

# PW Behaviour Strategy

## Aims of the approach:

- To create a culture of effective behaviour for learning in all areas of life
- To build a community underpinned by our agreed values that thrives on consistency and understanding



# EEF Improving Behaviour in schools (2019)

## 1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

## 2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

## 3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

## 4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

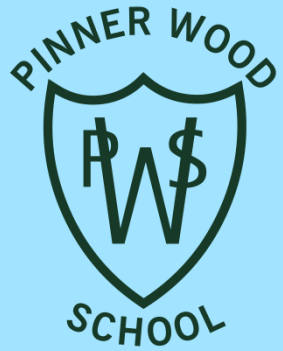
## 5

Use targeted approaches to meet the needs of individuals in your school

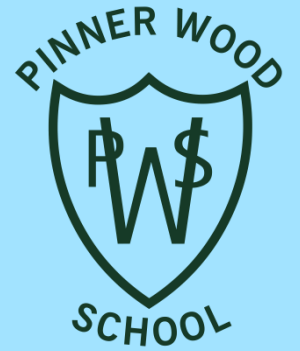


- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs





# Our values- based approach



# A reminder...




Hari Hedgehog- Strength through Positivity  
Sami Squirrel- Step up  
Bonnie Bird- Dream Big  
Ozzie Owl- Enjoy learning  
Betty Bee- Heart of our community  
Barney Badger- Choose Kind





Our values



**Strength through positivity**

**Hari Hedgehog**

"Be resilient in mind and body. Keep going when things get tough. Be optimistic and know that you can overcome challenges. Be solution focused and forward thinking. You can do it!"

Our values



"Have fun whilst enjoying learning – wonder at the discovery of new things and delight in having new experiences. As we grow we learn – and as we learn, we grow."

**Ozzie Owl**

**Enjoy learning**

Our values



**Sammy Squirrel**

**Step up**

"Be you! Be proud of who you are! Take responsibility for your actions, stand by your ideas and support our school. Go the extra mile to make Pinner Wood a better place – because of you."

Our values



**Heart of our community**

**Betty Bee**

"Celebrate being part of our diverse community and contribute what you can to make Pinner Wood a special place to be. Know you belong to our community, all of us together as one."

Our values



"Be thoughtful, considerate, forgiving and generous. Treat people how you would like to be treated. Be understanding, empathetic and go out of your way to help others. Be kind to yourself; make sensible and healthy choices to enable you to live life to the full."

**Barney Badger**

**Choose kind**

Our values



**Bonnie Bird**

**Dream big**

"Be ambitious and interested in your future. Be curious, dedicated and unstoppable. Aim to create an exciting and beautiful world for us to live in together. Reach for the stars!"

# Design Principles

Self - regulation

All behaviour is communication

Behaviour management is a team sport



# Aim: to foster intrinsic motivation and teach the skills of recognising and managing self regulation based on values

Our agreed rewards are

- Praise praise praise
- Values time - chances to win minutes back
- Certificates
- Postcards
- Behaviour shield
- Sharing with parents
- Responsibilities



# How we do this:

- Living and sharing our values
- Talking- lessons, PSHE, assemblies, drama
- Listening
- Creating space and time
- Belonging- Monday Morning Meeting, Friday Round-up, class treats, school treats, theme days, houses
- Celebrating - in class, assemblies





# Agreed consequences and sanctions

- Losing minutes of Values Time
- 'Time in' with an adult
- **Reflect** rethink redirect
- Time off the playground (if the unacceptable behaviour happened there)
- Time out of class (always with an adult)
- Phone calls and meetings with parents and carers
- Working with families (NB we will never share details of your child with another family)
- Missing class treats and or trips



# Relationships are key

- Visible consistency
- Visible kindness and emotional warmth
- Maintain dignity and respect
- Gain trust and strong relationships through learning how to manage emotions
- Adults modelling unconditional positive regard
- Adults modelling self-regulation and managing emotions and behaviour



# What about when things go wrong?

- **Spot the signs** - know our children
- **What are the triggers?** (football, work that's too hard/easy, change in the timetable, sensory - could be a tiny thing)
- **Identify the cues** (ignoring adults, head on the table etc.)
- **De-escalate** the situation whilst maintaining dignity- give them a way back 'in'



# Afterwards...

- Reflect
- Talk
- Restoration
- Rethink

- Working with outside agencies such as Children's Services, Harrow Horizons, our Play Therapist
- Working with Lisa
- Working with the Educational Psychologist



# Children with SEN

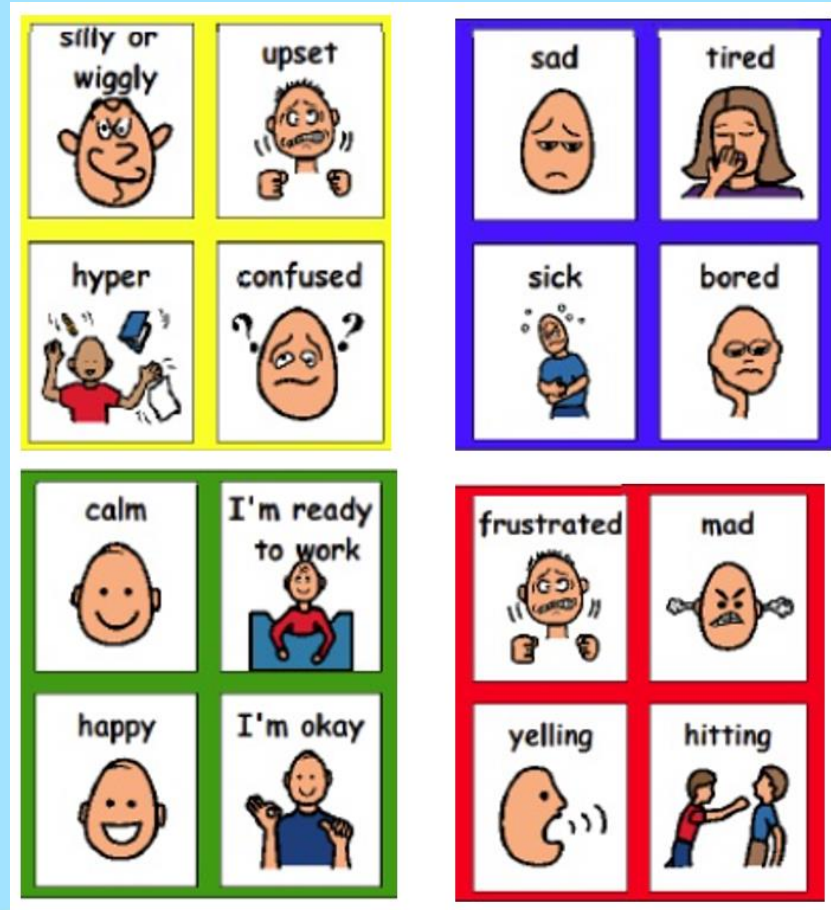
The majority of children won't need anything more than praise and the systems that we already have e.g. house points.

The children with behavioural needs will need extra, bespoke strategies e.g. visuals, social stories, etc. They have SEN (SEMH needs) and will need SEN documentation in place.





# Zones of Regulation for all











Do not forget yourselves!



# Introducing the Zones of Regulation for all

Use tools to get in the green zone

drink of water 	count 	deep breaths 	squeeze and release 	wall push ups 	use fidgets 	draw 	write this 	talk with adults 
take a break 	self talk 	take a walk 	stretch 	volcano breath 	lift something heavy 	ask for a snack 	think of a calm place 	listen to music 



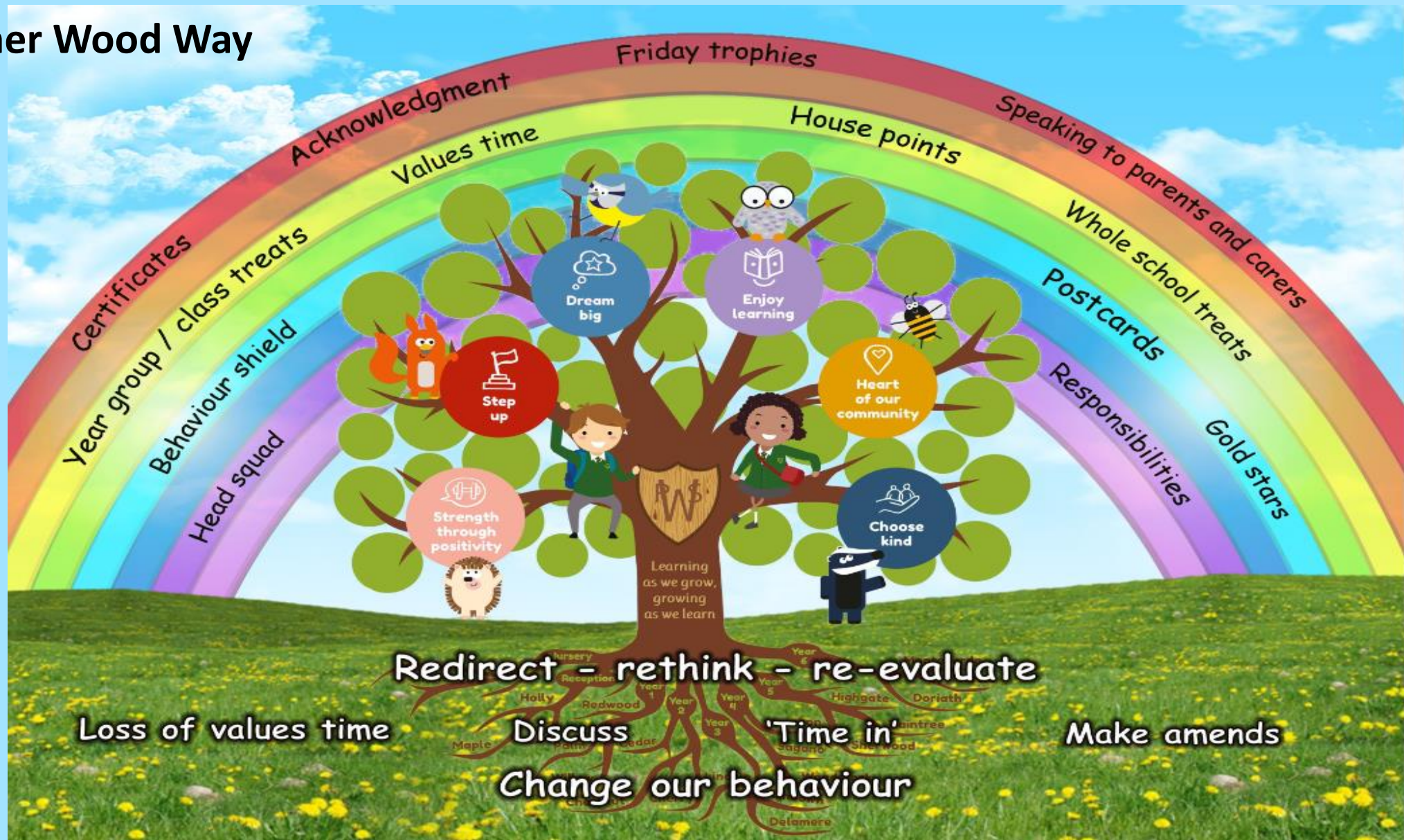
# Visuals

- Values display in your classroom
- **Zones display in your classroom**
- PW Way visual
- **Sammy Squirrel's Step Up to Success visual**





# The Pinner Wood Way









# Final thoughts...

one size does not  
fit all



**Equality is everyone  
getting a pair of shoes.**



**Diversity is everyone  
getting a different type  
of shoe.**



**Equity is everyone  
getting a pair of shoes  
that fits.**



**Acceptance is  
understanding we all wear  
different kinds of shoes.**



**Belonging is wearing the  
shoes you want without  
fear of judgment.**

...and privilege  
is being able to  
choose the  
shoes you  
wear...

