homophobic comments or behaviour)

Meeting with parents/carers and the Head of School and Executive Headteacher and Head of School

Fixed-term suspension

Referral to the Behaviour Support Service where appropriate and/or another external agency to seek support with area of need/difficulty

# Stage 5

**Stage 5 (no improvement in behaviour despite fixed-term sus and intervention and support from external agency and a series of continuous serious incidents, including, but not limited to, repeated extreme physical aggression towards another child or member of staff, ongoing bullying, repeated racist, sexist or homophobic comments or behaviour)**



Permanent suspension

## 8.2 Off-site behaviour

We expect that our pupils continue to represent themselves and our school positively, even when outside of the school setting (for example, when on a school trip or travelling to and from school). Where this is not the case, the school will address this in line with the staged approach as above.

We will always risk assess prior to any off-site trips and whilst exclusion from a trip will never be used as a consequence for behaviour, if the risk of a child not being able to be safe is too great, they may not be able to go without the direct supervision of a parent/carer.



