



# THE VALLEY SCHOOL

## BEHAVIOUR FOR LEARNING

JUNE 2021 (SCHOOL IMPROVEMENT COMMITTEE)

### KEY PRINCIPLES

#### **“Learn to Believe – Learn to Achieve”**

#### **“Different for Different”**

We believe that in order to enable effective learning and teaching to take place, positive behaviour in all aspects of school life is necessary. We seek to create a safe, caring, learning environment in the school by:

- Understanding the specific needs of each and every student enabling the growth of positive behaviour
- Providing a stimulating and engaging environment, which meets the needs and interests of all students in both curriculum and social time.
- Preparing students appropriately for change to help them to maintain a positive approach towards their learning
- Promoting self-esteem by providing opportunities for success
- Rewarding positive behaviour through the use of a range of positive systems which can be individual or group orientated
- Providing a consistent approach towards the challenge of inappropriate behaviour, using the lowest appropriate level of response or consequence to achieve the most positive outcome
- Encouraging a positive relationship with parents and carers to develop a shared approach
- Intervening at the lowest level to bring about the required outcome and using all possible de-escalation strategies to avoid physical intervention.
- Ensuring that reflection, repair and restoration are essential parts of the process to bring about long-term change.
- Using a therapeutic approach, acknowledging the inherent link between experiences, feelings and behaviours.
- Focusing on positive experiences to bring about change.

### Key Statutory Regulations and Significant Links

- ❖ [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239943/Ensuring\\_Good\\_Behaviour\\_in\\_Schools-summary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239943/Ensuring_Good_Behaviour_in_Schools-summary.pdf)

### KEY RESPONSIBILITIES

- Learning and Subject Leaders are responsible for leading staff within their teams to ensure that all students are supported appropriately during both curriculum and social time.
- Learning Leaders plan, implement, monitor and review appropriate rewards systems to ensure that rewards are distributed fairly and consistently, e.g. Reward Tokens, subject badges etc.
- Subject teachers are responsible for providing engaging, stimulating and appropriate learning opportunities using Individual Learning Portraits to inform their planning and classroom management strategies.
- Tutors produce Learning Portraits and provide a safe, engaging and stimulating environment for all students. Tutors are also responsible for communicating appropriate information to other staff
- All class based staff are responsible for reading Individual Learning Portraits of the pupils that they will be working with.
- Learning leaders monitor behaviour, with their teams, and support appropriate action planning.
- SLT ensure appropriate and frequent training and development opportunities with a focus on reflective practices.

## KEY PRACTICES

At The Valley School our pupils are the centre of all that we do. We go to great lengths to make sure that we find out as much information about our students and use this to build secure, positive professional relationships with each and every pupil. We acknowledge that each pupil is different and strive to provide a learning and behaviour support programme which is appropriate for each pupil.

In terms of promoting behaviour for learning, we subscribe to a concentric circles model, with the pupil at the centre with their tutor and any other significant adult. This approach allows other adults to enter/leave the circle to support the student when necessary.

- All staff are trained in the Hertfordshire Step On programme with its emphasis on de-escalation, supporting and guiding pupils. Where appropriate, a number of staff are trained in the Hertfordshire Step Up programme of Physical Intervention based upon audited need.
- Each pupil has an Individual Learning Portrait, identifying their motivations and support strategies, put together in partnership between the pupil and their tutor. The portrait is reviewed as part of the EHCP, at promotion and on more frequent occasions if there is a need to do so.
- Planning of engaging and inspiring learning activities takes into account the needs and the interests of the pupil to ensure a positive learning experience.
- Where additional input is required, Support Plans are produced by the appropriate team. These are reviewed and updated on a regular basis and shared with parents and carers.
- Where behaviour becomes an area of increased concern, a behavioural contract may be negotiated between the school, parents and the student.
- When inappropriate behaviour does occur it is the staff team in the classroom who will use their skills and agreed strategies to support the student to make things right. On occasions other staff, including the duty manager or SLT, may be called upon to support the student or staff.

- Teams ensure that students are supported to learn how to use social time positively, and take the responsibility to address issues arising during those times.
- When required, appropriate consequences are put in place to support the student to understand why certain behaviours are unacceptable and help to restore any damage to property or learning, i.e. catching up on lost learning.
- Inappropriate behaviour is logged on SIMS along with information about action taken.
- Learning Leaders monitor inappropriate behaviour of their groups, identifying trends in behaviour and work with their teams to develop positive behaviour strategies.
- When necessary, arrangements will be made for students to access additional specific focussed support, via the Interventions Team, in accordance with support plans.
- On the rare occasions that restrictive physical intervention is deemed appropriate to support behaviour for learning, then staff must comply with The Valley School Restrictive Physical Intervention policy.

Appendix 2	Support Plan pro-forma
Appendix 3	Example support plan
Appendix 4	Behavioural contract example

<b>Name of pupil:</b>	<b>Tutor group:</b>
<b>What are the presenting behaviours which have led to this need for support?</b>	
<b>From your knowledge of the pupil and information gathered, what are the underlying issues which have contributed to these behaviours?</b>	
<b>What are the adults in this school (and within the family if possible) going to do now to address the underlying issues and presenting behaviours?</b> <b>PLAN</b>  •	<b>Who:</b> •
<b>IMPACT AND REVIEW:</b>	•
<b>Next steps:</b> •	<b>Who:</b> •

<b>Name of pupil:</b>	<b>Tutor group:</b>	
<p><b>What are the presenting behaviours which have led to this need for support?</b></p> <ul style="list-style-type: none"> <li>• Work not up to date</li> <li>• Poor attendance (74%)</li> <li>• Fighting</li> <li>• Rudeness to staff</li> <li>• Sanctions failing to lead to improvement</li> <li>• Disruptive in lessons</li> <li>• 3 fixed-term exclusions for damage to property</li> <li>• Not attending lessons</li> <li>• Violent outbursts</li> </ul>		
<p><b>From your knowledge of the pupil and information gathered, what are the underlying issues which have contributed to these behaviours?</b></p> <ul style="list-style-type: none"> <li>• Poor relationship with Mrs C</li> <li>• Poor relationship with 4 key teachers</li> <li>• Unable to take in information by reading</li> <li>• Cannot follow interdependent instructions</li> <li>• Expects school to be negative</li> <li>• Does not understand links between actions and consequences</li> <li>• Poor relationships with peers, only has one close friend who has left the school</li> <li>• Attendance pattern shows that returning to school after weekend with Dad is a key time</li> </ul>		
<p><b>What are the adults in this school (and within the family if possible) going to do now to address the underlying issues and presenting behaviours?</b></p> <p><b>PLAN</b></p> <ul style="list-style-type: none"> <li>• Appoint key mentor and spend time building positive relationship, target Monday as positive day. Discuss attendance issues with both parents and agree reward for progress</li> <li>• "Key Skills" one-to-one to improve reading and processing</li> <li>• "What works" to be identified and shared with teachers using Learning Portrait model</li> <li>• Restoration meetings to be set up when ready</li> <li>• "Whose fault is it anyway?" programme in small group</li> <li>• Identify key learning steps and plan programme with teachers</li> <li>• Supported re-integration to begin after one week as agreed in mentor progress meetings</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>IMPACT AND REVIEW:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Learning</li> </ul>	<ul style="list-style-type: none"> <li>• 97% since intervention, 83% overall</li> <li>• Learning Portrait agreed and shared</li> <li>• Re-integrated into all lessons except art and history</li> <li>• Processing skills increased by 4 points.</li> <li>• Teachers supporting instructions with checklists and traffic lights.</li> <li>• Working at target level in core subjects</li> <li>• Restoration meetings successful with 2 teachers</li> </ul>	

<ul style="list-style-type: none"> <li>• Relationships with staff</li>   <li>• Relationships with peers</li>   <li>• Relationships with self</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour log shows improvement in all lessons attended</li> <li>• No call-outs recorded</li> <li>• Has attended 2 detentions and shown subsequent improvement</li>   <li>• Has maintained friendship with another member of small group</li> <li>• Has resolved an issue with older pupil without fighting</li>   <li>• Now likes coming to school</li> <li>• Enjoying supporting younger pupils</li> </ul>
<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

# THE VALLEY SCHOOL

LEARNING CONTRACT FOR .....

This agreement has been created to help NNN avoid difficulty in school and to ensure that other pupils and adults are not disturbed and distressed by his behaviour. It explains the commitments NNN is making and the support others will give to help him to achieve his aim, which is to remain a student in this school, and to do his best in what he does.

## THE SCHOOL WILL:

- Provide support and encouragement, in lessons and in the SSC, to help NNN to understand how to behave for learning.
- Reward and encourage NNN to behave well in all situations.
- Look for the best in NNN and allow him to learn well.
- Provide occasional alternative situations for social times to reduce the risk of incidents

## NNN'S FAMILY WILL:

- Work with NNN and the school to help NNN to make good progress in school
- Liaise frequently with the school.
- Help members of the school community to understand NNN better

## NNN WILL:

- Listen to what adults say and respond quickly without the need for instructions to be repeated
- Continue to be committed to his learning.
- Avoid physical aggression.
- Avoid threatening other students.
- Avoid any actions which incite unpleasant behaviour by others.
- Take problems to adults to resolve.
- Be polite and respectful to all adults.
- Resolve problems sensibly and calmly.
- Be safe and careful in his actions, so as to reduce stress and contribute to a calm atmosphere.
- Be subject to reasonable sanctions, in line with whole school practices.

Signed in agreement on Tuesday, 23 November 2021:

	Student
	Parents
	Tutor
	Learning Leader
	SLT
	Headteacher