



# **Working together to encourage good behaviour choices**



Parent Workshop

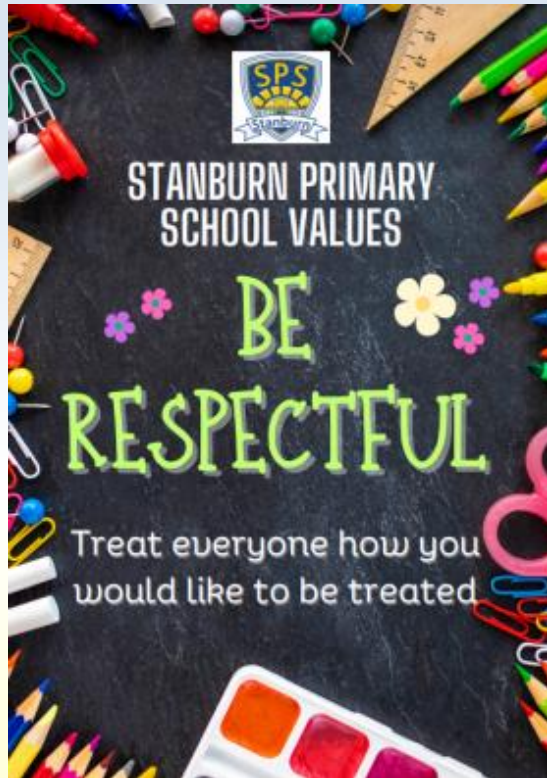


# Purpose

The purpose of this workshop  
is to build shared  
understanding and align home  
and school expectations.



# Our School Values





# Our Behaviour Policy



# Reflect and Reset



# What our policy does:

- Gives clear expectations for behaviour
- Explains what will happen if children make the wrong choice





# What our policy cannot do:

- Change behaviour immediately
- Stop poor choices from happening





## Emotional wellbeing is at the heart of our policy

- We focus on the positive
  - We focus on building relationships
  - We teach our children how to self-regulate through reflective thinking.
- 
- We adapt our approach, as we know our children





# Rewarding Good Behaviours



House Points



# Certificates



## Model Pupil Award

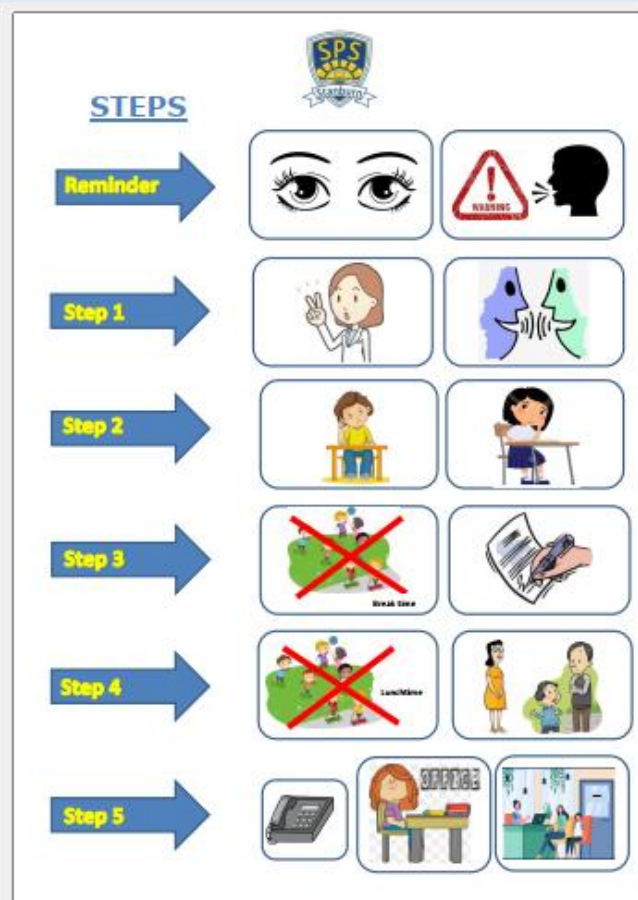




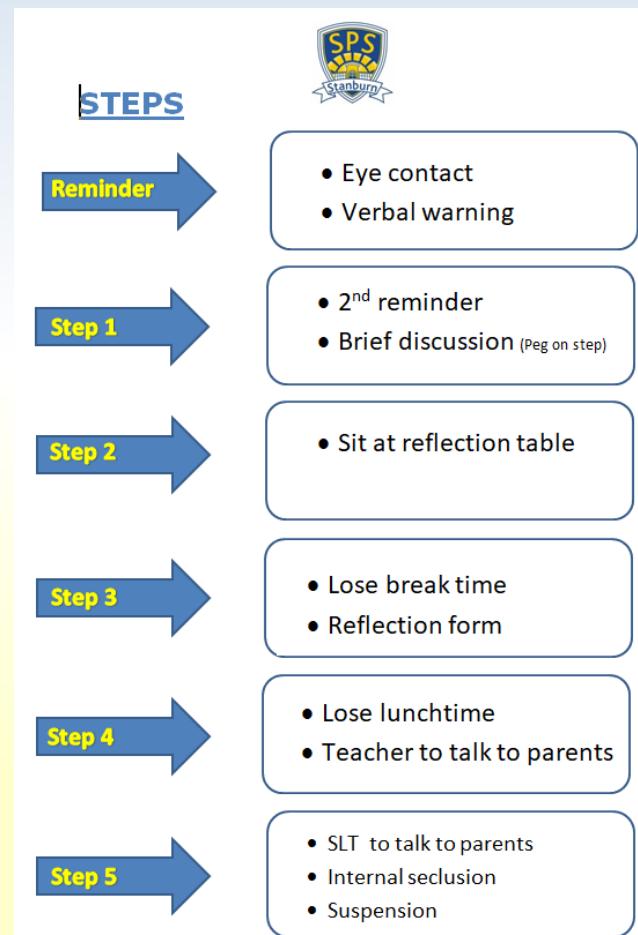
# When we see behaviour disrupting the learning:

## We use our 'Behaviour Steps'

### EYFS/ KS1 Visual STEPS



### KS2 STEPS



# Behaviours we have seen in Reception



- Lack of sharing/turn taking/compromising
- Using hands not words (e.g. snatching toys)
- Calling out
- Treating all adults with respect (not just the teachers)
- Inappropriate games during lunchtimes (e.g. 'Monsters')

**Common thread- Patience and waiting your turn!**

# How can Reception parents help at home?



- Collective decisions amongst parents e.g. birthdays
- Limit screen time (not eliminate)
- Think about what your child is watching on screens
- Talk, talk talk! e.g. meal times/car journeys
- Encourage your child to resolve conflicts with words
- Play turn taking games- make your child wait!
- Be strong and be consistent!

# **Behaviours we have seen in Year 1**

## **What is normal at this age?**

- Big emotions  
(Learning to recognise and manage their emotions)
- Acting before thinking  
(Learning how to control their impulses)
- Needing adult support to regulate  
(Learning to see things from others' perspective)

## **Our Non-Negotiables (At All Times)**

- Respect adults and peers
- Follow school rules
- Using kind hands and kind words
- Waiting patiently for their turn



# How can Year 1 parents help at home?

## How parents can help

- Talk about feelings and discuss strategies they can use to calm down.
- Support the school rules and consequences for negative attitudes and behaviour.
- Develop strong and predictable routines at home (bedtime, homework and screen time)
- Encourage independence and problem-solving
- Give praise for effort, kindness and making the right choices. (catch your child getting it right)

## Key Messages

Behaviour is communication – Not naughtiness.

Behaviour is part of learning.

Stanburn Staff and Parents are a team.

(When home and school give the same messages, our children not only thrive but are equipped to contribute positively to the world around them.)



## Behaviours we have seen specific to year 2

- Negative physical play
- Being impatient
- Name calling
- Calling out
- Answering back



# How can Year 2 Parents help?

## How parents can help

- Encourage children to wait
- Model appropriate conflict resolutions
- Less screen time at home
- Insist on children not interrupting and waiting their turn
- Model politeness - saying please and thank you





# Behaviours we have seen in Year 3

- Emotionally dysregulated
- Behaviour as a form of communication
- Attention seeking behaviour
- Playground- sharing equipment
- In Class- Focus and Concentration issues
  - Impatience
  - Shouting out
  - Short attention spans



# How can Year 3 parents help?

- Limit screen-time
- More traditional childhood games
- Mindfulness
- Breathing
- Let them be “bored”
- Clear, consistent boundaries and routines
- Model desired behaviour



# Behaviours we have seen in Year 4

- Sports related issues- sometimes becoming violent
- Inappropriate language e.g swearing
- Racist and homophobic remarks
- Arguing with adults/ being disrespectful
- Not following classroom rules
- Parents getting involved in issues- please allow investigations to be conducted by
- staff members
- Children carrying in items that are not school resources



# How can Year 4 parents support at home?

- Monitor your children online- language used, violence
- Model the behaviour we want to see
- Frequent reminders
- Respect everyone- golden rule
- Discuss directly with teacher
- Do not give into children's demands- they expect it at school!
- Be consistent

# Behaviours we have seen in Year 5

## What is Normal at This Age?

- Growing independence and testing boundaries
- Friendship issues affecting behaviour
- Talking at the wrong time / losing focus
- Big emotions when things feel unfair

Normal development, but **clear boundaries are essential**

## Our Non-Negotiables (At All Times)

- Respect adults, peers and property
- Follow instructions first time
- Keep everyone safe
- Use kind, appropriate language
- Stay on task and let others learn

# How can Year 5 parents support at home?



## Behaviours we have seen in Year 5

### How Parents Can Help

- Support school rules and consequences
- Keep strong routines (homework, bedtime, screens)
- Encourage independence and problem-solving
- Talk about feelings and calm choices
- Praise effort, kindness and honesty

### Key Message:

**When home and school give the same messages, children thrive.**

## **Behaviours we have seen in year 6:**

- Low-level disruption (calling out, chatting during input)
- Off-task behaviour during independent work
- Avoidance of challenging tasks (giving up quickly, saying “I can’t do this”)
- Lack of focus during transitions
- Increased peer conflict or arguments
- Attention-seeking behaviour (silly noises, distracting others)
- Resistance to instructions or talking back
- Inconsistent effort—strong start but poor follow-through
- Over Reliance on adults rather than attempting tasks independently
- Poor self-regulation when frustrated (sulking, shutting down)
- Copying work or rushing to finish without care
- Testing boundaries with adults as they seek independence





## How can Year 6 Parents help?

- **Keep routines consistent at home** (bedtime, homework, screen time) to help children stay calm and focused in school.
- **Speak positively about school, SATs, and secondary school**, reminding children that trying their best matters more than test results.
- **Encourage independence**, asking children to have a go and solve problems before stepping in to help.
- **Support school rules and expectations** so children get the same messages at home and at school.
- **Talk to school early if you have concerns**, so we can work together to support your child.

# A new problem for our times...

Most children are now used to:

- Instant dopamine from short videos
- Constant novelty and stimulation
- Little practice waiting or tolerating frustration



So they might lack self-regulation and communication skills, not **respect**.

# This results in...

**An increase in impulsiveness, impatience, and physically aggressive behaviours, especially those heavily influenced by fast-paced digital content (e.g. TikTok, games and short-form video like 'You tube shorts).**



# Excessive '*screen time*' for primary school aged pupils **negatively impacts:**

- cognitive skills (attention, memory, language)
- mental health (anxiety, depression, aggression)
- physical health (obesity, poor sleep, eye strain)
- social-emotional development (difficulty with emotional regulation, reduced social skills)



# Brain mode

Not all **screen time** affects the brain in the same way. Screens are just a **delivery method**.

What matters is **what the child's brain is doing while using them**.





# Purposeful v Recreational

| Purposeful                         | Recreational      |
|------------------------------------|-------------------|
| Online homework                    | Gaming            |
| Research                           | Social media      |
| Writing assignments                | YouTube/TikTok    |
| Educational platforms              | Streaming shows   |
| Watching a lesson and taking notes | Short-form videos |

# Brain State

| Purposeful   | Recreational   |
|--|--|
| Requires <b>effort, focus, and delayed reward</b>                              | High novelty, fast rewards   |
| Dopamine is released <b>slowly and in small amounts</b>                        | <b>Frequent dopamine spikes</b>  |
| Builds skills like persistence and self-control                                | Designed to keep the brain wanting “just one more”                                       |
| This type of screen use behaves more like reading a book or doing a worksheet. | This type of screen use is designed to stimulate the reward system, not to train effort. |



# Dopamine

Dopamine is a motivation chemical. (It isn't bad)

The problem is **how fast and how often it's released.**



- **Homework screens:** dopamine comes *after effort*
- **Leisure screens:** dopamine comes *before effort*

# So what can we do?

Children used to TikTok respond to **immediate, consistent** feedback

Best approach are consequences that are:

- **Immediate**
- **Short**
- **Predictable**



# Zero tolerance for physical aggression

Hitting, kicking, punching is communication.

We have clear rules. We teach replacement behaviours:

- Star hands
- Star Walking, No talking
- Count to 5, let it slide!
- Kind hands, kind feet, kind words



# Immediate graduated consequences

1. Immediate stop
2. Brief consequence - removed from activity
3. Reflect - Reset - Repair (apologise)



# High-frequency praise

Children shaped by digital reward systems respond well to frequent positive feedback.

We praise children for:

- Waiting
- Gentle hands
- Walking away
- Asking for help





# Positive Behaviours

It isn't about controlling screens — it's about reinforcing the behaviours we want to see more of. When children make **patient choices**, stick with **effort**, and **respect boundaries**, we notice, name, and reinforce those moments.

Every time **effort, patience, and respectful choices** is reinforced, the **brain pathways** that help children manage impulse and delay gratification is **strengthened** — on screens and beyond.”

Behaviour improves when structure is consistent,  
and relationships are strong.



Let's work together to build a shared understanding and align expectations between home and school.