



## Brain Friendly Learning and Brain Gym® Policy

### Rationale

Brain Gym is an educational, movement based programme designed to enhance brain function allowing access to full learning potential. The 26 movements are quick, enjoyable and energising. The consistent use of Brain Gym® wakes up neural connections in the whole body. Brain Gym® is part of Educational Kinesiology which is a study of the science of body movement and the relationship of muscles and posture to brain function. It was founded by Paul Dennison. Brain Gym® can help improve comprehension, communication, creativity, confidence, self-esteem, memory, listening and sports.

### Aims

Through the use of Brain Gym® the school aims to enhance:

- ❖ The link between the two hemispheres and all other brain parts.
- ❖ Individual learning styles and learning pace.
- ❖ Build energy, stamina, fitness & flexibility.
- ❖ Help build self discipline and self esteem.

### Why do Brain Gym®

The improvement in whole brain function that can result from use of the Brain Gym® movements has benefits such as:

- ❖ academic skills - for example, reading, writing, spelling and maths
- ❖ memory, concentration and focus
- ❖ physical co-ordination and balance
- ❖ communication skills and language development
- ❖ self-development and personal stress management
- ❖ the achievement of goals, both academic and personal

### Whole School Guidance

The following Brain Gym® activities should be implemented by all staff:

- ❖ Each classroom will have Brain Gym® activities on display for children, parents and visitors to see and use.
- ❖ P.A.C.E (see Appendix 1) in the morning before the school day begins and after break.
- ❖ Midline Movements to help with bilateral skills. (Cross Crawl, Lazy 8's, Double Doodle, Alphabet 8's, The Elephant, Neck Rolls, The Rocker, Belly Breathing, Cross Crawl Sit-ups, The Energizer and Think of an X)
- ❖ Lengthening Activities to help connect the pathways from the back to the front of the brain. (The Owl, Arm Activation, The Foot flex, The Calf Pump, The Gravity Glider and The Grounder)
- ❖ Energy Exercises to help establish the connections between the body and the brain. (Water, Earth Buttons, Balance Buttons, Space Buttons, The Energy Yawn, The Thinking Cap, Hook Ups and Positive Points)
- ❖ Exercises should be chosen appropriately according to the activity.



For further details on how to implement the movements please refer to the 'Brain Gym® Teacher's Edition' in each class.

## Guidance for Early Years

Children will be introduced to Brain Gym® through PACE and simple movements that help to cross the midline.

## Guidance for KS1 and KS2

- ❖ PACE will be carried out regularly.
- ❖ Children will use movements to help with different activities such as listening, reading and writing.
- ❖ Children will be encouraged to understand why we use Brain Gym® and how they can use it on their own.
- ❖ Teachers will encourage children to use Brain Gym® when they need it and not just when it is suggested by the teacher.
- ❖ Children will be encouraged by teachers and parents to use Brain Gym® at home when carrying out homework.

## Differentiation

Children will be supported when carrying out movements as appropriate.

## Special Educational Needs

Brain Gym® is used as an integral part of the Enhancement program. The schools SEN Policy will provide further example of how this is achieved.

## Resources

The school promotes the awareness of Brain Gym® through displays and courses. Each class has a copy of 'Brain Gym® Teacher's Edition' and each Key Stage has a copy of Movement and Learning CD by Brendan O'Hara.

## Time Allocation

- ❖ Brain Gym® will be carried out every day.
- ❖ Teachers will plan to incorporate Brain Gym® movements into the day according to the tasks they are carrying out.

## In-Service Training and Professional Development

Staff and parents will be given regular opportunities to take part in Brain Gym® courses and training.

## Equal Opportunities

Equality of opportunity is a high priority and reference to the schools Equal Opportunity Policy will provide examples of how this is achieved.

This Policy was agreed by staff in June 2006.  
It was reviewed in June 2008 by Head, Deputy and non-teaching coordinators  
and should be reviewed again in June 2009.

**Horizon School**



**مدرسة الآفاق**

Appendix 1

**P.A.C.E.**

**POSITVE, ACTIVE, CLEAR AND ENERGETIC**

1. Energetic - Begin with water to anchor yourself.
2. Clear - Brain Buttons.
3. Active - Cross Crawl.
4. Positive - Hook ups.