



Managing Behaviour

Routine and Structure

One of the most important things to try to maintain at home during the temporary school closure is routine and structure for your child. If you haven't already, create a daily routine planner. A suggested learning timetable is included on your child's weekly year group outline, but you could amend this to create your own and include the whole day. If possible, make it visual and discuss the content for the day ahead with your child at the beginning of each morning. (See our section on 'Motivation for Learning'.)

Make sure you include time for being active - and rest! Well-being and mindfulness activities are also important. 'Cosmic Kids' on YouTube offer Yoga videos and mindfulness sessions. Ideas for physical fitness are given on the Keeping Well page of our website:

<https://www.queensinclosure.hants.sch.uk/page/?title=Keeping+Well&pid=82>

Rules!

Discuss and agree rules with your child relating to learning at home. You can use language related to our CARE code. Discuss behaviour choices that your child makes and refer to them as **green light** when they do what you expect of them, and **red light** when they don't. We always talk at school about the importance of listening to adults and following instructions to keep yourself safe. When discussing a choice that is not 'green light', we always refer to safety and respect and reflect on what we could do differently next time.

Try using these questions as a basis to agree your own home school rules:

- What rules do you have in school?
- Who makes those rules?
- Why do we have those rules?
- What happens if someone breaks those rules?
- Why is it important that everyone sticks to those rules?
- What rules shall we agree at home?
- What will happen at home if someone breaks those rules?

If possible, write an agreement of the rules and expectations and display these at home. If you feel it would benefit your child, you could add consequences into these also. For example:

not doing what you have been asked to do by an adult = verbal warning

if the behaviour continues = 5 minute time out in a safe space

Decide what would work best for you and be consistent.

Rewards and Sanctions

During these unusual times, we strongly advise parents to support their child by continuing to **reinforce our school ethos**:

- Try to avoid rewarding your child for expected behaviour or completing an activity you have asked them to do.
- Use encouragement and constructive feedback to ensure that your child knows what it is they have done well (“You have put a lot of effort into practising your handwriting today”) and also what they can do to make it even better.
- Challenge when you don’t feel your child has tried their best with something.

There are many opportunities to **teach your child important life skills** (being caring, helpful, cooperative, getting on well with siblings, taking turns etc.) Use plenty of positive feedback and attention to encourage behaviour that you like. Give your child **positive attention** letting them know the behaviour they have shown is expected by telling them what they have just done. e.g. It is very kind of you to share your toy with your sister.

Distraction can work wonders when managing behaviour. If you can see that a situation is going to escalate or something is going to go ‘wrong’ for your child, have something in place as a ‘go to’ distraction. This may be colouring, reading a book, anything calm and quiet that your child can do on their own.

Sanctions need to be suitable for the age of the child. Many parents have a safe space that a child can go to, to calm down and get ready to talk. This can involve a visual indication (usually between 5-10 minutes) of when you will return to the safe space to see how the child is managing to calm down and whether you need to intervene with the suggestion of a ‘trick’. The sanction should only be discussed when your child has stopped ‘reacting’ and is ready to hear what you have to say...this can take a while! Try - if you can - to ignore negative behaviours that are trying to get your attention, during this time (as long as your child is being safe.)

Trick Box Top Tips

‘**Breathing Colour**’ is often a success with children when they are feeling angry/cross/upset about something. The trick is to think of two colours. One is your positive colour and the feeling you want to restore, the other represents the negative colour and the feeling you want to change. Breath in your positive colour slowly, breath out your negative colour. Repeat. This will help to calm a child’s breathing and control their reactions.

‘**Free Flow**’ is a trick that could be handy to use with children at home, especially if there are a lot of distractions. It is about finding your ‘zone’ when you can really concentrate and focus upon something. Set up your learning environment with things that will help you to maintain concentration - and consider carefully where this might be. It does not just relate to ‘sitting at a table’ learning as it also connects with perseverance and continuing to master something when faced with challenge.



TRICK BOX