

## Behaviour for Learning Policy

September 2020

At Pound Hill Infant Academy we believe that positive and effective behaviour is essential in order to support our children to develop the pro-social and pro-learning skills they need to be successful. In order to ensure continuity, all classes follow the same academy policy.

### **Pupil Involvement**

We work in partnership with our children at the start of each academic year and beyond to ensure their understanding of pro-social and pro-learning behaviour, how these promote our agreed academy values and the impact of both maintaining them and the impact, when we do not. This enables the children to have shared ownership of our values and to understand the importance and the role they take in maintaining them, both within the academy and the wider community.

The process of developing their knowledge is as follows:

- 1) Agreed pro-social and pro-learning expectations are held throughout the academy
- 2) Teaching the importance of British Values and how these relate to our Academy Charter, values and their place in society
- 3) Explicitly teaching the children about the brain to enable them to understand their needs stressors and how to manage emotions
- 4) Explicitly teaching the children the process of collaborative problem solving when their behaviours do not meet expectations

### **Agreeing Expectations**

Expectations for maintaining pro-social and pro-learning behaviour focuses on what the children need to do in order to:

- |   |   |                        |
|---|---|------------------------|
| a) Feel safe                            | } | Pro-social behaviour   |
| b) Feel happy and good about themselves |   |                        |
| c) Be able to learn at their best       | } | Pro-learning behaviour |

Examples we use as a starting point for our discussions with children are as follows:

Pro-social skills	Pro-learning skills
We will: Show kindness to everyone and look after each other Always think about the feelings of others Take turns and share Stay calm when things go wrong Look after our belongings and those of other peoples Listen to our friends points of view, even when we disagree	We will: Listen when others are speaking Concentrate on our learning Keep on trying even when things are hard Ask for help when we need to and learn from each other Challenge ourselves to help us learn Use classroom resources to become independent in our learning

In addition, all members of the academy community are expected to act in accordance with our academy values: **care, respect, independence, success and perseverance** and to model behaviours such as courtesy and good manners that we feel are vital to our friendly community.

### **Consequences:**

We believe that the consequences of keeping and not keeping to each expectation should be focused first on the **natural impact** i.e. If we are kind and calm in how we respond to others, they will feel safe. If we respond unkindly and aggressively, others will feel unsafe and may feel scared.

**The reason for this is that a focus on the natural impact supports the development of:**

- ★ emotional intelligence
- ★ empathy
- ★ a moral compass
- ★ intrinsic motivation to do the right thing

At the same time, however, we recognise that children need to understand that behaviours can lead to consequences, such as a loss of a privilege, (for example, being unable to play in certain areas - if unsafe behaviour is displayed and not corrected), to learn that they have a responsibility and be encouraged to make choices that ensure everyone is 'Happy, Safe and Learning'.

**If consequences are purely focused on the rewards children will get or the punishments they will receive, without highlighting natural impact /consequences as a first point, it leads to children:**

- ★ 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 internal motivation, independence and a clear moral compass are crucial for our children's futures; by building these early, they will be better equipped to avoid the common pressures experienced in the older years. We also believe that it is important to recognise pro-social and pro-learning behaviours in order to embed them and celebrate children's development.

We recognise the children's efforts to grow their brains and become pro-social and pro-learning and how this behaviour makes them feel. (Referencing a warm fuzzy feeling in their tummy). Teachers will draw the children's attention to how their use of pro-social and pro-learning behaviours makes them feel in order to encourage this behaviour beyond the school.

We believe that pupils should develop an intrinsic motivation to develop pro-social and pro-learning behaviours; however, we also believe in recognising pupils' achievements and helping them to remember the times that have been really successful, or made good progress. The language we use around recognition is important and we emphasise the developments they are making in their brain circuitry, in order to enable the children to recognise pro-social and pro-learning behaviours and support them to meet expectations. We recognise and celebrate children's successes in a variety of ways, please refer to appendix 1 for more details.

### **Should expectations be the same for everyone?**

Yes. We believe it is important for everyone to feel safe, happy and to be able to learn at their best. This will only happen if every person in the class meets our expectations for behaviour, however, we also believe that some children will need adjustments and additional support and scaffolds to ensure they can succeed.

### **Will everyone find it easy?**

No. We know from neuroscience that some children in the class will find this genuinely more difficult. This is because their neural pathways haven't yet developed in the areas of the brain needed for '**Executive Function skills**'.

### **What are Executive Function Skills?**

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

### **Why do some children 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 neurodiverse 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).

### **What difference do Executive Function Skills make?**

If developed well, these skills help a child to keep to expectations, support our values and behave in a pro-social and pro-learning way. If not developed well, children will need additional scaffolds, adjustments and support from adults and other children in the class.

### **What do we expect all staff to do when children haven't yet developed good executive function skills?**

First, staff should 'prepare for children to do well'. This means making sure the classroom environment reduces stressors and help children to learn at their best and manage their difficulties successfully. Providing learning and environmental scaffolds such as writing frames, fiddle toys, sensory cushions and ear defenders can make a huge difference.

### **What happens then if someone still doesn't manage to keep our expectations?**

If a child still doesn't manage to keep to expectations, the member of staff should follow the '**5 Point Response Plan**'.



**Why?**

We know from neuroscience that when children deregulate, the areas of the brain responsible for rational thinking, reasoning and problem solving are blocked. This means the first priority is to regulate the child; this will only work by showing empathy and support – even when a child has done things we don't 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 children feel bad and identify as 'bad', their responses can worsen into a spiral; children can become trapped in the 'punishment cycle'. It is therefore crucial that adults **always** respond calmly and supportively so that a children's self-concept is protected.

However, we recognise that maintaining high expectations 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 child doesn't meet expectations, the adult should make the child aware of the situation and present them with a choice of actions and support to enable them to change their behaviour, where this is not successful, further support through quick coaching will put the child in the best possible position to change the behaviour being displayed (See flow diagram attachment). Following this, sanctions appropriate to the situation will be put in place and followed up with a coaching session to ensure the child has a pathway to success in a similar situation in the future.

Where children find meeting expectations repeatedly difficult, the adult will ensure other children know that the children who aren't managing them will be given lots of extra help, just like someone in reading might receive if they are struggling.

In Stages 3, 4 and 5 , the adult problem solves with the pupil. During these stages, the concerns of the child **and** the adult are raised and ways to meet both are discussed. Children will take time to build new neural pathways and learn behaviours and so these stages may need to be repeated on numerous occasions in order to support the pupil.

**Restorative Justice Techniques**

The child is also 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.

**Supportive Intentions**

When a child isn't managing, the 5 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, expectations and consequences. The focus will be on regulation, protecting self-esteem, developing emotional intelligence and collaborative problem-solving. If a child's actions are stopping others from learning or putting others at risk, of course it isn't appropriate for the child to remain in the class. The consequences will be explained in a supportive and calm manner emphasising that the adult needs to help the child 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 our children.**

**A Skills Focus**

This approach is rigorous about children making progress in the skills that they need to develop. This differs from traditional behaviour policies that assume sanctions alone will help pupils to make progress.

**What happens if the above isn't successful and a child continues to fail to meet expectations?**

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

If the use of a) the 5 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 child needs different provision whilst they develop the necessary skills to practise key executive function skills. This will be recorded in an individual plan – stage 5.

<b>What will happen when a pupil is not keeping to expectations?</b>		
<b>Stage 1</b>	<b>Child demonstrates behaviour which falls into the low or mid level categories outlined below:</b>	<b>Child demonstrates behaviour which falls into the high level categories outlined below:</b>

	<p><b>Staff response: 5 Point Response Plan steps 1-3 to get the child back on track</b>  <b>Calm assertion of expectations and explain the consequences and choices,</b>  <b>Assert expectations with firm explanation and set boundaries</b>  <b>Connect</b>  <b>Support the child with ideas to help and strategies to try to enable them to achieve.</b></p>	<p><b>Staff response: Move directly to Stage 4</b></p>
<b>Stage 2</b>	<p><b>If stage 1 is not successful (i.e - Child continues to demonstrate behaviour which falls into the low or mid level categories outlined below):</b></p> <p><b><u>Staff immediate response: Repeat of 5 Point Response Plan to get the child back on track steps 1-3</u></b></p> <p><b><u>VISUAL CARD (Stop and think)</u></b> to show that this is the last steps before the consequence is carried out (that can be revoked through supportive strategies and choices made by the child that can demonstrate a change of behaviour to meet expectations</p> <p><b><u>Follow-up : 1:1 listening and problem solving (Steps 4/5 of the 5 points Response plan)</u></b></p> <p><b>Repair (if child's behaviour has impacted on others)</b>  <b>Clean Feedback Tool</b></p>	<p><b>Child demonstrates behaviour which falls into the high level categories outlined below:</b></p> <p><b><u>Staff response: Move directly to Stage 4</u></b></p>
<p>The child should be offered the chance to take time to reflect on their behaviour. This should happen in the allocated Safe Space for that class.</p>		
<b>Stage 3</b>	<p><b>If stage 2 is not successful:</b></p> <p><b><u>Staff immediate response: VISUAL CARD: Turn it around faces.</u></b> Child is given limited choice of time away from the main group, a suitable consequence for the behaviour will be given (Take visual card with them – to understand what now needs to be done to turn it around and revoke the visual card)</p> <p><b><u>De-escalation strategies to be used as appropriate</u></b></p> <p><b><u>Follow-up</u></b>  <b><u>Explain the natural consequences and why the consequence was given (relate to bigger picture of being happy, safe and learning)</u></b>  <b>Quick Coaching Conversation – In the form of a 5 minutes formal follow up, during lunch or break time</b>  Introduce without judgment  Listen to understand  Present own / other's needs  Invite to problem solve in order to work out how to manage better next time</p> <p>Parents informed via telephone</p> <p>This can be repeated 3 times before moving onto Stage 4 because we understand that children take time to build new neural pathways.</p>	
<p>The pupil should be offered a 'lifeline' (the chance to take time to reflect on their behaviour). This should happen in the allocated Safe Space for that class.</p>		
<b>Stage 4</b>	<p><b>If stage 3 is unsuccessful (or if the child demonstrates behaviour which falls into the high level category outlined below):</b></p> <p><b><u>Staff immediate response: VISUAL CARD: Turn it around faces</u></b> Child is given time away from the class with a member of the SLT where possible – possibly in Jupiter.</p> <p><b><u>De-escalation strategies to be used as appropriate</u></b></p> <p><b><u>Follow-up</u></b>  <b>Coaching Time – 10 – 15 minute formal follow up</b>  Child to identify their unmet needs (their stressors)  Make sense of their response</p>	

	<p>Find out the child's strengths and missing skills and how to improve them Child to choose what they need to be at their best next time</p> <p>Repair the situation with support</p> <p>Parents informed via telephone</p> <p>This can be repeated 3 times before moving onto Stage 5</p> <p>If this behaviour persists, phone consultation to be arranged with parents, teacher, Sendco /SLT. At this point, an Individual Action Plan may be deemed appropriate.</p>
<b>Stage 5</b>	<p><b>Individual Support Plan (Coaching Programme)</b></p> <p>If a child is demonstrating a pattern of not meeting expectations; the child will need an Individual Support Plan, (Coaching Programme) which will be developed by the SENDCo and shared at a meeting led by the SENDCo with parents, class teachers and a leader. The child's ISP will ensure that appropriate adjustments and scaffolds are put in place to support children to:</p> <p>Become more aware of their triggers</p> <p>Develop strategies for managing triggers and emotions and self-regulation</p> <p>Make progress in lagging Executive Function Skills</p> <p><b>Alternative Provision</b></p> <p>Alternative provision arrangements may need to be made whilst skills to manage in the classroom are being developed. This may mean that a pupil works within another setting (another classroom within the academy; an individual designated workspace; or in some cases within another academy).</p>
<b>Repair should take place at all stages if the child's actions have had any impact on others around them</b>	

<b>Low-level behaviours – behaviour that impacts learning of self but can be corrected swiftly</b>	<b>Mid-level behaviours – behaviour that begins to impact learning of others</b>	<b>High-level behaviours – behaviour that impacts safety</b>
<p>Child needs reminding to demonstrate pro-learning behaviours</p> <p>Child needs reminding to stay on task</p> <p><b>*Awareness of repeated and consistent low level behaviours towards another pupil (See Anti-Bullying policy)</b></p>	<p>Child's behaviour begins to impact on the learning of others in the classroom</p> <p>Child is not demonstrating pro-social or pro-learning behaviours despite being reminded</p> <p>Child needs reminding to follow instructions</p> <p>Use of inappropriate language (where no swearing or derogatory terms are used)</p> <p><b>Bullying another child – these behaviours may be hidden and small, but build up. (verbal, physical and psychological)</b></p>	<p>Physical aggression towards other children or staff</p> <p>Absconding from the classroom</p> <p>Child is non-compliant with adult instructions</p> <p>Use of offensive language (e.g. derogatory language, swearing or racist language)</p> <p><b>Bullying another child – as above and previously, whilst incidents may appear to be low or mid if isolated, if identified as bullying, this will be treated as a high level behaviour.</b></p>
<p>The above behaviours will be managed from stage 1 onwards</p>		<p>The above behaviours will be managed from Stage 4 onwards and may require physical restraint as a last resort.</p>

**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.**

#### **Exclusion**

As a last resort, when a child's behaviour is extremely non-compliant, the Principal may make the decision to issue a fixed-term exclusion. Please see University of Brighton Academies Trust Exclusion Policy for further guidance.

#### **Allegations against staff**

In the event that a child 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 child, dependent on the nature of the malicious accusation and the child's prior behaviour.

#### **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 child who attends the academy
- Demonstrating behaviour that could have adverse repercussions for the academy
- Posing a threat to a child 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 child for any item if the child agrees. The Principal or other member of the Leadership Team have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. In the event of needing to search a child 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.

A consequence will be given for any children who misbehave out of academy premises when meeting the above conditions. These consequences would be determined, in conjunction with the child and the parent, and would be dependent on the level of seriousness of the misbehaviour demonstrated. For some low level misbehaviour, a minor consequence 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 consequence would be identified such as an internal exclusion. The Academy senior member of staff would hold a coaching conversation with the child to ensure their understanding first of the natural consequences of their behaviours and steps are in place to support them not to behave in such a way again.

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 children 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 child.

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

### **Policy Status and Review**

<b>Written by:</b>	
<b>Approval date:</b>	
<b>Review date:</b>	

## Appendix 1 – Recognition of children

We believe in recognising children's achievements by helping them to remember times when they have been really successful or made good progress. We emphasise that good decisions help children to develop their positive brain circuitry and that positive neuro- circuits can be developed and strengthened through practising good decisions. We recognise children's successes in the following ways:

### Individual recognition charts – Brain Jigsaw

The children colour a piece of their jigsaw brain when they have displayed pro-social or pro-learning behaviours. This enables children to develop their understanding of their developing brain and the actions they take to enable it. Staff will use the language of pro-social and pro-learning consistently in order to further support this awareness. Once complete children will be awarded a post card sized certificate in recognition of their achievement by their class teacher. A small sticker on the chart will also be used to track how many times they are able to complete this.

### Stickers

The children will be awarded stickers when a teacher identifies exceptional learning, behaviour, progress or achievement. The colour of these stickers relates to our Academy Values. On presenting stickers, the children are celebrated and language is used to help the children identify the 'warm fuzzy feeling' they have from their success and ensure they are aware of what gave them this feeling (the achievement, not the sticker). Wearing the sticker home enables this joy to be shared at home because the sticker prompts the adult to ask the child 'how' they got it.

### Whole academy recognition tokens

The children will be awarded tokens to recognise and acknowledge when they have demonstrated our values as a class or group. Any child who is awarded a token will place it in their class jar, which when full, children will take part in a pre-selected recognition activity such as trim trail, picnic etc.

### Class recognition star of the week

This is a weekly recognition of an individual child's achievement in the academy and should be linked to pro-social and pro-learning behaviours and to our academy values. Recognition should be significant and specific so that the award maintains its value. Recognition Awards, awarded during our Friday Recognition Assemblies, should only be presented for learning or value based achievements, when children demonstrate high standards of conduct or have made exceptional progress in their pro-social and pro-learning behaviours. Class Teachers should nominate children each week to receive the award, writing the reasons within the recognition book. A star will be clearly named and placed on the shooting stars display in the entrance hall. A certificate will also be awarded for the child to take home.

### Pound Hill Infant Academy (formerly Role Model Recognition Award) Going for Gold Award

This is a termly award to recognise children who have consistently demonstrated pro-social and pro-learning behaviours as well as the academy values throughout the term. A photograph of each child who receives a 'Going for Gold' Award will be displayed on the board in the entrance hall so they remember their successes. This will also be recorded in the 'GOLDEN' book (large golden book held in the Principal's office) and a certificate will be awarded. Parents and guardians will be emailed to be informed that their child has 'Gone for Gold' and is in the Golden book.

### Going for Gold Recognition

When a child is identified by a member of staff for exceptional achievement, behaviour or learning – the teacher can share this with a member of the SLT who will award the child with a special recognition sticker and their name will be added to the 'GOLDEN BOOK' outside the Principal's Office. Parents and guardians will be emailed to be informed that their child has 'Gone for Gold' and is in the Golden book.

### Going for Gold tokens

Whenever a member of SLT identifies children who are demonstrating all of our Academy Values or exceptional displaying of a specific value, they will give the child a GOLD token to add to their class token jar.