

Be Kind. Be Kind. Be Kind.

Calm Code

At Abbey Meads Community Primary School, we have high expectations of learning and behaviour. Respect and kindness underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their goals.

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Golden Rules

Be kind and gentle
Listen to others
Respect other people's
property
Be honest
Keep the school tidy
Keep smiling and always
try to do your best

Praise

House points
Positive recognition
board
Verbal praise
Class reward system

Calm Code

Show respect
Speak nicely
Work hard
Listen carefully
Move Calmly
Be kind, be kind, be
kind

Relentless Routines

Line up quietly
Welcomed at the door in the mornings
Visual timetable referred to regularly throughout the day

30 Second Script

I have noticed that...
You know our rule...
You need to talk to me
for 2 minutes after the
lesson about this.
If child argues...
I understand what you
are saying but I need
you to...
Remember the day when
you...(remind of model
behaviour) that is the
behaviour I need to see
today.
Thank you for listening.

Restorative Process

1. Reminder
2. Reminder
3. Reminder - 30
second script and 2
minute talk at break
time
4. Reminder - go to
another class
5. Reminder - Head of
key stage/SLT
6. Reminder - Deputy
Head and
restorative
conversation
7. Parent collaboration

Restorative Conversation

What happened?
What were you
thinking and feeling at
the time?
How did this make
people feel?
Who has been
affected?
What should we do to
put things right?
How can we do things
differently in the
future?

30 second script for dealing with challenging behaviour

I have noticed that...

You know our rule...

You need to talk to me for 2 minutes after the lesson about this.

If child argues...

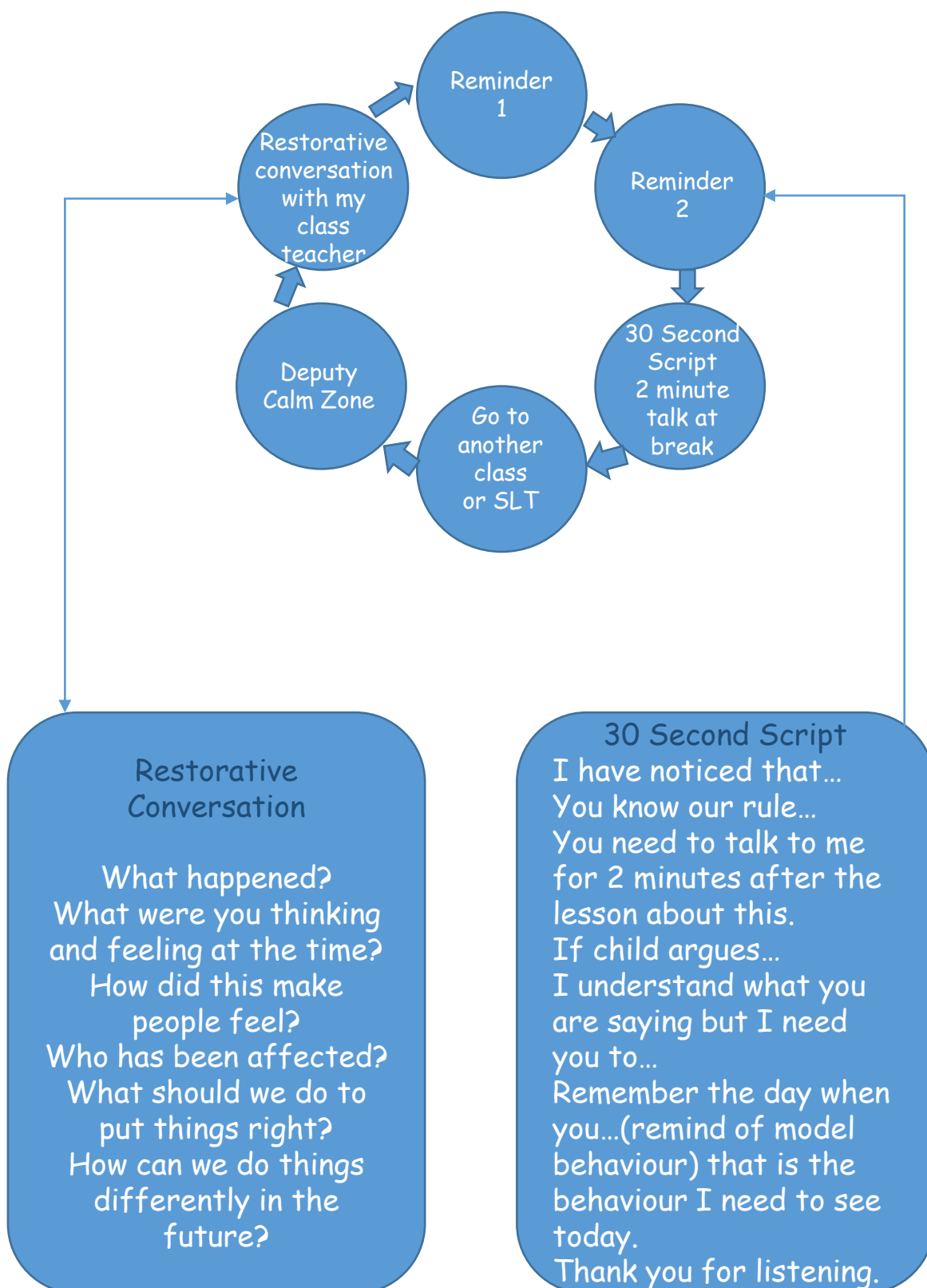
I understand what you are saying but I need you to...

Remember the day when you...(remind of model behaviour) that is the behaviour I need to see today.

Thank you for listening.

Restorative Process

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Behaviour Toolkit

Be Kind. Be Kind. Be Kind.

Directions are given in a calm, firm, quiet voice

Name... direction Thanks
E.g. "Kyle, baseball cap off, thanks."

Give instructions and walk away to show expectation of compliance.
E.g. I need you to move your chair.
Thank you."

Always end instruction with 'thanks' or 'thank you'. Modelling polite and respectful language.

Be consistent with expectations.

Create a sense of belonging with the phrase "In this class we..."

Create a sense of belonging with the phrase "At Abbey Meads School we..."

Use the language of choice.
E.g. "Andy you have two choices (give choices). What's your choice?"

Use 'we' not 'you'.
"We need to listen carefully to our instructions."

Refer to the school rules regularly throughout the day.

Use double questions.
E.g. "Bob what are you doing? What should you be doing?"

Use 'when and then'.
E.G. "Bob, when you sit down, I will then answer your question."

Use "Are you OK?" to show that you have noticed a change in behaviour that may need support.

Give instructions quietly so children have to be quiet in order to hear.

Watch me.. show what good listening looks like. Show me... what good listening look like.

Use songs to help create routines and gain whole class attention.

When it Really Kicks Off!

Please listen to the following podcast:

<https://ivotaleducation.com/when-it-really-kicks-off/>

What do you do when a learner really explodes?

Paul Dix (2014) explains what to do and what not to do!



Discuss choices

Clearly and calmly explain the behaviours which you observed, how they relate to the classroom plan and that the student has made a 'poor choice' so far. Tell the student that you want them to make better choices. You are then focusing on the behaviours and the student is less likely to feel personally attacked.

Don't chase secondary behaviours

Focus on the behaviour you are correcting and do not discuss anything else. If the student tries to divert you tell them that you understand what they are saying but they still have a consequence/need to make better choices in their behaviour.

Plan your interaction

Make sure that you take a moment to structure what you are going to say and keep to that 'script'. Think carefully about your verbal and non-verbal communication. Enjoy the skill of being able to stay in control of the confrontation.

Don't bring up past misdemeanours

Focus on the single, identifiable behaviour which you have seen. All students start each class with a clean sheet.

Remember that you are the adult

Losing your temper will leave you exposed. Try and see the interaction for what it is – an adult helping a child to learn about behaviour and make better choices.

Get on their level physically

If they are seated, try kneeling or bending over, rather than standing over them.

Avoid negative comments on cultural styles

Students should be allowed to dress themselves and their hair within the agreed limits of the school's dress code and to move as they please if this does not encroach on the space of others.

Respect students' personal space

Students may feel threatened and become agitated if their personal space is constantly violated. This does not mean, however, that teachers should ignore bad behaviour.

Use friendly gestures, not aggressive ones

Avoid pointing the finger. Open hands with upturned palms are less threatening.

Use student's preferred name

Ask each student how he/she would like to be addressed in the classroom and then respect that preference.

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Use student's preferred name

Ask each student how he/she would like to be addressed in the classroom and then respect that preference.

Ask questions rather than make accusations

Assume that the student is a responsible person. "Are you ready to begin?" is less confrontational than: "Put your magazine away. It's time to start class", especially spoken in a concerned and kind tone.

Deal with the behaviour problem in private

Reprimanding or 'shaming' students in front of their peers causes unnecessary embarrassment. Speaking to them privately respects their dignity and self-esteem.

Listen carefully when students speak

Remain open-minded and objective. Consider the messages of students carefully. Avoid interrupting them or offering unsolicited advice or criticism.

EMOTION COACHING

Attend to the emotion
acknowledge somethings wrong

01

SAY

"Whoa! I can tell something's up right now"

Name the emotion
Put the emotion your child's experiencing into words

02

SAY

"You look really mad" or "you seem disappointed"

Validate the emotion

Remember – all emotions are valid, even if the behavior accompanying them is inappropriate.

03

SAY

"It makes sense that you feel [emotion] because [reason 1], and [reason 2], and [reason 3]"

Meet the Need of the Emotion

Help your child get through the emotion until it passes

04

SADNESS needs comfort
FEAR need safety & security
ANGER needs patience & boundaries

DE-ESCALATION strategies for meltdowns

Don't yell to be heard over a screaming child

Avoid making demands

Remain non-judgmental

Validate their feelings, but not their actions

Silence

Don't try to reason

Be aware of your body language

Avoid the word 'no'

Respect personal space

Answer questions, but ignore verbal aggression

Acknowledge your child's right for refusal

Use a distraction

Practice deep breathing exercises

Take a walk or a short movement break

Get down to your child's level

Decrease sensory stimulation

Reflective listening

Use calming visual input

It is ok to...

Tag out and tag someone else in



Here are a sample of our classroom recognition boards. They may change each year but the principle behind them remains the same. The classroom recognition board is designed for positive praise and reinforces behaviours and actions we want to see in our classrooms here at Abbey Meads Community Primary School. At times, children may nominate peers for the recognition board. This helps pupils to be motivated to recognise the good learning behaviours in themselves and in each other. For example, children could be put on the recognition boards for the following things:

- Supporting another child
- Staying on task
- Perseverance
- Showing forgiveness

Our whole school calming strategies have been taught to the children by our School Council representatives and are reinforced regularly by the class teachers and staff. Below, our school council are showcasing six of our best strategies. All of our pupils will be taught how to use them so that they can refer to them when they need support to restore a sense of calm within themselves.

1. Starfish breathing
2. Square breathing
3. Clap once and feel the FIZZ!
4. Smell the flower and BLOW the seeds away
5. Name five things
6. Rainbow breathing



Starfish breathing



Square breathing



Clap once and feel the FIZZ!



Smell the flower and BLOW



Name five things



Rainbow breathing