

DIAL PARK BEHAVIOUR POLICY



Research, experts and science have informed the following behaviour policy. These strategies have been proven to be the most effective for a child's social, emotional development and their ability to self regulate.

Step 1 - Model restorative language, model turn taking using timers, respond with warmth and understanding, use knowledge of individual children and if they need a hug, or a hand to hold, or a knee to sit on then use this to calm and to regulate behaviour. All staff to use visual aids to reinforce positive behaviour and expectations using the board maker pictures. Celebration assembly linked to our school values using trophies/dinosaurs.

Step 2 - Knowing our Children and Consistency - Understand where the behaviour is coming from and what the child most desires. Planned ignoring will work for a child who is demanding attention, distraction might work for another, using the now and next approach - now it is time for this and next you can (depending on what motivates the child in question), quiet time may be needed for some children to think about their choices. This step does depend on practitioner knowledge the more we know about our children the more we will understand which approach works best for each one. Always be consistent with the child in question, come down to their level and give eye contact, use clear language and a firm tone if required. Always follow through and finish the interaction with positive praise or a restorative conversation. Always aim to link the conversations back to our school values.

Step 3: Time in - Notice the feeling - Help the child tune into how their body is feeling. Ask questions like: What is going on in your body right now? How does your tummy feel? How does your throat feel? Do your muscles feel tight or relaxed? Is your heart beating quickly? Are your eyes making tears?

Step 3: Name the feeling - Invite the child to name how they are feeling. Affirm their answer ("yes, I can see from your tears that you're feeling sad right now") and extend upon it to build their emotional vocabulary and awareness ("I bet you might be feeling disappointed too, I know you really wanted to keep playing in the water").

Step 4: Respond to the feeling; Taking into account the child's present state, temperament, and preferences, engage them in a brief activity to boost self-regulation. Tell the child that you are going to do something special together to help them to feel better.

Use one of the self regulation activities from the 12 supplied on the attached poster. This poster needs to be on display so that staff can access the activities when needed.

Step 5 - **Time out - for repeated harmful or negative behaviour** Research indicates that when used properly – along with other techniques that balance nurture and structure – time outs are effective and do not cause harm. Both approaches are valuable and don't have to be at odds with one another, says David Anderson, PhD, a clinical psychologist at the Child Mind Institute.

- Keep them as short as possible (some advise on 1 minute per their age) Use a timer so the children know when their timeout has finished.
- Make it clear what behaviour led to the time out
- Use time outs sparingly, not for every minor offense
- But also use them consistently; if you are trying to curb a certain behaviour, use it every time that behaviour occurs
- Give children the opportunity to repair their behaviour when they return from time out

* After Step 5 children will need an individualised and specific My Plan for effective behaviour management. .

Ambassador Groups –the Equality and Wellbeing Ambassadors are two groups of children who support with restorative conversations, bullying and the protected characteristics. Through restorative conversations and positive appreciation of the protected characteristics all children have an understanding of what bullying looks and feels like. This also includes cyber-bullying. This is also covered through both the computing and PHSE curriculums.

REFERENCES:

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