

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. Staff modelling positive behaviour and talk to one another. Never make the first thing you say to them a negative - e.g. why are you late? Try "I've noticed that..." once you have checked in with them.

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. 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. "I expect you to... you need to change by..." Always follow through and finish the interaction with positive praise or a restorative conversation. Frame expectations with positive language. Always aim to link the conversations back to our school values.

Step 3: Removal of child from the situation for a 1:1 - **Time in** - Notice the feeling - Help the child tune into how they are feeling. How are you feeling right now? What caused it? What happened? Is this behaviour making you feel better or making the situation better? (Change the wording to be more age appropriate to the child) 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... be in a different group; answer that question; share your story; have my full attention but I couldn't give you that at that time"). In addition, EYFS / EHCP children can use the 12 self regulation strategies for young children.

Respond to the feeling; If child refuses to deescalate in step 3 then be more firm. You need to listen now and do as you are told or there will be further consequences.

Step 4 - **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. (EYFS)
- Make it clear what behaviour led to the time out
- Give children the opportunity to repair their behaviour when they return from time out.

Consequences in order:

1. Move to partner class with Key Stage Team Leader

2. Move to partner class and DOJO message home.

3. Missed lunchtime in the ICT suite with rota of staff

(Staff to email the group "lunchtime sanctions" with the name of the child, what day/s they are missing and how long for. Rota: Monday - James, Tuesday - Vikki, Wednesday - Carol, Thursday - Annette, Friday - Bev/Simon)

4. Phone call home.

5. Miss a lesson that they enjoy the most in partner class.

6. Parent, child and teacher meet after school to discuss behaviour.

A child who is repeatedly on Step 4 will need an individualised and specific My Plan for effective behaviour management. SENCO involved at this point.

Online Abuse of staff will not be tolerated:

If a child has been abusive to a member of staff online there will be a meeting between the staff member abused, the child's class teacher and a member of SLT to make a joint decision on whether a one day exclusion or giving several consequences will be the best way forward in each individual circumstance.

The Headteacher and Deputy Headteacher can give practical help, advice or guidance at any stage and also help in steps 4 and 5 if required. They can also cover a member of staffs class whilst they have necessary recovery time after an incident that has left them feeling upset has occurred.

Routines - classes need to be escorted around school as most behaviour incidents happen during unstructured times. Staff need to lead classes to lunch, to the playground and from the playground and at the end of the day to the playground. Lunchtime staff need to do the same.

REFERENCES:

<https://childmind.org/article/are-time-outs-harmful-kids/>

<https://childmind.org/bio/david-anderson-phd/>

Evidence-based Classroom Behaviour Management Strategies: 2012
Dr Barry S. Parsonson

<https://heartmindonline.org/resources/12-self-regulation-strategies-for-young-children>

<https://www.livescience.com/55932-how-to-make-timeouts-work-for-your-kids.html>

<https://reachformontessori.com/time-in-vs-time-out-what-is-a-time-in/>

https://www.researchgate.net/publication/236703899_Time-out_with_Parents_A_Descriptive_Analysis_of_30_Years_of_Research

The Whole-Brain Child: 12 Proven Strategies to Nurture Your Child's Developing Mind. 2012: Dr Tina Payne Bryson, Dr. Daniel Siegel

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Non-negotiable behaviour:

Running, throwing, sharing, shouting/screaming, climbing, hurting others/unkind hands, refusal.

Steps for behaviour management for the above behaviours:

Step 1: Come down to the child's level and explain the behaviour you would like them to stop and why.

Step 2: If behaviour continues, again come down to the level of the child and explain that if they continue to then they will have to go for a timeout.

Step 3: If behaviour continues the child is to have a 3 minute time out.

Step 4: Following the timeout have a conversation with the child about why they had a timeout and the behaviour that led to this. Now show me how you can (walk around nursery, use your kind hands, etc.)

Step 5: Shower the child with praise when they show you the behaviour you have asked for, let them know how proud you are of them.

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