



USING DATA TO IDENTIFY BEHAVIOURS THAT LEAD TO VULNERABILITY



Before we begin, I wanted to tell you...

When I was in school, I was considered a safeguarding risk.

Imagine your most challenging pupil, double that risk, that was me.

If I can do it, any of your students can.

I believe in data-driven safeguarding and targeted pastoral care.

Anyone can do it. I am here to show you how.

But first, the hidden challenges we face today...

The lay of the land across (so far)...

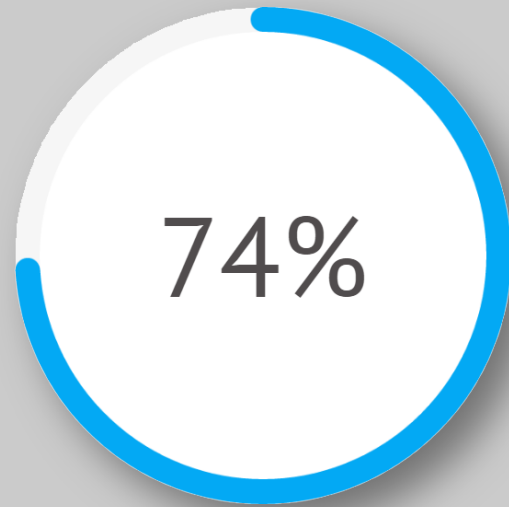


105 Schools



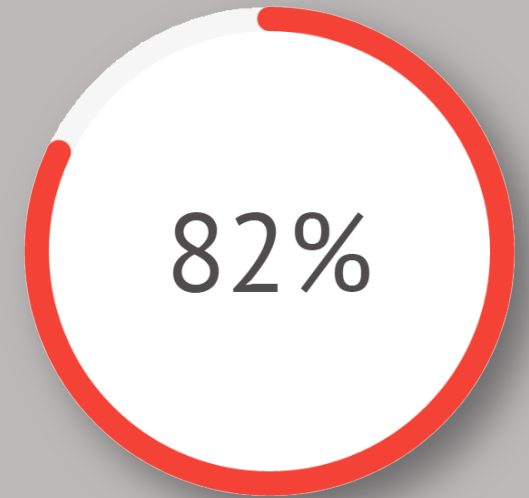
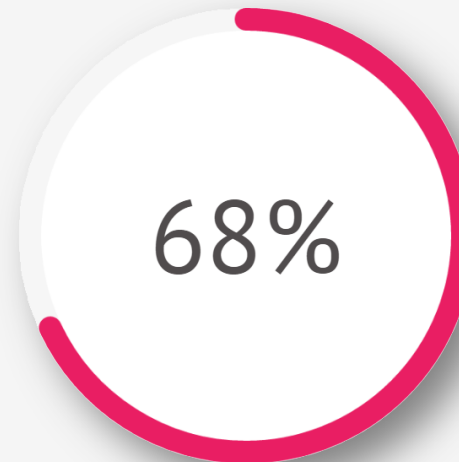
7455 Student PLOA Reports

**Sleeping
after 12.15am**



**nervous &
worried**

**“School’s not
right for me.”**



**“I won’t
do well.”**

How can we teach, when behaviour “*gets in the way*”?

The 4 Truths

1
Behaviour is pre-set and pre-established prior to entering your classroom

2
There are no negative behaviours, only scales of extremes

3
There are a set of behaviours that facilitate learning and mastery in the classroom

4
There are a set of behaviours that facilitate learning and mastery in the exam hall

5
Analysis without context is plain and simple naivety

A 1-min THUNK...

What is the one behaviour that frustrates you the most?

The Meaningful 4

The Meaningful 4

FOCUS: May appear extremely distracted, could struggle to maintain focus for even short periods of time, may be making a lot of excuses and could have high levels of procrastination.

PASSION: Unenthusiastic, often appears to be very lethargic and de-motivated, does not respond to constructive feedback and struggles to see the purpose in being engaged and involved.

ENGAGEMENT: Appears to be very distant in class "in the room but not in the room", highly distracted and uninterested, extremely poor quality of work, strong tendency to not "show up" when told.

COMPOSURE: May experience wide fluctuations in behaviour e.g. aggressive and hostile or detached and disengaged, may have a tendency to struggle to maintain the suitable behaviour required to perform well, could be on a behaviour list or inclusion list within the school.

**THEY ARE THE DIFFERENCE THAT MAKE THE
DIFFERENCE**

Effects of situations on pupils

How this informs attitudes and behaviours such as lack of sleep, peer influence safeguarding concerns, gangs, drugs and time management:

1. Family issues/challenges.
2. Poor home environment.
3. Possibly bullying/victim reality or mind-set.
4. Consistently poor behaviour at school and often in trouble with teaching staff and the school.
5. Involved in potentially harmful activities.
6. Potential health issues.

Our research found

If left un-checked...

Students become unmotivated and 'check out' mentally, emotionally and physically from school and their academic careers.

Their attendance is consistently poor and they have faced at least six months of very poor reports from teachers.

Our research found

Caused by...

These difficulties in learning will often come from very hostile and/or unsupportive/troubled homes, often disconnected and/or angry with family life.

Can also be caused as student is given additional work as part of a supportive intervention due to their lack of attainment which in turn causes more stress and anxiety.

Our research found

Affected...

Highly depressive, 'autopilot' behaviour is displayed, alongside common traits of non-existent time management skills, extreme fatigue and exhaustion during the day.

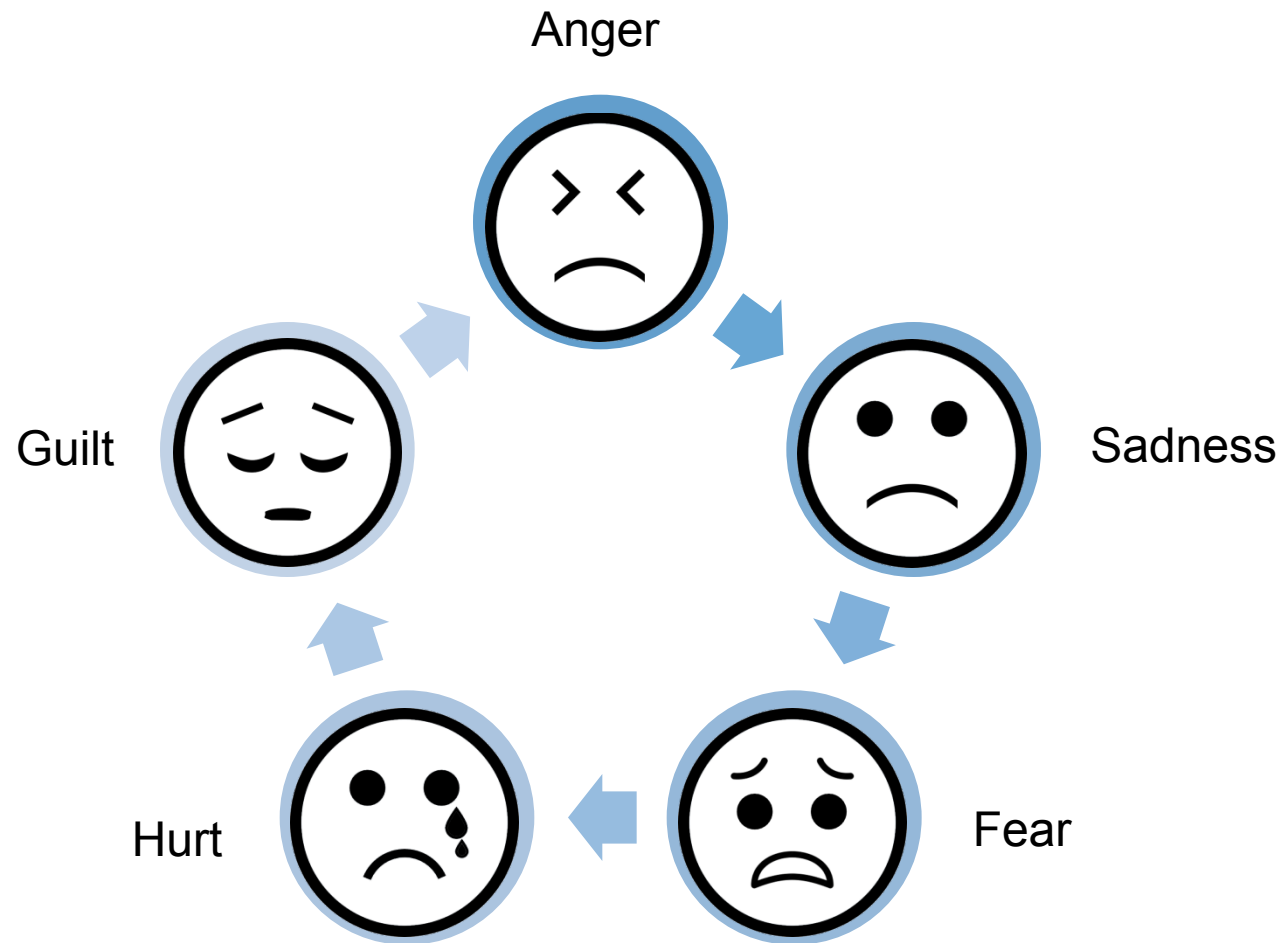
Impacted on...

Academic results and emotional welfare!

As a result we created the behavioural analysis tool.

The Consequences On Learning Culture

Cycle of doom



Is this as a result of school?

No!

Do we have to deal with it?

Yes!

What Can You Do That You Are In Control Of?

Case Study

Case Study

PLOA here highlighted that 95% of pupils in Year 5 and 78% of pupils in Year 6 were telling their teachers that they had low attention and high energy behaviours.

Energetic & Volatile

High energy but often disruptive in a classroom can perform well if left alone with certain of students that don't succumb to their behavior. They feed off of attention especially from their peers

ASSESSMENT LEVEL: AL4.1

Obsessive & Addictive

Full on and difficult to manage as obsessive and addictive personalities to often make the same mistakes over and over again.

ASSESSMENT LEVEL: AL4.2

Low Attention & High Energy

Energy levels are good but very low attention span, motivated but unfocussed.

ASSESSMENT LEVEL: AL4.3

Poor Attendance & Attentive

Attentive when present but consistent non-attendance, they are good when present but are hardly present.

ASSESSMENT LEVEL: AL4.4

Fatigued & Attentive

Sleep deprived but they try hard, heavy eyes and fatigued in the day. Always attending class but tiredness is consistent and this affects their performance significantly.

ASSESSMENT LEVEL: AL4.5

Moderate Effort & Poor Outcomes

Effort for this risk level is good, skills and ability lets them down and often can feel de motivated as a result of lack of reward from the effort being put in.

ASSESSMENT LEVEL: AL4.6

Case Study

PLOA highlighted the following behaviours:

Common behaviour patterns to look out for:

- Disruptive classroom behaviour
- Occasional glimpses of level 5 performance
- Consistently making excuses
- Completed homework but very late handing in
- Strong peer group influences
- High energy but channelled negatively

What would this classroom look like if left unchecked?

What is the future for these young people if left unchecked?

These issues will not be showing up in class!

...all this evidence came directly from the pupil, not from what the teacher was telling us.

2.

Classes teaching pupils how to access the following three Behaviours and Traits:

- **motivation**
- **energy**
- **self-analysis**

For the first three months of term, 80% of the content was being taught through:

- **retention**
- **recollection**
- **structuring techniques**

1.

- **sleep & wellbeing**
- **information processing & structuring**
 - **managing stress & anxiety**
 - **effectively managing time**

3.

Implemented within the curriculum teaching across ALL subjects, were the following skills:



**FELT school was right
for them,**

**of students, having been
taught HOW to learn and
self-manage, along with
awareness of key
behaviours:**

**and, most
importantly, knew
the steps they
needed to take to
succeed.**

The interventions the school undertook as a result

- Supported school wide analysis.
- Delivered teacher training to support staff knowledge.
- Created a range of resources to support teaching and learning and support pupil understanding.
- Tracked impact through the PLOA data platform.
- Supported parents and raised parental awareness with different approaches and tools.
- Delivered assemblies, to develop hearts and minds.

The Next Step:

The Behavioural Analysis Tool

What does it measure?



1. How I feel about school
2. How I think my teachers feel about me
3. How I feel in class
4. My ability to retain and recall information
5. My ability to manage my time
6. My sleep and my health
7. My friendships
8. My goals and outcomes
9. What I believe my strengths are
10. What I believe my weaknesses are

PLOA

- 20 questions that explore 35 separate behaviours.
- Un-obtrusive, engaging, interactive.
- Algorithm.
- Creates a traits report that outlines the behaviour the pupil has shared, the resultant effects and issues the behaviour causes and provides strategies to support the pupil.
- GDPR compliant.

Benefits of analysing behaviour through PLOA

[VIDEO]

Your 30-day challenge

Your 30-day challenge

For 30 minutes per week have dedicated classes in your school which focus on teaching **motivation**, **self-awareness** and **energy**.

Within your day-to-day classes, introduce core time within each lesson, even if it's five minutes at the beginning, middle or end, to talk about **anxiety**, **stress**, **sleep** and **mind-set**.

5 gifts from me to you

5 gifts from me to you

1. What to do if you feel like you're struggling at school.
2. Top 10 tips for sleeping better.
3. Coping with increased workload.
4. Social anxiety - how to fit in at school.
5. Why comparing yourself to others doesn't work.

Thank you

- For the latest ideas
- To discuss PLOA
- To see the PL curriculum
- **Visit our stand - we're here to help**

For any enquiries, visit us or email us:

nina@myperformancelearning www.myperformancelearning.com

Our Impact

“

This has improved my organising and reading by 10000000% and it is so easy to do!

- Bethany, Year 6, Beacon Academy Primary, Loughborough

“

I loved the fresh new outlook to helping children achieve.

- Olivia Mellor, teacher, Harbour Primary and Nursery School, Newhaven

“

I feel so much more confident in school thanks to my Performance Learning lessons and I am getting better grades in science and maths.

- Megan, Year 11, Duke's Aldridge Academy, London

Our Impact

“

Go to your Performance Learning lessons, they make a huge improvement!

– Courtney, Year 6, Beacon Primary Academy, Loughborough

“

My law grade improved due to new revision methods that have been introduced to me during PL lessons.

– Abigail, Year 12, William De Ferrers School, UK

“

These methods are similar to giving them a “Batman utility belt” to succeed. Simple methods that build upon each other.

– Jannice Richthof, Saint Benedict Catholic Academy, Derby

Our Impact

“

I feel happier. I'm not in a mood any more. I feel more awake in my lessons.

- Kyle, Year 6, Topcliffe Primary School, Birmingham

“

PL students performed four times higher than non-PL students on our MSC programme.

- Dr. Canhoto, Oxford Brookes University

“

I went from a 4 to an 8 in my physics thanks to Performance Learning. Need I say any more?

- Monica, Year 11, Northumberland Park Community School