

PROMOTING POSITIVE BEHAVIOUR

INTRODUCTION

The Positive Behaviour Policy at Bradford Academy forms part of our Safeguarding Policy Portfolio and demonstrates our committed to safeguarding the wellbeing of all our students.

Bradford Academy provides a **values rich environment**, dedicated to the **affirmation, formation and high standards of achievement** for all our learners; in other words, that all learners in the Academy are **known, valued and understood**. **Justice** is the governing authority in the Academy. The higher the standard of justice in the learners' rights and the Academy's values, the higher the levels of learning, empathy and tolerance in learner achievement and formation. These principles are the rights of all the learners and should be the guiding principles underlying all Academy policies and procedures. To ensure that we are able to fulfil our mission, vision and values, we need to ensure that we promote the positive behaviour of all our learners.

This document demonstrates our shared commitment to improving the education of all our learners and preparing them for the adult world as active and participative citizens. The first responsibility of all members of staff will be to secure the affirmation, formation and achievement of every learner, in the management of rights of access, choice and freedom from discrimination. Our specialism is Citizenship and Enterprise and it is through our teaching and learning that we offer the active possibility in the affirmation and formation of the unique individuality and equality in each person that is confirmed in rights in law and belief.

We recognise the importance of providing learners with consistent messages from the adults who support and guide them. These messages flow from our commitment and demonstrate that **we value the views of our learners**.

We believe that this document underlines the principles that **effective management of behaviour is best demonstrated as partnership**, not just **between learners and staff** but also **in partnership with the learners' parents**. We have a duty to safeguard and promote the rights and responsibilities of our learners and we believe that this is achieved in environment in which all learners are known, valued and understood.

We aim to provide a **just and fair environment**, where every learner has an undeniable right to be treated fairly, and in return is expected to respect others and treat them fairly.

Positive behaviour is the right behaviour in the right place at the right time. All staff will seek to develop in learners the ability to understand and internalise standards of behaviour which has the well being of others, as a main consideration.

The Academy takes seriously its responsibility to protect and safeguard the interests of its learners. Its role in promoting safe environments, which enhance learners' feelings of competence and self-worth, cannot be underestimated. We will provide opportunities for learners to develop physically, socially, emotionally, spiritually and creatively and we recognise that healthy environments are those which **enhance self-esteem, encourage learning and promote and encourage respect for others**.

At the Academy we acknowledge our obligation to work effectively with learners in the context of family, culture and community and we recognise our responsibility to promote ethical practices and attitudes on the part of all our staff who work with, and on behalf of our learners. The following principles, procedures and standards for practice are designed to assist staff. It seeks to help them monitor their professional practice and guide their decision-making.

The principles outlined underpin all the work we do, whatever the setting. The policy and related procedures are intended to guide staff and will serve to protect them and the learners with whom they work.

The purpose of this document is to make explicit what action should be taken by staff to reward and reinforce good behaviour. It offers a framework for responding effectively to different types of behaviour and emphasises the importance of seeking to promote the dignity and well being of all concerned.

RELATIONSHIP TO OTHER POLICIES

In order for the Promoting Positive Behaviour policy to be effective it has a clear relationship to other Academy policies, particularly **Learning and Teaching, Equal Opportunities, Special Educational Needs and Anti-bullying**.

UNDERPINNING PRINCIPLES

Everyone has a right to:

- ◆ recognition of their unique identity
- ◆ be treated with respect and dignity
- ◆ learn, work and play in a safe environment
- ◆ expect that information about them will be kept confidential unless it relates to the safety of themselves or others.
- ◆ be protected from harm, and physical, verbal or emotional abuse

Learners have a right to:

- ◆ participate in environments carefully planned to nurture their individual progress in the social, emotional, spiritual, physical and cognitive areas of development.
- ◆ expect staff to undertake their duties and responsibilities in accordance with the agreed values, policies and procedures
- ◆ be informed about rules, relevant policies and the expected conduct of all learners and staff
- ◆ be consulted and have an opportunity to have their voice and opinions heard.

Staff have a right to:

- ◆ expect children and other staff to behave in accordance with the behaviour policy
- ◆ be consulted and have an opportunity to have their opinions heard

In summary, this policy is based on the principle that it is necessary to achieve good behaviour in all aspects of life in the Academy to enable effective teaching and learning,

DUTY OF CARE

All staff have a duty to keep learners safe and to protect them from physical and emotional harm. This duty of care requires all to provide a safe and healthy environment in which learners feel valued and secure. They should have opportunities to develop as individuals through the acquisition of skills and achievements.

We expect that staff undertake their duties, with fairness, integrity, honesty, compassion and work to secure the very best outcomes for learners.

This document acknowledges that sound professional relationships between staff and learners are vital to ensure good order in every setting. It is recognised that the majority of learners respond positively to the discipline and sanctions practised by the staff who work with them. This contributes to and ensures the well being and safety of everyone.

There is, however, value in identifying positive behaviour management plans so that all staff are aware of the action they should take if learners misbehave. This policy acknowledges that in exceptional circumstances the use of reasonable force may be necessary to prevent harm or injury to individuals.

All staff have a responsibility to follow the behaviour policy and to use strategies appropriate to the circumstance and situation. Physical intervention can only be justified in the circumstances described in Appendix A can only be used as a last resort when other strategies have failed

POLICY INTO PRACTICE

COMMUNICATING WITH LEARNERS

Communication is the starting point for all human interaction and effective communication is the basis of all the work we do with learners. Communication should always be a two way process. The message the adult gives affects the way the learner responds.

A positive communication culture requires:

- ◆ a calm atmosphere
- ◆ mutual respect, integrity and trust
- ◆ good working relationships
- ◆ taking responsibility for their part in the communication process
- ◆ that each party has a shared understanding of the interaction
- ◆ an understanding that communication is more than the words spoken
- ◆ listening to be as an active part of the communication process

DIFFERENT FORMS OF COMMUNICATION

Styles of communication vary from person to person and context to context. It is a very sophisticated form of interaction. 65% of communication is non verbal.

If a communication breakdown occurs it may be that the communication styles do not match. The result may be frustrating for both parties.

Some of our learners require alternative or augmented forms of communication. Some have a machine to facilitate speech, others may use pictures, signs, touch or gesture. All communication must take account of the needs of the learner.

| Do | Don't |
|-----------|--------------|
|-----------|--------------|

| | |
|---|--|
| <ul style="list-style-type: none"> ◆ make sure your message is clear ◆ check understanding is shared ◆ consider tone, pitch and level of voice ◆ be aware of your body language ◆ remember that the use of humour is acknowledged as a good de-escalator in the right context with the right child ◆ give a learner thinking time and allow time for a response ◆ give the learner and yourself a way out ◆ ensure that your body language matches the message you wish to convey ◆ model positive interaction | <ul style="list-style-type: none"> ◆ forget you are the adult and are expected to act and communicate in a professional manner ◆ get drawn into an escalating situation. Give a clear concise message and know when to stop speaking ◆ be aggressive or confrontational, try avoid shouting ◆ assume you know how a child will respond in every situation ◆ use sarcasm |
|---|--|

Each member of staff will be provided with a tick list of guidelines (see appendix C) which will serve as a reminder of the strategies to use to encourage positive behaviour.

BEHAVIOUR MANAGEMENT

Positive behaviour depends on the principle of respect for others and the context in which the behaviour takes place. It is, therefore important that learners have clearly defined standards of behaviour which are based on the respect and safety for all members of the group. Rules will generally be more effective if the link between the rule and the reason for it are both rational and clear.

Our rules and standards will be negotiated within a community so that there will be a greater ownership of them, through our Academy Value Contract It is also important that, once the standards of behaviour are set, all staff ensure that there is continuity of approach. Consistency is important for all learners and helps them to develop appropriate behaviour. It is also important that staff, as members of the community, model the behaviour that we expect from our learners.

A clear link between actions and consequences is important. It is essential that the consequences of actions are in proportion both to the level of understanding and development of the learner, and to the action itself.

IMPORTANCE OF GOOD BEHAVIOUR

Good behaviour and discipline is essential in achieving an orderly, safe and calm learning environment. This allows effective teaching and learning to take place. Learners who fail to behave properly prejudice their own educational chances and damage the educational prospects of other learners.

Promoting Positive Behaviour Policy

DfES Circular 10/99 “Social Inclusion: Learner Support” requires each Academy to draw up a clear behaviour policy. This behaviour policy which has been drawn up following consultation with all parties, and will be consistently and fairly applied to promote and maintain good behaviour.

Our behaviour policy makes clear:

- ◆ boundaries of what is acceptable
- ◆ the hierarchy of sanctions
- ◆ arrangements for their consistent and fair application
- ◆ linked system of rewards for good behaviour

The behaviour policy promotes:

- ◆ respect for others
- ◆ intolerance of bullying and all forms of harassment
- ◆ importance of self discipline
- ◆ the difference between 'right' and 'wrong'
- ◆ the conditions for successful learning

The Academy ethos and policies on behaviour are regarded with high importance in influencing behaviour. Our positive emphasis on behaviour within the Academy provides a learning setting in which our children feel secure, know they are valued as individuals, are safe from emotional and physical harm and are able to discuss their interests and voice their fears in a supportive atmosphere.

In particular we believe that the following are critical to our success in promoting positive behaviour:

- ◆ **Strong leadership and management** are crucial to the effective management of behaviour
- ◆ Clear **direction and support to staff** are key to maintaining a positive ethos
- ◆ **Regular training**, focused on classroom practice, combined with in-depth appreciation of child and adolescent development
- ◆ **Effective use of our information systems** to monitor learners' behaviour increases our capacity to be best placed to take speedy and effective action
- ◆ **Effective teaching and learning** is a key to encouraging good behaviour and engaging those learners who have the most difficult behaviour
- ◆ **Knowing our learners well** and planning lessons which take account of their different abilities, interests and learning styles of learners, supported through home teams and learning guides
- ◆ **Exploring with our learners** the conditions that they require to be a successful learner, including biological factors such as appropriate diet, sleep, exercise as well as exploring attitudes and behaviours
- ◆ Establishing a positive classroom ethos and **displaying strong teamwork** between adults
- ◆ **Rewarding and acknowledging good behaviour**
- ◆ **Ensuring a positive and consistent approach** to managing behaviour especially for boys who will respond well
- ◆ **Using seating plans** to help learners to settle quickly
- ◆ Using a variety of strategies will **engage and hold learners' interest**
- ◆ Always showing **respect for learners** and approaching them in a **consistent and non-confrontational manner**
- ◆ **Clear, articulated boundaries and consequences** which reduces ambiguity / confrontation.
- ◆ **Use of common language** to recognise and reinforce positive behaviour consistently.
- ◆ **High expectations**
- ◆ **Modelling good practice**
- ◆ Mechanisms for **identifying poor behaviour and actively challenging it**
- ◆ **Targeted, personalised intervention programmes** to support young people who are experiencing difficulty and exhibiting challenging behaviour.
- ◆ **Actively looking for opportunities in teaching and learning to promote positive behaviour and relationships** e.g. PSHE / contextualised learning days etc. The learning and teaching policy outlines the success criteria for the creation of a collaborative learning community where learners are actively involved in making decisions regarding the conditions for successful learning. The pedagogy of the Academy supports the development of positive behaviour management strategies.

- ◆ **Work with primary sector, especially during transition, to ensure continuity of positive behaviour and motivation. Proactive strategies to support young people.**
- ◆ **Induction for new staff.**

ROLES AND RESPONSIBILITIES

The **Governing Body** (GB) have agreed the policy for **promoting positive behaviour through consultation** with staff, parents and learners. They will ensure that it is shared with all, that is non discriminatory and that the expectations are clear. The **GB** will support the Academy and its leadership in maintaining high standards of behaviour.

The **Principal** is responsible for the implementation of the policy and for the day to day management of the policy and its procedures. Supporting staff faced with challenging behaviour is also an important responsibility of the Principal.

Staff (teachers and associate staff) will be responsible for ensuring that the policy and its procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is critical to its success. All staff have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching good behaviour and implementing the policy and procedures consistently.

The **GB, Principal and staff** will ensure that the policy and procedures are applied in a non discriminatory manner on any grounds (e.g. race; culture; gender; disability or sexuality)

Parents and Carers are expected to take responsibility for the behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership to assist the Academy in maintaining high standards of behaviour and have clear procedures to raise any issues arising from the operation of the policy and its procedures.

Learners (our learners) will be expected to take responsibility for their own behaviour and will be involved in understanding the policy and in informing its procedures and expectations. Learners have responsibility to ensure that incidents of disruption, violence, bullying and any other form of harassment are reported. Our specialism of Citizenship and Enterprise, through the development of learner voice, will provide an opportunity and expectation for the learners to monitor and evaluate the positive behaviour policy so that they have ownership of the policy and accept their rights and responsibilities. **Pastoral Support Workers**, supported by the Lead Behaviour Professional and Deep Support Strategic Group will provide the support and expertise to enable the staff to implement this policy.

The Academy Multi-Professional Team will be available for swift and appropriate referral for learners at risk, through the Deep Support Strategic Group.

SANCTIONS AND REWARDS (please see Appendix B))

Our use **rewards** are intended to promote good behaviour. They are intended to stress to learners that good behaviour is valued. We intend to avoid the pitfalls of **punishment by reward**. Learner voice will be involved in the development of appropriate rewards and sanctions, including the use of restorative justice, to ensure learner ownership of the policy and our practice.

This will include the use of:

- ◆ praise and positive feedback;
- ◆ commendations and awards;
- ◆ letters to parents/carers;
- ◆ extension of Academy privileges

Sanctions will be used to respond to inappropriate behaviour. They are clearly defined and their use will be characterised by clarity of why they are being applied and what changes in behaviour are required. The procedures make clear the distinctions between sanctions applied for minor and major offences.

The Academy will implement a range of strategies to deal with inappropriate behaviour by learners including;

- ◆ talking privately with the learner;
- ◆ verbal reprimand;
- ◆ time out;
- ◆ withdrawal of Academy privileges;
- ◆ instituting learner detentions as appropriate;
- ◆ letters to parents/carers;
- ◆ referring matters to Learning Guide/Pastoral Support Worker/Head of House/Director of Personalising Learning, SENCO, Lead Behaviour Director, Assistant Principal (Support and Guidance), Vice Principal and Principal (as appropriate);
- ◆ referral to Academy multi-professional team or external agencies;
- ◆ alternative placement to off-site centre
- ◆ fixed-term or permanent exclusion (see annex 1)

The Academy will review the support available to individual learners who may be at risk of disaffection or exclusion, including:

- ◆ learner support;
- ◆ counselling;
- ◆ personal support plans (PSP);
- ◆ curriculum and curriculum resources;
- ◆ teaching strategies;
- ◆ study support;
- ◆ pastoral support worker intervention
- ◆ time out in remove
- ◆ attendance at the offsite centre

INVOLVEMENT WITH OTHER AGENCIES

The Academy works closely with agencies intended to support the needs of learners. This includes co commissioning with other agencies to ensure the swift and easy referral of learners to our multi professional team within the Academy

EARLY INTERVENTION

The Academy will:

- ♦ undertake reviews of the educational needs of the learners, as appropriate. Details of reviews undertaken will be included within each learner's file, using the CMIS system to record incidents and action taken.
- ♦ involve external agencies where it is appropriate to do so, for the purposes of learner education and guidance.
- ♦ develop measures to encourage learners to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.
- ♦ provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the Academy.

Parents/carers will be contacted promptly by the Academy and normally within 1 working day to notify them of any reported serious incidents of mis-behaviour in which their child has been involved.

Investigating Cases

The Academy will;

- ♦ investigate as appropriate, reported incidents of learner mis-behaviour.
- ♦ ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.
- ♦ provide adequate non-contact time for the conduct of investigations.
- ♦ notify the police and other relevant bodies of incidents where it is appropriate to do so.
- ♦ complete investigations within a reasonable timescale and not normally exceeding 2 days.
- ♦ ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for actions.

A copy of the results of all investigations undertaken will be held on record until such time as the learner leaves the Academy. Where an investigation finds that there is no case to be heard, the report will be held by the Academy , but will not be kept within the learners file.

ALTERNATIVE PROVISION

In our mission, vision and values we state our ambition to provide access, choice and freedom from discrimination for all our learners. We recognize that some of our learners face major challenges to behave appropriately within the Academy, inspite of our best efforts to support them. We take our responsibility to educate all our learners seriously, as well as to enable our learners to develop the attitudes, skills and knowledge to become responsible citizens.

For those learners who are at serious risk of disaffection, permanent or fixed term exclusion or poor attendance, we will provide an alternative educational provision to meet their complex needs.

Our offsite provision will provide such learners with access to:

- ♦ a permanent or temporary offsite education
- ♦ appropriate support e.g. counselling, anger management, behaviour management, emotional literacy, careers advice and guidance etc.
- ♦ a basic curriculum including English, Maths and ICT
- ♦ vocational education opportunities including extended work experience placements
- ♦ accreditation through external course providers, GCSE and other qualifications

Through our offsite, alternative provision, it is our ambition to avoid fixed term exclusions for our learners.

In the event of a serious incident, involving criminal activity, we reserve our right to permanently exclude our learners, using the guidelines outlined by the DCSF (2007)

TRAINING AND PROFESSIONAL DEVELOPMENT FOR ALL STAFF

The Academy has a comprehensive behaviour for learning training programme which has been reviewed to ensure that it is appropriate to the needs of all staff and the circumstances of the Academy. The personalising learning training has been designed to provide staff with tools and techniques for us in the classroom and beyond to encourage positive learning behaviours.

We will review regularly the health, safety and welfare of all of our staff and provide for professional and personal support (including counselling and training).

We will provide relevant information and training on behaviour management matters to all groups of staff, including:

- ♦ catering and cleaning staff;
- ♦ support staff
- ♦ other Academy staff (e.g. associate staff)
- ♦ newly qualified teachers during their formal induction period;
- ♦ learners undertaking programmes of initial teacher training;
- ♦ supply teachers;
- ♦ class teachers;
- ♦ management/leadership group.
- ♦ learning guide training

The Academy will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-Academy INSET, support from the lead practitioner group and specific planned/tailored training.

The Academy undertakes annual reviews of the continuous professional development needs of all staff.

The Academy provides opportunities for all staff to develop their knowledge and skills in relation to such issues as:

- ♦ implementing the Academy's behaviour policy;
- ♦ logging and recording of incidents;
- ♦ classroom management;
- ♦ dealing with low level disruption
- ♦ educational visits;



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- ◆ learning lifestyles;
- ◆ legislation affecting behaviour management (e.g. detention, child protection, learner restraint);
- ◆ pastoral support;
- ◆ equal opportunities and anti-discrimination;
- ◆ techniques for promoting positive behaviour.

COMMUNICATING INTENT

Published policy statement

The Academy has :

- ♦ ensured that parents/carers are fully informed of the behaviour policy by communicating it through the Academy rules, Academy prospectus, home-school agreements, newsletters and other normally used channels.
- ♦ communicated the behaviour policy to all new and existing learners through the Academy Value Contract, Academy prospectus, learner voice groups, learner notice board, learner newsletters, Academy ICT systems, Academy assemblies, home teams and within the curriculum wherever relevant.
- ♦ communicated the behaviour policy to all teaching and associate staff by providing copies of the policy and through the staff training programme

The Academy will:

- ♦ seek to ensure that the policy and procedures are accessible to parents/carers and learners by providing by providing these in appropriate languages and formats where available.
- ♦ ensure that all staff are consulted regularly about the policy and its implementation.

Acceptable and unacceptable behaviour

The Academy:

- ♦ defines acceptable behaviour as that which promotes courtesy, cooperation and consideration from all learners in terms of their relationships with other learners within/outside the Academy, teachers and the other Academy staff and with visitors or other persons within/outside the Academy premises.
- ♦ has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.
- ♦ communicates regularly the standards of acceptable and unacceptable learner behaviour to learners and parent/carers through the Academy rules, Academy prospectus, home-Academy agreement, Academy assemblies, learner and parent/carer notice board, parent/carer and learner newsletters and letters to parent/carers.
- ♦ communicates the standards of acceptable and unacceptable learner behaviour to staff through the staff handbook and the staff training programme.
- ♦ will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti discrimination.

MONITORING AND EVALUATION

Record keeping

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the Academy's behaviour policy.

The Academy maintains accurate records of behaviour incidents using the standard incident report forms through the CMIS system.

The Academy has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements

The Academy provides for the use of ICT (CMIS) for logging of incidents and monitoring trends as appropriate

The Academy deploys appropriate associate staff to undertake routine administration and record keeping.

Monitoring and evaluation

The Academy monitors behaviour incidents in order to identify issues and trends.

The Academy makes effective use of CMIS to support the implementation of its procedures

Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcomes of referrals

The Academy monitors incidents of disruptive behaviour in terms of:

- ◆ Type of incident (including racist, sexist and homophobic incidents);
- ◆ Critical days/times of the week
- ◆ Critical places within/outside the Academy
- ◆ Learners involved
- ◆ Profile of learners involved (ethnicity/gender/age/SEN);
- ◆ Timeliness of response
- ◆ Outcomes

The Academy ensures that its learner record keeping systems provide analysis of the impact of its behaviour policy on particular groups of learners and in respect of special educational needs, disability, ethnic origin, gender, sexuality and looked after children.

The Academy assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

The Academy evaluates its policy against key improvement objectives which include:

- (i) individual measures:
 - ◆ Improvement of individual behaviour
 - ◆ Academic progress
 - ◆ improved attendance and punctuality
- (ii) class/department/whole Academy measures
 - ◆ General behaviour patterns;
 - ◆ Balance in the use of rewards and sanctions;
 - ◆ Staff support and training needs;
 - ◆ Curriculum access and academic progress;
 - ◆ Equal opportunities;
 - ◆ Behaviour management trends over times;
 - ◆ Effectiveness of the policy in encouraging positive behaviours
 - ◆ number of referrals to external agencies

The Academy provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.

The Academy ensures that behaviour issues are discussed with all parents/carers as part annual parents' meeting.

The Academy will report to parents details of the implementation of the behaviour

management programme.

Sharing good practice

The Academy shares information of good practice gleaned from reviews of:

- ♦ individual practice;
- ♦ whole-Academy practice;
- ♦ practice in other schools;
- ♦ cross-phase practice;
- ♦ cross area of learning practice.

Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all learners in the Academy.

APPENDIX A PHYSICAL CONTROL AND INTERVENTION

This guidance on the use of Physical Control and Intervention stands under Section 7 of the Local Authority and Social Services Act 1970; and as advice to support Section 55a Education Act 1996. Whilst the principles that underpin this guidance are relevant in the Academy setting, it cannot cover all forms of extreme behaviours. See also our Care and Control Policy.

Consistency of approach is important, both to provide the most effective support for individual learners and to reduce the possibility of confusion. This guidance is intended to help ensure that staff adopt consistent practices in the use of physical control and intervention, based upon a common set of principles.

The guidance has been written in the context of the Human Rights Act (1988) and The United Nations Convention on the Rights of the Child (ratified 1991)

Wherever possible physical control and intervention should be used in a way that is sensitive to, and respectful of the cultural expectations of learners and adults, and their attitudes towards physical contact. Any restrictive physical intervention should avoid contact that might be misinterpreted as sexual.

The decision to use a restrictive physical intervention must take account of the circumstances and be based upon an assessment of the risks associated with the intervention.

ASSESSING AND MANAGING RISKS FOR LEARNERS WHO PRESENT CHALLENGING BEHAVIOURS

The risk assessment and management pro-forma included in this guidance has been designed to help teachers, learning support assistants and other staff to improve practice in relation to the assessment and management of risk posed by learners with severely challenging behaviour. The risk may be to the learners themselves, other learners, teachers, other adults or property.

WHAT IS MEANT BY "RISK" AND "RISK ASSESSMENT"?

The term "risk" refers to any circumstances which could lead to adverse outcomes for the child or others. Risks may arise in relation to a number of factors, such as the health care and social support arrangements for the child; interactions between the child and his or her environment; the direct impact of behaviour(s)

presented by the child; measures and interventions employed to reduce, limit or manage the risks presented to the child and others.

- ◆ **Risk assessment and management** is a process that helps staff to consider risk issues, to act reasonably, and to learn from what happens in everyday practice. In the main, risk assessment and management involves:
 - ◆ using what is known, in the light of experience, to make rational judgments about risk issues
 - ◆ weighing up options and taking reasonable risks
 - ◆ taking action to implement a range of approaches to support and safeguard learners.

By working in this way it is possible to make decisions and take actions to:

- ◆ **limit the level of inherent risk** to which learners and others are exposed
- ◆ **take calculated risks** to broaden the child's experience and maximise his or her individual potential
- ◆ **avoid unreasonable risks** for the child and others
- ◆ ensure that strategies used to respond to challenging behaviour are **reasonable**, and **proportionate** to the risks presented by the behaviour.

Using a structured approach to risk assessment and management will help staff to make decisions about what can reasonably be done to limit risks. At the same time it will help prepare them for times when things go wrong.

Challenging behaviours are often foreseeable, even though it may be difficult to predict exactly when they will occur or the degree of challenge they will pose. As a general rule we should:

- ◆ explore why learners behave in ways that pose a risk
- ◆ try to understand the factors that influence the behaviour
- ◆ recognise the early warning signs that indicate that unacceptable behaviour is beginning to emerge, and
- ◆ develop the skills to manage difficult situations competently and sensitively.

The measures agreed for managing identified risks will be set out in an agreed behaviour management plan for the individual child. Risk assessment and management can also be used in emergency situations when unforeseen risks occur.

ASSESSING THE RISK

Risk assessment involves a consideration of potential and actual risk. Key steps are:

- ◆ **assessing the context for risk** - trying to predict the situations in which risks do/may occur. For example, situations where learners might feel frustrated, learners being near open roads, on transport or in crowded places;
- ◆ **assessing probability** - trying to estimate how likely it is that the risk situation will occur and whether any injury or harm is very likely to occur, likely to occur, or unlikely to occur
- ◆ **assessing seriousness** - trying to gauge the kind of injury and harm that could result. For example: choking, bruises, bleeding, sprains, broken bones, stress, burnout, panic attacks, nervous breakdowns and post traumatic stress disorder.

When assessed, all risks should be recorded in accordance with the of the Academies policy. In the event that risks are thought to be serious for the child or others, the Academy may need to use formal risk assessment frameworks and tools, such as the Health and Safety Executive's "Five Steps to Risk Assessment".



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EXPLORING RISK REDUCTION OPTIONS

Risk reduction involves an examination of risk management options and consideration of the benefits and drawbacks of each option for the child, staff and others concerned. After weighing up the options available, some may be discarded as unsuitable. This will usually be because they have insufficient impact on the risk or have too many drawbacks. **A record should be kept of risk reduction options examined and discounted as well as those adopted for each learner.**

Risk reduction should include:

- ◆ proactive measures to support the child effectively and prevent difficulties emerging
- ◆ early interventions to help the child in difficult situations and avert problems
- ◆ planned measures to manage the child and others safely, when unavoidable difficulties arise.

In circumstances where there are concerns that the risk reduction options being considered may themselves give rise to risk to the learner or others, the Academy will seek advice from other bodies. These may include:

- ◆ the Child Protection Committees (ACPC) for concerns in relation to children
- ◆ Health and Safety Executive for concerns in relation to Academy staff and others
- ◆ medical advisers
- ◆ legal advisers
- ◆ the LEA and/or social services department.

DECIDING RISK MANAGEMENT MEASURES

The measures selected to prevent risks occurring, manage risks that arise and respond to injuries and harm that occur should be based upon a full appraisal of all the risk management options. In agreeing the risk management strategy, it is important to be explicit about inherent risks that continue to exist, even when the strategy is fully implemented; risks that can be reduced by implementing the strategy; and the risks that can be prevented by implementing the strategy, and any risks inherent in the strategy. The agreed risk management measures should form the basis of the child's behaviour management plan and the Academy's risk management strategy. All decisions made about risk management options should be recorded in accordance with Academy procedures.

When selecting risk management procedures for the child's behaviour management plan and the Academy risk management strategy, we will involve parents, or those with parental responsibility. Both sides benefit from such an approach; parents can examine measures for supporting their child within a broader context, while the Academy can find out things that might otherwise be overlooked. Professionals from other agencies should also be consulted in the process of deciding the best options to eliminate, reduce or limit the risk, without placing unreasonable restrictions on the child, children, Academy staff or others, or putting others at unreasonable risk.

In the event that there are disputes or concerns about the measures employed, the Academy will seek advice from the people or bodies listed in the preceding section.

SHARING AND COMMUNICATING AN AGREED APPROACH

Once agreed, the behaviour management plan and risk management strategy should be shared with all those responsible for implementing or monitoring the impact of the plan. We believe that the following are important as it will help to ensure that those concerned know how learners are to be supported and why,

which behaviours are to be managed and how they are to be managed; and which risk reduction measures are to be employed and when.

The risk management strategy can be shared through discussion groups, meetings and circulating information. Those who should be informed include:

- ◆ the child
- ◆ his/her parents or those with parental responsibility
- ◆ members of the teaching team and other staff
- ◆ other professionals involved with the child, child protection teams and other agencies.

There should be a record of those informed about the strategy.

STAFF TRAINING

Once the plan and risk management strategy have been shared with those who work with and support the child, consideration should be given to the ability of staff to implement the strategy. In particular, steps should be taken to determine what training may be required prior to implementation. This is key, because successful implementation will be dependent on staff competence and expertise. Academy records should show training needs identified as a result of the strategy and how training was provided to enable staff to implement it.

Where it is apparent that there are staff with significant training needs, implementation of the risk management strategy should be modified until relevant staff training has been provided. In some instances, staff training will be required as a matter of urgency so that implementation can take place without delay.

EVALUATING IMPACT AND EFFECTIVENESS

Along with other aspects of their approach to restrictive physical intervention, the Academy will regularly review risk assessment and management measures. All evaluations of plans and strategies should be reported using procedures and records in Academy's records. These will make an important contribution to informing future planning and improving day to day practice.

PHYSICAL CONTROL AND RESTRAINT

This section has been prepared for the support of all staff at the Academy. It outlines and explains the arrangements for the use of reasonable force to control or restrain learners in situations where there is an actual or likely threat to persons or serious damage to property. A statement about the Academy's Behaviour Management policy is available to parents in the Academy prospectus. This Policy has been developed in response to the recommendations of Circular 10/98 "The Use of Force to Control or Restrain Learners", issued following the enactment of Section 550A of the 1996 Education Act. This policy should be read with reference to other Academy policies relating to interaction between adults and learners for example Child Protection.

Staff must work within the framework of the policy and procedures contained in this document. It is essential to ensure that learners understand the need for and respond to the clearly defined limits, which govern behaviour in the Academy.

Parents should have committed themselves through the Home-Academy Agreement to ensure the good behaviour of their child and that he/she understands and follows the Academy's Behaviour Policy.

The policy was prepared after staff discussion in ... date and was accepted by the Governing Body on ... date The responsible person for the implementation of the policy is The policy will be reviewed annually by the Principal and the Governing Body.

AUTHORISED STAFF

In this Academy all teachers are authorised to use reasonable force. Only non-teaching support staff specifically authorised by the Principal may use reasonable force. Within the Academy, this authorisation will be extended to the following:¹

The Principal is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Principal will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Principal has not authorised will be told what steps to take in the case of an incident where control or restraint is needed, for example to contact an authorised member of staff.

Supply staff will not be authorised to use reasonable force unless they are familiar with this Academy's policy and have undertaken training.²

The Principal will maintain a list of those who have been authorised and training, which has been provided. This list will be reviewed **termly**.

¹ *The Academy needs to describe what arrangements it has made. The number of authorised staff will be determined by the Academy –this will likely include Pastoral Support Workers*

ACTION IN SELF-DEFENCE OR IN AN EMERGENCY

Section 550A of the Education Act 1996 does not cover all the situations in which it might be reasonable for someone to use a degree of force. For example, everyone has a right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a learner were at immediate risk of injury or on the point of injuring someone else, any member of staff would be entitled to intervene. The purpose of Section 550A is to make clear that teachers, and other authorised staff, are also entitled to intervene in other, less extreme situations.

TRAINING

Training on Behaviour Management will be undertaken by all staff. Specialised training for staff authorised to use reasonable force will be made available and is the responsibility of the Principal. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, staff should follow guidance outlined in behaviour management policy. This will also form part of the induction training and will be provided as part of on-going staff development.

All staff are expected to:

- ◆ clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- ◆ undertake appropriate training to deal with these difficult situations.

Members of staff however, cannot be authorised to use reasonable force without agreeing to do so. Where any member of staff declines to be authorised or decides against the use of physical intervention in emergency situations, they must always attempt to de-escalate the situation and obtain assistance. These actions must be documented following the incident.

Staff are reminded that their personal safety and the safety of others are prime considerations.

ESCALATING SITUATIONS

The Education Act 1996 (Section 550A) stipulates that reasonable force may be used to prevent a learner from doing, or continuing to do any of the following:

- ◆ engaging in any behaviour prejudicial to maintaining good order and discipline at the Academy or among any of its learners, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out-of-Academy activities);
- ◆ self-injuring or placing him or herself at risk;
- ◆ injuring others;
- ◆ causing serious damage to property (including the learners own property)
- ◆ committing a criminal offence (even if the learner is below the age of criminal responsibility).

TYPES OF INCIDENTS

Section 550A does not cover all the situations in which it might be reasonable for someone to use a degree of force. There are a wide variety of situations described in DFEE Circular 10/98 (The use of force to control or restrain learners) these fall into three broad categories:

- ♦ where action is necessary in self-defence or because there is an imminent risk of injury;
- ♦ where there is a developing risk of injury, or significant damage to property;
- ♦ where a learner is behaving in a way that is compromising good order or discipline

Examples of situations, which fall within these categories and further guidance, are included in the appendices.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a learner harming himself, herself, others or property.

DRUG AND ALCOHOL RELATED BEHAVIOURS

In line with DfES requirements, the Academy has a policy for dealing with drug-related incidents which details the process, roles and responsibilities for all staff.

The use of drugs and/or alcohol does not mean that a learner will behave in a manner that is more likely to escalate into a situation in which physical intervention is more necessary than any other.

It is unlikely in any situation that staff will have any certainty that drugs and/or alcohol have been used, what substance or combination of substances (if any) has been used, in what amounts, for what purpose and over how much time.

It is the response to the behaviour that should be the primary concern of staff involved. The response to any use of any substance(s) can be managed later.

Staff involved in managing a situation that may require physical control and intervention and who either suspect or know that drug(s) and/or alcohol have been used should, therefore, manage that situation in the same manner and using the same strategies as for any other incident.

RECORDING

Where physical intervention has been used to manage a learner, a record of the incident **must** be kept.

Where physical control or restraint has been used a record of the incident **will** be kept. This record should be made in the Academy serious incident books³ which will include

- name of learner (or identification by some other means)
- date, time and place of incident
- a brief description of the incident and actions taken.
- date the situation was concluded, signed by Principal

The **Serious Incident Book** report will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Principal. The Serious Incident Book is kept in the office of the Vice Principal.

In addition, specific details of the use of reasonable force will be recorded on Form RF which will include:

- ♦ how the incident developed

- ◆ attempts made to calm the situation
- ◆ names of any staff or learners who witnessed the incident
- ◆ the outcome of the incident including any injuries sustained, by any learner or member of staff
- ◆ any damage to property which has resulted
- ◆ whether/how parents have been informed
- ◆ after investigation, a summary of actions taken. This should include a post-incident review and outline discussion with child, parents and member of staff involved

Staff may find it helpful to seek advice from a senior colleague or representative of their professional association/union when compiling a report. They should also keep a copy of the report.

A Health and Safety Accident/Incident **Form (HS1)** will be completed and returned to the Authority.

Where staff have been involved in an incident involving reasonable force they should have access to counselling and support. Within the Academy, this will be made available through the Principal. Staff may also contact the Council's *Occupational Health Service*

POSITIVE HANDLING PLANS

A Positive Handling Plan for an individual learner should be seen as an integral part of the whole process of education and care. It must relate to the Individual Education Plan, Care Plan (where appropriate) and the fundamental values and ethos of the establishment. Its success will be derived from a whole Academy, holistic response to behaviour management and the process for appropriate implementation is firmly based within a procedural approach that is owned by all persons involved, which includes the child.

COMMON VALUES

Where the clear potential exists for an individual learner to repeat behaviour that may be harmful to him/herself, others or property our practice will be to draw up a Positive Handling Plan for that child.

The advice outlined within this document is based upon the assumption that all staff employed by the Academy have a responsibility to provide safe, positive and inclusive learning environments for learners who exhibit learning difficulties. These shared common values include a commitment to operate within the law and to provide a service that adheres to accepted clinical and professional standards.

POSITIVE HANDLING AND THE LINK TO CARE

Physical interventions should only be used in the best interests of the child and it is this philosophical stance that links the legal framework with good practice. In the event of a legal challenge the Academy would be expected to provide evidence to show how the behaviour management procedures promoted the child's best interests. A Positive Handling Plan clearly links policy to practice and shows how an individual planned approach has been developed for the child. It is clearly a multi-agency approach which includes the involvement and support of both the child and his/her parent or carers. The Positive Handling Plan is based upon five main criteria:

- ◆ the child is involved from the outset.
- ◆ the plan promotes and on occasion, improves curriculum access
- ◆ a specific target is set which aims to reduce physical intervention
- ◆ the plan is based upon changing conditions and approaches towards the child from one of control to co-operation.
- ◆ it affords the individual learner with opportunities to own and subsequently change their behaviour.

'Often it is people with very low levels of ability and poor social skills who experience physical interventions. Sometimes the use of physical interventions is seen as evidence that the person is incapable of learning new skills or developing. To avoid this kind of defeatism, it is essential that physical interventions are always combined with a carefully planned programme of educational, social and recreational activities'.

(Harris, Allen, Cornick, Jefferson and Mills - 1997)

PLANNED RESPONSE TO VIOLENT AND SELF-ABUSING BEHAVIOUR

It is acknowledged that even with the best planning, situations will occur where a child may participate in violent, aggressive or self-abusing behaviour. However, as professionals our response should be aimed at being proactive and attempting to anticipate the possibility of challenging behaviour and taking action to reduce the likelihood that they will occur.

If information required to implement preventative strategies is available it makes it more likely that incidents which do occur are anticipated. Staff will be able to judge:

- ◆ where and when incidents are likely to occur.
- ◆ who will be involved.
- ◆ what kind of challenging behaviour will be displayed?

Given this information it is possible to establish planned procedures which staff should adopt when responding to individual learners.

Several examples of a model Positive Handling pro forma now follow. The first is the blank document adopted by the Academy. The second is the same document but with guidance notes which support completion. The third and fourth documents are exemplars, the first for a child who exhibits self-abusing behaviour, the second for a child who exhibits violent behaviour.

THE STEP BY STEP APPROACH (SANCTIONS)

| | | | |
|---------------|--|--|--|
| Step 1 | Verbal reminder | <p>Examples: interrupting, shouting out, disruption to other learners' work, inappropriate language.</p> <p>Consequences: learner is reminded of the Academy's expectations and consequences for further disruption. They are encouraged to adopt positive behaviour by using a range of strategies. The incident(s) are recorded in CMIS as appropriate.</p> | |
| Step 2 | Action | <p>Examples: persistent disruption to others, failure to follow basic classroom or Academy expectations.</p> <p>Consequences: learner is reminded of the Academy's expectations and consequences for further disruption. <i>Action</i> may include being moved to a more appropriate seat in class or a 'cool off' time outside the classroom. Details of incident are recorded in CMIS.</p> | |
| Step 3 | Making up lost time | <p>Examples: lateness to lessons, continued disturbance to others' learning, Not cooperating with Academy expectations.</p> <p>Consequences: Formal detention is issued by teacher. DoPL is informed. Details are added into CMIS which activates letter home. Failure to attend detention results in whole school detention.</p> | |
| Step 4 | Pastoral support | <p>Examples: continual disturbance to others' learning, failure to comply with classroom and Academy expectations, aggressive behaviour towards others.</p> <p>Consequences: Pastoral Support Team is called. Assessment of situation. Reintegration into lesson as appropriate or withdrawal system activated.</p> | |
| Step 5 | Personalised Behaviour Support Plan | <p>Examples: continual disruption to others' learning across a number of curriculum areas and / or outside of the classroom. Regular refusal to adhere to Academy expectations.</p> <p>Consequences: Full assessment of learner progress. Involvement of parents and external agencies as appropriate. Modifications to curriculum and additional support as appropriate.</p> | |
| Step 6 | Formal warning | <p>Examples: Refusal to follow targets highlighted in the PBSP.</p> <p>Consequences: Indication that continued refusal is likely to lead to off-site provision.</p> | |
| Step 7 | Exclusion procedures | <p>Consequences: Permanent exclusion.</p> | |

THE STEP BY STEP APPROACH (REWARDS)

| | | | | | | | |
|---------------|----------------------|--|--|---|--|---|--|
| | | | | | Step 7 | Whole School celebrations | The whole school community will meet regularly to recognise and celebrate learners' achievements through a range of special events. There will be opportunities for all learners to reflect upon their own progress and share in the success of the Academy with other learners, their families, staff and the local community. |
| | | | | | Step 6 | House Celebrations | House teams meet regularly to celebrate learners' achievements. Learners highlighted by staff and Learning Guides can be individually recognised and rewarded by Heads of House on an on-going basis. The House teams can decide how they would like to use their House Entitlement to reward and celebrate learners' achievements throughout the year. |
| | | | | Step 5 | House Entitlement | Each House is allocated an ' <i>Entitlement</i> ' which can be cashed in throughout the year to support House celebrations and activities. The House entitlement can be enhanced by bonus points gained by learners meeting or exceeding targets in effort, progress and attendance. Learners can also earn bonus points from their Learning Guide reviews. | |
| | | | Step 4 | Effort, progress and attendance | Regular teacher assessments are recorded in CMIS to track learner progress against targets. Learners accrue points based on expected and above expected progress. Achieving attendance and punctuality targets also generate points. CMIS calculates these and learners receive termly certificates at celebration achievement assemblies. Points generated go towards enhancing House entitlements. | | |
| | | Step 3 | Learning guide reviews | The Learning Guide has regular review sessions with learners and can assign bonus points to learners who are progressing above and beyond expectation, for example, extremely good progress against targets, supporting at special Academy events, community work, and as a result of special commendations from members of staff as recorded in CMIS. Bonus points go towards enhancing the House entitlement and individuals can be recognised at celebration assemblies. | | | |
| | Step 2 | In class recognition | This can include: displaying the learner's work, notes or stickers in the learner's organiser, personalised certificates, postcards, letters or phone calls home, commendations to the Learning Guide for achievements and contributions above and beyond expectation. | | | | |
| Step 1 | Verbal praise | Learners are commended verbally for contributing positively to the learning environment e.g. participation in class activities, helpfulness, thoughtfulness, good pieces of work, involvement in self and peer assessment. | | | | | |



Permanent

- ◆ Sexual assault to other student or member of staff
- ◆ Serious physical assault to other student or members of staff
- ◆ Serious threatening verbal assault and intimation of other students or members of staff.
- ◆ Drug dealing
- ◆ Use of an offensive weapon

Off Site Provision

- ◆ Drinking or under the influence of substances
- ◆ Aggressive behaviour towards students or staff.

Study Hall

- ◆ Low Level Disruption in lessons

Verbal / written warning – Internal detention

- ◆ Not in uniform
- ◆ Truancy
- ◆ Smoking
- ◆ Possession of cigarettes / lighters
- ◆ Inappropriate use of mobile phones

Confiscation

- ◆ Mobile phone in use
- ◆ Cigarettes / lighters and matches
- ◆ Jewellery

Payment

- ◆ For damage to property.

External prosecution

- ◆ Permanent exclusions as above including:
- ◆ Fire safety
- ◆ Theft



Bradford Academy

BEHAVIOUR MANAGEMENT CARD

Learner's Name

Teacher

Learning Guide

These are the behaviour management strategies that I have used with this learner

- Acknowledged good learning behaviour choices
- Carefully re-explained the task
- Reviewed the learning style of the learner to ensure it matched the task
- Reviewed the targets set in the student planner to become a successful learner
- Reminded the learner of the Academy Value Contract (AVC)
- Listened to the learner
- Used positive reinforcement to get the learner back on task
- Spoke to the learner privately and at eye level
- Given clear verbal warnings
- Given the learner time and space to rectify his/her behaviour
- Given appropriate sanctions
- Moved the learner to sit somewhere in the room
- Given the learner 'time out' to calm down
- Drawn back from confrontation

Every learner known, valued and understood

LOW LEVEL DISRUPTION BEATER TOOLKIT OF STRATEGIES

Fed up with:

no pen/equipment, lateness to lesson, make-up, inappropriate use of mobile device, chatting, tapping, not sitting down, shouting out etc? So are many learners in your classrooms who want to learn.

Try this:

- 👉 Make sure your learning environment is calm, orderly and welcoming
- 👉 Plan a variety of activities for learners take account of learning styles (product people will talk if they want to get on with the task)
- 👉 Give learners something to talk about when they come in—a focused question on the board or on paper to talk about with a talk partners
- 👉 Have some calming music playing when the learners enter the room.
- 👉 If they arrive very excited, channel the energy by giving them a carousel task where they can move about or do a brain gym activity. Alternatively, calm them down with an activity such as head on desk, silent reading (key stage 3 will have reading books), individual starter activity or reading the feedback you've written from their last assessment.
- 👉 Don't allow learners to drink fizzy pop or high energy drinks— water only.
- 👉 Acknowledge that some learners are kinaesthetic and need to do something with their hands whilst they are listening (that's why they tap their pen)—allow them to doodle (on the doodle page of their planner), give them a stress-ball, piece of bluetac, pipe cleaner etc. but explain why e.g. "You are a kinaesthetic learner so I am giving you this to play with to help you to listen to me"—take it off them if they abuse it.
- 👉 Try to avoid confrontation e.g. have equipment ready to give to learners pens etc— give a student the responsibility for collecting them in, or use their dinner cards as a 'deposit' for the return of a pen.
- 👉 Explain the big picture of the lesson and what behaviours are required—write this up— i.e. Register (silent), starter (talk partners), teacher explanation (silent), group work (discussion), individual work (silent, or talk quietly with talk partner about learning)
- 👉 If students arrive late, note and comment on this "I'm disappointed you are late; you've missed a key part of the lesson—check in with your talk partner on what you've missed" etc. Don't allow it to stop the flow of the lesson, note the lateness on CMIS and have a quiet chat with them when appropriate.
- 👉 Renegotiate the success criteria for quality audience or quality listening—have all learners agreed to criteria using thumb tool and hold them to account if they break it
- 👉 Don't talk for too long—have lots of short mini-plenaries to check for understanding— chunk your lesson.
- 👉 Have zero tolerance of any learner talking when you are—say their name as you are teaching, ask them to repeat the instructions you have been giving to see if they have been listening. Record any interruption on CMIS—don't punish the whole class.
- 👉 Agree noise level for group when doing group work—use technology e.g mobile phone etc to monitor noise levels. Discuss with them the impact of noise when learning something new and difficult. Agree what you and the group can tolerate as a noise level.
- 👉 Get learners to write or record their own micro-story/work using Audacity (a digital audio programme) or recording their voices on their mobile phones.
- 👉 Have a quiet chat with the 'talker' - sit next to them and check the work is understood and isn't too easy/hard. Don't get into confrontation.
- 👉 Pick out the 'talkers' and give them a task role of class assessor or photographer—be specific about what you want them to do.
- 👉 If you have support in the lesson (LA) deploy them strategically to deal with key individuals. Agree your strategy as part of the collaborative planning for the group.

- ✎ Think carefully about the organisation of your room—have all learners facing you—don't have backs to you, especially when you are talking.
- ✎ Use an open body language, open palms (not pointing fingers) and position yourself carefully in the room (e.g. next to the main talkers). Try not to break off from talking to the class to deal with the behaviour.
- ✎ Try not to raise your voice—wait for quiet and time how long it takes—tell the group they owe you that time. Avoid shouting at all costs—talk with a quieter voice so they have to listen. That way, if you need to raise your voice, you'll have more impact.
- ✎ Smile. Use humour but not sarcasm. Model the behaviour you expect from them, especially quality listening.
- ✎ With more difficult classes, have a behaviour target as a lesson objectives—negotiate the success criteria and debrief if they've achieved it at the end.
- ✎ Debrief how they have learned in the lesson, and the skills they have developed including how they have behaved.
- ✎ Low level disruption can be a sign of low—confidence—praise and encourage them—create a 'can do culture' in the feedback you give them. Catch learners doing things right—praise them for listening. Flatter them e.g. 'I really enjoyed this lesson, thank you'. Use stickers, reward stamps.
- ✎ Affirm them by displaying their work on learning walls—this helps to scaffold learning and can be a key feature of your lesson—it also reminds them of their successes and helps to build self-esteem.
- ✎ Use informal time (walking on corridors, duty etc.) to build relationships and check in with them on the impact they have on you when they are talking.
- ✎ Use peer assessment to build confidence—use an assessment tool e.g. Positive Participation Sheet.
- ✎ Don't share their failures publicly with the group—this reinforces their negative self image.
- ✎ Use three strikes and out—verbal warning (private), then public warning, then send outside and put negatives on system. Cool off period and then talk to them about the impact they are having on other learners.
- ✎ When talking to the learner, explain it is their behaviour you don't like—not them!
- ✎ Use the behaviour card and positive reward system as a tool for managing behaviour. The behaviour card can be used in conjunction with these suggestions—tick the actions you have taken on the behaviour card to modify the behaviour of the learner.
- ✎ Vary grouping according to the task; be prepared to move learners, have seating plan—boys next to girls; or with older students tell them you want to treat them like adults—allow them to choose where they sit and debrief whether they can learn in their group.
- ✎ Use digital cameras/videos to capture visually the behaviours you want. Record the noise level of the lesson and play it back to them—often they don't realise that they have been disrupting the lesson—they don't know what low level disruption is.
- ✎ Have a colleague observe you teach to give suggestions about how to manage the group.
- ✎ Observe another teacher teaching a group you may have difficulty with and share their practice. If something works for you—share it on the discussion forum
- ✎ Book the training classroom and have your lesson videoed—play it back to the learners so that they can see their behaviours and debrief this with their PSW.
- ✎ Be passionate about what you do—show pride in your subject and your classroom.
- ✎ Be resolute, calm, consistent—set high expectations

Above all, remember that

'children learn best through the smiling eyes of the teacher'