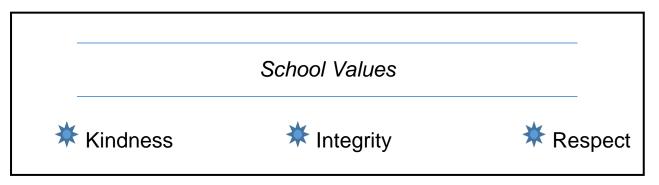
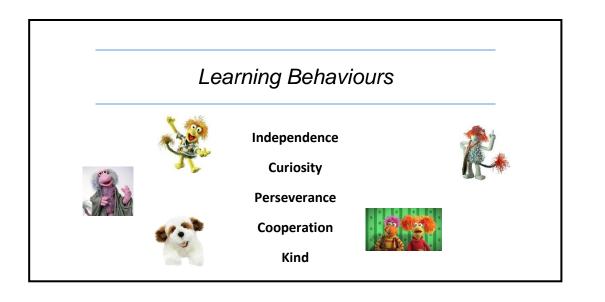


## Behaviour Practice at Shirley Infant School







### Consistencies:

- We foster and build positive relationships
- We support and teach children behaviour skills, including self-regulation
- We recognise children's feelings and validate these through labelling them
- We set limits on behaviour if needed

### **Positive Practices:**

- We welcome every child, to give them every chance, every day
- We ensure children feel they have a secure base at SIS with reliable adults who believe in them
- We teach a robust PSHE curriculum, rooted in wellbeing
- We adopt a trauma informed practice



# Behaviour Practice at Shirley Infant School



## **Micro-scripts**

- Are you being kind, safe, respecting?
  - I think I can see...
  - Low level behaviour script
  - Collaborative conversations

Zones of Regulation

- It's okay to feel..., it's not okay to...
  - Emotion coaching

Boundaries (consequences come from a supportive place):

Explain : to be clear about what you need to do

Remind : you may need to cooperate with an adult for support

Action : an action is needed when your big feelings are affecting others

#### We want children to be successful and back ready to learn

<b>Reflective Action</b>	<b>Restorative Action</b>	<b>Protective Action</b>
A chance to stop, think and reflect	Restorative Practice with an adult or a peer	When we are not being kind, safe or respecting

## **Restorative Practice**

- 1. What happened?
- 2. What were you thinking? What are you thinking now?
- 3. How were you feeling? How are you feeling now?
- 4. Who has been affected? How were they affected?
- 5. What needs to happen to put things right?