

Warden House Primary School



Behaviour Policy

| | |
|---------------------------------|------------------------------------|
| Date Prepared | Term 4 2021 |
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| Checked by (Governor) | Ann Taylor Williams |
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*“Too often we forget that discipline really means to teach, not to punish.
A disciple is a student, not a recipient of behavioural consequences.”
— Daniel J. Siegel*

Aims:

- To provide a safe, nurturing and caring environment where optimum learning takes place
- To provide a clear guide for children, all adults and parents of expected levels of behaviour within our school
- To ensure that all adults take responsibility for behaviour of children within their care and follow-up personally
- To teach children to take responsibility for their own behaviour so that they are kind, safe members of our school community
- To ensure that all adults provide a consistent and calm approach when supporting the behaviour of children
- To use targeted approaches to meet the needs of all pupils
- To ensure all adults use consistent language to promote positive behaviour
- To ensure all adults recognise, praise and reward appropriate behaviour
- To ensure that all adults place the emphasis on learning and teaching
- To ensure early intervention (see the “Stepped approach” (Appendix 4) for further guidance)
- To ensure consequences given for unacceptable behaviour are in proportion to nature of the incident, circumstances and needs of the pupil using restorative approaches

- To work in partnership with parents, carers and colleagues from outside agencies.

Purpose of the behaviour policy:

To provide simple, practical procedures for staff and pupils that:

- Ensures all staff understand that behaviour is communication
- Ensures clarity of understanding of our school rules and behaviour expectations so that pupils can conduct themselves safely.
- Recognises behavioural norms and sets high expectations of conduct for all pupils at all times.
- Promotes self-esteem and supports the development of self-regulation.
- Teaches appropriate behaviour through the school values and positive interventions.

Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and [anti-bullying strategy](#) online. Ours can be found on the Veritas MAT website by [clicking here](#).

This policy complies with our funding agreement and articles of association.

Definitions:

Low Level Misbehaviour is defined as:

- | | | |
|--|--|-----------------------------|
| - Incorrect uniform | - Chatting in class | - Unsafe behaviour (minor) |
| - Poor attitude | - Distraction or interruption | - Damaging property (minor) |
| - Non-completion of classwork or homework | - Answering back | - Playtime incident (minor) |
| - Disruption in lessons, in corridors between lessons, and at break and lunchtimes | - Not following instructions | - Refusal to work |
| - Disrupting another child | - Telling lies | - Annoying other children |
| | - Name calling | - Inappropriate language |
| | - Unsafe movement around class or school | |

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Racist, sexist, homophobic or discriminatory behaviour
- Fighting
- Aggressive and violent behaviour causing deliberate injury to children or staff
- Major lesson disruption
- Abusive and threatening behaviour
- Leaving school without consent
- Vandalism
- Theft
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Smoking
- Possession of any prohibited items. These are:
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Tobacco and cigarette papers
 - o Fireworks
 - o Pornographic images
 - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

School rules:

Our school rules are:

Be Kind; Be Safe; Be Your Best

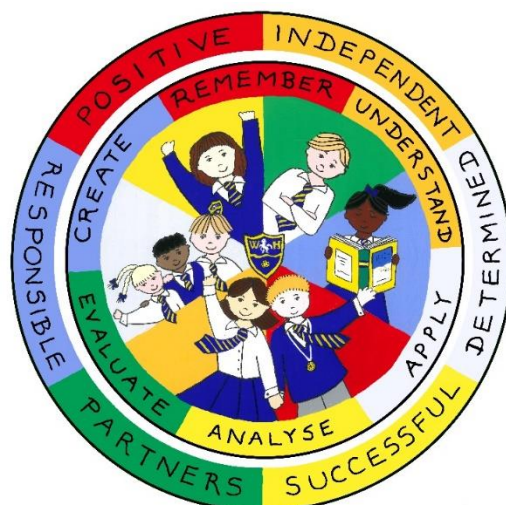
Our school rules can be exemplified as follows. (This list is not exhaustive).

| Be Kind | Be Safe | Be Your Best |
|--|--|--|
| <ul style="list-style-type: none"> • We use kind words and speak respectfully to others. • We have kind hands and feet. • We use good manners. • We accept differences and treat everyone fairly. • We praise and encourage others. • We help others | <ul style="list-style-type: none"> • We play safely on the playground • We follow instructions • We move sensibly around the school • We use school equipment carefully and responsibly. • We do not hurt others. | <ul style="list-style-type: none"> • We follow our 6 school values. • We challenge ourselves. • We are willing to try. • We accept praise and encouragement. • We listen to others • We do not disrupt the learning of others. |

Our school values:

Positive, Independent, Determined, Successful, Partners, Responsible.

1. We are **POSITIVE** about our school, learning and achievements
2. We are learning to be **INDEPENDENT** learners and thinkers
3. We are **DETERMINED** to succeed
4. We come to school to be **SUCCESSFUL** in our learning
5. We work as **PARTNERS** with our peers, teachers and parents
6. We are **RESPONSIBLE** for our actions and our learning



Nurture Principles

At Warden House Primary School, the six principles of nurture underpin our approach to education, relationships and our behaviour philosophy. All staff understand that a nurturing approach supports positive relationships and improves children's behaviour.

Consistency in practice:

In order for behaviour policy to be delivered effectively, a predictable and consistent approach needs to be explicitly taught, modelled and built into our daily practice. All adults need to be utterly resolved to stand together on core consistencies seeing it as a central aspect of their professional responsibility to uphold. These core consistencies are:

- Consistent **language**; consistent **response**: Referring to the agreement made between staff and pupils, simple and clear expectations are reflected in all conversations about behaviour.
- Consistent **restorative follow up**: Ensuring 'certainty' at the classroom, and Senior Leadership level. All staff take responsibility for behaviour interventions, seeking support but never delegating. It ensures that consequences are faced, relationships are repaired, expectations are reaffirmed and boundaries are reset.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours. It is not the severity of the consequence but the fair certainty of the consequence that matters.
- Consistent, simple **rules/agreements/expectations** promoting and teaching appropriate behaviour.
- Consistent **respect from the adults**: Even in the face of disrespectful learners!

- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, adults as role models for learning, adults learning alongside learners.
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment**: consistent visual messages and displays - core values, school rules, nurture principles, JIGSAW, Emotional check-ins

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

The roles of staff members in supporting behaviour:

All adults must:

- Provide a positive and welcoming environment for all children
- Model positive behaviours and build relationships
- Take time to welcome students at the start of the day / session
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to our three school rules: ***Be Kind, Be Safe, Be your Best.***
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Reward and recognise children for going over and above behaviour expectations as then there is no limit to excellent behaviour.

Senior leaders will:

- Work alongside colleagues to support, guide, model and show a unified consistency to the children
- Be a daily visible presence around the site and especially at changeover time
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Regularly share good practice
- Use behaviour data to target and assess
- Regularly review provision for children who fall beyond the range of written policies
- Take time to welcome learners at the start of the day.
- Provide supervision

Members of staff who support behaviour well will:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion

How can staff support pupils in developing excellent behaviour?

Refer to the school's [Teaching and Learning Policy](#). Teachers must also make reference to the Kent [Mainstream Core Standards](#). Always consider whether the lesson is stimulating and engaging. Is the learning pitched at the correct level?

If all of the above strategies are in place but unacceptable behaviour continues, children will be held responsible for their behaviour. All adults will support with behaviour without delegating. **Adults will use a stepped approach.** Please see a printable version of this in the appendices.

| The Stepped Approach | |
|--------------------------------------|---|
| 1. Non-verbal acknowledgement | A clear non-verbal acknowledgement towards a child to demonstrate you have noticed their behaviour. This could be a visual acknowledgement or a moving calmly next to child, pointing to prompts etc. |
| 2. Verbal Redirection | Gentle encouragement, a 'nudge' in the right direction. Positive praise for others who are demonstrating desirable behaviours. |
| 3. The reminder | A reminder of the expectations for the child is delivered privately to the child. The adult makes them aware of their behaviour. The child has a choice to do the right thing. |
| 4. The caution | A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequence if they continue. The child has a choice to do the right thing. Children are reminded of their previous good conduct to prove that they can make safe choices. Staff to use the scripted approach below: 30 second intervention <ul style="list-style-type: none"> • Gentle approach, personal, non-threatening, side on, eye level or lower. • State the behaviour that was observed and which rule/expectation/routine it contravenes. |

- Tell the child what the consequence will be as a result of their actions. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Ask the child if they feel like they need a Time Out to reflect. If they acknowledge that this is something that is needed, the Child is asked to speak to the adult away from others. Boundaries are reset. The child is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning. Child is given a final opportunity to reengage with the learning / follow instructions
- If the child does not acknowledge the need for a time out, walk away from the child; allow him/her time to decide what to do next and say 'Thank you for listening'. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning children to their learning.

Any chosen or directed Time Outs must be recorded on our tracking system.

5. Restorative Conversation and Consequence

An effective restorative conversation is facilitated and consequence is delivered. Staff will always deliver consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger. (See Appendix 1)

Any consequences given must be recorded on our tracking system.

6. Internal Referral

At this point the child will be referred internally to another room.

All referrals must be recorded on our electronic recording system.

Restorative approach must be in place when the child returns. Involve Team Leader (or any member of the Senior Leadership Team) If the Child does not engage with the reconciliation who will support in the reparation process.

7. Formal Meeting

If the child continues to display inappropriate behaviours, class teacher should lead the setup of a Pastoral Support Plan (supported by Senior Leadership Team if required) and communicate this in partnership with the child and parents.

This will be monitored for a period of 6 –12 weeks.

8. Serious breach

A Serious Breach is an incident that may lead to an internal exclusion or a more formal fixed term exclusion which would usually take place off site. Alternatives to exclusion, where appropriate, include staying behind after school to complete work (parents would be notified prior to the end of the day). Any fixed term exclusion will be followed up by a meeting with a member of the Senior Leadership Team and a Pastoral Support plan with agreed actions will be established. This Pastoral Support Plan will be lead upon by a member of the Senior Leadership Team.

How do we support staff?

We recognise that supporting pupils who present with distressed behaviours can be stressful for staff. Supervision is available for staff as required. Once an internal referral has been made, further informal support will be offered by team leaders. They can then advise on strategies and provide supervision based on the circumstances of the incident.

When a crisis incident occurs, there will always be a debrief and supervision discussion with a member of senior staff. This will first and foremost support the wellbeing of the staff member(s) involved and will allow for clear next steps to be planned for.

Appendices

Appendix 1 – Definitions of Rewards and Consequences

| Rewards | Consequences |
|--|---|
| <p>Merit System When a child receives a merit, they will receive one for the Team Merit tubes and one for the class tube. Once the class tube is full, the whole class will receive a reward.</p> <p>Merits can be issued for a wide range of reasons (academic or personal development)</p> <p>Bronze, Silver and Gold certificates will be achieved more quickly and will potentially have a greater status.</p> <p>Children to be issued with badges for the successful completion of 9 merit cards.</p> | <p>Any consequence given should be meaningful, relevant and proportionate. All consequences should be restorative in nature and lead to the pupil learning from the incident.</p> <p>All behaviour consequences are referred back to the school rules and expectations.</p> <p>The key questions to consider when framing and applying any behaviour consequence include:</p> <ul style="list-style-type: none"> • Is the consequence related, in some way, to the inappropriate behaviour? • Is the consequence reasonable in terms of “degrees of seriousness”? • Do we keep the respect intact? • What does the pupil learn from the consequence? • Can the pupil understand the reason for this consequence? |
| <p>Personalised class rewards A range of reward systems are available for use by individual teachers, TAs and MDS to support and supplement the merit system.</p> | <p>When delivering consequences ensure, where appropriate, that the distance between giving the consequence and the offence itself is as short as possible and also try not to separate the personnel involved – consequences don’t work as well where responsibility is delegated to someone else to give them.</p> |
| <p>Extra playtime This can be awarded to a class in the event of exceptional behaviour at the discretion of the class teacher.</p> | <p>Pupils need to know and understand that all our behaviour has consequences and we are responsible for the consequences of our behaviours.</p> |
| <p>Reading Rewards In-class rewards for meeting personal targets; Million Word Reader bookmarks and vouchers.</p> | <p>It is not the severity of the consequence but the fair certainty of the consequence that matters.</p> |
| <p>Golden Book 3 x per year golden certificates for children who have consistently gone above and beyond in applying the school values to all aspects of their school lives. Names will be recorded in the Golden Book and pupils invited to a celebration tea party with the headteacher.</p> | <p>Examples of consequences could be:</p> <ul style="list-style-type: none"> • A restorative conversation with a child that leads to them recognising the impact of their behaviour. |
| <p>Pupil of the Week Weekly award certificates presented by the headteacher in celebration assembly.</p> | <ul style="list-style-type: none"> • An apology |

- Seat change in the classroom
- Reflective time e.g., time out from class; missing part of a break time/lunchtime
- Loss of privileges. This could include after school clubs or representing the school in activities.
- Reparation task (needs to occur once the child is calm) For example, cleaning up a mess that has been made, washing the table they have drawn on etc
- Supported time out from the playground E.g. standing with a duty member of staff.
- Communication home

Serious breaches of the behaviour policy will be supported by the senior leadership team. This could lead to an internal or external exclusion with the aim to also provide restorative support.

Exclusion is only ever used as a last resort. (See exclusion policy)

Following repeated breaches of the behaviour policy, teachers should lead the setup of a Pastoral Support Plan and communicate this in partnership with the child and parents.

Children who have been externally excluded will be supported by a pastoral support plan which will be set up by the Assistant HT – SENCo.

Appendix 2 – The “stepped approach” to supporting behaviour

All teachers are expected to follow the guidance laid down in the school’s [Learning and Teaching Policy](#).

They also routinely use a range of strategies exemplified in the [Mainstream Core Standards](#).

When confronted with unacceptable behaviour staff should ask:

- *Is the lesson stimulating and engaging?*
- *Is the learning pitched at the correct level?*
- *Is the required amount of support and/or challenge in place?*
- *During playtimes and lunchtimes, is safe and effective supervision in place?*

If all of the above strategies are in place but unacceptable behaviour continues, children will be held responsible for their behaviour.

All adults will support with behaviour within their care without delegating.

All adults will use the stepped approach overleaf:

1. Non-verbal acknowledgement

A clear non-verbal acknowledgement towards a child to demonstrate you have noticed their behaviour. This could be a visual acknowledgement or a moving calmly next to child, pointing to prompts etc.

2. Verbal Redirection

Gentle encouragement, a 'nudge' in the right direction. Positive praise for others who are demonstrating desirable behaviours.

3. The reminder

A reminder of the expectations for the child is delivered privately to the child. The adult makes them aware of their behaviour. The child has a choice to do the right thing.

4. The caution

A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequence if they continue. The child has a choice to do the right thing. Children are reminded of their previous good conduct to prove that they can make safe choices. Staff to use the scripted approach below:

30 second intervention

Gentle approach, personal, non-threatening, side on, eye level or lower

State the behaviour that was observed and which rule/expectation/routine it contravenes

Tell the child what the consequence will be as a result of their actions. Refer to previous good behaviour/learning as a model for the desired behaviour.

Ask the child if they feel like they need a Time Out to reflect. If they acknowledge that this is something that is needed, the Child is asked to speak to the adult away from others. Boundaries are reset.

If the child does not acknowledge the need for a time out, walk away from the child; allow him/her time to decide what to do next and say 'Thank you for listening'. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning children to their learning.

5. Restorative Conversation and Consequence

(must be recorded on our system)

An effective restorative conversation is facilitated and consequence is delivered. Staff will always deliver consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

6. Internal Referral

(must be recorded on our system)

At this point the child will be referred internally to another room. Restorative approach must be in place when the child returns. Involve Team Leader (or any member of the Senior Leadership Team) if the Child does not engage with the reconciliation who will support in the reparation process.

7. Formal Meeting

If the child continues to display inappropriate behaviours, class teacher should lead the setup of a Pastoral Support Plan (supported by Senior Leadership Team if required) and communicate this in partnership with the child and parents.

This will be monitored for a period of 6 –12 weeks.

8. Serious breach

A Serious Breach is an incident that may lead to an internal exclusion or a more formal fixed term exclusion which would usually take place off site. Alternatives to exclusion, where appropriate, include staying behind after school to complete work (parents would be notified prior to the end of the day). Any fixed term exclusion will be followed up by a meeting with a member of the Senior Leadership Team and a Pastoral Support plan with agreed actions will be established. This Pastoral Support Plan will be lead upon by a member of the Senior Leadership Team.

Appendix 3



30 Second Scripted Intervention

This is a not a dialogue with the child.

| A scripted intervention gives us the ability to: | This is a point at which you are going to: |
|--|---|
| <ul style="list-style-type: none"> • Know where the conversation starts. • Know where it's going • Have a plan for dealing with the child's reaction to the conversation • Give a clear message and withdraw | <ul style="list-style-type: none"> • Draw the boundary • Reframe a positive moment • Make sure that the consequence lands • Give the child an opportunity to change their behaviour |

Get in, deliver the message, 'anchor' their behaviour with an example of previous good behaviour and get out.

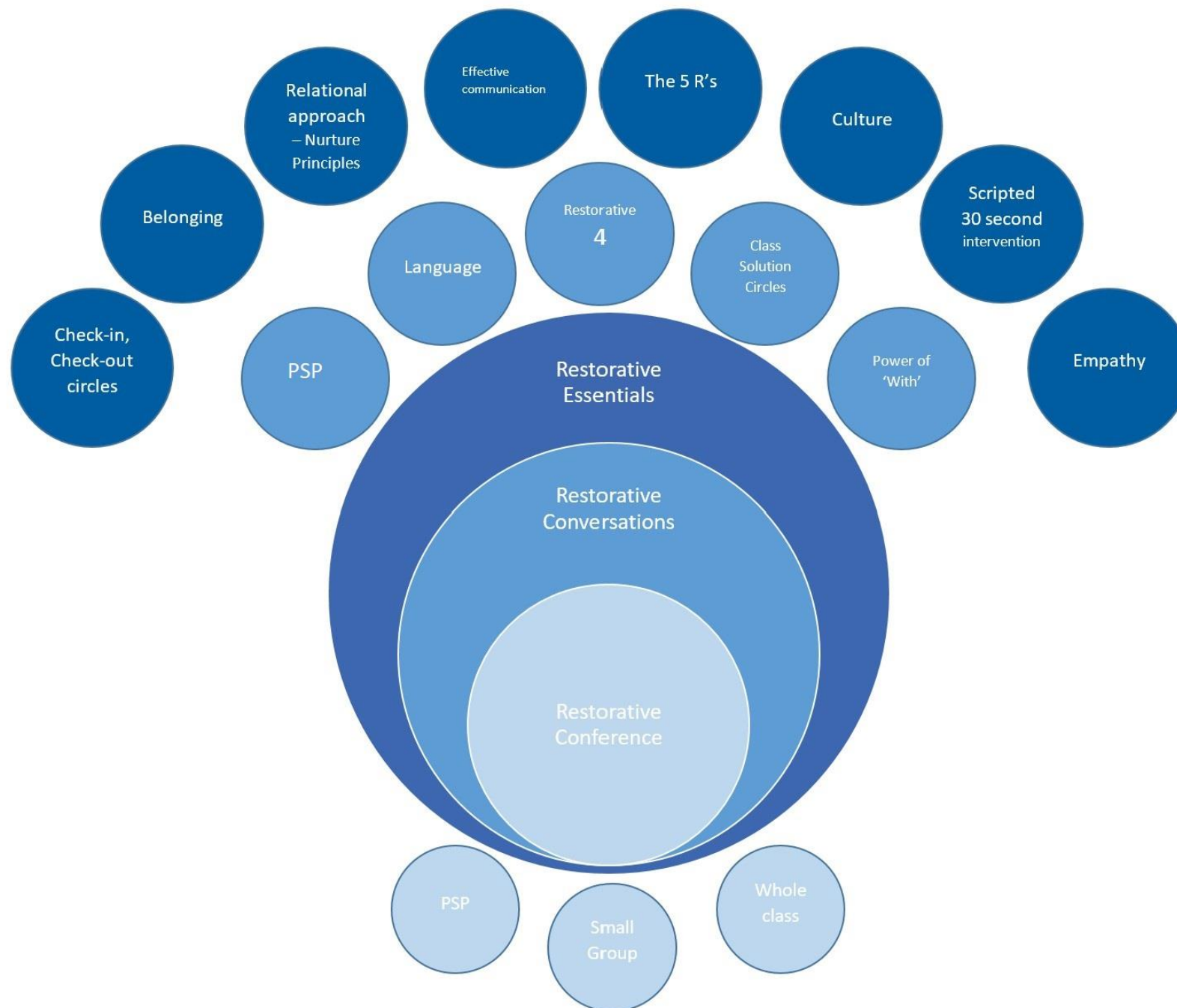
| 30 Second Script Structure | | |
|--|---|--|
| 1. Non-Judgemental statement of the behaviour observed | I have noticed that you are..... (having trouble getting started, disturbing others) | "I have noticed that you are disturbing others. You know our rule about being your best. You have chosen to continue to disturb the learning of others because of this you will need to see me for 5 minutes at playtime. Do you remember yesterday when you worked really hard in maths, produced some amazing work and helped some of your friends with their learning? That's the behaviour I need to see from you today. I know how successful you can be. Thank you for listening." |
| 2. Refer to why you are there and a specific rule | You know our rule about/ You are not showing (refer to school rules) | |
| 3. State what the consequence will be | You have chosen to..... because of that/this you need to.... | |
| 4. Reframe a positive moment | Do you remember (this morning/yesterday/last week etc..) when you that's the behaviour I need to see from you today. I know how successful you can be. | |
| 5. Withdraw regardless of any secondary verbal comments. | Thank you for listening | |

To support the intervention, use a 'fogging' technique. If the child argues with you, use phrases such as 'I understand what you are saying,' or 'be that as it may' within your scripted intervention to demonstrate that you are listening. 'Fog' them so that the conversation can be delivered. Do not be drawn into verbal battles. Deliver your script and withdraw. Give take up time

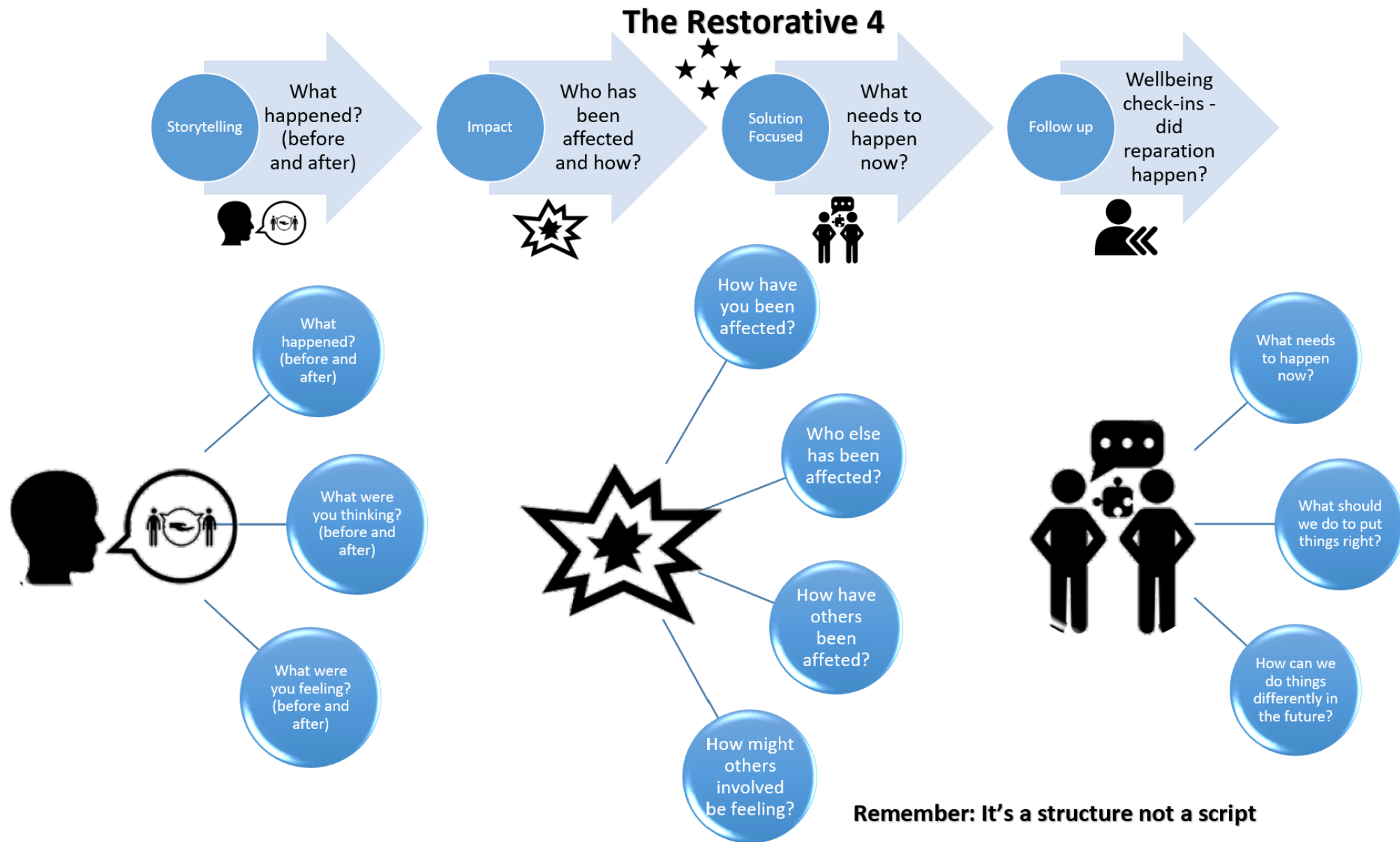
If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning children to their learning.

Remember: Follow the structure, but adapt the script to the situation.

Appendix 4 – Warden House Restorative Model



Appendix 5 – Restorative Conversation



Appendix 6 – Pastoral Support Plan Template

Warden House Primary School PASTORAL SUPPORT PLAN (PSP)

| | |
|---------------------|-------------------------|
| Teacher led: | Senior Team led: |
|---------------------|-------------------------|

| | | |
|--------------------|------------------|--------------------|
| Start date: | End date: | PSP number: |
|--------------------|------------------|--------------------|

| | | |
|--------------|---------------|---------------|
| Name: | D.O.B: | Year : |
|--------------|---------------|---------------|

| | |
|-----------------------|--|
| Class teacher: | |
| Support Staff: | |

| | | | |
|----------------------|--------|-------------------|----------------------|
| Pupil Premium | Yes/No | SEN level: | None/SEN Support/EHC |
|----------------------|--------|-------------------|----------------------|

| | | | |
|--------------------|------|--------------|------|
| Attendance: | Good | Satisfactory | Poor |
|--------------------|------|--------------|------|

| External Agencies | | Key person |
|--|--|-------------------|
| Children and Young People Mental Health Service (CYPMHS) | | |
| Education Psychology | | |
| Early Help | | |
| School Inclusion & Attendance Service | | |
| School Health Service | | |
| Specialist Teaching & Learning Service (STLS) | | |
| Speech and Language (SALT) | | |
| Social Services | | |
| Paediatrician | | |

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|----------------------------------|
| <u>Rationale for PSP:</u> |
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|---------------------------|
| <u>Parent View</u> |
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|---------------------------|
| <u>Pupil view:</u> |
|---------------------------|

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|-----------------------------------|--------------------------------------|
| <u>What is going well?</u> | <u>What are the barriers?</u> |
|-----------------------------------|--------------------------------------|

| |
|---|
| <u>Agreed Supportive Strategies/Provision:</u> |
|---|

| Pupil Targets | |
|------------------------|------------------------|
| | |
| School Actions: | Parent Actions: |

| | |
|--------------------------|-----------------------|
| Review Schedule: | Weekly Fortnightly |
| Next review date: | |

Appendix 7 – Pastoral Meeting Review Template

Pastoral Support Plan Review

| | |
|-----------------------|--------------|
| Pupil: | Class |
| Those present: | Date: |

Pupil Targets:

- 1.
- 2.

| |
|---|
| <u>Agreed Supportive Strategies/Provision:</u> |
| School's views: |
| Parents' views: |
| Child's views |
| Actions: |
| Next Review date: |

Appendix 8 – The Six Principles of Nurture

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|---|--|
| <p>1. Children’s learning is understood developmentally</p> <p>“We all learn in different ways”</p> | <p>The curriculum is differentiated according to the needs of the children. School staff respond to children not in terms of arbitrary expectations about ‘attainment levels’ but in terms of the children’s developmental progress. The response to the individual child is ‘as they are’, underpinned by a non-judgmental and accepting attitude.</p> |
| <p>2. The classroom offers a safe base</p> <p>“The classroom is a safe place”</p> | <p>The organisation of the environment helps reduce anxiety. The classroom time is organised around predictable routines and offers a balance of educational experiences aimed at supporting the development of the children’s relationship with each other and with the staff. Great attention is paid to detail; the adults are reliable and consistent in their approach to the children.</p> |
| <p>3. The importance of nurture for the development of wellbeing.</p> <p>“Nurture helps us feel good in our mind and body”</p> | <p>Nurture involves listening and responding. ‘Everything is verbalised’ with an emphasis on the adults engaging with the children in reciprocal shared activities. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements; ‘nothing is hurried.’</p> |
| <p>4. Language is a vital means of communication</p> <p>“The way we speak and the words we use are important”</p> | <p>Language is more than a skill to be learnt – it is the way of putting feelings into words. Children often ‘act out’ their feelings as they lack the vocabulary to ‘name’ how they feel. In a nurturing classroom, the informal opportunities for talking and sharing, e.g. welcoming children in to the class, are as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.</p> |
| <p>5. All behaviour is communication.</p> <p>“How we behave tells you how we feel”</p> | <p>This principle underlies the adult response to the children’s often challenging or difficult behaviour. ‘Given what I know about this child and their development what is this child trying to tell me?’ Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external / internal worlds of the child.</p> |
| <p>6. The importance of transition in children’s lives.</p> <p>“Changes are important in our lives”</p> | <p>The teacher ensures that transitions are managed e.g. between home and school, between sessions, between different adults etc. Changes in routine are invariably difficult for children and need to be carefully managed with preparation and support.</p> |