



**BEHAVIOUR FOR LEARNING POLICY  
for Pupils working at Early Developmental Levels**

## Policy Statement

At St John's our mission is to work together to communicate, learn, enjoy and achieve.

In reflecting our Mission Statement and our responsibilities to our pupils and, in order to promote positive behaviour, all staff at St Johns:

- identify and respond flexibly to the needs of each individual student
- are approachable and listen with interest to every student
- recognise students' strengths, encourage them and work to build their confidence and independence
- have high expectations of each student's potential for success
- are clear and consistent about expectations of each student's behaviour and act accordingly.

We support the holistic development of all pupils. Our pupils come from a range of diverse backgrounds, with different experiences and with a variety of expectations with regard to behaviour.

## Aims

Our aim is to help each pupil to achieve a level of behaviour that is consistent with the promotion of a safe and healthy learning environment, in which pupils can enjoy learning and achieving.

We understand that good behaviour for learning is based around pupil choice and that *all pupil behaviour is functional*. Only when they are emotionally well-regulated, are pupils able to behave in a manner that helps them learn. Pupils are able to reach a state of being emotionally well-regulated when:

- they feel safe
- they have been fed
- they are awake and alert
- they are medically well
- their personal care needs are met
- they feel that they have some element of control over their learning
- they understand the environment around them
- they understand what is going to happen *next and why they should partake in it*
- they understand others' communicative attempts and they feel that their own communication is understood (for example through the use of Makaton)
- they know who is helping them and when staff are going to swap e.g. at break times and lunchtimes

We accept that some pupils may need additional sensory help with regulating their emotions such as:

- mutual regulation (back rubbing or tapping, hand massage)
- self-regulation (wringing hands, twirling hair, flapping,)
- the use of sensory equipment (fidget toys, chewy toys or cloths, soft blankets, weighted jackets...)
- time out areas, indoors and out
- seeking reassurance by grasping a staff member's hand

To further develop our understanding of these areas and to ensure staff training remains up to date, continued training has been put in place. Training from specialists in MSI, autism, mental health, tracheostomy, incontinence and Makaton develops the expertise of key staff in the first instance, who disseminate and generalise the practice across the whole school.

Our aim is to support pupils to develop the ability to manage their emotions and their resulting behaviours; encourage and promote positive behaviour for learning at all times and educate staff and pupils about behaviour that may at first seem inappropriate. By fostering respect, good manners and good behaviour, we achieve an atmosphere in which learning is a pleasurable experience for all.

## **Practice**

### **How do we achieve these aims?**

This section sets out:

- our shared expectations for positive behaviour for learning
- rewards for pupils when they meet these expectations
- the route we follow when a pupil needs additional support to meet these expectations, and sanctions that may be applied

## **Shared Expectations**

Staff share a common understanding of expected behaviour in terms of what good behaviour looks like:

Pupils take control of their own learning. (Pupils are given choices and make good choices)

Pupils are kind, and gentle towards themselves and others. (Kind hands, kind feet, kind face, kind words)

Pupils attempt to communicate appropriately with others. (Kind hands, kind feet, kind face, kind words)

Pupils' responses to the communicative attempts of others are kind, appropriate and proportioned (Kind hands, kind feet, kind face, kind words)

Expectations about good behaviour are communicated to the pupils using simple language, Makaton signs and symbols:

- Kind face
- Kind hands

- Kind feet
- Kind words (words refer to the building blocks of language and so incorporate signs and symbols too)
- Good looking
- Good choosing

All school staff are committed to improving the way that they help children acquire good behaviour for learning and accept that their own actions may help or hinder a situation. It is with this in mind that we have devised helpful guidelines for staff:

I will observe, wait and listen before I respond (OWL)

I will ensure the child is safe

I will get down to the child's level to help aid communication.

I will ask the child to partake in tasks that are developmentally appropriate.

I will use the resources available to me to help a child understand what they need to do next and why.

I will give as much processing time as is necessary for the individual pupil.

I will give pupils choices in their learning, and use social stories to help a child understand how to make good choices.

I will foster independence by encouraging a child to do something for themselves regardless of time taken.

I will focus on the quality of the pupils' learning not completion of a task.

I will assume that all behaviour is functional and, when a child makes a poor choice with regards to their behaviour, I will consider carefully the reasons for that choice and adapt my practice in light of this.

I will ensure I am aware of strategies in a child's BMP.

I will share effective strategies with staff and parents.

I will share key information at key times when staff cross over e.g. for break and lunch times and when day pupils go to care after school.

## **Rewards**

At St John's we actively look for good behaviour and recognise this in a variety of ways as this helps to raise pupils' sense of self-worth and of their place in our community, and further establishes positive behaviour for learning. We praise and reward pupil achievement and positive behaviour in the following ways:

- Positive comments and verbal praise
- Displaying work in classrooms, on corridors, on-line and in the school reception area
- Congratulating pupils at weekly good work assemblies
- Showing learning to other staff in school
- Sending a message home to parents
- Send photographs home to parents
- Use of certificate and small reward prizes

Some pupils may need a systematic rewards system to help them achieve good behaviour for learning in the first instance. Any such system is personalised for the pupil concerned and based upon an area of development for the pupil. The system is created by the class teacher in conversation with other staff working with the child. It includes clear guidelines as to when to give the reward and what it counts towards as the key reward.

Example context:

Pupil x tends to wander around the classroom and finds it difficult to focus on any activity for an appropriate amount of time.

Example reward system:

Give a specific amount of time that the pupil is expected to focus for and use a timer to reinforce. When the pupil has remained on an activity for the length of the timer, reward the pupil with a picture of their favourite character on a chart with a specific motivating number of free spaces and an indication of the final reward. When the pupil has completed the chart, reward them with the agreed reward (e.g. watching a video clip, looking at photos, playing with a specific toy, going outside for a time).

### **Supporting pupils when they fail to make good choices**

All staff understand that making choices is an important part of learning and that making wrong choices is an integral part of the process of learning how to make the right choice. It is with this in mind that sanctions should seek to highlight the consequences of the choice/action, give time for the pupil to reflect on the choice made, and involve the pupil in seeking to repair the situation where ever possible.

Examples of helpful sanctions include:

- uncompleted learning – highlight that the learning has not been completed, give time to reflect, arrange time for the work to be completed to a satisfactory standard
- damage to property – highlight the damage, give time to reflect, encourage the pupil to apologise to the member of staff present, tidy up or repair the damage
- hurting others – highlight the hurt caused, give time to reflect, encourage an apology, arrange a time for them to do something pleasant together
- taking things from others – highlight the hurt caused, give time to reflect, encourage an apology, arrange for the return or replacement of the item

### **Physical Intervention**

Pupils choosing not to move to the next activity is a behaviour that does not require a sanction as it is the source of this response that needs to be understood and addressed. Staff should refer back to the shared expectations. Positive handling intervention is not required when pupils choose not to move to a planned activity.

Physical intervention is never used as a sanction. On exceptionally rare occasions and in exceptional circumstances, staff may need to physically intervene to prevent harm to self

or others or damage to property. Please refer to the Physical Intervention and Restraint Policy for details.

<b>Date of Review</b>	<b>Next Review Date :</b>	<b>Reviewed by</b>
July 2016 August 2017	<b>September 2018</b>	C Baldwin