Behaviour for Learning Policy

Our Philosophy:

At Aspire we believe that a consistent and coherent whole school approach to behaviour for learning is essential.

We recognise that creating a positive climate and conducive environment for learners leads to high levels of motivation, engagement and supports us in securing the best possible outcomes for our learners.

We recognise that:
- Learner's emotions are rarely put into words; far more often they are expressed through other nonverbal cues
- Behaviour should be viewed as the learner's attempt to communicate
- Behaviour management should be consistent and based on an understanding of the function of the behaviour and an understanding of the learner's developmental level
- It is constructive in nature, including such methods as sensory strategies, diversion and praise for appropriate behaviour
- There is positive encouragement for effort, separating the learner from the situation
- Emotional intelligence should be used as a basis for defusing any behaviour situation. As Golman 1996 states "Empathy builds on self-awareness: the more open we are to our emotions the more skilled we will be in reading feelings"
- Reflecting upon negative behaviour provides a learning opportunity enabling learners to improve

Our aims

The Aspire Behaviour for Learning Policy aims to;

- Create and maintain a positive approach to behaviour across the whole federation
- Support each learner in the achievement of their full personal learning potential through the promotion of positive behaviour
- Foster the development of self-esteem and personal responsibility in every learner
- Encourage the development of relationships, social interaction and communication in every learner

The Aspire Behaviour for Learning policy aims to promote the effective learning for all by;

- Clearly stating expectations of what constitutes acceptable behaviour
- Establishing effective whole school behaviour management strategies,
- Develop an individualised, graduated response when the behaviour might be a result of educational, mental health or other vulnerabilities
- Use Pathways to Success to have a multi-agency approach to utilise Speech and Language Therapy, Occupational Therapy and Pastoral Managers expertise
- Recognise, celebrate and reward achievement and positive behaviour throughout the federation

- Address conduct that does not represent acceptable behaviour through processes and sanctions

Our Behaviour for Learning policy is based upon a foundation of four pillars:

1. Relationships Matter

The key to raising achievement is connecting learners with teachers who support their academic and personal development.

Learning requires effort and one of the best predictors of a learner's effort and engagement with the curriculum is the relationships they have with their teachers (Osterman 2000).

Effective teaching and learning require positive relationships and interactions between staff and learners. Staff model positive behaviours such as respect and listening to one another. This provides learners with opportunities to develop empathy, compassion, the ability to form rapport, trust and understanding. It enables learners to feel valued and supported, meaning they are more likely to behave positively (Educational Endowment Foundation 2020).

Appendix 1 involves focusing intentionally on the learners who find it most difficult to connect with, who may be most in need of a consistent, positive relationship.

The foundation of good practice in working with children should be building relationships of trust, understanding triggers, finding solutions and if incidents do occur, defusing the situation and/or distracting the learner where possible (2018 Ofsted Guidance Positive Environments Where Children Can Flourish).

2. Prepared to Learn

Some learners have communication barriers and sensory needs, this can present as behaviour that challenges.

At the Aspire Federation, we believe that in order for learning to take place, learners need to be in a prepared state of mind and body. Being 'Prepared to Learn' *(appendix 2)* enables learners to take on their daily challenges and build on their positive interactions with staff and peers.

To support being prepared to learn, staff incorporate a range of strategies into teaching and learning including; sensory breaks, sensory circuits, Rebound Therapy, mindfulness and activities to support health and wellbeing. Staff seek advice and guidance from our Occupational Therapist and Speech and Language Therapist.

We recognise being Prepared to Learn as:

Sensory Prepared:

- **Positioning** – Learners are able to maintain an appropriate functional position- this could be standing, seated or floor based. Whichever position they are working in they should not be needing to overly lean/slouch/slump/fidget to a point that it is impacting on engagement/participation, e.g. they are needing such a high level of sensory feedback to establish their body position that they are only able to focus on this
- **Responsivity** – learner has good awareness of the environment they are in but without being distracted by it e.g. not overly scanning the room; not staring/stimming with lighting or particular objects/pictures/screens in class; not covering their ears or showing distress/telling others to be quiet
- **Regulation** – learner appears to be in a calm state e.g. not giddy or hyperactive; not withdrawn/shut down or appearing to ignore/avoid. There

may still be stimming behaviours seen when in a calm state e.g. hand flapping, movement seeking etc, however if it is controlled and for short periods, rather than sporadic and intense, then they are appropriate means of self-regulation whilst hopefully maintaining focus/returning to tasks

- We use the Pyramid of Learning (Williams and Shellenberger 1996) to recognise that the learners need to be at an optimal state of arousal in order to be Prepared for Learning (*Appendix 3*)

Emotionally prepared:

- Learners are emotionally prepared using their inner voice and have positive mental well-being. Learners demonstrate positive self-esteem, self-worth, and self-competence
- We recognise that learners need to be in a state of happiness to be prepared to learn. The main biological changes in happiness is an increased activity in a brain centre that inhibits negative feelings and fosters an increase in available energy. The configuration offers the body a general rest, as well as readiness and enthusiasm for whatever task is at hand and for a striving toward a great variety of goals (Goleman 1996)
- We recognise that learners need to recognise their feelings and be able to self-regulate their emotions in relation to that feeling. We facilitate this by using Zones of Regulation strategies (*Appendix 4)*

Socially Prepared:

- Learners have positive relationships with teacher, with peers and learners are prepared to work collaboratively
- Learners are in control of their emotions and no signs of impulsivity; able to express themselves in a calm way and problem solve/seek help without being overly distressed or frustrated
- Learners learn through the behaviour they see: think about the behaviour that is modelled and how this values and supports positive relationships

Cognitively Prepared:

- Learners are motivated, have a growth mindset, good working memory/cognitive load, and communication is evident
- This is promoted through effective teacher-learner dialogue and modelling.
- Learners are prepared for effective changes in response to altered or unpredictable situations

3. **Quality First Teaching**

All learners are entitled to personalised, immersive and appropriately challenging lessons. Planning and delivery of lessons shows sequential learning informed by starting points, barriers to learning and builds upon prior skills and knowledge. Learning is purposeful and relates to life (*see appendix 5*)

4. **Health and Wellbeing**

Some learners may have had adverse childhood experiences. Factors including sleep, diet, bereavement and anxiety can all impact on behaviour for learning. Strategies such as referrals to Pathways to Success supports health and wellbeing.

If one of these pillars is impacted, it can negatively impact behaviour for learning.

Responsibilities

We believe that the response and attitudes of adults has a powerful effect on the wellbeing, behaviour and academic outcomes of learners.

All Staff

It is the responsibility of all staff to actively implement the Aspire Behaviour for Learning Policy through;

- Modelling expected appropriate behaviour at all times, remembering that others will reflect back our behaviours and expectations including co-operation, respect and resilience
- Having high expectations of learners and support learners achieving their potential
- Addressing behaviour consistently including low level disruption, following strategies identified in Learner Profiles, EHCP, Risk Assessments, Zones of Regulation and Team Teach Training
- Recording achievements for expected behaviours consistently
- Recording behaviour incidents timely and accurately
- Promoting opportunities to develop social interaction and communication with learners
- Engaging in CPD regarding positive behaviour strategies

Teaching Staff

It is the responsibility of all Teaching Staff to actively implement the Aspire Behaviour for Learning Policy through;

- Providing a purposeful, organised learning environment
- Meeting and greeting learners; a positive teacher-learner relationship encourages learners to take part cooperatively in their learning
- Identifying and targeting misconceptions and barriers to learning within their curriculum area
- Planning and delivering high quality, structured, well-paced teaching and learning
- Tailoring the curriculum to the needs and attainment ranges of all learners to promote positive behaviour
- Incorporating sensory strategies to create and maintain a climate of 'readiness to learn'
- Incorporating communication strategies to facilitate learning and overcome barriers to learning
- Rewarding expected behaviour consistently including resilience
- Taking lead responsibility for behaviour within their classroom adhering to any supporting documentation such as Risk Assessments and Learner Profiles
- Recording Behaviour Incidents timely and accurately
- Liaising with Departmental/Subject Leader/Form Teacher/Pastoral Manager regarding individual learner support

Department/Subject Leaders

It is the responsibility of Department/Subject leaders to actively implement the Aspire Behaviour for Learning Policy through;

- Monitoring, evaluating and reviewing behaviour practice within their department/subject in accordance with the Aspire Monitoring and Self-Evaluation schedule

- Reporting outcomes (including data and Pathways referrals) regularly to Pastoral and within the Departmental/Subject SES

School Leadership Team

It is the responsibility of the School Leadership Team to actively implement the Aspire Behaviour for Learning policy through;

- Reviewing, monitoring and evaluating all aspects of the Behaviour for Learning policy within the context of whole school self-evaluation and development planning
- Evaluating school data and national research to support staff in their knowledge and understanding of barriers to learning (CPD to support understanding of Trauma, PECS) which display as behaviour and in Quality First teaching and learning

School Governors

It is the responsibility of the School's Governing body to actively implement the Aspire Behaviour for Learning policy through;

- Regularly reviewing a written statement of general principles to guide the Executive Headteacher and Heads of Schools in determining measures to promote good behaviour
- Notifying the Executive Headteacher and Heads of School and giving related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues
- Making final decisions about the statement of principles and any notifications and guidance pertaining to the school.
- Reviewing the behaviour reports provided as part of the Heads of School's Report

Parents and Carers

It is the responsibility of parents and carers to actively support the Behaviour for Learning policy by;

- Respecting the school's Behaviour for Learning policy and the disciplinary authority of school staff
- Signing up to the school's Respect Charter. There is a copy of the Respect Charter displayed in all classrooms and in learner home-school diaries
- Supporting school to follow learner profiles/Positive Handling Plans (PHPs), where appropriate
- Supporting learners when online to follow the Being a Good Digital Citizen Charter, including home learning
- Informing school of any medical/home information which may affect a learner's emotional wellbeing

Learners

It is the responsibility of all learners to actively support the Behaviour for Learning policy by;

- Adhering to the School's Respect Charter
- Being a Good Digital Citizen including home learning
- Trying my best throughout the school day
- Having high standards of behaviour inside and outside of school
- Reflecting on my choices

Procedures and Practice

The Aspire Behaviour for Learning policy has been written to reflect current laws and the guidance produced by the DfE, Department for Education 2022. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Respect Charters

At **Oakfield** we all have the right to;

Respect and kindness - We listen and ask each other how we feel
Being safe - We help each other through what we say and do
Be myself - We treat each other fairly and care about the feelings and opinions of others
Be respected - We celebrate what we can do and help each other to achieve

At **Landgate** we all have the right to;

Respect and kindness
Listen and ask each other how we feel
Being safe
Help each other by what we say and do
Be myself
Treat each other fairly
Be respected
Celebrate what we can do

Managing Behaviour

At Aspire we promote the positive mental health, wellbeing, behaviour and self-discipline of all our learners by:

- Maintaining high standards of teaching and learning
- Providing opportunities to make informed choices regarding behaviour, consequences and sanctions
- Implementing a system of acknowledging and rewarding positive behaviour
- Identifying and dealing with incidents of inappropriate behaviour as soon as is reasonably possible
- Implementing strategies to identify and reduce inappropriate behaviour
- Implementing restorative strategies using a consistent and fair approach
- The goal of discipline is to assist and guide children in the development of self-control

Incentives

At Aspire we promote positive behaviour for learning by implementing a system of incentives and rewards, these include:

- Regular praise and encouragement to promote a positive learning environment, Excellence and Achievement Awards, which accumulate to enable learners to gain excellence award badges/achievement award tokens
- Phone calls, text messages, emails, excellence/achievement awards home to share success
- Celebrate and displaying achievements with names and pictures of learners on the school website, Class charts or Class Dojo, newsletters, social media and display boards
- Acknowledgement in assemblies and award ceremonies

Strategies

At Aspire, strategies are used to encourage learners to recognise and make appropriate choices with regard to their behaviour, these include;

- Opportunities to re-engage with learning, strategies identified in PHP's where appropriate
- Opportunities to reflect on actions
- Opportunities to discuss and make appropriate choices
- Opportunities to access Restorative Justice sessions, including listening and responding without judgement, inspiring safety and trust, encouraging people to express thoughts/feelings and needs
- Loss of privilege or personal time (i.e. personal reflection time/detention)
- Positive behaviour cards
- Parental/carer involvement to support choice making
- Additional support implemented, including; use of monitoring card, referral to Pathways to Success, External Agency involvement, etc.
- Suspension
- We recognise that learners may need a more in depth personalised approached when all strategies have been explored and they are still showing unacceptable behaviour

Low Level Incidents

The majority of negative behavioural incidents are low-level incidents dealt with by the class team within the classroom situation. Incident Report Forms are completed to monitor behaviour.

- All incidents within the classroom situation must be reported to the class teacher before a Landgate/Oakfield Incident Form is completed
- Any member of staff giving a sanction must be the person to carry the sanction out in the first instance
- Landgate/Oakfield Incident Forms should be completed as soon as possible after an incident has occurred and returned to the Office within 3 days to be inputted to SIMS
- Information regarding the outcome of a sanction is shared by staff members involved in the issuing of the sanction and Pastoral Managers
- Staff are updated in relation to strategies to promote behaviour for learning via email, weekly briefing meetings and staff meetings
- Pastoral Managers will determine whether further sanctions, strategies or programs are necessary
- Pastoral Managers will refer learners to Pathways to Success and liaise with parents/external agencies if appropriate
- SLT will be regularly informed of actions and outcomes through the school's monitoring procedures

An Incident Report Form is completed and a sanction given if a learner chooses not to follow the rules as stated in the Respect Charter.

Sanctions/Reflection time

Any member of staff issuing a sanction/reflection time must be (if reasonably possible) the member of staff to oversee the sanction.

Sanctions, including detentions/reflection time may be given during break or lunchtime and used to catch up on missed learning or as reflection and discussion time.

Where the amount of work missed or reflection/discussion requires a longer time frame to complete, an after-school detention may be issued.

At Aspire we would always contact parents/carers and seek permission for a learner to complete an After-School detention, giving sufficient notice before commencement.

Behaviour for Learning beyond the school gate

At Aspire, learners are supported to recognise the importance of appropriate behaviour outside of school. The Aspire Behaviour for Learning policy applies to all learners in response to all inappropriate behaviour occurring off the school premises, which is witnessed by a staff member or reported to the school.

Where appropriate this may include;

- When using local authority provided transport to travel to and from school
- When using public transport independently to travel to and from school
- When using transport to access 'off-site' provision
- When accessing educational visits, residential visits and work experience
- When walking to and from school
- When wearing school uniform
- When accessing local amenities at lunch time (College Learners)
- Using positive behaviour cards to reward expected behaviour

Serious Incidents
All Serious Incidents must be reported immediately to a member of SLT before being logged using the Year Group/Class Serious Incident book, which are kept in the School Office. In addition, all Serious Incidents must be logged using a Landgate/Oakfield Incident Form.
If the incident involves an injury or physical intervention is necessary, the school's protocols must be followed (see Physical Intervention policy, Wigan Council Incident Form). Staff completing the serious incident book must follow the guidance on the inside of the book.
If a serious incident has involved members of staff or other learners, we will carry out restorative justice approaches where applicable.
At Aspire we recognise that the restoration process cannot be rushed or forced. It needs to take place once everybody has completely recovered. We recognise that any behaviour is an opportunity to learn better ways of managing similar situations in the future.

Suspensions
At Aspire we do not wish to suspend any child from school but very occasionally this may be necessary. The Head of School or member of SLT in charge that day will decide whether an incident should result in the issuing of a suspension (see Exclusion policy).
Additional information:
Positive handling and physical intervention
Please refer to the Aspire (Positive Handling) Physical Intervention policy.
Searching learners and their possessions
Please refer to Aspire's Management of Misuse of Drugs and (Positive Handling) Physical Intervention policies.
https://www.gov.uk/government/publications/searching-screening-and-confiscation (Searching, screening and confiscation at school 2022)
Items not allowed in school
The following items are not allowed in school; cigarettes and other tobacco products, e-cigarettes, alcohol, controlled drugs, stolen property, pornography, fireworks, weapons of any kind and any item which may be used to commit an offence.

The Head of School will decide if and when to return a confiscated item and whether to report the possession of banned items to the police.

Personal electronic devices, i.e. mobile phones and iPods etc, are handed in to named staff, logged and signed for at the start of the school day and handed back at the end of the day.

In Post 16 provision learners keep their mobile phone and it can be used in non-lesson and in accordance with the school Being a Good Digital Citizen policy.

Dealing with allegations of abuse against staff

Please refer to the Aspire Staff Employment Handbook.

Guidance

https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools (further guidance for behaviour in schools 2022)

https://www.gov.uk/government/publications/behaviour-in-schools (Tom Bennett's Creating a culture: a review of behavior management in schools)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf (Charlie Taylor's Behaviour Checklist)

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 (Keeping Children Safe in Education 2022)

Other relevant policies to be read in conjunction;

Teaching & Learning Policy, Respect Charter, Respect policy (Anti-bullying Policy), Physical Intervention Policy, Exclusion Policy, Attendance for Learning Policy, Mental Health and Wellbeing Policy, Being a Good Digital Citizen Policy, Management of Misuse of Drugs Policy, Staff Employment Handbook.
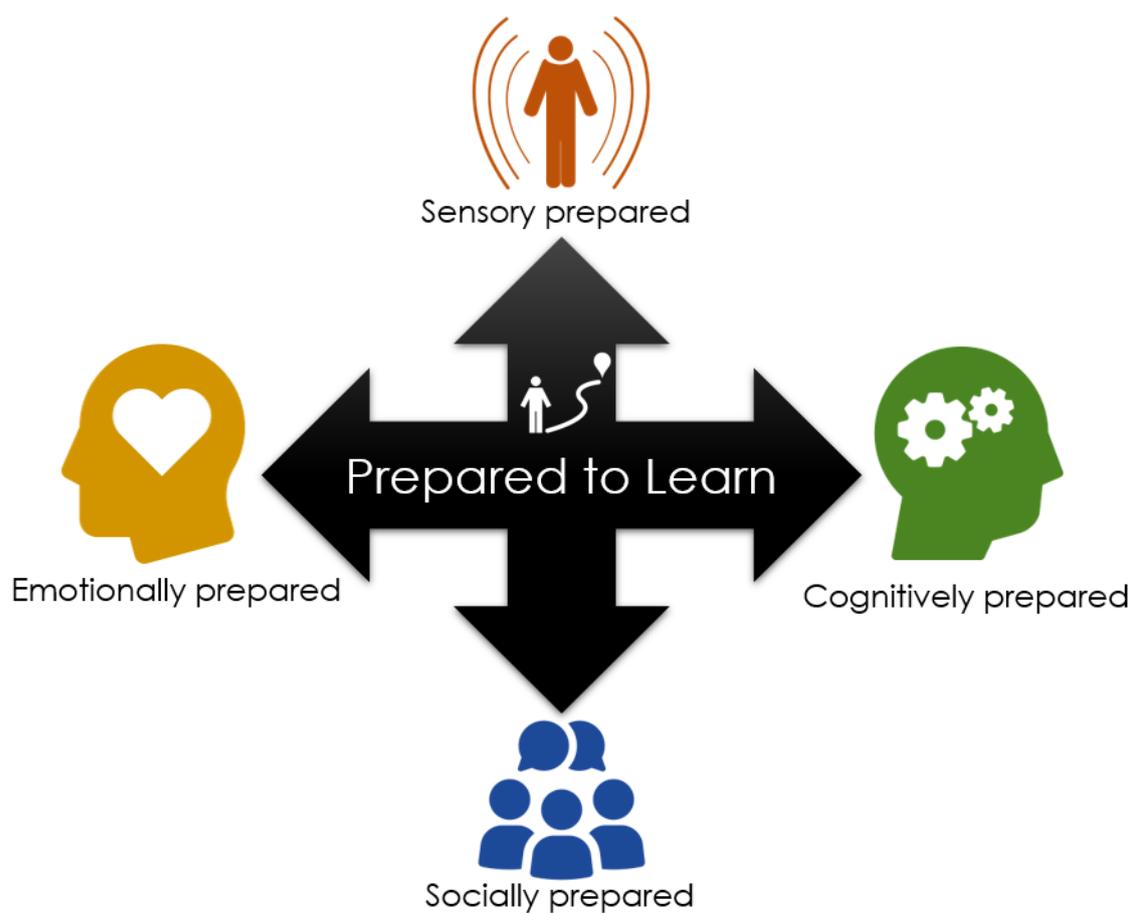
Date Approved:	01.12.2022
Review Date:	November 2023
Signed - Executive Head:	C Taylor

Appendix 1
Establish Maintain and Restore (EMR) method

	Establish	Maintain	Restore
Definition	Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection and understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with learner)
Practical Strategies	• Set aside window of time to spend with learner • Inquire about learner's interests • Communicate positively • Open ended questions • Affirmations • Reflective listening • Validation • Reference learner info • Deliver constructive feedback wisely	• 5:1 ratio of positive and negative interactions • Positive notes home • Greet learners at the door • Relationship check in • Random special activities	• Reconnect, Repair, Restore • Take responsibility for negative interaction • Deliver and empathy statement • Let go of the previous incident and start fresh • Communicate your care for having the learner • Engaging in mutual problem solving

Prepared to learn

Sensory prepared

Emotionally prepared

Prepared to Learn

Cognitively prepared

Socially prepared

Pyramid of learning (Williams and Shellenberger 1996)

Pyramid of Learning (Williams and Shellenberger 1996).
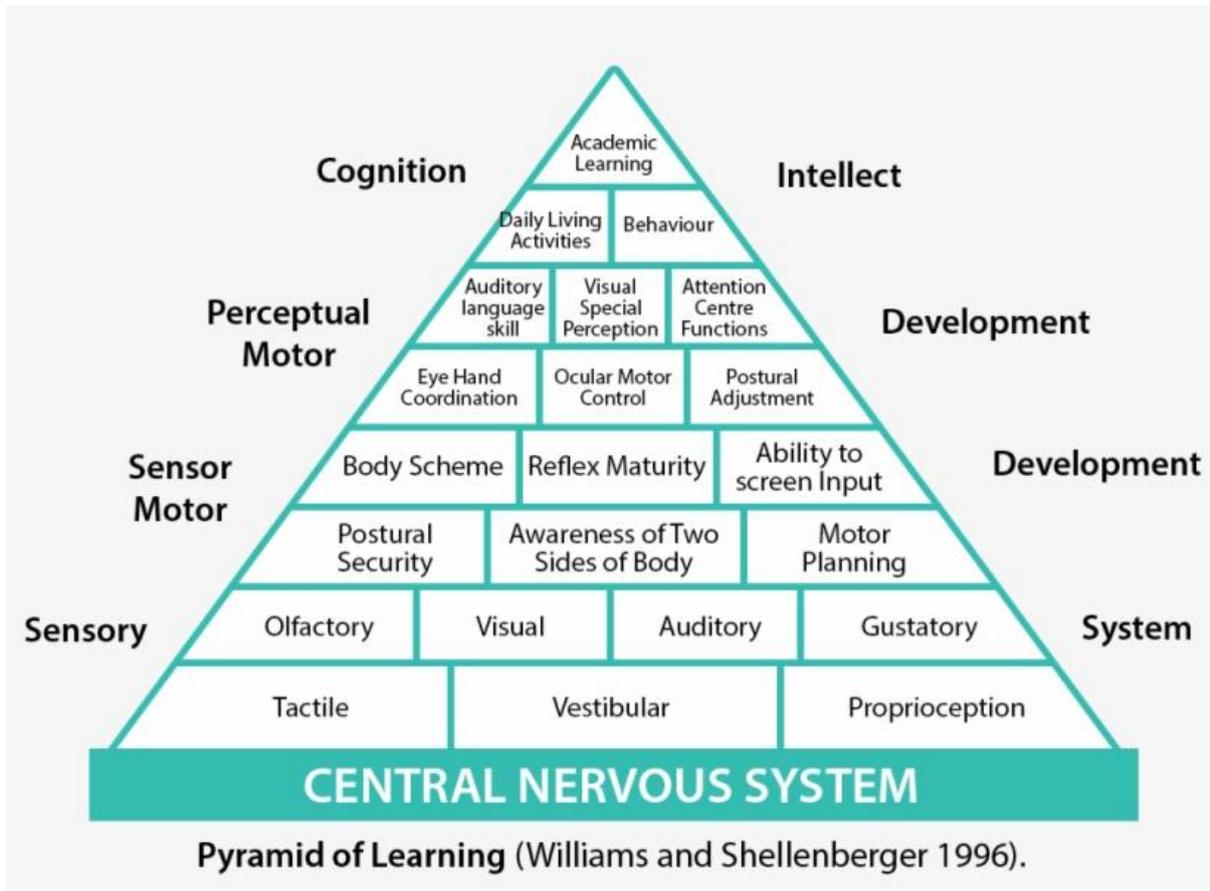
Zones of Regulation

Upset	Tired	Calm	Happy	Excited	Frustrated	Angry
Worried Shy	Bored Moving slowly	Content Focused	Alert Engaged	Silly Anxious	Confused Stressed	Panicking Very distressed
Things to Suggest						
Sit on a bean bag Go for a walk Go for a run	Music Singing Push ups Climbing Jumping Bouncing	Chat Praise	Chat Praise	Wall push ups Go for a run Jumping Bouncing	Stress ball Colouring Belly breathing	Belly breathing Colouring Stretching

Symbol Zones of Regulation

Quality First Teaching Checklist

Quality First Teaching Toolkit

	Comments	Dates
Classroom is well organised, labelled and clutter free		
Visual aids clear-timelines, appropriate subject specific vocabulary		
Use learner starting points and previous learning to inform planning, differentiate appropriately		
Instructs provided given using keywords and visual cues		
Support staff know expectations, planning for and maximise learning opportunities		
Flexible seating		
Praise is specific and named, achievement awards are used		
Understanding is demonstrated in a variety of ways		
Learning captured through assessment		
Activities are broken up with kinesthetic movement		
Planning has taken into consideration learner profiles and sensory needs		