

BEHAVIOUR

A one minute guide to stress and de-escalation

Stress

All behaviour is communication. Some behaviours are positive and other cause stress within classrooms and distress for the child. Stress comes from a lack of resilience and low self-esteem. It can present as withdrawal and refusal or as defiance and aggression.

Trauma

A change in the chemicals in the brain cause a reaction to stress which is learnt from previous experience. If the pattern of learning has been negative compared to schools values, this will result in conflict. Trauma and repeated stress physically alter the brain so self-regulation can take longer to learn.

Values

At Meadowfield we work to promote our four values. Self-worth, Ambition, Communication and Resilience.

To build these in all children and adults we have to be consistent and explicit in sharing expectations. Modelling and commenting on this is key. 'I like how you are being resilient in your learning'

Positive Behaviour Policy

Our policy was written as a group and with input from the School Council.

It's principles are based in research and support a restorative approach. The system is set up to focus on the positive and recognised good learning, positive behaviours and the school values.

We do this in three ways -

House Points - used for recognition, following routines and general positive acknowledgment

Stars and postcards - used for recognition of great learning and significant improvements in a target area

Positive Praise - consistent and constant to build self-esteem, this will be individualised for each pupil and is likely to be private and personal during learning time.

Settling to learn

At times, settling children to learn can take seconds but is done over and over again within one lesson. This is done through redirection, adult support, differentiation and positive praise. This is what we do at Meadowfield constantly and it is carefully managed to make classrooms the calm learning environments that are seen everyday.

Sometimes, children become distressed and need a lot more time to de-escalate. They can move in and out of distress making de-escalation more complex. Relationships and previous experience of the child is essential. Other adults might be in a position to support with this de-escalation and all adults in school will support with this.

Consider these sentence starters to support de-escalation

I wonder if you are feeling....because....

I notice that you are....

Help me understand...

