

Behaviour Management Resources and how they can be used at home...

Responsibility: make good choices because your actions matter	Compassion: show care and understanding for everyone
Courage: be brave; believe you can	Respect: value everyone and everything in how you listen, speak and in what you do

Core Values

- Talk about what each of the words means
- Think together about examples of when you have seen someone in the family use them
- Praise using them, for example, "I'm really pleased to see you are doing your practising your phonics, that is really responsible, well done!" "Trying new foods is courageous, well done!" "Thank you for giving me a cuddle to cheer me up, that is really compassionate." "Letting that lady go first was really respectful, well done."

By offering children specific praise and relating it directly to their action they will learn what is expected.

Zones of Regulation



This shows the model we use in school to name emotions and think about how we are feeling. It helps children to understand that there are a range of emotions, they may be called different names and there are subtleties between them. It is important to emphasise that all emotions are ok and we might need help to work through them. There are tools that can help us.

Regulation ideas



Before we can reflect with a child about their behaviour and repair the situation they need to be regulated i.e. their big feelings have calmed. We know as adults that talking about a situation and making something right can be really hard. This resource shows some ideas for regulating emotions and moving into the green zone.

Emotion Coaching

LCUR Introduction to Emotion Coaching Summary

What is Emotion Coaching?

Emotion coaching is a natural parenting strategy observed by US psychologist Dr John Gottman (2000). He identified that the ability of parents who helped children and young people to understand and regulate emotions they experience, who they could and how to help them used what he termed 'Emotion Coaching'. These children were found able to control their emotions and their behaviour, self-regulate more, have better emotional literacy and emotional awareness, performed better academically and were better able to function in social relationships.

Yellow: Loud, Overwhelmed

They are upset, too overwhelmed to think clearly, have trouble listening, have trouble understanding the situation, talking to you, and/or they are angry. They are not able to think clearly or listen to you.

Get them:

- Recognize that you are not allowing them to see you, so they are not able to think clearly or listen to you.
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There is a resource explaining what emotion coaching is and the background information behind it. We have written a script you could use to take you through the 4 stages. Remember if a child is very dysregulated you might need to wait until they are calm, however sometimes the experience of an adult noticing their behaviour and hearing them helps them to calm.

Reflection and Repair Sheet

This is a resource we use in school to reflect on a situation and think about what happened, who has been affected and what could have been done differently. It also guides the child to repair the situation for example by saying sorry or tidying up.

REFLECT AND REPAIR SHEET

<p>What happened?</p>	<p>What were you thinking or feeling?</p>	<p>Who has been affected?</p>
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