

Welcome

Parent/Carer Coffee Morning

20th September 2023



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Executive Headteacher

Ms Karen Gregory
Deputy Head/ SENDCo

Sudbourne coffee mornings

- Opportunity for the school to share info with parents/carers.
- A space for parents/ carers to contribute to school life through sharing ideas, solutions and experiences.



Coffee morning focus

The purpose of this coffee morning:

1. To re-share the Sudbourne approach to behaviour
3. To celebrate and recognise WWW (what works well) for pupils behaviour
4. To consider EBI (even better ifs) to improve behaviour and understanding of the approach.

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





Behaviour at Sudbourne



AIM :

- To provide a nurturing environment
- Teaching children about behaviour
- To develop the skills of kindness, tolerance and understanding .
- To celebrate our diverse community.



Behaviour at Sudbourne



Sudbourne Values



AIM :

- Focus on a shared vision and understanding of the core values.

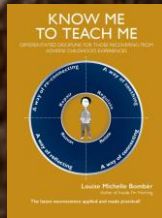
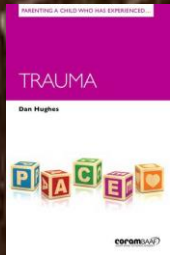
Our approach to behaviour **underpinned** by relevant research including: Paul Dix (Pivotal Approach) and Trauma Informed Schools practise as well as the most up to date neuroscience research into child brain development (the work of Daniel Siegel)



Dependable Adults



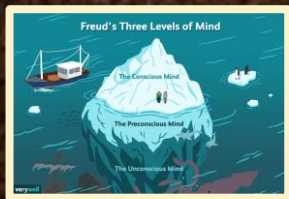
Consequences for future Success



Behaviour as Communication

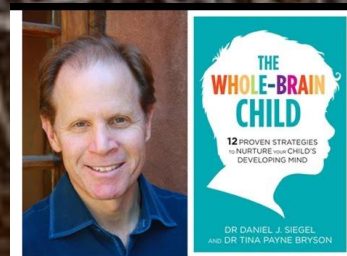
Connection before Correction

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



Behaviour Blueprint

Being ready to learn



- Being at school on time
- Having what I need for the day
- Being in the **Green Zone** ready to learn - Zones of regulation. Language of Zones used throughout each class. 'What do you need to get back to green?'
- Ready to listen and follow instructions
- Ready to give their learning their best focus and attention

The ZONES of Regulation

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

Zones of regulation

We all feel different emotions and that is fine.

No emotions are deemed bad

How do you regulate strong emotions?

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Zones of regulation

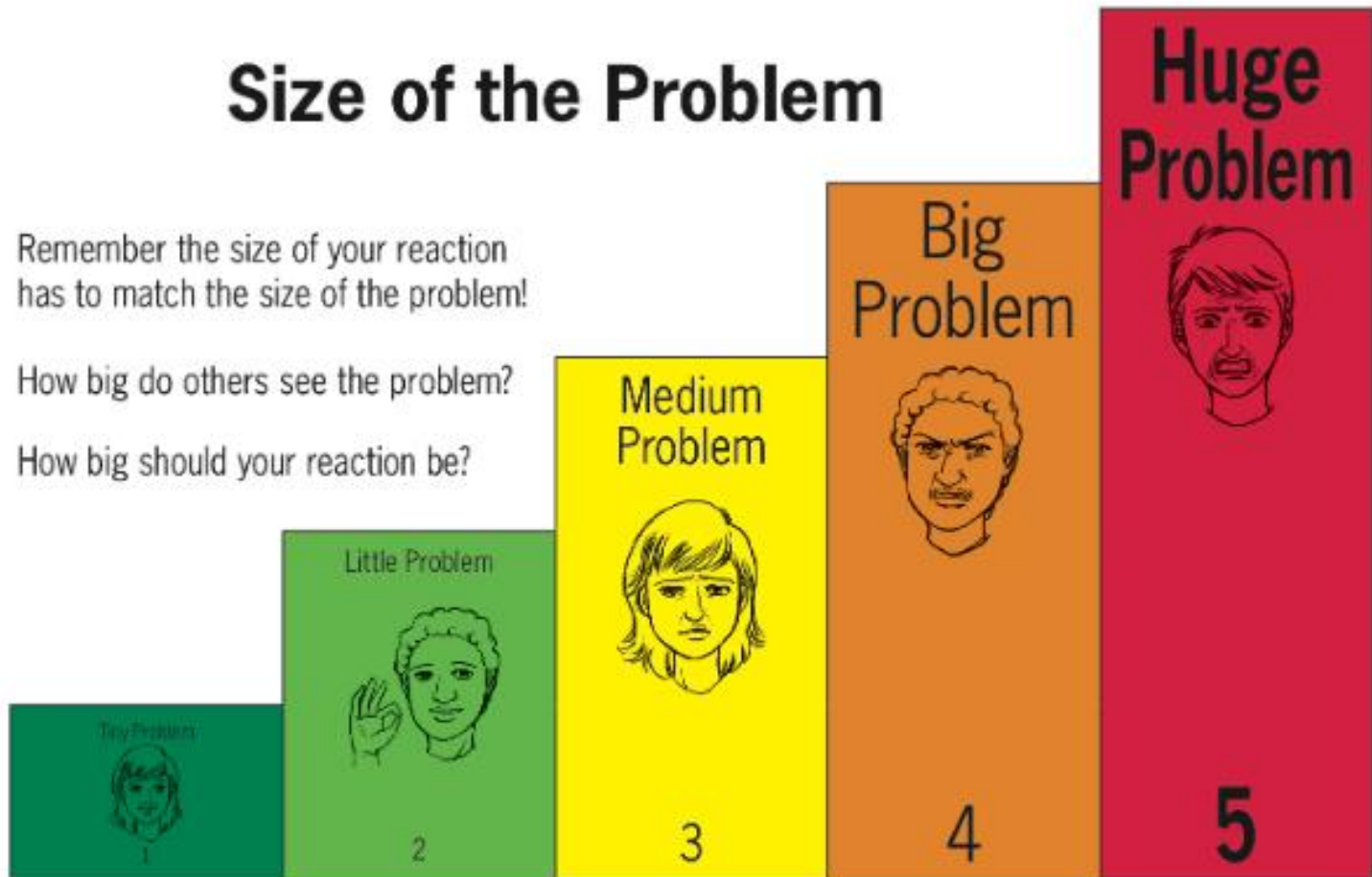
The **ZONES** of Regulation® Reproducible W

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Be Respectful



- Respect between adults and children goes both ways -
RELATIONSHIPS
- Following instructions
- Listening to who is talking
- Using respectful language to adults and children - kindness, good manners (language modelled)
- Showing respect to the schools property /work / building.

Be Safe



- Every child deserves to feel safe at school
- Safe environment
- Keeping hands and feet to ourselves
- Emotional safety - unkind, hurtful words. Promoting friendship and equality

Our Behaviour blueprint

Behaviour Blueprint



Our Mantra for Behaviour
Regulate, relate, restore

Expectations

- Be Ready
- Be Respectful
- Be Safe

Visible Consistencies

Calm and safe corridors

Over and above recognition

- Recognition boards
- Hot chocolate Monday
- Sudbourne Superstar Certificates

Whole school relentless routines



Silent signals



Nurture relationships with kindness



Praise in public, guide in private

Behaviour steps

1. Positive praise of expectations
2. Discreet reminder
3. Discreet scripted conversation
4. Time to regulate
5. Appropriate consequence

Microscript

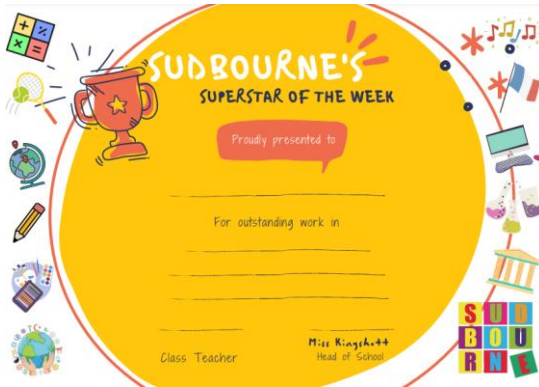
1. Shine the light
I've noticed that you are...
2. State the desired behaviour
I need to see.../I need you to....
3. Recall the good times
Remember when....
4. Swift respectful end

- All adults had input into our behaviour blueprint
- Regular training for staff on different aspects of blueprint.

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

-Pam Leo

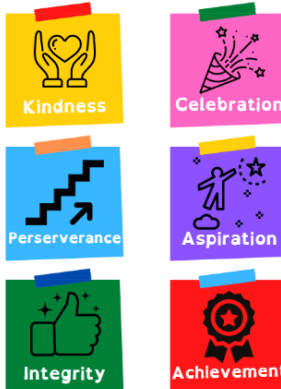
Over and Above Recognition



'I really like the Brixton names. Makes me feel like i am part of a team! Can we have house breakfasts like in Harry Potter?'



Sudbourne Values



'I really liked being celebrated for my work. I feel so proud when my work is held up in assembly and I can sit on a bench at the front!'

'There were marshmallows! It was amazing!'

Behaviour and consequences

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

The iceberg diagram illustrates the hidden factors behind a child's behavior. The visible tip above water represents behavior, while the submerged part represents underlying needs and factors. The submerged factors include:

- SOCIAL SKILLS
- SECURITY
- ENVIRONMENTAL STRESSORS
- POWER
- SELF-ESTEEM
- NEED FOR ATTENTION
- BASIC NEEDS
- HUNGER
- ATTENTION
- DEVELOPMENTAL LEVEL
- PHYSICAL SAFETY
- THOUGHTS
- SLEEP
- SENSORY NEEDS
- NEED TO BELONG
- EXECUTIVE FUNCTIONING
- ATTACHMENT
- NEED FOR CONNECTION
- EMOTIONS
- ANGER
- SHAME
- FEAR



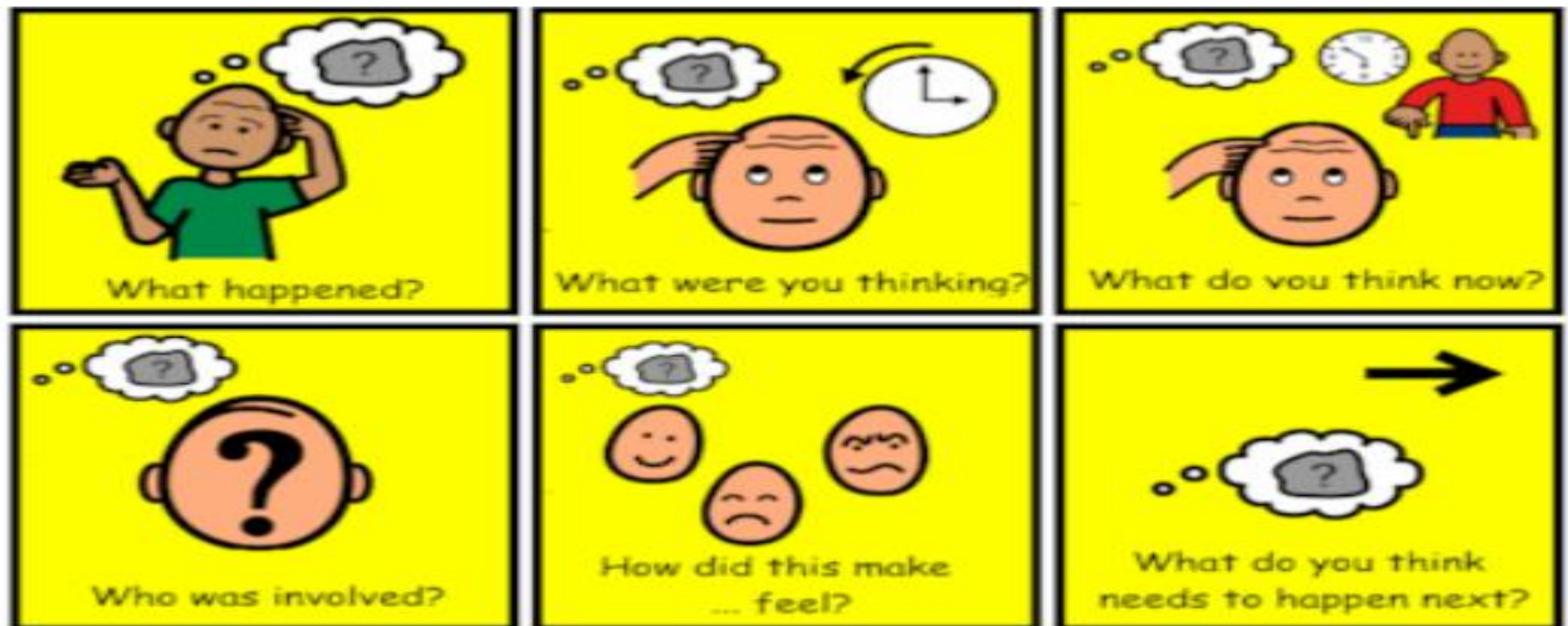
Consequences at Sudbourne will have a learning/education focus

Discipline/consequences are for future success not punishing past actions.

Natural Consequences,
restorative conversations to repair
and rebuild relationships

Restorative Conversation

Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.



Serious breach of school expectations

- Everyone has right to feel safe
- Everyone has a right to learning
- Whilst a restorative conversation will be the **vehicle** to deliver a consequence, children need to understand there is a consequence for our actions and the restorative conversation helps them understand this. Consistency, fairness, equality.
- Firm consequences for a serious breach of school expectations in line with new Dfe guidance, Sept 2023



Behaviour - your thoughts?



General feedback : Understanding the Behaviour Approach

WWW(What works well)

EBI *(Even Better if)*

Thank you

