

Behaviour for Learning



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What is school readiness?



- ✓ Between the ages of four and five, children should be **prepared to be separated** from their parent or main carer.
- ✓ Children should be able to clearly demonstrate their **ability to listen and follow age appropriate instructions**
- ✓ Children should show an interest in a variety of subjects, **paying attention** to the subject or activity they are taking part in
- ✓ Children should have enough of a range of **vocabulary and language** to express their needs, feelings, thoughts or ideas

- ✓ Children should be able to **identify themselves** by name, age, state factors in their life, name family members etc...
- ✓ To be able to **interact** in an age appropriate way with another child or adult
- ✓ Children should be able to interact, share and play, **taking responsibility for their actions**, understanding repercussions for their actions
- ✓ Focus on and also **show interest** in the work they are undertaking
- ✓ To be able to **observe, notice, discuss** and ask questions about their environment and experiences
- ✓ To be able to **engage with books**, have some understanding of words and language
- ✓ Respond to **boundary** setting
- ✓ **Vocalise their needs** such as toileting, thirst, hunger illness etc...



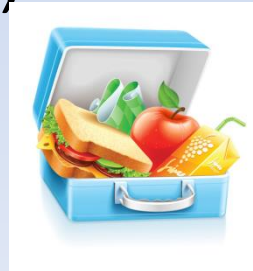
Responsibility: parents and school

- It is not only down to the child to be 'school ready'
- it is the responsibility of the parents and school setting to be ready to support the child through their transition from home to school
- Children continue to need this support throughout their school life

How can parents help?



- **school routine** –
- getting up, going to bed, and having meals and snacks at regular times
- **Bath time and stories** instead of TV and tablet help children to wind down before bedtime
- **Make time** in the evening to chat about your day
- **Nutritious meals** and **plenty of sleep** help them to concentrate, learn and thrive
- **Organisation** – uniform, PE kit, packed lunch, homework – have a timetable.



- **Be on time**



And with behaviour?

- Talk and listen to your child – help them to develop their thoughts in their home language
- Reinforce good manners and respect
- Encourage them to take responsibility for their possessions and their actions
- Be kind but consistent – if you say no, mean it!

Principles behind our behaviour policy

- Everyone in the school community - children, staff, parents, governors - share a responsibility for establishing and maintaining high expectations of behaviour at all times
- Good behaviour is essential if children are to thrive and make rapid strides towards their potential
- The vast majority of behaviour can be managed effectively through a combination of high expectations, praise, rewards and low-level reminder strategies
- Everyone's behaviour is a result of the choices they make
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- Everyone deserves the opportunity to reflect on their behaviour and to make the necessary change to improve their choices.

One Page Profiles- know the child

- A one-page profile captures the important information about a person on a single sheet of paper; including what is important to them, what people appreciate about them, and how they want to be supported.



The image shows a one-page profile form with a green, leafy border. At the top left is a small illustration of a monkey. Below it is a large white box with the text "What people like and admire about me...". To the right of this box is a grey box labeled "Photo". Below the "Photo" box is another white box with the text "What makes me happy...". At the bottom left is a small illustration of a lion. At the bottom right is a small illustration of a giraffe. Below the lion and giraffe is a white box with the text "How I want to be supported...".

We believe that behaviour is a form of communication.

We encourage children to work collaboratively, talk and share with others.

We help them to name and talk about their feelings and we listen.



Working together
on practical,
first-hand
experiences



Exploratory Talk
and Paired Talk -
adults listen to
us and model
talking for us.



Collaborative
Activities -
we love to
play and
share

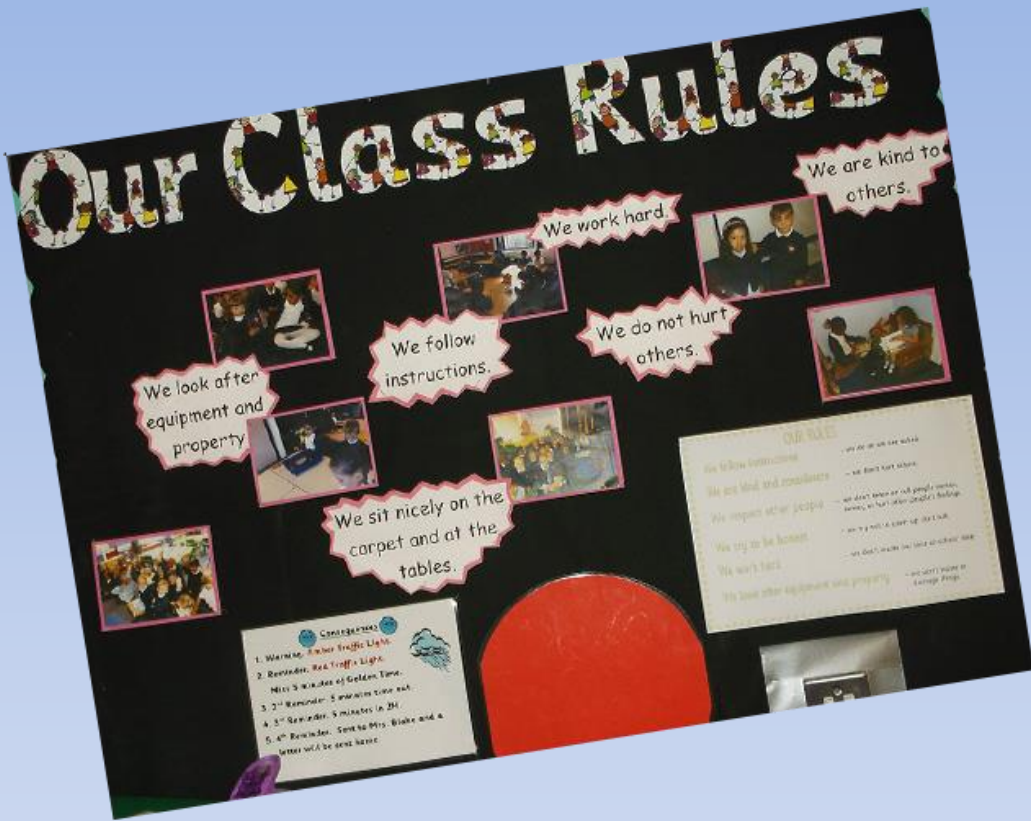


We encourage **resilience** and share strategies to help children to take responsibility for their behaviour, cope with challenge and follow instructions



Visual timetables





Reinforce the verbal visually

Visual prompts



Ready to Work

feet on floor



quiet hands



look at teacher



I'm ready to work



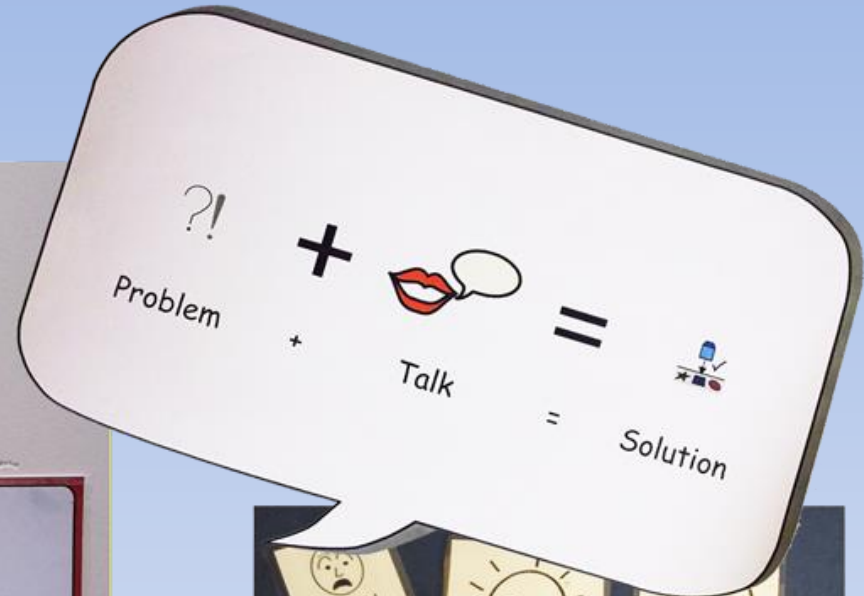
Supporting children to ask for help



Teaching social skills explicitly

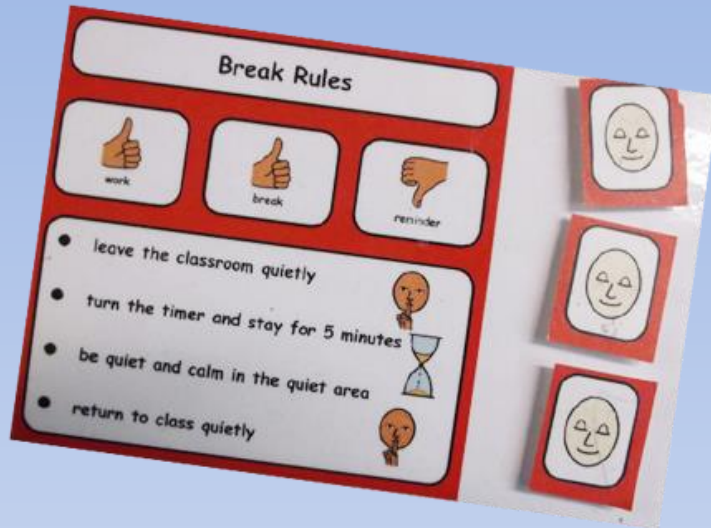
Thoughtful Club

✓ Right Choices	✗ Wrong Choices
<ul style="list-style-type: none">be quiet in the quiet area	<ul style="list-style-type: none">fighting
<ul style="list-style-type: none">play with people who are making good choices	<ul style="list-style-type: none">hurting
<ul style="list-style-type: none">play gently	<ul style="list-style-type: none">playing football with a rock
<ul style="list-style-type: none">keep your hands to yourself	<ul style="list-style-type: none">pulling peoples clothes
	<ul style="list-style-type: none">tricking people
	<ul style="list-style-type: none">kissing or hugging people
	<ul style="list-style-type: none">swearing



- Scared
- Crying
- excited
- happy
- cross
- sad
- Laughing
- Puzzled
- Shy
- Happy

Take a Break



‘Whole family’ approach



Together we're better

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