



Behaviour at Martin Primary School

Impact of Covid on behaviour

- Different home environments during lockdowns
- Structure and routines disrupted
- Parent/Carer/Staff anxiety permeates down
- Presentation of feelings through behaviour
- All children need to feel a sense of safety and containment in school

**Good relationships are the basis for learning.
Anything that affects relationships, like
inappropriate behaviour, impacts learning.**

**Challenging inappropriate behaviour needs
to be experienced as an opportunity for
learning.**

(Bruce Scheck, Director at International
Institute of Restorative Practices)

If a child doesn't know how to read,
we **teach** that child how to read.

If a child doesn't know how to do
maths problems, we **teach** that
child how to do maths problems.

If a child doesn't know how to
behave, we **punish** that child.

A restorative approach focuses on **building and repairing** relationships rather than **managing and controlling** behaviour

Those affected are invited to share:

1. what has happened
2. what the impact has been on those involved.
3. what needs to happen to put things right.

HIGH

Control

<p>Punitive Blaming Stigmatising</p>	<p>Restorative Cooperating Taking responsibility Being accountable</p>
<p>Neglectful Ignoring Surviving</p>	<p>Permissive Rescuing Excusing Reasoning</p>

Support (encouragement and nurture)

HIGH

Domains of Self Regulation

Biological

e.g. over/under response to sensory input, levels of energy, hungry, thirsty

Emotional

e.g. feelings and moods, positive or negative

Social

e.g. understand and act on social cues

Cognitive

e.g. memory, sustain and/or switch attention

We need to enable all children to manage the domains effectively so that they are happy and ready to learn

Strategies to help manage self-regulation

Biological

e.g. low lighting,
seating arrangements,
breathing exercises,
movement breaks

Emotional

e.g. calming space,
breathing exercises,
visual timer, count to 10

Social

e.g. classroom
contract, circle times

Cognitive

e.g. responsive
classroom
environment, time
management
strategies, visual cues

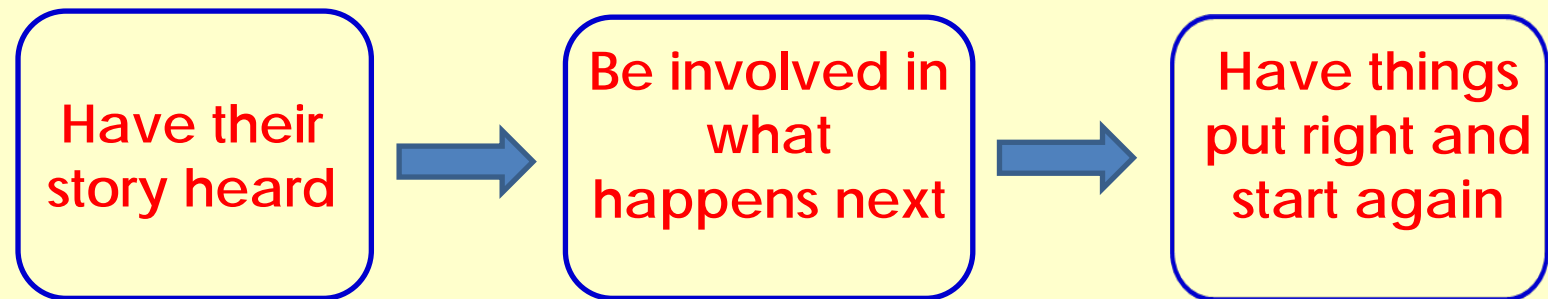
We need to help children:

- identify their own feelings and understand what has made them feel that way
- communicate their feelings
- identify the feelings of others and understand what has made them feel that way
- Learn how to self-regulate and find their way back to a happy balance

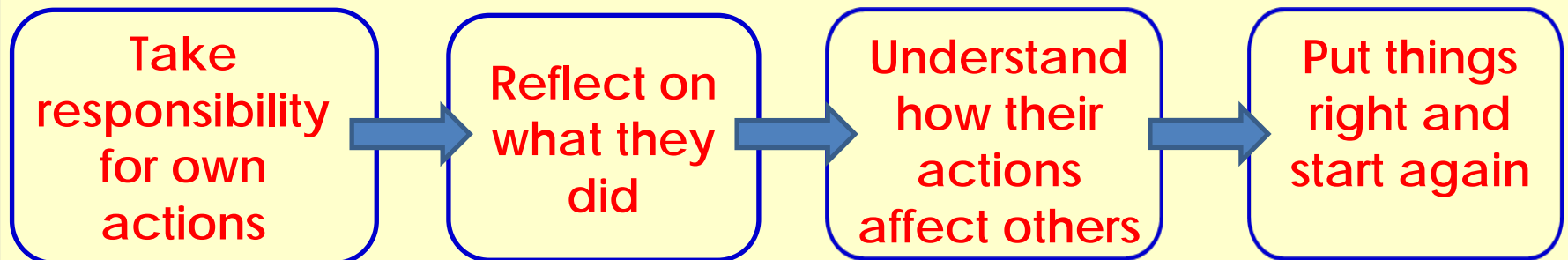
It can be useful to express our own feelings -
"this is really frustrating for me because.... and
I need to think of a way to calm down"

How do Restorative approaches work?

Those who are harmed are able to...



Those who harm are able to...



How does this approach fit with our Rights Respecting Ethos?



Article 12


Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 40

A child accused or guilty of breaking a rule must be treated with dignity and respect.

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- ⇒ What happened?
 - ⇒ How were you feeling?
 - ⇒ Who has been affected/hurt?
 - ⇒ How do you think they are feeling?
 - ⇒ What can you do to make both/all of you feel happy?

- What happened?
- How were you feeling?
- Who has been affected/hurt?
- How do you think they are feeling?
- What can you do to make both/all of you feel happy

Stages of implementation

1. Introduce to staff
2. Introduce to children and train peer mediators
3. Introduce to parents/carers

Consequences

Low level behaviour issues

Three chances:

1. warning
2. refer to phase leader
3. refer to HT/DHT/AHT

Serious behaviour issues

Refer to HT/DHT/AHT