

## **Attitude for learning Appendix: Beckfoot Heaton**

**Quality first Teaching (diary pages) including use of the Preventative Behaviour Checklist is the pre-requisite for supporting all children.**

**Our aim is for ALL children to be Great Heaton Learners. When necessary, this guide should allow for a quick return to highly successful learning.**

### **1. Actions for difficult behaviour: Re-set each session. AfL score over the day (see recording AfL)**

Difficult behaviour is defined as: • Not following Heaton Routines. Disruption in lessons, in corridors and at break and lunchtimes • Refusal to respond or engage (refusal to follow reasonable instruction) • Non-completion of classwork • Poor attitude to learning – not on task.

1. Least intrusive behaviour management strategies (e.g. look, pause, quiet reminder, [Least Invasive Intervention Strategies.docx](#))
2. Clear warning using red card on lanyard
3. Clear warning using script in a calm, quiet tone (Name. I have noticed... That's red behaviour because... I need you to...Thank you)
4. Move child to quiet space in classroom (Name. I have noticed you are continuing to... That's still red behaviour. I need you to...Thank you)
5. Move child to another class in the year group (escorted)\* for up to 10 minutes, use sand time or digital timer (Name. I have noticed you are continuing to... That's still red behaviour. I need you to... Thank you)
6. Return to class – pupil knocks on door and waits to enter. Adult asks 'Are you ready to start learning with your class?' Pupil responds appropriately. If any aggression noticed, move to point 7.
7. Move child to a class in another area of school (escorted)\*\* for up to 10 minutes, use sand timer (Name. I have noticed you are continuing to... That's still red behaviour. I need you to... Thank you)
8. Return to class – pupil knocks on door and waits to enter. Adult asks 'Are you ready to re-start learning with your class?' Pupil responds appropriately.
9. Behaviour recorded on SIMS (and CPOMS if AfL4 or repeated)

### **2. Recording Attitude for Learning (AfL) triangles – criteria for recording a 1,2,3 or 4 in relation to the triangles on SIMS**

**Triangles are displayed in classrooms without children's photos on show.**

One number is given for the entire day including out of the classroom (playground included)

AfL 1 – A Great Heaton Learner will be following the Heaton values and routines consistently and without reminding

AfL 2 – Steps 1 or 2 or 3 on difficult behaviour protocol once through the day.

AfL 3 – Steps 1 or 2 or 3 on difficult behaviour protocol twice or got to Step 4 (moved in class) - you can use your professional judgement to move through Step 1 more quickly if 3 reminders have already been given earlier in the day.

AfL 4 – Dangerous and serious behaviour **or** difficult behaviour moved out of class (step 5)

### **3. Follow up from AfL daily recording on SIMS**

1. All daily behaviour recorded on SIMS as a 1,2,3,4 (see criteria above) **by 4p.m - Sam to email teacher and year leader if not completed.**
2. Daily monitoring by Sam to spot patterns (day of week, time of day, families, etc)
3. AFL3 reds recorded in a week:
  - 1 red = class teacher to remind about green learning behaviour the following morning
  - 2 reds = next day visit from a year leader / other leader to remind about green learning behaviour and to check as to any unknown reason (Sam to email year leaders by 5p.m)
  - 3 reds = after school correction for 30 mins, contact with home (not in public) by Sam explaining behaviour and consequence. (Sam preparing documents for correction. Teacher to send unfinished work and weekly skills to be completed)
4. Concerns discussed at weekly inclusion meeting (restorative circle, circle of friends, additionality, target card to focus improvement or consider move to adjustments) (Fed in by Inclusion team and WLT after 3 corrections in 3 weeks). Discussion in development meeting (year leader and teacher after 2 corrections in 3 weeks)
5. Logged on SIMS and CPOMS by Sam following call home
6. Corrections – LL classroom

#### 3 corrections for Difficult Behaviour

- Parent meeting with Year Leader – letter to be sent – Sam agree time with leader. Child to join the meeting at the end to hear the agreements and see school and home working together.
- Monitoring period of 3 weeks –with a target of no further corrections
- If another correction – AHT meet family. Child – 60 minute correction to complete work (teacher to give)
- If another correction – review Quality of Education with Year Leader and SENDCo if appropriate- Meet with DHT or HT - contract with family

### **4. Actions for Dangerous / Serious behaviour: - Re-set each week**

More serious behaviours are defined as:

- Any form of bullying including online bullying
- Verbal abuse including swearing
- Physical aggression including fighting, kicking
- Destructive behaviour, damage and vandalism
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual bullying, harassment, abuse or assault
- Any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation, including online behaviour
- Theft
- Fighting
- Smoking or vaping
- Possession of any prohibited item.

*Correction scripts to be used by all*

#### **4a. Non-emergency situations**

1. Clear warning – “Stop. This is serious behaviour. I need you to... Thank you.”
2. If 1 does not work. “Stop. You are continuing this serious behaviour. I am going to send a red card.”
3. If 1 & 2 don’t work send a red card to the office.
4. AfL4 therefore correction required.
5. Call home made to explain serious behaviour and explain correction by Sam
6. Logged on SIMS and CPOMS by Sam

**4b. Emergency - Dangerous Physical Incident / Child in Crisis** – After school correction for 30 minutes same or following day (2pm cut off or reasonable adjustments due to family circumstances)

1. Clear warning – “Stop. This is dangerous behaviour. I need you to... Thank you”
2. De-escalation techniques if needed (distraction, breathing, CALM stance, give space, etc)
3. Send red card to office with another pupil if support needed. Inclusion team to respond.
4. If pupil is at risk of hurting themselves or others, positive handling used as last resort (caring cs or 2-person elbow\*)
5. Pupil taken by inclusion team to safe space (glass room, atrium, DH office) and given time to calm
6. Inclusion team will support pupil
7. Add incident to CPOMS [Sample ABC charts from BSS.doc](#) by key witness
8. Full investigation into incident lead by class teacher or year leader or inclusion support leader
9. Call home made on the day to explain investigation incident and inform of correction.
10. Follow up call following full investigation (if necessary)
11. After school correction for 30 minutes same or following day (2pm cut off or reasonable adjustments due to family circumstances)
12. Restorative practice must be completed for an AfL4 (may be in correction time)
13. If repeated behaviour, concerns discussed at weekly inclusion meeting (restorative circle, circle of friends, additionality, target card to focus improvement or consider reasonable adjustments) (Fed in by Inclusion team and WLT).
14. Internal isolation in another classroom, suspension or exclusion may be considered in line with the trust exclusions policy if necessary – severe incident or repeated reds.

2 corrections for serious and dangerous Behaviour

(There may be an AfL4 which results in an alternative consequence agreed by SLT – ie. extreme violence this would also lead to a meeting with parents)

- Parent meeting with Year Leader – letter to be sent – Sam agree time with leader. Child arrives at the end to hear the agreements and see school and home working together.
- Monitoring period of half term with a target of no further corrections
- If another correction within monitoring period of half term – AHT meet family. Child – 60 minute correction to complete work (teacher to give)
- If another correction – re-view learning provision by YL and SENCo. - discussion at WLT on more personalised next steps (internal isolation/ external isolation etc).

\*positive handling paperwork to be completed – see Sam B.

**5. Reasonable Adjustments - A child at SEND Support may be considered for reasonable adjustments to help them succeed. This will be agreed through the Inclusion Team process in consultation with the staff who work with the child and recorded on their ISP**

This very small number of our pupils will need a more bespoke and targeted package to support good learning behaviour in school.

Children with reasonable adjustments are entitled to have all the following strategies in place through their ISP:

- SEMH Recipe Card in use to support QfT
- Individual Support Plan for SEMH
- ‘Pupil drop-ins’ strategy (A team of trusted adults who will check-in with the pupil)
- A meeting with the pupil’s family

- Weekly phone call from the class teacher to home
- Visual timetable (if appropriate)
- Positive handling plan (if appropriate)
- Pupil trained in how to take a sensory circuit break (if appropriate)