



## Behaviour Approach

- The first thought is to think positively and be consistent.
- School Rules: only 3 – **Ready, Respectful, Safe and Kind.**

There are 5 areas to behaviour that we should follow:

### 1. **Consistent, calm adult behaviour:**

Strip out emotion when dealing with an undesirable situation. Feeding our own emotional state into the situation creates for a confusing and often unfair outcome.

### 2. **Teach learning behaviours:**

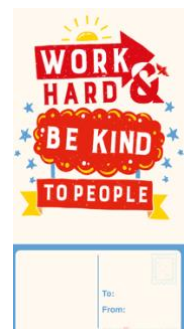
If you want them to walk into class quietly, then you model it and encourage it. Do you have a routine that needs tightening up? Is there an area of the school that needs your attention? Create a simple routine that is learned day in, day out. Give it at least 30 days before you decide it doesn't work. Use marbles to reward the collaborative achievements of the class related to **Ready, Respectful, Safe and kind.** Keep marble rewards proportionate!

### 3. **Give 1<sup>st</sup> attention to best conduct:**

Focus on the 95% in your room: thank them, praise them, sit with them. Ask after them, take time for them...make those great behaviours the 'celebrity' in the room, not the poor behaviour shown by the 5%. Positive relationships are everything.

Thank them for doing the basics: door opening, reading when they come in, walking about quietly and safely, using manners.

Reward systems: When asked the top 3 things that children love the most? Dojo points, give jobs, phone calls home, Dojo message home, work on the wall when it is deserved. Consider the wellbeing of parents also. Use the Dojo certificate for 'shout outs':



### 4. **Script difficult conversations with learners:**

This will be our whole school approach that we will all use. It will avoid raised voices, excessive talking of the teacher to the child and essentially reduce loss of learning time which is the priority. The Zones of Regulation language will be used with all children, dependent on cognitive ability. Some scripts will differ for our 5% and these should be noted on individual behaviour plans as we all need to know should we come to deal with them.

## **5. Invest in personal, restorative follow up**

Follow up after the child has had their consequence, it is your chance to encourage the child to reflect on who was affected (restorative conversation – see below in displays section). Create an opportunity for a relationship re-building activity e.g. chat about their interests.

### **Staff Conduct**

We must be role models to these children in our school. If we shout up corridors, use unprofessional words, hand them poorly produced resources, appear unorganised or late this is what will be promoted in our school. This includes everyone who works with our children: teachers, TA, supply, visitors.

1. Try to keep the child in the classroom by engaging with them in a calm way, using the scripted conversation.
2. Don't discuss the issue with pupil until they are calm. This may take a considerable amount of time.
3. Respect personal space; volume of voice, tone, body language.
4. Establish whether the pupil is ready to talk and who with. Ensure adult is listening more than talking.
5. Pupils should not be sat in a public place (i.e. outside the office) as a consequence. They should be in a class with a directed task with a member of staff.
6. Do not discuss children in front of other pupils or discuss that child to another member of staff in front of them.
7. If a child has agreed on a consequence with a member of staff, refrain from adding your own personal comment/look/judgement on the situation.
8. Ignore/brush off confrontational comments from pupil. No arguing back. Walk away to avoid escalating the situation. We are the adults!

## Classroom Displays

- The school poster of the 3 rules. These are referred to daily e.g. thank you for being safe by tucking your chair in. Thank you for showing respect by listening whilst I was explaining.



- Restorative conversation steps.



- Zones of Regulation.

# The ZONES of Regulation

|                                                                                   |                                                                                   |                                                                                   |                                                                                    |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|  |  |  |  |
| <b>Blue Zone</b><br>Sad<br>Bored<br>Tired<br>Sick                                 | <b>Green Zone</b><br>Happy<br>Focused<br>Calm<br>Proud                            | <b>Yellow Zone</b><br>Worried<br>Frustrated<br>Silly<br>Excited                   | <b>Red Zone</b><br>overjoyed/Elated<br>Panicked<br>Angry<br>Terrified              |

- The mindmap created with your class at the start of the year to show what each rule looks like in their class. The following year, a copy of this will be given to the next year group teacher.

## The 5%

- Ensure all members of staff who work with the child/ren, are aware of the Behaviour Plan.
- The Behaviour Plan is a 'live document' and should be updated regularly and reviewed as behaviours change.

## Behaviour Management Strategies

| Stage | Steps              | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | <b>Reminder</b>    | <p>Delivered privately wherever possible:<br/>Remind of the 3 rules and which they are not following and why: e.g. "are you showing me you are ready by looking at the front", "are you being safe by looking where you are going".</p> <ul style="list-style-type: none"> <li>- Ready</li> <li>- Respectful</li> <li>- Safe and Kind</li> </ul> <p>or 3 step routine (e.g. for lining up – the 3 instructions).</p> <p>Repeat reminders if reasonable adjustments are necessary.<br/>Take the initiative to keep things at stage 1.</p> |
| 2     | <b>Caution</b>     | <p>Clear verbal caution delivered privately wherever possible:</p> <ul style="list-style-type: none"> <li>- make the child aware of their behaviour.</li> <li>- clearly outline the consequences if they continue.</li> </ul> <p><i>Use the phrase, 'Think carefully about what you are going to do next.' (in a calm/flat tone).</i></p>                                                                                                                                                                                                |
| 3     | <b>Last chance</b> | <p>Speak to the child privately and give them a final opportunity to engage:</p> <ul style="list-style-type: none"> <li>- offer a positive choice to do so and refer to previous examples of good behaviour.</li> <li>- use the 30 second scripted intervention*</li> </ul>                                                                                                                                                                                                                                                              |

|   |                        |                                                                                                                                                                                                                                                                              |
|---|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                        | <i>Say, 'Stay behind 2 minutes after class.'</i><br>This 2 minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.                                                           |
| 4 | <b>Reflection Time</b> | Reflection time might be a short time in the quiet area, a safe area just outside the classroom, or at the side of the field of play.<br>It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. |
| 5 | <b>Repair</b>          | This might be a quick chat at breaktime on the playground or a more formal meeting (use the restorative approach).                                                                                                                                                           |

#### **\* 30 Second Script**

- *I noticed you are...* (having trouble getting started/struggling to get going/wandering around the classroom).
- *It was the rule about...* (keeping everyone safe) *that you broke.*
- *You have chosen to...* (move seats in the classroom/catch up with your work at lunchtime/speak with me at lunchtime).
- *Do you remember last week when you...* (arrive on time every day/had that message sent home to parents on Dojo/had your work shown to the rest of the class)? *That is who I need to see today...*
- *Thank you for listening.* (Then give the child some 'take up' time – move away, give them space and ignore any secondary behaviours designed to lure you back at this stage).

#### ***Useful phrases in high pressure interventions***

- I am going to come and speak to you later about the consequences of your actions.
- I am going to walk away to give you/both of us a chance to calm down.
- I don't think I have enough information to make a decision right now.
- 

#### ***10 ways to manage secondary behaviours***

1. Don't bite back with your words.
2. Refuse to chase secondary behaviours or engage in a power play (yes you did/not I didn't argument).
3. Use choice if you can but not if it inflames the situation.
4. Resist the urge to bring up past misdemeanours e.g. this is the 23<sup>rd</sup> time this term you've done this.
5. Don't follow learners when they walk away, unless you have to because of clear and present safety concerns. Often the act of following can provoke another peak in anger.
6. Remember that you are the adult. Focus on the outcome you want, not the argument.
7. Ask questions and try not to make accusations.
8. Focus on what is happening next. You can uncover what has just happened later.
9. Whenever possible move the student to a safe space out of public view and the pressure of an audience.
10. Shift into listening mode. This is not a time for lengthy speeches. Less will almost certainly be more.

#### ***Self-talk to teach the children***

- I can choose to walk away.
- I can stop myself.
- I am OK.
- I am in control of myself.
- I can choose to be calm.
- I have a bigger goal than this fight.

## Appendix – Language of Emotions to be Used with the Children

Inner wheel – EYFS.

Middle wheel – KS1

Outer wheel – KS2

*Be mindful of the developmental age of the child you are working with and adjust language accordingly.*

