



RIVER TEES
Multi-Academy Trust

Supporting Behaviour on the Return to School

Schools North East

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Reflection: Where are we now?

*Return to school for all students in September

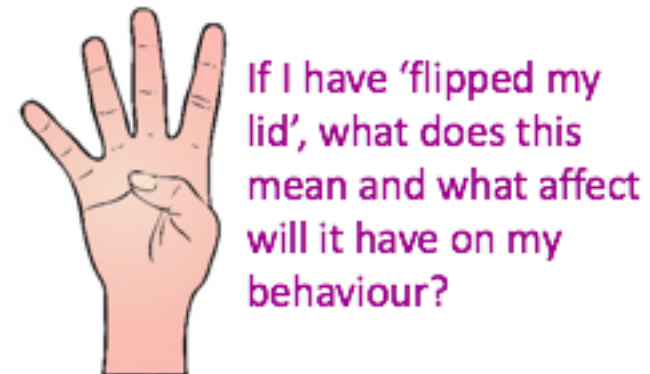
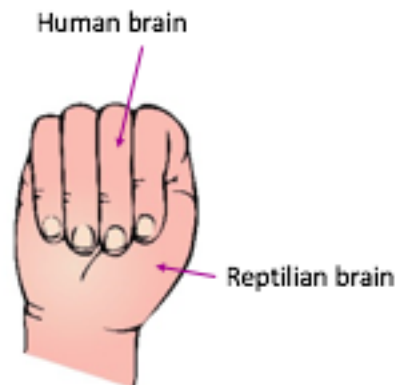
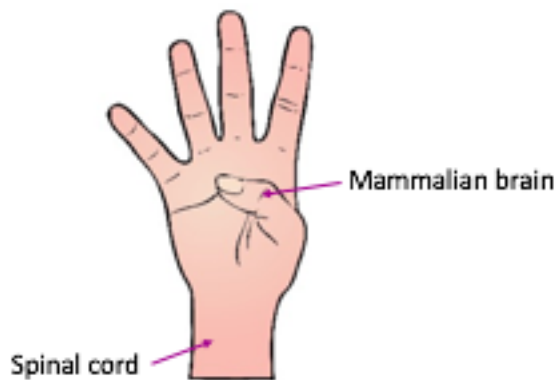
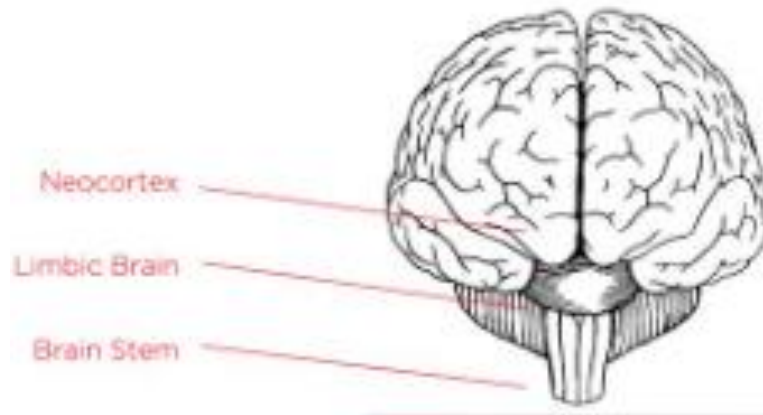
Ups and Downs



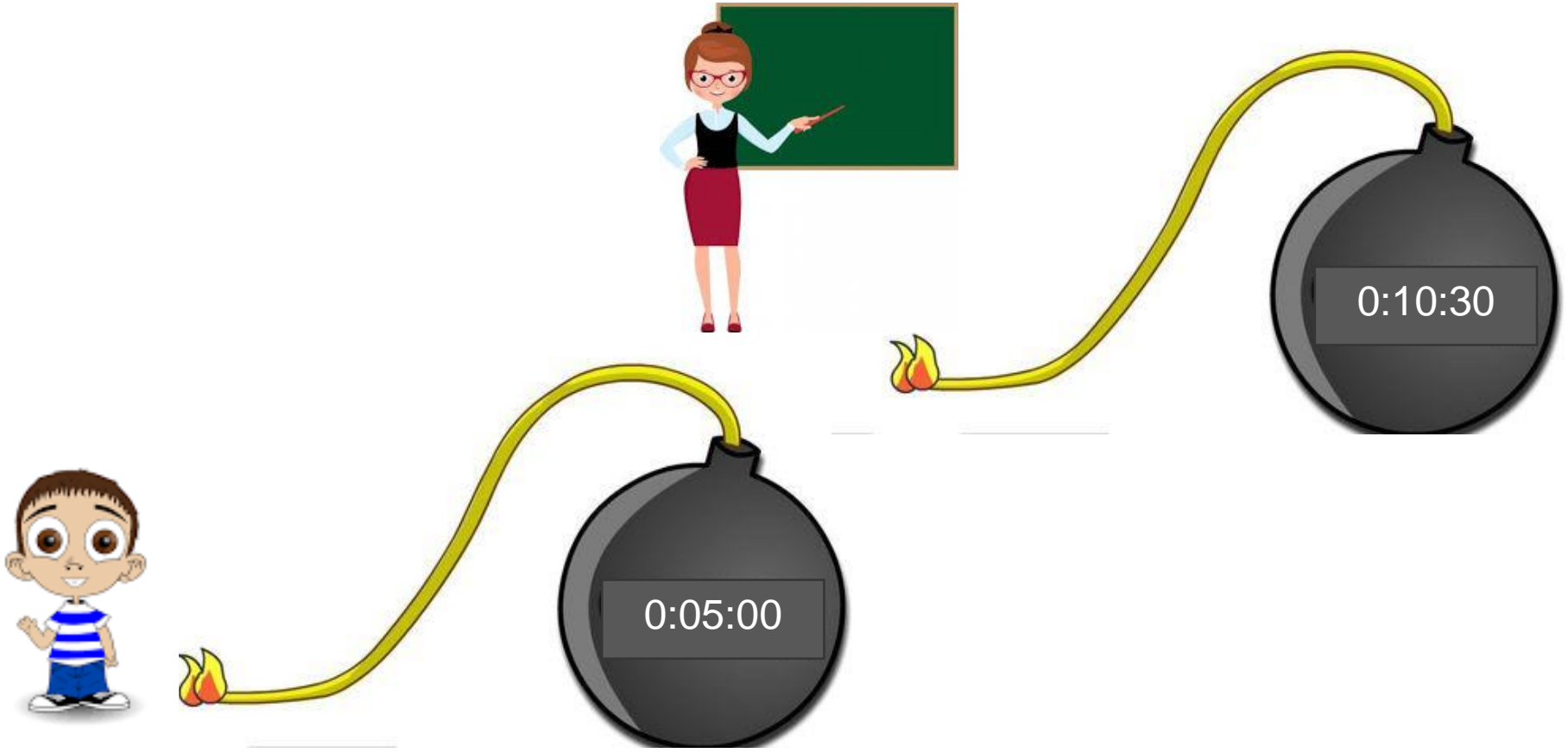
Behind every child who presents behaviours which challenge and underperforms in school there is a story, and the story is acted out in the classroom.



Understanding the Brain



Be mindful of how you are feeling



Responses



Same Message Different Outcome

How do I feel



How do we feel



Research has shown that children receive 10 negative comments to every positive one

Some students are so starved for attention they don't care what kind of behaviour they show.

It is easier and more dependable to get attention from negative behavior.



People's behaviour makes sense if you think about it in terms of their goals, needs and motives.

- Thomas Mann (German Novelist 1875-1955)

What strategies do we have?

- Build relationships
- Planned ignoring
- The Look!
- Reward other pupils' behaviour
- Simple directions
- Refer to class rules (build these together at the start)
- Simple choice
- Reminder with consequence (decide consequences together)
- Description of reality
- Make learning fun and engaging (Maslow before Bloom)


What strategies do we have to motivate and build relationships?

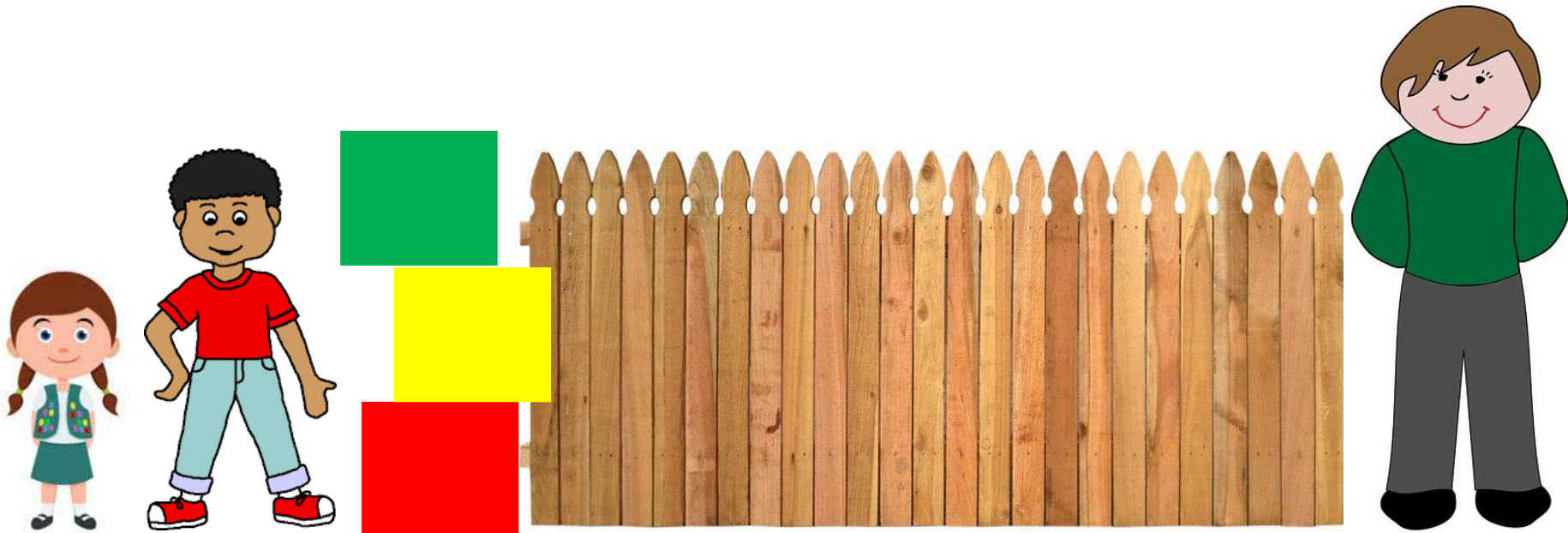
- Start now!
- Calls home to gauge how students and families are feeling
- Engage parents and make them feel school is safe
- Interactive remote learning (PE, PSHE, Well-being etc)
- Video of the school as it looks now and the new ways of working
- Set the rules for the classroom to keep everyone safe at the start together
- Define consequences of behaviours together
- Understand the 'why' – behaviour is a form of communication
- Show humanity (it isn't easy for them and its not easy for you)

Communication summary

- Think about manner in which you deliver your messages
- Non verbal - Only 10-15% of our messages are perceived by the words used
 - OK activity
- Phrase instructions positively
 - Walk slowly please
- Consider the words you choose
 - Calm down, Why

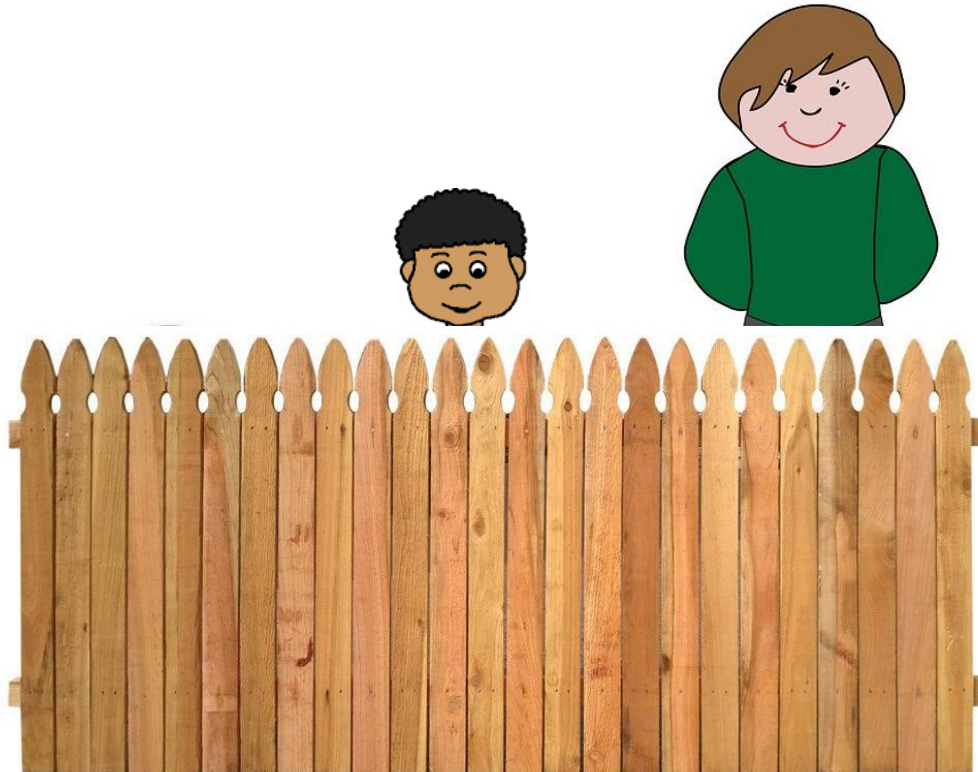
One Size Does NOT Fit All

 Be adaptable in your approaches



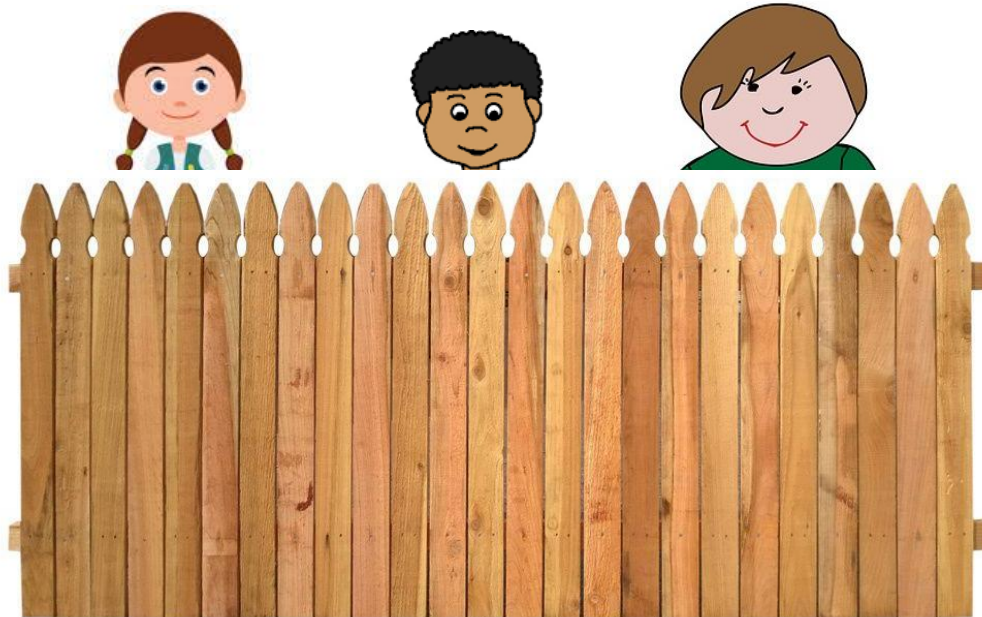
One Size Does NOT Fit All

 It doesn't mean they all get there in the same way



One Size Does NOT Fit All

 Equal opportunities means **all pupils have the right to the same outcome**



Change...

Things do not change; we change

Henry David Thoreau



Thank you for your time and engagement

Sarah Birch

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