

Behaviour



Ebor and Victoria Primary Academies are committed to providing a broad, balanced, and effective education for all children who attend our schools. We believe that meeting pupil's basic needs by creating safe environments, forming strong and positive relationships, and developing a healthy self-esteem is key to cultivating good behaviour, good learning attitudes and success in life. We expect all adults to embrace this approach and to proactively support it. This approach is the responsibility of all staff throughout the schools.

Our behaviour policy is designed to:

- Promote a positive climate and learning culture within school.
- Provide a safe school environment for all.
- Develop an understanding of what appropriate behaviours are.
- Define a framework for rewarding success and de-escalating negative behaviours.
- Promote self-esteem, self-regulation and positive relationships with all staff members.
- Involve parents/carers, pupils and staff in the application of this policy and establish strong communication.

The expectation of children & staff in our schools is that they will follow the 'Ebor Ethos' / 'Victoria Values':

We are safe
We are honest
We are respectful
We are responsible

The expectation of adults is that they will understand and implement restorative practice and work within the spirit of the policy:

Value Relationships:

- Encourage, praise, and actively listen to children.
- Offer equal amounts of challenge and support to work 'with' children, without 'punishment'.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it.
- Listen, talk, and show empathy with children, so that they know that we understand them.
- Recognise that all behaviour is communication and endeavour to translate this.
- Enable children to communicate with their words because they feel safe and are afforded time to talk.
- Invite children into their calm and not join them in their chaos.

Be consistent:

- Provide clear rules, routines, and boundaries for all children.
- Work as a team to maintain high standards of behaviour within the school.
- Have consistently high expectations within individualised responses to challenging situations.
- Take responsibility for noticing behaviours as they occur, acknowledging and describing both socially acceptable and socially unacceptable behaviours.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour.
- Collaborate with the SENCO/Learning Mentors to create and implement personalised plans which enable all children to thrive.
- Work in partnership with parents/carers, school-based staff and outside professionals and ensure that advice is understood and implemented.

Communicate:

- Maintain an open and honest dialogue with your colleagues, your phase leader, your SENCO and your Head of School. Do not keep concerns about pupil behaviours to yourself – seek and take the advice of colleagues. Adults managing an incident outside of the classroom must ensure that the class teacher is informed as soon as possible following resolution.
- Keep a record of incidents on CPOMS and ensure that the Head of School and parents/carers are informed within that same day of any serious incident.
- Reflect upon practice objectively, without judgement, to reduce risk.

Rewards and Celebration

We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. Adults in school recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all the time. Adults use specific praise and stickers to instantly reward appropriate behaviour in all classes and shared spaces. Pupils can also share their achievements with the Head of School and are actively encouraged to visit and share their achievements. A wide range of further rewards are also used to promote positive behaviours:

Positive Recognition	
Extrinsic	Intrinsic
<p>Dojo Points Do-Jo Points are awarded to individuals for their high-quality learning in school or at home. They also promote collaboration and a sense of belonging through 'House Teams'. Do-Jo Points can be exchanged for a range of prizes in the school reward shop.</p>	<p style="text-align: center;">Smile Handshake High five Fist bump Pat on the back "Well done" "You're great" "Wow!" "That makes me feel really happy" "You are a valued member of this class"</p> <p>*Be mindful of children with low self-esteem; use specific, subtle praise.</p>
<p>Book Bag Challenge Each day, pupils returning their book bag and their signed reading record to school will receive Do-jo points.</p>	
<p>Starbooks Pupils from each class visit "Starbooks" each Friday – where they enjoy a story and a hot chocolate with marshmallows with the literacy leader.</p>	
<p>VIP Dining Table Each week, lunchtime staff will choose pupils who have demonstrated desirable behaviour / shown an improvement in behaviour throughout the week. Those pupils are served lunch at a special table in the dining hall.</p>	
<p>Top Trumps Half-termly, pupils who have demonstrated the Ebor Ethos / Victoria Values and an ability to make consistently good choices will be invited to attend a special event.</p>	
<p>Attendance Each week, the class with the highest average attendance will receive the Biscuit Bear.</p>	

To maintain the high profile of behaviours for learning and to allow the whole school community to celebrate the achievements of our children, we are proud to invite parents/carers to weekly celebration assemblies. All parents/carers are welcome every week; however, we appreciate parents/carers of children receiving a reward are especially keen to attend on that occasion and send a text out to notify those parents specifically.

Celebration Assembly
<p>Ebor Ethos / Victoria Values Award Awarded by each class to a pupil who has demonstrated the ethos/values for that week.</p>
<p>Star of the week Awarded by each class teacher to a pupil who has demonstrated exceptional learning.</p>
<p>Starbooks Awarded by each class teacher to a pupil who has gone over and above in the name of reading.</p>
<p>Dojo Awards Points are collated in 'House Teams' and the totals communicated.</p>
<p>Attendance Each week, the class with the highest average attendance will receive the Biscuit Bear.</p>

Undesirable Behaviour Strategies & Consequences

As inclusive academies, Ebor Gardens and Victoria Primary acknowledge that children may display undesirable behaviour. Staff intervention should be consistently flexible and based upon pupils' level of development, their needs and circumstance (see Appendix 1). Any intervention from staff will be done discreetly to prevent publicly shaming; therefore, all interventions and consequences that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

Stage 1	Stage 2	Stage 3
WHY THE BEHAVIOUR MAY BE HAPPENING		
<ul style="list-style-type: none"> • Low level behaviours occur due to an unmet need. • A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation. 	<ul style="list-style-type: none"> • Defensive behaviours occur due to a breakdown in communication. • A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support • Defensive behaviours can tip into crisis very quickly. 	<ul style="list-style-type: none"> • Crisis behaviours occur when a child has 'flipped their lid' - their main priority here is survival. • If the child perceives a threat, they are likely to respond with fight, flight or freeze.
WHAT THE BEHAVIOUR MAY LOOK LIKE		
<ul style="list-style-type: none"> • Rocking / Tapping • Swinging on chair • Head on desk • Sullen • Calling out • Finding it hard to cooperate • Inappropriate comments • Failure to complete work 	<ul style="list-style-type: none"> • Teasing • Arguing • Running indoors • Disrupting • Disrespecting school equipment • Disrespecting peers • Not following instructions 	<ul style="list-style-type: none"> • Physical assault • Fighting / pushing • Swearing • Disrespectful to adults • Racial abuse • Bullying • Leaving the classroom or school grounds
STRATEGIES TO USE		
<ul style="list-style-type: none"> • Read the body language of the child and consider your own (<i>be open, at the child's level and non-confrontational</i>). • Stay calm and role model control of feelings through your choice of words and low tone of voice. • Use child's name to engage. • Describe the behaviours you have noticed (<i>statement of reality</i>). • P.A.C.E. - Be Playful when engaging the child (<i>smile, use humour and approach joyfully</i>). Be Accepting of the behaviour as a communication (<i>it's not personal</i>). Be Curious and ask questions about the behaviour / feelings to promote reflection. Show Empathy (<i>"I understand this could be hard for you."</i>) • Support the child with their learning - <i>remodel the task until the child is re-engaged (praise before leaving)</i>. • Consider their place within class, a movement break or other sensory break to reset. • Remind children of the logical consequence to their behaviour. 	<ul style="list-style-type: none"> • Use reflective language ("I can see that... I notice... I am wondering... I imagine.") • "Name, command, thank you" • Give time and space (<i>take-up time</i>). • Give the child 2 choices (<i>make them choices that are achievable, that have logical consequences and state the desired choice last</i>). • Maintain high expectations and boundaries (<i>remind children of school values / ethos</i>). • Use positive recognition - <i>acknowledge when the child has made the right choice and praise</i>. • Post incident - Restorative conversation: <ol style="list-style-type: none"> 1. <i>What happened?</i> 2. <i>What were you thinking/feeling at the time?</i> 3. <i>Who was affected? How?</i> 4. <i>What can we do to put things right?</i> • Use therapeutic language - "When you... I feel... I need you to..." (<i>link the "I need..." to plans / strategies</i>) • If the behaviour becomes unsafe or does not change, respond as if it is a Stage 3 behaviour. 	<ul style="list-style-type: none"> • Change environment (Offer / direct to a safe space) • Support and closely supervise (<i>know the child - do they need coaching / strategies / needs met like a drink or do they need silence and personal space</i>). • Change the supportive adult if necessary • Continue to use strategies from Stage 1 and 2 • All crises should be followed up with a restorative conversation with class staff / SLT / pastoral AND the original adult involved • The child will only be taken back to class when safe enough to engage • Support for classroom staff to recover • Logical consequence • Communication with parents will be made at a suitable time.

CONSEQUENCES - LEARNING

Logical consequence: putting right what has gone wrong

Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without a set period being 'owed'), restorative conversations. Logical consequences will only work when the child is ready.

CONSEQUENCES – BREAKS AND LUNCHTIMES

If a child becomes **unsafe**, they will be supported by a member of staff using the strategies above. If the staff cannot keep the child safe the child can be directed to the **designated room** to have time in with a member of SLT. During this time, the children will reflect on their behaviour through the use of restorative practice. SLT will then make a decision whether the child is safe enough to return to the playground or finish their break/lunch time in the **designated room**. The class teacher must be informed for them to gauge whether communication with the parent/carer is necessary and all incidents must be logged so that patterns in behaviour can be noticed by senior leaders.

A positive behaviour approach emphasises that most interactions are positive ones. Staff, at all times, focus on positive reinforcement and ensuring that pupils feel like valued members of our school community. In the event of persistent disruptive behaviours occurring, staff will discuss with parents/carers and Senior Leaders in school to seek advice and take a proactive approach to reducing incidents as quickly as possible before habits become established.

Persistent Socially Unacceptable Behaviour

Due to the complex needs and vulnerabilities of individual pupils, challenging behaviours may still occur even after using relational strategies. We believe that relationships make the difference and understand that these take time to develop (see Appendix 2). Where instances of persistent socially unacceptable behaviour occur, reasonable adjustments will be made. Where reasonable adjustments and school interventions have not yet led to a sustained improvement in behaviours, the SENCO - and where appropriate the Head of School - may meet with parents to discuss the following pathways to success in school.

Positive Behaviour Plan

Parents are required to support the school by attending a meeting to agree a Positive Behaviour Plan (PBP) and determine next steps, together. The PBP is tiered and follows a graduated response - consisting of:

- **Personal Profile** - A page that captures the child's voice.
- **Individualised De-escalation Strategies** - bespoke to the individual children that are in line with Team Teach's 6 stages of crisis
- **Weekly Record (see Appendix 3)** - Providing session-by-session feedback for a child's conduct whilst at school. Parents will be asked to support the school through their engagement with their child's Weekly Record, actively discussing their expectations for their child's behaviour with their child and agreeing a mechanism for recognising their school conduct at home.
- **Positive Handling Plan** - A plan that aims to reduce the use of reasonable force and in line with Team Teach practice.
- **Risk Assessment** - In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed. An Individual Pupil Risk Assessment (IPRA) identifies the measures which can be put in place by the school to support the individual.

Support systems for parents

Communication with parents

Ebor Gardens and Victoria Academies will, where they see appropriate, verbally inform parents of their child's behaviour. **In every instance where a child has been withdrawn from their class/the playground, parents will be informed within the school day or as soon as possible, thereafter.** If the decision has been taken to issue an exclusion, the academy will - by the end of the afternoon session on

the day that the exclusion is issued - inform parents of the reasons for the exclusion and that they are legally required to ensure that their child is not in a public space during school hours and that parents could be given a fixed penalty notice if they fail to comply. This will be communicated in a letter to be given to the responsible adult collecting the pupil at the point of exclusion, or as soon as possible thereafter in exceptional circumstances. A log that this has been communicated to parents will be kept by the academy. (See associated Exclusions Policy).

Chronology

Parents will be asked to support the school in gathering information about their child and any involvement with Health and other professionals throughout their childhood. If not already in place, parents may be advised to seek the support of NHS professionals through their GP.

Early Help Assessment

It is recommended that a referral for an Early Help Assessment (EHA) be made as soon as parents and/or school have any concerns about a child's behaviour. A Family Support Worker may be assigned to the family, and a successful EHA may involve a range of professionals at the invitation of parents and/or school. It is important at this stage for parents to be fully supported through open dialogue, clearly defined strategies to be used consistently between home and school and possibly access to further short courses which develop the expertise which might be valuable.

Assessments, External Advice and Referrals

A range of assessment tools will be used to determine significant areas of SEN need, the outcomes of which may inform our next steps. Parents may be asked to give their consent for these assessments, the outcomes of which will be shared with parents as soon as possible. These assessments aim to identify factors underpinning persistent disruptive behaviours and may lead to planned intervention in school and further advice for home.

The academies may seek the advice of a wide range of external professionals, including Educational Psychologists. The key purpose of this advice is to assist parents/carers and school staff in developing effective strategies and deepening their understanding of the child's needs. At this point also, the team - with the support of parents/carers - may wish to pursue a CAMHS referral or similar.

Provision

If, following external advice and strategies being implemented, persistent disruptive behaviours continue, consideration will be given to provision for the child in relation to the needs highlighted. This may take the form of personalised provision and/or therapeutic support.

Partial Timetable

The Head of School / the Executive Principal may, in exceptional circumstances, consider the use of a partial timetable.

Exclusion

Only the Head of School or Executive Principal can take the decision to exclude a pupil. A period of exclusion can either be for a fixed term (ranging from 0.5 days to 5 days) or permanent. The decision to exclude is not taken lightly and will be based on reducing risk. The aim of the exclusion is to enable staff the time required to formulate a plan to prevent future incidents.

Provision of education for children excluded for a period exceeding 5 days

The Academy recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days fixed term. Where it is necessary to exclude a child for a longer period, the Academy will ensure that provision is offered to the child from the 6th day onward.

Local Authority

We endeavour to ensure all children access the right level of support to be a success. We value working in close partnership with parents/carers and encourage parents to maintain a close working relationship with school. This may include accessing extended services to ensure that, together, every step is taken to provide the right support for our children. We work in close partnership with Leeds City Council Area Inclusion Partnership (AIP) and welcome the support they are able to extend to our pupils, which may include periods of advice, outreach and/or access to alternative provision, where appropriate.

Early intervention is key to success – so please do make us aware of any concerns that you have as soon as they arise.

Use of reasonable force

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Head of School has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an Academy organised visit, where necessary and appropriate. Please refer to the DfE guidance ‘Use of reasonable force: Advice for head teachers, staff and governing bodies.

Allegations against school staff

Allegations against school staff and volunteers will be referred to the Head of School to manage in accordance with the associated policy. Allegations of this nature will always be taken seriously, and a full investigation will take place as soon as possible after an allegation has been made. In the event that a child is found to have made a malicious accusation against school staff, parents will be asked to attend a meeting with the Head of School to discuss the matter with their child.

Screening, Searching and Confiscation

Please refer to the DfE guidance ‘Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies.’ In addition to the practice identified in the DfE guidance, we also ban the following items and as a result are able to search children for them:

- Any item brought into the academy with the intention of the item being sold or passed on to other child which will cause disruption to the Academy or be detrimental to Academy practice.

Academy staff can confiscate any item found as a result of a search which they consider harmful or detrimental to school discipline. Staff will hand the confiscated item to the relevant member of the Senior Leadership Team as soon as possible and parents will be contacted and asked to collect the item, where appropriate.

Non-criminal behaviour outside of school

Where non-criminal unacceptable behaviour and/or bullying has occurred off the school premises but has been witnessed or reported to a staff member, the matter will be referred to the Head of School who will contact parents to discuss a suitable course of action. Where the matter has involved other school pupils or staff members, the Head may undertake an investigation to establish the facts and, where necessary e.g. to safeguard a pupil or staff member from further repercussions, may agree a suitable course of action to safeguard all affected.

DFE Guidance

This behaviour policy draws on reference throughout to the following DfE documents:

1. Exclusion from maintained schools, Academies and pupil referral units in England 2017;
2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
3. Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
4. Use of Reasonable Force;
5. Behaviour and Discipline in Schools;
6. Ensuring Good Behaviour in Schools;
7. DfE Dealing with allegations of abuse against teachers and other staff.
8. Sexual violence and sexual harassment between children in schools and colleges
9. Keeping Children Safe in Education

All documents should be read in conjunction with this policy.

Appendix 1

The Language of Choice – 3 steps to success.

Step 1 – Statement of reality (tell them what you see)

“Ricky, you’re climbing over the fence.”

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

Step 2 – Describe the behaviour you want to see

“Ricky, you need to collect the ball by using the gate – thank you.”

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

Step 3 – Statement of Choice

If they still do not do as you have requested, you need to use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences, or the child will learn that you do not follow threats through).

“Ricky, if you choose to climb over the fence then you are putting yourself at risk of harm and I will need to keep you safe. It’s your choice.”

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it’s good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

Appendix 2

How to create supportive relationships

<p>Teach the child not the curriculum</p> <p>Believe in them</p> <p>Know their names</p> <p>Know something about them</p> <p>Show you're interested in them as people not just as students</p> <p>Smile frequently</p> <p>Be warm</p> <p>Unconditional positive regard</p> <p>Respect & support interests</p> <p>Do show and tell with adults and children</p> <p>Be real for your learners</p> <p>Be interested in them as people</p> <p>Consistently kind</p> <p>Say good morning</p> <p>Take a genuine interest in them</p> <p>Let them know a little about you</p> <p>Engage with them during break time</p> <p>Greet students as they arrive at the gate and classroom door</p> <p>End the day on a good note (no grudges)</p> <p>Care about them</p> <p>Banter (as long as you have trust)</p> <p>Have lunch with them</p> <p>Kick a football around the playground with them</p> <p>Skip with them</p> <p>Seek to understand rather than to blame</p> <p>Listen with the intent to understand rather than the intent to reply (S Covey)</p> <p>Aim to learn something new about them each and every day</p>	<p>Each day is a new day</p> <p>Earn respect rather than expect it</p> <p>Be authentic</p> <p>Don't take yourself seriously</p> <p>Care about their welfare</p> <p>Share your favourite film or band</p> <p>Make time or you'll make excuses</p> <p>Brag about them outrageously to others</p> <p>Every child needs a champion</p> <p>Never use sarcasm</p> <p>There is always more than one perspective</p> <p>Intention and attention is key</p> <p>Tone of voice is important</p> <p>Tell them your first name</p> <p>Talk about your own kids</p> <p>Share a pen or pencil</p> <p>Say goodbye at the end of the day</p> <p>Always preserve rewards</p> <p>Show interest in their interests</p> <p>Have a sense of humour</p> <p>Mutual respect</p> <p>Open communication</p> <p>Be approachable</p> <p>Be reflective</p> <p>Smile from your heart</p> <p>Pinch the occasional crisp (not the whole bag!)</p> <p>Catch them at their best</p> <p>Positive phone calls home</p> <p>Have high expectations</p> <p>Show empathy (not sympathy)</p> <p>Look out for their sports teams' results</p> <p>Actively listen and then listen some more</p>	<p>Don't take yourself too seriously</p> <p>Create a safe environment</p> <p>Develop and cultivate compassion</p> <p>Say the "hard things"</p> <p>The small things are the big stuff</p> <p>Ask questions</p> <p>Set boundaries</p> <p>Step in without being asked</p> <p>Know when to dial it back</p> <p>Give consistently, receive occasionally</p> <p>You create the weather in your classroom</p> <p>Mutual Respect</p> <p>Welcome diversity</p> <p>Be supportive</p> <p>Initiate conversations</p> <p>Honesty is key</p> <p>Follow through and do what you say you'll do</p> <p>Compliment</p> <p>Say thanks</p> <p>Laugh</p> <p>Be present</p> <p>Be their biggest cheerleader</p> <p>Let go of the past</p> <p>Check in regularly</p> <p>Be willing to learn from each other</p> <p>Show Botherdness</p> <p>Remember important dates</p> <p>Don't judge</p> <p>Separate the behaviour from the person</p> <p>Treat them fairly</p> <p>Laugh with them</p> <p>Remember their birthday</p> <p>Learn to apologise</p>
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Appendix 3: The Weekly Record

If a pupil is demonstrating persistent disruptive behaviours, class teachers should consider use of The Weekly Record to monitor behaviours and, crucially, identify triggers more readily. This should not be viewed as a 'last resort' or a negative step. The Weekly Record:

- Can be used for a short period of intensive monitoring or may support a pupil on a longer-term basis.
 - Offers the opportunity to give a child a high level of positive feedback on a session-by-session and week-by-week basis.
 - Strengthens communication between parents and school, and with senior leadership within school.
 - Allows the pupil to focus on three specific targets for improvement in their behaviours – strengthening their ability to discuss their behaviour using more precise vocabulary than they might otherwise.
 - Develops pupils' self-awareness, so that they might respond to warnings more readily.
 - Can be linked to specific nurture provision to develop their understanding of and ability to manage specific behaviours.
- The decision to place a child on a weekly record should be discussed with the phase leader so that they maintain an awareness of persistent behaviours within the phase.

- 1) A meeting with the child and their parent(s) should determine the first targets, with scope to modify the record to include home–school recording if negative behaviours are consistent between the two. The child should work on the same targets until they can be considered consistently met, at which point new targets should be agreed in a review meeting with parents.
- 2) Achievement against targets agreed should be discussed **at the end of each session** and points awarded. This provides a good opportunity for a positive discussion frequently throughout the day and is an essential component – it should not be the case that the record is completed at the end of a morning or full day, nor that the record is only referred to where there have been warnings given or **an incident has occurred**.
- 3) The targets set should be specific and seek to redress some aspects of the child's recurrent behaviours. Feedback, session by session, should be specific to progress against **these targets** and should avoid general sanctioning e.g. if warnings have been given for other matters within the session.
- 4) At the end of each day, the total points earned across the day should be totalled and bonus points awarded, where appropriate.
- 5) At the end of the week, the total number of points achieved should be recorded and the pupil should have the opportunity to discuss their weekly record with the phase leader and to claim their prize from the trolley, if appropriate.
- 6) Incidents which occur within the period of monitoring using the weekly record should also be recorded on Arbor to maintain an accurate view of whole school behaviour patterns.
- 7) Weekly records should be passed to SLT phase leader for analysis, each week.
- 8) If a child's behaviour re-sets following a period of weekly monitoring, the class teacher and phase leader may agree to remove the child from the weekly record and manage behaviour within the policy.
- 9) If a child's behaviour does not demonstrate rapid improvement once the weekly record has been implemented, the class teacher and phase leader should consult with SLT for a period of observation and advice.
- 10) Where appropriate, the writing of a Positive Behaviour Plan, a Positive Handling Plan and a Pupil Risk Assessment may be necessary. Again, the SLT phase leader will support with this process, but it is the responsibility of the class teacher to seek the support.

The Weekly Record is an important phase in developing the support an individual may need to thrive in your classroom and should be viewed as a positive step forward in that journey... Acknowledging persistent low-level behaviours is not a sign of weakness; tolerating persistent low level behaviours is never the best course of action for any child's long-term chance of success.

Thurs	Targets	Observations
Breakfast Club	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
Break	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
Lunch	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
Total	/ 54	

Fri	Targets	Observations
Breakfast Club	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
Break	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
Lunch	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
Total	/ 54	

Name _____

Week beginning _____

TARGETS:

- A. I can stay safe
- B. I can follow an instruction within 3mins
- C. I can attempt a task on my own and signal for help when needed.

0 = Target not met 1 = partially met 2 = met

B = Behaviour T = Trigger A = Action

For an incident, state the Behaviour displayed, the Trigger that caused it and the Action taken by staff

Daily 48 / 54 = 2 Dojo Points

Weekly 250 / 270 = 10 Dojo Points

Mon	Targets	Observations
Breakfast Club	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
Break	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
Lunch	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
Total	/ 54	

Tues	Targets	Observations
Breakfast Club	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
Break	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
Lunch	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
Total	/ 54	

Wed	Targets	Observations
Breakfast Club	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
Break	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
Lunch	A - 0/1/2 B - 0/1/2 C - 0/1/2	Time: B
	A - 0/1/2 B - 0/1/2 C - 0/1/2	T
	A - 0/1/2 B - 0/1/2 C - 0/1/2	A
Total	/ 54	

8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

1. Anger

The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.



4. Chandeliering

Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandeller.



2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.



5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.



7. Negativity

People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.

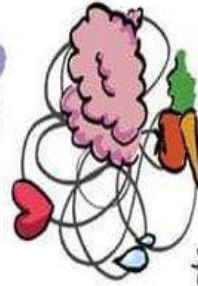


6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.

3. Defiance

Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they feel anxious and helpless.

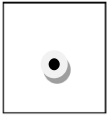


8. Overplanning

Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.



Top Ten Behaviour Tips from Dr Bill Rogers



1. The Black Dot in the White Square:

It is often necessary to get class or individual behaviour into perspective in order to maintain a positive atmosphere in the class. In Bill Rogers' model, the black dot represents the negative, disruptive behaviour of certain individuals or the class as a whole; the white square represents the positive behaviour of the majority or the normally good behaviour of an individual. By focusing on the black dot, we are forgetting the white square. This illustrates the need to keep things in perspective and helps to avoid using sweeping statements that can harm positive working relationships.

The class is awful / The group never works sensibly...

The student is unable to behave / He is just like his brother...

This thinking leads you to pick up on the late-comers, the noise makers and the students' off-task, at the expense of reinforcing the good behaviour of the majority. Is so much healthier for all concerned to swap that around. I find it applies to homework too... focus on the bits you get in, rather than the ones you don't.

2. Using Positive Language

This is so simple but packs a punch. Instead of "will you stop talking" you say "I'd like everyone listening, please". Instead of "John, stop turning around and distracting Mike" you say "John, I'd like you facing this way and getting on with your work... thanks." Note the lack of a 'please'.

3. Choice direction and 'when...then'

Classic parenting techniques that work brilliantly.

Jamil, you can either work quietly by yourself or you can come up and sit with me,

James, you can go next door to work with Mr Anderson or you can work sensibly with Andy as I've asked.

Richard, you can do exactly what I've asked or get a written warning as you were warned earlier.

When you have finished tidying up your area... then you can sit wherever you want....

This works so much better than crude belligerent 'do what I say' command language.

4. Pause Direction

Students are in the bubble of their own a lot of the time. Just because you start talking, doesn't mean they hear you. Make a deliberate pause between gaining a student's attention and a direction to ensure they have had sufficient 'take up' time. Eg. "Michael pause...David...pause...could you face this way and listen, thanks".

You gain their attention, with eye contact, before you say what you want to say. Try it....

5. Take-up Time:

This avoids the horrific teacher domineering – "come here, boy!" nonsense. Simply, "Michael...(pause to gain attention)... come up here a sec please." Then deliberately look away... talk to someone else. Michael will come. He just will. In his own time. It works – try it. It also works in the corridor. "John, come over here for sec please... then walk away to a private area, away from peers. John will follow – and not lose face." You can then have a quiet word about the behaviour without the show-down.

6. 'You establish what you establish'

With a new class or group, right from the start, anything you allow becomes established as allowed; and anything you challenge is established as unacceptable. If you do not challenge students who talk while adults talk, you establish that this OK; similarly with noise level. If you ask for 'silence' and then accept a general hubbub – then your message is 'silence means general hubbub'. If you want silence – you have to insist on it. Bill Rogers is great on this whole area of planning for behaviour; investing time in setting up routines – a signal for attention, how you come in and out of the classroom, the noise level. Talk about it explicitly and reinforce it regularly. The start of a new term is a good time. At any point, if you are not

happy with the behaviour in your lessons, you have to address it explicitly. Otherwise, you give permission.

7. Teacher Styles

- Don't be an **Indecisive teacher**: hoping for compliance but not insisting; pleading not directing.
- Don't be the opposite: **an Autocratic teacher**: using a power relationships to demand compliance without any choice.
- Be an **Assertive teacher**: This teacher *expects compliance* but refuses to rely on power or role status to gain respect. The teacher plans for discipline, uses clear, firm direction and correction, but acts respectfully.

8. Controlled severity

Most great teachers establish very clear boundaries through the occasional dose of 'controlled severity'. A sharper, harder corrective tone that conveys: "No! You will not do that –EVER!" Followed quickly by a return to the normal friendly, warm tone. Ideally, the simple sharp reprimand is all that is needed – that cross tone that says: "I still love you dearly, but you know that is beyond the boundary and you know I will not tolerate it again". Most teachers regarded as 'good with discipline' only need to use the severe tone occasionally. As with parenting, the art is getting the balance: not overused or generated from real anger – thus de-sensitising children OR under-used and ineffectual.

9. Partial agreement (aka being the Grown-up)

Bill Rogers has a strong line on teachers being able to model the behaviour they expect. This includes not wanting the last word. Partial Agreement is an essential strategy for avoiding or resolving conflict. It means teachers not trying to have the last word, or asserting their power in a situation when a student disputes their judgement.

Student : "I wasn't talking, I was doing my work"

Teacher : "OK, Maybe you were but now I want you to press on to finish the task. VS "I saw you talking with my own two eyes!"

Student: "It wasn't me... it's not mine... I didn't do anything"

Teacher: "Maybe not – but we're all clear on the rules about that aren't we and I'd like you to help me out next time, thanks." VS "Did I ask if it was yours? Is that what I asked? I told you to give it to me!"

The focus is on the primary behaviour, giving students take up time and a choice about consequences. Expecting compliance is key but we should not regard 'giving in' as a sign of weakness. Communicating to students that you may be wrong is an important part of building relationships whilst maintaining your authority. An adult who wants their pound of flesh; is uncompromising and moans about kids 'getting away with it' will face more confrontation than those able to stay focused on the primary behaviour.

10: Behaviour Management is an emotional issue

The overriding message from Bill Rogers is to recognise explicitly that behaviour is about emotions and associated traits: confidence, self-esteem, peer relationships, group acceptance, empathy, belonging, resilience and all the opposites. There is just no excuse for an angry outburst that has no resolution; for forcing a child into an emotional corner through power or using sarcasm to humiliate. We are the adults. BUT –we are human and we sometimes fail to manage. Sometimes, things go wrong and so, Bill Rogers urges us to acknowledge our emotions and pass to a colleague if necessary. After a cool-off, as soon as you can, model the behaviour you want to – calm, measured, warm, encouraging and showing you care. 'Repair and Rebuild' is a great concept.

Use of Reasonable Force

Ebor Gardens Primary Academy and Victoria Primary Academy are committed to providing a broad, balanced and effective education for all the children who attend our schools.

1) Introduction

1. Ebor Gardens and Victoria Primary Academies recognises its legal and moral duty to promote the well-being of children and protect them from harm. We believe that every child regardless of age has at all times and in all situations a right to feel safe. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge.

2. We are committed to a positive behaviour policy which encourages children to make positive behaviour choices and this policy should therefore be read in conjunction with the Behaviour Policy. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles: -

- Physical intervention should be used only as a last resort when other strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Head of School (Designated Safeguarding Lead).
- Parents will be informed of each incident.

3. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will exercise their own judgement in situations which arise within the above categories. Staff will always act within the school's policy on behaviour, particularly in dealing with disruptive behaviour.

4. Staff are aware that when they are in charge of children during the school day or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They will, therefore, take reasonable action to ensure all pupils' safety and well-being.

2) Aims of the school to minimise the use of force

In order to reduce the possibility of force being needed the school will:

- a) Create a calm, orderly and supportive school climate that minimises the risk and threat of violence;
- b) Continue to develop positive relationships between staff and pupils;
- c) Adopt a whole school approach to developing social and emotional skills using PSHCE sessions and assemblies;
- d) Take a structured approach to professional development that helps staff acquire the skills of positive behaviour management and managing conflict, as well as supporting each other during and after an incident;
- e) Recognise that situations which trigger challenging behaviours are often foreseeable;
- f) Effectively manage individual incidents, communicating calmly with the pupil, using non-threatening verbal and body language, ensuring the pupil can see a way out of a situation;
- g) Use strategies that might include going to a quiet room, away from bystanders or other pupils, so that staff involved can listen to concerns;
- h) Wherever practicable, warn a pupil that force may have to be used before using it.

3) What the Law Says

1. Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- a) Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b) Causing personal injury or damage to property;
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are:

- d) Any member of staff at the school.
- e) Any other person whom the Executive Principal / Head of School has authorised to have control or charge of pupils. This can also include people to whom the Executive Principal / Head of School has given temporary authorisation to have control or charge of pupils. The power may be used where the pupil (including a pupil from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

2. The law states that there is no definition of "reasonable force". Whether the force used is reasonable will always depend on the circumstances of individual cases. Deciding on whether the use of force is justified will depend part upon the context in which the misbehaviour takes place. The test is whether the force used is proportionate to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour.

3. It is unlawful to use force as a punishment. This is because it would fall between the definitions of corporal punishment, abolished by section 548 of the Education Act 1996.

4) Deciding if the use of force would be appropriate

1. Use of Force can be used to:

- remove a child from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

2. The judgement on whether to use force and what force to use will depend on the circumstances of each case. In the case of pupils with Special Educational Needs (SEN) and/or disabilities it will depend on information about the individual concerned. Staff will make the clearest possible judgement about:

- a) The potential consequences of not intervening are sufficiently serious to justify use of force.
- b) The chance of achieving the desired result by other means are low.
- c) The risks associated with not using force outweigh those of using force.

3. Staff (including people with temporary authorisation to have charge or control of pupils) will be kept informed about and advised on how to deal with pupils who present risks to themselves or others.

5) The use of force

1. Any physical intervention used will always be the minimum needed to achieve the desired result. Wherever possible staff will not use force unless another member of staff or responsible adult is present to support observe and call for assistance. Before force is used staff will:

- a) where appropriate, use the child's individual support plans, risk assessment and strategies outlined in the individual Positive Handling Plan

- b) tell the pupil to stop and inform them of the consequences should they continue.
- b) warn the child that physical restraint will be used if they do not do as they are asked.
- c) communicate in a calm and controlled manner and will not give the impression they have lost their temper.
- d) attempt to send for assistance.
- e) send other children away if possible.

2. If force has to be used staff involved will:

- a) tell the pupil that they are restraining him/her to avoid the pupil harming themselves, others, or property.
- b) use only the minimum force necessary and attempt to communicate with the child throughout.
- d) be sensitive of their own strength and body weight and to issues of gender.
- e) inform the Head of School/Executive Principal if he or she has not been involved and ensure that the parent has been informed.
- f) record the incident fully on CPOMS and notify the Designated Safeguarding Lead

3. The types of force likely to be used are:

- a) Leading a pupil by the hand or arm
- b) Shepherding a pupil away by placing a hand in the centre of the back
- c) Standing between pupils
- d) Blocking a pupil's path (only to be used if a pupil is at risk of harming themselves or others)
- e) In more extreme circumstances, using restrictive holds (which may require specific expertise or training),
Such holds include:
 - A staff member holding a pupil's arms at his or hers sides;
 - Two staff members, one either side of a standing pupil.

6) Power to Search Pupils Searching without Consent

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by section 242 of the ASCL Act 2009), to search pupils without their consent for articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property. This search power may be exercised by the Principal / Head of School and staff authorised by them, where they have reasonable grounds for suspecting that a pupil has a weapon. Where resistance is expected school staff may judge it more appropriate to call the police.

7) Searching with consent

School staff can search pupils with their consent for any item. School is not required to have formal written consent from the pupil, it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. If the pupil refuses, the teacher can apply an appropriate consequence as set out in the school's behaviour policy.

8) Staff Training

Although the absence of accredited training does not preclude a member of staff from using reasonable force where needed, a number of staff in school have received Team Teach training. This programme is not just about the physical use of force. Its approach provides a framework to equip schools and individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm. The physical techniques are assessed by an expert risk assessment panel. Team Teach is approved by Ofsted and the Institute of Conflict Management (ICM). The Team Teach expectation is that people will communicate, assess, look and listen for opportunities to divert or deescalate.

9) Recording and Reporting of Incidents

1. Immediately following an incident which requires the use of force, the member of staff concerned should inform the Head of School and provide a short written factual report on CPOMS as soon as possible thereafter. The written record should include:

- The name(s) of the pupil(s) involved and when and where the incident took place.
- The names of any other staff or pupils who witnessed the incident.
- The reason that force was necessary.
- Briefly outline how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long.
- The pupil's response and the outcome of the incident.
- Details of any obvious or apparent injury suffered by the pupil, or any other person, and whether First Aid was sought.
- Details of any damage to property.

2. Where reasonable force has been used on a pupil, parents are to be informed by the appropriate member of staff as soon as possible.

10) Post Incident Support

Any member of staff who has been involved in an incident which results in use of reasonable force will receive support in a non-blaming and caring manner. They will be given the opportunity to explore thoughts and feelings during and after the incident. This time will also be used to develop and record a strategy or alternatives for any future significant incidents. All staff are encouraged to support, guide and reassure each other.

11) Complaints and Allegations

All complaints that the school receives will be taken seriously. All matters will be dealt with in line with the Trust complaints policy. If a complaint is made following the any use of force it will be dealt with by the Head of School / Executive Principal of the appropriate academy. Where an allegation is made that a member of staff has used force inappropriately or unlawfully school will follow the allegations to staff procedure. This means that the Head of School / Executive Principal will inform the Local Authorities Designated Officer (LADO) on the same day that the allegation is made.