

Parent Workshop - Relationships and Behaviour Approach

13th November 2024 3:45pm - 4:45pm



Mr James Broad
Executive Headteacher

Sudbourne Parent Workshops

- Opportunity for the school to share information about school procedures or routines with parents/carers.
- To give a greater understanding of a given topic.
- An opportunity for parents to ask questions on a given topic.



Behaviour Parent Workshop intentions:

1. To revisit the core beliefs of the **approach to behaviour management** that we use at Sudbourne.
2. To update parents with the latest **DfE guidance** about behaviour and how this is being applied at Sudbourne.
3. For parents to understand how behaviour and **consequences** work at Sudbourne.
4. To review **upcoming initiatives** in relation to behaviour.



Behaviour at Sudbourne



- 3 simple expectations.
- Relationships is the foundation to all behaviour management.
- Adult consistency.
- Sustainable routines.
- Calm, consistent behaviour
- First Attention to Best Conduct (FATBC)
- Teach children about their behaviour choices.
- Through restorative, age appropriate conversations.

Our approach to behaviour underpinned by relevant research including: Paul Dix (**Pivotal Approach**) and Trauma Informed Schools practise as well as the most up to date **neuroscience research** into child brain development (the work of Daniel Siegel)

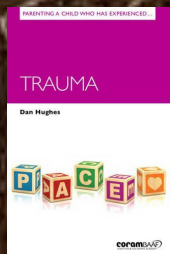


Dependable Adults

Consequences for future Success



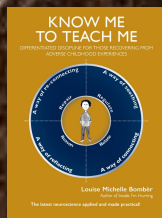
Behaviour Blueprint



Behaviour as Communication

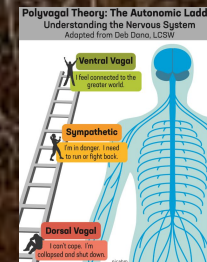
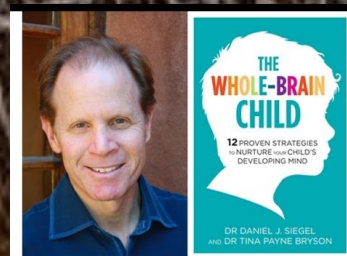
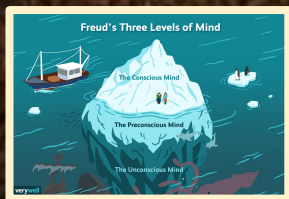
Connection before Correction

WHEN THE ADULTS CHANGE EVERYTHING CHANGES PAUL DIX
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR



The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified



A child's behavior is not always what it seems

Behavior is communication

What we see: Behavior

What we don't see:
What's under the surface



“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.”

Pam Leo





Behaviour Blueprint



Our Mantra for Behaviour

We build and move forward together

Expectations

1. Responsible
2. Respectful
3. Safe

Relentless Routines

1. Praise in public, guide in private
2. Safe and sensible corridors moving

Over and above Recognition

1. Gold certificates—effort
2. Praise post cards—behaviour and attitude
3. Hot chocolate Friday—achievement in learning

Visible Adult Consistencies (50 day challenge)

1. Challenge pupils to wear uniform with pride

Stepped Boundaries

1. Positive praise of the desirable behaviour
2. Discrete clear reminder
3. Discrete scripted conversation
4. Your choice, your behaviour, your consequence
5. Restorative Conversation and appropriate consequence

Microscript

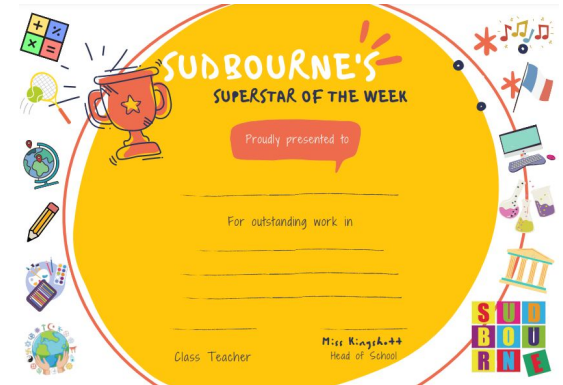
1. Shine the light
'I've noticed that...'
2. State the desired behaviour
'I need you to...'/ 'I need to see...'
3. Recall the good times
'Remember when...'
4. Swift respectful exit
'Thank you for...'

Restorative chat

1. **Trigger**— "What happened before?"
2. **Identify feelings**— "How did that make you feel?"
3. **Attunement** - "I can understand that you must have felt..."
4. **Impact**— "Who did this impact? Who else?" "How have they been affected?"
5. **Repair**— "What needs to be done to make this right?"
6. **Commitment to action**— "When and how are you going to make this right?"

Over and above recognition

- Whilst we reinforce and reward pupils day to day efforts using tokens, we also recognise those pupils who go 'above and beyond' our expectations.
- We do this in the following 3 ways:
 - a. **Certificates at 'celebration assembly'** - for 'over and above' effort in learning.
 - b. **'Hot Chocolate with the Head'** - for 'over and above' achievement in learning.
 - c. **Praise postcards** - for 'over and above' behaviour and attitude to learning.



Relationships and behaviour policy 2024

- DfE guidance now gives greater powers to schools.
- Sudbourne now have a behaviour and consequences guidance document for staff.
- Consequences separate the person from the behaviour and have a learning/correction focus.
- Consequences are for future success not punishing past actions.
- Restorative conversations will be the vehicle to deliver any consequence.
- Best chance of bringing about a long term change to behaviour.



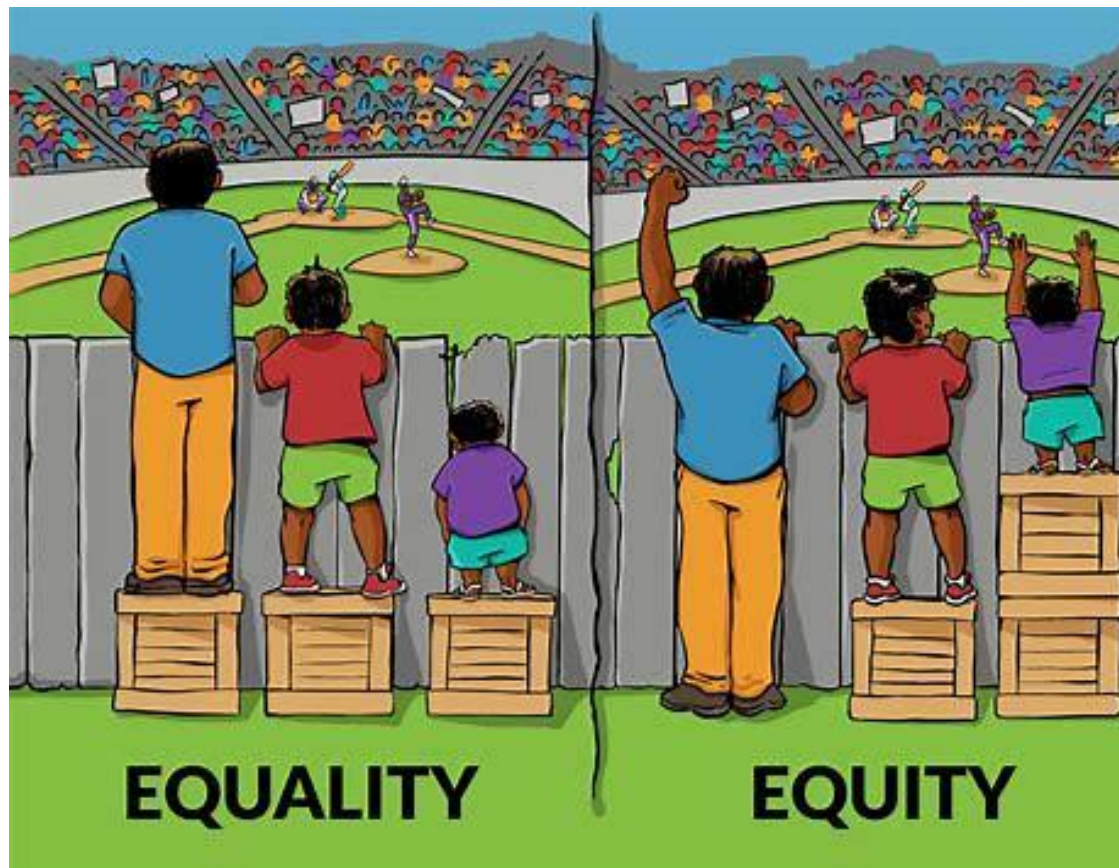
Consequences for high profile behaviours

- All children (and adults!) have the right to feel **safe** at school and access learning **free from disruption**.
- At Sudbourne, we use the latest government guidance to address high profile behaviour and have a zero tolerance for:
 - physical behaviour
 - Intentional prejudice incidents



Inclusion at Sudbourne

Doing the same thing, isn't always being fair!



Inclusion at Sudbourne

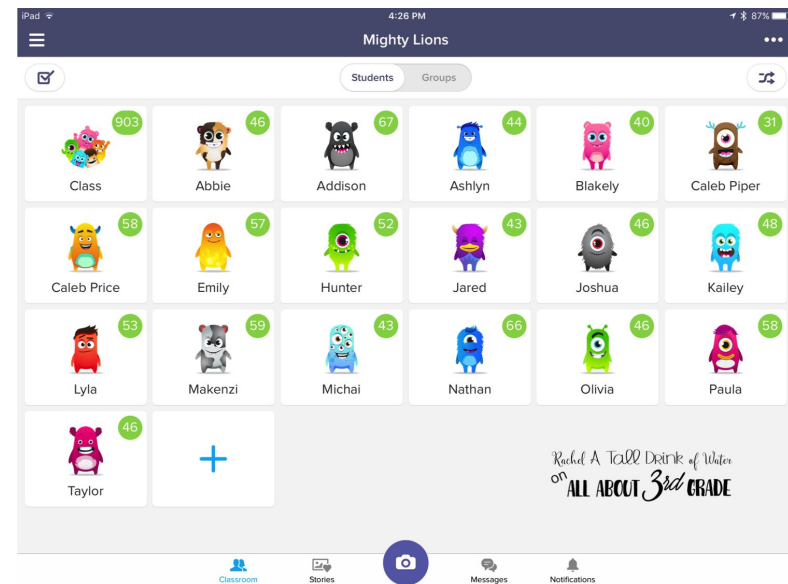
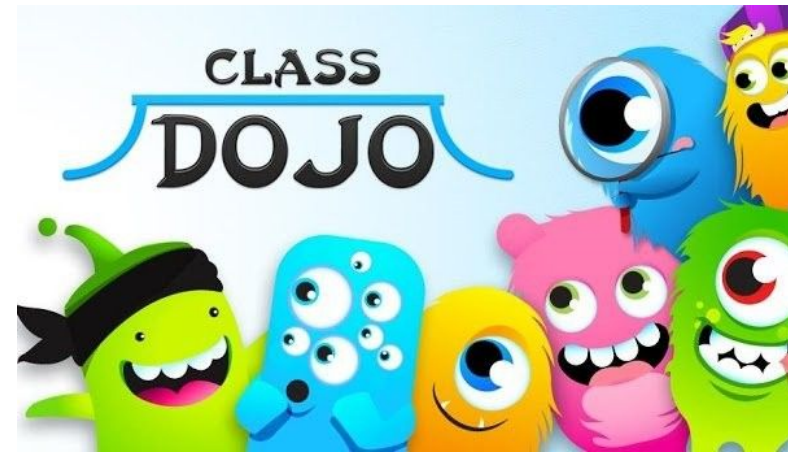
- Approaches to behaviour are usually appropriate for 95% of any school population.
- There tends to be the 5% of children in any school, in any class that require an adaptation of the policy.
- These children may need a different approach **but are not exempt from the policy.**
- Involve ongoing work involving class teacher, SENCo, Lambeth inclusion team, Lambeth Early Help team, dramatherapists etc.
- For these children, we also put in place PSPs (Pastoral Support Plans).

Next steps for 24/25



Welcome to Dojo

- **'Class Dojo'** is an online school rewards provider which supports schools in administering rewards online and communicating these with children and families.
- When a reward is given, it is 'stored' and shared in the class account and shared with the parent.
- Teachers, children and families get notifications when rewards are given, which can be tracked over time.
- Class Dojo can also be used as a communication portal with families (i.e. to send families pictures of learning over a week or notify parents of upcoming class events/reminders).



Dojo intended outcomes

- Demonstrate house point progress more visually on a screen.
- Encourage children in houses to 'up their efforts' in order to win.
- Help embed the school values and basic expectations (i.e. active listening).
- Replace plastic tokens with electronic ones.
- Bring parents 'into the classroom' to see more of the amazing learning and enrichment that takes place.

Open Classrooms at Sudbourne

19th Nov - 22nd Nov (9am - 10.00am)



- Tuesday 19th Nov - Phase 1
- Wednesday 20th Nov - Phase 2
- Thursday 21st Nov - Phase 3
- Fri 22nd Nov - Reception (*9.30am start)



Thank you

