





## BLOOM WORLD ACADEMY

Positive Behaviour Policy	
Audience and coverage	School Community
Published where	Staff and parent handbook
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Owner	Nicola Upham - Vice Principal Student Development
Reviewer	John Bell - Principal 
	Nilay Ozral – Bloom Education CEO 



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### 1. Aim

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the Academy;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- aligned to the Academy's guiding statements and identified goals which are formed in strategic leadership meetings.

### 2. Statement of intent

BWA believes this policy to be a working document that is fit for purpose, represents the Academy ethos, mission and vision, enables consistency and quality across the Academy and is related to the relevant UAE legislation.

### 3. Scope

This policy applies to all *stakeholders*

This policy applies to all students whilst they are in school, travelling to and from school, in school uniform and whilst participating in activities or events organized by or associated with the Academy. Uniform rules may be relaxed at the school's discretion; students will be informed prior to the event.

### 4. Unique definitions

A shared understanding of the following definitions are integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

### 5. Processing and practice

The follow narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the Academy operates with regard to the Positive behaviour Policy

## Principles

At Bloom World Academy we have the highest expectations of all our students. Through positive behaviour approaches, we provide students with clear guidelines and boundaries to ensure that they



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are able to fulfil their own potential and ensure that the learning environment of others is calm, productive and uninterrupted.

### Aim

To create an environment in which all pupils and staff can expect equality of opportunity and treatment, regardless of age, gender, ethnicity or religion. Every member of our school community is entitled to be safe and happy at school.

Our aim is for all children to learn to take responsibility for their own behaviour and to become independent learners. Our emphasis is on positive praise that reinforces good behaviour, manners and hard work. This praise can be informal and formal, in public and private, to individuals and groups. The House System and the awarding of House Points are pivotal in developing a sense of community, achievement and pride.

We support positive behaviour in a positive environment through:

- A consistent approach throughout the whole school both in and out of the classroom;
- Acknowledging and following agreed behaviour practices; identifying levels of behaviour and ensuring rewards and sanctions are fairly apportioned according to the behaviours demonstrated
- Having the highest expectations of student behaviour in order to ensure that all students make outstanding progress.
- Creating an atmosphere where achievement is respected and valued by all.
- Establishing good working relationships and encourage mutual respect amongst all members of the Academy.
- Collaborating with parents and students to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.
- Offering a broad and balanced curriculum that is well prepared and appropriate to the needs of the students;

### **Personal Responsibility and Ethos**

BWA students are expected to be responsible for their own behaviour. They should have respect for themselves, respect for others and also for the environment in which they work. This will be shown by high standards of behaviour and empathy for others, effort, punctuality, classwork, organisation, attendance and uniform. We endeavour to acknowledge behaviour that is of a high standard and have a system of rewards for doing so.



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### **Respect for oneself**

This is shown by a positive and active involvement in classwork and school life. Inside the classroom this means that lessons are able to progress without disruption. Each student should ensure that they arrive for all lessons with the correct books and equipment, in the right uniform and with an expectation that they will contribute in a positive way to the success of the lesson.

### **Respect for others and their culture**

All members of the school community should be treated with respect. This is shown by the way that we speak to each other and by being courteous, well-mannered and by showing regard for the feelings of others and difficulties they face. Discrimination will not be tolerated.

### **Respect for the environment**

We all benefit from working in a clean and tidy environment that is well-resourced and safe. To maintain this all members of the school community should take pride in the learning facilities and take pride in other people's property.

To support students in school we have a strong pastoral care structure. The key player in this for an individual student is the Homeroom teacher, as they have daily contact with the students.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including the morning BELA program, leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

### **Positive reinforcement**

A truly outstanding education needs to develop not only academics and personal achievement, but also character, values and wellbeing.



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The Academy recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued.

A consistent whole-school approach has been designed so that students, parents, and staff are aware of what rewards can be achieved with the aim for all students is to accumulate as many achievement points as they can throughout the academic year both for themselves personally and their community house.

### House Points

Pupils may receive House Points for outstanding work and behaviour. These House Points are recorded by the Class Teacher using 'Class Dojo' and collated half termly, prior to each achievement assembly at the end of each half term. Badges and additional prizes are awarded at each stage including pizza party, movie nights and non-uniform events.

House points are linked to the IB Learner attributes, which together express values inherent to the IB continuum of international education. Staff will reward students in lessons and around the school when they exhibit (caught Bee'ing) these attributes.

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring,
- Risk-takers
- Balanced
- Reflective

Friday forum is an integral part of BWA, whereby the community comes together to celebrate achievements and for personal reflection. Bloom Star Gazer, Leadership and merit awards are presented and the reasons for the awards shared enabling positive behaviour to be reinforced and celebrated.



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Each week in forum, the weekly baton is passed to the winning house who has collated the most reward points that week. Additionally, the house cup is awarded at the end of each term to the house that has accumulated the most points.

*Additional achievement related rewards include:*

- Verbal praise, either personal or public
- Phonecalls home
- Subject Progress Certificates
- Feature in the newsletter
- Achiever and subject award badges
- Positive comments in exercise books
- Recognition in awards events

### **Sanctions**

Sanctions will only be used when positive approaches are unsuccessful. Discussion will play an important part in guiding pupils to learn more appropriate behaviour and an acceptance of responsibility for their actions. When a sanction is given, it is particularly important that the teacher ensures the child clearly understands the reason behind the sanction.

BWA uses the online software program CPOMS to log any behaviour incidences or concerns. This enables a forensic analysis of concerns and patterns across the school and enables chronology reports to be created to lead discussions of next step interventions which may include support from the counsellor or Integra team.

### **Nursery and Primo**

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. To achieve this:

- All adults in the Nursery will ensure that the nursery rules with regards to behaviour are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will provide a positive model for the children regarding friendliness, care and courtesy.



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- Adults in the Nursery will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Children who misbehave will be given one-to-one adult support in seeing what is wrong and work towards a better pattern.
- Where appropriate this might be achieved by a period of "time out" with an adult.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout or raise their voices in a threatening manner.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Recurring problems will be tackled by the Nursery, in partnership with the child's parents / carers, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's additional support needs, which we involve collaboration with the Integra team and could lead to recommendation to external services such as SALT, Educational therapist.

### Intervention and Physical Restraint – Policy and Practice

In the unlikely event that the above behaviour management strategies have been unsuccessful, and a child's behaviour requires physical intervention, the procedure outlined below will be implemented.

- When possible, adults will aim to distract and re-direct the child's attention.
- Adults will not use any form of physical intervention, e.g., holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property.
- Where physical intervention is appropriate, this will be achieved with the minimum force and for the minimum time.
- Any such incident is recorded, and the parents/carers informed



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### Junior and Senior

#### Reinforcing, Reminding, and Redirecting

At BWA we use a staged approach which allows a student the time to reflect upon the situation, so that expected behaviours can be reinforced, reminded and redirected. The positive reinforcement approach focuses on students taking ownership for their behaviour, reflecting on the impact their behaviour/action has had on the community and reparation through volunteering.

<p><b>Stage 1</b></p> <p>Low level offences.</p>	<p>Not listening to instructions Not adhering to class expectations Disruption in lesson Low level disruption Lack of focus and effort in their learning Unkindness towards others Poor standard of work Inappropriate use of ICT in lessons (eg playing games)</p>	<ul style="list-style-type: none"> <li>• Visual reminder e.g. a stern look Verbal reminder to support the student in recognizing the behaviour that needs to be changed</li> <li>• Given calming down time/space before rejoining the activity</li> </ul>
<p><b>Within Stage 1 there are key strategies to be used to enable students to change their behaviour</b></p> <p><b>Reflect and redirect:</b> If same behaviour continues, teacher uses the restorative cards to enable the student to focus on the BWA expectations and how the behaviour needs to be re-directed. Student demonstrates understanding, either by practicing it immediately or by telling the teacher how they will do it in the future. When the student follows the redirection, feedback provided and praise used for reinforcement.</p> <p><b>Reflect and move:</b> Student moved seat/group – teacher explains expectations to positively re-direct the behaviour Student removed to another classroom</p> <p>(Further strategies are included in Appendix 1)</p>		
<p><b>Stage 2</b></p> <p>Low level offences on a daily basis or for a single</p>	<p>Continued unkind behaviour Continued poor listening Inappropriate use of resources</p>	<ul style="list-style-type: none"> <li>• A restorative conversation will take place with the class teacher and child/ren involved.</li> </ul>





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<p>act of unacceptable behaviour.</p>	<p>Careless damage of school property Continued poor listening Aggression towards others Continual disruption in lesson Theft</p>	<ul style="list-style-type: none"> <li>• Children will be invited to suggest ways in which the situation should have been handled and ways in which they can 'make it better'.</li> <li>• Parent/s to be informed of behaviour at pick up.</li> <li>• Children to complete apology letter/picture if appropriate</li> <li>• Loss of break time</li> <li>• Missed fixtures/external activities</li> </ul>
<p><b>Stage 3</b> A single act of sufficiently unacceptable behaviour or persistent low-level disruption.</p>	<p>Continued behaviour of the above Severe aggression towards others Bullying Continued inappropriate use of ICT Verbal abuse/threatening behaviour against others Racist, sexist, homophobic and other discriminatory abuse Wilful and continual damage to school property and/or resources Leaving the classroom without permission Truancing a lesson</p>	<ul style="list-style-type: none"> <li>• Referral to the DVP or VP.</li> <li>• Parent meeting leading to agreed action as deemed appropriate</li> <li>• Implementation of a behavioural plan (if appropriate).</li> <li>• The <b>reflect and act</b> will mean that students will be re-directed from their next personal pathway for that session. They will be re-directed to make a positive contribution by volunteering and supporting a staff member lead a session.</li> <li>• They will meet with the school counsellor to support them in understanding the impact and consequences of their behaviour and actions.</li> <li>• This approach focuses on repairing the harm by giving back to the community.</li> </ul>



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<b>Stage 4</b> A serious one-off offence.	Causing serious and deliberate injury to others Continued inappropriate use of ICT Drug and alcohol related incidences Inappropriate use of social media Truancy	<ul style="list-style-type: none"><li>• Referral to the DVP/VP. Parent meeting leading to action deemed appropriate by the DHP.</li></ul>
<b>Stage 5</b> Several serious offences.	Deliberate action that puts the Health and Safety of the school community in danger. Acting outside of the care and control of the Academy. Continued refusal to cooperate	<ul style="list-style-type: none"><li>• Referral to the Principal</li><li>• Parent meeting leading to action deemed appropriate by Principal</li></ul>
<b>Stage 6</b> Continued serious offences.	Continued and willful ignorance of the above	<ul style="list-style-type: none"><li>• Suspension and expulsion.</li></ul>

### Individualised Behaviour Plans

A child who is exhibiting consistently negative behaviour may be more suited to their own reward charts, Whether this behaviour chart consists of smiley faces where a certain number of smiley faces result in an award or whether this is a report book (which may be sent home) will depend on the individual needs of a child who requires this.

### Partnership with Parents

A positive partnership with parents will be promoted. Parents will be informed of any significant change in a child's behaviour or attitude and parents will be encouraged to be actively involved in devising strategies to manage unacceptable behaviour.

### Acceptable Use of Mobile Phones

Mobile phones are not to be used during the hours of (8.00am-4pm)

Students can bring mobile phones into the school in order to contact parents before or after school, but they must remain in their bags, turned off.



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Mobile phones should not be used to take calls, send messages, access social media, surf the internet, take photos or use any other application during lessons and other educational activities, such as BELAs.

Using mobile phones to bully and threaten students is unacceptable. Cyber bullying will not be tolerated. If the use of technology humiliates, embarrasses or causes offence it is unacceptable regardless of whether consent was given.

### **Social Media**

Students should only be accessing social media that is age-appropriate, and they should never use social media in a way that is harmful to others. Students whose behaviour and actions compromise the wellbeing of others by using social media in an abusive, humiliating or threatening way, risk losing their place at the Academy. Any posts on social media that directly links and involves students from the school will be viewed as school related even if this occurs out of school hours. Our responsibility is to ensure a safe and happy working and learning environment, and social media that impacts negatively upon this aim will be dealt with seriously and effectively through our disciplinary programme.

Other behaviour incidents that occur outside of school but have a direct impact or affect the reputation of the Academy could also be actionable in line with our behaviour policy. BWA has a zero-tolerance policy for bullying in all its forms and aligned with this, we will not tolerate any form of defamation or intentional harm practised through social media forums. Education is an important subject that develops oneself as a responsible citizen and this expected code of behavior should be upheld both at school and within the community including on buses, during trips and students' participation in social-media forums.

### **Suspensions**

While BWA will take all reasonable steps to meet individual needs and help individuals to improve, the Academy will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

Should a student not adhere to the expected code of behaviour, it may lead to Stage 6 intervention, resulting in a possible suspension from school for a period of time.

In the case of a possible suspension or withdrawal/ non re-enrolment, the matter must be taken immediately to the Vice Principal for Student Development, and then to the Principal. *The Principal or in his absence a Vice Principal, is the only person with the authority to suspend a student and then only after having followed the correct procedure.*



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Each Vice Principal will keep a record (recorded on CPOMS) of sanctions for serious disciplinary offences. While the Academy will take all reasonable steps to meet individual needs and help individuals improve, the Academy will not:

- Tolerate behaviour which does not show due regard for the well-being or learning of others, or
  - Physical assault against a student
  - Physical assault against an adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Persistent disruptive behaviour
- Taking or posting pictures of others, without permission
- Malicious accusations against staff or students
- Racist, sexist, homophobic and other discriminatory abuse
- Inappropriate use of social media
- Drug and alcohol related incidents
- Deliberate damage
- Theft
- Weapons related incidents
- Threats to Health and Safety
- Arson
- Acting outside the care and control of the Academy
- Bringing the Academy into disrepute

### **Withdrawal from Lessons**

This is for more serious incidents such as serious misconduct, truancy, arson, aggressive assault, stealing, vandalism, serious bullying, and smoking/vaping. Please note that the consumption of alcohol and possession of drugs is a criminal offence and will be referred to the legal authorities.

### ***Procedure for the withdrawal from lessons***

Following a most serious breach of discipline, the student will be referred immediately to the appropriate Vice Principal and then the Principal.

The student will be isolated from all other students and the parents will be informed of the alleged misbehaviour. An investigation into the alleged misbehaviour will be undertaken by a senior member of staff as directed by the Principal. Should the decision be to suspend the student, the student's parents will be invited to meet with Principal/SLT and will be informed of the circumstances and the punishment, including the length of the suspension.



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The Principal will inform the Chief Executive Officer (or her representative if she is unavailable) of the alleged misbehaviour and advise that the student may be liable to suspension (internal/external). The period of suspension may be up to a maximum of 10 Academy days. The relevant Section Head will endeavour to provide work for the period of suspension. Only in cases of external suspension will the Principal inform the CEO.

Should the alleged misbehaviour be so grave that it may lead to permanent exclusion, after informing parents, the offending student will be removed from the Academy. Parents will be advised that withdrawal/ non re-enrolment could be an option. Should the decision be to withdraw (either parents invited to withdraw their child or a place will no longer be available for the student in the following academic year), the parents will have ten working days in which to appeal following the procedures as set out in the Academy Parent Contract and as endorsed by the KHDA. The Appeal Committee will hear the evidence originally presented. Any additional evidence will not be permitted. Should the Appeal Committee uphold the decision to withdraw, this will be communicated immediately to the parents. This decision will be final subject to referral and review by the KHDA.

### Prohibited items

***The following items are strictly prohibited and will be confiscated:***

- Aerosol cans (unless used in the PE changing rooms under supervision)
- 'Tippex'
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, e-cigarettes, cigarette papers and shisha pens
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit a criminal offence or harm.

### Drug and Alcohol Education

The School recognises its duty to promote children and young people's wellbeing and is also required to promote pupils' spiritual, moral, social and cultural development. As part of this the School has a responsibility to help young people manage risk, reducing the likelihood they may be harmed by use of legal and illegal drugs.

The aims of the School's drugs education curriculum is to:



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- Increase knowledge and understanding, clarifying misconceptions about the short- and long-term effects of drugs, laws relating to drugs, the impact of drugs on families, communities, and personal behaviour, the prevalence and acceptability of drug use among peers, and the moral, social, and emotional issues surrounding drugs
- Develop young people's personal and social skills to make informed decisions to stay safe and healthy including finding information and advice and devising coping strategies
- Enable young people to explore their own and other peoples' attitudes towards drugs, drug use, and users.

Inviting External Agencies: The School recognises that pupils often find visitors to school a useful and informative part of their learning, but equally we know that for visits to be successful there needs to be shared understanding about the nature and content of the session/s.

As a result, the School will ensure the following measures are adhered to when using external agencies to deliver drugs education:

- negotiate content with the visitor to take account of class needs and ensure relevance
- ensure that visitors have a clear understanding about the aims and objectives of the session and that they have seen and understood the school's drug education policy
- ensure that visitors have been briefed on any particular sensitivities that there may be in the student group – these may include identified drug issues by particular students or their families – as well as any broader needs within the group.

To ensure safeguarding procedures are followed to ensure the social and emotional needs of our students.

- follow up any unresolved issues and, whenever needed, extend the learning begun by the visitor, in a subsequent lesson
- be alert to any distress caused or concerns raised in the session and ensure that appropriate support is given.

The harmful effects of drugs are delivered as part of the Science curriculum especially within the Senior curriculum. Additional support will be provided by external providers where necessary including 'Lighthouse' who run an effective 'Raising awareness of vaping' workshop. The same workshop will be delivered to parents to educate them as well.



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### 6. Roles and responsibilities

With regard to implementation of this policy roles and responsibilities are clearly stated below:

#### Role of the Board

It is the responsibility of the board to:

- Monitor the effectiveness of the Academy's Positive Behaviour Policy
- Support the Principal and Vice Principals in the monitoring of attendance and behaviour incidences/exclusions of different groups of students

#### Role of the Principal

It is the responsibility of the principal to:

- Support staff in managing students behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented
- Ensure that good practice is both developed and shared
- Ensure that the Academy regularly communicates with parents, carers and the board
- Provide a visible and dependable support to staff throughout the day
- Ensure a curriculum is in place which motivates the disaffected

#### Role of Academy Personnel

It is the responsibility of the *teachers* to:

- Firmly and consistently apply policies to promote positive behaviour
- Teach positive behaviour including preventative and corrective strategies aimed at promoting and sustaining a positive learning environment
- Be effective role models, showing good manners and setting a good example
- Responding quietly, calmly, positively, politely and consistently within all situations
- Practice good behaviour towards everyone. Teach respect by treating students with fairness and consistency
- Teaching appropriate behaviour and being prepared to give positive feedback when it is seen;
- Provide opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- Provide an environment in which students can learn and plan and prepare stimulating lessons
- Teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- Register students in every lesson
- Support the Academy's positive behaviour and SEN policy, in particular the referral system in line with the Academy's pastoral care structure
- Not accepting bullying or any other anti-social behaviour;



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### Role of the Students

It is the responsibility of the students to:

- Be prepared to listen courteously, to debate, challenge and discuss.
- Work to the best of their ability, maintaining a growth mindset and being resilient to find different ways to learn
- Attend regularly and arrive to Academy and lessons on time;
- Take pride in their work and make improvements following feedback and advice
- Take responsibility for their behaviour and sort out disagreements without resorting to physical/verbal aggression
- Make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, and background
- To wear the full Academy uniform

### 7. Associated documentation

When implementing a policy consideration must be given to how it aligns and supports other policies. To ensure consistency this policy is fully aligned with the following key policies:

- Anti-bullying
- Safeguarding
- E-safety

### 8. Training implications

This policy will be shared with all BWA staff in the staff handbook and will be circulated to parents through the parent handbook.

Staff will be trained and /or refreshed at the start of each academic year – during the annual BWA induction week. For new joiners they will be walked through the policy by the Vice Principal during their induction period.

### 9. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this Academy. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive Academy atmosphere through our teaching and learning, pastoral support and care for both students and Academy personnel, training for Academy personnel and with working with parents. We teach all our children about safeguarding.





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We work hard to ensure that everyone keeps careful watch throughout the Academy and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

### **10. Equity Impact Assessment**

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student and it helps to promote equality at this Academy.



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### APPENDICES

#### APPENDIX 1: OPERATIONAL INFORMATION

##### PROMOTING POSITIVE BEHAVIOUR - STRATEGIES FOR ALL STAFF

Some important values need to underpin all of our interactions with students. Behaviour issues should be considered as challenges and are normal where young people are learning and testing the boundaries of acceptable behaviour. It is very important not to overact in any situation with a student and consistency is the key when managing behaviour.

The following should underpin all of our interactions with students and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual.
- Separate the problem from the person – never criticise the person, only the inappropriate behaviour.
- Take the initiative: Greet and acknowledge
- Speak and be spoken to
- Smile and respond.
- Communicate
- Be proactive in raising the self-esteem of others
- De-escalate incidents and seek to reconcile

Our success is tested not by the absence of challenges but in the way we address them.

- Do not overreact; address the problem calmly and confidently challenging low level behaviour in a way which least interferes with the flow of the session
- Never talk loudly or aggressively, calmly repeat instructions
- Avoid humiliating students
- Listen to the student's point of view
- Clearly establish the facts
- Judge only when certain
- Do not be afraid to apologise if you are wrong
- Use punishments sparingly
- Never threaten anything you cannot follow through
- Follow up on issues that continue to arise – maintain a flow of action
- Make sure students understand the boundaries, 'when you do this ... then this will happen'.
- Use take up time. Ask a student to do something and then give them time to do it – don't stand over them.



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- Establish and explain your routines and stick to them
- Use non-verbal cues to remind students of agreed conduct eg. nods and gestures.
- Keep the focus on work and learning
- Where possible tactically ignore low-level attention seeking behaviour and follow up at the end of the session
- Use praise and rewards to motivate students in a ratio of 5:1

In the classroom, create and sustain a positive, supportive and secure environment. Well prepared, stimulating sessions generate good behaviour.

Expect to:

- Arrive before the class and begin on time, don't allow latecomers to delay the start of the session
- Be prepared for every session
- Keep everyone occupied and interested
- Extend and motivate all students
- Mark work promptly and constructively
- Reward what has been achieved and celebrate achievement
- Encourage a creative dialogue
- Speak positively to students and show an interest in them as individuals, both build student confidence and self esteem
- Keep an attractive clean and tidy room with up to date display of student work

Humiliating or embarrassing	→	it breeds resentment
Shouting	→	it diminishes you
Over-reacting	→	the problems will grow
Blanket punishments	→	the innocent will resent them
Punishment without facts	→	resentment will grow
Sarcasm	→	it damages you and is unkind
Threats	→	only threaten what you can deliver
Reprimanding in front of others	→	students will play to the audience
Threatening to call other staff	→	it will undermine you

Do all you can to avoid:

Do all you can to:

- Use humour - it build bridges
- Keep calm - it reduces tension
- Listen - it earns respect
- Be positive and build relationships
- Be consistent and fair
- Know your students as individuals, learn their names
- Apply rules and routines positively
- Work positively with parents and carers



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### APPENDIX 2: Use of Reasonable Force

Members of staff can use reasonable force in order to prevent injury, damage to property or disorder

Examples of cases in which restraint might be used:

- When the safety of another student, member of staff or visitor is threatened
- When self-injury is being, or is likely to be, caused
- When a child or young person is exposing themselves to potential danger by seeking to leave the premises or a vehicle (in the case of an Academy trip) or an action to cause damage to themselves or others
- When there is a risk of serious damage to property

Acceptable forms of restraint (NB: In all cases there should be only the use of minimum force)

- A safe holding tactic by which a student is restrained as far as possible without injury to any parties until he/she calms down
- Physical contact with a student designed to limit his/her movements if these are posing a danger or involving serious disruption
- The physical removal of a student from one place to another
- The use of minimum physical force to remove a weapon or dangerous object from a student's grasp, when he/she is in the act of assaulting another person or evidently about to do so

All such incidents must be reported as soon as possible to the Principal and recorded in the restraint record

Staff should comply with the following procedures when applying constraint:

- Warn the student, wherever possible, of the possible consequences of failure to comply (e.g. "If you carry on doing that, I will have to stop you"). Whatever warning is used must NOT contain any threat of physical assault
- If at all possible, summon a second colleague.
- Physical restraint should not normally be attempted until an assessment has been made by the staff concerned that the restraint can be undertaken successfully
- Make it clear that there is an intention to use reasonable force

During the exercise of physical restraint staff must:

- Use only minimum force
- Use such force only for the minimum period necessary
- Keep talking to the student to try to calm the situation
- Keep their own temper under control



## BLOOM WORLD ACADEMY

- Seek to avoid any injury to the student
- Cease the use of restraint as soon as safety is re-established