

Positive Behaviour Policy

Session 1

- Rationale for change
- Research behind the policy
- The overview of the PACE approach
- Self regulation and metacognition toolkit
- Children told us that the new approach was much kinder, fairer and they understood more, through the conversations, of what is expected and how they can be supported positive!.
- However, there were some key points to develop: they were unsure what the process was when they made a wrong choice and they felt they needed more support in finding an action to make a difference.

• All children and adults in our school have the right to feel safe and happy every day in the classroom and in the playground. They all have the right to a peaceful learning environment where they can focus and achieve each lesson.



What happens if we don't use wise choices in school?

Self Regulation Controlling our behaviour and thoughts

Using our wisdom (what we know) to make good choices.



Understanding and noticing ourselves and how we feel.

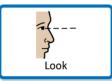


ls saying sorry enough?

"No because you could say sorry but not mean it. You show that you are sorry by changing your actions so people can see you are sorry" "Sorry is not a 'get off' card. If I am told off for not tidying by bedroom and then I say sorry but still leave it a mess, then it does not show that I am sorry at all"

Resources in your classroom

Behaviour Flow Chart



I am thinking about you and your learning



Is there something you need to help you focus?



What do you need to help you focus?



You need to do this to help you focus



another space



clear desk

seatina

position

manipulatives





















talk to

someone

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zones of

regulation

movement

break



P



3

sensory

activity

Focus Time



change

partner



move seat

help

understandina

G.

talk to

someone



move away

focus on



Abcd

word mats



Check In

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Learning

Loop



manageable

steps







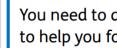






clean

something



















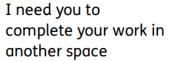


Repair



make a plan



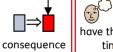
















How does the flow chart help us?

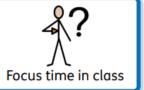
Behaviour Flow Chart



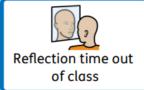
I am thinking about you and your learning



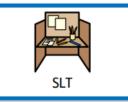
Is there something you need to help you focus?



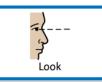
What do you need to help you focus?



You need to do this to help you focus



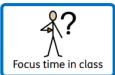
Behaviour Flow Chart



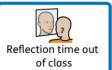
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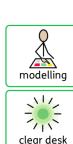
What do you need to help you focus?



You need to do this to help you focus



I need you to complete your work in another space























, D

sensory

activity





seatina

position





Check In





partner





P





change

partner



move seat

help

understandina



move away











talk to

someone

 $\square \Rightarrow$











































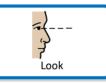








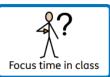
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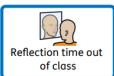
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Is there something you need to help you focus?



What do you need to help you focus?

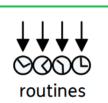


You need to do this to help you focus

















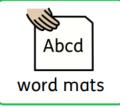






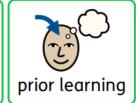












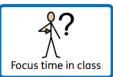
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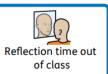
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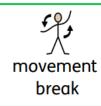


What do you need to help you focus?



You need to do this to help you focus

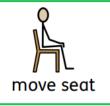








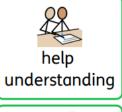


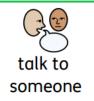






















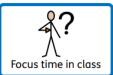
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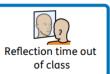
I am thinking about you and your learning



Is there something you need to help you focus?



What do you need to help you focus?



You need to do this to help you focus



I need you to complete your work in another space

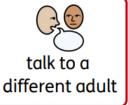


move away



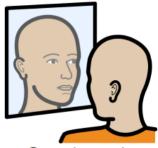


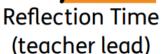








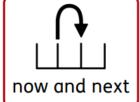


















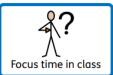
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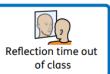
I am thinking about you and your learning



Is there something you need to help you focus?



What do you need to help you focus?



You need to do this to help you focus



I need you to complete your work in another space



say sorry







fix something



tidy up



someone



something else



Repair



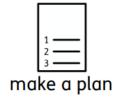






have thinking consequence time







Serious Breach

Three broad categories of behaviour:

- -Regulated, safe, engaged
- -Tricky
- -Unsafe (serious breaches of behaviour policy)

All tricky or unsafe behaviours must have a response as this is important to learning, but this will depend on multiple factors.

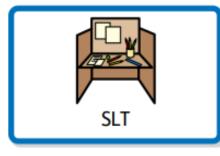
Serious Breach

What would be classed as a serious breach?

Serious Breach

Serious breaches include but are not limited to:

- -physical assault against a pupil]
- -physical assault against an adult
- -Verbal abuse or threatening behaviour
- -Use of, or threat of use, of an offensive weapon or prohibited weapon
- -Bullying
- -Racist abuse
- -Abuse against sexual orientation or gender reassignment
- -Abuse relating to disability



We Want to work with

Is there anything relating to the behaviour policy that would be useful to have a workshop in?

Is there anything not related to the behaviour policy that would be useful to have a workshop in?