

Don't smile at them until Christmas.

*Changing nationally engrained beliefs that children are born 'naughty'
and their behaviour must be 'managed'.*

By Joshua Tyers

Who am I?



Headteacher



TIS UK Trainer

Why Trauma Informed?

**A journey through Histories
attempt to 'discipline'
'naughty' children.**

BC to AD

Etymology of Discipline;

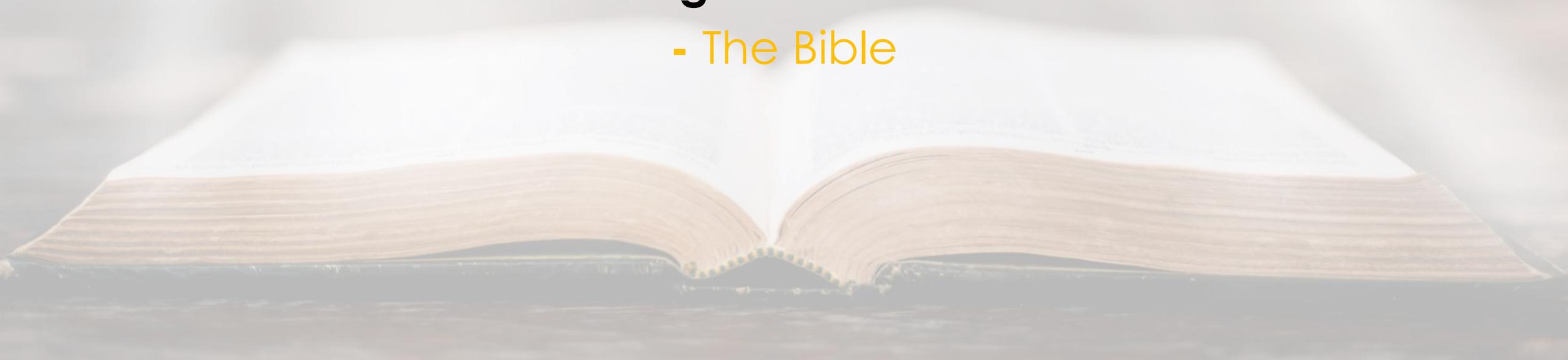
The word *discipline* comes from the Latin *disciplina*, which means “instruction given, teaching, learning, knowledge,”

Q-What are the key themes?

The Bible- 4004BC- 33AD (guess)

Proverbs 29:15 offers parenting advice in the form of, **“the rod and reproof”** which it says **“give wisdom”** while a **“child left to himself bringeth his mother to shame.”**

- The Bible



Puritans- 1500-1600+

Puritan children were taught that by disobeying their parents they were forcing God to condemn them to eternal death, and that strong discipline — i.e. physical punishment — could bring salvation to children.

The turning point... Surely?!

In 1690, Locke published the *Essay Concerning Human Understanding*, and presented the idea that children resemble a blank tablet (tabula rasa) at birth, and **they are not predisposed to sin**. Locke encouraged 17th-century parents to have children learn about consequences naturally, so that self-control and a desire to be accountable for their own actions is a by-product of guidance, not harsh discipline.

“...according to the ordinary disciplining of children, [it] would not have mended that temper, nor have brought him to be in love with his book; to take a pleasure in learning, and to desire, as he does, to be taught more, than those about him think fit always to teach him. ... We have reason to conclude, that great care is to be had of the forming children’s minds, and giving them that seasoning early, which shall influence their lives always after.”

No...

**The education
system, as a
whole, buried
that message
for centuries!**



The Victorian's- 1837-1901 ...say no more!



Reformatory Schools...

- Research revealed that approximately **9,000 children a year** were admitted to industrial schools from the mid-1850s to the end of the 19th century, and another 1,000 a year to reformatories, according to the annual judicial figures.
- We know, of course, that many children suffered horrendous violent and sexual abuse. In 1910, the publication John Bull, in an article entitled “Reformatory School Horrors”, alleged that three boys had died as a result of excessive punishments and neglect. The newspaper particularly condemned the “cold water” punishments of “malingerers”, one of whom “was taken out into the courtyard in wintry weather, when he had 52 buckets of cold water thrown over him”.
- Other punishments included birching and caning, and deprivation of food and clothing

1901 - onwards the dial starts to shift, slowly.

By the early 1900s, some childrearing experts proposed new methods of “pressuring children into good behavior.” One method was called the “scorecard,” posted in the child’s home and gold stars or black marks were placed where it said “Rising on time,” “Cleaning up room,” “Writing to Grandma,” and other tasks and duties (sound familiar?). Punishments or rewards were then allotted accordingly.

Just after World War 2- 1946

In 1946 Dr. Spock released the now famous parenting tome, *Baby and Child Care*, which opens with the line, “You know more than you think you do,” and reassured parents all over the country that disciplining a child wasn’t a matter of following the orders of the status quo. He encouraged parents to be **reasonable, consistent, open, and friendly with their kids** — not regimented or authoritative. “**Children are driven from within themselves to grow, explore, experience, learn, and build relationships with other people,**” [the latest edition](#) of *Baby and Child Care* reads. “**So while you are trusting yourself, remember also to trust your child.**”

Hold this in mind for later!!!

O god, what have we done!! 1960's- 1970's

But when the first generation of Spock-raised babies turned into the rebellious teens of the 1960s and 1970s got to the scene, Dr. Spock's ideas took a hit from the stricter, more regimented experts. Conservative psychologists such as James Dobson who encouraged authoritarian parenting styles, and a **clear divide was drawn between parents who 'spank' children and 'non-spanking' parents.**

So we continued to dish out in-school beatings until 1982!

BBC Home Search [Explore the BBC](#)

ON THIS DAY 1950-2005 **25 February** **BBC NEWS**

Search ON THIS DAY by date

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1982: Parents can stop school beatings

Corporal punishment in Britain's schools has been dealt a blow by the European Court of Human Rights.

It has ruled that beating schoolchildren against their parents' wishes is a violation of the Human Rights Convention because parents should have their children taught "in conformity with their own religious and philosophical convictions".

It is a legally binding decision and ends a four-year court battle brought by two Scottish mothers, Grace Campbell and Jane Cosans.

In 1979, Mrs Campbell brought her private case to court when Strathclyde regional education authority refused to guarantee her 11-year-old son would not be beaten with the tawse, a leather strap used to beat the palm of the hand.

Strathclyde has since banned the tawse.

“ My advice to members is - carry on caning ”
David Hart, teachers' union

From January 2005, a law came into force banning parents in England and Wales from smacking children hard enough to leave a mark on the skin.

Watch/Listen



Schools will need parents' permission to smack a child

[PLAY VIDEO](#)

Parents and teachers discuss corporal punishment

Stories From 25 Feb

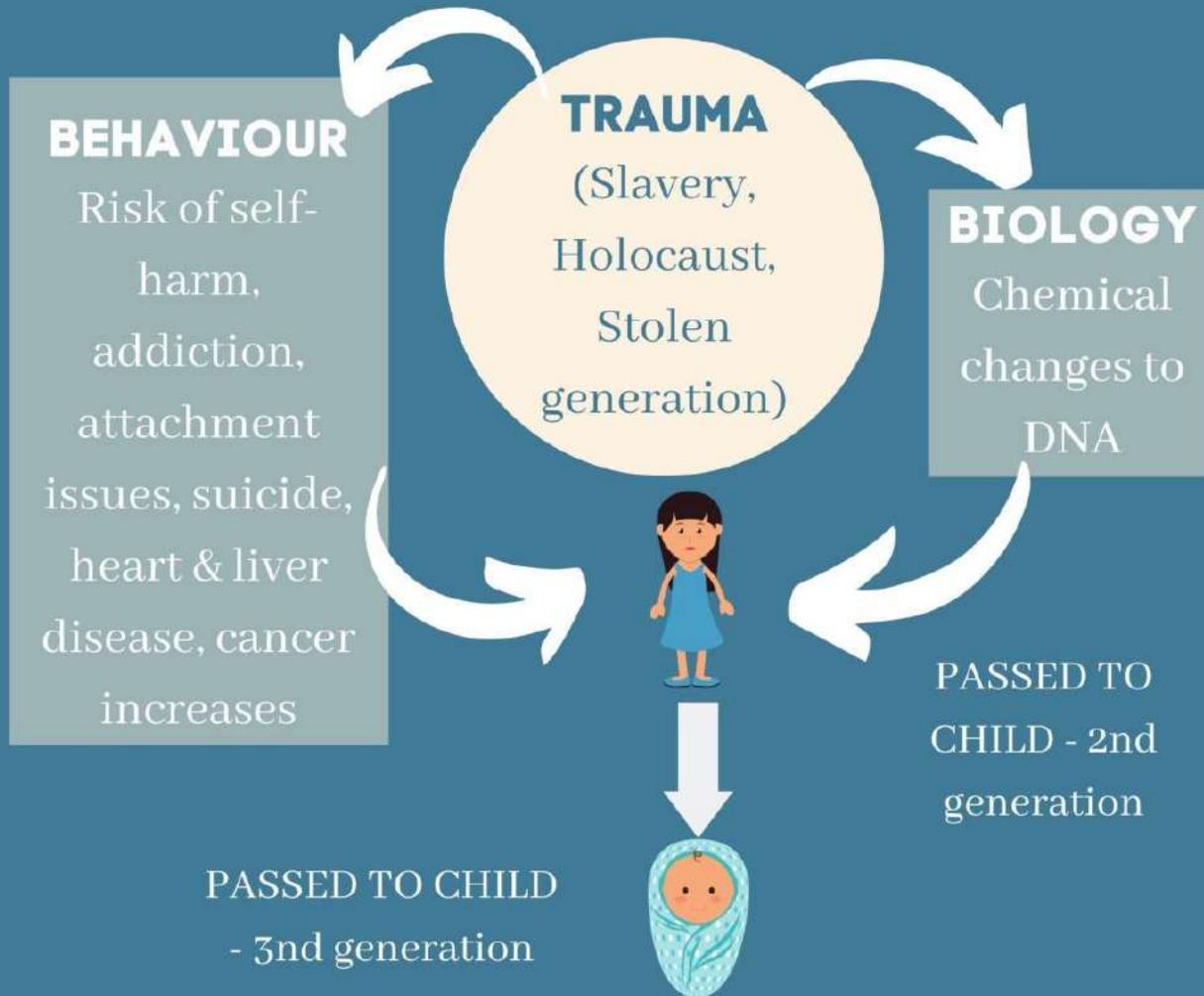
- ▶ 1986: Corazon Aquino is Philippines president
- ▶ 1964: Cassius Clay crowned world champion
- ▶ 1994: Jewish settler kills 30 at holy site
- ▶ 1956: Khrushchev lashes out at Stalin
- ▶ 1972: Miners call off crippling coal strike
- ▶ 1991: Birmingham Six on verge of freedom
- ▶ 1982: Parents can stop school beatings

BBC News >>

- ▶ **24 February 2005**
Smacking ban challenge rejected 

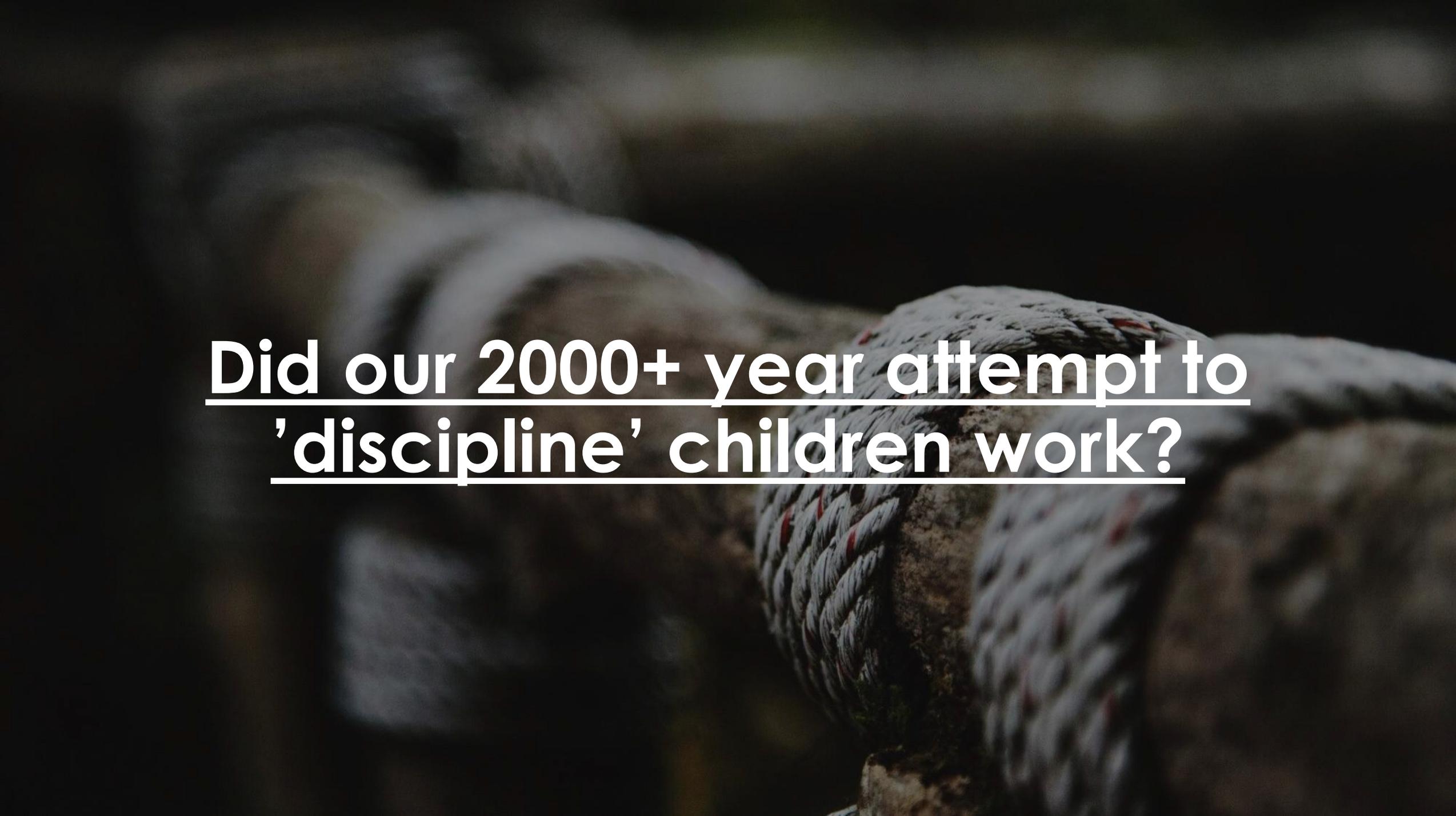
Why is history important?

INTERGENERATIONAL TRAUMA



@PSYCHOTHERAPY.CENTRAL

Intergenerational
transfer of
trauma is real!



Did our 2000+ year attempt to
'discipline' children work?

Assaults in schools soar by 72% in four years

'Moment of reckoning' for UK schools as 5,800 accounts of abuse published

Campaign website Everyone's Invited reveals the extent of sexual abuse and harassment in schools and universities



LIVE Teenager arrested on suspicion of attempted murder of teacher

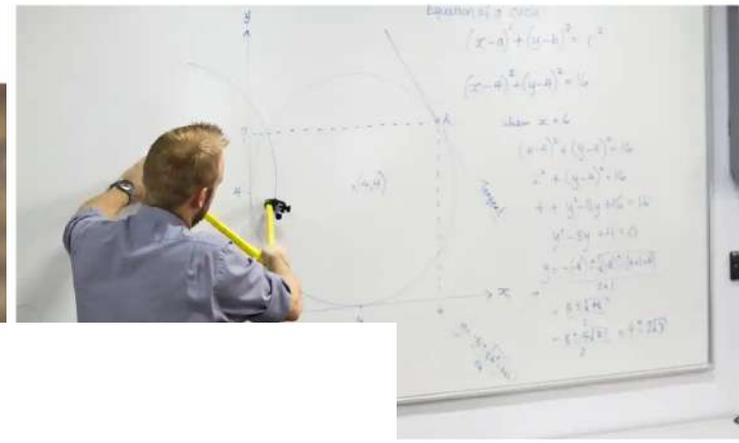
Poor behaviour 'not taken seriously enough in schools'

© 24 March 2017 · Comments



One in three teachers plan to quit, says National Education Union survey

Workload and diminishing respect for profession are main reasons why 35% of teachers wish to leave within five years



ing to leave the profession was that they did
Photograph: Ian Miles-Flashpoint

ssroom within five years because of
Behaviour is a national problem in schools in England, review finds

Headteachers have 'perverse incentives' to hold back on poor conduct in their schools for better Ofsted ratings, government adviser says in his report



A review of school behaviour has found headteachers deliberately not r issues in their schools. Photograph: Alamy

Behaviour 'out of control' in schools after lockdown, says Education Secretary

© 7 April 2021 · Comments



44% of teachers in England plan to quit within five years

'Unmanageable' workloads, stress and levels of trust in teacher from public and government key factors



Plans for England's schools include national behaviour survey

Package of measures in schools white paper aims to improve standards and lift attainment



Factors affecting teacher retention: qualitative investigation

Research report

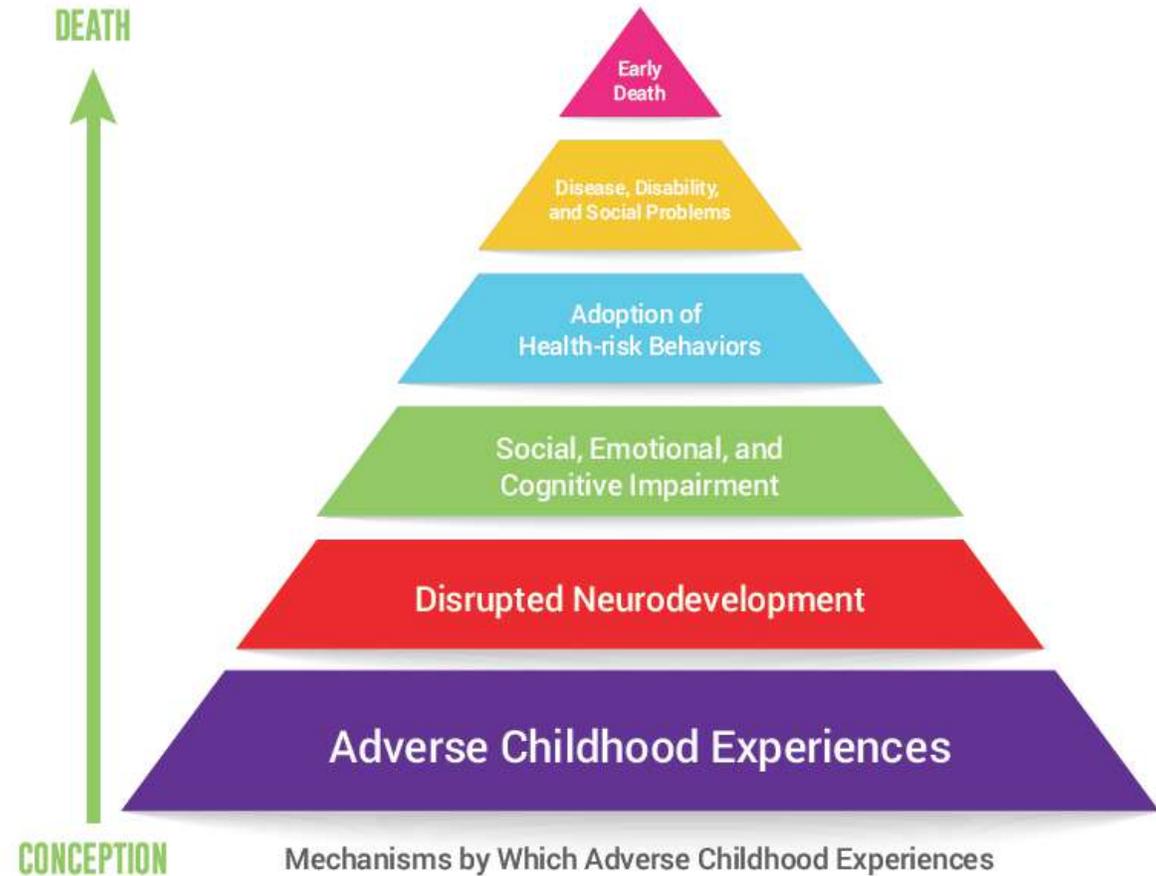
March 2018

**Why? Because adversity is
everywhere...**

And what we know is people's lived experiences play out in their behaviour...

Adverse Childhood Experiences.

- **Fellitti and Anda (1998)**
- **The biggest public health experiment of all time.**
- **Replicated several times across the world with the same findings.**
- **Key findings; as the number of adverse childhood experiences increased, so to does the number of physical and mental ill health experienced as adults.**



Mechanisms by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

ACE Categories

The 10 original ACEs are:

- Physical abuse
- Sexual abuse
- Psychological abuse
- Physical neglect
- Psychological neglect
- Witnessing domestic abuse
- Having a close family member who misused drugs or alcohol
- Having a close family member with mental health problems
- Having a close family member who served time in prison
- Parental separation or divorce on account of relationship breakdown.

Not how many times the event happened but whether that category was experienced just once.

Our National ACE Picture...

One in five adults aged 18 to 74 years experienced at least one form of child abuse before the age of 16 years (8.5 million people).

Almost 50% of adults in England and Wales experienced one ACE.

9% of the UK population having 4+ ACES (Bellis et al, 2014).

14% of the Welsh population have 4+ ACES

Key ACE Study Findings:

No ACES:

- 97% had 0 learning difficulties.

3 ACES or more:

- 3 times more likely to have a stroke
- 50% had learning difficulties.
- 2 times more likely to have cancer.
- 7 times more likely to be an alcoholic.
- 6 times more likely to have behaviour problems.
- 20 times more likely to die early.
- 32 times more likely to become a seriously violent offender.

6 ACES or more:

- 3100-5000 times more likely to attempt suicide
- 4600 times more likely to be a drug user.

As the number of ACE's increased so to did the risk of physical and mental illness; obesity, ADHD, depression, cancer and diabetes.

"WHEN YOU SHUT DOWN EMOTION, YOU'RE ALSO AFFECTING YOUR IMMUNE SYSTEM, YOUR NERVOUS SYSTEM. SO THE REPRESSION OF EMOTION, WHICH IS A SURVIVAL STRATEGY, THEN BECOMES A SOURCE OF **PSYCHOLOGICAL ILLNESS** LATER ON."

GABOR MATÉ

@DrPriyaSaklani

So...why were the 'swinging 60's' generation so badly behaved then?

Huge surge in over-75s treated for cocaine abuse and 'swinging 60s' is to blame

Many pensioners are hooked on cocaine and opioids, with figures showing an increasing in OAP ODs over the last decade

By Amy-Clare Martin-DNU

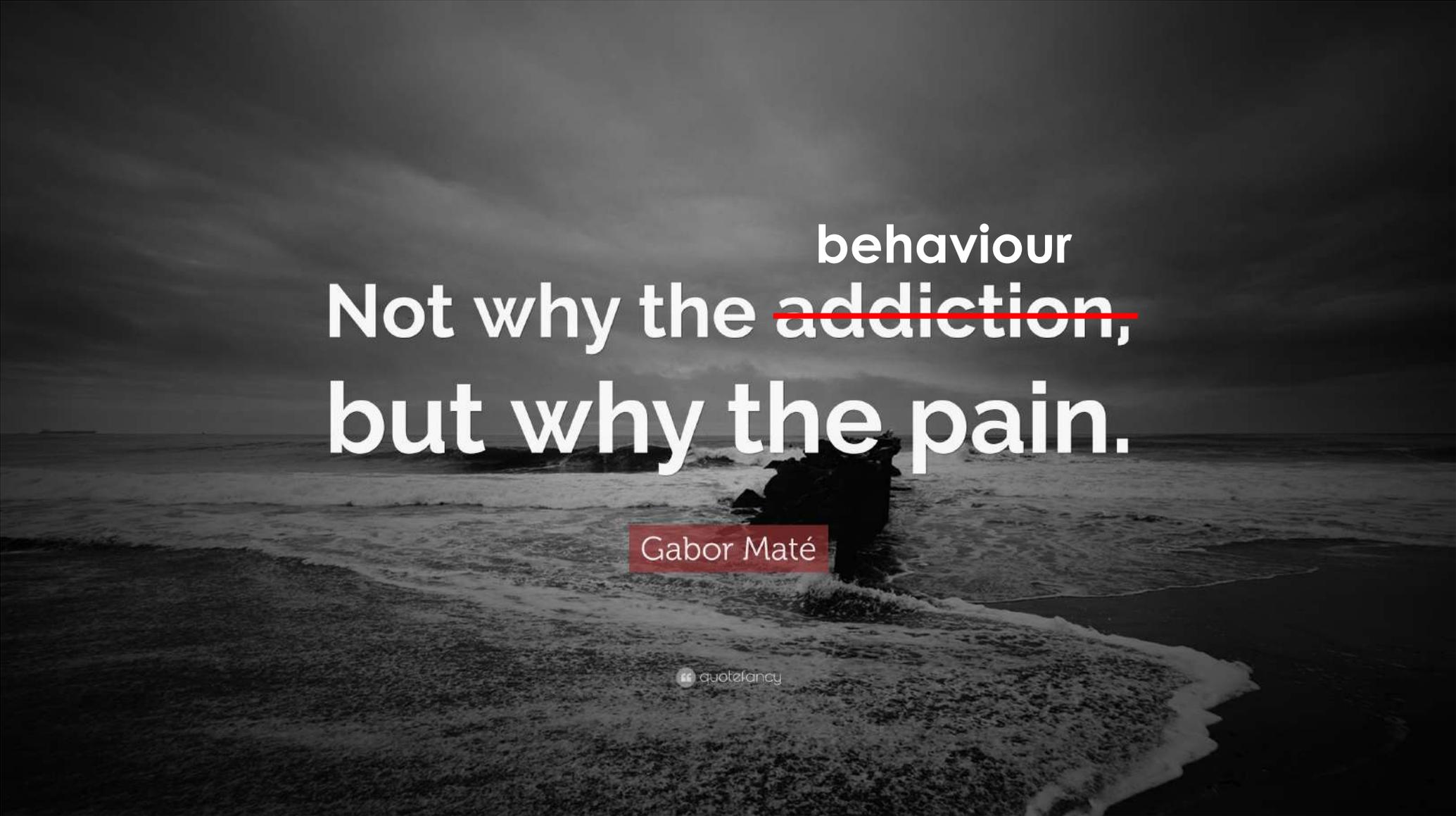
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BOOKMARK 

***“But I would not feel so all alone,
everybody must get stoned.”***

– Bob Dylan D.O.B 1941



behaviour
Not why the ~~addiction,~~
but why the pain.

Gabor Maté

quotefancy

Exclusion data:

DfE nationally published data:

- **578,280** suspensions were issued (formally known as fixed term exclusions) in 2021/2022.
- This figure has **increased 225,826** in 1 year (**352,454** FTE in 2020-2021).
- **6,495** permanent exclusions were issued in 21/22.
- This is a **2,567** increase in 1 year (**3,928** PE in 2020-2021)
- **x4 times more** likely to be excluded from school if you are eligible for free school meals.
- **1%** of young people in pupil referral units go on to receive 5 GCSE's.

What was the main reason for suspensions?

Suspension and permanent exclusions reasons

Data on the reason for suspensions and permanent exclusions changed in 2020/21. Up to three reasons may now be recorded for each suspension or permanent exclusion. The most common reason across all permanent exclusions was persistent disruptive behaviour, recorded 3,050 times (against 47% of permanent exclusions). The same reason was also the most common across all suspensions, recorded 289,600 times (against 50% of suspensions).

Q- Persistent disruptive behaviour is the main reason for both fixed term and permanent suspensions. What aren't schools doing well enough?

Prison data:

- **85,881** prisoners currently in the UK.
- **82,421** are male.
- **3,370** are female.
- **21,919** prisoners are in jail for '**violence against another person**'
- **13,788** prisoners are in jail for '**sexual offences**'.
- **11,723** prisoners are in jail for '**drug offences**'.

Understanding the prevalence of
adverse childhood experiences (ACEs)
in a male offender population in Wales:
The Prisoner ACE Survey



Findings summary: *'The Prisoner ACE Survey identified high levels of childhood adversity in a prisoner population in Wales, with 84.1% having suffered at least one ACE while growing up and nearly half reporting exposure to four or more types of ACE'.*

89.4%

of prolific offenders had at least one ACE and 61.7% had four or more ACEs

91.2%

of prisoners who had served a sentence in a YOI had at least one ACE and 60.0% had four or more

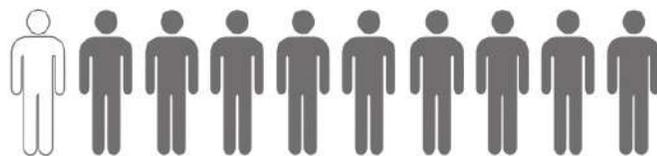
In a sample of incarcerated male adults in the USA, over 90% reported at least one ACE and 50% reported four or more ACEs.

Prisoners with four or more ACEs were **3.4 times** more likely to be prolific offenders than prisoners with no ACEs

Prisoners with four or more ACEs were **4.2 times** more likely to have spent time in a YOI than prisoners with no ACEs

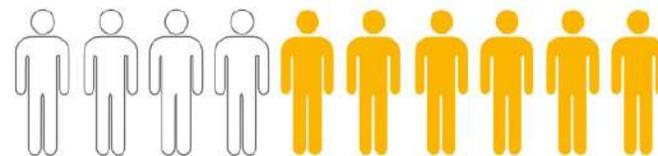
Those with 4 or more ACEs were also 3.5 times more likely to be prolific offenders^c

Of the 39% of prisoners categorised as prolific offenders:



9 in 10

had **at least 1 ACE** compared to **8 in 10** of those not categorised as prolific offenders



6 in 10

had **4 or more ACEs** compared to **4 in 10** of those not categorised as prolific offenders



National statistics

Proven reoffending statistics: January to March 2021

Published 26 January 2023

- Adults released from custodial sentences of less than 12 months had a proven reoffending rate of 53.9%.
- Juvenile offenders had a proven reoffending rate of 31.1%.
- Those that reoffended committed on average 3.76 reoffences each. As with the adult cohort, juvenile offenders with 11 or more previous offences had a higher reoffending rate than those with no previous offences, 60.3% and 16.1% respectively.

Q- Why is our reoffending rate so high?

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6 ACES or more:

- 3100-5000 times more likely to attempt suicide
- 4600 times more likely to be a drug user.

As the number of ACE's increased so to did the risk of physical and mental illness; obesity, ADHD, depression, cancer and diabetes.

But there was an exception to this rule... Protective factors.

"WHEN YOU SHUT DOWN EMOTION, YOU'RE ALSO AFFECTING YOUR IMMUNE SYSTEM, YOUR NERVOUS SYSTEM. SO THE REPRESSION OF EMOTION, WHICH IS A SURVIVAL STRATEGY, THEN BECOMES A SOURCE OF **PSYCHOLOGICAL ILLNESS** LATER ON."
GABOR MATÉ

@DrPriyaSaklani

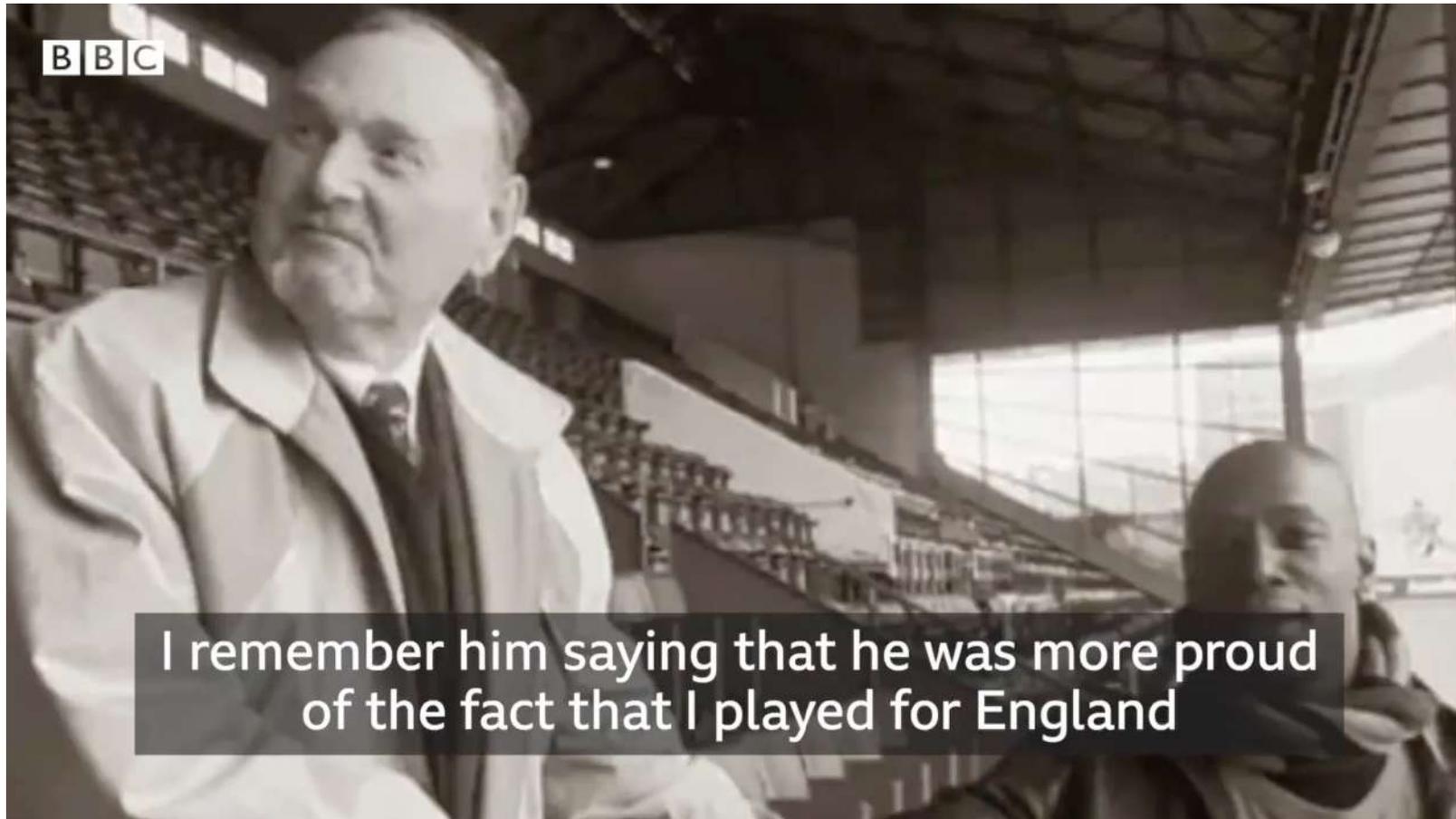
Protective Factors...

‘A protective factor is something that decreases the potential harmful effect of a risk factor’- (gov.uk, 2023)

High ACE + High Resilience= Decrease in physical and mental illness.

High ACE + Low Resilience= Significant increase in physical and mental illnesses.

A lifelong impact



I remember him saying that he was more proud of the fact that I played for England

I will hold out my hand for you
no matter what...



TEACHER PROFESSIONAL DEVELOPMENT
REEDLEY, CALIFORNIA

“

Safety is not the
absence of threat...
it is the presence of
connection.

DR. GABOR MATÉ





This is who we are...

- SDP/ SEF.
- Policy.
- Leaders interactions with staff.
- Adult interactions with parents.
- Adult interactions with children.
- Recruitment.
- CPD offer
- Profile raised
- Wellbeing offer.
- Fostering a culture of 'botheredness' from the top down.
- Supervision offer for all.
- Curriculum

It starts here

... Relationship Policy



Biscovey Relationships Policy September 2020



Kind words are short and easy to speak but their echoes are endless - Mother Theresa.

At Biscovey we know that developing and sustaining positive relationships is central to the success of our schools. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly between adults and children. Relationships must be authentic.

Everyone at Biscovey understands that they have a responsibility to support the growth of positive relationships, that constant maintenance is required to maintain them and that there will be times when relationships rupture but that we all have a duty to help repair these.

Biscovey's relationship policy provides the foundations for the behaviour policy. Adults all know that behaviour is understood as communication and that poor behaviour is as a result of an unmet need.

Working alongside the hardest to like children...

Cultivate compassion for your mistrusting child.

Muster warmth.

Take delight in some aspect of the child.

Stay in the game! It's not a sprint, it's a marathon!

Endure what feels like rejection and know it for what it is; misplaced mistrust.

It's not truly personal ;
It's generalised mistrust for the world!

Enhance your "APPROACHABILITY":
work at making yourself safe to be near.

Identify and desensitise your "HOT BUTTONS":
work on your own personal triggers

Maintain a good support system of people who know the child's story.

Remember to **PLAY**

A close-up photograph of a camera lens, showing the intricate details of the glass elements and the metal housing. The lens is positioned on the left side of the frame, with its front element prominently displayed. The background is a soft, out-of-focus bokeh of purple and blue lights, creating a dreamy and artistic atmosphere. The text is overlaid on the right side of the image, centered vertically and horizontally relative to the lens's focal point.

**Recruitment through a
trauma informed lens...**

This is
Simon...



Inclusion Team



Mr S Kessell

Trauma Informed Lead

GETTING THE RIGHT PEOPLE ON THE BUS...



Phone call



Group Process



Teaching
Task



In Tray Task



Sand Tray



Interview



Feedback



LEARNER
NEW
CLASS MEETS

Edie's
New Book
7th
Aug 10
10:30-11:30

Edie's
New Book
7th
Aug 10
10:30-11:30

Edie's
New Book
7th
Aug 10
10:30-11:30



“The soldiers represent us all being there for each other, supporting each other even when things get tough.”

“The shells are the calm space that I want to create in my classroom, an area that provides safe space to go if needed.”

“The Rubik’s cube is there to show that we are all different and bring something unique to the classroom, but we are stronger together.”

“The light in the centre represents the warm and welcoming environment in my classroom and a place for children’s aspirations and dreams.”



Reflection (Leader)



BISCOVEY ACADEMY
WHERE EVERYONE MATTERS.

INTERVIEW FEEDBACK FORM

Did you feel welcome at Biscoverey Academy?	
Yes (X6)	No
Additional Comments:	
<ol style="list-style-type: none"> 'The welcome was great and massively helped me to be myself'. 'Very welcomed by all staff <u>members</u>'. 'Thank you very much for inviting me, I really learnt a lot!' 'Both staff and children were welcoming'. 'It was brilliant! Everyone was so welcoming, children and teaching staff' 'I felt so welcomed by all!' 	

How would you rate the interview process at Biscoverey Academy?				
1= Serious Weakness. 2= Requires Improvement. 3= Satisfactory. 4= Good. 5=Outstanding				
1	2	3	4	5 (X6)
Please provide any additional comments:				
<ol style="list-style-type: none"> 'Very good! I felt very comfortable and welcomed. All the questions were answerable!' 'The way you did the tasks (sand tray etc) were unique and a great way to express yourself with less pressure'. 'The process put me at ease'. 'It was different to others but in a positive way, I feel I have learnt more about <u>myself</u> and I got a good sense of the school!' 'I felt really comfortable, I haven't felt like that in an interview process'. 'I've never been through anything like this before'. 				

Which part of the interview process did you enjoy the most?				
Group Process	Sand Tray (X5)	Interview (X1)	Lesson	Empathy Task
Please provide any additional comments:				

'I think this is a brilliant activity (sand tray) and it really made me think about the learning environment!'
'So interesting! <u>(sand tray)</u>
'Fascinating! <u>(sand tray)</u>

Which part of the interview process did you enjoy the least?				
Group Process (X1)	Sand Tray	Interview (X3)	Lesson	Empathy Task (X1)
Please provide any additional comments:				
'I enjoyed all parts but was most nervous about the interview'				
'If I had to choose but this (Interview) is always nerve racking no matter <u>what</u> but this was approached AMAZINGLY here'				
'I understood the value of it (group process) but had to pick 1 thing!'				
'I found the whole process great!'				

Did you find the personal phone call from the Head beneficial?	
Yes (X 6)	No
Additional Comments:	
'Helped to create a welcoming atmosphere'.	
'Really put me at ease'.	
'It showed that you care'.	
'The call made me feel more comfortable about visiting the school and meeting the staff'.	

Did you find the documentation sent to you in advance useful?	
Yes (X6)	No
Additional Comments:	
'All information was very useful'	

'It helped me better understand the process'.
'Especially when visiting schools is so difficult, it helped me better understand the school and it's ethos'

How did you find the group process?
Additional Comments:
'It helped me clarify my thinking about the school and the priorities- it made me excited to be in the school today!'
'It was a useful experience being heard and feeling validated'.
'It was useful to get to know staff and other candidates which made the interview day less stressful!'

How could we improve our interview process?
Additional Comments:
'I don't think that any interview will ever be tremendously fun. They are nerve-wracking. But I found this one very valuable and everyone very welcoming. It helped me get to know the school so thank you!'
'I honestly have nothing I would change.'
'Nothing! I feel like I was very welcomed, and I enjoyed the process'.

EMAILS from non-successful candidates...

Sat 29/05/2021 08:44

To: Josh Tyers

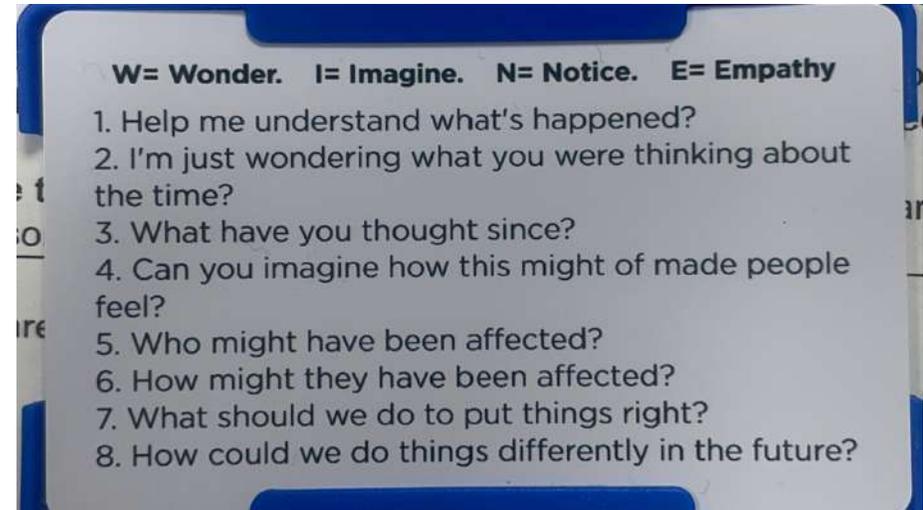
Dear Josh,

I am just emailing to say thank you for the opportunity to visit and interview for a position at your school. You and all your staff were so welcoming, and the whole experience (interview day, teams meeting) was lovely, so thank you. Also, thank you so much for your feedback, and I'll take everything you said forward for my next interview. Relating to that, please could you let me know of those educational theorists again? I didn't have time to write down the names during yesterday's phone call. Once again, Thank you for everything, and I hope you have a great half term and a fab final school term.

Many thanks

Leading TIS throughout the school

- Recognising the need to "run TIS" as a subject and what that looks like.
- The TIS rationale (entry criteria) shaped timetables.
- Consistency in language **(WINE)**.
- Reviewing the behaviour support policy.
- Tracking interventions (exit criteria).
- Upskilling Staff via CPD.
- Learning walks.



Building and Army; CPD offer and empowering staff .

Containment and Botherdness

Attachment Theory

Understanding Sand Tray

Big Empathy Drawing

Social Defense vs Social Engagement

What is our Trauma informed offer?

Entry Criteria based on lived experiences

Biscovey Academy.

Staff Version



Trauma Responsive Rationale



Support

Children identified as needing additional support, will access support in the classroom with their emotional available adults. Motional will be used to inform this.



Intervene

Pupils identified by the class teachers as needing significant support but stage 2 and 3 do not apply. These pupils will be referred and discussed during welfare meetings.



Re-write

The pupil has:

- Historical, unprocessed trauma
- Historical safeguarding concerns
- Current observable changes in behaviour.
- Lack of emotionally available adult in the home.
- Discussed during weekly welfare.



Process

The pupil has:

- Current safeguarding issues
- Recent significant trauma – loss, divorce, domestic violence, mental health of a parent, homelessness, physical or sexual abuse
- Suicidal thoughts/ self-harming
- Lack of emotionally available adult in the home
- Discussed during weekly welfare meetings.

Tracking progress and Exit Criteria



TIS Intervention Log

Pupil Name-

Date	Planned activities	Comments/ Reflections	RAG/ Evidencing impact	Exit Criteria-Reflect
				-I am able to name the pain (put words to feelings) - Blocked trust to trust - Development of a coherent narrative/ correct wonky narrative - To begin to practice self-regulation.

Intervention stage

Overview of the sequence for TIS work:

<u>1st Attachment Play</u>	<u>2nd Activities and Resources</u>				<u>3rd Exit Criterion</u>
Focus: Relationship Building	Focus: Provides children the opportunity to speak their truth. Allows for wonky narratives to be validated and re-written.				Focus: How do we recognise when children are ready come off the program?
Protect, Relate, Regulate	Protect, Relate, Regulate, Reflect				Reflect
Conducted in a safe, warm and welcoming environment.	Conducted in a safe, warm and welcoming environment.		Increasing Oxytocin and decreasing cortisol.		1. I am able to name the pain (put words to feelings)
Increasing Oxytocin and decreasing cortisol.	Sand Tray	Language of WINE	Big Empathy Drawing	Emotion Cards	2. Blocked trust to trust 3. Development of a coherent narrative.
How Long? 2 session (3 sessions potentially)	PACE	Left Brain-v- Right Brain thinking	Social Engagement-v- Social Defense	Affect Labelling Affect Attunement	4. To begin to practice self-regulation.

Tracking the emotional landscape & next steps.

Biscovey Academy
School Bonding Questionnaire Autumn
Number of pupils spoken to= 27 children. 3 per class

	Feeling connected with peers at school	Score	
		Yes= 0	No= 1
1	At school I feel liked by some children		
2	At school I have friends I trust		
3	At school I feel valued by my friends		
4	I feel I am a valued member of my class		

	Feeling connected with teachers and other adults at school	Score	
		Yes= 0	No= 1
5	I know I am liked by one or more of my teachers		
6	I feel special and important to one/some adults in my school		
7	Adults at my school are really interested in me as a person		
8	Adults in my school are curious about my interest/hobbies/things I like doing		
9	Adults in my school care about me and how I am feeling		
10	Adults in my school have time to talk to me and are interested in what I have to say		
11	When I am unhappy, I know which adults I can talk to and where to find that person		
12	Some teachers are too strict		
13	I am frightened of a teacher		
14	I am frightened of more than one teacher		
15	At school I often feel lonely		

16	At school there are children who are mean to me/ bully me.		
----	--	--	--

What is working well?

- 100% of children asked said they feel that they are liked by other children and that their teacher cares about them and their feelings.
- 96% of the children asked said that adults in the school have time to talk to them and genuinely care about what they have to say. This shows an incredible level of "botheredness" and is something to be celebrated.
- 93% of children asked feel that they know who they can talk too when they are unhappy.
- 89% of children asked said that they are a valued member of their class.
- Class teachers are taking opportunities to work 1:1 with their SEN children.
- Behaviour for learning in most classes is good; children are engaged in their learning and teachers interact with pupils in a relational manner.
- The Behaviour Horizon/policy is being used consistently across the school.
- Staff are positively engaging with pupils in a way that is in line with our relationship policy. (P.A.C.F)

Next steps and Action:

-52% of children asked feel as if adults in the school are not curious about their individual interests or hobbies.

ACTION

- To raise the profile of pupil's achievements and interests outside of school.
- We shall aim to achieve this by incorporating this within celebration assembly's and in class.
- We will also place this in newsletter, fortnightly.
- Where behaviour for learning could be improved;

ACTION

- consider the psychological safety of the room, high expectations and relentless routines. (The foundations of containment).
- Continue to model P.A.C.E and W.I.N.E, particularly, "Playful" to promote social engagement.

Dear Parents/ Carers,

We are really interested in the successes of our children outside of school in whatever that might be.

If your child has taken part in a sporting event, poetry competition etc, we would really like you to share that success with us, so that we can celebrate this as a school.

Please send us any photos and a few sentences of what it is that they have been successful at and continually do this over the course of the academic year so we can celebrate and raise the profile of their out of school achievements.

We look forward to seeing lots of outside successes!!

Simon Kessell
 Trauma Informed Lead



Our wellbeing offer...



BA WELLBEING RATIONALE



School based systems and processes;
marking policy, school timetable, process of
staff cover, SL release time, set PPA days, -
clear policies, procedures and routines,
regular whole staff meetings, clear defined
systems of communication

Structure
Hunger

1 main event per half term e.g.
christmas do, end of year do, curry
nights etc. Staff buffet (bring a plate),
staff sports day, wellbeing breakfast

Stimulation Hunger

Staff birthdays, for going above and
beyond, weddings, holidays,
children's performances/ sports
days, new parents, graduation days
and the power of a thank you!

Recognition Hunger

**Measure what you treasure!
Or not. Not everything can or
needs measuring!**



A curriculum built around the community, for the community...



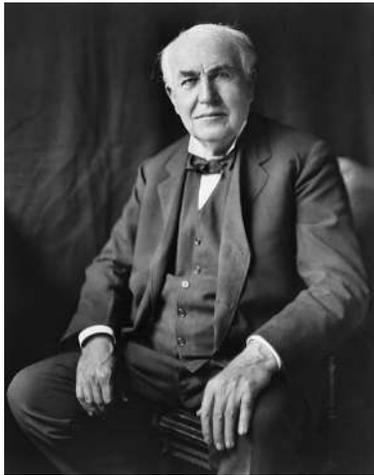
- D Diversity**
Celebrating what makes you be you and me be me.
- R Rules**
Ready, Respectful and Safe behaviours we want to see!
- E Empathic**
Sharing emotions, Trauma Informed is our way to be!
- A Aspirational**
Aiming for the stars, no limit to what can be!
- M Motivated**
There's just no stopping me!
- S Success**
All the ingredients to make me the best me I can be!



BISCOVEY ACADEMY'S
DARE TO DREAM
CURRICULUM

ASPIRATIONAL **IGNITES** **DIVERSE**

A curriculum which challenged beliefs, embedded stereotypes and at every turn surrounds them with diversity...



Giving back...



Marie Curie
Blue



Barack Obama
Green



Marcus Rashford
Red



David Attenborough
Yellow

Biscovey
DREAMS
Big!



- Experience another culture
- Visit a City
- Watch LIVE sport
- Go to the theatre
- Sky Dive (Indoor)
- Hold a concert on the field
- Visit a University
- Take part in a musical
- Visit museums
- Fly on a Plane
- Record a music single

10 big DREAMS to achieve before
you

leave Biscovey Academy

#DARETODREAM

#BABIG10



Biscovey Academy
#DREAMteam



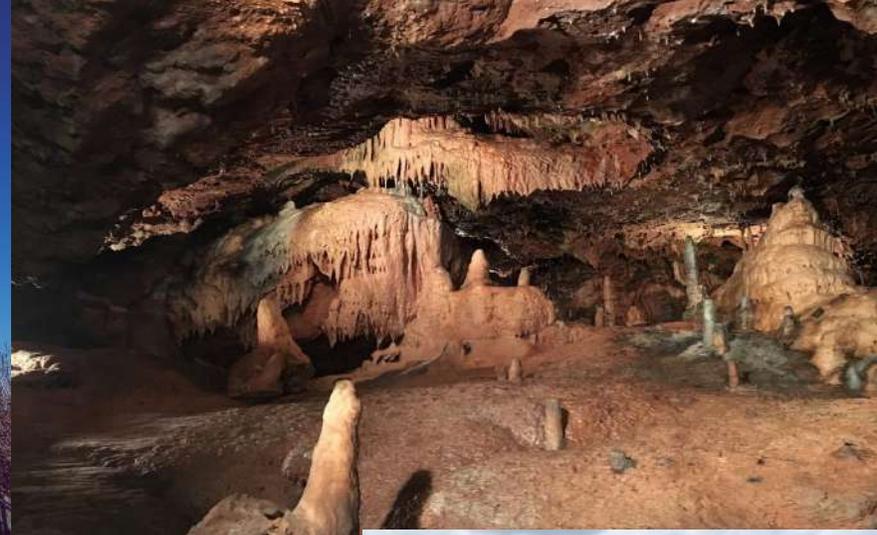


Not everything is measurable...



But we can always show you what is possible...







Supply costs
Exclusions
Attendance
Teacher retention



125,058	154,568	95,054	124,500
125,487	56,845	97,511	125,000
124,000	110,000	99,011	154,000
150,000	150,000	99,216	95,000
35,000	101,090	101,684	154,200
	101,962		110,000
			89,000
			50,000
			700

BA Attendance figures...

<u>Academic Years</u>	<u>BA Whole School Attendance</u>	<u>National Attendance</u>	<u>BA Persistent Absentee</u>	<u>National Persistent Absentees</u>
2013-2014 (Last Ofsted)	95.3%	95.5%	14.0%	3.6%
2019-2020	91.8%	95.1%	26.0%	13.3%
2020-2021	94.7%	96.4%	17.5%	8.8%
2021-2022	91.5%	93.1%	28.8%	22.3%
2022-2023	94.2%	93.4%	18.2%	22.3% (21/22)

Exclusion figures...

Biscovey Academy - Fixed Period Exclusions

05 Sep 2017 – 21 October 2022

Academic Year 2022-2023= **0 days FTE**

Academic Year 2021-2022= **34 days FTE with 1 permanent exclusion**

Academic Year 2020-2021= **61 days FTE**

Academic Year 2019-2020= ~~65 days FTE with 1 permanent exclusion~~ **91.5 days FTE**

Academic Year 2018-2019= **12.5 days FTE**

Academic Year 2017-2018= **8 days FTE**

TOTAL DAYS LOST OVER 6 ACADEMIC YEARS: **180.5 days FTE**

TOTAL SESSIONS LOST OVER 6 ACADEMIC YEARS: **355**