

Ideas to Support Cohesive Classrooms

Tricky to manage behaviour.

- Is a solution for the child in that moment.
- May reveal skills deficits amongst pupils.
- Is a communication tool for the child.
- Does not escalate out of nowhere.
 - Consider how much we are part of the escalation/problem.
 - Consider what the child may already be dealing with before we see the behaviours. (iceberg model)
- Aim to spot stressors early. (regulation stations, morning check-ins)

Unacceptable Behaviour

- Explicitly explain the unwanted behaviour, identify the desired behaviour, and repeat the rule.
- Use a micro script (not lecture)– and give 2 mins of inconvenience e.g. keep back for 2 mins before break.
- Use reflection time in another class.
- Use restorative conversations using a SOCCSS approach (Situation, Options, Choices, Consequences, Strategies & Simulation)

Fresh Starts

- At the beginning of each term there is an opportunity to imagine a new future.
- Whole class resolutions – what would improve the whole class learning environment?
- What are our common goals this term? e.g.
 - If our class could improve in one area, what would it be?

- What would we need to practice to reach to that goal?
- What would make this classroom calmer?
- What would help us get more work done?
- Be very specific in the language used to describe aspirations e.g. 'Be kind' is vague and subjective. Saying 'Thank You' when someone does something for you or offers to help when you drop something is more specific.

Consider Self Esteem/Identity Development.

- Value progress over perfection.
- Remember that shame can quickly become attached to identity. 'I did something bad; therefore, I am bad.'
- Guilt is a useful feeling, but it comes and goes and can motivate repair and forgiveness. Shame is trickier and can become embedded in identity.
- Use a 'Bin it' strategy - write down something that you want to let go of. Now bin it, separate yourself from that habit or false thought.
- Write a 'future me' statement.
 - This term I will be someone who.....
 - The strategies that I will try to make a habit are....
 - Attribute that I pick for me are.....
- Support the child to understand that they will not always like everything and they can complete things that are not my preferred activities.
- Park It: Offer dedicated talk time to children that need to off-load or who are hyper focussed on a specific topic of interest. Give the child a ticket/note with the agreed time so they have a visual point of reference,

Brain understanding

- Explicitly teach children about their sympathetic nervous system and how it can become very sensitive and overwhelmed leading to fight, flight, freeze behaviours that are difficult to control.
- The 'My Hidden Chimp' workbook -Prof Steven Peters is a useful tool.
- Use the 'Flip your Lid' – hand model of the brain.
- Use the 1P + 3 Rs (Protect, Relate, Regulate, Reflect) model to inform an understanding of dysregulated behaviours.
- Use a visual ladder/thermometer for 'How Big is the problem?' (link to a 'Park it' strategy)
 - 5 – Super big problem – earthquake
 - 4- pretty big problem – been sick at school.
 - 3- middling problem – fell out with friend
 - 2- small problem – forgot PE kit.
 - 1 – no problems- all is well.
- Remember children will perceive their problems differently. A scale provides the opportunity to not overthink or catastrophise issues and to provide solutions and time to get things into perspective. What was a problem at 1.15pm Is it still a problem at 2.30pm?

Scripts

- Teach pupils how to use scripts with their peers.
 - 'When you.... (say unkind things) I feel..... (that you don't really want to be my friend) '
 - 'What I need is..... (for you to let me play with other people sometimes)'
 - 'I don't like it when you..... (say horrid things about other people in class)'

- For staff
 - 'I have noticed... (name behaviour) ...Do you remember the rule about.....? You were so... (Positive, engaged motivated) earlier. That is what I need to see now. Thanks for listening. Off you go.'

Transition Support

For children that leave the class for interventions and return outside of the rest of the class's transition - provide a table with low level activities e.g. jigsaw, drawing, sorting activity.

This enables the children to be engaged in something purposeful and slide back into the classroom in a graduated way when they are ready. It offers a solution to those children who return to class and intrude on the learning of others because they have finished or who are temporarily dysregulated while others are still engaged and learning.

References

- [Restorative conversation](#)
- ['My Hidden Chimp' workbook -Professor Steven Peters](#)
- [Trauma informed schools](#)
- ['flip your lid' - Hand Model of the Brain - Dr. Dan Siegel](#) –