

Wealden and Ashdown Hubs Hosted at Manor Primary School

This is an overview session around behaviour, please complete evaluations

Aims:

- To understand what we mean by behaviour
- To identify what children need in order to behave well
- To discuss the most common difficulties and dangerous behaviours, possible reasons for them and how to support children with them.

PSE –

Underpins pupils behaviour, it is heavily linked to social skills, positive relationships, managing feelings and knowing how to be in different groups and situations.

One thing this morning that meant your morning started successfully and ready to go...

- Eating / Breakfast / Tea / Coffee
- Alarm setting
- Calm start with own children and preparation
- Good night's sleep
- Planning and organisation
- Routines
- Expectations
- Think about the day
- Car – ready
- Understanding of time and plan of what to achieve in the day

What can our children experience in the morning before school that could impact on behaviour?

- Lack of sleep
- Stressed/ frustrated parents
- Being rushed
- No breakfast
- Different person dropping off
- Breakfast/Afterschool club day
- Arguments or disagreements
- Lost toys or forgotten objects

Behaviour important things to think about

- Understand the reason for the behaviour – What could have happened before?
- Use these reasons to

Understanding the conditions to encouraging children to behave well

- Using the reason to find the solution
- Stages of motional development that affect behaviour
- Atmosphere and environment

Foundations of need - Maslow hierarchy of Need – Children and adults need all the lower things in place before other aspects can occur.

- Add photo in here –

Flipping the lid

<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

Children and others showing understanding of how emotions and events can cause us to ‘flip our lid’ Area of the brain that regulates our ‘lids’ if we are feeling tired, overwhelmed, triggers of behaviours and we can get a build-up of emotion that overrides their frontal lobe and then the ‘act out and display behaviours.

Evolution of the fight, fright and freeze messages Some children have heightened awareness of Fight Flight Freeze

Our reactions to this overwhelming behaviours- Hot, sweaty, anxious, fast heartbeat,

Some children are learning to regulate the part of their brain that engages the fight, fright and freeze behaviours.

How do we stop children from getting to the point of reacting in this way?

Thrive Approach Dan Hughes – Children need and atmosphere for emotional development (PLACE)

P – Playful **L** – Love **A** – Acceptance **C** – Curious **A** - Acceptance

Image on the screen - White page and a black dot in the middle?

- Focus naturally draws to the black spot in the middle e.g the behaviour is the black spot and is often the focus, the big white space around the edge encourages thinking about the whole child.

Brief thoughts on Attachment and behaviour –

Importance of the key person within the setting – You can be the only secure person for that child and often spend the most amount of time with them

Children who display challenging behaviour – it’s important to think about the key person who is linked to them and how they can support and value them as an individual.

Positive Relationships are important – With children, with parents and with staff

Children need to see positive interactions within settings, with staff and with staff to children – some children may not see this at home and have developed an understanding of what is positive.

Think about – How you are communicating with parents about behaviours – Where is the child? What are they hearing? Are they hearing negative situations again? Are they hearing positive aspects as well?

What are the behaviours we would like to see within our settings and what are the expectations?

-

Age	What would we like to see?	What do we see?
2's		Cross Frustrated speech and language frustrations crying, noise making
3' – 4's	Listen for 3 minutes Sharing but with some support Turn taking Respecting others and toys	Children set into routines, easily frustrated when things do go their way, rigid in routines, hitting, kicking, shouting, stamping feet, lashing out, Trying to control the environment Tantrums, speech and language frustrations, pushing and testing boundaries, some settings/staff have different expectations. Wanting to please adults Competitive
4	Sit and listen for short periods of time, sharing, turn taking, respect for toys, follow instructions, know actions affect others, making friends, self-regulation of behaviour, asking not taking, turn taking, able to toilet independently, manage own needs, have a go attitude, honesty, working in pairs or groups, waiting for needs to be met.	•

Thinking about the 'age' of the children and the actual stage of the child – Some children's actual ages and stages won't correlate. Where are they developmentally?

What will have impact on this?

- Home life, values that have been modelled
- Modelling and experiences in other settings
- Start of the morning
- Additional needs, health and physical needs
- 'Spikey profiles' – strengths in some areas and needs in other areas

BEING CONSTANT - All children, but particularly those who are struggling may be confused by mixed messages from settings or from adults.

Is this behaviour a problem? Is it annoying? Is it dangerous / or putting others at risk? – Its important to have a shared approach within the setting.

It is also important to think about other children noticing regular negative behaviours and then using this as a scapegoat or building a blame culture.

Enabling Environment – In the context of behaviour

- How accessible are resources and how are they stored?
- Are there quiet spaces for children to go and have time to reflect/ or get away from busy places.
- Routines, visual timetables, now and next boards.
- Where are they going afterwards or before? – Clubs, Pick ups?
- Staff deployment – Are they pre-empting issues?
- Staff interactions – Are they noticing objects, physical signs or actions that may be triggers or early warning signs of
- Are interests and schemas being taken on board when planning for and the environment?
- What 'outside environmental influences are there?
- Tidying – Do children know where things go? How do they know?
- If you as an adult are 'bored' of resources and what's available it's likely the children are too – Rotation, interests linked, open ending resources? Is there an awe and wonder?

Regulation –

Put yourself in the child's shoes – there emotions are overwhelming and too big to manage in that moment? Are there frustrations building because you are not understanding their issue.

Attune

Contain

Soothe

Validate

Video – <https://www.youtube.com/watch?v=RVA2N6tX2cg>

It takes 90minutes for a child to regain and calm and be back to a state of 'normality' following a meltdown. It is important to think about and unpick what the behaviour is showing? What id the bigger picture causing this behaviour.

EABC Charts or STAR charts (Setting, Trigger, Action, Response)

E- Environment – Where?

A – Antecedent - What happened before?

B - Behaviour - What did they do? How are they communicating?

C - Consequence - Outcome of the behaviour, how did they respond? Did the behaviour spiral?

Records like this can help you see triggers or links towards the behaviours you are seeing and then as a setting/team you can review procedures and events to reduce behaviours and support the pupil.

Effective Behaviour Support is:

- Positive approach and ethos
- Positive strategies
- Helping children to identify feeling and emotions in everyday situations
- Supporting children in expressing intense feelings
- Age related expectations – modelling for pupils

Think about your rules and routines in your setting- Why are they there? What benefit are these to the children or are they for staff to complete other jobs e.g. prepare snack/get ready for lunch?

How are they impacting on

Sorry - Thoughts to consider...

- If a child independently says this and means it fantastic
- Some children learn that this is a 'get out of jail free card' and gets them out of trouble
- Adults should model Sorry in situations but not necessarily peruse the child to say sorry as this often isn't meant or the reasoning understood

Staff Supporting Each other – Challenging behaviour can be exhausting so it's important to support each other

- Recognising the challenge
- Working together consistently
- Learning together
- Giving each other time and respect.

EPPE Project – Useful read.