



*Inspiring All to Excellence*



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**Violet Way Academy**

# **Behaviour Policy**

## Document Control

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<b>Policy Approver</b>	LGB

## Version Control

Version	Date	Amended by	Comments
1	01.09.2021	Michelle Kee	New behaviour policy
2	22.08.2022	Michelle Kee	Updated in line with comments below
3	11.08.23	Michelle Kee	Updated in line with comments below
4	29.9.24	Rebecca Harris	New Headteacher and Arbor

Version	Section	Changes Made
V2	'Thumbs up' Points, Badges and Learning Postcards Consequences Consequence Ladder Exclusions	Added information about 'Thumbs up' points milestones and prizes Added information about 'stepped approach' Updated (Appendix A updated too) Amended in light of DfE Suspension and Permanent Exclusion guidance (July 2022)
V3	Consequence Ladder RRP Wow wall Suspension and exclusion	Updated consequence ladder (p10) and Appendix A (p21) Removed golden time section Added RRP statement (p4) Wow wall – now one in / outside every classroom (p8) Suspension and exclusion updated in line with new guidance (May 2023)

# Violet Way Academy Behaviour Policy

## Principles



This policy has been created as a result of consultation with parents, staff, and children, setting out clear expectations for our children, staff, parents, and local community. It is underpinned by Department for Education advice and the Education Endowment Foundation Improving Behaviour in Schools document. There are 5 key principles that we have based our behaviour policy on:



- Knowing and understanding our pupils and their influences.
- Positive learning behaviours are taught alongside managing misbehaviour.
- Consistent, effective classroom management strategies support good classroom behaviour.
- Simple approaches are part of regular routine and expectations.
- Personalised approaches meet the needs of pupils who display more challenging behaviour.

## Rationale

The policy is based on these five principles, our vision (Reach for the Stars), our values (see below) and our five Golden Rules (see page 4), which exemplify the positive behaviour that we always expect. These Golden Rules will apply not only in the classroom, but also at PE times, playtimes, assembly, in fact at any time in school. The behaviour in our academy should reflect our values. As a school we are committed to equal opportunities. This policy links very strongly with our anti-bullying policy.

At Violet Way we want to create a calm, safe and supportive learning environment for all of our pupils. We nurture positive relationships and mutual respect and 'Inspire All to Excellence'. At Violet Way Academy we want all of our pupils to 'Reach for the Stars'. This means setting aspirational goals, persevering in the face of challenge and striving for excellence in all that they do, enabling children to become good citizens, able to lead good lives and become successful. Below, we have identified some of the key character traits, linked to our four key values, that our pupils will learn at Violet Way to help them flourish as individuals, ready for the next stage of their education.

	<u>Values</u>	<u>Key linked character traits</u>
	<b>We care</b> We treat people, living things and delicate objects with gentleness. We offer support to someone who needs help or is sad. We care about and look after our environment. We look after ourselves by eating healthily, exercising, keeping clean and staying safe.	<b>caring, cleanliness, kindness, helpfulness</b>
	<b>We are brave</b> We will try new things even if we feel afraid of doing them. We do what we know is the right thing, even when it is difficult. If we find things challenging, we keep trying and never give up. We support each other to face our fears and persevere. We aim to be the best that we can be.	<b>courage, perseverance, independence, honesty</b>

	<p><b>We celebrate individuality</b> We celebrate that each child is unique and special. We respect each other's ideas and opinions. We know who we are as individuals and are happy with who we are. We celebrate our individual strengths and talents and encourage one another to live life with joy.</p>	<p><b>respect, curiosity, fairness, understanding</b></p>
	<p><b>We leave no one behind</b> We take responsibility for our own behaviour and learning. We work together for the benefit of everyone. We are patient and supportive, taking time to listen and consider the feelings of others. We follow the school rules and encourage one another to be the best we can be.</p>	<p><b>responsibility, cooperation, patience, supportive</b></p>

## Responsibilities

All children, parents/carers and staff are responsible for ensuring this policy is followed, consistently modelled, and fairly applied across the school. The Headteacher, Senior Leadership Team (including Governors) monitor the effectiveness of the policy, promote good behaviour through their own modelling of exemplary conduct and through supporting all people in the implementation of this policy and management of behaviour around the school.

All staff have a responsibility to provide a high-quality learning environment which nurtures a positive ethos and atmosphere for all children within learning and teaching and the school itself, fostering curiosity and capitalising on unique talents. At Violet Way Academy, we are attachment aware, trauma informed and take a relational based approach to supporting our most vulnerable children and we take our responsibility of working restoratively with children to improve their outcomes seriously.

There will be an expectation that our children know and are able to choose intelligently between alternative courses of action, yet demonstrate confidence to report instances of misbehaviour, disruption, violence or bullying as soon as this is witnessed, so that it can be dealt with in line with the policy. Our children are expected to act ethically and for the right reasons. Consequently, they will be reflective school citizens who are aware how their behaviour can influence the wider school community.

## Relational and Restorative Practice (RRP) Journey

At Violet Way, we are currently on a journey towards Relational and Restorative Practice (RRP). Our aim is to keep all children at Violet Way fully included, engaged with learning and participating within our school community, improving outcomes for all. RRP emphasises the importance of a focus on inclusion and belonging through promoting positive relationships and behaviour, effective teaching and preventative responses and is based on the principle that all behaviour is a form of communication.

Relationships are vital for all children in school. It is through relationships that children learn to feel safe, belong, understand themselves, others and the world. It is our way of being together that is most important. The RRP approach is a universal approach to teaching and learning which

influences whole school ethos, systems and policy as well as everyday practice. It is also a targeted approach to support those children who are most in need.

‘Future in Mind – promoting, protecting and improving our children and young people’s mental health and well-being’ – published by the government in March 2015, recognises that attachment relationships have a direct bearing on children’s capacity to succeed in school. It emphasises that relationships and a sense of belonging, are key to good mental health for all, but are essential for children who have experienced multiple relational losses and trauma.

Children who have experienced trauma, have insecure attachments or who have had adverse experiences may present with complex behaviours. Some of these behaviours will be adaptive responses to their past experience or current situation, some will be related to difficulties with stress regulation. Their behaviour will be an expression of an emotional or an unmet need and in order to support them we need to be able to read their behaviour. This involves being able to empathise with their feelings and understand their thinking. We need to be able to use our knowledge of brain development, trauma and attachment to work out what we need to do to meet their needs.

Studying the features of secure relationships helps us to understand how we need to be in order to build relationships. In order to be effective, it is necessary to be personally reflective about how we are in relationships: what we feel and think and how this affects our way of being. As a school, we are working with the Staffordshire Virtual School and an RRP Advisor to provide RRP training for all staff and develop our practice and procedures further.

## Behaviour Expectations

### Violet Way Academy 5 Golden Rules



#### Respect

We will listen to and show respect to ALL in school.



#### Kindness

We will have kind hands, kind feet and kind words to all.



#### Courtesy

We will walk sensibly and quietly around school showing politeness to others.



#### Determination

We will be determined to be the best learners and the best friends we can be.



## Care

We will care for our classroom, our school, and our local community.

## **Behaviour Checklist - A clear, consistent approach**

It is so important that there is consistency in the approach we use across the school. Where there is inconsistency, pupils are more likely to push boundaries. This is why we have our five golden rules and four key values that we can consistently refer to across the school.

Our staff understands that, often it is doing the simple things that can make a difference with behaviour. For example, the teacher who takes the time to meet and greet pupils at the door will find they come in happier and ready to learn. When children know that teachers will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves. Managing a class is a complex operation and because of this complexity it is easy to fail to get the simple, but essential, things right.

The following 'Behaviour Checklist' (based on DfE Getting the simple things right: Charlie Taylor's Checklists) should be used by all teachers and teaching assistants to check the correct preparations are in place. It serves as a reminder of what needs to be done and ensures consistency across the school.

### **Behaviour checklist for teachers and teaching assistants**

#### *Classroom*

- ✓ Know the names and roles of any adults in class.
- ✓ Meet and greet pupils when they come into the classroom.
- ✓ Display rules in the class - refer to them regularly and ensure that the pupils and staff know what they are.
- ✓ Have a visual timetable on the wall.
- ✓ Follow the school behaviour policy.
- ✓ Display the school rules and follow through with all rewards and consequences.

#### *Pupils*

- ✓ Know the names of children and greet them in the morning by name.
- ✓ Have a plan for children who are likely to misbehave.
- ✓ Ensure other adults in the class know the plan.
- ✓ Understand pupils' special needs and ensure all adults know how to respond to them.

#### *Teaching*

- ✓ Ensure that all resources are prepared in advance.
- ✓ Praise the behaviour you want to see more of.
- ✓ Focus children on the positive behaviours you expect.
- ✓ Praise children doing the right thing (proximal/parallel praise).
- ✓ Stay calm (we are a non-shouting school).
- ✓ Have clear routines for transitions and for stopping the class.
- ✓ Teach children the class routines.
- ✓ Follow the school behaviour policy.
- ✓ Avoid overreacting.

### Parents/carers

- ✓ Build positive relationships with parents/carers of children in your class.
- ✓ Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.
- ✓ Ensure good communication with all parents/carers through Arbor, face-to-face and telephone.

## Conflict Resolution

At Violet Way we always seek a peaceful solution to all situations of conflict. We encourage children to talk to each other about how they are feeling i.e. "Please don't do that, I don't like it." Children are encouraged to find a peaceful solution to their issues through talking. Adults can support pupils by guiding them through a series of restorative questions (see below) helping them to develop the skills required to discover a friendly resolution, which is mutually acceptable to both parties.

To the person using unkind behaviours, not in line with our golden rules	To the person being upset or harmed
What happened? What were you thinking at the time? What have you thought about since it happened? Who do you think has been affected by what you did/said? How were they affected? What do you need to do to make things right? How can we make sure this doesn't happen again? What can we do to help you?	What happened? What did you think when it happened? What have you thought about since it happened? How has it affected you? What's been the hardest part for you? What is needed to make things right? How can we make sure this doesn't happen again? What can we do to help you?

## Classroom Management Strategies and Teaching Good Behaviour

All children will follow our five **Golden Rules**, which are linked to our school values and associated character traits. The curriculum will promote good learning behaviours and there will be a clear expectation that all positive behaviours will be modelled by staff during all points of the school day and beyond.

All staff in school will remind children of the Golden Rules regularly and they will be displayed in classrooms and throughout the school. These rules should be followed throughout school during lessons, playtimes, assemblies and lunchtime. All school staff are to follow Golden Rules system and may need to make sure it is reported back to the class teacher, for example if there are any behaviour concerns at break or lunchtime.

Teachers should ensure that time is taken to teach children about our school vision and values and star learner qualities. These are displayed in the main hall and teachers must ensure they are displayed in their classroom and referred to regularly. All staff should be aware that good behaviour is part of our expectations, sometimes just a thank you is enough! However, we do have positive rewards and incentives to further promote and encourage good behaviour for

learning. Children may be rewarded for following our golden rules, demonstrating our school values and displaying star learner qualities.

Teachers (and TAs during RWI or when covering) will identify **Star Learners** throughout the day, rewarded with a Violet Way Star Learner Sticker, and praised in front of their peers. There is a display in every classroom to celebrate Star Learners each day. Teachers must ensure that they are clear about which star learner quality they have awarded the star learner sticker for and share this with parents via Arbor. There is a Star Learner display in every class to celebrate children's success.



## Violet Way Rewards

### 'Thumbs up' Points, Badges and Learning Postcards

At Violet Way, we utilise the Arbor to reinforce positive behaviours. In EYFS and KS1 we use 'Thumbs up' points for children to earn points for their good behaviour and hard work in school. Children collect points over the week. Parents do not receive notifications through their app of 'thumbs up' points but there is a 'thumbs up' counter on the parent app if they want to check how they are doing. Points are given out by staff and should be rewarded in relation to the school values, star learner qualities and Golden Rules.

As children earn points, they are rewarded. Each time they meet a 'Thumbs Up' milestone, they receive a prize or a special treat (see poster). The 'Thumb's Up' poster should be displayed in each classroom. Each classroom also has a prize box. At the end of each half term, the points are collated and the class with the highest number of points receives a reward afternoon. Arbor Thumbs up points are reset at the end of each half term.

Teachers can also award badges and learning postcards through MarvellousMe. Parents receive a notification on their MarvellousMe app when their child receives a badge or postcard. Staff should send one learning postcard per week to each child informing parents about the learning in school. Badges in MarvellousMe are awarded fairly and reinforce positive parental reinforcement.

### Wow Wall and Merit Awards

There is a wow wall outside (or inside) every classroom where at least one piece of work or a photograph is displayed each week. This is an opportunity to celebrate children's achievements and is something that has made the teacher say 'wow'! Work may be added to the 'Wow' wall to demonstrate effort or improvement as well as achievement.

Whole school assemblies are held weekly and two children from each class are chosen to have a merit award for that week. They could receive the merit for consistently following our Golden Rules, demonstrating our school values or displaying star learner qualities, for example. Children take home a certificate and the whole school sings the 'Well Done' song to celebrate their achievement. Photographs of the children in each year group that have achieved a Merit Award are added to the weekly school newsletter.

## Headteacher Awards



Children can also gain rewards from the Headteacher. Class teachers can choose children to visit the Headteacher to show good learning, work or when they have demonstrated the school values, rules or star learner qualities. Children can achieve a Headteacher award sticker and Arbor badge. Their photograph is also shared in the weekly newsletter.

## Lunchtime rewards

In the dining hall, lunchtime supervisors choose one child from each year group that has been a 'lunchtime superstar' in the dining hall. Their photograph is taken and displayed on the 'lunchtime superstar' display and a Arbor badge is awarded. Lunchtime supervisors on the playground can award children with stickers for following our rules and demonstrating our values.

## Consequences – A Stepped Approach

If children behave in an unacceptable way, then they will be challenged about which of the Golden Rules they have broken and asked what they should have done or should do next time. At Violet Way, in most cases, staff will respond to unwanted behaviours using a 'Stepped Approach' (See Steps 1 to 4 below):

1. **Tactically ignore** poor behaviour (proximal praise, private signals or 'catch' children making good choices) and then speak to the child quietly once the appropriate behaviours are being displayed (they may need some support or something re-modelling, for example).
2. **Remind** pupil of our golden rules and expectations – use the word thank you as an expectation of compliance. Staff should use 'We script' or 'Name it to tame it' (see below).

*'We' script:* (Name of child) .....we expect....(expected behaviour)....thank you i.e. "Saba, we expect everyone to speak politely to one another, thank you."

*'Name it to tame it':* Once you notice a child is having a strong emotional reaction, describe, or name it. Choosing words to describe emotions, jump starts your executive brain and calms your emotional limbic brain. i.e. 'I'm wondering if you are shouting out 'this is boring', because you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something new because you worry you might fail. Remember that we are here to help you and our Golden Rule number 1 is that we will listen to and respect all.'

### 3. Give choices

- a) Two choices (both of which are acceptable)
- b) Clear choice: Speak quietly to the child: John, if you continue to shout out over other children then maybe you would benefit from some reflection time.

### 4. Apply appropriate consequences

*NB: Secondary behaviours such as muttering under breath, avoiding eye contact, smirking, rolling eyes are often a nervous reaction and not intended to offend. Ignore these behaviours and focus on the initial instruction/direction.*

## Appropriate Consequences

We provide opportunities for children to recover their behaviour and use appropriate consequences which will support them to do this, for example:

- Tactically ignoring behaviour

- Quietly speaking to the child and reminding them of the correct behaviour, expectations or rules
- Reflection time in class (every class has a regulation station)
- Reflection time in another classroom (to be agreed with the class teacher prior to the child joining the class). This is not to be used to shame the child but as an opportunity to reflect in a different area where they may be less likely to get distracted by peers
- Appropriate consequence e.g. used inappropriate language – write or draw how these words might make other people feel, insulted somebody – list strengths and positives to describe that person
- Expecting work to be completed at playtime, lunchtime or at home
- Verbal/written apologies
- Reparation (Putting things right)
- Setting up a Behaviour Chart (only with teacher consultation with SENDCO/SLT)
- Sending the child to speak to the Inclusion Manager
- Sending the child to speak to a member of the Senior Leadership Team (SLT)

Lunchtime Supervisors should refer to Appendix B for further guidance on different levels of behaviour and appropriate consequences.

## Consequence Ladder

If a child is not following our 5 Golden Rules, appropriate consequences should be applied to support their understanding of good behaviours for learning. Teachers should ensure that children in their class are aware of the school rules, values and star learner qualities. They should help children to understand that actions have consequences, and these can be positive or negative, for example, running in the corridor could lead to them tripping over any causing injury. When rules, are not followed, consequences can help us to learn and understand why it is important to follow the rules. The consequences ladder is for staff to refer to (see below and Appendix A).

### Consequences Ladder

1. **The child will be reminded of the Golden rules (adult to speak quietly to the child)** Positive praise should be used to reinforce expected behaviours.
2. **A verbal warning will be given** referring to the Golden Rules that have been ignored and using 'We Script': (Name of child) .....we expect...(expected behaviour)....thank you'. Negatives such as 'Don't do that,' will not be used.
3. **The child may need to have some reflection time in class** which could be next to, or nearer to, an adult or in a space away from any distractions in the class or on the playground. Reflection time should be followed up with a restorative conversation with an adult. Class teacher to record on Arbor for Step 3 and beyond. Parents to be informed if a child is regularly reaching Step 3 of the Consequences Ladder.
4. If the behaviour continues, **the child will be sent to a class in the same year group for some reflection time away from their own class.** Class teacher to add to Arbor and inform parents.
5. If the behaviour continues, **the Inclusion Manager should be informed, or the Deputy Headteacher, who will assess the situation and advise the class teacher as appropriate.** Class teacher to add to Arbor and inform parents.
6. If the behaviour continues, **the Headteacher should be informed, who will assess the situation and advise of appropriate action.** Class teacher to add to Arbor and inform parents.

7. If the behaviour continues or becomes persistent, **the child's parent will be notified** and will be asked to meet with a Senior Leader or Headteacher and other relevant members of staff, as appropriate and depending on the circumstances. The SENDCo and/or Inclusion Manager may want to talk to parents and class teacher about setting up a behaviour plan, reward chart or additional resources to support further. Recorded on Arbor.
8. **The school will request a multi-agency** meeting, as appropriate, to discuss further support or next steps, including suspension or exclusion where necessary. The Headteacher will attend. Recorded on Arbor.

Once a consequence has been implemented, the child has a fresh start. Consequences are not carried unnecessarily over to the next day. Where repeated and significant behaviour arises, a written record will be established through our ABC (Antecedent, Behaviour and Consequence) charts (see Appendix C) in order to monitor the frequency, timing and reasons for behaviours to help us establish any patterns, difficulties or what the child is trying to communicate.

For the small minority of pupils' who display extremely challenging behaviour, or pupils with specific SEND needs, the consequences outlined above may not be appropriate. An Individual Behaviour Management Plan will be created by the SENDCo, Class teacher, Inclusion Manager and parents. Where appropriate, a behaviour risk assessment will be written and other agencies involved.

## Child-on-Child Abuse

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or stage of development and can be harmful to the children who display it as well as those who experience it. At Violet Way Academy we are vigilant and understand that 'it can happen here'.

Downplaying certain behaviours, for example dismissing sexual harassment or racist comments as "just banter", "just having a laugh" or "children being children"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Young children need to learn how to interact appropriately with others, and if one child causes harm to another, this should not necessarily be dealt with as child-on-child abuse. However, it may be appropriate to regard a child's behaviour as abusive if: there is a large difference in power (for example age, size, ability, development) between the children concerned; or the perpetrator has repeatedly tried to harm one or more other children; or there are concerns about the intention of the alleged child. If the evidence suggests that there was an intention to cause severe harm to the victim or to exploit them, this should be regarded as abusive whether or not severe harm was actually caused.

If any member of staff has any concerns, these should be reported to the DSL immediately.

## Role of the Parent / Carer

At Violet Way Academy, we work closely with parents, sharing information from home and school, to encourage a positive partnership when promoting and maintaining good behaviour. Senior Leaders and other staff greet pupils and parents on the gates daily, building positive relationships with parents. We communicate with parents in a range of ways and encourage parental engagement.

We use MarvellousMe (a simple app) to reward children and inform parents about their child's learning, behaviour and character development. Parents receive alerts when their child's teacher posts an activity, awards their child a badge, or sends a message. Parents can safely share the news with the whole family. Parents can celebrate their child's success and reinforce their good work and positive behaviours. Use of MarvellousMe means parents can have more meaningful conversations with their child about school, learning and behaviour. MarvellousMe inspires better home learning support and encouragement and parent involvement.

We expect parents and carers to support their child's learning, and to cooperate with the academy. We try to build a supportive dialogue between the home and the academy, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the academy has to use reasonable consequences, we expect parents and carers to support the actions of the academy.

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher followed by, if they feel necessary, the academy governors. In these circumstances parents and carers should make reference to /and utilise the academy's complaints policy (available from the academy office or website).

Parents can support by:

- Recognising that an effective behaviour policy requires close partnership between parents, staff, and children
- Discussing the rules with their child, emphasising their support of them, and assisting when possible, with their enforcement
- Attending Parents' evenings/open days, parents' functions and by developing informal contacts with academy
- Knowing that learning and teaching cannot take place without clear rules and expectations for learning and behaviour
- Sharing relevant information with staff about situations at home which may contribute to behaviour issues
- Remembering that staff deal with behaviour problems patiently and positively
- Discussing any concerns regarding their child with the class teacher as soon as they become aware of them ensuring that any issues can be dealt with immediately
- Being open to suggestions or tackling poor pupil behaviour through appropriate external support agencies advice

## **Role of the Local Governing Body**

The governing body has the responsibility of establishing general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the leaders in adhering to these guidelines including legal duties as set out under the Equality Act 2010, and alongside Safeguarding processes and supporting pupils with special educational needs.

The Headteacher (Deputy Headteacher in the Headteacher's absence) keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. All exclusions are reported to governors. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the academy policy is administered fairly and consistently.

The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the academy abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide for Academies,' and that no child is treated unfairly because of race or ethnic background.

### **Pupils' Conduct Outside of Academy Gates**

We expect our pupils to maintain their code of conduct when outside the academy gates. We agree as an academy that teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any academy-organised or academy related activity
- Travelling to and from academy
- Wearing academy uniform
- In some other way identifiable as a pupil at the academy or misbehaviour at any time, whether or not the conditions above apply, that;
  - Could have repercussions for the orderly running of the academy
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the academy.

In all cases of misbehaviour, the teacher can only discipline the pupil on academy grounds or elsewhere when the pupil is under the lawful control of the staff member.

### **Role of the Teacher / Teaching Assistant / Lunchtime Supervisor**

The class teachers and other staff in our academy have high expectations of the children with regards to behaviour, and they strive to ensure that all children learn to the best of their ability. The class teacher and teaching assistant have the responsibility to treat each child fairly. All staff also have a responsibility to treat all children in the academy as individuals and with respect and understanding and to apply consequences fairly, consistently, proportionately, and reasonably taking account of SEND (Special Educational Needs and Disability) and the needs of vulnerable children, and offering support as appropriate. If a child misbehaves in class, the class teacher keeps a record of all such incidents but recognises that some pupils require a more sensitive and differentiated approach. If misbehaviour is persistent, the class teacher seeks help and advice from their team leader, the Senior Leader, SENDCO or the Headteacher. If necessary, the class teacher works alongside our inclusion leader and liaises with external agencies to support and guide the progress of each child.

### **Role of the Headteacher**

It is the responsibility of the Headteacher to:

- Ensure the consistent implementation of this policy through the school.
- Ensure the Executive Leadership Team is kept up to date with any significant behaviour incidents.
- Report to governors on the effectiveness of this policy.
- Maintain a record of incidents of poor behaviour.

- Ensure the health, safety and well-being of all staff and children in the school
- Issue fixed term and/or permanent exclusions to individual children.
- Ensure that the behaviour policy does not unintentionally discriminate against certain groups and through keeping a record of behaviour incidents, analyse patterns and trends to ensure that a particular group is not more affected by the policy than other groups.

### **Assessing and Managing Risks for Children who Present Challenging Behaviours.**

The term 'risk' refers to any circumstances which could lead to adverse outcomes for the child or others. Risk assessment and management is a process that helps staff to consider risk issues, to act reasonably and to learn from everyday practice. A risk assessment will be carried out by the class teacher, SENDCO and Inclusion Manager. Risk reduction options will be considered such as situations that may provoke difficult behaviour preventative strategies and de-escalation strategies that are most likely to work, what is likely to trigger a violent reaction and specific strategies and techniques agreed by staff and parents which will be used if necessary and an agreed Behaviour Management Plan and/or risk assessment created.

Once agreed the Behaviour Management Plan and Risk Assessment will be shared with all those responsible for implementing or monitoring the impact of the plan:

- The child
- His/her parents
- School staff
- Other professionals involved with the child

The Behaviour Management Plan alongside a Risk Assessment will be agreed by parents and evaluated termly. Risk assessments will also be carried out when circumstances of staff change and put them at risk when working with the child presenting challenging behaviours, e.g., pregnancy, injury, illness etc. When challenging behaviour is being displayed, we will always consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the school will consider whether a multiagency assessment is necessary

### **Power to Use Reasonable Force**

All members of school staff have a legal power to use reasonable force ([DfE advice template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67144/dfe-rr-13-013.pdf)). The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Staff will receive appropriate training and up to date information regarding behaviour management. These will be provided by internal or external training sessions and staff will be required to access support to improve their own practice.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Schools can use reasonable force to:

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

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.

Techniques and methods for controlling and restraining pupils using restrictive physical interventions must be assessed to ensure they are safe, suitable, and appropriate for use with the named pupil. 'It is always unlawful to use force as a punishment' (Use of Reasonable Force, 2013). We are aware that we may need to make reasonable adjustments for disabled children and children with special educational needs (see section 'Pupils with Special Educational Needs and/or Disabilities (SEND), including those with Education, Health and Care plans (EHC plans) or identifiable behaviour difficulties'.

## Reporting Use of Reasonable Force

The use of restrictive physical interventions, whether planned, unplanned, or emergency interventions must always be recorded. 'Use of reasonable force (2013) DfE' states in their advice to schools on the use of the following:

'It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.'

In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age.

## Other Physical Contact with Pupils

All staff should be aware of the distinction between physical contact or touch used appropriately in everyday situations to encourage, guide, or comfort a pupil and the use of force to restrict movement or to disengage from pupils whose behaviour presents clear risks. It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary are given in the Use of Reasonable Force guidance (DfE, 2013):

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching to give first aid

## Pupils with Special Educational Needs and/or Disabilities (SEND), including those with Education, Health and Care plans (EHC plans) or identifiable Behaviour Difficulties

As a school, we aim to ensure that the appropriate special educational provision is made for pupils with SEND, which will include any support in relation to behaviour management that they need because of their SEND. We proactively engage with parents in supporting the behaviour of pupils with additional needs.

If there are concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEND, we will, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEND needs. Where a pupil has an EHC plan, we would contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude.

Children who may have identifiable behaviour difficulties, such as those associated with Autistic Spectrum Disorder (ASD) or any undiagnosed but identified behaviour difficulties, will be treated in ways advised by specialists in this field. Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive, and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require extra help;

- help in adjusting to school expectations and routines
- help in acquiring the skills of positive interaction with peers and adults
- specialised behavioural and cognitive approaches
- re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- provision of a safe and supportive environment.

When a concern is raised about a pupil showing behaviour difficulties, before calling in an outside specialist we will complete an agreed observation period to ascertain if the behaviours have a



pattern to them. Staff are encouraged to use 'ABC' (Antecedent, Behaviour, Consequence) chart (see Appendix C). In this way it may be possible to identify potential triggers of any undesirable behaviour we can put steps into place to either avoid those triggers or slowly desensitise the pupil to those things.

Similarly, if consequences have been identified that are inadvertently rewarding the pupil's behaviour, then a determined effort will be made to change this consequence.

All staff agree to adopt a positive approach to improving behaviour in order to reward effort and build self-esteem. Staff should work in partnership with those who know the child to:

- Find out why the child behaves as he/she does
- Understand the factors that influence a child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviour and make sure that the use of physical intervention is rare.

Our SENDCO will help staff with strategies to use that will help regulate behaviour in some learners with extra needs. This is using picture cues to signal the sequence of the daily routine, sticker charts with a choice of rewards, a clock/ sand timer to signal the time remaining in a lesson etc. We also liaise with Staffordshire CAMHS (Child and Adult Mental Health Services) to promote behaviour strategies for children with identifiable behaviour difficulties as well as behaviour units or areas set aside for behaviour interventions with the appropriately qualified staff to support.

Any child with identifiable or specific problems will be dealt with on a case-by-case basis and advice sought from the individual's LA (Local Authority) advisory/psychology/ Trust SENDCO Forum/CAMHS service and Trust Well-being Lead.

Strategies such as those described above are used in the first instance. If a child's behaviour deteriorates so that he/she is a danger to him/herself or others it may be necessary to use restrictive physical interventions such as holding his hands to prevent him/her hurting him/herself or others. The Use of Force Guidance (DfE, 2013) states that 'All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.' These interventions would be emergency measures or interventions if all other routes have been exhausted.

They may be used in the following circumstances:

- If the potential outcomes of not intervening were sufficiently serious to the child him/herself, another child, or a member of staff to justify considering the use of force
- The chances of achieving the desired result by other means had already been attempted
- The risk involved in using force outweighed the risk of using it
- The scale and nature of any physical intervention would be proportionate to the behaviour of the individual and the nature of harm he/she may cause.

The minimum necessary force will be used at all times and wherever possible the child will be warned in advance that force will be used. Whenever practicable, before physically intervening a staff member will attempt to resolve the situation by other means. Parents and other agencies

involved with the child are consulted and informed on an ongoing basis about the child's behaviours and any specific strategies/ plans, which have been devised for their child, are discussed, and agreed.

## **Reporting / Recording Inappropriate Behaviour**

Staff have agreed to keep a record of any such incidents (Arbor) with a brief description and the trigger if known. This record should include name of the pupil(s) involved and date and consequence or how it has been dealt with. These records need to be passed onto a member of SLT (Senior Leadership Team). Documentary evidence will help reflect on consistency and effectiveness of behaviour management throughout school. It also helps identify any individual behaviour patterns and helps to monitor that rewards and consequences are being given out consistently and fairly.

Any serious incident, which involves the use of restrictive physical intervention, will be recorded on Arbor on the individual child's record. This report should be written by the member of staff involved in the incident. Records of serious incidents should include the following information:

- the name(s) of the staff and service users/pupil(s) involved;
- the reason for using the restrictive physical intervention, if employed;
- The type and duration of the restrictive physical intervention
- Whether the pupil or anyone else experienced injury or distress and, if they did, the action that was taken.

When a child is sent to the Headteacher on account of inappropriate behaviour, a record is kept. We also keep a record of any serious incidents that occur at break or lunch time.

## **Anti-bullying Policy**

Violet Way Academy has an Anti-Bullying Policy, which underpins the process/procedures undertaken to report and prevent bullying (including cyber bullying, prejudice based and discriminatory bullying) and fosters a culture where any form of bullying is unacceptable and challenged. A copy of the Anti-Bullying Policy is available online. A hard copy can also be requested through the Violet Way Academy School Office.

## **Suspension and Exclusion**

We ensure that the right systems are in place and teachers have the right skills to manage pupils' behaviour. Providing support where children need it, including complex and challenging behaviours, making sure they are equipped with the right tools, capability and capacity to perform their best. We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available external agencies for support), suspension or exclusion may be the only option.

We refer to the most up to date guidance (Suspension and Permanent Exclusion including pupil Movement Guidance May 2023), when considering suspension or exclusion. In line with this guidance, we recognise that, for the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. Suspension and/exclusion are sometimes a necessary part of a

functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

A **suspension**, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. Suspensions will last for the smallest amount of time possible (between 1 –3 days) to ensure further re-integration is not made harder.

It is important that during a suspension, pupils still receive their education. We will ensure that work is set and marked for pupils during the first five school days of a suspension and this may include using online pathways, such as Oak National Academy and work set via Teams.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

A **permanent exclusion** is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should 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 such as staff or pupils in the school

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. The following list is not exhaustive and is intended to offer examples rather than be complete or definitive.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

In cases of severe and persistent misbehaviour, the Headteacher may suspend or exclude a child from school. In the Headteacher's absence, the most senior teacher can suspend or exclude a pupil from school. If such action is taken, the Headteacher will inform the Chair of Governors and seek appropriate advice from the relevant authorities.

If the Headteacher excludes a child, they will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers

that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **Offsite Direction and Managed Moves**

In exceptional circumstances, we may discuss with parents how off-site for education for their child may help them to improve their behaviour through a structured programme of support. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction can be used to arrange time-limited placements at an Alternative Provision (AP). Targeted support from AP would be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational. Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A plan would be written in consultation with parents, SENDCO, Headteacher, class teacher and any other agencies involved.

A pupil at any type of school can also transfer to another school as part of 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission

### **Reintegration after suspension or off-site direction**

We would always support the successful reintegration of a child following a suspension or offsite direction. In consultation with relevant staff members, the parent, the child and any other relevant agencies, a reintegration strategy that offers the pupil a fresh start and helps them understand the impact of their behaviour on themselves and others would be created. The strategy would aim to teach them to how meet the high expectations of behaviour in line with the school and encourage positive engagement with learning. The reintegration strategy will be communicated at a reintegration meeting with parents before their return to school. The strategy would be regularly reviewed and adapted where necessary in collaboration with the pupil, parents, and other relevant parties.

Occasionally a part time timetable may be suggested as part of the reintegration strategy. A part-time timetable would not be used to manage a pupil's behaviour and would only be in place for the shortest time necessary and in agreement with parents.

### **Malicious, False or Unsubstantiated Accusations made by Pupils Against a Member of Staff**

If pupils are found to have made malicious, false, or unsubstantiated accusations against school staff, the Headteacher will consider whether any further disciplinary action is required.

Additional safeguarding and mental wellbeing concerns will be addressed if applicable and concerns escalated to the Executive Leadership Team.

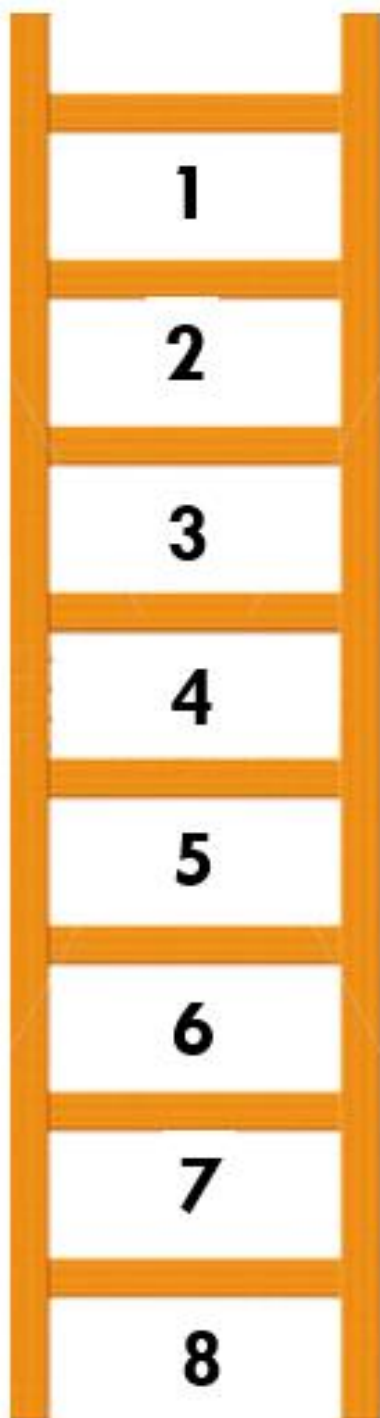
## Managing Pupil Transition

As pupils move from Violet Way arrangements will be made to manage the transition seamlessly between year groups, key stages, and school settings. Effective transition will be promoted through excellent communication between staff and children, staff and parents and staff with other staff; comprehensive systems and processes for transition and clear systems for reporting essential information. Where pupils have additional needs, they will be offered timely support.

### *Appendix A: Violet Way Academy Consequence Ladder*

If a child is not following our 5 Golden Rules, appropriate consequences should be applied to support their understanding of good behaviours for learning. Teachers should ensure that children in their class are aware of the school rules, values and star learner qualities. They should help children to understand that actions have consequences, and these can be positive or negative, for example, running in the corridor could lead to them tripping over any causing

injury. When rules, are not followed, consequences can help us to learn and understand why it is important to follow the rules. The consequences ladder is for staff to refer to.



**1. The child will be reminded of the Golden rules (adult to speak quietly to the child)** Positive praise should be used to reinforce expected behaviours.

**2. A verbal warning will be given** referring to the Golden Rules that have been ignored and using 'We Script': (Name of child) .....we expect...(expected behaviour)....thank you'. Negatives such as 'Don't do that,' will not be used.

**3. The child may need to have some reflection time in class** which could be next to, or nearer to, an adult or in a space away from any distractions in the class or on the playground. Reflection time should be followed up with a restorative conversation with an adult. Class teacher to record on Arbor for Step 3 and beyond. Parents to be informed if a child is regularly reaching Step 3 of the Consequences Ladder.

**4. If the behaviour continues, the child will be sent to a class in the same year group for some reflection time away from their own class.** Class teacher to add to Arbor and inform parents.

**5. If the behaviour continues, the Inclusion Manager should be informed, or the Deputy Headteacher, who will assess the situation and advise the class teacher as appropriate.** Class teacher to add to Arbor and inform parents.

**6. If the behaviour continues, the Headteacher should be informed, who will assess the situation and advise of appropriate action.** Class teacher to add to Arbor and inform parents.

**7. If the behaviour continues or becomes persistent, the child's parent will be notified** and will be asked to meet with a Senior Leader or Headteacher and other relevant members of staff, as appropriate and depending on the circumstances. The SENDCo and/or Inclusion Manager may want to talk to parents and class teacher about setting up a behaviour plan, reward chart or additional resources to support further. Recorded on Arbor.

**8. The school will request a multi-agency meeting,** as appropriate, to discuss further support or next steps, including suspension or exclusion where necessary. The Headteacher will attend. Recorded on Arbor.

### ***Appendix B: Behaviour Management Framework for Lunchtime Supervisors***

*Young children are not always able to tell us how they feel and often communicate their feelings through their behaviour. As professionals therefore we are adept at supporting children to develop and practice skills and abilities that help them meet new people, communicate their feelings and make friends. These skills take time and a deeper insight into the context of incidents. We therefore assume the ability to use our professional judgements in discerning what constitutes low, medium and high categories for behaviour for our younger learners. The following list is not exhaustive and is only intended to provide some examples.*

NB: Secondary behaviours such as muttering under breath, not looking at an adult in the eyes, smirking, eye rolling etc are often a nervous reaction and are not intended to offend. Ignore these behaviours and focus on the initial instruction.

Please ensure you have read the section in this policy about child-on-child Abuse.

Low level behaviour examples	Medium level behaviour examples	High level behaviour examples
<ul style="list-style-type: none"> <li>• Not following our Golden rules/ expectations</li> <li>• Not respecting others/equipment or resources</li> <li>• Interrupting</li> <li>• Being impolite</li> <li>• Pushing in line</li> <li>• Intentionally annoying other people</li> <li>• Ignoring adult instructions</li> <li>• Not following adult's directions</li> <li>• Swinging on chairs, making silly noises or faces or causing a distraction to others</li> </ul>	<p>Repeated low-level disruption, and/or:</p> <ul style="list-style-type: none"> <li>• Rudeness/cheek</li> <li>• Teasing/name calling</li> <li>• Avoiding adult instructions</li> <li>• Swearing</li> <li>• Throwing objects</li> <li>• Hurting someone</li> </ul>	<p>Repeated medium level disruption, and/or:</p> <ul style="list-style-type: none"> <li>• Repeated refusal to follow instructions</li> <li>• Swearing repeatedly at other children</li> <li>• Refusing to take reflection time</li> <li>• Deliberately breaking school/other people's property</li> <li>• Name calling</li> <li>• Deliberately hurting someone</li> <li>• Fighting</li> <li>• Vandalism</li> <li>• Stealing</li> <li>• Putting themselves or others in danger</li> </ul>
<p><b>APPROPRIATE RESPONSE</b></p> <ul style="list-style-type: none"> <li>• Remind pupil (try to use name of pupil) of our Golden Rules and what they should be behaving like and then use word 'thank you' after – this is an expectation of compliance</li> <li>• If pupil chooses to continue their inappropriate behaviour and ignore lunchtime supervisor then a Verbal Warning is given which is the consequence of 5 minutes walking alongside a lunchtime supervisor or in a designated area (other staff/adults can keep an extra eye on behaviour of pupil and use more positive encouragement)</li> </ul>	<p><b>APPROPRIATE RESPONSE</b></p> <p>As Low Level, plus, if inappropriate behaviour continues:</p> <ul style="list-style-type: none"> <li>• Consequence–5 minutes walking alongside a lunchtime supervisor or in a designated area. Lunchtime supervisor to remain calm and explain to pupil what they are doing that is not acceptable and why it isn't and positively encourage pupil to behave correctly.</li> <li>• If inappropriate behaviour continues, they will give a verbal warning and be made aware of next consequence which would be 10 minutes time off the playground.</li> </ul>	<p><b>APPROPRIATE RESPONSE</b></p> <p>If inappropriate behaviour still continues:</p> <ul style="list-style-type: none"> <li>• Consequence-5 minutes time off the playground and they will be sent to their class teacher or Senior Leader. They will assess seriousness of inappropriate behaviour and next steps.</li> <li>• 1st occasion of being sent off playground for 5 minutes.</li> <li>• 2nd occasion of being sent off playground: Consequence - Referral to class teacher or Inclusion Manager</li> <li>• 3rd occasion of being sent off playground: Consequence - Referral to Deputy Headteacher - lunchtime supervisor may be asked to keep a log of any such incidents (brief description including trigger) with date and time.</li> </ul>

*Appendix C: ABC chart and completed example*



### ABC (Antecedent, Behaviour, Consequence) Chart

CHILD'S NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

<u>DATE AND TIME</u>	<u>ANTECEDENTS</u> i.e. What happened before?	<u>BEHAVIOUR</u> What did the pupil do?	<u>CONSEQUENCES</u> What took place <i>after</i> the behaviour? / What happened as a consequence of the behaviour? 1.) How was the behaviour addressed/responded to? 2.) What did the child get from this?	<u>FUNCTION</u> What 'message' were they communicating? (e.g. "I wanted adult attention" or "I found the work hard") Sensory, escape, tangible, attention



### EXAMPLE ABC (Antecedent, Behaviour, Consequence) Chart

CHILD'S NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

<u>DATE AND TIME</u>	<u>ANTECEDENTS</u> i.e. What happened before?	<u>BEHAVIOUR</u> What did the pupil do?	<u>CONSEQUENCES</u> What took place <i>after</i> the behaviour? / What happened as a consequence of the behaviour? 1.) How was the behaviour addressed/responded to? 2.) What did the child get from this?	<u>FUNCTION</u> What message' were they communicating? (e.g. "I wanted adult attention" or "I found the work hard") Sensory, escape, tangible, attention
Monday 2nd 1pm	Bell rang and children asked to line up.	R ran off behind Acorn room mobile classroom. He refused to come out.	Mrs M asked him to come out behind mobile. R went in with Mrs M.	Escape – anxiety about going into class
Monday 2nd February 2.30	Mrs M gave out star of the day award to child.	R screamed and ran to book corner screaming. Kicked over chairs and threw down books in area.	Mrs M gave R 5 minutes timer to calm down in calm corner and used emotional coaching to discuss coping strategies.	Tangible – wanted the star of the day award.
Wed 4th Feb. 10.00	R asked to complete writing	R screamed and threw books off table	Left to calm down and then Mrs M sat with him to support. Gained attention of teacher.	Attention – wanted adult attention