

Supporting Your Child to Grow and Flourish Home & School in Partnership



Kingslea Primary School
January 2024

Aims of today:

- Understand what typical developmental behaviours are; how school and home can mirror strategies so children receive the same messages from all trusted adults.
- Share strategies and scripts to support behaviour and emotional regulation.
- Know and understand where school sits in terms of the graduated response- and how we use this to guide our decision making/planning for children's needs.



Take 2 minutes to introduce yourself and the ages of your children to the other parent/carers at your table.



Creative?



Lonely?



Curious?

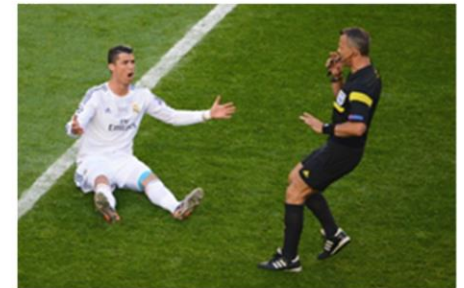
Label the attribute and/or emotion of the children.



Reckless?



Impulsive?



Dramatic?

Label the attribute and/or emotion of the adults.

How do we nurture internal discipline?

A child's behavior is not always what it seems

Behavior is communication

What we see: Behavior

What we don't see:
What's under the surface



External discipline is controlling the behaviour.

Internal discipline is teaching behaviour.

To create change we need to understand, not simply suppress, the behaviour.

Our own emotions affect the way we manage behaviour. Children need constant reminders and modelling of expectations.

What we do **TO** children – Authoritarian

What we do **FOR** children- Teaching, restorative

Let's look at some typical childhood behaviours as they develop. Whilst the behaviours are 'typical', children still rely on us as adults to nurture and guide them. Navigating powerful emotions with limited emotional literacy is tricky.

4 year olds	What they need from adults...
<ul style="list-style-type: none"> Will start to be critical. Things and people will be right or wrong, good or bad, nice or not nice. Begin to realise the power of their words and will sometimes use them to get their way or to control others. Their command of language will still be loose, so they will often back up what they are saying with actions (hitting, pushing, grabbing) or non-verbal (tone, volume, facial expressions, posture/stance). Will become competitive. Will still blur reality and fantasy sometimes. Might tell lies, extravagant stories, or have imaginary friends/. Still building their sense of self and experimenting with independence, so might be stubborn, defiant and bossy. Might develop a fear of the dark or become anxious thought of being separated from parent or caregiver. Will start to enjoy playing with other kids rather than simply alongside them. Will start to enjoy playing with you but will still be keen to please and help you out when they can. Will test their limits with you but will still be keen to please and help you out when they can. 	<ul style="list-style-type: none"> When you set rules, talk to them about why the rules are important. They are curious and developing their ideas about how the world works. It doesn't mean they'll 'get it' straight away, or that they'll comply. Keep your requests simple. They desperately want to make you happy. Let them know whenever you see good behaviour. Don't ask WHY they did something inappropriate. Asking 'Why did you do that?' will just encourage a lie because the boundary between fantasy and reality in the world of a four-year-old is very - very - loose. When they do something wrong, apply gentle consequences but explain why the behaviour is wrong and that you know they can do better next time. Be consistent. If you don't think it's always important to enforce a rule, the child will think it's not always important to follow it. Encourage their independence but remember they are still young. Let them be little people when they are stressed or tired.

5 year olds	What they need from adults...
<ul style="list-style-type: none"> Will understand the importance of rules but might divert from the rules when playing. Rules tend to be 'flexible'. May accuse others of cheating if they don't win a game. Will start to show empathy and an understanding that other people might have points of view that are different to their own. Might still find it difficult, especially when it comes to their special things. Will be able to share but might still find it difficult, especially when it comes to their special things. Might be afraid of failure, criticism. Might come across as being an 'expert' on everything. Will enjoy joking around and will start to develop 'toilet' humour. Will be looking to make their own decisions, particularly around what to wear and what to eat. Will be moodier, more sensitive or more tired than usual. It's exhausting having to sit still and concentrate for long periods. Might be moodier, more sensitive or more tired than usual. It's exhausting having to sit still and concentrate for long periods. 	<ul style="list-style-type: none"> Develop important skills like taking turns, getting along with others, working together, negotiating, compromise. Start to expand emotions and then we can have Connect pro-social behaviours and then we can have Keep rules simple and clear

6 year olds	What they need from adults...
<ul style="list-style-type: none"> It's pretty likely that they will know a lot more than you. Just ask them. May start tantruming again. Can start to test the limits but will still want to please you and help out. Will seek praise for their school work and for the good things they do. Will seek to master new skills and to feel competent. Might worry about being away from key adults. 	<ul style="list-style-type: none"> Encourage their efforts and acknowledge when they have worked hard Encourage effort over outcome to help them resilience and a strong self belief in their capacity to achieve. Ensure they get the support they need if they are struggling. Avoid overpraise or meaningless praise.

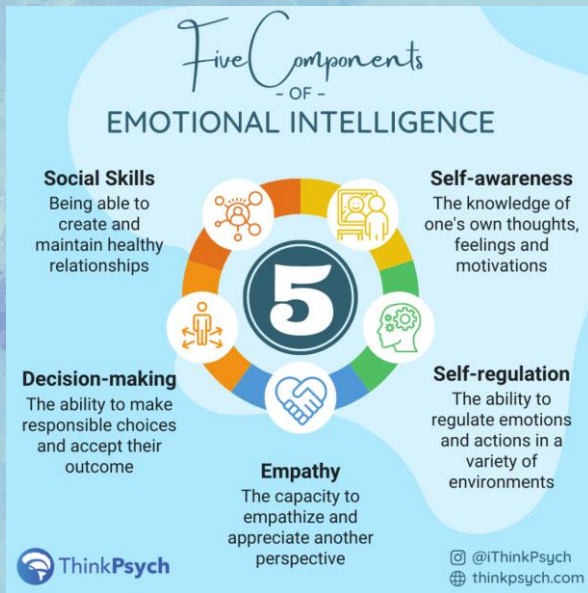
7 year olds
<ul style="list-style-type: none"> Might tend towards complaining, usually about their parents or the rules, but also about friends. Will feel misunderstood by many. Can be dramatic about school, friends or life in general. Will try to use words to talk about how they are feeling but may become frustrated and angry when they are upset. Will be becoming more aware of what other people think.

8 year olds	What they need from adults...
<ul style="list-style-type: none"> Will want you to think the way they do and will have little tolerance for your difference of opinion. Will be very sensitive to what you think of them. Will often fight with the main attachment figure. Things will be black or white, right or wrong, good or bad. Tendency to think in absolutes might cause a little trouble with friendships. 	<ul style="list-style-type: none"> Listen and validate what they are feeling and know that you don't need to fix their problems. Discuss how they might solve the things that are causing them trouble. Give them space and encouragement to come up with their own ideas. Don't be drawn into the dramatics. Don't immediately think that things are a mess because they are saying they are. Model looking at the positive.

9 year olds	What they need from adults...
<ul style="list-style-type: none"> Friends will start to be more important than parents. What their friends think will start to become more and more important. Will narrow the friendship field by having closer friendships, but less of them. Will share jokes and secrets with friends. Will push against rules and directions and may disrespect you. Will be able to be loving and silly but will also develop the capacity to be selfish, argumentative and abrasive. 	<ul style="list-style-type: none"> Opportunities for independence and to make their own decisions. Avoid being too bossy or directive. Encourage them to start thinking about things from another point of view, 'What would so-and-so say about that?' 'How do you think she felt when that happened?'

10 to 11 year olds	What they need from adults...
<ul style="list-style-type: none"> Might still argue about rules and the necessity and detail of them. Will try to explain away misbehaviour through excuses and justifications. They will fight hard to find the loophole in the rule. Promises become important and they will remember EVERYTHING. 	<ul style="list-style-type: none"> Don't make promises you won't be able to keep. Avoid arguing with them whenever you can. They will often have an argument for everything. Hear what they have to say, make your decision, then end the conversation. Let them push against you in safe ways - let them try different things, express their own opinions, and make their own decisions when appropriate. Know where your boundaries are and be ready to implement consequences when they make a poor decision. Make the consequence about their behaviour, not about who they are.

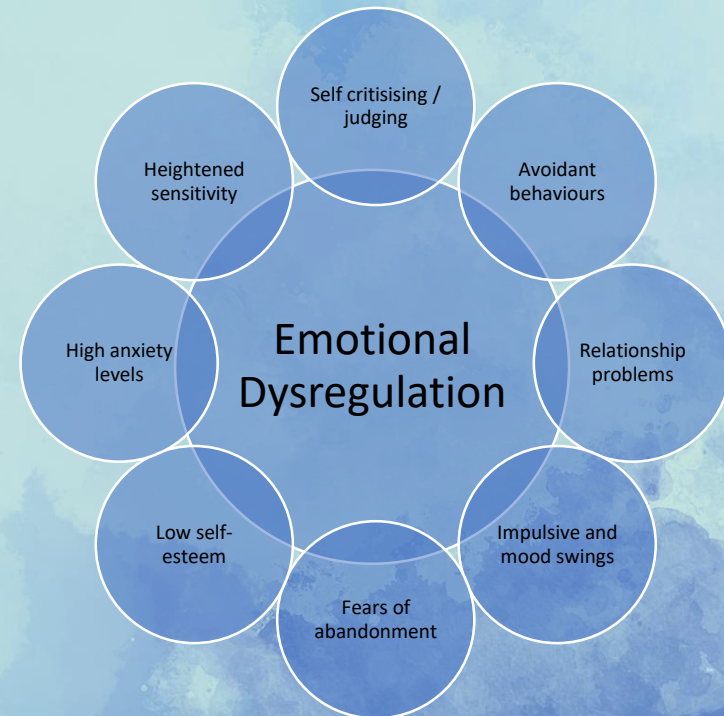
<https://heysigmund.com/developmental-stage/>



For children to become emotionally literate and begin to understand the consequences behind their behaviour they need to be able to show self awareness, self-regulate, empathise with others, make decisions and accept outcomes and create and maintain healthy relationships.

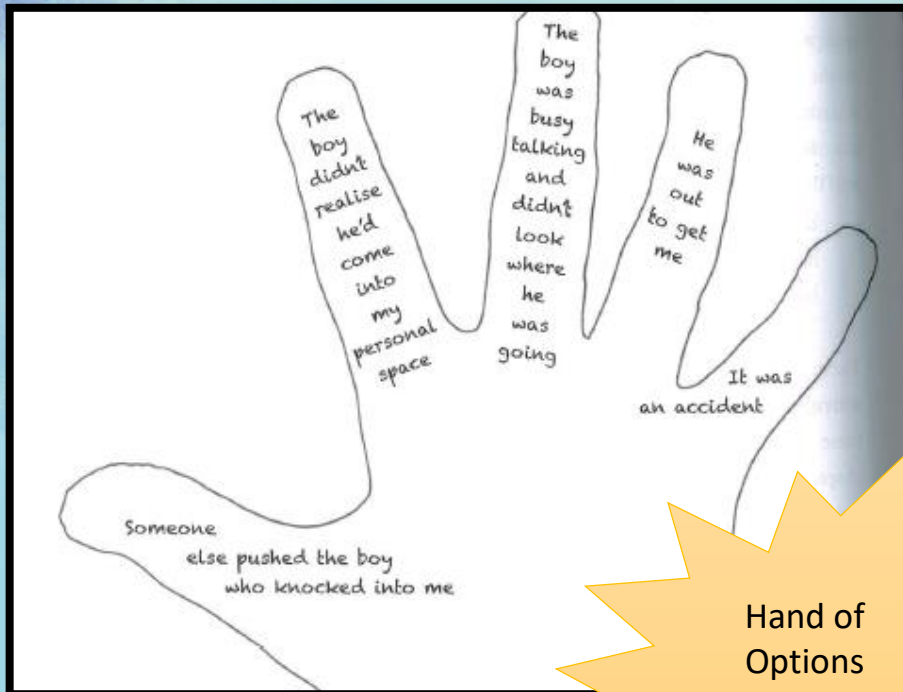
At your tables discuss a 'pet peeve' you have. How does this influence the way you manage behaviour?

Dysregulated adults cannot co-regulate with a distressed child. Lets reflect on how we manage behaviours- what do we bring? In school, teachers and TAs can remove the emotions from the behaviours- for parents/carers that is much more difficult.



Home Vs School

Our goal in school is to ensure children are ready to learn, that they feel safe and have a sense of belonging. To achieve this, we use consistency, routine and regularly revisit expectations with children- children need to know the 'end game'.



Unstructured times where children are trying to navigate and find their way socially can be a 'trickier' time of the school day.

Children's perceptions are their reality.

School staff regularly sing from the same song sheet.

Scenarios and Strategies!

SCRIPTS

- Positive phrasing, limited choices, disempowering and de-escalation communications are more likely to contribute to the positive feelings associated with pro-social behaviour.

FIRST AID

- Time to talk
- Social Stories
- Comic strip chats
- Revisit expectations often

Positive Phrasing

Clear, uncomplicated, unambiguous instructions delivered with clarity. These need to be punctuated with take up time (an opportunity for the child to think, process and consider.)

Stand next to me
Put the pen on the table
Walk in the corridor
Walk with me to the library
Stay seated in your chair

Limited choice examples

Often follow directly from positive phrases and complements positive phrasing

Where shall we talk, here or in the library?
I am making a drink, orange or lemon?
Are you going to sit on your own or with the group?
Are you starting your work with the words or a picture?

Disempowering the behaviour

Relies on managing the audience, including the adults; observe from a distance for safety reasons with no verbal communication.

We need a script for when we're starting to lose our feelings – anxious; irritated – this will stop us saying the wrong thing

Child's name
I can see something has happened...
I am here to help.
Talk and I will listen.
Come with me and...

De-escalation script

Positive phrasing: Come sit next to me for a story.

Limited choice: Would you like to sit on the chair or bean bag?

Disempowering the behaviour: You can listen to the story from there.

Consequence: We will check you understand the story before going out for break time

The Kingslea Graduated Response

Kingslea Primary School Graduated Response - Support and Intervention for Pupils with Additional Needs				
Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	<ul style="list-style-type: none"> High quality first teaching A broad and balanced curriculum within an inclusive classroom Personalised learning targets Attention paid to different learning styles Carefully planned differentiation, including practical, visual, concrete resources Modelling by adults within the classroom Curriculum assessment of progress to support target setting for pupils Assessment for learning and constructive feedback See DAP, HCF First Response, Whole School Provision Map	<ul style="list-style-type: none"> Differentiated planning and outcomes Pupil aware of learning targets Reviewed at Pupil Progress and Praise Review meetings with Senior Leadership Team Assessment for Learning systems used to identify strengths/gaps 	Class Teacher
2	Early intervention support (Not on SEN Register)	In addition to Stage 1: <ul style="list-style-type: none"> Support within class through small groups and individual support (e.g. early morning tasks, spill input, pre-post teaching) Scoping of the curriculum to meet individual learning needs Tools and resources to support access See DAP, HCF First Response, Whole School Provision Map	<ul style="list-style-type: none"> Differentiated planning and outcomes Pupil aware of learning targets Reviewed at Pupil Progress meetings with Senior Leadership Team Assessment for Learning systems used to identify strengths/gaps 	Class Teacher SLT
3	Targeted, additional support (Not on SEN Register)	In addition to Stages 1 - 2: <ul style="list-style-type: none"> Investigation of strengths and needs Early intervention and personalised provision Inclusion for parents and child as part of a Plan - Do - Review cycle of targeted assessment and intervention Targeted support within class through small groups and working individually with an adult Additional group or individual programmes Customised based interventions delivered individually or in small groups between 8-30 weeks (e.g. ELSA support, phonics and reading interventions etc.). Reviewed 6 weekly Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording Tools and resources to support access 	<ul style="list-style-type: none"> Inclusion Lead made aware (in-house referral form completed, detailing evidence of intervention, impact and outcomes) Differentiated planning and outcomes Pupil aware of learning targets Reviewed at Pupil Progress and SEN review meetings with Inclusion Lead Assessment for Learning systems used to identify strengths/gaps Intervention records completed to record progress 	Class Teacher SLT Inclusion Lead
4	Targeted, intensive additional support (SEN register)	In addition to Stages 1 - 3: <ul style="list-style-type: none"> Multi-professional planning and coordinated support may be in place e.g. T.F. Service, Outreach Services, Health colleagues, CAMHS Personalised support, working on an individualised curriculum High levels of adult support and modelling to enable access to the curriculum Personalised resources e.g. work station if appropriate Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention Individual Provision Map reviewed at least termly Identified on school provision map, reviewed at least termly Access to an adapted environment if appropriate Individual modifications to the curriculum 	<ul style="list-style-type: none"> One Page Profile Individual Progression Map with at least termly review Reviewed at Pupil Progress and SEN review meetings with Inclusion Lead Inclusion Lead monitoring provision Intervention identified on whole school provision map 	Class Teacher Inclusion Lead
	Request for a Statutory Assessment	As above		
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term. (SEND register - EICP or application)	In addition to Stages 1 - 4: <ul style="list-style-type: none"> Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) Multi-professional planning and coordinated support e.g. T.F. Service, Outreach Services, Health colleagues, CAMHS Personalised support, working on an individualised curriculum High levels of adult support and modelling to enable access to the curriculum Personalised resources e.g. work station if appropriate Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention Individual Provision Map reviewed at least termly Identified on school provision map, reviewed at least termly Access to an adapted environment if appropriate Individual modifications to the curriculum 	<ul style="list-style-type: none"> Annual Review Meeting Annual Review Report One Page Profile Individual Provision Map reviewed at least termly Termly progress meeting with Inclusion Lead Intervention identified on whole school provision map 	Class Teacher Inclusion Lead

Most behaviours and /or learning needs can be met by the class teacher in the classroom. We use the graduated response to determine the level of support a child needs and when they may need something above quality first teaching. Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class.

Not all behaviours or needs require the services of outside professionals. All outside professionals expect schools to have planned for, assessed and reviewed provision before making a request for support- the timeline is typically a term or mores worth of evidence.

Waves of Intervention Model



