

Behaviour Updates at Paddox



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Trauma Informed Practice

'trauma-informed' education is where all behaviour is seen as a form of communication and an opportunity to develop self-regulation.

Staff can lead the way for students as they are on a journey of increased self-insight and self-management that will stand them in good stead throughout their lives.

When children struggle to follow the rules, their anxiety tends to rise and they may experience many situations during the school day as threatening, leading to the 'fight, flight or freeze' response. This escalates behaviour, in school we call this dysregulated.



Restorative Practice

Five questions are enough for KS2. For younger children choose 2 or 3 questions, choose questions that the child will interact well with or questions that suit the behaviour seen leading up to the conversation.

Choose your restorative questions from the suggestions below:

1) What happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgment.

2) What were you feeling at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes. (Visual prompts can be used for younger/ SEND children)

3) How have you felt since?

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology.

4) How did this make other people feel?

The child may be unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath, it is important to shine a light on it.



After the behaviour - Restorative Practice

5) Who has been affected?

The child may initially think it is only them but with some gentle encouragement they can help to see the bigger picture. You are teaching them to use their conscience.

6) How have they been affected?

You are teaching them to develop empathy with others.

7) What should we do to put things right?

In many restorative conversations, this is the point where the child may offer an apology, but don't force it. Even if an apology is the 'obvious' step from the adult's perspective, resist the urge to guide the conversation that way. Everyone knows a forced apology is worthless.

8) How can we do things differently in the future?

This will encourage forward thinking and visualisation. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.



School Rules

Our school will continue to be.

- Ready
 - We are **ready** to learn: we arrive at school on time, we have our equipment ready, we line up when we are asked and we show that we are listening.
- Respectful
 - We are **respectful**: we listen when others speak and we speak to everybody showing respect. We also respect the property of our friends and the school.
- Safe
 - We are **safe**: we move around school in a safe manner, we follow instructions to keep ourselves safe around school and on school trips, we use equipment safely and we stay safe online.



School Ethos

Our school values also remain unchanged.

- **Respect** - Respecting all who contribute to our school community
- **Encourage** - Encouraging excellence and enjoyment in the academic and extra-curricular life of school.
- **Achieve** - Achieving high quality results, through good progress, ensuring each person is the very best they can be.
- **Care** - Caring for each other and embracing the differences that make each person special, while promoting and protecting the emotional well-being and mental health of all.
- **Hard Work** - Hard work which fosters a life-long love of learning.



Behaviour within the classroom

Classroom Poster - Check in system

Children are ready, respectful and safe.

Check in 1 - "I am just checking in to make sure,"

Pupil is starting to show signs of **low-level** disruption, eg. chatting, fiddling with equipment, generally off-task.

A friendly check-in made – "Are you okay?" "Do you understand?" Body language is really important here – thumbs up, smiling.



Check in 2 - "I am checking in for a second time,"

Pupil continues to show signs of **low-level** disruption.

'Drive by', quiet but firm, so attention is not drawn to them. "Stop, thank you." – thank you implies they must do it, please suggests it is optional.

"Right now, you aren't following the rule (*ready, respectful, safe*). Let's turn this around." Offer support and encouragement – continue to smile, this reminds them of the positive relationship you have with them.



Check in 1



Check in 2



Behaviour within the classroom

Walk and Talk

Behaviour is now persistent and highly disruptive. Blue circle sent to the member of staff on behaviour duty. Staff member comes to support class while class teacher initiates a restorative conversation.

"Let's go for a walk."

CT to Speak to SENDCO to discuss
If a PIP is necessary.

Offer a change/job

No improvement in behaviour.

Offer a change – do not enforce.
E.g. a distraction job (take this to _____), move seat, work in quiet area, go to another classroom.

Restorative Conversation

If the member of staff on behaviour duty is unavailable and no cover for class is provided, initiate a restorative conversation in 'private'.

Step outside the classroom with the child and encourage restorative practice.

Check in 3 - "I am checking in for a third time,"

'Drive by', quiet but firm, so attention is not drawn to them. "Stop, thank you." – thank you implies they must do it, please suggests it is optional.

"Right now, you aren't following the rule (*ready, respectful, safe*). Let's turn this around." Offer support and encouragement – continue to smile, this reminds them of the positive relationship you have with them. Remind child of the behaviours you want to see, talk about a time when they showed the desired behaviour and how much you are looking forward to them doing that for the rest of the lesson.

Another classroom

Child is sent to another classroom (phase leader where possible) to reflect on their behaviours and how this has impacted their class. After a restorative conversation with Phase Leader and or work is completed the child can return to their classroom.

Line drawn under behaviour incident – it is not referenced to the child again by the class teacher.

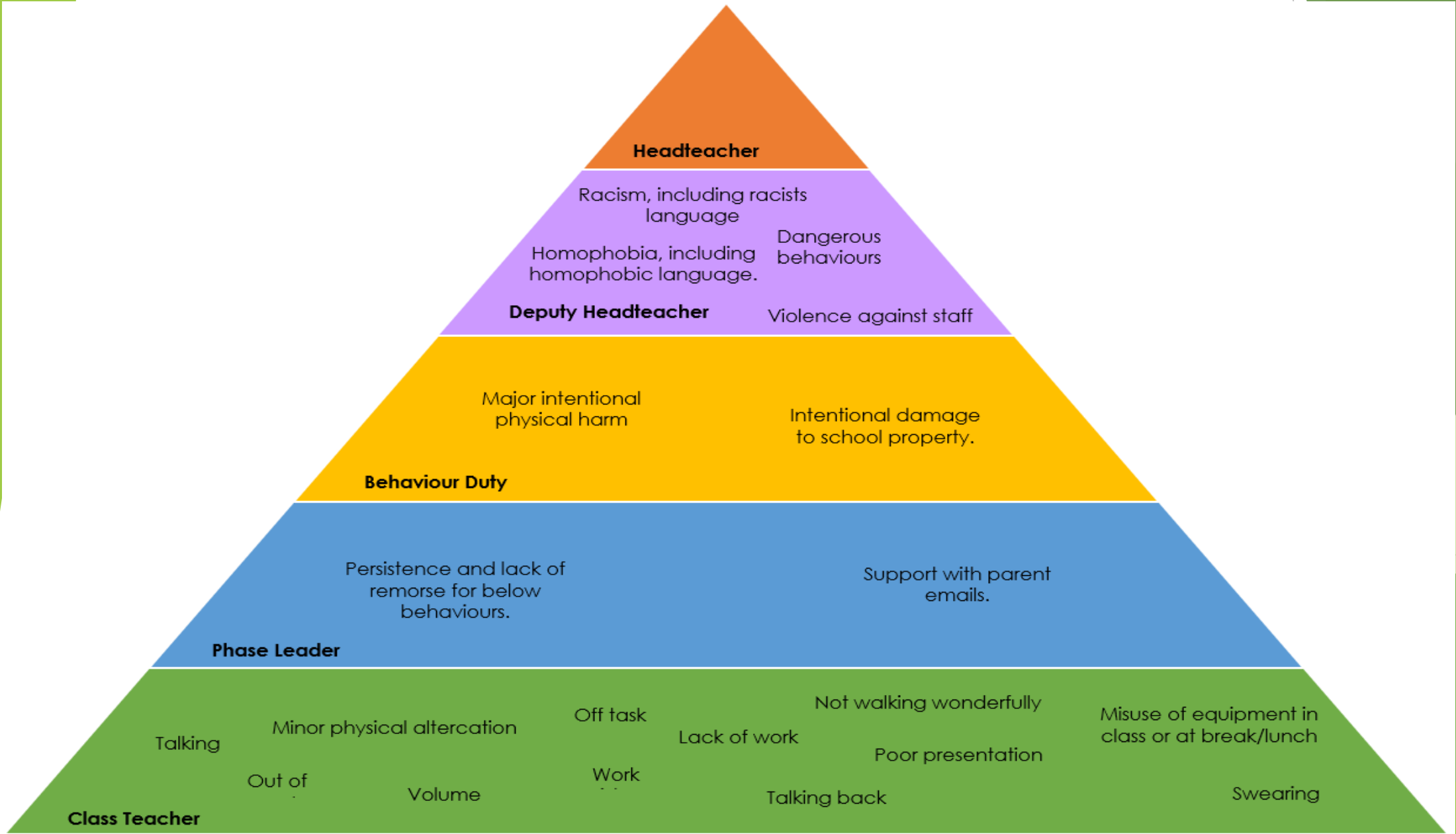
Depending on the level of behaviour, parents will be informed by an email from the CT.

Walk and Talk

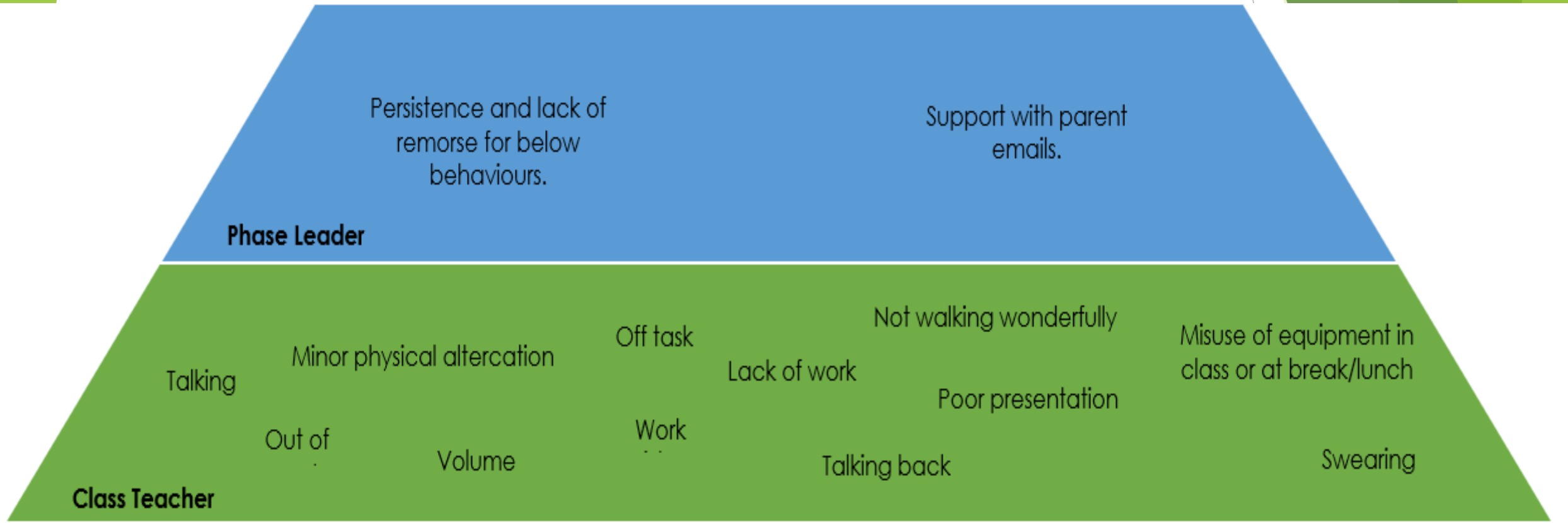
Check in 3

Another classroom

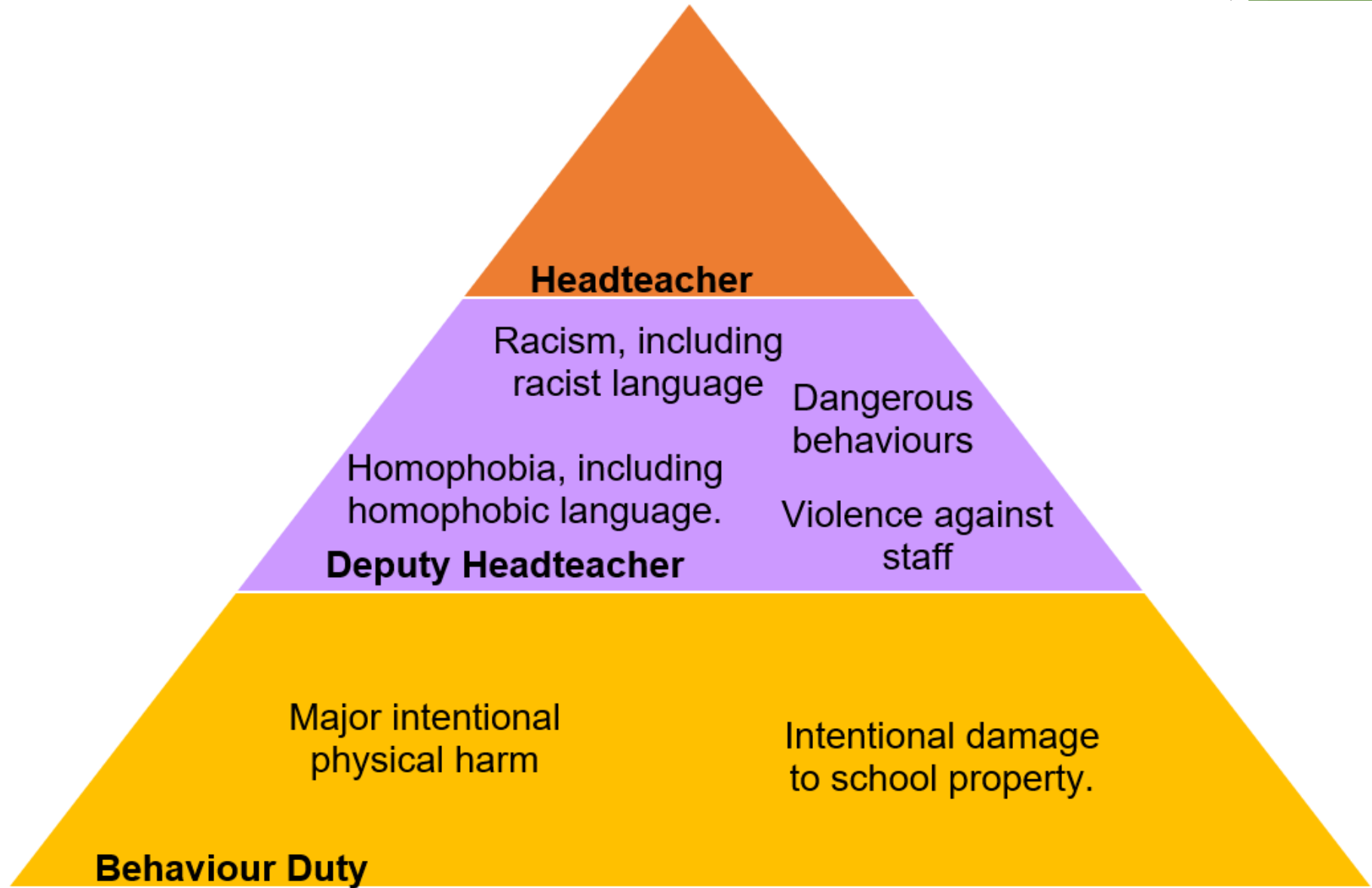
Who deals with what?



Who deals with what?



Who deals with what?



Transitions

At Paddox, all children and staff are expected to show '**Wonderful Walking**' when moving around school. They walk quietly and sensibly, ensuring they are following our school rules at all times. Everyone walks on the left-hand side using a quiet voice.

When lining up, children should stand in alphabetical order, facing the person in front, with hands by sides and voices off. This is known as '**Legendary Lining up**'.



Rewards and Recognition of Effort

Reward	Purpose	What it looks like	Key notes
<p>One Leaf is awarded verbally, leaf stamps in books (KS2) or leaf stickers in books (KS1).</p>	<p>To recognise positive behaviour or excellent effort in work.</p> <p>To celebrate the child in assembly for collecting a specific number of leaves</p>	<p>"Thank you for holding the door open for me Daniel, that is very kind of you. When you get back to the classroom, you can collect a leaf for showing excellent manners."</p> <p>"Hannah and Alfie are being super role models by demonstrating Wonderful Walking. When we are back in the classroom, you can collect a leaf from me."</p>	<p>Only one leaf to be awarded at any one time. Awarding leaves may encourage others to show positive behaviours, thus growing a culture of good behaviour built on praise. Green, Bronze, Silver, Gold leaves awarded in celebration assemblies.</p>
<p>Classroom praise Public/private</p>	<p>To give positive and specific feedback / celebrate the child</p> <p>To promote positive behaviour for everyone to follow</p>	<p>"Well done Joseph, super clear reading. Your use of intonation for the different characters really helped me to identify what they were each feeling."</p>	<p>This can be public or private dependent on the circumstances and individual needs of the child.</p>



Rewards and Recognition of Effort

Reward	Purpose	What it looks like	Key notes
Send child to another teacher to show work / receive praise	To share and celebrate child's achievements.	"Wow Lucy – you've gone over and above! Go and show Mr T your amazing work!"	This can be particularly motivating for children who have built positive relationships with a range of adults within school.
Phone call / note / email sent home / leaf postcards	To maintain positive home/school relationships. To share and celebrate child's achievements.	All staff have access to SIMs for parent emails and phone numbers. All parents have staff email addresses.	This allows parents to reward children for going over and above in whatever way they see fit.
Gold sticker from headteacher	To recognise particularly outstanding work or behaviour, linked to the school REACH values.	Child is sent / brought to the headteacher's office to show work / recognise behaviour. Work is awarded a gold sticker and put on display board outside headteacher's office.	This is a really special award for going 'over and above' what is expected. Be careful not to use it as a bribe, e.g. "If this is really good, we can go and show..."



Rewards and Recognition of Effort

Reward	Purpose	What it looks like	Key notes
Celebration Assemblies	To share and celebrate collective achievements within the class each week.	During weekly celebration assemblies, each class teacher gives a summary of the successes of the class, linking to the REACH values. Individual children's successes can also be recognised and celebrated. Certificates/medals from extra-curricular activities are given out. Soft toys are awarded: Sam (School Attendance Matters), Otis (On Time in School) and Mabel (Most Amazing Behaviour Every Lunchtime).	
REACH time	To encourage children to work hard and meet expectations set out by the teacher.	All class have 20 minutes a week to do a chosen activity (e.g. Play outside, iPad time, colouring).	If a child has not met the minimum expectations for a piece of work (accounting for individual needs), they must use this time to catch up on it (as identified by the teacher).



Behaviour on a Page



Behaviour at Paddox Primary



We use restorative conversations to regain trust and build empathy within our pupils. Our restorative conversations are underpinned by eight key questions.

1) What happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgment.

2) What were you feeling at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes. (Visual prompts can be used for younger/ SEND children)

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8) How can we do things differently in the future?

This will encourage forward thinking and visualisation. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

Depending on the age and understanding of the pupil we will use all or some of the questions in our restorative conversations. For younger children 2 or 3 questions can be enough.

At Paddox we are:

- **Ready**
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- **Respectful**
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- **Safe**
⇒ We are **safe**: we move around school in a safe manner, we follow instructions to keep ourselves safe around school and on school trips, we use equipment safely and we stay safe online.

Our ethos

Our aim is to enable every child to achieve their full potential: intellectually, physically, emotionally, morally and spiritually.

We deliver this through the following values (REACH):

- **Respecting** all who contribute to our school community
- **Encouraging** excellence and enjoyment in the academic and extra-curricular life of school.
- **Achieving** high quality results, through good progress, ensuring each person is the very best they can be.
- **Caring** for each other and embracing the differences that make each person special, while promoting and protecting the emotional well-being and mental health of all.
- **Hard work** which fosters a life-long love of learning.