

## Positive Readiness For Learning Policy

October 2020

When a child is struggling with reading...We teach

When a child is struggling with maths...We teach

When a child is struggling with behaviour...We teach

No significant learning occurs without a significant relationship.

Behaviour is language and it is our job to understand it.

### Behavioural Science

Behaviour serves a purpose. It is functional for that person at that time. Whilst some behaviours might look identical, they may serve different functions.

- One pupil will talk to their neighbour for attention, whilst the other may be doing it to avoid doing work. As a consequence both pupils get sent outside for talking. Will this be effective for both pupils to stop them talking in the future?
- Once you can work out what purpose a behaviour serves for that person, you can work out a way to get them what they need in a more appropriate manner.
  - We talk about replacement behaviours.

### Policy aims

- To fulfill the four core purposes of Curriculum for Wales
- To promote the UN Rights of the child
- To improve readiness for learning
- To develop behaviours required for lifelong learning
- To enable our pupils to become assessment capable learners

All children and staff will be expected to follow the key values of

- Be Ready
- Be Responsible
- Be Respectful

### Roles and responsibilities of all staff

- Implement the policy/PR4L expectations consistently throughout the school
- Keep records of incidents- behaviour log.
- Communicate with parents/carers appropriately- private messaging or phone call invite in- not to deal with issues on the yard in front of other adults
- Ensure all children know the expectations of Be Ready, Be Responsible, be Respectful and refer to them regularly
- Be a positive role model and display and model the expectations

Any serious issues which may require immediate action as the behaviour poses a health and safety issue must be brought to the attention of the headteacher or assistant head in her absence.

Expectations- What does this look like?

	Classroom	Corridor	Toilets	Lunch hall	Astro Area	School Field	Outside School
Be Respectful	Kind words and inside voice Follow directions use your learning powers	Let people pass Hold the door for others Stay on left side	Quiet voice Flush Wash your hands	Kind words and inside voice Tidy up Say please and thank you, give your sitting partner room	Kind words and actions Take turns and share Stay in play areas Take care of play equipment	Kind words and actions Take turns and share Take care of equipment and trees	Use the right voice  Smile, say please and thank you Follow directions
Be Ready	Manage distractions Be prepared for activity or discussion Show you are listening	Let people pass Hold the door for others Stay on left side	Be quick Be calm Give others space	Hands washed Sat at the table Inside voice	Dress for the weather Right place, right time Stay visible	Dress for the weather Right place, right time Stay visible	Dress for the weather Pick up litter when you see it Smile, say please and thank you
Be Responsible	Stay in area Hands and feet to yourself Feet on the floor	Look forwards Hands and feet to yourself Stay in line	Hands and feet to yourself Give others space Let people pass	Stay in area Hands and feet to yourself Feet on the floor	Use toys and equipment properly Stay in area Hands and feet to yourself	Use toys and equipment properly Stay in area Hands and feet to yourself	Stay in area Stay with group Hands and feet to yourself

### Consequences

- When we deliver negative consequences after a behaviour we should also work out what the function of that behaviour was so we can teach and reinforce new behaviours to get the person what they need, but in a more socially appropriate way.
- We should not rely on negative consequences to change behaviour. Negative consequences might get rid of a behaviour, but they do not teach new ones.
- We can look at rule breaking as a learning opportunity for that pupil, and for us and how we

have previously taught the rules.

### **Behaviour logs**

Each class will keep evidence through a behaviour log. Therefore, teaching appropriate behaviour can be taught at an appropriate time and teaching time is not impacted.

Stage	Examples of behaviour	Consequence
First chance	Interrupting/calling out Running inside the school building Ignoring instructions Silly noises Pushing in line Being rude to staff	Quiet reminder. If behaviour persists Chance marked in Behaviour Logbook, a dot next to their name.
Advice 1	Interrupting/calling out Running inside the school building Ignoring instructions Silly noises Pushing in line Being rude to staff	Advice 1 circled in Behaviour Logbook. Behaviour log to be filled in, comments may be written.
Advice 2	Persistent Advice 1 behaviour	Reflection sheet to be completed at an appropriate time with the child by a member of staff. Reflection sheets to be retained in the back of the book. In behaviour log, note that a reflection sheet has been completed and set a small target to monitor

<p>Advice 3 ABC</p>	<p>Persistent Advice 2 behaviour continues Or Persistent swearing Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious cheek/challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children or staff Leaving school grounds without permission</p>	<p>Behaviour log filled in with incident details Call to parent Sent to headteacher/Assistant Headteacher</p>
<p>Advice 4 Serious incident including Racism Bullying Fighting Violence Serious challenge to authority</p>		<p>Behaviour log to be filled in, comments written.  Kiva Incident recorded.  Behaviour to be monitored by Class teacher/Headteacher with parents updated.  If persistent over a few weeks – Behaviour Procedures followed  PSP/exclusion considered</p>

At an appropriate time, child to work with either teacher/teaching assistant or Lisa Hesketh to complete reflection sheet and have a discussion if on Advice 2

Sometimes children will need extra support and will move into Tier 2/Tier 3 category, this will be done on an individual basis in discussion with the ALNco

		Provision	
<p>Universal tier Tier 1 80% of pupils</p>	<p>Will respond to clear and consistent behaviour expectations Positive rewards Predictable negative consequences</p>	<p>Whole class rewards when appropriate Whole class extra playtime etc</p>	

	All pupils are included		
Tier 2 15% of pupils	Will need group interventions, or standardized tactics Pupils who need extra support emotionally, socially or behaviorally	Lego Therapy Friends resilience ELSA 1:1 therapy	
Tier 3 5% of pupils	Tier 2 interventions have been tried and data based decisions have been made Will need functional behaviour assessments, and highly individualised learning plans There will be no "quick fix" for these pupils, but that doesn't mean with consistent efforts we cannot find and apply effective interventions.	Action for Children Berllan Behaviour Support	