

Behaviour for Learning Policy

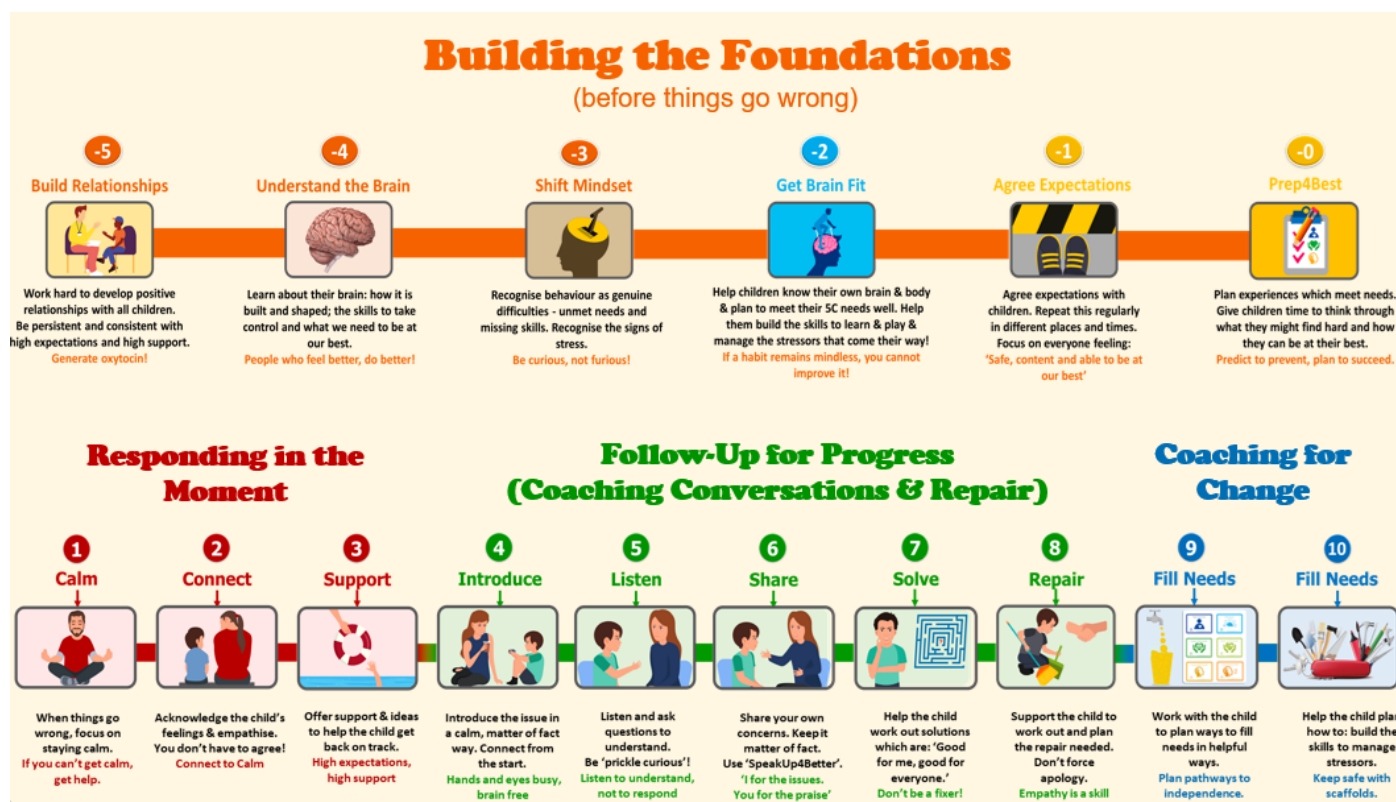
Reviewed: January 2023

Review date: January 2024

At The Baird Primary Academy, our behaviour for learning policy helps us to create a nurturing, stimulating and secure environment in which pupils and staff feel safe, are able to learn, and feel happy. Our policy is designed to promote and create a framework for achieving pro-learning and pro-social behaviours that encourages our pupils to be successful, both at The Baird and into the future.

This policy follows and adheres to the legal guidance set out in both the DfE document 'Behaviour and discipline in schools – Advice for headteachers and school staff' and the Equality Act, 2010, and seeks to safeguard all our pupils, including those with special educational needs. In addition, this policy should be viewed in conjunction with the Preventing Bullying Policy.

We follow The Empowerment Approach, which empowers pupils to develop self-efficacy, self-advocacy and self-regulation through the following steps (Appendix 3).



We believe that if pupils do not meet our expectations, it is because one (or more) of their needs is not being met. The missing need acts as a stressor and causes the pupil to respond using their emotional brain, as opposed to their cognitive brain, therefore acting in an irrational way. We therefore believe that pupils are unable to meet expectations when they're in a state of stress. We aim for pupils to become happy individuals who feel good about themselves and have an intrinsic motivation, and the skills required, to learn and behave appropriately in different contexts. For this reason, when dealing with inappropriate behaviour, we aim to build pupils' skills and self-esteem as opposed to using punitive measures which reduce self-esteem.

Aims

Through our Behaviour for Learning Policy, we aim to:

- Ensure a consistent and progressive approach throughout the academy, starting in nursery.
- Ensure that individual pupils' needs (or stressors) are taken into account and their skills are developed.
- Work in partnership with parents from the earliest appropriate time.
- Develop ownership of the policy by the whole academy community.
- Nurture our pupils to enable them to develop self-regulation skills and understand the impact of their behaviour on others.
- Ensure that our pupils have positive self-esteem and are able to demonstrate self-advocacy.

At The Baird Primary Academy, we are committed to ensuring all children reach their full potential. We strive for children to feel **happy, safe** and to be **learning** at all times. This is underpinned by extremely high expectations, effective relationships and a welcoming ethos. We strive for our children to have positive attitudes, challenge themselves and develop strategies to become independent learners.

Relationships

We believe that nurturing and caring relationships are essential to ensure that pupils feel happy and safe within their learning environment. For this reason, we pride ourselves on the nurturing relationships that staff build with pupils, ensuring that they get to know pupils extremely well and are aware of their individual interests and strengths, as well as their barriers to learning.

We recognise that pupils require recognition to enable the development of their sense of self (Berne, 1971). We therefore strive for these units of recognition to be positive, as opposed to negative. Children are taught about 'warm fuzzies' or positive recognition and 'cold pricklies' or negative recognition.

Examples of warm fuzzies could be a smile, a positive comment, someone saying hello or even a hug – anything that makes the person feel good. Cold pricklies have the opposite effect. Pupils are encouraged to gain units of recognition positively as opposed to negatively, both from adults and from their peers. Adults should model the use of warm fuzzies and promote these with their pupils so that pupils recognise how warm fuzzies make them and their peers feel.

Pupil Involvement

We believe that pupil involvement is essential to secure buy-in. We therefore begin each academic year by deciding and agreeing class charters with pupils as a collaborative exercise.

The process of agreeing class charters is as follows:

- Each class contributes, by first agreeing the behaviours which would ensure every member feels safe, happy and can learn (under pro-social and pro-learning behaviours).
- The School Council will then meet to finalise the whole academy charter based on each class' suggestions and commonalities. The charter will include an amalgamation of the pro-social and pro-learning behaviours that the pupils have suggested. This will be presented back to their base class for approval before it is presented to the whole academy in assembly.
- The finalised class charter will then be signed by all pupils and displayed in all classrooms and public spaces across the academy, along with photographs / illustrations of academy pupils showing the different positive behaviours, or representations that are age appropriate.

Class Charters are then referred back to at regular times to ensure that children understand the natural consequences of both showing pro-social and pro-learning behaviours and also the natural consequences of showing anti-social and anti-learning behaviours.

Agreeing Expectations

Expectations for behaviour will ensure that pupils feel **happy**, are **safe** and able to **learn**.

All members of the academy are expected to show the academy values at all times.

We actively promote **pro-social** and **pro-learning** behaviours so that a pupils' behaviour enables them to feel good about themselves and enables everyone else to feel good as well. These are defined by the pupils when they create their class charters and referred to constantly throughout everything we do.

Examples of pro-social behaviours might include:

- Responding calmly to others
- Speaking in a kind way to someone, to help them feel good
- Taking an interest in someone – asking how they are feeling etc.
- Listening to others and showing active listening skills e.g. eye contact
- Taking turns
- Sharing
- Looking after other people's equipment and resources with care
- Trying to understand someone else's point of view
- Showing good manners towards each other
- Having eye contact when speaking
- Greeting people appropriately, using their names
- Putting their hand up when speaking in the classroom

Examples of pro-learning behaviours might include:

- Keeping the voice at a volume that fits the activity
- Taking turns to speak and listening to others' opinions
- Focusing attention on the learning
- Asking questions about the learning
- Moving and speaking in a way that helps other people to learn
- Moving your body in a way that fits the activity
- Taking pride in their learning
- Showing determination and resilience with learning

An example of our class charter can be found in Appendix 1.

Pro-social and pro-learning behaviours will be referred to constantly, to ensure that expectations are reiterated.

Curriculum

Our curriculum focuses on teaching The Empowerment Approach (known to the pupils as Building Brains). This is enhanced through assemblies.

Pupils in all year groups are taught about their needs. The children learn about the areas of the brain that support the development of these needs and skills e.g. the fact that their cognitive skills are hosted within their pre-frontal cortex.

Pupils learn about the neural pathways in the brain and the fact that, through new learning, the neural pathways can be changed and altered, therefore understanding that behaviour can be changed. They learn that everyone's brain is different (neuro-diverse) and has different pathways but that pathways can get stronger through practise.

Pupils also learn that in times of stress, where unmet needs become stressors, our cognitive skills disengage and our emotional response within our brain (or chimp) takes over (known as flipping their lid). We therefore respond to events without rational thinking.

Pupils go on to learn about their physical, emotional and cognitive needs (see Appendix 4) that enable them to learn. Pupils are taught how to recognise which of their needs are missing and the strategies that they can use to support them to independently have their needs met in a positive way.

Pupils are also taught about the cognitive needs (executive function skills) and the strategies that can support the development of executive function skills, something that is essential to learning.

Consequences

We believe that pupils should learn from their behaviour to actively strive to improve behaviour.

We believe that pupils should learn the natural consequence of their actions. We actively encourage pupils to reflect upon their behaviour, and teach the natural consequences of not meeting expectations. For example, if we are kind to others, the natural consequence is that they will want to be friends with us, as they feel safe and happy around us. If we are unkind, the natural consequence is that others will not feel happy and safe around us and will therefore not want to be friends with us.

A focus on the natural impact or consequences of one's behaviour supports the development of:

- Emotional intelligence
- Empathy
- A moral compass
- Intrinsic motivation to do the right thing

We believe that internal motivation, independence and a clear moral compass are crucial for pupils' futures; by building these early, they will be better equipped to avoid the common pressures experienced in adolescence and beyond, which lead to substance abuse, risky behaviours and crime.

If consequences are focused on the rewards pupils will get, or the punishments they will suffer, it leads to pupils:

- Thinking about what's in it for themselves rather than developing social and emotional intelligence
- Doing things because they think they may be seen or get caught rather than developing a strong moral compass
- Becoming dependent on authority rather than developing the independence to think through the right thing to do for the well-being of themselves and others
- Relying on extrinsic motivation rather than feeling motivated internally to make moral decisions

We believe that expectations should be equally high for everyone, to enable everyone to feel safe, happy and to learn at their best. To enable this to happen, every person in the class (including adults) needs to adhere to the class charter.

We understand that not all pupils will be able to meet these expectations and therefore we will need to provide additional scaffolds and support to enable them to meet the expectations.

We know from neuroscience that some pupils in the class will find this genuinely more difficult. This is because their neural pathways have not yet developed in the areas of the brain needed for these 'Executive Function skills'.

On occasions, it may be that pupils develop these skills by working with adults during playtimes, lunchtimes or after school. During these times, staff will teach strategies to address the missing skill / need. Time away from the main class or activity will be used as a teaching opportunity to teach the pupil the missing skill and will be supportive of the pupil, ensuring that they continue to feel safe, happy and able to learn.

What are Executive Function Skills?

Executive Function skills include:

- Working Memory
- Attention control
- Impulse Control
- Emotional-regulation – managing energy and emotions.
- Cognitive Flexibility – being able to think of different solutions
- Processing Speed

Why do some pupils not show good executive function skills?

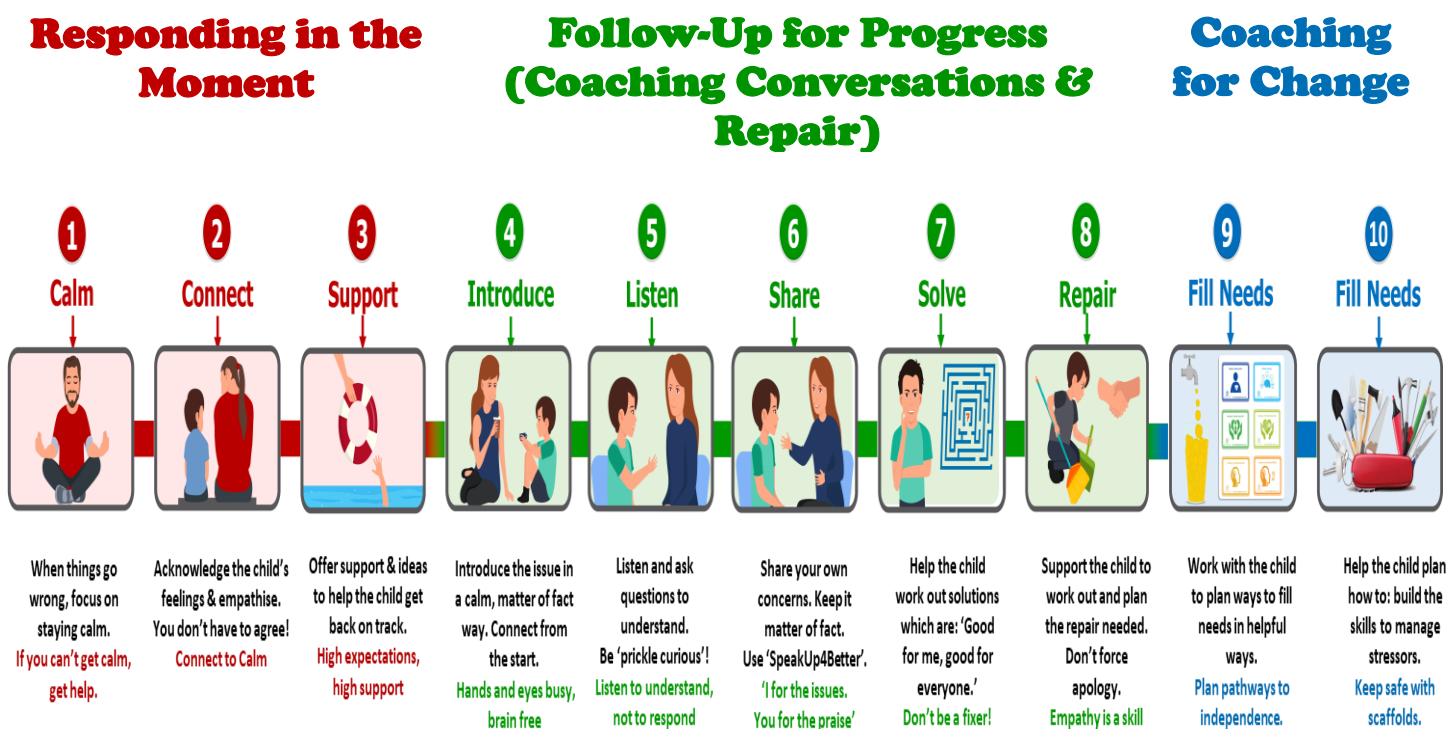
1. Difficult life experiences have meant that the neural pathways in the area of the brain responsible for executive function skills have not developed well.
2. They have a neuro-diverse cognitive profile (e.g. autism, ADHD, dyslexia, DCD, dyscalculia) in which some areas of executive function do not develop in the same way.
3. They have experienced too much trauma or stress, and this has led to 'toxic stress' (during which regions of the brain, including those in charge of executive function, become less active).

If developed well, Executive Function skills help a pupil to keep to expectations mapped in the charter: to respond calmly, listen, take turns and keep focused on a task. If not developed well, pupils will need additional scaffolds, adjustments and support from adults and other pupils in the class.

Staff should always 'prepare for pupils to do well'. This means making sure lessons and the classroom environment reduce stressors and help pupils to learn at their best and manage their difficulties successfully. Providing learning and environmental scaffolds such as writing frames, talking buttons, sensory cushions, ear buds and micro-environments will support pupils effectively to cope with poorly developed executive function skills.

Responding when pupils do not meet expectations

If a pupil does not manage to keep to expectations, the member of staff should initially follow points 1 to 3 from the responding in the moment section of the plan.



We know from neuroscience that when pupils dysregulate, the areas of the brain responsible for rational thinking, reasoning and problem solving (the cognitive brain) are blocked. This means the first priority is to regulate the pupil; this will only work by regulating oneself and showing empathy and support in a calm manner (ensuring that you are using your cognitive skills and not your emotional responses – even when a pupil has done things we do not agree with! Showing support and empathy doesn't mean we have to condone the action).

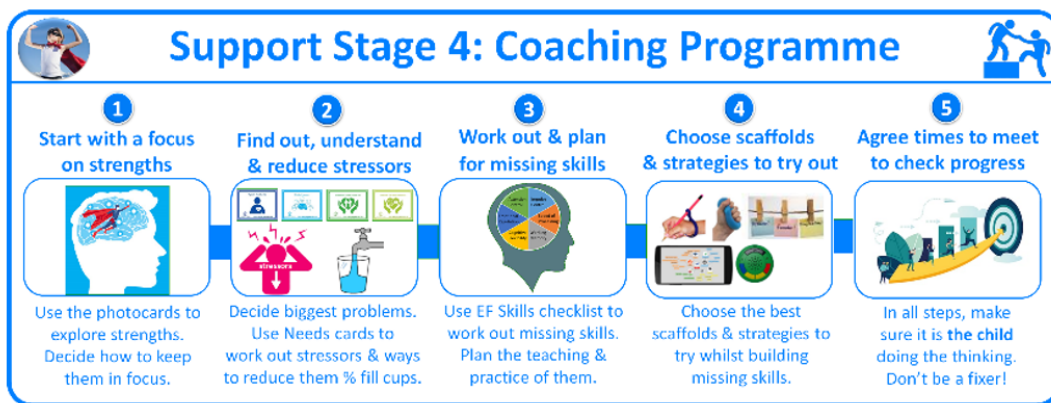
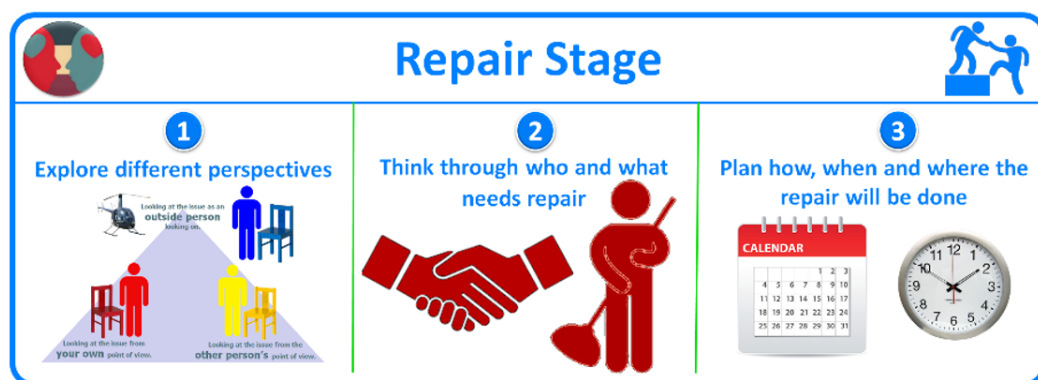
We also know that responsive, positive relationships are crucial to long term well-being and success. When pupils feel bad and identify as 'bad', their responses can worsen into a spiral; pupils can become trapped in the 'punishment cycle'. It is therefore crucial that adults **always** respond calmly and supportively so that a pupil's self-concept is protected.

However, we recognise that maintaining high expectations in a class is crucial; it is therefore vital that there remains a consistently tight focus on the importance of pro-social and pro-learning skills. When a pupil does not meet expectations, the adult should make sure other pupils know that these are vitally important and therefore the pupils who aren't managing them will be given lots of extra help, just like someone in reading might receive if they are struggling.

In Step 7, the adult problem solves with the pupil. During this step, the needs of the pupil **and** the adult are raised and ways to meet both are discussed. Adults jointly problem solve with pupils to find ways to have their needs met that are 'Good For Everyone'. During this step, expectations set out in the charter and concerns they are not being met are raised by the adult.

Restorative Techniques (step 8)

The pupil (or pupils) is supported to empathise with the needs of others and think through what needs to happen to address any negative impact their actions may have had on others. This is through the 'repair stage' and 'coaching stage' of the programme, where pupils are encouraged to reflect to develop empathy.



During stage 8 of the plan, adults will facilitate a repair session between the pupil and their peers or between the pupil and the adult. They will then coach the pupil to develop an understanding of their missing skill and the scaffolding that they need to address this. This must be completed once the pupil is emotionally regulated and calm to enable them to access their cognitive skills fully.

The entire approach focuses on improving behaviour for the future to ensure that pupils respond appropriately in the future.

What makes our behaviour for learning strategy different?

Much of **what** happens will be the same; it is **how** it happens and the **mindset, intentions** and **focus** behind the adult actions that will be different.

Supportive Intentions

When a pupil isn't managing, the 8-Point Response will be used to help get them back on track and they will be reminded of the needs of the adult and others in the class. The focus will be on regulation, protecting self-esteem, developing emotional intelligence and collaborative problem-solving. If a pupil's actions are stopping others from learning or putting others at risk, of course it isn't appropriate for the pupil to remain in the class. However, **how** this is communicated will be very different – it will be in a supportive and calm manner emphasising that the adult needs to help the pupil find a place to be where they and others around them can feel good and successful. **The intention will be to secure the best achievement for all pupils – the pupil and the rest of the class.**

A Skills Focus

This approach is focused on pupils making progress in their missing skills. These missing skills prevent them from meeting the expectations in the class charter in the first place. This differs from traditional behaviour policies that assume sanctions alone will help pupils to make progress.

What happens if this 8 Point Response Plan doesn't work and a pupil continues to fail to meet expectations on the charter?

Every pupil deserves to feel safe, happy and be able to learn. It is therefore vital that, if a pupil in the class is putting this at risk, the right support is put in place so that other pupils are protected.

If use of the a) 8 Point Response Plan b) work on the missing skills and c) scaffolds and adjustments to help whilst these are still developing isn't proving sufficient, it may be the pupil needs different provision whilst they develop the necessary skills. This might be an alternative timetable with shorter sessions in class for tasks in which they are able to achieve well along with sessions within the Nurture Class / Thrive Hub / Alternative Provision to practise key executive function skills; it might also include working within other contexts in the academy, such as in an alternative classroom or space where the pupil can build confidence and skills. In all contexts, the specific skills which will be a focus to build should be explicit, decided with the pupil and progress tracked.

All adults are responsible for ensuring that the behaviour management strategies used are appropriate and that at no point corporal punishment is threatened or used.

Language

The language staff use to support the approach is essential to its success. We encourage all staff to use positive language that focuses on the fact that the pupil has an unmet need and that this is why they are behaving in an anti-social or an anti-learning way. Pupils should feel supported at these times and not patronised or belittled by the language used.

Children need to understand what the pro-social / pro-learning expectations look like and how to get their needs met in a positive way that is good for everyone. Therefore, telling a child that they should be good does not fit with the approach as this implies the child is making a choice to misbehave.

Staff should not use the language of choice e.g. 'You are making a bad choice at the moment' or 'Remember to make good choices' as this goes against the fundamental principles of our approach. As we believe that children behave in an anti-social / anti-learning way due to an unmet need, we would be more inclined to use the following language to support them 'I can see you are finding that really difficult at the moment. What do you need to manage / help you?'. Alternatively, when a child is displaying pro-social behaviours the adult might say 'I am noticing that you are finding it much easier now to...' or 'I am noticing that you are managing that need really well at the moment.'

We have a culture in school where adults challenge each other to promote positive supportive language and all adults are expected to challenge the use of inappropriate phrases that underline the principles of the approach.

Exclusion

As a last resort, when a pupil's behaviour is extremely non-compliant, the Principal may make the decision to issue a fixed-term exclusion. This will be used as a last resort and only to ensure that the academy has the time to make changes to practice to enable us to meet the pupils' needs moving forwards. Please see University of Brighton Academies Trust Exclusion Policy for further guidance.

Positive Handling / Restrictive Intervention

In the event of a pupil causing a significant danger to themselves, others or property, physical intervention would be used as an absolute last resort. In these cases, trained staff would positively handle a pupil to ensure their safety. Please see University of Brighton Academies Trust Physical Contact Policy for further details.

Allegations against staff

In the event that a pupil makes an allegation against a staff member, a full investigation would be completed. Following this, if it is determined that the accusation was false and/or malicious in nature an appropriate consequence would be determined, in conjunction with the pupil, dependent on the nature of the malicious accusation and the pupil's prior behaviour. This consequence would be in line with our policy and focus on supporting the pupil to change their behaviour in the long-term.

Offsite Behaviour Management

Teachers have the authority to discipline pupils for misbehaving outside of the academy premises, as detailed in the DfE document 'Behaviour and discipline in schools: advice for head teachers and school staff.' Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in an academy-organised or academy-related activity or visit
- Travelling to or from the academy
- Wearing academy uniform
- Identifiable as a pupil at the academy
- Demonstrating behaviour that could have adverse repercussions for the academy
- Posing a threat to a pupil or member of the public
- Behaving in a way that could adversely affect the reputation of the academy

Searching and Screening

The law allows Academy staff to search a pupil for any item if the pupil agrees. The Principal or other member of the Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. In the event of needing to search a pupil and/or confiscate an item the Academy follows the guidance as outlined in the Department for Education publication 'Searching, screening and confiscation' which was last updated in January 2018.

Sanctions will be put in place for any pupils who misbehave off the academy premises when meeting the above conditions. These sanctions would be determined, in conjunction with the pupil and the parent, and would be dependent on the level of seriousness of the misbehaviour demonstrated. For some low level misbehaviour, a minor sanction may be put into place e.g. a conversation with a senior member of staff or the loss of a playtime. For misbehaviours of a more serious nature, a more severe sanction would be identified such as an after-school detention or an internal exclusion.

The University of Brighton Academies Trust take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our academy to identify, assess, and support those pupils who are suffering harm.

All staff members believe that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual pupil.

Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.

Behaviour for Learning within the Alternative Learning Provision (ALP)

The University of Brighton Academies Trust operates an Alternative Learning Provision (ALP), based at The Baird, for all Trust pupils in Year 1 to Year 6 with social, emotional and mental health difficulties that result in highly challenging behaviour.

The provision aims to reduce exclusions and actively teach pupils the skills they need to have their needs met in a positive way within their mainstream classrooms. The provision always aims to reintegrate pupils back to their base classes but offers pupils the opportunity to build their skills in a small group setting.

All staff will receive behavioural information regarding the pupils through CPOMS. Staff in base schools will also receive CPOMS updates from the provision so that they can share the strategies that are being employed.

The ALP staff will meet with class teachers on a termly (3x year) basis, through a formal meeting, to share strategies and provide updated information on the children. Strategies will also be shared during weekly outreach sessions.

The ALP will adhere to the above policy. We recognise that, at the point of referral, pupils will feel dysregulated and may be lacking in a feeling of containment and a sense of control. Due to this and the fact that the provision will need to support pupils to make significant behavioural change, several enhancements to this policy will exist. These are detailed below however, the underpinning principles of the Empowerment Approach will remain the same. These additional strategies may also be used in the mainstream academy to support pupils with significant unmet needs.

Neurodiversity will be actively celebrated within the provision. Pupils will learn the advantages of neurodiversity and how to embrace their differences. They will learn about the development of their brain, the chemicals in their brain and their stress responses when their needs are not met. This Building Brains Curriculum will be intensely taught within the provision to promote behavioural change.

Behavioural Expectations

The pupils within the ALP will follow 5 rules:

- Be in the right place
- At the right time
- Doing the right thing (this includes their verbal conduct)
- Complete the work / learning
- Show resilience

These will be published throughout the room and on each individual's desk and the pupils will be encouraged to self-reflect against these expectations at the end of every session.

We recommend that these 5 rules are mirrored in their main academy to ensure consistency and a feeling of containment.

We will strive to build children's self-esteem and reflection on their behaviour in a culture where mistakes are valued as a tool to move forward and learn from. The children will not be made to feel bad about their behaviour as we understand that it is a method of communicating their unmet need and they do not have the skill yet to manage these unmet needs.

Initial Containment / Rewards and Sanctions

To provide the pupils with a feeling of containment and a clear understanding of the boundaries and expectations in place within the ALP, we will operate a points system for every pupil.

In each learning session, pupils receive a score out of 5 for their conduct in that lesson (a potential of one point for each of the rules). Pupils will be actively involved in discussing how many points they have earned at the end of each session and the adults determine the total points. The children write these on the star on their desk and keep a running total.

Points are never taken away once allocated and each session is a fresh start. Each pupil has a target to meet at the end of the day; this is determined in conjunction with the pupil on arrival at the ALP and is liable to increase as they feel safe and happy to learn.

Behaviours such as swearing, unkind comments etc. inform the allocation of the 'doing the right thing' point.

If a pupil meets their target points at the end of the day, they are allocated 20 minutes of earnt time. This time may focus on developing their social skills or may be an independent activity that they enjoy.

If the pupil does not meet their target points, they do not earn their time. During this time, when regulated, pupils engage in coaching with the adult to move behaviour forward and address concerning behaviours.

We have the expectation that pupils complete all learning. We will provide significant support and scaffolding for the children to enable them to feel safe to learn. If a child has not completed their learning throughout the day, they will be expected to complete it at playtime, lunchtime or after school. This will be a supportive time where the child is not made to feel bad or allowed to struggle, however all work must be completed.

In addition, within KS2, where we have a significant level of aggressive and inappropriate language, we operate a sanction system as swearing will not be tolerated (unless the pupil is in a significant state of dysregulation and accepts time-out). If pupils use continuous swearing, they accrue time after school, where coaching takes place to prevent further swearing and promote behavioural change. At these times, we may request parents to collect their child.

Incident Follow-Up

The focus within the ALP will be on social and emotional development. Pupils will continue to focus on the natural consequences of their actions and every incident will be followed up with rigorous coaching using the 8-point plan above. Staff will use Calm, Connect, Support to address an incident in the moment.

Where significant dysregulation occurs, pupils will be moved away from other pupils using physical restrictive intervention. All staff within the setting have completed Safety Intervention Training. Pupils will be handled as a last resort, once de-escalation techniques have been trialled. Pupils will not be allowed to damage the academy's property or the building and will be positively handled to prevent this. It may be the case that parents are invoiced for significant damage.

Once the pupil is regulated and calm, staff will then use steps 4 to 8 in a coaching conversation with the child and unpick the incident, so that they can identify their unmet need and a more positive way to have this met in the future.

1:1 coaching to improve behaviour will be used throughout every day to follow up on every single incident. Staff will actively teach the children about their needs and support them to identify ways to get their needs met in a positive way, that is 'Good for Everyone'.

Verbal praise will be used to enable children to understand how they feel when they achieve something or have their 5C needs met:

- They feel capable
- They feel they count
- They are comfortable
- They are in control
- They feel connected with others

Praise will be recognition based and explicitly directed and linked to individual action plans so that the children can recognise why they are being praised and the impact it has on their emotions. E.g. 'I can see that you are having your need to count met in a really pro-social way at the moment by doing that job for me.'

Promoting Long-Term Behavioural Change

We will use specific resources from the Empowerment Approach to support our pupils to develop long-term behavioural change.

All pupils will be supported to self-assess how well they feel their needs are met using the 5C self-assessment checklist in Appendix 5. Once complete, staff will action plan with the pupils to identify how to get their needs met in a positive way. This will be achieved through small steps and action planned using the proformas in Appendix 6.

Initially we will use the proformas in Appendix 6 to work with children so that they understand how to get their 'cups of need' filled in positive ways. The children will track this on the proformas and may have individualised table charts that enable them to track throughout each day.

Once they are able to identify positive ways to get their need met and their cup of need filled, staff will support them to develop a 'Pathway to Independence' using the proforma in Appendix 7. This will focus on the individual steps to ensuring that they have their needs met but gradually decreasing the scaffolding in place.

Boxall Profile Targets

We actively use the Boxall Profile to set both class targets and individualised targets for pupils in the setting. Boxalls will be completed at the start of placement and at interim points to assess progress. Each child will then have key targets set from the Boxall Profile and provision in place to support them in addressing this (using Beyond the Boxall).

We may deliver a range of interventions to support pupils' long-term behavioural change, with a focus on the underlying cause. This may include:

Emotional Literacy Support

One member of the team is a trained ELSA (Emotional Literacy Support Assistant). For this reason, we actively use the ELSA programme to plan tailored interventions to support key pupils' individual needs. Where applicable, parental consent would be gained and an ELSA referral completed.

Boris

One member of the team is trained to deliver the Boris intervention. Boris is a programme designed to tackle anxiety in younger children. The programme focuses on a bear called Boris and each week children will hear a story about Boris and explore different ways he manages his worries. The children will have the opportunity to explore their worries in a safe environment with a trusted adult.

Worry Busters

One member of the team is trained to deliver the Worry Busters intervention. The Worry Busters programme is designed to tackle anxiety in primary school-aged children. The children will be taught various strategies to tackle anxiety and anxiety-based behaviours. They will have the opportunity to explore their worries in a safe environment with a trusted adult.

Talk About

This is a social skills intervention that is used to support the pupils to develop various social skills. This intervention is designed to explicitly teach the skills children need to communicate effectively with others. They will explore awareness of body language, conversational skills and the skills required for speaking and listening effectively in conversation.



Our Class Charter

Everyone has the right to feel happy, to be safe and to be able to learn at their best!

For us to be happy, safe and learning, everyone needs to:

- Listen to others respectfully and take it in turns to speak. Listen to understand.
- Respond calmly, politely and with kindness (using the 5-point response plan). Show compassion and understanding for each other.
- Care for others, noticing when they don't feel good. Make sure what we say and do helps other people feel better. Let others know if we need help. Try not to make personal comments about others.
- Look after our environment and resources with care and respect.
- Show resilience and always try our best with our learning. Ask for help when things are tricky.
- Ask for someone else's consent to touch someone else - ensure that we keep our hands and feet to ourselves if we do not have consent to touch someone.
- Be in the right place at the right time.

The positive impact when I do this will be:

- People will feel safe around me. They will enjoy spending time with me and want to play with me.
- I will feel good about myself and will be able to be a good friend.
- I will be able to feel good about myself as a learner.
- I will enjoy spending time in our learning environment.
- This will make me a happy, confident, popular and successful member of the class.

The negative impact if I do not do this will be:

- Other people will not feel safe around me and will not be able to learn.
- I will not be able to learn and will not achieve.
- Other people will not want to spend time with me or want to be my friend.
- I will not feel good about myself. This may lead to me not feeling good about myself and not doing well at school.

I know I will be supported by adults and other pupils and have extra practice and coaching times so I get better at the things I find hard. The adults will work hard to help but I will have to work very hard too. Before my skills improve with practice, I know I may have to learn in a different space so that others in the class feel safe and can learn.

We have learnt about the brain and know that some people in the class will find keeping Our Class Charter more difficult because their neural pathways have not yet developed. They may need special things and extra support to help them. They may have to work in a different space until they can manage.



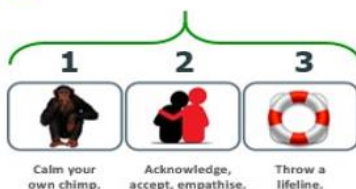
Appendix 2 – An Overview of how to use the Empowerment Approach

An Overview of how to use the approach in practice

1 Agree and maintain high expectations which focus on creating a pro-social and a pro-learning environment. Make this a collaborative exercise with children.

2 Plan and prepare for all children to achieve their best: ensure teaching and learning is engaging and accurately scaffolded to support those children with executive function difficulties.

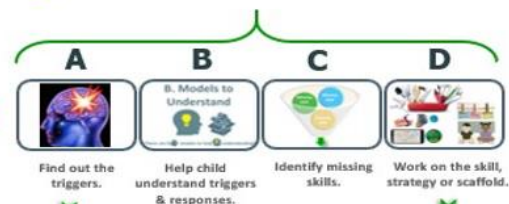
3 In the heat of the moment.



4 Follow-up when calm to address the incident.



5 Follow-up to address an ongoing pattern.



6 Focus on improving skills for all children



Building the Foundations

(before things go wrong)



Responding in the Moment

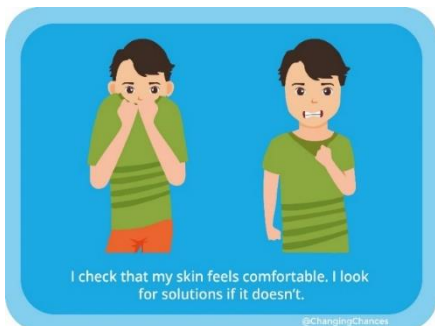
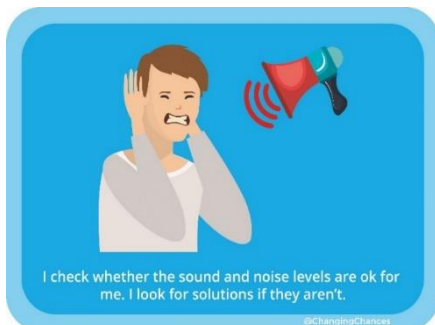
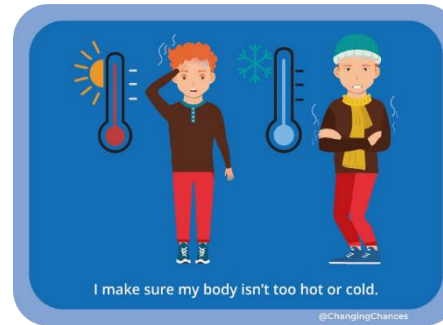
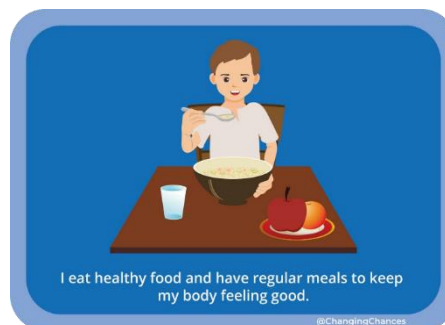
Follow-Up for Progress (Coaching Conversations & Repair)

Coaching for Change



Appendix 4 – Needs

Physical Needs (Physical Needs)



Emotional Needs (People Around Me / World Around Me Needs)



I feel liked and cared for by adults in my life. I know they will always support me.

@ChangingChances



'I feel liked by people around me. I have friends who will always help if I need it.'

@ChangingChances



I feel happy and comfortable with who I am. I feel other people accept and respect me.

@ChangingChances



I feel I belong. I feel an important and liked part of my school, home and clubs.

@ChangingChances



I feel noticed enough in ways that make me feel I'm important, liked and clever.

@ChangingChances



I feel really listened to. I feel others understand what I am trying to say and how things are for me.

@ChangingChances



I feel certain about what is expected of me. I know how to do well.

@ChangingChances



I feel clear about what's going to be happening in my life. I know I will be able to cope if it changes.

@ChangingChances



I feel in control of what happens to me. I feel a sense of control over situations I'm in.

@ChangingChances



I feel I can do a good job of what I have been asked to do or choose to do. I feel capable.

@ChangingChances



I know my strengths and feel good about them. I feel I can manage my difficulties well.

@ChangingChances



I can keep going when things are hard for me. When I get stuck, I find ways through the problem.

@ChangingChances

Cognitive Needs (Thinking Needs)

Working Memory



I can hold information I hear or see in my mind and then use it to do things.

@ChangingChances

Thinking Speed



I make sense of and react to things I hear or see at a speed that works for me and others.

@ChangingChances

Attention Control



I can control my attention on one thing for the time needed to finish a task.

@ChangingChances

Flexible Thinking



I can switch attention, handle change and look at things in different ways.

@ChangingChances

Impulse control



I can stop, think and control an impulse to say or do things.

@ChangingChances

Emotional & Energy Regulation



I deal with feelings and control my energy in a way that's good for me and others.

@ChangingChances

Using time



I can keep track of time and use it well.

@ChangingChances

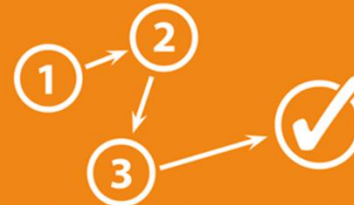
Social Cognition



I can speak and play in a way that feels ok for others.
I can get along with people

@ChangingChances

Sequencing & Prioritising



I can decide what is important. I can use this to help me order and sequence tasks in good ways.

@ChangingChances

Task Initiation



I can get started on things quickly

@ChangingChances

Organisation



I can keep things organised.

@ChangingChances

Emotional Intelligence



I can show others that I understand their feelings.
I want people to feel ok, even if they aren't a friend.

@ChangingChances

Appendix 5 – 5C Needs Self-Assessment



How well are your Physical Needs Met?


I feel	I feel	I feel	I feel
Comfortable	Comfortable	Comfortable	Comfortable
<p>Physical - Basic Survival</p> <p>www.changingchances.co.uk</p>	<p>Physical - Basic Survival</p> <p>www.changingchances.co.uk</p>	<p>Physical - Sensory</p> <p>www.changingchances.co.uk</p>	<p>Physical - Sensory</p> <p>www.changingchances.co.uk</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I make sure I get enough sleep so that I have the energy to manage each day's activities well.</p>	<p>I eat healthy food and have regular meals so I'm always feeling good.</p>	<p>I check whether the sounds and noises around me are all for me. I look for vibrations if they aren't.</p>	<p>I check my body is getting enough movement and exercise so that it's all working well.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I drink water regularly to keep my body and brain feeling good.</p>	<p>I ask for help when I'm in discomfort or pain.</p>	<p>I check if the lights and brightness is all for me. I look for vibrations if they aren't.</p>	<p>I check that my skin feels comfortable. I look for vibrations if it doesn't.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I exercise each day and break my action time to keep my body feeling good.</p>	<p>I make sure my body isn't too hot or cold.</p>	<p>I check whether I have enough interest to keep my brain feeling ok. I look for vibrations if they aren't.</p>	<p>I check if the smells and tastes around me are all for me. I look for vibrations if they aren't.</p>




CHANGING CHANCES
BUILDING BRAINS FOR BETTER FUTURES

How well are your Emotional Needs Met?







I feel	I feel I	I feel	I feel a sense of
Connected	Count	Capable	Control
<p>Emotional - People Around Me</p> <p>www.changingchances.co.uk</p>	<p>Emotional - People Around Me</p> <p>www.changingchances.co.uk</p>	<p>Emotional - The World Around Me</p> <p>www.changingchances.co.uk</p>	<p>Emotional - The World Around Me</p> <p>www.changingchances.co.uk</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I feel loved and cared for by the people in my life. I know they will always support me.</p>	<p>I feel confident enough to express my feelings and feelings that I'm important, that I'm strong.</p>	<p>I feel I can do a good job of whatever I'm asked to do. I know I can do it. I feel capable.</p>	<p>I feel in control of my feelings and I know I have a sense of control over my emotions.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I feel loved and cared for by the people in my life. I know they will always support me.</p>	<p>I feel confident enough to express my feelings and feelings that I'm important, that I'm strong.</p>	<p>I feel I can do a good job of whatever I'm asked to do. I know I can do it. I feel capable.</p>	<p>I feel in control of my feelings and I know I have a sense of control over my emotions.</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I feel happy and confident with who I am. I feel able to express my feelings and I know I have a sense of control over my emotions.</p>	<p>I feel confident enough to express my feelings and feelings that I'm important, that I'm strong.</p>	<p>I feel I can do a good job of whatever I'm asked to do. I know I can do it. I feel capable.</p>	<p>I feel in control of my feelings and I know I have a sense of control over my emotions.</p>



Filling Cups in Helpful Ways



I feel comfortable



10

9

8

7

6

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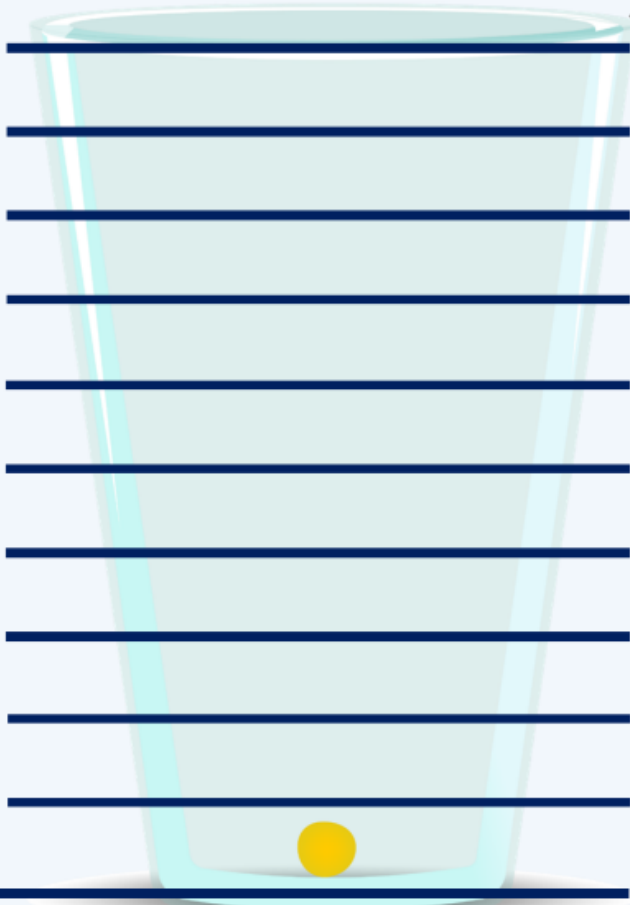
4



3

2

1

0





Things to try to see if it helps me to feel more comfortable:

1.

2.

3.

4.

Every week, we will colour on the chart to show whether these strategies have helped me.



Filling Cups in Helpful Ways



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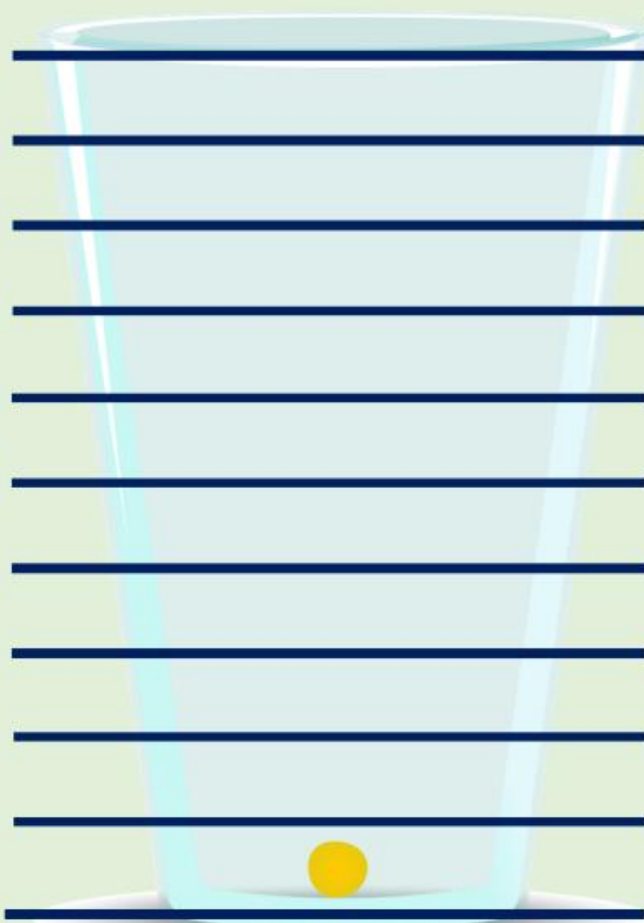
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Things to try to see if it helps me to feel that I count:

1.

2.

3.

4.

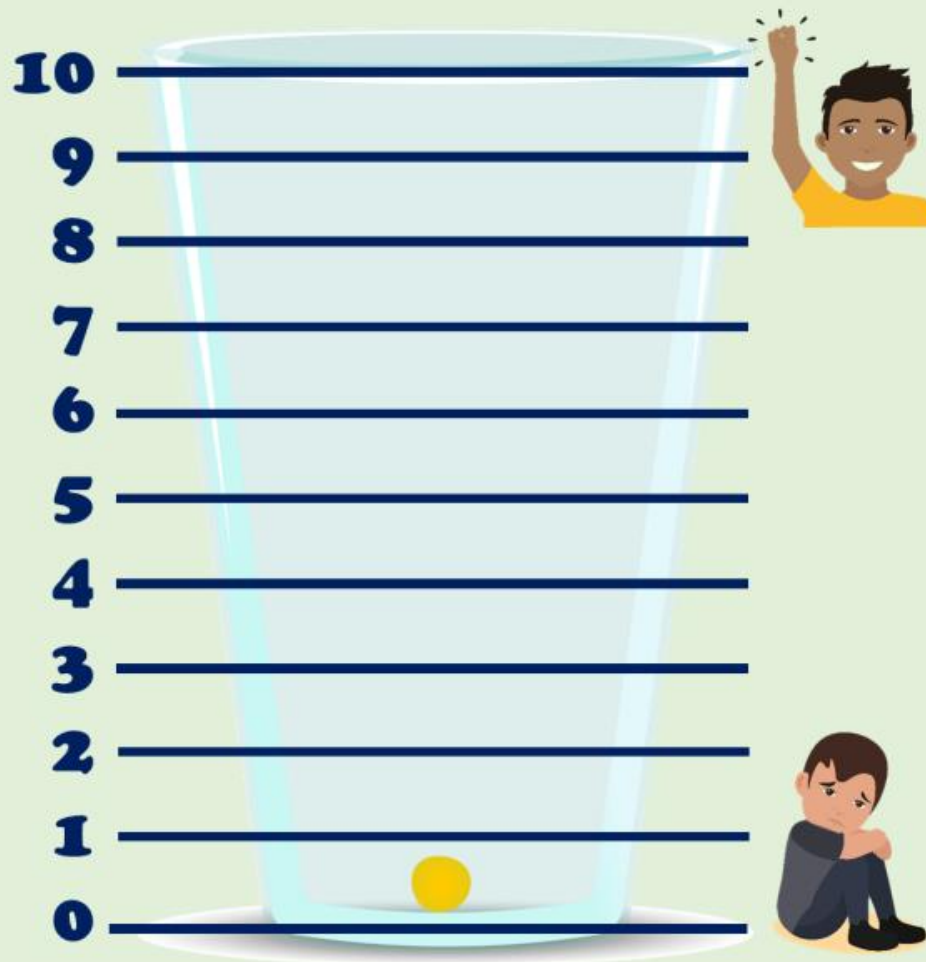
Every week, we will colour on the chart to show whether these strategies have helped me.



Filling Cups in Helpful Ways



**I feel
connected**



**Things to try to see if it
helps me to feel more
connected, liked and cared
for:**

1.

2.

3.

4.

**Every week, we will colour on
the chart to show whether
these strategies have helped me.**



Filling Cups in Helpful Ways



**I feel
capable**



I feel I can do a good job of what I have been asked to do because I feel I have the skills.



I feel I have been doing better things and fast for me, so I can do it. I feel I have the skills to do it.



I know my strengths and feel good about them. I feel I can manage my difficulties well.

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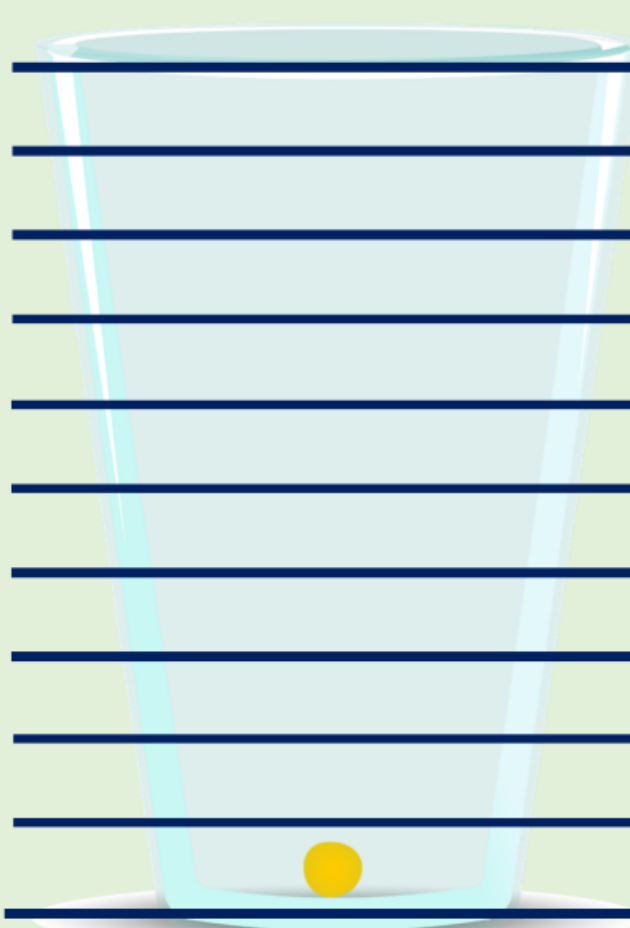
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1

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**Things to try to see if it helps
me to feel more capable:**

1.

2.

3.

4.

**Every week, we will colour on
the chart to show whether these
strategies have helped me.**



Filling Cups in Helpful Ways



I feel a sense of control



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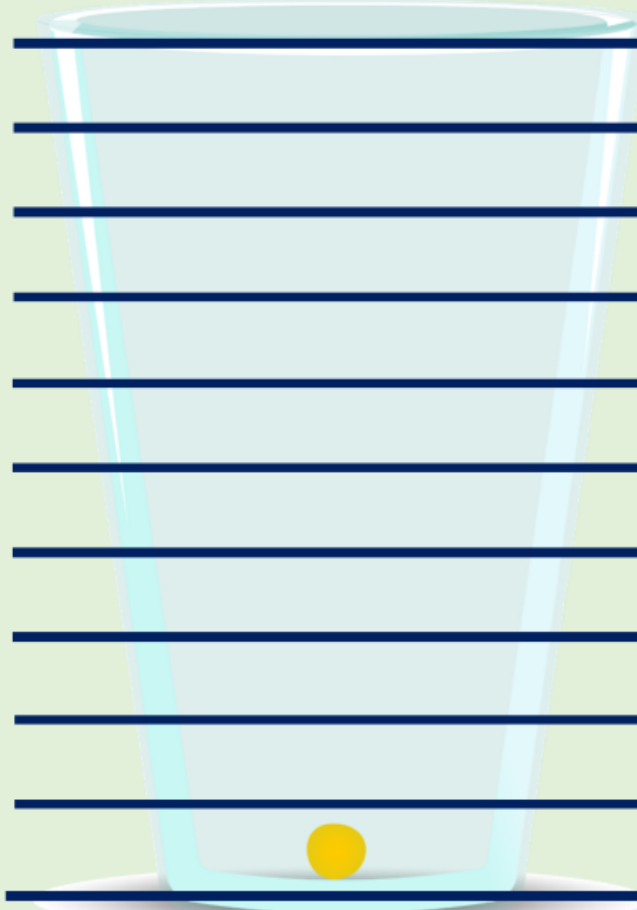
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1

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Things to try to see if it helps me to feel a better sense of control over things that are happening in my life:

1.

2.

3.

4.

Every week, we will colour on the chart to show whether these strategies have helped me.



Filling Cups in Helpful Ways



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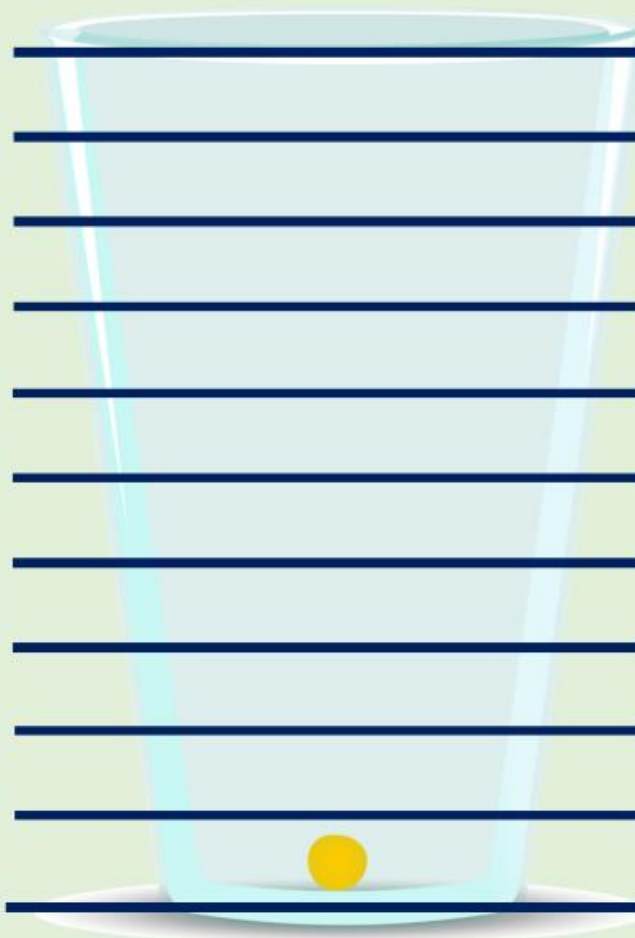
4

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2

1

0



Things to try to see if it helps me to feel that I count:

1.








2.

3.

4.

Every week, we will colour on the chart to show whether these strategies have helped me.

Appendix 7 – Pathways to Independence – Proforma Plan

My need is:		The goal is:		
				
To feel:		To feel:		
				

Appendix 7 – Example of a Pathway to Independence

My need is:



The goal is:



To feel really loved by adults around me.



**I feel
connected**



To feel loved and important **even when** adults are not giving me special attention.



Get 10 hugs every session from Mrs Heath. Visit Mrs Welch 4 x each day



Get 5 hugs every session from Mrs Heath. Visit Mrs Welch 2 x each day



Get a hug every session from someone. Visit Mrs Welch 1 each day



Get 2 x hugs a day. Visit Mrs Welch on a Monday and Friday



I feel loved without needing extra special attention from adults.