



Newbridge Primary School

Behaviour Policy

**This policy is current the focus of an ongoing consultation during the 2021-22
Academic Year**

Author: Behaviour Team

Date written: September 2015

To be reviewed: Annually

Review date: September 2022

Review Date	Changes made	By whom	Date Shared with staff
September 2017	2.2 Updated wording on house points 2.3 Sanctions for bullying amended 10 SEN provision updated	Jo Amor Laura O'Byrne Heather Bateman	
September 2018	1.4 At the head's discretion, the policy will be adapted for children with Special Educational Needs. 2.3 Peer on peer abuse paragraph added 5.4 The teacher will make notes on any parent/teacher meeting and store this information electronically. 12.2 The teacher will make notes on any parent/teacher meeting and store this information electronically.	Jacky Hansard	September 2018
September 2019	Policy reviewed	Safeguarding team	
May 2020	Adjustments made in line with Covid 19 situation.	Alex Bacon Jacky Hansard	June 2020
September 2020	1.3 Relevant points from June Covid 19 Addendum added to 1.3. 1.7 Staff will consider any emotional and mental health needs that may impact on a child's behaviour. 2.1 Celebration Assemblies will be held in class. 2.2 Currently it is not possible to hold extra playtime for house groups. 3. In situations where pupils would normally be sent to the phase leader individual decisions will be reached between staff as to whether this can happen following social distancing rules or whether the Deputy Headteacher or Headteacher need to be asked to speak to the child. 3. Records of behaviour incidents will be communicated electronically between staff. 5.3 Teachers should inform parents by phone or email of behaviour incidents when conversations in person are not possible.	Jacky Hansard	September 2020
March 2021	Name of policy changed to Behaviour Policy. A separate Anti Bullying Policy is being created.	Jacky Hansard	March 2021

June 2021	Revisions to include: Learning Behaviour; Understanding Behaviour (Visuals and Concepts)	Alex Bacon	September 2021

Rationale

At Newbridge Primary School, we encourage mutual respect, care and concern for others. As a school we want our children to develop a clear view of right from wrong and to feel safe, secure and valued. We want them to appreciate the needs of others and of the community around them. The School Values underpin all school life and are used as a way of encouraging and rewarding children for:

Learning and Communication

Creativity and Imagination

Personal Development

Collaboration

Citizenship

1. AIMS AND EXPECTATIONS

- 1.1 It is a primary aim of Newbridge Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Policy document has been prepared following a process of consultation with staff, parents and children and it complies with Section 89 of the Education and Inspections Act 2006. It is a working document designed to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, respectful and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others, to contribute to standards of behaviour and uphold the school values.
- 1.4 We treat all children fairly and apply this Behaviour Policy and the Anti-Bullying Policy in a consistent way. At the head's discretion, the policy will be adapted for children with Special Educational Needs.
- 1.5 This Policy aims to help children grow in a safe and secure environment, and to become positive, responsible, confident, well-motivated and increasingly independent members of the school and wider community.

- 1.6** The school rewards good behaviour and sanctions inappropriate behaviour, as it believes that this will develop an ethos of kindness and cooperation. This Policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7** Staff will consider any emotional and mental health needs that may impact on a child's behaviour.
- 1.8** Refusal to follow social distancing and other associated health and safety measures will be considered a breach of the school's behaviour policy.
- 1.9** The school will be happy to work with parents/carers to address these issues where a pupil's behaviour is impacted by any special needs or disabilities.
- 1.10** All behaviour is a form of communication. We are mindful that a pupil's behaviour may be impacted upon by special needs or disabilities & will account for this in its decision making.

2. REWARDS AND SANCTIONS

2.1 Recognition

- All staff follow the agreed system of day to day recognition that is part of the Traffic Light Behaviour System (see appendix 1).
- Across the whole school staff use the star above the Traffic Light Behaviour System to reward good behaviour or demonstration of the school values. Children who are on the star receive a sticker as a reward at the end of the day. Positive behaviour is not rewarded by the giving of gifts and presents.
- Staff can informally send children to members of the Senior Leadership Team in recognition of the school values, good learning or good behaviour.
- Celebration Certificates are awarded to two children per class per week at weekly celebration assemblies. These certificates link to the school values and/or learning behaviour that we are seeking to promote and class teachers keep a record of who receives a certificate to ensure that all children receive recognition throughout the year.

2.2 House points

- Children are divided into 4 school houses.
- House points are rewarded to a child when they demonstrate the school values throughout the school day.
- House points are totalled on a weekly basis.
- The winning house will be celebrated in class assemblies.
- No more than 1 house point is given to a child at a time.
- House points can be given at any point during the school day, including break times and lunch time.

- 2.3 Learning Behaviour** Good Learning behaviour is something slightly different, but it's just as important. It helps children be ready, focused and positive in the classroom and to rise to the challenges of learning on a daily basis, preparing them brilliantly for the real world.

In the Lower School, we will be teaching these essential learning skills through something called ELLI, which we have adapted to the needs of OUR children. There are eight key areas and each one is represented by an animal. This helps the children identify with the learning skills easily. The animals are:

- The Chameleon- who learns and changes over time
- The Cat- who is curious to get beneath the surface and find out more
- The Spider- who finds meaning and makes connections

- The Unicorn- who is creative, playful, imaginative and intuitive
- The Bee- who learns with and from others, as well as alone
- The Owl- who plans and manages the learning process
- The Tortoise- who relishes challenge and perseveres
- The Dolphin- who is able to manage their feelings and show empathy with others

Adults will teach these skills by:

- Differentiating behaviour for learning and using a progressive set of learning outcomes for each year group.
- Focusing more closely on two animals every term as part of the Newbridge Curriculum, to provide a depth of understanding and opportunities to demonstrate learning skills.
- Giving the children ownership of the ELLI animals- creating their own animal characters or images, and collaborating to write a story about the animals each year.
- Being role-models to children, who clearly understand the learning process and utilise all of the above skills explicitly.
- Recognising when children have demonstrated good behaviour for learning through verbal and written feedback.

In both the Lowe and Upper School we will promote a Growth Mindset, using the idea of The Yeti

What is a growth mindset?

Over four decades and countless studies, Carol Dweck and other mindset researchers have provided empirical evidence that people with growth mindsets are more:

- Open to challenges and constructively critical feedback
- Resilient in the face of obstacles and initial failure
- Convinced that individual effort makes a difference
- Likely to attribute success and failure to their own efforts, rather than to their innate abilities
- Able to learn well with and from others
- Likely to rise to the top – and stay there
- (from Growth Mindset Pocketbook by Barry Hymer & Mike Gershon)

How staff and parents can help

Some ways we can begin building a growth mindset culture?

- Adopt a 'glass half full' mentality at home. A child with 'hope' believes there can be a positive side to most situations.
- Always praise a child's willingness to try, (effort, patience, practice)
- Praise the amount of effort your child is putting into things rather than how clever they are;
- Talk to your children about their brain being like a muscle - the more they use it, the stronger it gets;
- Encourage your children to not give up if they are finding something difficult;
- Challenge your children to try something new or challenging.

The Art of Brilliance

In the Upper School, we will use resources linked to *The Art of Brilliance* by Andy Cope and Andy Whittaker.

This teaches children the importance of; choosing to be positive; understanding their impact (on others); take personal responsibility; having 'bouncebackability'; and being a 2% and not a mood hoover!

2.4 Sanctions

- The management skills of the teachers, teaching assistants and SMSAs are crucial to the achievement of good standards of behaviour throughout the school.
 - Where behaviour is unacceptable, the Traffic Light Behaviour System is used. (See Appendix 1). This is used throughout the school and staff have received training on this system. When a new member of staff begins working at Newbridge they will receive training as part of their induction.
- Traffic Light system
- Step 1- warn the child about their behaviour
 - Step 2- name moves to Orange.
 - Step 3- If the behaviour improves, child returns to Green; if the child continues the behaviour they move to Red.
 - Step 4- Once on Red, child is taken to phase leader. Their name will be recorded in the behaviour log on My Concern and the child misses a playtime.

For more serious behaviours e.g. aggressive or bullying, the child is taken directly to the Head Teacher.

Bullying

If there are concerns that a pupil is being bullied staff will refer to the school's Anti Bullying Policy and follow the appropriate procedures.

Definition of Bullying: 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'

3. Understanding Behaviour

We will work with children and families to better understand the function of our behaviour and link this learning to neuro-science in an age appropriate way. We will introduce children and adults to the ideas of the Triune Brain and how, when under stress, the creation of cortisol results in us *flipping our lids*

4. THE CLASSROOM

- Where children's attitude to learning/behaviour is below expectations the following strategies may be used:
 - (a) Traffic Light system
 - (b) loss of break time / part of lunchtime (supervised by teacher) if persistent it is taken to the Phase Leader.
 - (c) learning sent home to be completed.
 - (d) meeting with teachers and parents to plan a way forward.

In situations where pupils would normally be sent to the phase leader individual decisions will be reached between staff as to whether this can happen following social distancing rules or whether the Deputy Headteacher or Headteacher need to be asked to speak to the child.

- More serious incidents follow the plan from above.

Records of behaviour incidents will be communicated electronically between staff

5. OUTSIDE THE CLASSROOM

- Staff follow the agreed Traffic Light Behaviour System.

6. THE ROLE OF THE TEACHER, TEACHING ASSISTANT AND SMSA

- 6.1 It is the responsibility of class teachers, teaching assistants and SMSAs to ensure that the school rules are enforced in classes and around the school, and that children behave in a responsible manner during school time.
- 6.2 Staff members have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 6.3 Teachers should inform parents by phone or email of behaviour incidents when conversations in person are not possible.
- 6.4 Staff members treat each child fairly, and enforce the school and classroom rules consistently. Staff treat all children with respect and understanding.
- 6.5 If a child misbehaves repeatedly in class, a record of all such incidents is kept by members of the Senior Leadership Team. In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from Senior Leadership Team and the Parents/Carers are informed. The teacher will make notes on any parent/teacher meeting and store this information electronically.
- 6.6 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Local Authority Specialist Behaviour Service.

7. THE ROLE OF THE HEADTEACHER

- 7.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement this Policy consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school and staff.
- 7.2 The Headteacher supports the staff by implementing the policy, setting the standards of behaviour and by supporting staff in their implementation of the policy.
- 7.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 7.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

8 THE ROLE OF PARENTS/CARERS

- 8.1 We work collaboratively with parents/carers to support their child's learning, and encourage supportive dialogue between the home and the school.
- 8.2 We expect parents/carers, while on the school premises, to support and reinforce the school's Behaviour Policy and the Anti-Bullying Policy by demonstrating appropriate behaviour, both physical and verbal. Parents/Carers can be asked, for a fixed term period, to vacate the premises if they use inappropriate verbal or physical standards of behaviour.
- 8.3 If the school has to use reasonable sanctions as a result of a child's behaviour, we expect parents/carers to support the actions of the school. If parents/carers have any concerns they should raise it with the School Leadership Team in the first instance. If the concern remains, they should contact the Headteacher and, thereafter, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

- 8.4** Parents/Carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Depending on the severity of the alleged offence, it may be appropriate for parents to contact the phase leader, deputy head or Headteacher. Parents/Carers have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

9 THE ROLE OF GOVERNORS

- 9.1** The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.
- 9.2** The Headteacher has the day-to-day authority to implement the school's Behaviour Policy and the Anti-Bullying Policy, but the Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- 9.3** The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 9.4** The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

10 FIXED-TERM AND PERMANENT EXCLUSIONS

- 10.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is www.ace-ed.org.uk.
- 10.2** Neither the full governing body, nor the Pupil Discipline Committee (PDC) excludes pupils. Section 52 (1) of the Education Act 2002 states that only the Headteacher of a school can exclude a pupil. This is defined as including anyone who is acting as Headteacher on a temporary basis, for example, when the Headteacher is away from the school. The Headteacher should make it clear to everyone in the school who is in control when s/he is not on the premises.
- 10.3** It is the job of the PDC, following their Committee's Terms of Reference, to decide if the Headteacher has taken the right action in excluding the pupil, and whether the length of the exclusion is appropriate in the circumstances.
- 10.4** Decisions to exclude should be taken only:
- in response to serious breaches of the Behaviour Policy and the Anti-Bullying Policy
 - if allowing a child to remain at school would seriously harm the education or welfare of the children or other members of the school community.
- 10.5** Permanent exclusion is appropriate where it is the final step in a process for dealing with disciplinary offences following a wide range of other strategies used without success. There will be some exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude on a first offence. These are:
- serious actual or threatened violence against another pupil or member of staff
 - sexual abuse or assault
 - supplying or in possession of an illegal substance
 - carrying an offensive weapon

- a. In such cases the Secretary of State would not normally expect the PDC or an Independent Appeal Panel to reinstate the pupil.

Alternatives to Exclusion

10.7 Before resorting to exclusion the school must first try other methods to deal with discipline issues. These may include:

- internal exclusion, which requires a pupil to be removed temporarily to another place within the school and which may include break times
- a managed move, to a different school

Length of exclusions:

10.8 Heads may exclude for one or more fixed periods up to a maximum of 45 days in one school year.

10.9 Inspection evidence suggests that 1 - 3 days is long enough to gain benefit from the exclusion without the pupil suffering adverse educational consequences.

10.10 The school must set learning for the pupil during a fixed term exclusion of more than one day, and a teacher should mark this.

10.11 Where a much longer exclusion has been imposed, e.g. 15 days or more, the Headteacher must consider:

- how the child's education will continue during this time. The school, under the guidelines of September 2007, must provide and pay for alternative educational facilities from the sixth day of exclusion (Venue for the sixth day of exclusion would be Oldfield School or Aspire Academy)
- how the time can be used to address the child's needs
- how best the child can be reintegrated to the school

Lunchtime exclusion

10.12 Children can be excluded for the duration of the school's lunchtime, especially if it disruptive behaviour at lunchtime that is the cause of the problem. This equates to a fixed term exclusion of one half school day. Parents/Carers have the same rights of appeal. Arrangements may need to be made for children who have free school meals.

Parental cooperation

10.13 Where a parent/carers refuses to comply with an exclusion, whether at lunchtime or for longer periods, the school must consider the child's safety in deciding what action to take.

10.14 If the school is unable to resolve the situation it may be necessary to contact other support agencies' (eg Educational Psychology Service or Pupil Access and Support), or contact the Local Authority for advice about legal remedies.

The Role of the Headteacher

9.15 Before deciding to exclude the Headteacher must

- ensure that an appropriate investigation has taken place
- consider all the facts and firm, evidence to support the allegation and take into account the appropriate school policies. If the Headteacher is in any doubt as to whether the child did what is alleged they should not exclude.

- allow the child an opportunity to give their version of events
- check whether an incident was provoked, especially by either racial, homophobic or sexual harassment
- if necessary, consult with other people, but not with anyone who may be later involved in a review of the decision, e.g. a member of the PDC

10.16 Once the decision to exclude has been made, the Headteacher must immediately inform the governing body's PDC (through the Chair of Governors if necessary or appropriate) and the Local Authority in the following circumstances:

- all permanent exclusions
- exclusions that result in the child missing more than 5 days in total in a term
- exclusions that result in the child not being able to take a public examination.

Short term fixed period exclusions need only be notified three times a year. Notification should give the child's name, and the length and duration of the exclusion.

Informing Parents/Carers of an exclusion

10.17 The Headteacher must, without delay, take all reasonable steps to inform the parents/carers of the exclusion and its duration. This should be by telephone in the first instance followed by a letter within one school day.

10.18 The letter should be sent by first class post, or personal delivery, to the last known address of the parent/carer. If posted it should be assumed to have arrived. This applies to permanent exclusions but, in the absence of any advice regarding fixed term exclusions, it would be wise to follow the same guidance.

10.19 Following any meeting of the PDC, letters to parents/carers and the Local Authority should be treated in the same way.

10.20 The letter must state:

- For a fixed term exclusion - the period of the exclusion
- For a permanent exclusion - the fact that it is permanent
- The reason
- The parent/carer's right to make representation to the PDC
- The person the parent/carer should contact to make representation, ie the Clerk to Governors

10.21 The letter should also mention:

- The latest date by which the PDC must meet to consider the exclusion
- The parent/carer's right to see and have a copy of the child's school record upon written request
- For a fixed term exclusion, the date and time when the child should return to school (in the case of a lunchtime exclusion, the number of lunchtimes for which the child is being excluded and any arrangements necessary for a child receiving free school meals) and that they will meet with the Headteacher to support the return
- For a permanent exclusion, the date it takes effect and any relevant previous history

- Arrangements for the child to continue with his/her education. It is the parent/carer's responsibility for ensuring work is completed
- The name of an appropriate Local Authority officer to contact for advice
Informing the PDC and the Local Authority

10.22 Within one school day the head must inform the PDC and the Local Authority of:

- Permanent exclusions
- Exclusions that will result in the child being excluded for more than 5 days or 10 lunchtimes in one 'old' term (may be accumulated over a period of time)
- Exclusions where the child will miss a public examination

10.23 Fixed period exclusions totalling less than 5 days or 10 lunchtimes in one 'old' term must be reported to the PDC and Local Authority once every 'old' term.

10.24 The information should include:

- The name of the child
- The length of the exclusion
- The reason
- The child's age, gender and ethnicity
- Whether the child has a statement or is being assessed
- Whether the child is in Local Authority care

11 SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

11.1 At any one time the school can have children with a wide range of SEND. On occasions there may be children in the school with needs which cannot be met by the Behaviour Policy and Anti-Bullying Policy and it is not in their best interests to follow it e.g. Attachment Disorder. In situations such as this the school will devise a Pastoral Support Plan which is designed specifically to meet the needs of the child. The plan will outline the children's needs and be written in collaboration with specialist agencies such as the Primary Pastoral Partnership, Educational Psychologist Service or Local Authority representatives.

11.2 At Newbridge Primary School we are committed to helping every child thrive in their emotional and social development. We use the *Thrive* approach to help us identify and support children that may need further help developing in these areas.

The programme can be used to screen cohorts of children or used with pupils on an individual basis. Children may be selected for an individual *Thrive* assessment for a number of reasons, these may include; concerns from the class teacher about the behaviour of a child, concerns from parents about the behaviour of child, if the child is looked after or in care, if a child has been adopted, if a child asks for help with their behaviour.

Our SENDCO is a trained *Thrive* Practitioner and is able to develop plans to work with parents, teachers and support staff to support individuals and groups of children. If the school feels that your child would benefit from support from *Thrive* parents will be asked to contribute to the process through an initial meeting, a questionnaire (if appropriate), and through activities at home. Depending on the need of the child, they may be supported in school through *Thrive* activities or through adapted teaching methods in the classroom.

12 DRUG AND ALCOHOL RELATED INCIDENTS

12..1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need prescribed medication during the school day the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the office for safekeeping. Any prescribed medication needed by a child while in school must be taken under the voluntary supervision of a teacher or other adult worker. (See Medical Needs Policy)

12..2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents/carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. Support will be given by the school nurse/other local services (early help) to ensure that children in this situation understand the physical, emotional and legal consequences of substance misuse.

12..3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

12..4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent/carer of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

12..5 If the offence is repeated the child will be permanently excluded.

12..6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

13 MONITORING and REVIEW

13..1 The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

13..2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Senior Leadership Team and Headteacher record those incidents where a child is sent to them on account of their behaviour. These incidents are shared at Senior Leadership Team meetings.

13..3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

13..4 It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that this Policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the Equality Act 2010 and Schools advice from the Department for Education and that no member of the school community is treated unfairly because of race, religion or belief, gender, disability or sexual orientation.

13..5 This policy is to be reviewed annually in September of each new academic year.

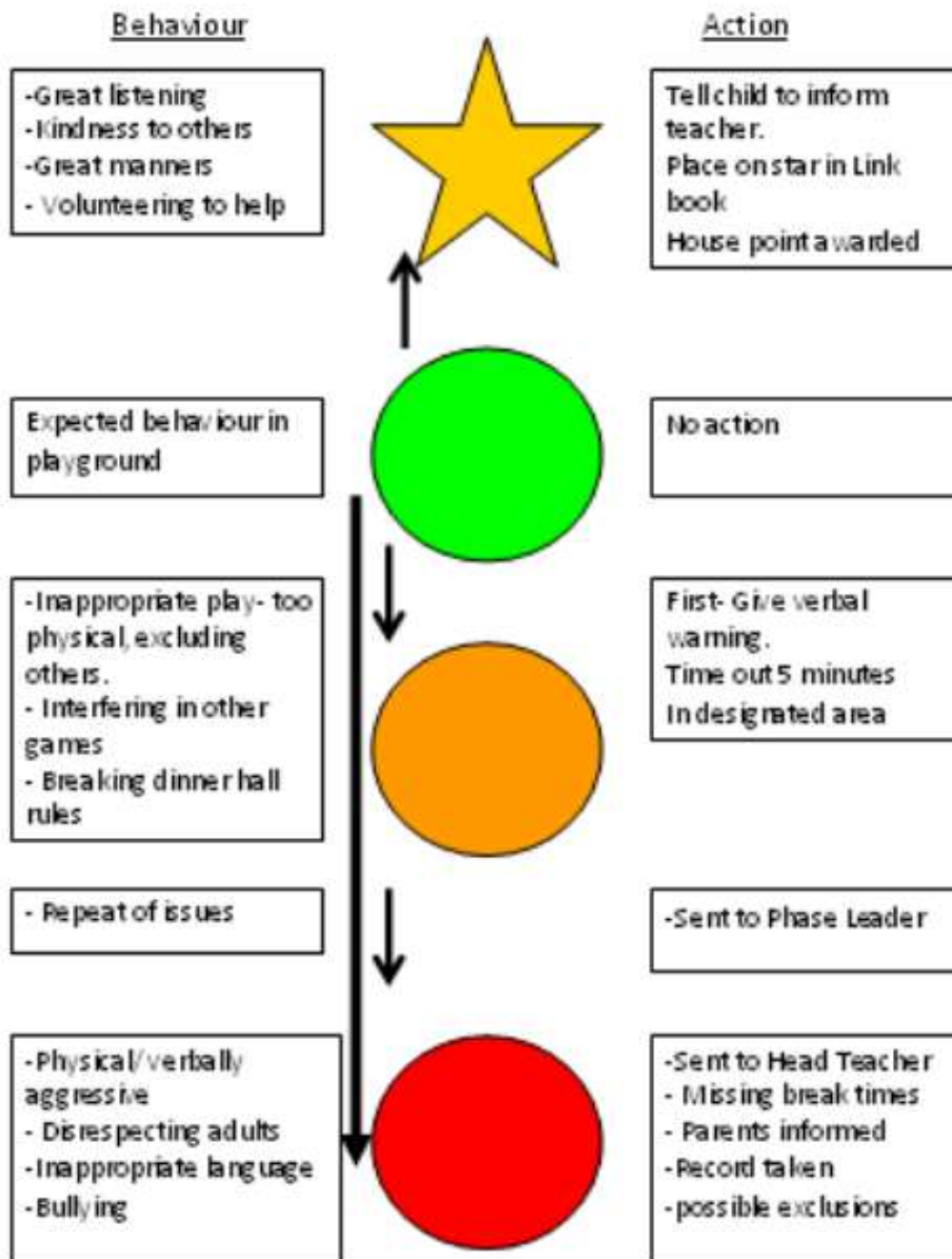
Chair of Governors _____ Date: _____

Chair of Curriculum Committee _____ Date: _____

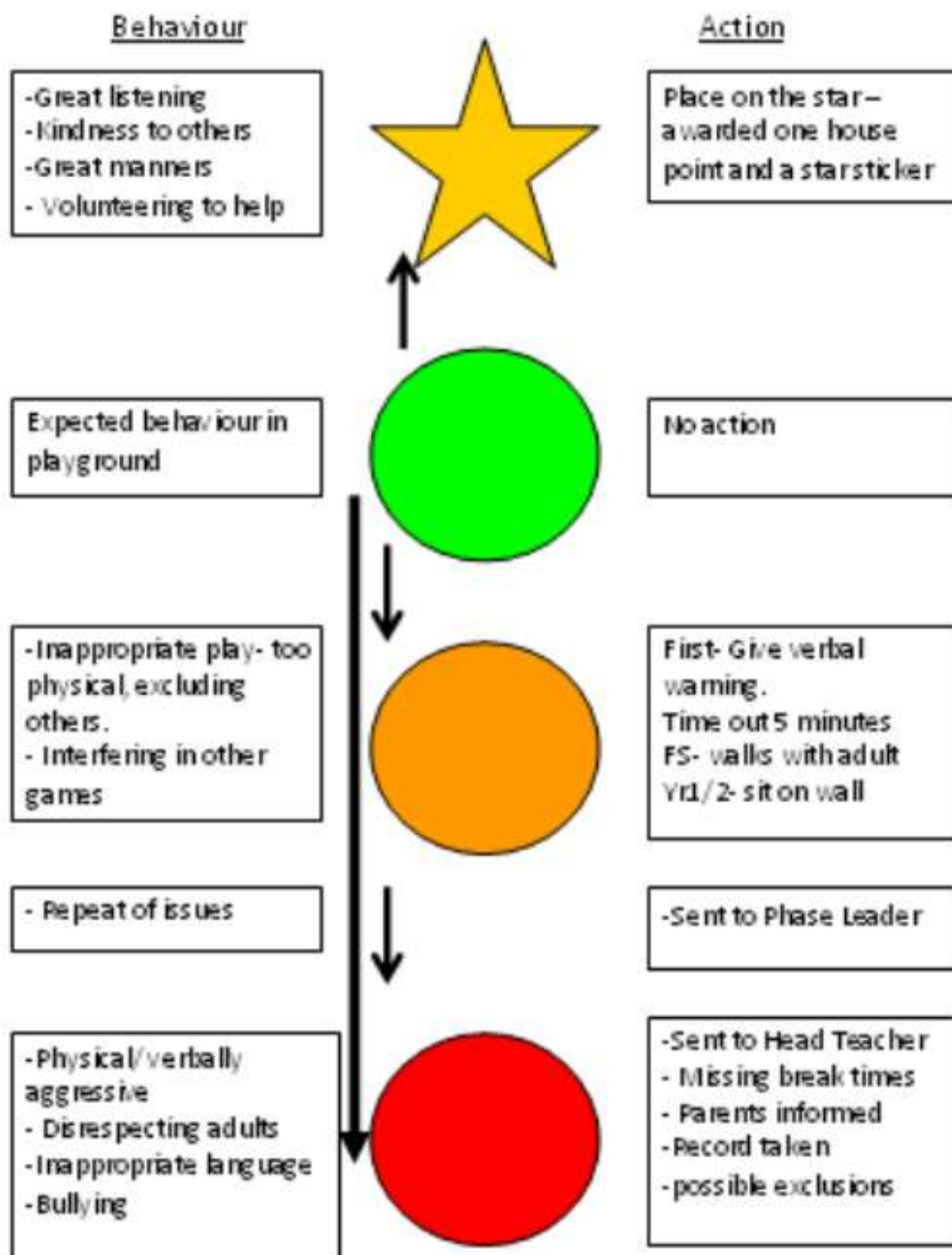
Headteacher _____ Date: _____

Appendix1 - Traffic Light Behaviour System

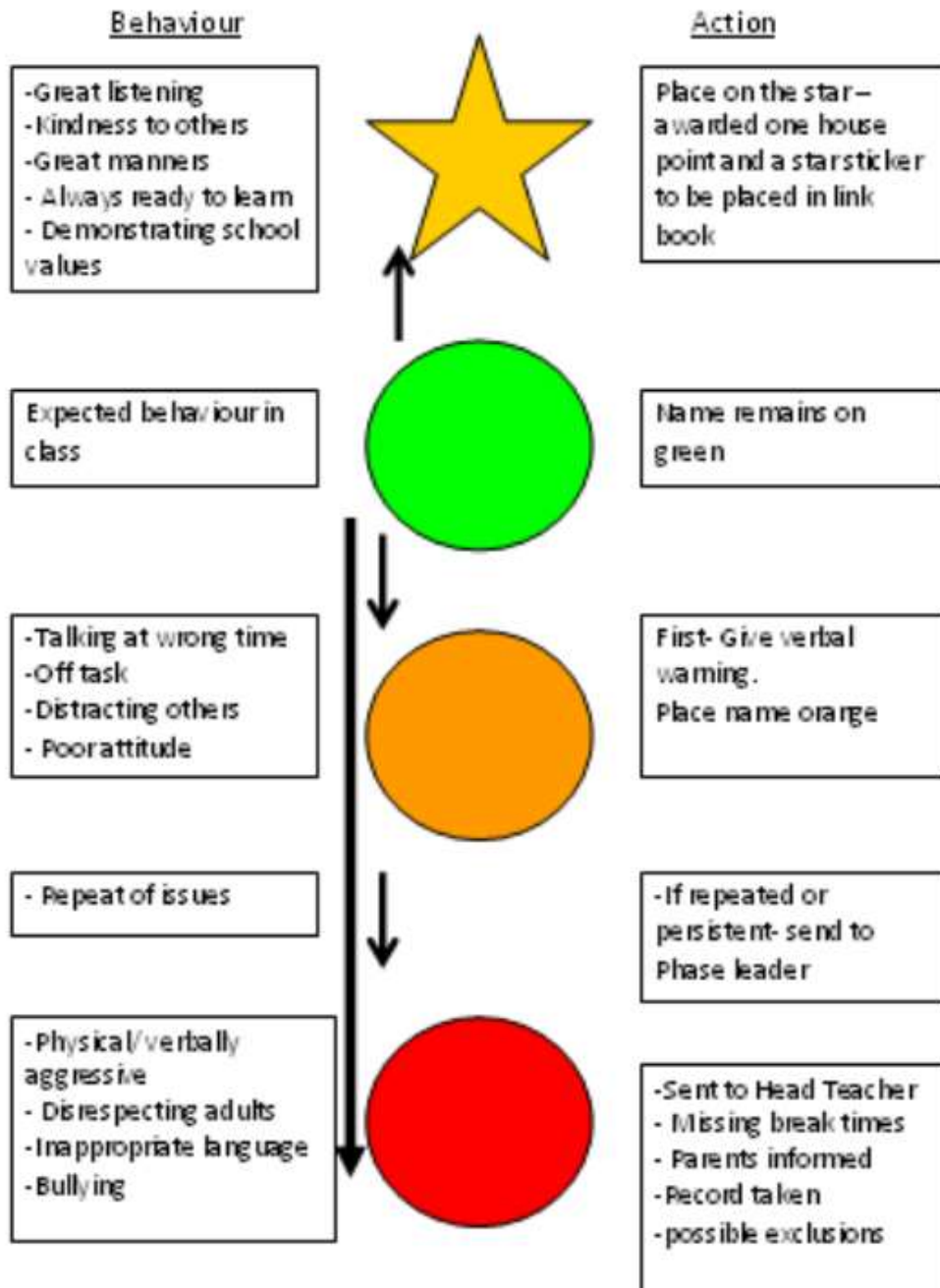
Traffic Lights for the Upper School Playground-



Traffic Lights for the Lower School Playground-



Traffic Lights for the classroom-



Appendix 2: Strategies to Support Learning Behaviour (Lower School)

ELLI stands for "Effective Lifelong Learning Inventory"



The ability to learn effectively is fundamentally important to being able to thrive in a fast-paced, constantly changing, modern environment.

ELLI started out as a research project at Bristol University ([find out more about the background](#)). ELLI describes "7 dimensions of learning power" - 7 characteristics that help us become better at learning. To make it easy, each one is represented by an animal.



Curiosity

Powerful learners love asking their own questions to find out what is really going on. Curiosity is represented by the Cat. Children may be asked to question 'What is new?' about a method they have been learning and 'What is different?'



Making Connections

Powerful learners are great at being able to connect what they have learnt from one lesson to another and to their lives outside of school. Making Connections is represented by the Spider. Children may be asked how they can use what they learnt in another lesson to help with the task.



Changing and Learning

Powerful learners understand that they can become better learners over time. Changing and Learning is represented by the Chameleon. Children may be asked how they would work, create or learn differently next time.



Resilience

Powerful learners don't give up easily when things start to get difficult. Resilience is represented by the Tortoise. Children may be asked to complete an open-ended activities were there is no right or wrong answer.



Strategic Awareness

Powerful learners know what to do next by having their own strategies which they are able to choose between. Strategic Awareness is represented by the Owl. Children may be asked to select for themselves the level/ difficulty of their work to ensure they are working with the right amount of challenge.



Creativity

Powerful learners love playing with possibilities and using their imagination to solve problems in different ways. Creativity is represented by the Unicorn. Children may be asked to use their creativity in English or Art or to think about approaching a problem in DT or Science in a creative way.



Learning Relationships

Powerful learners love sharing their thoughts and ideas with others and working well together to solve problems. They also know when it is more effective to work on their own. Learning Relationships is represented by the Bee. Children may be asked to 'Think, Pair and Share' or to decide whether to work alone, in pairs or as a group on a particular task

What does it look like in the school?

As you walk into the Lower School, it quickly becomes apparent that ELLI is very much part of our every day language. Walking into each classroom, the first thing you may notice is an ELLI display or perhaps a set of soft toys. After that there is no prescribed approach about how ELLI is embedded into the curriculum, as teachers have developed their own approach to using the Learning Dimensions with their class. ELLI may be identified on a plan or may be part of the Learning Objective. However we have found that sometimes the most powerful learning opportunities arise as the lesson evolves. For example, when the independent, paired or group work phase of the lesson may be drawing to a close, the teacher may prompt the class to think strategically (The Owl) about how they are going to meet the Learning Objective and Success Criteria in the time left.

This is backed up by a rolling schedule of assemblies. [We tell the ELLI story](#), which introduces all of the ELLI animals, and then we focus in detail on each of the animals in turn throughout the year.

Why is ELLI worthwhile?

Confident and successful learners have a collection of psychological traits and skills that enable them to engage effectively with a variety of learning challenges. This is often referred to as 'Learning Power'. Learning power is something that can be developed at home, with friends, in school - in fact it can be developed all the time and everywhere. ELLI's seven learning dimensions provide an understanding of these important skills and traits, many of which are needed in order to become better, more effective learners. The animal metaphors help the children to understand and relate to ELLI and help to provide a shared language of learning, which is why we value it so much at Newbridge

How does ELLI improve our learning across the curriculum?

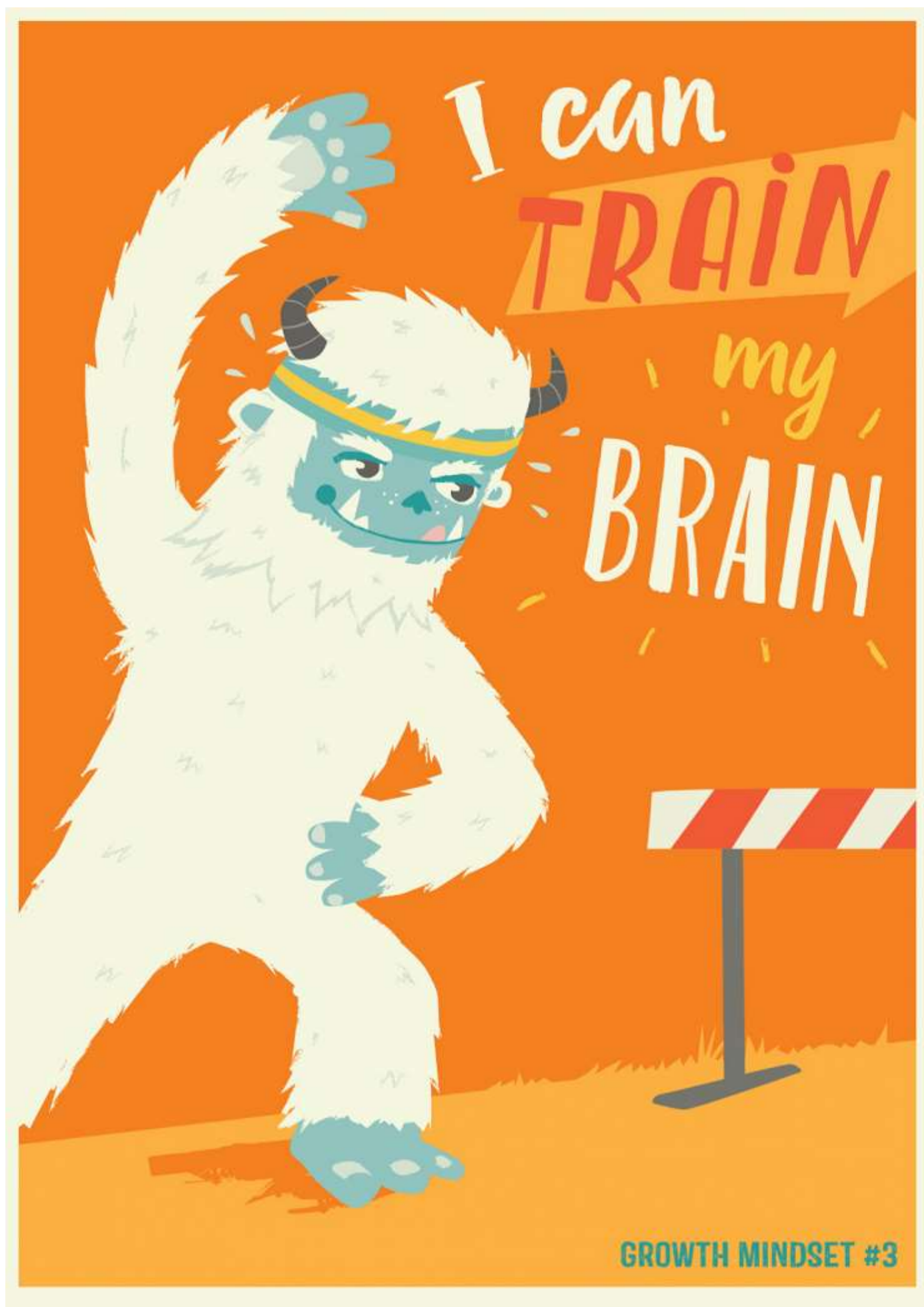
At NEWBRIDGE we have a strong focus on helping the children to develop skills which will empower them to learn, to be in control and to be independent. Our aim is to look at each pupil more holistically than a narrow focus on just academic skills (which does not always enable the children to learn all of the skills needed to succeed in school and life).

There are many examples of how ELLI has had a powerful impact on teachers' planning and delivery of lessons. For example, Topic planning is led by children's curiosity and a discussion on what and how they would like to learn. Teachers may provide the children with time to reflect on how their learning in a subject/ skills set has developed (The Chameleon) or reinforce the message that making mistakes is okay as it helps us to grow as learners. As a result of our work on [Growth Mindsets](#), we have introduced an 8th animal (The Yeti) to remind children that when we come across things we find tricky, we don't say we can't do it, we say we can't do it YET. [Growth Mindset](#) has a positive impact on our ability to learn and our willingness to tackle a challenge.

Introducing the Yeti...

The power of 'yet' has spread across the school. We wanted a friendly face to embody the message: "I can't do it yet but if I keep trying I will get there".







What is a growth mindset?

Over four decades and countless studies, Carol Dweck and other mindset researchers have provided empirical evidence that people with growth mindsets are more:

- Open to challenges and constructively critical feedback
- Resilient in the face of obstacles and initial failure
- Convinced that individual effort makes a difference
- Likely to attribute success and failure to their own efforts, rather than to their innate abilities
- Able to learn well with and from others
- Likely to rise to the top – and stay there

(from Growth Mindset Pocketbook by Barry Hymer & Mike Gershon)

How you can help at home

Some ways we can begin building a growth mindset culture?

- Adopt a 'glass half full' mentality at home. A child with 'hope' believes there can be a positive side to most situations.
- Always praise a child's willingness to try, (effort, patience, practice)
- Praise the amount of effort your child is putting into things rather than how clever they are;
- Talk to your children about their brain being like a muscle - the more they use it, the stronger it gets;
- Encourage your children to not give up if they are finding something difficult;
- Challenge your children to try something new or challenging.

Appendix 3: Strategies to Support Learning Behaviour (Upper School)

Taken from the Art of Brilliance by Andy Cope and Andy Whittaker

Children will be explicitly taught these skills and concepts



Newbridge
Primary School

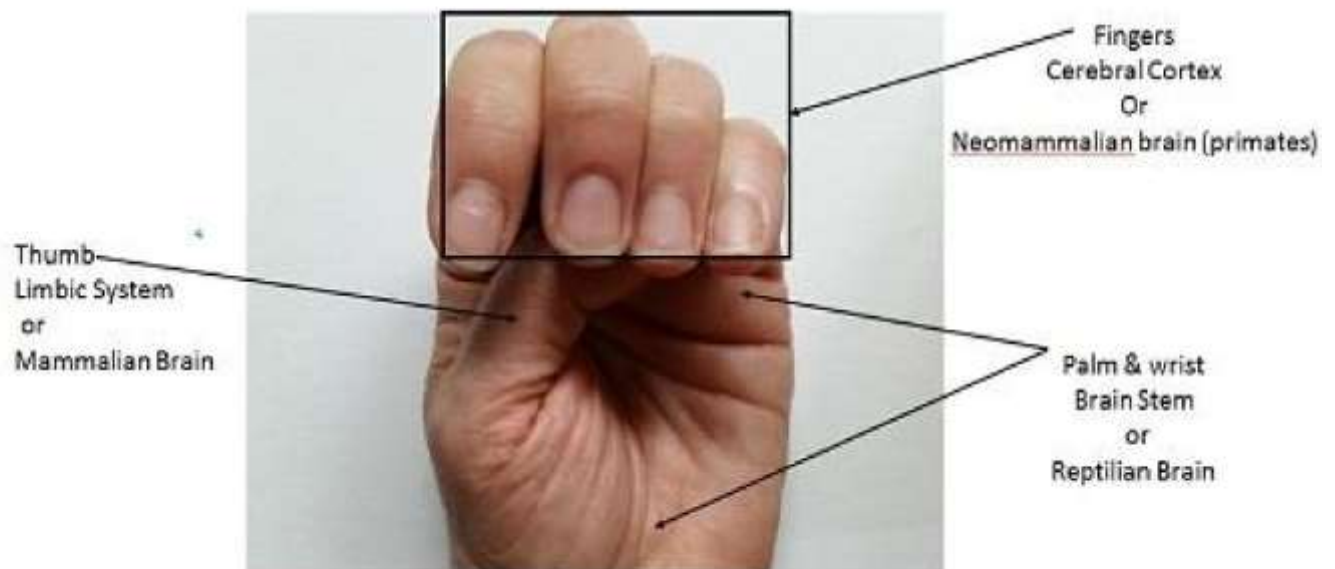


[Colour Your World With Kindness Video - Watch at Y8.com](https://www.youtube.com/watch?v=...)

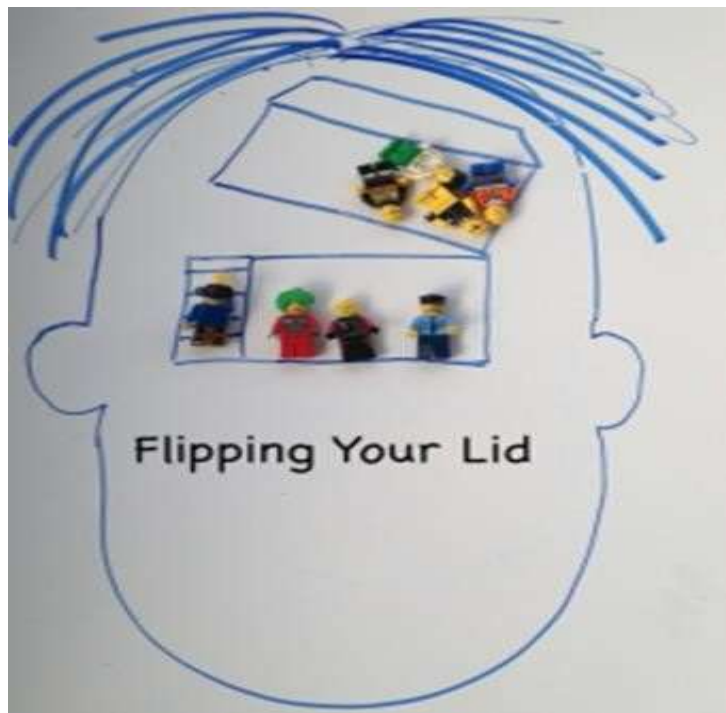
Appendix 4 Understanding Behaviour – How our brains respond to stress – Flipping our Lids

How can this hand show us how our brains work?

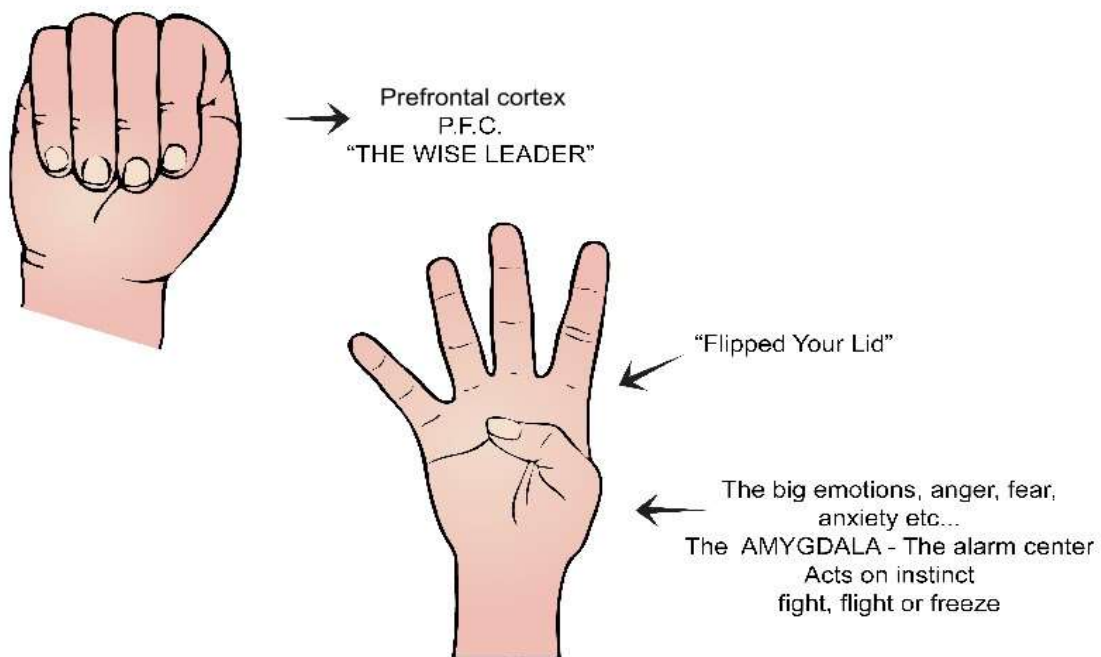
The hand model of the triune brain



What happens to our **brains** when we **flip our lids**?



“Flipping One’s Lid”



Credit: Daniel Siegel, V.D. is the creator of this metaphor
and expression 'Flipped Lid'. Copyright © 2014 www.sharonelby.com

[..\Videos\Triune Brain.mp4](#)

Click on the link about to watch this video.



Supporting Pupils who are dysegregated

