

Ebor Gardens and Victoria Primary Academies



Behaviour Policy

Policy updated:	September 2019
Adopted:	
Review date:	

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

Our behaviour policy is designed to:

- Promote a positive climate and learning culture within our schools;
- Provide a safe school environment for all;
- Develop a shared understanding of socially acceptable behaviours;
- 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 and staff in our schools is that they will follow our 'Rules for Life':

We achieve our best.

We show respect.

We choose our words carefully.

We are safe and secure.

We understand each other.

Behaviour Approach

Our Behaviour Policy is informed by a positive approach to behaviour management. Wherever possible, we encourage, praise, celebrate, reward and positively reinforce key learning powers that pupils will need for life. In all pupils, we foster the ability to be:

- Determined
- Resourceful
- Responsible
- Effective
- Reflective

We believe that building pupil's self-esteem, through strong relationships with children, is key to good behaviour, good learning attitudes and to success in life. We expect all adults who work across our schools to embrace this approach and to proactively support it. We take a relentlessly positive approach and focus loudly on the positives wherever we can. Effective and consistent behaviour management is the responsibility of all staff throughout the school. High standards should be expected and required.

The expectation of adults is that they will:

- Actively model appropriate behaviours and apply the policy consistently and fairly
- Celebrate positive behaviour and instill a sense of pride in those pupils achieving this
- Have high expectations of children's attitudes to learning, play and transitions through school
- Establish a culture of positive reward, respect and tolerance
- Ensure that classroom practice fosters practical activity, cooperation and collaboration (learning by *doing*, rather than learning by *do not*)
- Collaborate with the Assistant Principal to maintain high standards of behaviour within the phase and, where appropriate, the SENCO in order to create personalised Support Plans which enable each child to thrive
- Through CPOMS, keep a record of all incidents of serious or gross misconduct and ensure that the Head of School and parents/carers are informed of any such incidents within that same day
- Work in partnership with parents/carers, school-based staff and outside professionals and ensure that advice is understood and implemented
- Develop relationships with all pupils and ensure that a restorative conversation is had between the adult and child post-incident to protect the relationship and ensure all parties reach shared understanding
- Take time to reflect upon the sequence of events leading up to an incident in order to understand the needs of the child so that preventative measures can be taken to avoid the same escalation next time
- Consistently implement the language of choice to de-escalate incidents
- Always maintain a calm and rational disposition and seek support from other adults where necessary

Consequences

We recognise that behaviours which are positively rewarded are more likely to be repeated and so we believe it is important that children enjoy a rich range of positive consequences across each and every school day.

Positive Consequences

Adults in school strive to recognise and reward positive behaviour, seeking to catch 'children being good' at every opportunity. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all of the time.

Teachers use praise and stickers to instantly reward appropriate behaviour in all classes and shared spaces. Pupils can also share their special achievement with the Head of School in order to receive a special 'Head teachers' sticker. A wide range of further rewards are also used to promote positive behaviours for learning:

House Points

Children earn House Points for following our 'Rules for Life'. Each half term, a House Competition is set to earn more competition points. The winning team enjoy a winner's event determined by the children.

Dojo Points

Do-Jo Points are awarded for high quality learning in school or at home. Do-Jo Points are accumulated and earn pupils Star pin badges at Bronze, Silver and Gold level.

University Time

One hour of 'University Time' is awarded to every pupil in school each week. Each class participates in a fun, curriculum-based session which may include baking, DT and crafts, construction, PE, Art or ICT.

Starbooks

Two pupils from each class visit "Starbooks" fortnightly – where they enjoy a story and a hot chocolate with marshmallows with the English leader.

Tea party with the Head

Certificates are awarded to children for their behavior and achievement within lessons. Children who have received a certificate are invited to enjoy a tea party with the Head.

Learning Power Achievements

Weekly, two pupils from each key stage are chosen to receive a book of their choice. Pupils chosen are those who have demonstrated their ability to reflect upon their own Learning Powers.

VIP table

Each week, lunchtime staff choose pupils who have demonstrated impeccable behavior throughout the week. Those pupils are served by waiters at a special table in the dining hall and enjoy a very special lunchtime!

Attendance and Punctuality

We also recognise attendance and punctuality as important learning behaviours to be celebrated. Each week, any class with attendance above 95% will be awarded £2 into their class bank account, and any class with attendance above 96% will be awarded £5 into their class bank account. Children get to choose what they spend their class money on. Any class who achieves 100% for any week will also enjoy an extra special treat on top!

Top Trumps Trip

Half termly, pupils who have demonstrated their ability to make consistently good choices are invited to attend a special event.

To maintain the high profile of positive consequences 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 occasions and send a text out to notify those parents specifically.

Pupils also understand that poor choices can lead to undesirable consequences. This system is well understood by all pupils and allows many opportunities for pupils to respond to adult guidance to make the right choice before any formal consequences are imposed.

Undesirable consequences

From time to time, pupils may display inappropriate behaviours and these will be consistently challenged by all staff, with the main aim of de-escalating any situation, ensuring all children are safe and all children's learning may continue. All adults use good classroom-management techniques and non-verbal signals to subtly indicate their disapproval e.g. eye contact, a shake of the head, a disapproving look, allowing the child to correct their behaviour. Following this, adults clearly state which behaviour they expect to stop and present a calm, clear statement of expectations using the language of choice (see Appendix 1). Pupils are comfortable with a behaviour system which they see as fair, transparent and consistent. To this end, all adults in school follow through all instances of undesirable behaviour in the following way:

Stage	Cue	Description
Stage 1	Non-verbal signal	Adult gives non-verbal signal to stop the inappropriate behaviour and allows take up time, e.g. touch back of chair to indicate '4 legs on the floor.'
Stage 2	Verbal signal	Adult will state the inappropriate behaviour, describe the desired behaviour and give choices, e.g. 'Jack – you're swinging on your chair. Let me see your chair legs down – thank you.' OR 'You can either put 4 legs on the floor or if you need to, you can swap seats?'
Stage 3	Verbal Reminder	If behaviour persists, adult will give a clear message that the behaviour needs to stop by issuing a verbal reminder. ' <i>Jack – I've already asked you to keep 4 legs on the floor. You are not being safe – that is your reminder.</i> ' (No minutes have been lost at this stage.)
Stage 4	Take 5	If inappropriate behaviour continues, the child will be asked to 'Take 5' within the classroom. Following a suitable period, a restorative conversation should take place between the adult and the child. This conversation needs to ascertain any underlying matters which may be leading to the undesirable behaviour and re-set high expectations for the remainder of the session. Adults should seek to offer support and re-engage the child in their learning. (No minutes have been lost at this stage.)
Stage 5	Minutes off	If inappropriate behaviour continues, minutes will be lost from University Time (see Appendix 2). Minutes lost are not an accumulation of minutes – each incident has a primary behaviour and the number of minutes lost should relate to that. Secondary behaviours (huffing, puffing, sighing, swearing) should be ignored as far as possible by allowing suitable take-up time. Adults should seek to offer support and re-engage the child in their learning.
Stage 6	Withdrawal	A pupil will be asked to leave the classroom if the behaviour continues or escalates following Stage 5. The decision to withdraw a child is not taken to punish a child, rather to provide a low stimulus environment without an audience to allow the child to regulate their own behaviour. Pupils are accompanied to the school's designated area by their trusted adults to allow the child to calm down enough to engage in a restorative conversation with the adult.

Once a child has reached **Stage 5**, minutes will be lost from **University Time** dependent upon the behaviour (see Appendix 2 for examples of consequences). Once the child is calm, all adults will talk with the child about the behaviour they displayed and how to make better choices next time. Adults would refer to the chart below with the child to allow them to identify the correct level of consequence for their actions.

Playtimes and Lunchtimes

All staff will follow the Behaviour Policy in the playground and continue to observe and reward positive behaviours through praise. Staff will also act as a positive role model by pro-actively playing with children, encouraging games and collaborative play.

In order to maintain the safety and wellbeing of all pupils, *ALL* incidences of serious misconduct in the playground are treated with a 'zero tolerance' policy, **with children either asked to walk with a supervising adult for a period of time** or withdrawn from the playground. Minutes lost during play/lunchtimes are paid back in subsequent play/lunchtimes. The class teacher must be informed in order for them to gauge whether communication with the parent/carer is necessary and all incidents must be logged.

Children who are persistently unsafe on the playground should be discussed with the Assistant Principal to outline a personalised provision and prevent reoccurrence. If, however, persistent unsafe behaviours continue, children may be withdrawn from the playground for an agreed period and gradually reintegrated when they show readiness.

Pupils whose behaviour at lunchtime is persistently disruptive may be excluded from the school premises for the duration of the lunchtime period.

A positive behaviour approach emphasises that the vast majority of interactions are positive ones. At all times, staff should focus on positive reinforcement and building self-esteem whilst maintaining a conducive learning environment. In the event of persistent disruptive behaviors occurring, staff will discuss with parents/carers and Senior Leaders in school to seek advice and take a pro-active approach to reducing incidents as quickly as possible, before habits become established.

Communication with parents/carers

Staff will, where they see appropriate, verbally inform parents of their child's behaviour. **In every instance where a child has reached Stage 6 and it has been necessary to withdraw their child from class or from 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. (See associated Exclusions Policy).

Persistent Disruptive Behaviour

In the event of persistent disruptive behaviour, where school interventions have not yet led to 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.

There are a number of stages of support available to a child who is demonstrating dysregulated behaviour with increasing frequency:

1) Conversation with the parent

Where necessary, the class teacher will report details of incidents of socially unacceptable behaviours which have occurred throughout the day.

2) Informal meeting with the parents

Where necessary, the class teacher will meet with the parents to explore any possible reasons underlying persistent disruptive behaviours.

3) The Weekly Record

If behaviours continue to present challenge, parents may be asked to meet with the class teacher to agree targets for a weekly record (see Appendix 3). Weekly Records will be put in place to provide your child with session-by-session feedback on your 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.

4) Positive Behaviour Plan

If there has been no improvement, or behaviours are sufficiently challenging, parents are required to support the school by attending a meeting to agree a Positive Behaviour Plan. This will include the co-production of a personal profile, a positive intervention plan and strategies for effectively managing challenging behaviour, together.

5) 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.

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, such as Educational Psychologists, Occupational Therapists, Mindspace Counselling and other agencies as appropriate. 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.

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.

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.

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. Behaviours leading to exclusion may include:

- Physical assault against adult/child
- Threatening behaviour against adult/child
- Persistent disruptive behaviour
- Intentional damage to property
- Persistent racial abuse
- Sexual misconduct

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

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

Partial Timetable

The Head of School / the Executive Principal may, in exceptional circumstances, consider the use of a partial timetable. Please see Appendix 5 – Partial Timetable Agreement between the academy and Parent/Carer.

Managed Move

If a parent / carer does not engage with the school in seeking to assist Senior Leaders in managing their child's challenging behaviour, or if the academy feels that all strategies have been exhausted without success, the next stage in the process would be presenting the case for This may result in admission to an alternative school for a 'fresh start', and this move would be permanent.

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

Reasonable Adjustments

A reasonable adjustment never means that we lower our expectations. It means that some children need additional support to ensure that they meet the high expectation that we have of all of our children.

We may, in line with the requirements of the Equality Act 2010, make reasonable adjustments for children with Special Educational Needs and Disabilities in relation to this policy where it is deemed appropriate.

In order to ensure that the duties under the Act are met, we will:

- Consider the SEND Code of Practice and the SEND policy;
- Monitor the behaviour logs and, in particular, exclusions for SEND children with an EHCP, an EHCP pending or other disability;
- Call an emergency/annual review where the SENCO has identified that the child may have difficulties meeting the academy expectations.
- The decision as to whether to make any adjustment will be made only at an emergency/annual review meeting and convening such a meeting does not automatically mean that an adjustment will be made.
- The Head of School/ Executive Principal will attend this review.
- The final decision to make adjustments and whether they are considered reasonable rests with the Head of School / Executive Principal, who will take advice at the emergency/annual review meeting.

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', and the associated policy.

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. An appropriate consequence will be implemented to dissuade the perpetrator from repeating this serious behaviour. Heads can temporarily or permanently exclude pupils who make false allegations. In extreme circumstances, they can involve the police if there are grounds for believing a criminal offence has been committed.

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 impose a suitable sanction for the child.

DFE Guidance

The Victoria and Ebor Gardens 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. We reserve the right to apply the above DfE guidance and any future changes to statutory regulations in full.

Associated policies

This policy should be read in conjunction with the following Victoria and Ebor Gardens policies:

The use of reasonable force
Anti-bullying
Child Protection and Safeguarding
Exclusions

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.

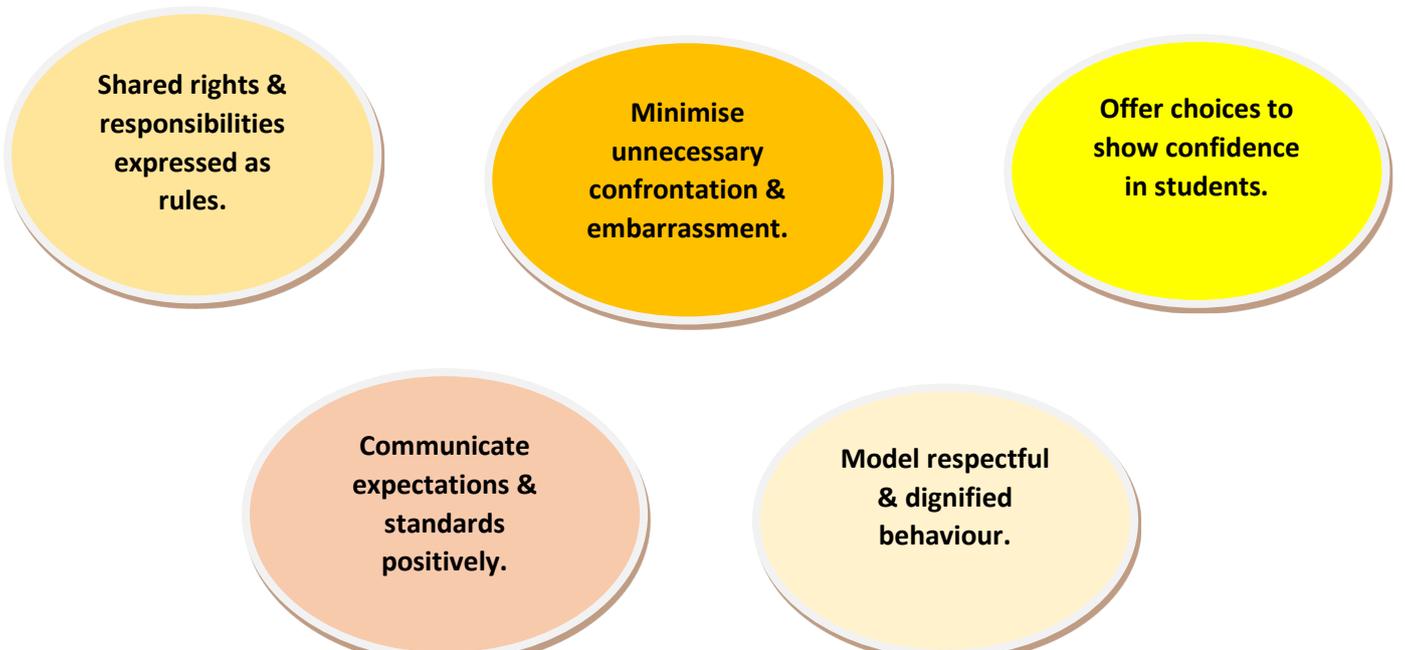
Step 3 – Statement of Choice

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’ll have to walk with me for 5 minutes. 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.

5 Principles of effective behaviour management:



Shared rights & responsibilities expressed as rules.

Minimise unnecessary confrontation & embarrassment.

Offer choices to show confidence in students.

Communicate expectations & standards positively.

Model respectful & dignified behaviour.

Appendix 2

Behaviour	Minutes off
Disrespect	5 minutes
Dishonest	
Disruptive behaviour	
Disrupting own learning	
Failure to follow instruction	
Inappropriate / silly behaviour	
Refusal to attempt work	
Hurting	15 minutes
Inappropriate language	
Threatening behaviour—adult or pupil	
Unsafe	
Verbal abuse—adult or pupil	
Walking out—classroom environment	20 minutes
Bullying	
Damage to property	
Spitting	
Theft	
Assault—adult or pupil	25 minutes
Biting	
False Allegation	
Fighting	
Racist/phobic incident	
Walking out—school grounds	

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 Assistant Head 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 totaled 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 Assistant Head 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 in order to maintain an accurate view of whole school behaviour patterns.
- 7) Weekly records should be passed to Louise Duffield for analysis, each week.
- 8) If a child's behaviour re-sets following a period of weekly monitoring, the class teacher and Assistant Head 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 Assistant Head should consult with the SENCO for a period of observation and advice.
- 10) Where appropriate, the writing of an Individual Behaviour Plan, a Positive Handling Plan and a Pupil Risk Assessment may be necessary. Again, Louise Duffield 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
9:00 - 10:00	A	B
	B	T
	C	A
10:00 - 11:00	A	B
	B	T
	C	A
11:00 - Lunch	A	B
	B	T
	C	A
12:45 - 13:15	A	B
	B	T
	C	A
13:15 - 14:10	A	B
	B	T
	C	A
14:10 - 15:05	A	B
	B	T
	C	A
Total	/ 36	

Fri	Targets	Observations
9:00 - 10:00	A	B
	B	T
	C	A
10:00 - 11:00	A	B
	B	T
	C	A
11:00 - Lunch	A	B
	B	T
	C	A
12:45 - 13:15	A	B
	B	T
	C	A
13:15 - 14:10	A	B
	B	T
	C	A
14:10 - 15:05	A	B
	B	T
	C	A
Total	/ 36 /180	

Weekly Record



Date: _____

Name: _____

TARGETS

- A. Follow instructions given by adults
- B. Complete the task set
- C. Stay in the learning environment

0 = Target not met

1 = Target partially met

2 = Target Met

B = Behaviour T = Trigger A = Action

If there is an incident during the session the Behaviour displayed, the Trigger that caused it and the Action taken by staff will be recorded.

Daily

30 / 36 = 2 Bonus Stamps

Weekly

160 / 180 = Prize from the Trolley

Mon	Targets	Observations
9:00 - 10:00	A	B
	B	T
	C	A
10:00 - 11:00	A	B
	B	T
	C	A
11:00 - Lunch	A	B
	B	T
	C	A
12:45 - 13:15	A	B
	B	T
	C	A
13:15 - 14:10	A	B
	B	T
	C	A
14:10 - 15:05	A	B
	B	T
	C	A
Total	/ 36	

Tues	Targets	Observations
9:00 - 10:00	A	B
	B	T
	C	A
10:00 - 11:00	A	B
	B	T
	C	A
11:00 - Lunch	A	B
	B	T
	C	A
12:45 - 13:15	A	B
	B	T
	C	A
13:15 - 14:10	A	B
	B	T
	C	A
14:10 - 15:05	A	B
	B	T
	C	A
Total	/ 36	

Weds	Targets	Observations
9:00 - 10:00	A	B
	B	T
	C	A
10:00 - 11:00	A	B
	B	T
	C	A
11:00 - Lunch	A	B
	B	T
	C	A
12:45 - 13:15	A	B
	B	T
	C	A
13:15 - 14:10	A	B
	B	T
	C	A
14:10 - 15:05	A	B
	B	T
	C	A
Total	/ 36	

APPENDIX 4: Exclusion Reintegration Form

Date:	
Childs name:	
Year:	
Class:	
Number of days exclusion this incident:	
Number of exclusion this year:	
Number of days exclusion this term:	
SEND / EHCP	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending
	If yes or pending, is emergency/interim review required (where reasonable adjustments may be considered) <input type="checkbox"/> Yes <input type="checkbox"/> No

Agenda / Discussion Points:

<input type="checkbox"/> The reason for exclusion	
<input type="checkbox"/> Attainment and progress	
<input type="checkbox"/> Attendance %	
<input type="checkbox"/> Conditions of reintegration/academy expectations	
<input type="checkbox"/> Sanction by the parent to support the academy	
<input type="checkbox"/> Plan for managing future learning	
<input type="checkbox"/> Referral needed (give details of person/report)	
<input type="checkbox"/> Work returned	<input type="checkbox"/> Yes <input type="checkbox"/> No, please state reason given

SENIOR MEMBER OF ACADEMY STAFF:

Signed	Date
Name	Position in Academy

PARENT:

Signed	Date
Name	

Appendix 5: Partial Timetable Agreement between Academy, Child and Parent/Carer

Child's name:	Date of Birth:
Academy:	Year Group:

The objectives of the partial timetable are:

1)
2)
3)

Dates:

Start Date of partial timetable	
End Date of partial timetable	
Number of weeks	

The partial timetable satisfies all the following criteria (please X):

1	Has been discussed with the child and parent / carer		6	Includes due consideration of pupil safeguarding	
2	Has a clear start and end date		7	Provides appropriate work that is marked	
3	Is for a limited time of no more than 6 weeks		8	Has clear achievable targets	
4	Is part of a documented strategy		9	Has SEND Director and Executive Principal approval if student is SEND	
5	Is in conjunction with EHA/ Positive Behaviour Plan / SEND provision		10	Child marked as C in the register when at home	

CONSENT AND AGREEMENT STATEMENTS

SENIOR MEMBER OF ACADEMY STAFF:	
I can confirm that all the above criteria has been put in place by the academy	
Signed	Date
Name	Position in Academy

PARENT:	
I consent to my child being placed on a partial timetable and agree that all the above has been put in place by the academy	
Signed	Date
Name	

Review meeting(s) to be held on:	
----------------------------------	--

Record of conversation:

Agreed reasons for the partial timetable:

What will be done by each party to this agreement? :

The timetable should be attached to this agreement.

Appendix 6: 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.