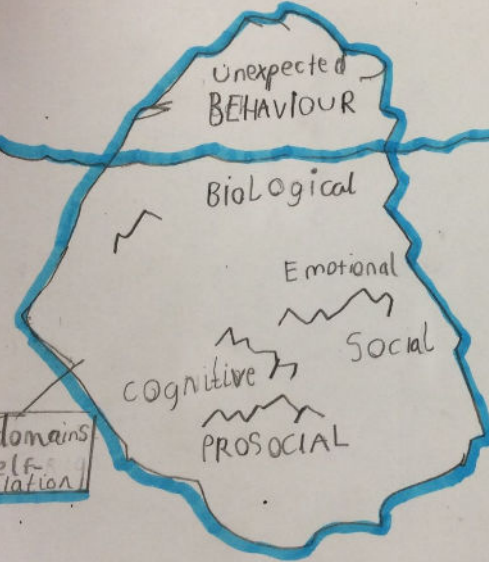


Welcome to our Behaviour Workshop

December 2023

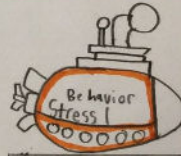
Behaviour is communication



Five domains
Of Self-
regulation



Some people see "misbehaviours".
They use rewards and punishment
to try to get compliance. This
does not address underlying
reasons for the behaviours.



"Stress Detectives Reframe a child's
behaviour AS "stress behaviour."
They attempt to identify and
reduce stresses while teaching
the child skills to respond to stresses.

Respectful
Relationships
are at the
heart of
everything
we do at
Dashwood!

All behaviour is communication

Challenging behaviour requires an understanding of its underlying communication in order to create successful support and intervention for all.

Many children and young people who have behavioural difficulties, including many of those with social, emotional and mental health needs, also have speech, language and communication needs.

1. Give me some attention

- Way to communicate a need for attention, whatever that attention may look like.
- For some it does not matter if the attention they receive is positive or negative, as long as they are gaining attention of some description.

2. Get me out of here!

- Fight or flight...the fear of threat. A need to escape from a situation that a person does not want to be in.

3. It feels good

- Challenging behaviour may also have a sensory function.
- Some young people behave in a challenging way because for them, it just feels good to do so.
- Their behaviour might communicate a need to have some power because exercising power makes them feel empowered; it establishes a sense of control.
- Attachment, behaviours of traumatised children

4. Give me a reward

- Challenging behaviour might communicate a desire for a tangible reward.
- Some children learn very quickly that challenging behaviour can be rewarded (eg: the child gets what they want) and in-turn the function of the behaviour is reinforced. Adults may find a short-term solution but they are setting up a longer-term problem.

What does communication have to do with behaviour?

Communication difficulties are strongly associated with behavioural problems, with studies observing consistently higher levels of disruptive and antisocial behaviour amongst children and young people also identified with speech and language issues.



The Dashwood Way

At Dashwood Banbury Academy we believe that all behaviour is a form of **communication** and treat it as so. We **acknowledge** how others are feeling and aim to build a **positive mind-set** in order to tackle problems head on. At the core of what we believe stands our vision and values. Emotions are a part of everyday life and **self-regulation** is the key to being able to realise and live by our vision and values. Self-regulation is tricky for adults at the best of times and even more so for children. When emotions are strong (there are no negative emotions) it becomes even harder to control. We use a system created to develop language around emotions and support **mental and emotional well-being** which is based on 'Zones of Regulation' (more information can be found at: <https://www.zonesofregulation.com/index.html> and in appendix 1.

All actions have consequences and so it is our responsibility to teach pupils about this (this includes criminal responsibility lessons.)





Behaviour Policy

Regulated state of alertness, shows control: ready to learn and/or be social.

Heightened state of alertness but with some control including stress, anxiety, excitement, silliness, nervousness and confusion.
Hyperactive – 'naughty'

Low states of alertness including sluggish. The brain is moving slowly.
'Zoned out'

Which zone are you in?

Blue	Green	Yellow	Red
			
sad tired sick bored	calm ready to learn happy okay	silly/ wiggly frustrated hyper worried	mad out of control angry yelling/ hitting

Heightened state of alertness but with very intense emotions including rage, explosive, terror, panic. There is no control over emotions here. **No ability to think, be rational, negotiate or reflect.**

Attachment/trauma

- Hyperactive - often seen as naughty but a sign often of neglect (yellow)
- Anger - an expression of fear, threat response (red zone)
- Being 'zoned out' - psychological shutdown (blue zone)
- Attention-seek, risk-take, act angry and tough to hide their vulnerability (yellow/red zones)

Consistency of high-expectations
Positive reminders of the 3 school rules and
why we have them
Consistent reiteration of the same
message
Label the feeling - not the behaviour

**‘Children soak up what
is around them’**

Key points

- **Tone** of voice – calm and kindly educating *‘Children soak up what is around them’*
- **Acknowledgement and understanding** of feelings – self and others *‘Someone cares’*
- Use of the 30 second **script** *‘Consistency’*
- **Flow chart** – not as rigid in terms of order and meant to be more preventative than always reactive (if you see someone bubbling – get in there first) – *‘Support and nurture’*
- **Choices** to help self regulation - Thinking Zone – *‘Choose to Change’*
- **Consequences** of behaviour not sanctions at a developmentally appropriate level –
- is time out of lessons an effective consequence?
- **Reconciliation** to repair relationships – *‘Support to build trusting relationships’*
- Linked to our three school rules: **Ready Respectful, Safe** *‘Clear, consistent’*
- It’s **ok** to have **emotions** – we all do. Emotions are in the **red zone** are **strong not wrong!**

Consequences...what children need to know...

- All behaviours have consequences.
- Positive consequences include smiles, saying thank you, a hug, friends, good quality work. Spend more time on the positives than the negatives!
- Negative consequences include loss of friends, feeling in the red zone, community service, losing free time.

What can we adults do?

- Use positive reminders - using a calm tone
- Acknowledge feeling (colour of zone) and offer two choices → 'You can either do or ...' Gives children a feeling that they are in control.

OR

- Give an instruction/don't ask → 'Thank you for coming with me' NOT 'Please come with me'
- Remember - 'No' means 'No' - do not go back on what you have said. This confuses children and they prefer to know where they stand. Our role is to prepare them for living in wider society where there is an appropriate way to behave.
- Don't try to avoid 'crisis' moments - children need to know how these moments feel and learn strategies to deal with them so they occur less and less. Observe your child in these times - what lead to the crisis, what are they doing, what calms them? We can learn so much from making sure they are safe and standing back,

30 second script

<u>Key ideas</u>	<u>What to actually say</u>
1. Ask how they are feeling	1. How are you feeling?
2. Acknowledge the feelings	2. I can see you are in the ... zone because you feel
3. Find out why	3. What happened to make you feel...? Or Why do you feel....?
4. Ask how they can resolve it	4. How can you resolve this?

How should we help pupils?

- **Acknowledging** their emotions using the colours and zones
- **Facilitate conversation** to repair relationships when things go wrong
- Allow time **every day** to be calm - a calm bedtime routine, family meal times etc
- Use **consistent language**- try and mirror the language that we use in school

Awareness of feelings and reflection



S.T.O.P.

a powerful, yet surprisingly basic strategy that helps you to be focused, alert, relaxed, and at your emotional best when a big moment presents itself in your life.

A four-step mental checklist to use anytime you want to add a burst of fresh energy, creativity, or insight to whatever is going on. The whole idea behind it is that by taking a very brief break—even less than one minute—you can determine the very best action to take in the moment.

S = Stop

Stop what you are doing: Press the pause button on your thoughts and actions. Be still.

T = Take

Take a few deep breaths to center yourself and bring yourself fully into the present moment.

O = Observe

Observe what is going on with your:

Body

What physical sensations are you aware of (touch, sight, hearing, taste, smell)?

Emotions

What are you feeling right now?

Mind

What assumptions are you making about your feelings? What is the story you're telling yourself about why you are having them?

P = Proceed

Proceed with whatever you were doing, making a conscious, intentional choice to incorporate what you just learned.

Options for a negative
outcome?

Options for a positive
outcome?

STOP

Stop.
Be Still.

Take a
breath.

Observe.
Options?

Proceed.

Calm down ideas

- Fish tank and meditation music <https://www.youtube.com/watch?v=dVkk36KOcqs>
- Lights out and sit quietly listening to music
- Chair yoga <https://www.youtube.com/watch?v=-ZGYbfGrBUg>
- Chair breathing exercises <https://www.youtube.com/watch?v=WwXfLYSAL9s>
- Colouring mindfulness pictures
- Drawing feelings and emotions
- Deep breathing <https://www.youtube.com/watch?v=YFdZXwE6fRE>
- Meditation <https://www.youtube.com/watch?v=shR8DLyOkcg>
- All stop for a water break
- Watch a glitter jar calm (could create individual ones)
<https://www.youtube.com/watch?v=7fFNrl6czf4>
- Lie flat on the floor and close eyes whilst listening to calming music
<https://www.youtube.com/watch?v=yoTa0lhYO9Q>
- Other ideas: <https://gozen.com/50-calm-down-ideas-to-try-with-kids-of-all-ages/>

A great source of parental support...



<https://www2.myfamilycoach.com/information-hub/>

FRIENDSHIPS

CALMING DOWN

SCREEN TIME

SCHOOL LIFE

HEALTHY LIVING

BULLYING

RELATIONSHIPS

COMMUNICATION

MENTAL WELLBEING

AT RISK BEHAVIOUR

Main themes

- All people behave in a way to communicate something
- We can easily add to the chaos!
- Our tone of voice can change our child's reaction
- Respect is earned not expected - if the relationships are not good, pupils will not listen to what is being said as they lack respect
- We should not allow inappropriate behaviour but we also shouldn't 'punish' - our role as adults is to **teach** appropriate behaviour not react. We can do this by modelling appropriate behaviour to them in the way we act and behave. They soak up what the adults do!
- Building relationships with children is the best way to improve behaviour - spending time with them, to really get to know them and how they work, will save so much time in the long run.
- Focus on the positives - positive talk makes us all feel better.