



Working together to encourage good behaviour choices



Parent Workshop

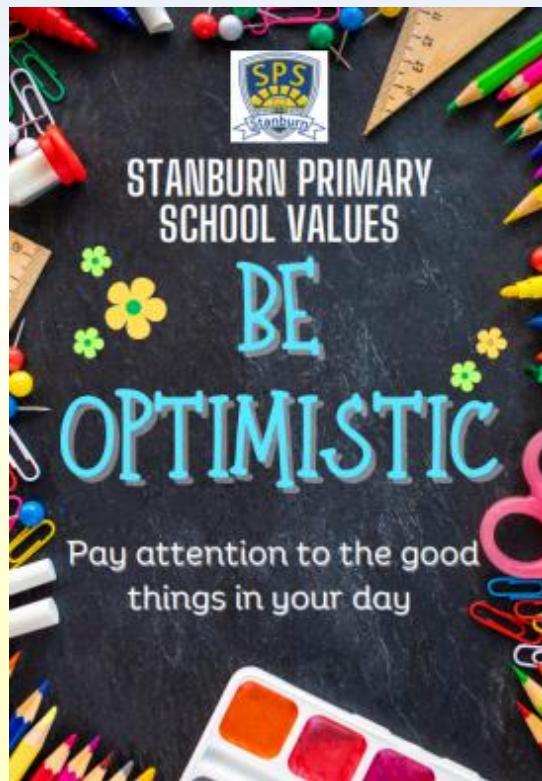
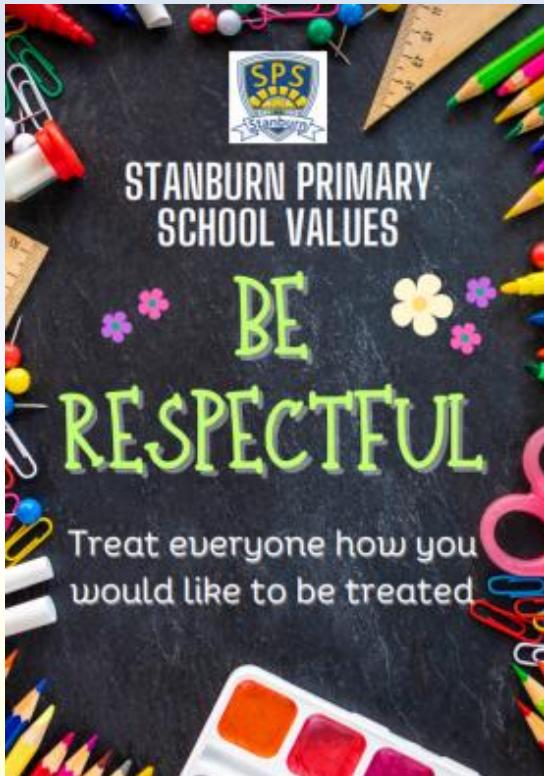


Purpose

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



Our School Values





Our Behaviour Policy

“

When you
start the day
with a smile,
great things
can happen.



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



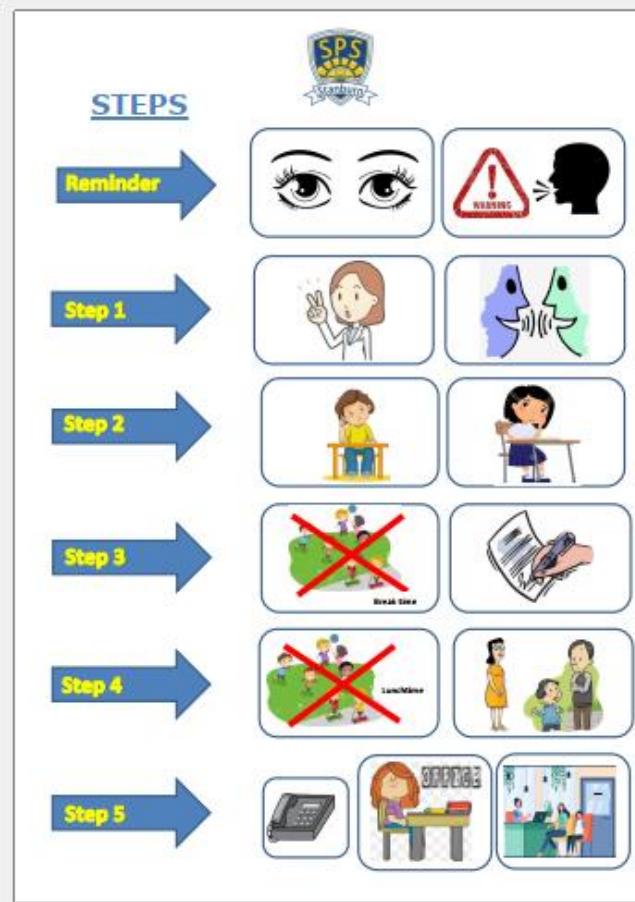
Model Pupil Award



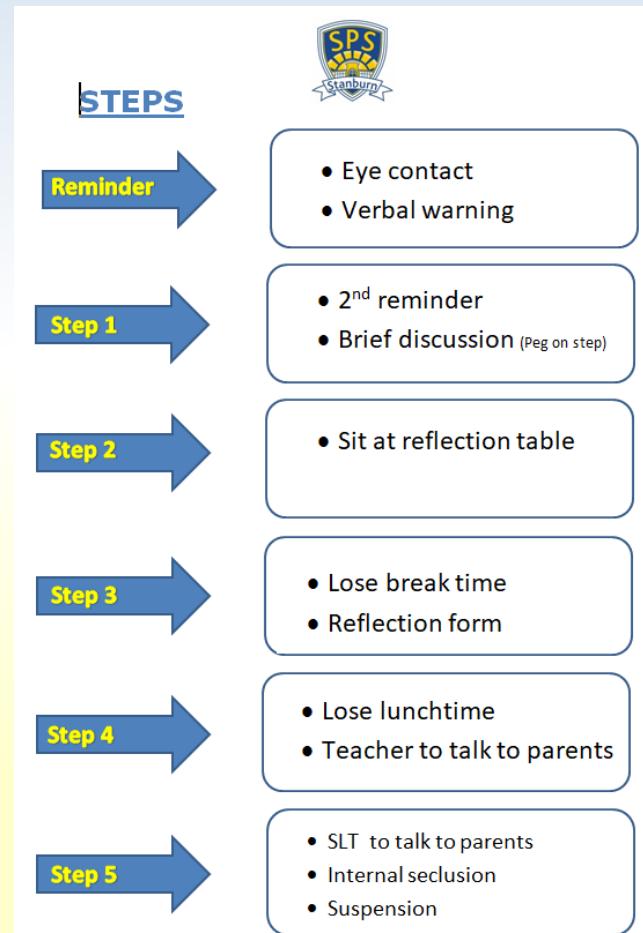
When we see behaviour disrupting the learning:

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

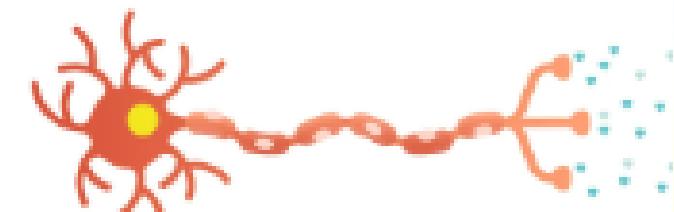
Purposeful	Recreational
Requires effort, focus, and delayed reward	High novelty, fast rewards
Dopamine is released slowly and in small amounts	Frequent dopamine spikes
Builds skills like persistence and self-control	Designed to keep the brain wanting “just one more”
This type of screen use behaves more 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.