# Parent Forum: Behaviour

Aims:

- Share research about behaviour management
- Find out about the Gilbert Colvin approach to encouraging positive behaviours and next steps
- Provide tips for effective support
- Gather parental feedback

Figure 1: Analysis of areas for improvement relating to behaviour in 95 schools inspected between January and March 2014 (From the Ofsted report *'Below the Radar'*)[5]

Main areas for improvement linked to behaviour and safety
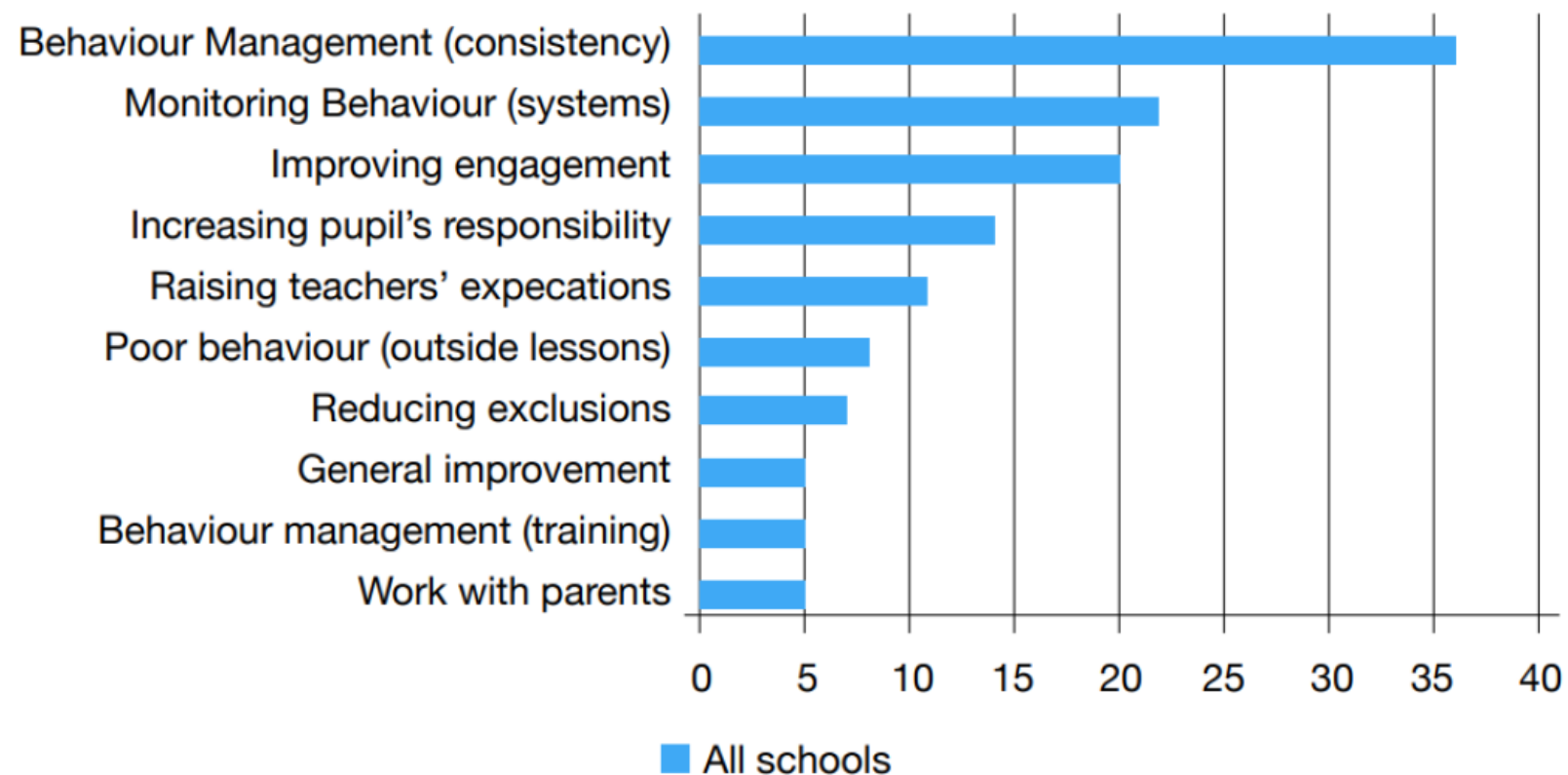
Inconsistency in how behaviour was dealt with across different classes was prevalent in over a third of the Ofsted reports on the 95 schools studied.

What does the research say about behaviour management?

1. **The Power of Adult Behaviour (Paul Dix)**

- Paul Dix emphasizes that **adult consistency** is key to behaviour change in children.

- Teachers and staff should model the behaviour they expect: calm, predictable, and fair.

- Building strong relationships reduces the need for punitive discipline.

- The use of **'deliberate botheredness'** – showing children they are valued and cared for.

- Avoid public shaming; focus on private, restorative conversations.

What does the research say about behaviour management?

2. High Expectations & Consistency

- EEF research highlights that **clear expectations and consistent routines** lead to better behaviour and academic progress.

- Schools should implement **positive reinforcement**, such as praise, recognition boards, and celebration assemblies.

- Simple, clear rules that are applied fairly help children feel safe and secure.

What does the research say about behaviour management?

3. Restorative Approaches & Emotional Regulation

- Restorative conversations help children reflect on their behaviour and its impact.

- Encouraging children to take responsibility rather than just receiving punishment.

- Emotional literacy and self-regulation techniques, such as mindfulness and breathing exercises, are valuable tools.

What does the research say about behaviour management?

4. Relationships at the Heart of Behaviour Management

- Children behave better when they feel **respected, heard, and understood**.

- Staff should focus on **building trust** and strong relationships with pupils.

- **Emotion coaching** helps children understand and manage their feelings.

What does the research say about behaviour management?

5. Partnership with Parents

- Parents play a crucial role in supporting behaviour expectations.

- Open communication between school and home strengthens consistency.

- Encouraging shared language and approaches at home and in school.

What does the research say about behaviour management?

Summary

- Relationship-based behaviour management leads to happier, more engaged children.

- When adults model kindness, consistency, and respect, children follow suit.

- Schools and parents working together create the best environment for positive behaviour.

![Education Endowment Foundation logo]

IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:

Proactive

Reactive

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

Implementation

6
Consistency is key

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

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The Gilbert Colvin approach to behaviour management

Who manages behaviour?

Managing the children's behaviour is the responsibility of all staff members

Members of the **senior leadership team** support teachers and LSAs

Inclusion Team

Mrs Begum – Inclusion Manager

Mrs O'Sullivan – ELSA (Emotional Literacy Support Assistant)

Miss Collins – ELSA (Emotional Literacy Support Assistant)

Relationship based behaviour management

- Relies on spending time with children prior to incidents– find a connection.

- Does not mean that there are no consequences.

- Focuses on developing the strategies and norms rather than on punitive measures.

What does this mean in reality?

Plan for that child: consider transitions, tasks, seating, line order and interactions

Clear routines and high expectations: consistently reinforced and made explicit

Make time for talk: find out what they like and what interests them

Language of Choice: give clear choices with their associated natural consequences

Distract & Regulate: if things go wrong, distract and regulate before addressing the behaviour

Natural Consequences: be consistent with your use of natural consequences

Behaviour Management at Gilbert Colvin

- A consistent approach that can be used by all staff

- Whole class and individual reward system

- Least intrusive approaches are used to manage behaviour

- Teaching of specific behaviours and routines

- Reflecting upon negative behaviours – restorative conversations

'Ready to Learn' Behaviour System

- Each class has a chart with 'Ready to Learn', 'Stop and Think' and 'Reflection Time' as the headings.

- Teachers discuss with their class what good learning behaviour looks like – there may be reminder statements (or photos) displayed around 'Ready to Learn'.

- Closely link these positive behaviour statements with what it means to be a pupil at Gilbert Colvin and the school's values of *courage, perseverance and integrity.* They should be reinforced constantly and consistently. Green Trackit points are awarded for positive behaviours.

- Teachers discuss with the children about what steps they could take to improve any misbehaviour. Again, suggestions could be displayed and referred to when needed. For low level behaviours, a verbal warning is given. If these behaviours continue, the behaviour is recorded on Trackit (Stop and Think). This is not visible to the pupils. For more serious incidents or persistent disruption, children are given 'Reflection Time' – parents are informed.

- Classes have a 'recognition board' celebrating learning attitudes, either focusing on one learning behaviour or all of them. Names are refreshed daily.

Rewards/Sanctions

- Teachers follow the 'Behaviour/Incidents' for guidance on behaviours and escalation. Record on Trackit. They inform parents if a child has had 'Reflection Time'. Serious incidents are referred to SLT.

- Inclusion team/SLT monitor and review 'Stop and Think' and 'Reflection Time' behaviours.

- Use Trackit 'green points' to record positive behaviours. Use the Recognition Board to display names for a 'focus behaviour'.

- Weekly reward for the class in each key stage with the most points – extra break. Announce in assembly.

- Fortnightly announcement of pupil with most points.

The Role of an Emotional Literacy Support Assistant (ELSA)

- An Emotional Literacy Support Assistant (ELSA) is a specially trained teaching assistant who helps children develop emotional resilience and social skills.

- ELSAs work with pupils individually or in small groups to support their emotional well-being, addressing issues such as anxiety, self-esteem, friendships, and managing emotions.

- They use a variety of techniques, including storytelling, role-playing, and relaxation exercises, to help children express their feelings and develop coping strategies.

- By providing a safe and supportive environment, ELSAs enable children to navigate emotional challenges and thrive both in and out of the classroom.

BEHIND THIS → BEHAVIOUR MIGHT BE

FEAR
LONELINESS
REJECTION
ANXIETY
FRUSTRATION
CONFUSION
DEPRESSION
EMBARRASSMENT
HUMILIATION
OVERWHELMING STRESS
HELPLESSNESS
OUTRAGE AT INJUSTICE
JEALOUSY
GUILT
HURT
GRIEF
SADNESS
ISOLATION
SHAME

WholeHearted School Cou

Helping to meet these needs will naturally improve the behaviours.

The Zones of Regulation

- The Zones of Regulation is a framework that helps children develop self-regulation skills by categorizing emotions into four colour-coded zones:

- **Blue Zone**: Sad, tired, sick, or bored (low energy state).

- **Green Zone**: Calm, happy, focused, and ready to learn (optimal state for learning).

- **Yellow Zone**: Frustrated, anxious, excited, or wiggly (heightened emotions but still in control).

- **Red Zone**: Angry, overwhelmed, or out of control (extreme emotions).

- Schools use this approach to help children recognize their emotions and develop strategies to move towards the Green Zone.

- Teachers and support staff guide children in identifying triggers and using coping mechanisms like deep breathing, movement breaks, or talking with a trusted adult.

- Encouraging self-awareness and regulation helps improve behaviour and emotional resilience.

Zones of Regulation

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Key Takeaways for Parents:

✓ Be consistent and calm in setting boundaries.

✓ Praise effort and positive behaviour frequently.

✓ Help children understand their emotions and behaviour.

✓ Support the school's behaviour expectations at home.

✓ Build strong, trusting relationships with your child.

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Next steps for the school:

- Triangulate pupil information more effectively to build a complete picture of the child

- Create a relationship policy to go alongside our behaviour policy

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Parental Feedback:

- Can school give examples of classroom monitor roles?
- Parent advice to other parents: it is useful to let school know how your child is in the morning (e.g. your child has slept badly)
- Next session: parental engagement