

### **Questions & Answers from Forum**

**Q: Would you consider changing rule 2 of the 4 rules to “keep yourself to yourself” as there are other ways to affect people rather than just your hands and feet?**

A: A nice suggestion but the wording is carefully chosen and the rule of “praise no out down” incorporates the other way in which children can harm/hurt the feelings of others.

**Q: If I need to report a child’s behaviour towards my child, how do I go about this? I don’t want to do this at the school gate?**

A: You can email the office at any time and your query will be directed to the class teacher/ appropriate member of staff.

**Q: If your child is not getting gold stars, should we be contacted? My child can’t always tell me why he’s not getting them – lack of consistency.**

A: All children should earn a gold star by following the 4 rules of the classroom and demonstrating school values. In this way, all children can get on with their learning not disrupted with repeated reminders that interrupt the flow of learning/the lesson for other students. Children will have plenty of opportunity to ‘hear’ instructions. If your child is consistently not achieving expected levels of good behaviour in line with age and stage of development, the class teacher will discuss with the student. The Pastoral Team review Class Records of Learning each week so also support children and staff. As it is a new tool for teachers and support staff at WPS we have had to work closely with staff to ensure consistency across the school.

**Q: Can you remove children’s name from the pool the secret student gets pulled from as some have been pulled more than once and some not at all?**

A: If a child is pulled a third time in succession, that students name is put back in the pool. Children see this and can see it’s a sensible thing to do.

**Q: Can we obtain a copy of the PowerPoint?**

A: Yes – This is being put on the website.

**Q: What are the 5 learning powers? They are mentioned in the behaviour policy but I can’t find anywhere in the document that says what they are. It’s quite a long document so I may well have missed it. Is it linked to LEARN?**

A: *(taken from our behaviour policy P.15)*

## **Dispositions and Attitudes or our Learning Powers**

At WPS we believe that rules alone will not develop us into a lifelong learner, the five dispositions for life-long learning from our Learning Powers-they are the five Rs. The Learning Powers key to ensuring a healthy attitude works with our values and helps children to become more effective and independent learners. (See appendix 2 – Five Dispositions Poster)

### **Resilience**

- Absorption – the pleasure of being rapt in learning ...awe and wonder
- Managing distractions – recognising and reducing interruptions
- Noticing – really sensing what's out there
- Perseverance – stickability; tolerating the feelings of learning

Resilience means being able to persist in the face of frustration or setbacks, or when complexity is seemingly overwhelming. Metacognition – the ability to engage with and be curious about your own thinking – is the sign of a resilient learner. The resilient learner has developed a range of coping strategies and does not either internalise or externalise blame. The coping strategies of a resilient learner are bolstered by a positive self-image, which in turn emerges from high self-esteem. This allows the resilient learner to be able to place failure in context and to be able to see possibilities for learning within the experience. To a child with resilience 'there is no failure, only feedback'.

### **Responsibility and Reciprocity**

- Interdependence – balancing self-reliance and sociability
- Collaboration – the skills of learning with each other
- Empathy and listening – getting inside other minds
- Imitation – picking up others good habits and values

Responsibility is the recognition that actions have consequences, and the ability and willingness to fully consider those consequences before taking action. Managing impulsiveness, delaying immediate gratification and thinking in terms of success outcomes are characteristics of the responsible learner. So too is the ability to empathise and to see things from multiple perspectives. Responsibility is also about locating your own actions within a larger scheme of things.

### **Resourcefulness**

- Questioning – getting below the surface; being curious
- Making links – seeking coherence, relevance and meaning
- Imagining – using the mind's eye as a learning theatre
- Reasoning – thinking rigorously and methodically
- Capitalising- making good use of resource

To be resourceful is to be able to adapt to different learning challenges. This is about having the tools of a good learner and the skills with which to deploy those tools. A child who is never involved in positive decisions about her own learning will not

have the attribute of resourcefulness. If, for whatever reason, a child develops a presupposition that learning is a passive activity, then the ability to make autonomous decisions about applying skills and utilising learning tools will be significantly diminished. To be resourceful is also to be willing to take the risk of learning, which may involve revealing ignorance or making mistakes.

### **Reasoning**

To be capable of reasoning is to be able to see problems through in a self-managed, considered and systematic way. Complex problems are broken down into their elements, their essential features described and the relationships between such elements defined. Reasoning thus involves seeking patterns or relationships, describing those relationships and then re-constituting those relationships. Children who can reason discern patterns in everyday experience and can also originate patterns. A teacher who develops the capability of reasoning in a child therefore endows that child with a range of tools that are capable of enduring transfer into a range of everyday challenges. The disposition to reason does however, differ from the ability to reason. This is why reasoning of its own without resilience, without responsibility and resourcefulness, does not have the same enduring transfer.

### **Reflectively/Reflexivity**

- Planning – working learning out in advance
- Revising – monitoring and adapting along the way
- Distilling – drawing out the lessons from experience
- Meta-learning – understanding learning and yourself as a learner

Reflectivity-reflexivity is the capability of reflecting on experience – making comparisons with similar and dissimilar experiences – to infer or draw conclusions. Reflectivity – reflexivity is an active and dynamic process. By reflecting backwards, patterns of response are located and can be reinforced. The more we reflect, the more likely we are to be able to and want to. Thus reflection itself becomes reflexive. As we reflect on experience we begin to open the possibility of acting on experience and thus learn. Reflexivity is the consequence of reflectivity practised, or distributed, overtime. A teacher develops this capability in her children by reflective questioning, by review, by distributed rehearsal, by educative feedback.

We want the staff and pupils to develop a group of special characters that display the learning powers (dispositions and attitudes). The characters may vary depending on the age and stage of the children, their level of understanding and our curriculum.

**Q: LEARN and record of learning - are children given a warning or reminder before losing the first letter/having a cross put on their chart? The behaviour policy seems to suggest this but if you could clarify this, that'd be helpful.**

A: Absolutely, especially in KS1 and with children who have SEN. The whole class would be given a reminder, the class teacher would then praise the individual or groups of children displaying the correct behaviours to highlight the requirements and then a reminder to the individual children not following the

rules. If the child is still not able to follow the rules a reminder would be marked on the record of learning.

**Q: LEARN - losing letters for bad behaviour choices. How do staff intend to avoid this being a focus on negative behaviours, rather than seeing the positives? It could be easy to get drawn into a cycle of seeing negatives when you are putting crosses against children's names for bad behaviour. I understand that staff will look for children who are making good choices, helping to positively enforce good behaviour whilst reminding the 'offending' pupil of the rules, however, how can staff ensure they look for positives in those who have lost letters too? It is much easier to look for positives if the system involves awarding something, rather than taking it away.**

A: Children are still able to participate in earning class rewards like the class marble. The class teacher is always looking to 'catch children (you) being good', teachers are naturally positive and they love the children. The policy has a Positive Behaviour Pathway that staff use to identify the great conduct they see every day in students at Wicklewood. A reflective discussion takes place the following the consequence and how the star can be achieved the following day. When the policy was launched, there will have been plenty of opportunities to discuss the stars and the behaviour policy as a whole with the class. For example, Children will have had a class discussion regarding the class reward for when our 'marble jar' is full.

**Q: LEARN - can children regain letters? I know that if I were to lose a letter/have a cross against my name on a chart visible to all, and not have the opportunity to put that right, I would feel shame and it would not put me in the best mental state to continue learning effectively. I would feel like a bad/naughty child and it would not help my self-esteem. I would feel that anyone in the room, could see the chart and would label me as bad. Would positive encouragement for good behaviour, after a bad choice, by regaining the letter be beneficial? Also, how can children who do make poor choices be encouraged to turn their behaviour round if they do loose more than 1 letter? Are there opportunities for this? If not, they may stop trying as they could see there being little point in putting the effort in to improve their behaviour.**

A: Firstly, children are always encouraged to behave well, secondly they know if they have earned their star at the end of the day. To give the star to a student who everyone could see had disrupted learning would be disingenuous. Teachers plan learning to ensure all children will earn their star. If any child is struggling then the child/teacher and Pastoral Team will work together to ensure they do.

All our actions have consequences both positive and negative, not all our actions can be undone. As we get older this is part of learning how we demonstrate our love and care for others.

**Q: Do the records of learning need to be displayed for all to see? Could there be another way to let the child know they need to rethink their behaviour and that they need to make better choices? Records could still be held electronically if needed to inform staff of students repeatedly not meeting expectations. We would not display the children's academic scores in class for all to see, so what is the justification for doing this for behaviour?**

A: The records of learning are displayed to the class to show that the whole class (allowing for those children who are not on the record of learning due to other arrangements or behaviour management plans being in place) are able and expected to follow the rules to allow ALL children to learn. It is unusual for a child not to achieve their gold star.