POWYS PUPIL REFERRAL SERVICE

Behaviour for Learning Policy

Pathway Education Centre
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Date of Policy	January 2023
Review Date	January 2024
Agreed by Management Committee	November 2024
Agreed by Management Committee	November 2025

1. Principles of emotional engagement/behaviour management:

a. **Principle:**

Warm and caring relationships are a crucial factor in producing not only high levels of performance, for example, but greater enjoyment of school, more motivation, better learning, higher attainments, greater attendance levels and the achievement of individual potential.

b. **Aims:**

We aim to help students:

'…*learn how to communicate their feelings, set themselves goals and work towards them, interact successfully with others, resolve conflicts peaceably, control their anger and negotiate their way through the many complex relationships in their lives today and tomorrow.'*

Adapted from Reva Klein, 'Defying disaffection'.

c. **Rights & responsibilities**

In order to achieve these goals, students are encouraged to take responsibility for their behaviours and choices at all times, in order to maintain the rights of everyone to:

- *Feel safe*
- *Respect themselves, others and property.*
- *Teach*
- *Learn*

d. **Key aspects of Learning:**

In order to learn effectively, the following key aspects of learning must be addressed:

- Self awareness
- Managing feelings
- Motivation
- Empathy
- Social skills

e. **Emotional literacy affecting learning**:

Most students referred to the Service have additional needs in one of the above key areas. When students have opportunities to develop these skills, learning can improve. In order to help students address these aspects of learning, the service is constantly looking to improve its own emotional literacy.

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f. **Emotionally literate service**:

The Service aims to develop the following characteristics:

- A positive environment where the social and emotional aspects of learning are modelled and coached routinely and consistently.
- Engage adults in the service who display high level of emotional literacy prior to involvement with children
- Education which provides enjoyment – to increase motivation and access to learning.
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g. **THRIVE**

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. Life events can introduce episodes which become interruptions to some children's development. The THRIVE programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions. Whether it is used age appropriately in early years, developmentally in Key Stage Two or reparative with older children THRIVE supports emotional and social development. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

With a programme of continuous development, our vision is for all our staff to be trained as THRIVE Licensed Practitioners and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

From 2015-2016 we are aspiring to become a THRIVE school. For us this means that we aim to have THRIVE within our whole school ethos and THRIVE approaches across our whole setting. This will ensure we can enable pupils to experience challenges, succeed in their learning, have a sense that learning can be fun and relevant to their lives, become independent learners, enthusiastic and with a willingness to take risks. Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

(Source: THRIVE & Dartington C of E Primary School and Nursery)

1. **Practical implementation of rights and responsibilities**:

A. STAFF should:

- **Make decisions which ensure the physical and emotional safety of all.**
- **Model respect and behaviour which they expect to see.**

- **Make every effort to create a positive ethos with honest, caring, and professional relationships** between staff and students.

- **Help students take responsibility for their choices** by:
  - Identifying motivations for concerning behaviours, as appropriate
  - Identifying impact and perceptions of students own situation
  - Identifying perceptions of significant others involved with that student.
  - Ensuring the students know that they are liked and held in high regard as individuals even though their behaviours may sometimes cause concern and confusion.
  - giving students SMART choices
  - Ensuring that targets are achievable i.e. breaking down larger objectives into smaller achievable targets.
  - Giving students positive reasons to make choices which are good for them and others.
  - Linking with home and/or significant others to increase positive outcomes for making 'good' choices.
  - reminding them of past positive choices and their outcomes
  - Creating environments which optimise opportunities for de-escalation at the earliest opportunity whilst maintaining student respect and individuality.
  - Planning re sensitive topics and possible 'trigger situations' with care and respect.
  - Ensuring consequences are implemented as soon as possible after the choice has been made – negative or positive
  - Giving students 'fresh starts' to refocus positively (each session as a fresh start as a minimum).
  - Engaging in brief, positive discussion – rather than anecdotal debates.

- **Create positive learning environments** by:
  - being punctual (particularly at beginning and close of lessons) and prepared for sessions
  - considering environment carefully – physical; groups; transport
  - turning off all mobiles and other personal equipment (e.g.MP3s)
  - being informed about individual students needs, situations and targets.
  - planning activities appropriate to the lesson objective and individual learning styles.
  - giving specific, meaningful praise wherever possible/appropriate
  - taking every opportunity to reward positive behaviour and good effort in work,.('Catch them being good')
  - strategic ignoring of behaviour where it is not affecting the teaching and learning of others
  - using proactive and reactive 'time out' to encourage students to take themselves away from situations to refocus.
  - repeated and extensive use of reactive 'time out' (where it is affecting the teaching and learning of others) may result in having to 'earn their right' back into the group setting, over a period of increasing time.
  - using background, calming music if appropriate
  - ensuring positive feedback is maintained and appropriate rewards are earned for those students whose behaviour is not a concern
  - Helping students to reflect on their effort and progress towards individual targets and the lesson objective.

- **Use positive rewards**:
  - positive participation is acknowledged verbally and via personal record cards and the reward points system, as felt appropriate.
  - the reward system is accessible to all students and rewards are negotiated with students.
  - Success is recognized, celebrated and actively promoted at all times, with positive home/school liaison reinforced wherever possible and/or appropriate.
  - Staff can also award additional daily certificates, achievement slips and break courses of study down into smaller chunks which are then rewarded with internal certificates.
  - Parents/carers receive regular feedback as to progress.
  - Liaising with home to reinforce rewards (not sanctions).
  - Personalised rewards which are meaningful to each student may be negotiated with each student, at their PSP review

Other related issues include:

- **Sanctions** are negative consequences which are limited in their effectiveness with many students but may include:
  - loss of privileges
  - 'earning their right back into a group' – in extreme cases students may have their tuition venue re-arranged so that they are taught individually.
  - sanctions are negotiated with parents/carers at the PSP review

- **Fixed term exclusions** are rarely used as preventative strategies can be agreed at PSP review meetings. Fixed term exclusions may be considered when:
  - student behaviour has compromised the physical or emotional safety of others
  - students have persistently shown themselves or others a significant lack of respect.
  - students have prevented other students from learning and refused to follow their PIP strategies.
  - students attend sessions under the influence of drugs or alcohol or bring them to a session.

  In all cases, parents/carers will be contacted by phone prior to a student making their way home, as agreed with parents/carers. Where it is not possible to contact parents/carers to implement an agreed strategy or fixed term exclusion, students will be managed within the venue until the end of the session, where a judgment must be made about the appropriateness of using the usual transport arrangements home. Parents/carers and relevant others must be contacted at the earliest opportunity to discuss the situation and likely consequences.

- **Leaving site**: where students leave the session venue before the agreed time, parents/carers must be informed asap. Police should also be informed if agreed at admission. The incident should be logged with times recorded. Where this happens several times, a PSP review should be triggered to identify likely causes and implement strategies to address the issues arising.

- **Risk Assessment**:

- the need for a risk assessment is considered on admission. This may be considered for different situations. The current risk assessment process will make recommendations as to the management of such situations, which should be implemented to increase the likelihood of 'safe' working for everyone
- any tuition in the home should take place with an identified and agreed adult present in the home. Tutors should ensure that the student is visible and within earshot to both adults at all times. Tutors should seat the student nearest to the door at all times.
- whilst transporting students in their own cars, appropriate safety measures should be implemented e.g. sitting students in the back.
- procedures should be implemented as outlined in other relevant policy documentation e.g. Child Protection policy; Health & Safety policy
- in situations where it seems likely that physical intervention may become necessary, Police may be called to support staff in avoiding a physical confrontation.
- Staff should adhere to the Team Teach policy at all times.
- Following any serious incident, an incident form must be completed and a PSP review considered at the earliest opportunity.

- **Liaison with mainstream schools/other agencies:**
  - Complete regular reports and convene regular (minimum of termly) opportunities to discuss individual student programmes, using reports.
  - Review Pastoral Support Plans as appropriate.
  - Coordinate meetings wherever possible

- **Monitoring Progress**:
  - All students will be baselined assess using GL assessments which consists of:-
    1. PASS (pupil attitudes to school and self)
    2. Reading test
    3. Spelling test
    4. End of Year progress tests in English, maths and science
    5. Dyslexia and dyscalculia screening test
  - Progress from baseline is monitored via daily personal targets and achievement points and reassessments.

B. STUDENTS are expected to:

- **Make decisions which ensure the physical and emotional safety of all.**

- **Model behaviour which promotes a positive ethos for learning and allows others to learn and to teach.** This includes arriving for sessions punctually and prepared to learn.

- **Make every effort to treat everyone with respect, including themselves and property.**

- **Take an active, honest role in identifying and prioritising personal and academic goals and devising strategies to achieve them.**

- **Take responsibility for their choices** by completing reflection scores/cards as to their progress towards their targets.

- **Take responsibility for their choices** by accepting the consequences for their decisions – both positive and negative.

- **Discuss any prospective changes to their programme or concerning issues**, with a member of staff (or advocate), before they become a barrier to learning for themselves or others.

C. PARENTS/CARERS are expected to:

- **Offer their valued opinions** as the person who knows their child better than anyone else.

- **Contribute all appropriate information** to help identify and prioritise personal and academic goals for their child and devise strategies to achieve them.

- **Support these strategies** by offering reinforcements as agreed at the PSP meeting.

- **Make every effort to support their child's regular, prompt attendance** at agreed sessions, in a fit state and prepared to learn.
- **Contact the appropriate keyworker daily in cases of absence.**

- **Inform keyworker of particular issues** which may be affecting the progress of their child, as soon as possible.

- **Attend meetings** to monitor the progress of their child and plan next steps as agreed (these can be convened at home at times)

- **Encourage their child to make choices which are good for them and others and to accept the consequences of their decisions.**

D. MANAGEMENT COMMITTEE members should:

- **Ensure that a programme of Continuing Professional Development is implemented with staff** – to prioritise keeping everyone safe and the development of an emotionally literate school.

- **Ensure that the school is develops good practice around emotional and emotional aspects of learning.**

- **Ensure that safe practice is observed at all times** (ref. Health & Safety policy; Lone working policy; Admission policy)

- **Act as 'critical friend'** in reviewing such procedures, policies and practice

- **Ensure that programmes being implemented with students are both flexible, responsive to changing need and effective** in addressing all identified needs.

- **Take an active role in the review and development of effective management of behaviour,** including the reward of positive outcomes.

E. OTHER AGENCIES/MAINSTREAM SCHOOLS should:

- **Support in the development of effective strategies and developments** to meet the needs of students with complex, emotional and social difficulties e.g. via joint provision, sharing of resources or advice/training.

- **Support individual students** in the identification and prioritisation of appropriate long and short term goals,

- **Take an active, coordinated role in implementing strategies** to help individuals achieve their goals.

- **Coordinate all statutory and necessary meetings** wherever possible to minimize repetition and bureaucracy.

- **Actively seek out opportunities to develop more coordinated effective working practice** on an individual or service level.

- **Facilitate reintegration/maintenance of mainstream school placements wherever possible and/or appropriate.**

Children Learn what they Live

If a child lives with criticism

he learns to condemn

If a child lives with hostility

he learns to fight

If a child lives with ridicule

he learns to be shy

If a child lives with shame

he learns to feel guilty

If a child lives with tolerance

he learns to be patient

If a child lives with encouragement

he learns confidence

If a child lives with praise

he learns to appreciate

If a child lives with fairness

he learns justice

If a child lives with security

he learns to have faith

If a child lives with approval

he learns to like themselves

If a child lives with acceptance and friendship

he learns to find love in the world