



Behaviour Workshop 1

Aims:

What drives behaviour

The importance of clear boundaries

Developmental milestones in behaviour

- This workshop is based on the professional experience, research and evidence-informed practice that underpins school policy
- This is a conversation between adults, not children
- This is not about specific incidents
- It is fine not to agree



Behaviour Workshop 1

Key Statements:

- Behaviour is learned and can be taught
- Behaviour is not linear and changes as the child develops
- Making mistakes is a developmental necessity for children
- Self-esteem is fundamental in explaining behaviour
- The behaviour of children cannot be controlled; it can only be managed
- There is no one single approach to understanding or managing behaviour
- There are different approaches to managing behaviour in school and at home



Behaviour Workshop 1

Behaviour
Policy

SEND
Information
Report

Home-
School
Agreement

Child
Protection &
Safeguarding
Policy

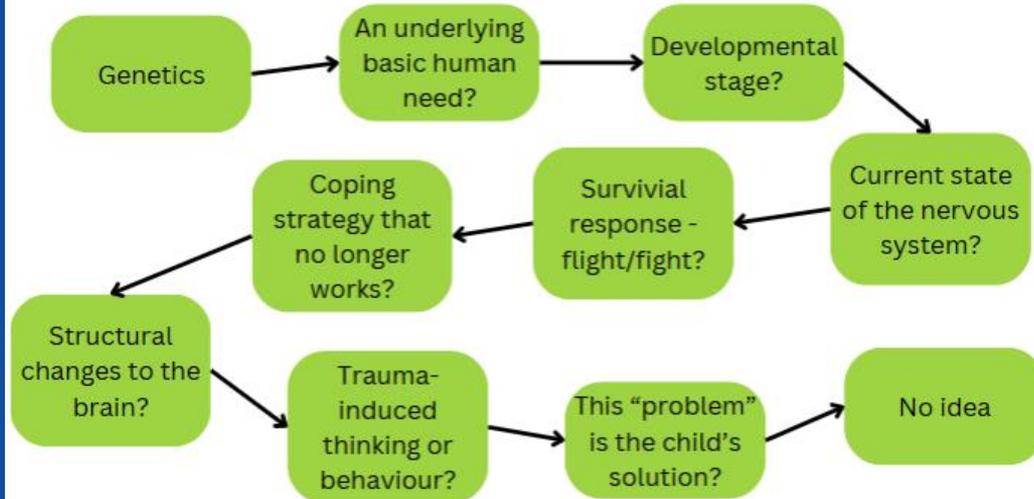


What drives behaviour?



Behaviour Triggers

What lies beneath behaviour?

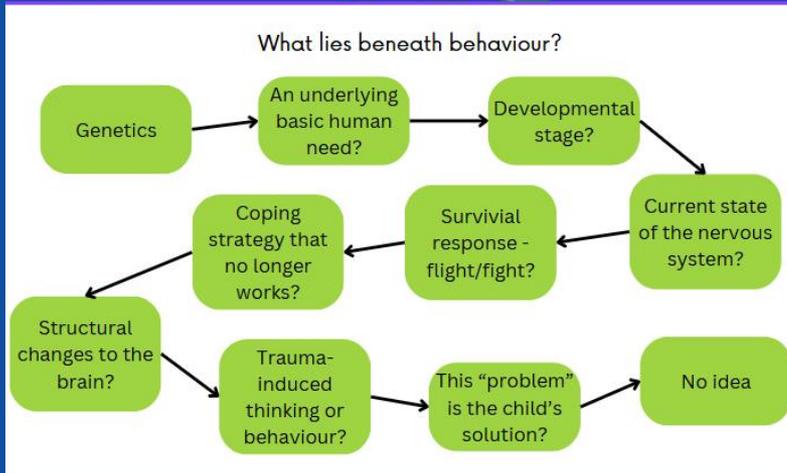




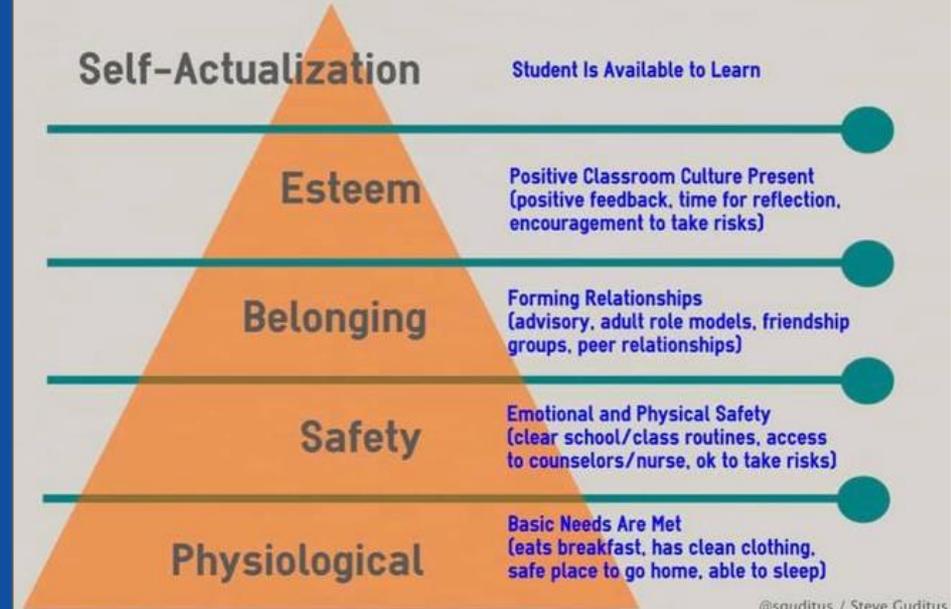
What drives behaviour?



Behaviour Triggers



Maslow's Hierarchy of School Needs





Managing behaviour?



Poor behaviour may be explained, not excused.

An explanation describes how something happened. An excuse defers accountability.

We seek to understand the behaviour, not excuse it.

All actions have a consequence.

Children need to understand cause and effect.

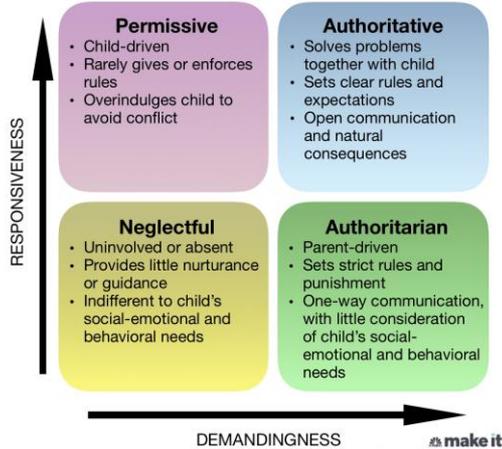
What we permit, we promote. Without consequences, there is no motivation to modify behaviour.



450 children
300 families

Setting Boundaries

The 4 Parenting Styles



- Children feel safe when they know where the boundaries are
- Having specific limitations or restrictions provides a structure or framework within which children feel safe
- A boundary is something the adult tells the child that they will do and then does: a consistent consequence
- Telling a child to stop doing something is not a boundary; a boundary is what the adult does in response to the behaviour: the consistent consequence
- A child is seeking reassurance and looking for safety when they test boundaries
- When unsure of where the boundaries are, a child tries to find a new limitation or boundary within which to operate in order to feel safe
- Misbehaviour can be the child's way of requesting the safety of boundaries through the imposition of limits
- Adults cannot set boundaries without there being consequences - it is that simple
- The key to consequences is consistency

In loco parentis: Correctly defined by the Children's Act 1989 as; 'The duty of care a professional adult has towards children under their supervision, as well as promoting the safety and welfare of the children in their care.'



Setting Boundaries

80%

15%

Positive relationship with the child

A need

Nurture

Low-level
behaviour

De-escalation

Serious
behaviour

Adult
intervention

Regulation

Attune; Validate;
Contain; Regulate

Boundaries

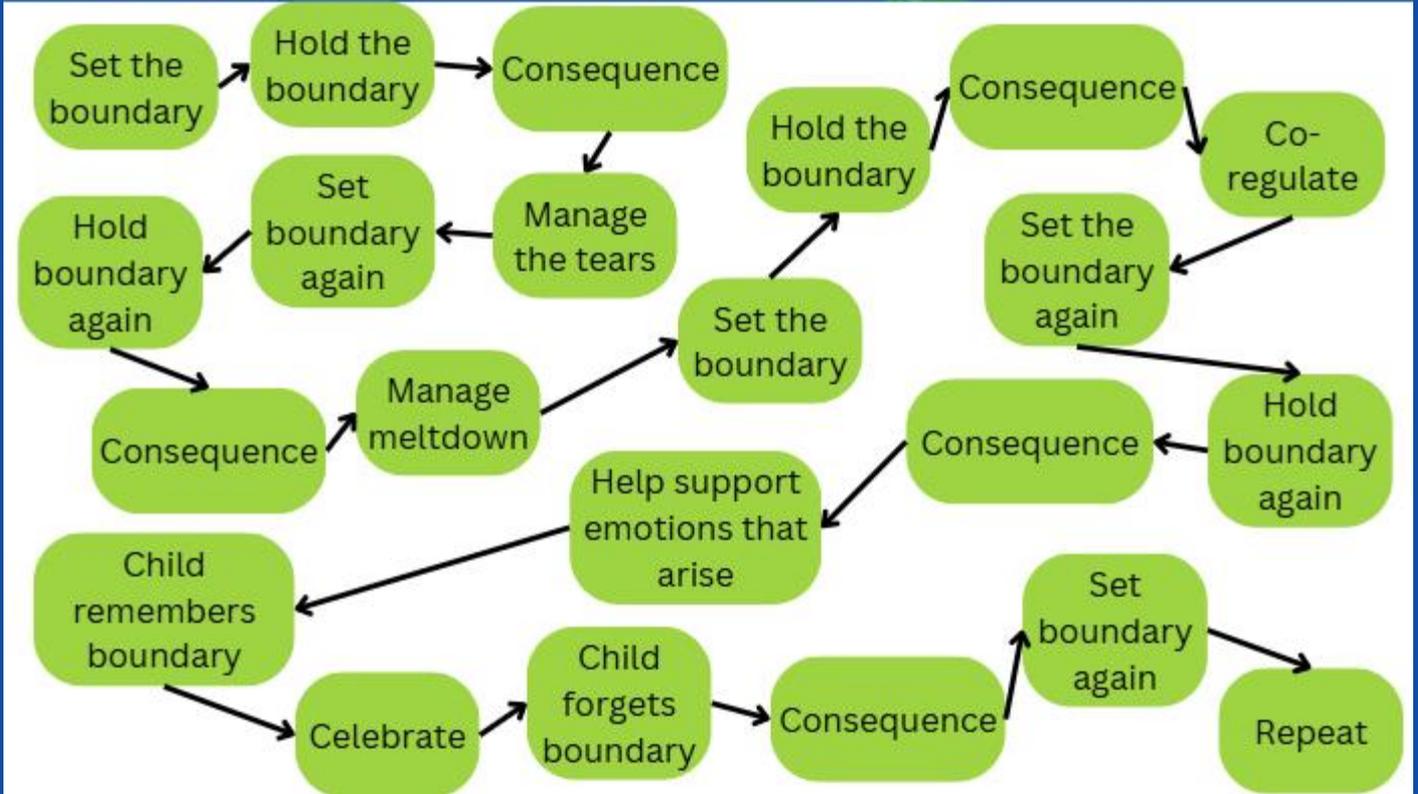
Choice

Consequence

Rupture/repair



Setting Boundaries





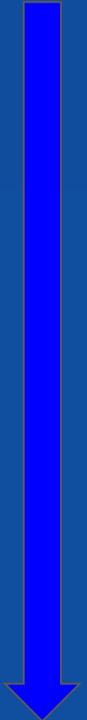
Developmental Milestones

EYFS
Age 3 to 5

KS1
Age 5 to 7

Lower KS2
Age 7 to 9

Upper KS2
Age 9 to 11



Personal

Social

Emotional



Developmental Milestones

EYFS Age 3 to 5

Key Stage	Personal	Social	Emotional
EYFS	<p>Be confident to try new activities and show independence</p> <p>Developing resilience and perseverance in the face of challenge</p> <p>Is less dependent on a single main carer and likes to do things with other adults</p> <p>Developing delayed gratification</p> <p>Developing control over impulsive behaviour</p> <p>Enjoys imaginative play and can continue for considerable lengths of time with complicated ideas</p> <p>Easily stimulated</p> <p>Begin to regulate their behaviour according to situation and context</p> <p>Know right from wrong</p> <p>Enjoys sensory experiences</p> <p>Will argue the case and can put their own ideas quite strongly</p> <p>Sometimes blame others for their own misbehaviour and denies their own part in it</p> <p>Will sometimes behave badly as a way to gain a reaction from an adult - any attention can be seen as better than none</p> <p>May swear and use forbidden language, again as a way to gain attention</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>Can take part in discussions, negotiate and reason</p> <p>Is very friendly and can be helpful to both other children and adults</p> <p>Show sensitivity to their own and to others' needs</p> <p>Is mostly able to behave appropriately in different situations, understanding what to do where and when</p> <p>Copies peers</p> <p>Likes to play in a small group, not necessarily with friends, but with those showing an interest in the same activity</p> <p>Can move between groups happily and independently</p> <p>Takes turns in group games with other children, but on occasions needs an adult to keep the structure of the game and ensure consistency</p> <p>Will ask for help</p> <p>Will mimic behaviour of trusted others, even unwanted behaviour</p>	<p>Understands their own feelings and is therefore more likely to respond in a predictable way and to express feelings verbally</p> <p>Able to signal distress but not always verbally</p> <p>Beginning to name emotions and feelings</p>



Developmental Milestones

KS1 Age 5 to 7

Key Stage	Personal	Social	Emotional
KS1	<p>Although they may seem outwardly confident, sociable and talkative, children are trying to make sense of the world and their part in it</p> <p>Self-assurance develops and choices are more purposeful</p> <p>Children are more inclined to follow a thing through to the end</p> <p>Is more independent, more self-contained and more self-controlled</p> <p>Beginning to understand cause/effect which allows them to modify their behaviour</p> <p>Can like to be the best and can be very purposeful and persistent to achieve this</p> <p>Better able to handle transitions and last-minute changes</p>	<p>Being able to wait, take turns and to share with others is so much part of behaviour that they no longer need to think about it</p> <p>Can sometimes be stubborn, argumentative and aggressive with adults and other children</p> <p>A child who is unwell or tired still needs the help and security of a trusted adult - this can be reflected in changes of behaviour</p> <p>Will argue with parents, but not usually with teachers or other adults, when denied something</p> <p>Will engage in negotiation and bargaining</p> <p>Enjoys games which enable them to be competitive as individuals rather than in teams</p> <p>Still needs adult intervention to adjudicate in arguments</p> <p>Likes to assert themselves by boasting and, on occasions, verbally threatening others</p>	<p>Needs the approval of adults to support their self-esteem</p> <p>Knows, and can feel ashamed, when their behaviour is unacceptable</p> <p>Will sometimes be overactive, aggressive and argumentative</p> <p>Can display jealousy of others</p> <p>Is not so easily distracted from anger or frustration</p> <p>Needs to be given ways to regain control when angry; 'quiet time' supported by an adults usually helps</p> <p>Can usually tolerate going with the flow or unexpected situations</p>



Developmental Milestones

Lower KS2
Age 7 to 9

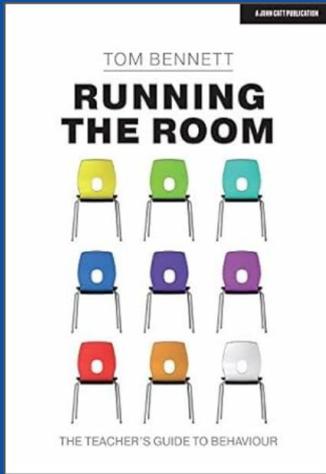
Key Stage	Personal	Social	Emotional
LKS2	<p>Continue to develop empathy and a strong sense of morals and fairness</p> <p>Beginning to understand context</p> <p>Show a sense of adventure and an increase in risk-taking</p> <p>Ask a lot of questions and will want to show off their knowledge and skills</p> <p>Beginning to enjoy a sense of individual identity</p>	<p>Will still love playing with friends but may begin to enjoy spending more time alone, playing by themselves or reading</p> <p>They will begin to care more about the opinions and thoughts of other people</p> <p>An increased susceptibility to peer pressure</p> <p>Likes rules</p> <p>Treats peers with respect when playing games together</p> <p>Most will join in playground games with their peers</p>	<p>May feel insecure about themselves and put themselves down</p> <p>They can become naturally attached to other adults besides their parents</p> <p>Shows capacity to understand other actions and feelings</p>



Developmental Milestones

Upper KS2
Age 9 to 11

Key Stage	Personal	Social	Emotional
UKS2	<p>May begin to desire more privacy</p> <p>May desire having their own way but are able to listen to reason</p> <p>May act unreasonable or rude when things don't go as planned</p> <p>Are able to recognise unwanted behaviour and apologise without prompting</p> <p>Communicates needs and wants in socially appropriate ways, primarily verbally</p> <p>Begins to question authority</p> <p>Identifies with individuals of the same gender</p> <p>Enjoys diversity and difference</p> <p>Finds acquiring a new skill rewarding</p> <p>Begins to develop a set of personal values</p>	<p>Exhibits a wide spectrum of pro-social skills including being generous, supportive and kind</p> <p>Desires to adhere strictly to rules and be "fair" which can sometimes lead to conflicts during organised group play</p> <p>May seek out peers or trusted adults to cope with uncomfortable emotions</p> <p>Work cooperatively towards shared goals</p> <p>Admires and imitates older children</p> <p>Prefers to work in groups and enjoys cooperative activities</p>	<p>Seek direct physical contact from caregivers when under stress but may resist physical contact at other times</p> <p>Become more balanced in coping with frustration, failure and disappointment</p> <p>Begins to understand how someone else feels in a given situation and will be more capable of placing themselves in another person's shoes</p> <p>Consistently recognises the views of other people</p>



Reading

'A powerful, groundbreaking read'
SUNDAY TIMES MAGAZINE

'Has the power to change countless lives'
SUSAN CAIN,
bestselling author of QUIET

Why sensitive people struggle and how all can thrive

