

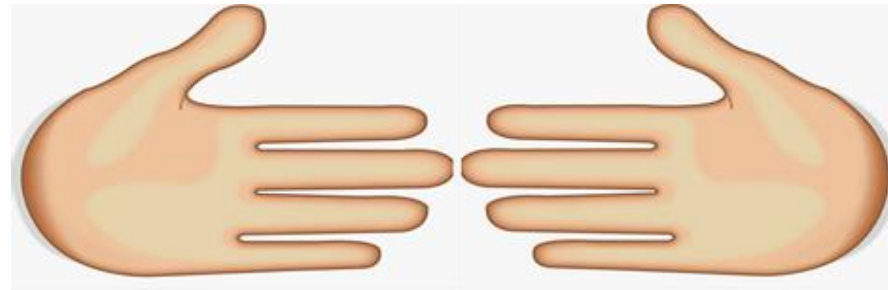
Starting with why!



What behaviour do we want? Why?



It's who we are



Build on solid rock

It's a big deal!



It's who we are

Behaviours:

Takes responsibility for actions

Self control

Kindness

Listens

Learns from mistakes

Self regulates

Knows themselves strengths and what to work on!

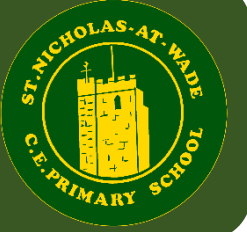
Values themselves and others

Cooperation

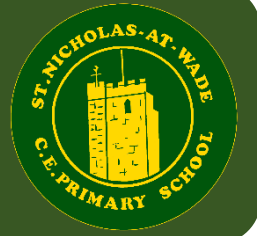


***‘Our actions become our habits, our habits become our character, our character is who we are’
Aristotle’s Nicomachean Ethics***

Keeping the main things the main things



Good Attention



- **Children NEED Time in and can sometimes display big emotions. When life gets busy we sometimes get caught up and miss time in. Time in- 10mins of THEM! Before you start cooking, tidying, reading....JUST 10 mins of them.**
- **Always focus on positive- Sometimes when we are busy we forget to give children the positives or attention.**
- **Reward charts help us to focus.**







Expectations and boundaries



Here are ours, what are yours?

What is the sub text to our children when we set boundaries?

St Nicholas at Wade Behaviour Strategy

| Ready | Respectful | Safe | Consistent, calm adult behaviour | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---------------------------------------|--------|----------------|--|--|--|---|-----------------------|--|--|--|--------------------|--|--|--|--------------------|--|--|--|--|
| Come into school on time Look smart in the correct uniform Have the right equipment Follow instructions the first time Line up promptly Track the speaker Show high levels of involvement | Greet others politely Thank adults at the end of the day Pick up after ourselves Do things for others because it feels good Work hard in lessons Win gracefully Show the St Nicks Way—be the best you can be. | Move calmly around the school Kind hands and feet Tell an adult when something is wrong or worrying Use technology safely Use play equipment properly Trust your instincts—talk to someone | <ul style="list-style-type: none"> Consistent, calm adult behaviour Attention first to the best conduct Analyse, don't personalise Positive language choice Relentless routines, taught and practised Enable success, because success breeds motivation | | | | | | | | | | | | | | | | | | | | |
| Setting and maintaining social norms (This is what we do at St Nicks) | Creating Belonging (A place to belong) | Enabling success (A place to grow) | Recognising success (feeling valued) | Responding to inappropriate behaviour | | | | | | | | | | | | | | | | | | | |
| Setting and maintaining social norms—it's what we do What to do: Consistent strategies - SS, 1,2,3... TTP Explain clearly, give examples, model Tell them why good behaviour is important. Recognise good beh; draw attention to majority doing the right thing Frame instructions positively Gain attention, pause, then instruct Only talk when the group is silent Explain expectations before they follow instruction | Creating Belonging—A place to belong Narrate reasons: <ul style="list-style-type: none"> If we leave this room like this, someone will have to stay later to see their family later... You are in control of how we behave and learn... Conditional phrases- when you show hard learning believe yours—what a great lesson/ display/ report. You have really shown our school values in your beh | Enabling success Tasks for children: Greet teachers politely each morning! first time they see them Thank teachers at the end of the day Show kindness as the default Be included in decisions for class and school, for rewards and praise Children complete tasks where they think/talk/write about values that are important to them Collective activities, sports, class mantras, house points etc... | Recognising success <table border="1"> <thead> <tr> <th>Motivate</th><th>Direct</th><th>Shape the Path</th></tr> </thead> <tbody> <tr> <td> Praise, positive recognition for effort and achievement Provide lots of practice Purpose, explain the importance of the work Passion, model excitement for learning Participation, lots of opportunity for involvement Narrate that success is due to their efforts </td><td> Provide clear explanations and modelling Give short clear instructions (consider pictorial prompts) Have a clear outcome in mind that you can articulate Show an example of what excellence looks like Give timely and useful feedback </td><td> Provide scaffold Prevent disruption Break down learning into small chunks Make it easy to start the work. </td></tr> </tbody> </table> | Motivate | Direct | Shape the Path | Praise, positive recognition for effort and achievement Provide lots of practice Purpose, explain the importance of the work Passion, model excitement for learning Participation, lots of opportunity for involvement Narrate that success is due to their efforts | Provide clear explanations and modelling Give short clear instructions (consider pictorial prompts) Have a clear outcome in mind that you can articulate Show an example of what excellence looks like Give timely and useful feedback | Provide scaffold Prevent disruption Break down learning into small chunks Make it easy to start the work. |  <p>If we do not show children they belong to our community they will find somewhere else to belong.</p> <p>Community matters. It is a force for profound good because it is a weight against the voice in all our heads that tell us that our feelings matter more. It is the foundation for feeling obligation and serving others.</p> | | | | | | | | | | | | | |
| Motivate | Direct | Shape the Path | | | | | | | | | | | | | | | | | | | | | |
| Praise, positive recognition for effort and achievement Provide lots of practice Purpose, explain the importance of the work Passion, model excitement for learning Participation, lots of opportunity for involvement Narrate that success is due to their efforts | Provide clear explanations and modelling Give short clear instructions (consider pictorial prompts) Have a clear outcome in mind that you can articulate Show an example of what excellence looks like Give timely and useful feedback | Provide scaffold Prevent disruption Break down learning into small chunks Make it easy to start the work. | | | | | | | | | | | | | | | | | | | | | |
| Recognising success We want to encourage more: Productive classroom habits High Quality Work Kindness Narrate the story of their success, focusing on what they could control |    | Responding to inappropriate behaviour Certainty matters more than severity <table border="1"> <thead> <tr> <th>At Risk</th><th>Orange</th><th>Red</th><th>Red triangle</th></tr> </thead> <tbody> <tr> <td>Use non-verbal cues</td><td>Consider time out within classroom (first use)</td><td>Send child to SLT (TA assist)</td><td>Red triangle if needed</td></tr> <tr> <td>Private form diagrams</td><td>Consider an investment card (if this becoming more frequent)</td><td></td><td></td></tr> <tr> <td>Reset expectations</td><td>Reset expectations in front of parents (and of self)</td><td></td><td></td></tr> <tr> <td>Allow take up time</td><td></td><td></td><td></td></tr> </tbody> </table> <p>This is a school where all things are not ignored, where positives are praised and rewarded, and negative learning behaviour is challenged. Adults and children say no to inappropriate learning behaviour and discuss it openly as a way of ensuring a positive effective approach.</p> | At Risk | Orange | Red | Red triangle | Use non-verbal cues | Consider time out within classroom (first use) | Send child to SLT (TA assist) | Red triangle if needed | Private form diagrams | Consider an investment card (if this becoming more frequent) | | | Reset expectations | Reset expectations in front of parents (and of self) | | | Allow take up time | | | | |
| At Risk | Orange | Red | Red triangle | | | | | | | | | | | | | | | | | | | | |
| Use non-verbal cues | Consider time out within classroom (first use) | Send child to SLT (TA assist) | Red triangle if needed | | | | | | | | | | | | | | | | | | | | |
| Private form diagrams | Consider an investment card (if this becoming more frequent) | | | | | | | | | | | | | | | | | | | | | | |
| Reset expectations | Reset expectations in front of parents (and of self) | | | | | | | | | | | | | | | | | | | | | | |
| Allow take up time | | | | | | | | | | | | | | | | | | | | | | | |

Expectations and boundaries



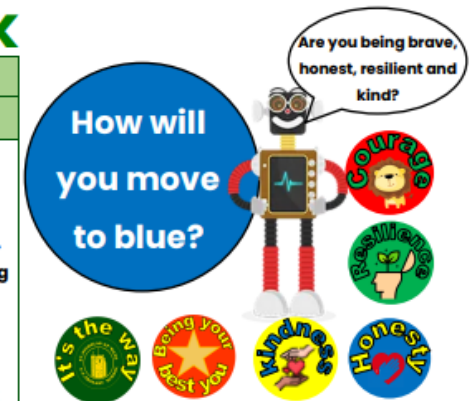
We Build on the Rock

| Show the St Nicholas way. Make sure you are: | | |
|--|---|---|
| Ready | Respectful | Safe |
| Come into school on time | Greet others politely | Move calmly around the school |
| Look smart in the correct uniform | Thank adults at the end of the day | Kind hands and feet |
| Have the right equipment | Tidy after ourselves | Tell an adult when something is wrong or worrying |
| Follow instructions the first time | Do things for others because it feels good | Use technology safely |
| Line up promptly | Work hard in lessons | Use play equipment properly |
| Track the speaker | Win gracefully | Trust your instincts—talk to someone |
| Show high levels of involvement | Show the St Nicks Way—be the best you can be. | |



We build on the rock

| Show the St Nicholas way. Make sure you are: | | |
|--|---|---|
| Ready | Respectful | Safe |
| Come into school on time | Greet others politely | Move calmly around the school |
| Look smart in the correct uniform | Thank adults at the end of the day | Kind hands and feet |
| Have the right equipment | Tidy after ourselves | Tell an adult when something is wrong or worrying |
| Follow instructions the first time | Do things for others because it feels good | Use technology safely |
| Line up promptly | Work hard in lessons | Use play equipment properly |
| Track the speaker | Win gracefully | Trust your instincts—talk to someone |
| Show high levels of involvement | Show the St Nicks Way—be the best you can be. | |



Stop Signal

- Stop what you are doing
- Put equipment down
- Return the signal
- Gently remind your partner if needed
- No talking
- Hand down, tracking the speaker

TTYP

- Talk to Your Partner
- Face your partner
- Take it in turns to speak
- Share your ideas and thoughts
- Make eye contact
- Listen carefully
- Be ready to feedback

No Hands Up

- Have an answer ready
- Feedback your response
- Talk clearly
- Use the prompts to support you

I think that ...

In my experience...

123 Transition

- 1: Stand up, without talking
- 2: Tuck chair in and stand behind it
- 3: Move
- Moving should be safe, walking calmly and being aware of others

Stop Signal

- Stop what you are doing
- Put equipment down
- Return the signal
- Gently remind your partner if needed
- No talking
- Hand down, tracking the speaker

TTYP

- Talk to Your Partner
- Face your partner
- Take it in turns to speak
- Share your ideas and thoughts
- Make eye contact
- Listen carefully
- Be ready to feedback

No Hands Up

- Have an answer ready
- Feedback your response
- Talk clearly
- Use the prompts to support you

I think that ...

In my experience...

123 Transition

- 1: Stand up, without talking
- 2: Tuck chair in and stand behind it
- 3: Move
- Moving should be safe, walking calmly and being aware of others

Expectations and boundaries



<https://parentingsmart.place2be.org.uk/article/the-importance-of-limits-and-consequences-for-children>

Consistency



- Have consistency in behaviour- routines provide safety
- Children are confused when boundaries change
- Children want to meet expectations and succeed
- Keep consequences realistic- "If you don't start behaving you will miss swimming."
- Remember to forgive and forget and move on.

Every one of us needs to show
how much we care for each other
and, in the process,
care for ourselves.



Princess Diana

Action



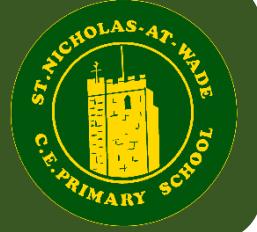
- Address the behaviour is not desirable and NOT child.
- Acknowledge the emotion- "I can see your angry that must be hard for you."
- Allow space- where possible allow them to calm down before addressing the bad behaviour
- Distraction-best friend!

No act of kindness, no matter how small, is ever wasted.



Aesop

Reasons



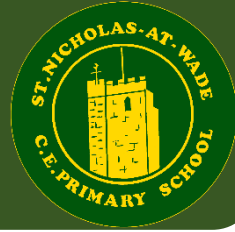
Can stem from:

- Tiredness
- Hunger
- Worry
- Sensory processing
- Needs connection
- Changes/uncertainty
- Excitement
- Children-still learning!

Help them to address these before tackling the behaviour



Resilience



Stop rescuing children

Having someone else who does everything for them deprives children of precious opportunities to build self-esteem.

Having someone who makes sure they don't make mistakes (and who steps in and makes it all better when they do) renders children powerless rather than making them feel effective. Over-parenting sends children the message "I think you can't do it, that's why I'm doing it".

TIPS TO BUILD EMOTIONAL RESILIENCE IN KIDS

Spend quality time with kids.
When they feel loved and supported, children develop emotional strength.

Talk about feelings so your child learns to share their worries and fears with people they trust.

Instead of rushing to solve problems, give kids time to work things out themselves.

When children experience failure or disappointment, it's important to praise their effort and encourage them to try again.

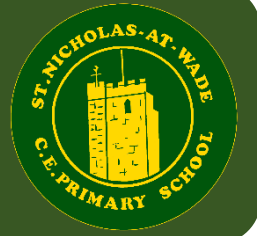
Acknowledge your own mistakes to teach kids that mistakes are essential for learning and growth.

If your child can't find a solution to a problem, use gentle questioning to guide them towards it.

Ensure kids are eating well and getting enough sleep and exercise.



Set yourselves up to win, not lose!



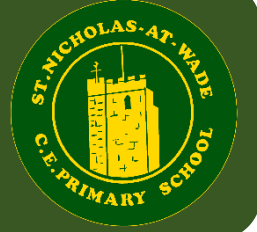
- Don't put yourself in a situation where you will set everyone up to lose.
- Be prepared to be adaptable
- Your expectations may not be theirs

Happiness can always be found, even in the darkest of times, if only one remembers to turn on the light.

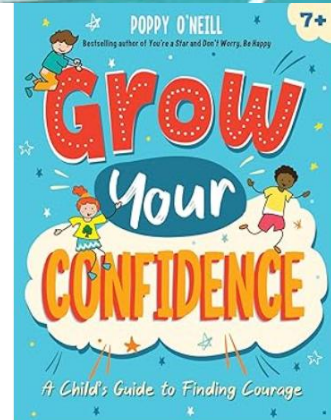
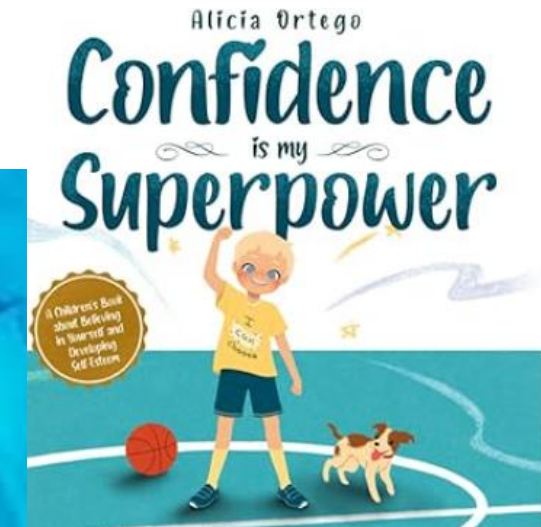
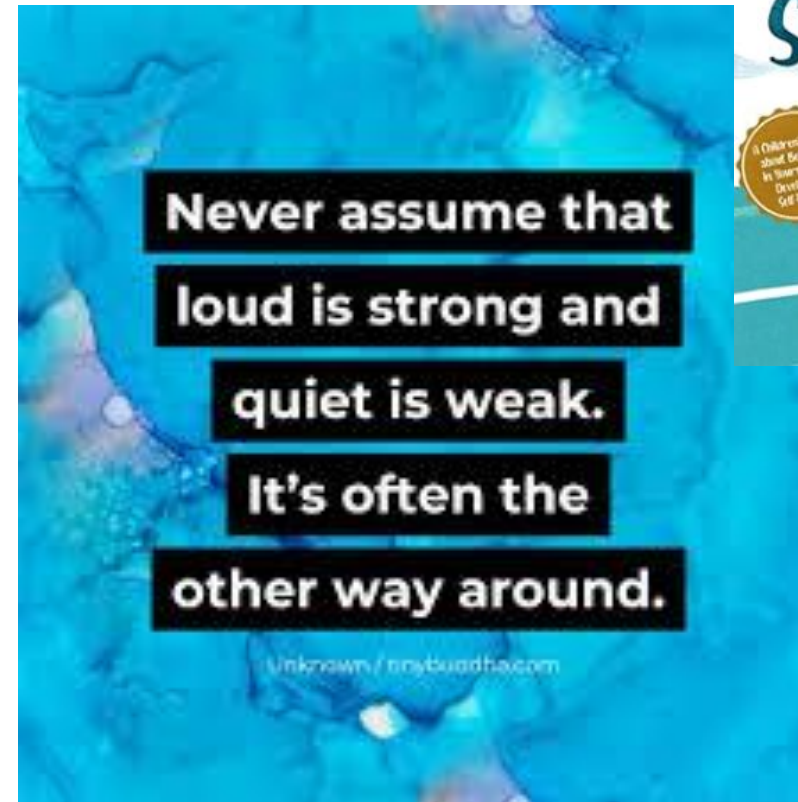


Albus Dumbledore

Building confidence



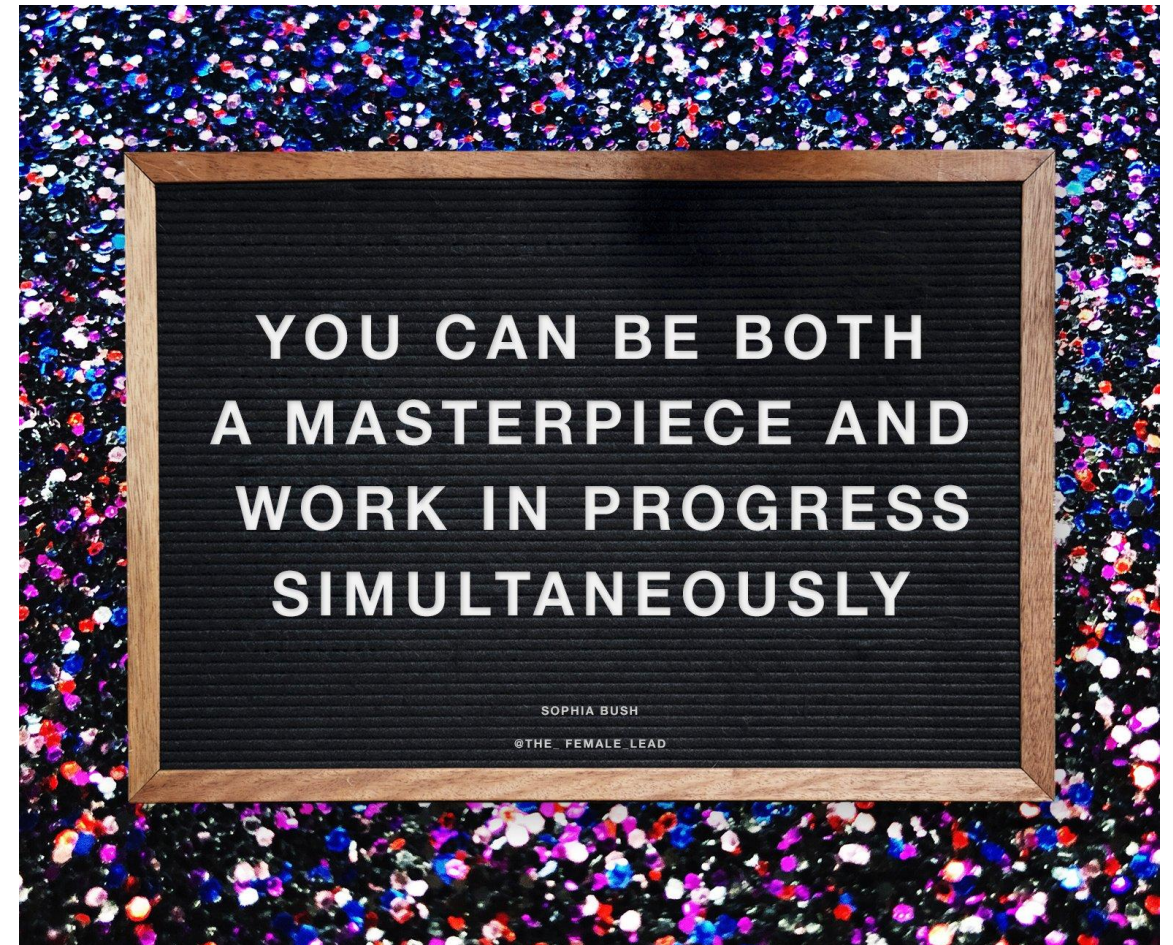
- Be interested in what they say
- Use role-play
- Avoid them hearing the label "sorry they are shy". Let them overhear the positives- #overhear!
- Don't use quiet as in insult
- Try and empathise, use the narrative "I used to find it hard to ask for help...."
- Listen to them....what do you find hard/awkward?



Remember they are only young!



- Your child is still learning, still developing and have a little personality.....this doesn't define them as an adult!
- Being shy isn't a bad thing
- Being confident isn't a bad thing
- Being observant isn't a bad thing



Book recommendations

