

## Appendix 1 – Our Behaviour Expectations; What adults need to do

### For Children to be Ready

- Quality listening – looking and listening
- Resources ready to use
- Ready to learn
- Quality lining up – straight, silent, smart lines



### Adults need to.....

#### Establish Routines

- Clear routines and expectations set up and taught to children at the start of the year / term
- Use good role models in class as a reference
- Place children strategically; to model good behaviour / to target and give others support
- Have line routines – leader / door holder / end of the line person
- Make it second nature that there is an established routine for holding the door open
- Class routines for a stop and listen signal / for going to tables to learn
- Seating plan for carpet time / review if necessary / ensure children facing the direction of teaching / good sitting for listening; legs crossed, hands in laps, eyes to the speaker
- Teachers to meet classes at the end of playtimes and establish lining up / walking in routines consistently
- Have resources in clearly labelled containers using visuals (photos or CiP)
- Have resources easily accessible and in tidy areas for children to access when needed

#### Maintain Routines

- Model what 'ready' means
- Teach what good listening is; looking at the speaker, taking turns to talk, sitting still, focusing on what is being said
- Refer to visual photos / symbols / signs
- Praise children regularly
- Remind children of behaviour expectations regularly
- Give timely reminders – have a focus on anything that the children aren't doing and keep focusing until this improves
- Ensure that every time the line is led around the school the high expectation is in place
- Walk at an appropriate pace to keep the line together and in sight – stop if the end of the line is too far back from your sight / hearing
- Always lead the line and keep them in sight – you can't control a line that has gone in front of you
- Stairs etiquette – down on the red / up on the wood!
- Tidy tables – only have resources that children need on the tables / use storage baskets / containers to help with tidiness and review if it isn't working
- Adults to monitor and sharpen pencils before lessons – children and adults shouldn't be spending lesson time sharpening pencils

#### Have High Expectations

- Keep high expectations – expect a response from all children
- Set realistic expectations and targets for SEN pupils
- Wait for all children to be ready – don't talk over them
- Use your body language / facial expressions / gesture to support communication to children and what you are expecting
- Use gesture to praise as well as verbal / stickers / rewards
- Adults to model the behaviour – don't hold adult conversations when the children are being spoken to / are being expected to sit quietly / taught whole class
- Challenge the children – I wonder if Y3 or Y4 will be quieter? Can we be the quietest class today?

## For Children to be Safe

- Wonderful walking – quiet, arms by side, holding doors open
- Careful play
- Tidy areas – classes, corridors, outdoor play equipment
- Always be in the right place



## Adults need to.....

### Establish Routines

- Consistent end of play signal and routine for stop / listen / tidy / line up
- Explain the importance of the register and being quiet when taken – safety aspect to know who is in or out
- Model talking at an acceptable volume and expect that from children
- Fire drill routines to be taught and discussed – importance of walking out and remaining silent and reasons why
- Tidy up routines- children need to know where to put finished work / work to be marked / filing – clearly labelled tray for this
- Teach about careful play and using the equipment sensibly.
- Teach routines for going to the toilet / being in the right place / not using areas that are not for children to use

### Maintain Routines

- Adults moving around the playground to have a clear view of behaviour / safety
- Ask children to stand with you to talk about behaviour if they aren't being safe
- Remind children of tidy routines and expectations and expect it from them every time
- Model tidiness with storage of adult resources / paper work
- Information about children not to be displayed in class where children / parents can see it
- Information for adults in the room to be displayed inside cupboard doors / in a file put away for adults to access
- Games or challenges for tidying – magic paper or resources (sticker / house-points given to whoever 'finds' it) / Who can find the most? Who can find the ...?
- Limit some resources – reduce the number of books available so that there are less books to manage and then rotate them / reduce the number of pencils and pens in a pot – less to sharpen and keep track of lids for pens.
- Regularly check equipment such as pencils and pens. Throw away any pencil that is too small to use / throw away pens that aren't working. Keep lids in a pot as spares to put on pens that still work but lids are lost!
- Refer to visual photos / symbols / signs

### Have High Expectations

- Resources to be always looked after well – doesn't matter how small they are, the children need to understand they all cost money and are of value
- Reading areas must always be well presented and encouraging for the children to select books to read.
- Do not allow children to leave books on the floor / return them in a way that books get bent.
- Regular tidying of areas – book areas / resources / equipment
- Tell the children when areas look tidy and praise them
- Tidiest table praise - reward

## For Children to be Kind

- Kind words - please, thank you, sorry, good manners always
- Kind actions – kind hands and feet
- Listen to others – show respect
- Sharing
- Look after toys and equipment



kind

## Adults need to.....

### Establish Routines

- Clear routines and expectations set up and taught to children at the start of the year / term
- Use good role models in class as a reference
- Make it second nature that good manners are used
- Teach children how to look after and care for equipment
- Teach the expectation to listen to others – one voice and wait for their turn to talk – have an agreed system; hands up / lolly sticks / thumbs up
- Teach what kind / sharing is – use stories / circle times

### Maintain Routines

- Model what 'kind' means
- Refer to visual photos / symbols / signs
- Praise children regularly
- Use social stories to support children with making kind choices
- Use restorative conversations to resolve disputes/ friendship issues
- Follow the behaviour policy for rewards and consequences – remember to use 'time in' with adults not 'time out'.

### Have High Expectations

- Keep high expectations – always expect a please and thank you
- Support children in saying sorry if they find it difficult
- Always expect good listening – don't allow talking over others
- Always expect careful use of resources – remind children of how to do this / teach them if there are ongoing issues
- Set realistic expectations and targets for SEN pupils

## Appendix 2 – P and the three R's and PACE

### P and the three R's (Protect, Relate, Regulate, Reflect)

#### PROTECT

- Ensuring that all children feel as psychologically and physically safe as they can in the school' community (upping the safety cues not just an absence of danger).
- Whole school awareness of the impact of ACEs and toxic stress on learning, behaviour, mental and physical health, and how to use 'protective factors' as prevention and intervention.

#### REGULATE

- Acknowledging that a child cannot learn, concentrate, attend if very stressed.
- A whole school commitment to relate on a daily basis to all children in ways that soothe, calm and bring down toxic stress to tolerable stress as preventative of physical and mental ill-health and to enhance learning.
- A whole school commitment to supporting staff on a daily basis in ways that soothe, calm and bring down toxic stress to tolerable stress as preventative of physical and mental ill-health.



#### RELATE

- A Relationship Policy for all school staff to ensure that everyday interactions with children are healing not harming.
- Senior Leads ensuring the emotional well-being of staff.
- Ensuring that all children have on-going access to a trusted emotionally available adult.
- Children who have experienced one or more ACEs (adverse childhood experiences) require daily access to a trusted emotionally available adult at a known time and place.

#### REFLECT

- Ensuring that all children are offered the time and space to make sense of painful life events, with an emotionally available adult who is trained to listen, understand and provide verbalised empathic response.
- A conversational rather than punitive response to challenging behaviour in order to support development of the child's higher brain executive functions and prevent long term mental health problems which research shows can so easily arise from adults who punish or shame.
- Ensuring children are provided with evidence based psychological and neuroscientific knowledge (psycho-education and psychologically based PSHE) to make informed choices in their lives.

## P and the three R's – Protect, Relate, Regulate, Reflect at St John's

### Protect

- Consistency / predictability / routines
- Visual support – social stories/ signs and symbols
- Pre-planning and adapting provision – not putting children into situations where they can't cope
- explaining more to children about what has been put in place in an appropriate way
- Information sharing so that all staff understand needs / triggers / ways to support etc
- making sure adults are calm and appear outwardly in control
- think about how information is shared in front of children – is it appropriate to share the information in front of the child?
- being aware of the children with ACEs who don't have an adult at home to talk to
- having enough time to check in with children in a meaningful way
- Checking in with adults (including via email) when things have happened during the day

### Regulate

- Recognising the initial 'bubble' and intervening with strategies quickly
- Recognising which adults different children relate to
- Movement breaks / proprioceptive activities (can be whole class or individual)
- Grounding exercises – what can you see, hear, smell, touch? Name five things you like to eat, see, smell, hear
- Breathing exercises
- Change of adult / change of space
- Safe spaces to regulate
- Calming touch
- Reassuring communication – emotion coaching
- Thinking out loud 'I wonder if ...'
- Agreed scripts to use with children – having them to hand to help
- Time in with a trusted adult
- Visual prompts / timetables / timers / count downs
- Sensory resources
- Calming music
- Zones of regulation – teach children strategies to self-regulate
- Cosmic yoga
- Having and sharing a bank of regulation strategies / resources
- Recognise that it can take a long time for dysregulation to fully process and the child to be calm and ready to move on / reflect

### Relate

- Giving children time
- Positive greetings
- Greeting children into school and lessons
- Remembering information about children; their interests, family make up, key events etc
- Emotionally available staff
- Bubble Time – it can be really quick and only needs to be put in when needed. Could be done after play / lunch with a calming mindful activity.
- Time is an issue – could have a 'worry' box that children put their name in if they want to chat
- Teachers to make others aware of their top children that need more input
- SLT checking in with staff supporting pupils with high needs
- Mental Health first aiders
- Individual and group support



### Reflect

- Restorative justice when more than one child is involved
- Have conversations once children have regulated
- Remaining calm, modelling your own feelings
- De-brief with adults as well as the child
- Consider any changes needed to support / plans
- Communication with parents

## PACE: VITAL Map for Change in Mental Health

	<b>Play</b> <b>P</b>	Using a playful, light, warm spontaneous way of interacting with a child/young person to form safe connection.
	<b>Acceptance</b> <b>A</b>	Accepting and acknowledging the feelings underneath the child's/ young person's behaviour. This leads to trusting that you are not going to be shaming or critical.
	<b>Curiosity</b> <b>C</b>	Voiced active interest in how the child/young person is experiencing an emotionally charged event past or present. "Will you help me understand...?" (The opposite of scolding, giving lectures, talking "at" a child or young person.)
	<b>Empathy</b> <b>E</b>	Empathy – Felt sense of the other. Actively experienced by the practitioner and communicated in words to the child/teenager.

PACE was originated by Dr Dan Hughes. Full explanation can be found in his books and on website <https://ddpnetwork.org>

## Appendix 3 - Emotion Coaching

### **What Emotion Coaching means in practice**

(how co-regulation works)

Step 1: **Recognising, empathising, soothing to calm** ('I understand how you feel, you're not alone')

Step 2: **Validating the feelings and labelling** ('This is what is happening, this is what you're feeling')

Step 3 (if needed): **Setting limits on behaviour** ('We can't always get what we want')

Step 4: **Problem-solving with the child/young person** ('We can sort this out')

---

(Taken from Brighton and Hove Council – Developing an attachment aware behaviour policy Sept 2018)