Developing Behaviour for Learning in School

created and delivered by
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Southampton Inclusion Partnership

Who are we and what do we do?

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How is BfL currently approached in schools?

- Many BfL programme are based on emotional literacy and anger management

- Generally taught by an ELSA and outside of the classroom environment – this makes it difficult for pupils to transfer skills taught to the classroom

- Many schools skill up one member of staff who becomes indispensable as many pupils rely on this person to support regulation

- Schools now have adapted environments (e.g. Nurture Groups) and differentiated reward systems to ensure all pupils' positive behaviour is reinforced

Environment ✓ **New Skills** ? **Reinforcement** ✓
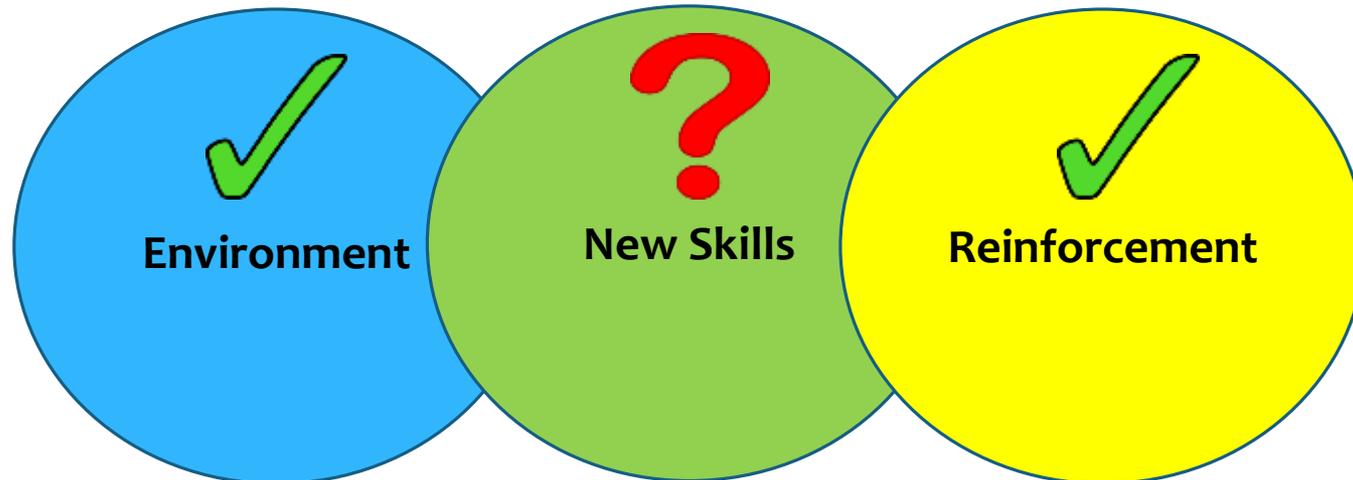
What do we mean by Behaviour for Learning (BfL)?

Is it?.......

- A list of non – negotiables, being in the right place at the right time and ready to learn?

- Physical behaviour? (Hands up, sitting straight, being quiet)

- Anger / frustration management techniques?

crossed legs

lips closed

ears listening

hands up to speak

sitting quietly

What is Behaviour for Learning (BfL)?

Adams (2009) concludes that its about relationship in three areas…

Participation - Relationship with **Yourself**

Engagement - Relationship with **others & Classroom**

Access - Relationship with **the curriculum**

- Resilience has become a key 'buzz word' in the classroom in recent years – the ability to bounce back from something
- We all recognise the importance of resilience, but what do we need in order to achieve resilience in all the areas?

What is Behaviour for Learning (BfL)?

Key headlines into research on Behaviour for Learning...

- Short term interventions tend to fade in their impact once they have finished. An approach embedded longer-term in the classroom facilitates self-reinforcing longer term impact – *Herrnstein & Murray (1994)*

- Inconsistency inhibits a proactive approach to behaviour for learning and allows poor patterns of behaviour to be reinforced – *Herrnstein & Murray (1994)*

- One of the main ways children learn a successful mind-set of behaviour is by taking behavioural cues through observation of peers rather than adults - *Blum (1998)*

- A purposeful learning environment should approach behaviour for learning to run alongside a culture of emotional literacy in schools, but the two shouldn't be confused - *Powell & Tod (2004)*

Consistency

''Inconsistency is the most consistent thing we inadvertently teach our children''

We need consistency in…..

Attitude – Starts with the attitude of the adult, our own resilience in managing behaviour

Relevance – Taking a personal interest in the child, not just making it about higher attainment

Communication – Attempting to make all situations fit the focus of the skill / mind-set - remaining vocabulary rich

Clarity – Ensuring the pupil knows what you're looking for – Clarity of focus for the adults

What are we looking for consistency in?

Accepting guidance	Determination	Gratitude	Organisation
Appreciation	Diligence	Honesty	Patience
Awareness	Empathy	Independence	Persistence
Bravery	Enthusiasm	Kindness	Positivity
Caution	Flexibility	Leadership	Being relaxed
Collaboration	Focus	Listening	Respect
Commitment	Following instructions	Looking	Seeking help
Concentration	Forgiveness	Maintaining	Self-control
Confidence	Generosity	Modesty	Thinking for yourself
Curiosity	Good judgement	Open mindedness	Tolerance

How did the programme come about?

We needed a new approach to develop a healthy non-physical mindset to achieve an improved attitude toward learning and take risks in pupils' learning.

We took what we knew about how our brain creates new pathways (neurological synapses) in behaviour.
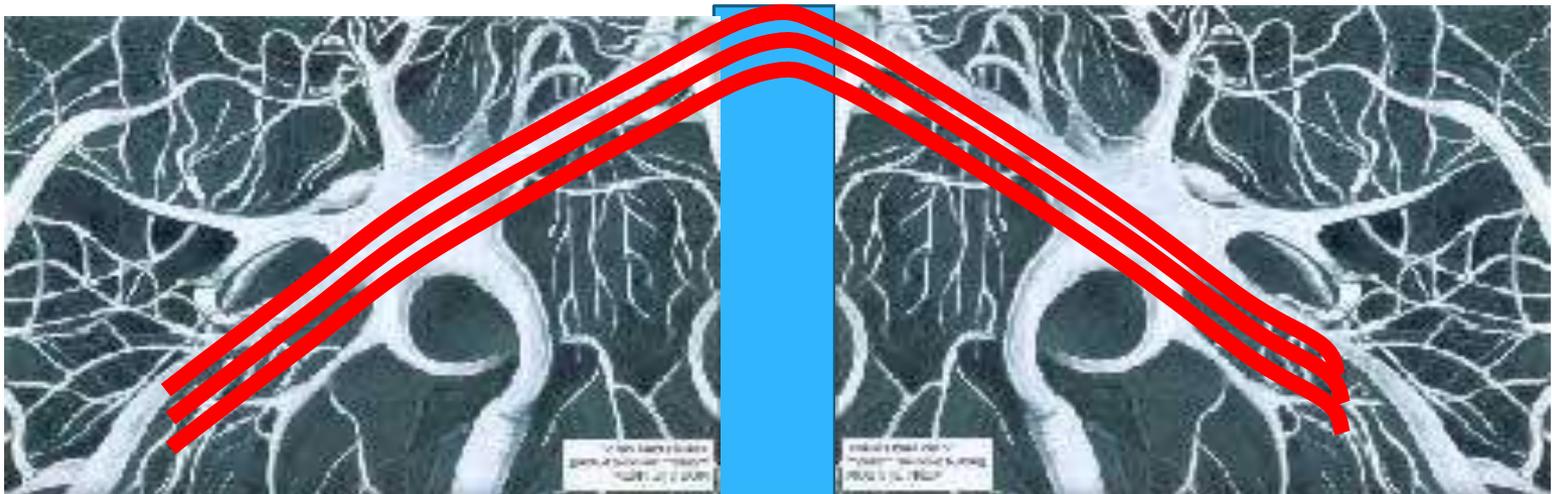
How does the programme work?

1
- **Introduce it**
- Using targeted questioning and goal setting

2
- **Teach it**
- Using games / social stories / direct teaching in small groups or 1:1

3
- **Observe it**
- Spending time in another class through peer observation

4
- **Discuss it**
- Looking at how observed pupils are successful with the skill

5
- **Apply it**
- Adults looking for specific skill and reinforcing it

What is Behaviour for Learning (BfL)?

Participation - Relationship with **Yourself**

- Identifying what skills are needed to work on
- How do you use those skills outside of the school environment

Engagement - Relationship with **others & classroom**

- How is behaviour modelled by others in in the classroom (both pupils & adults)
- How are pupils motivated to engage (intrinsic versus extrinsic motivation)

Access - Relationship with **the curriculum**

- Do we value specific teaching of skills? Do we give it enough time in our daily schedule?
- How do we reinforce these new skills? Mark it, respond to it? Next steps etc.?

How do we measure BfL?

Social Skills

Negative Dimension	Pre	Beg	Em	Wor	Sec	Positive Dimension
Doesn't respect peers		✔				Shows respect to peers
Distracts others from learning		✔				Allows others to learn
Impatient & intolerant		✔				Demonstrates patience / tolerance
Persists with disputes and disagreements		✔				Able to move on
Disrespects school property / of others		✔				Respects property of others
Disliked by peers		✔				Popular with peers
Co-operates poorly		✔				Co-operates well
Only interested in self				✔		Interested in other's experiences & opinions
Doesn't consider other's point of view		✔				Understands how behaviour impacts others
Unaware of social dangers		✔				Considers risk from others
Responds to peer pressure		✔				Confident to ignore inappropriate requests
Manipulates others for own gain		✔				Shares / takes turns in social situations
Unable to accept success of others		✔				Contributes towards a team ethos
Lack of empathy for other's misfortune		✔				Motivates and encourages others
	-13	0	-13	1	0	1

We use a pupil profile to baseline skills within the areas of need included in an EHCP. Pupils can be:
- Pre-Skill
- Beginning
- Emerging
- Working towards
- Secure

within a given skill

This signposts us to the greatest areas of need for that pupil.

Skills or characteristics are related to the deficit area
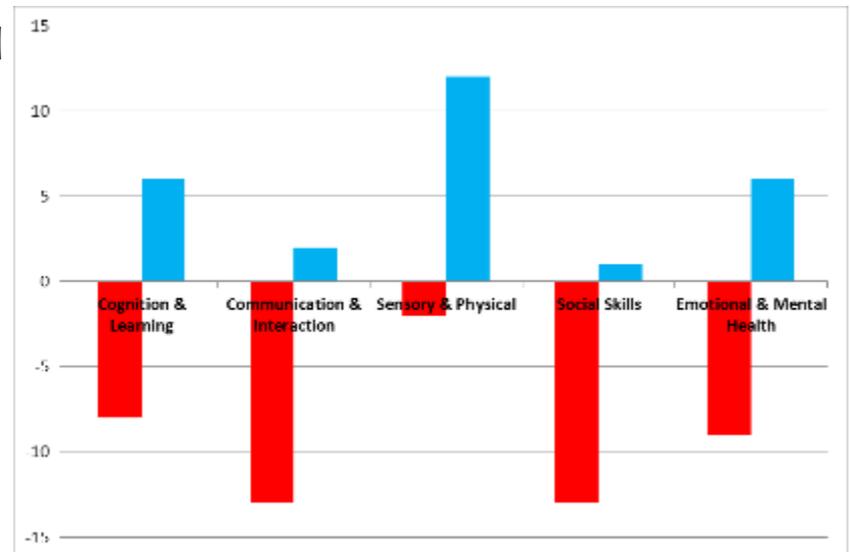
Pilot Schools

Vermont School

A Special School supporting pupils with Social, Emotional and Mental Health difficulties

Piloted as a whole school approach – programme run for all children by all staff, classroom based

St Monica Primary

A large mainstream primary on a split site

Led by one HTLA,
Targeted toward PPG pupils

St Monica Primary School
Inspire - Endeavour - Achieve

What does it look like?

- Skill analysis scaffold
- Choice of activity cards
- Observation checklist
- Skill card record

- Introduction of the skill
- Breaking down vocabulary
- Exploring how the pupil uses skill outside of the school/classroom environment

- Practical application of the skill
- Low level preparation
- Activities no more than 10 minutes

What does it look like?

- Pupil observations
- Using checklist as a scaffold
- Using a variety of classes / Yr groups
- No longer than 10 minutes

- Skill card given to pupil
- Placed on their desk
- Any feedback given also includes reference to the skill

What does it look like?

- Pupils collect cards

- Given as much recognition as academic achievement

- Cards triangulated with work books, incident count etc.

School Values

Many schools now have school values – One school (not part of pilot) explored it a different way.

- Assigning three skills to each value
- When pupils were removed from class, it was made clear which value had not been upheld. (using a record slip handed over to staff)
- Those pupils went through the same process– rather than being in an office or sat in isolation with the behaviour inclusion team
- It was seen as a non-punitive consequence with the opportunity to learn the skill needed to uphold the value – running alongside a restorative justice approach already in place
- Over time recorded slips showed a decline in the amount of incidents where staff were called to remove pupils from class
- School focused assemblies on the value skills and teachers focused on one a week to build up these skills across the school

Strengths & Limitations

Improved consistency in scripting
- Improved staff focused vocabulary
- Whole school improvements identified over the year
- Skills feed into EHCPs and Annual reviews

- Greater opportunities for observation
- More varied range of environments
- Good use of PPG funding
- Pupils progressed more quickly compared to Vermont
- Pupils driving their own progress

- Pupils progress more slowly compared to mainstream – due to the nature of the needs of pupils

- Not all staff trained in the aims, objectives and ethos of the programme

Historically Autumn Term has been the most challenging time of the year at Vermont School. The reasons we believe are:

A large percentage of pupils are new to Vermont every September. This year 42% of our pupils were new.

74% of pupils are in Year 5 and 6

28/32 of pupils have Mental health difficulties (ADHD, OCD,ODD, ADD, Attachment Disorder, ASD)

19/32 of pupils have learning difficulties (Dyspraxia, Global delay, MLD, SpLd, SLDN)

11/32 children are on P Levels on entry.

22/32 of pupils experience difficult home environments (parent in prison, domestic violence, emotional/physical abuse, neglect)

25/32 of pupils have had or are experiencing safeguarding issues

31/32 of pupils attended 2-5 schools prior to Vermont due to their complex needs.

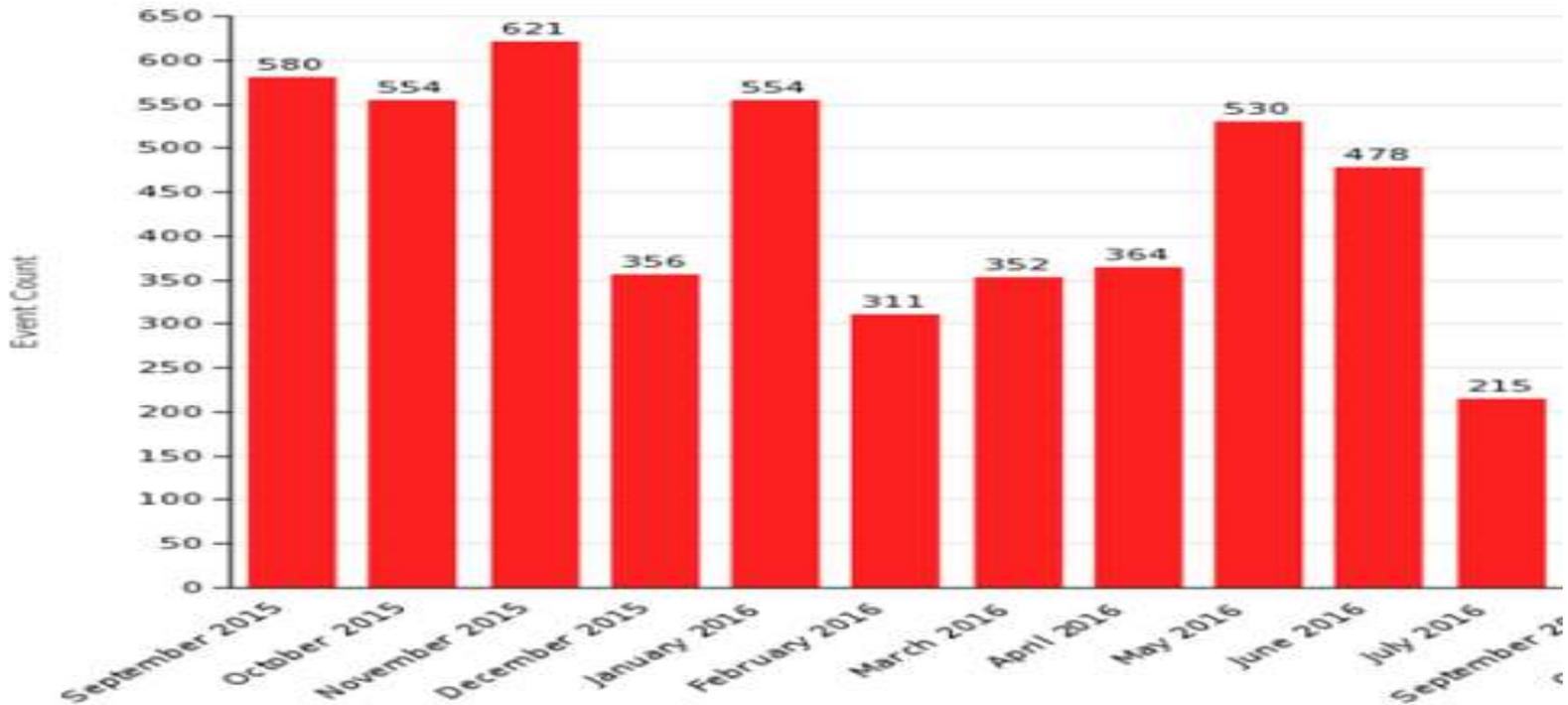25/32 were not in full time education for at least 1-4 years prior to attending Vermont.

All pupils lack the basic skills in which we need to learn. We call these 'The Behaviours for Learning'. (e.g. confidence, perseverance, co-operation, working as part of a team, listening to others etc.)

Pupils who have been with us for longer generally forget the basic behavioural expectations over the long Summer holidays.

Over the last five years, evidence has shown that incidents are significantly higher in the Autumn term, particularly during Literacy and Numeracy lessons.

VERMONT SCHOOL
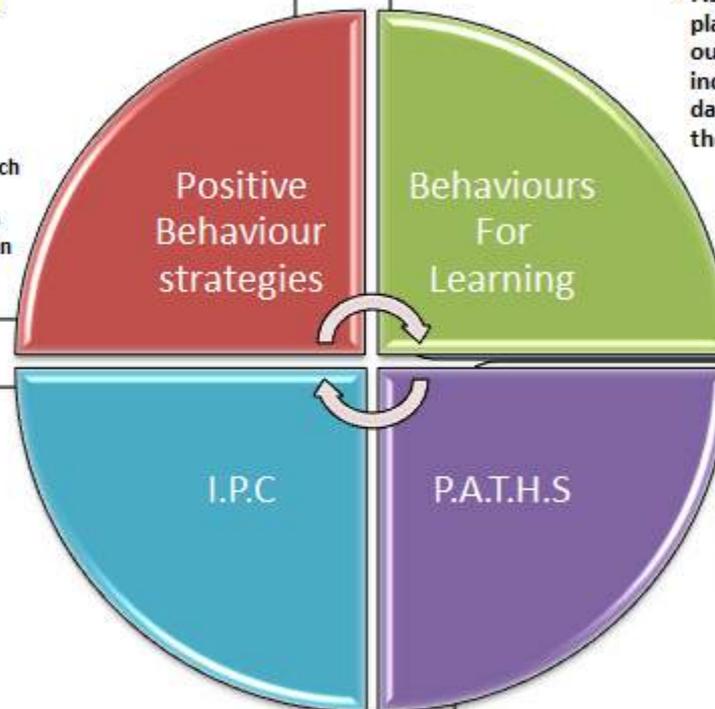## The Vermont Family belong, believe and achieve together

Autumn 1 Curriculum

•**Positive Behavior Strategies**

•Emotional Literacy training by the EP Service (Colin Woodcock) 1x INSET day & 6 x twilights - What is EL and why is important? Anxiety, self esteem and praise, andger and threat, gratitude, impulsive learners and delayed aversion and social communications. (EPS Audit 2015)

•Whole staff agreement through planned opportunities to practice expected behaviours in each area of the school which is taught e.g. Assembly - pupils walk in in silence, sit and listen and line up to go out in silence. Walking around the school, adult in front, walk quietly so not to disterb the learning of others,

•**Behaviours For Learning**

•Assessment of pupil profiles 3 times a year. Action plan and IBP developed, relating to needs and outcomes of the pupils EHCP's. All pupils have individual skills cards on their desks. Thoughout the day pupils earn stickers whenever they achieve their identified skill.

Positive Behaviour strategies | Behaviours For Learning

I.P.C | P.A.T.H.S

•**International Primary Curriculum**

•Topic based, creative and practical curriculum incorporating Literacy, Numeracy, Science and all Foundations.
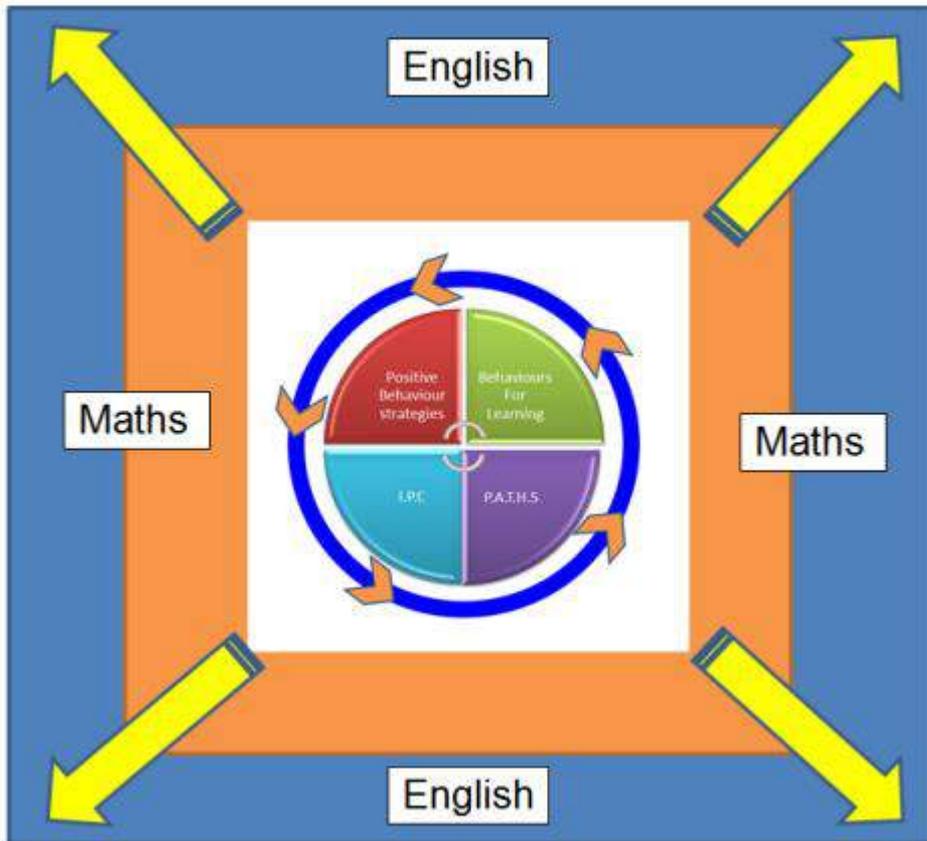
•**Promoting Alternative Thinking Strategies**

•.Self esteem, conflict management, emotional intelligence, accademic engagement, self control, emotional distress

Each day - All classes will read with their pupils 3 x per day, teach handwriting, mental maths, SPAG, phonics, and values.
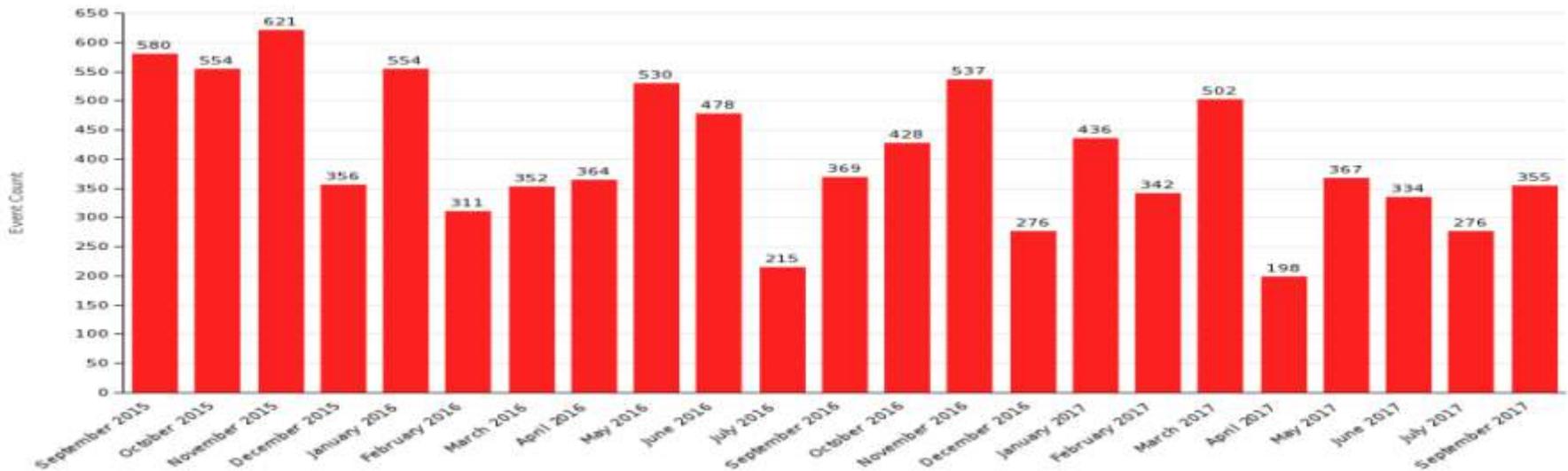
- Incidents this year have reduced by 1,416 compared to last year. Over half of all incidents are 'low level'. (62% low level over the year)
- Pupil Profile assessment shows that 74% of pupils made good to outstanding progress in their behaviours 4 learning and social skills.
- There has been a significant improvement in behaviour during Literacy, Numeracy, PSHE and topic compared to last year, due to the implementation of 'Talk for Writing'. Numicon and P.A.T.Hs.
- In English there has been a 70% reduction of incidents.
- In Maths there has been a 55% reduction of incidents.
- In Topic there has been a 61% reduction of incidents.
- Pupils are engaging more – pupil progress is improving.

St Monica - Headlines

- Programme overseen and led by HLTA – Classroom based intervention, supporting QFT

- Targeted at Pupil Premium pupils – Not on track to make progress, Not EHCP pupils

- Class Teacher collaboration with the pupil and HLTA Versus value and workload, leading to inconsistencies in the outcomes in pilot data

- Teacher collaboration directly affecting data and outcomes for pupils

- Improved academic outcomes for some pupils

- Improved social and emotional wellbeing as opposed to academic progress

St Monica – Pupil 1

Before Intervention

- Low morale
- low confidence
- productivity and engagement low within lessons

After Intervention

➢ Improved confidence
➢ Driving her own learning
➢ Contributing to whole class discussions and questioning
➢ Smiling and enjoying her learning leading to amazing achievement overall
➢ Reading 3 points progress, writing 4, maths 3

St Monica – Pupil 2

Before intervention

- Passive Aggressive
- Displayed work avoidance tactics
- low level disruption
- Minimal progress
- Poor social skills – communicating through aggression and fighting with peers

After intervention

- More calmer and focus
- Improved self-regulation
- Improved communication with peers resulting in securing friendships
- Higher amount of productivity – improved concentration
- Able to access Y5 curriculum
- Reduction of CPOMS incidents
- More positive interactions with
- 3 points progress in reading & writing 1 point maths

How to get the programme and resources in your school

- Full training in the programme

- Full set of cards and activities

- Held at Vermont School – Seeing the programme in action

- Two follow-up twilights included

- See the stand in the foyer

- To download Stu & Rob's research visit ***www.southamptoninclusion.net/resources***

Future support?

Whole Class Inclusion Strategies

Structured Learning for Pupils with Autism and Additional Needs

SEN workshops (formerly visitor mornings)

Attention Autism

For further information on courses and training in relation to special educational needs …

Visit our teaching school website at:

www.southamptoninclusion.net

Or email:

info@southamptoninclusion.net