

# Principles which guide our approach to behaviour management

at

## Woodgrange Infant school

As part of our approach to managing more challenging behaviour we work within the following principles

<b>We always aim ...</b>	<b>rather than</b>
<b>to create emotional safety through sensitive care tuned to child's needs</b>	using more authority, power or control
<b>to manage stress</b>	simply managing behaviour
<b>as adults to be responsible for holding the boundaries</b>	introduce more consequences for the child
<b>to have a flexible approach</b>	a rigid approach
<b>to focus on strengthening a child's internal controls</b>	imposing external controls that a child may not be developmentally ready for yet
<b>to include a child in a normal routine</b>	taken out of class
<b>to be responsive</b>	reactive
<b>to be preventative</b>	being crisis driven
<b>to base expectations and tasks on the emotional and social age of a child</b>	based on actual age
<b>to adapt the environment to the child</b>	expecting the child to adapt to the environment
<b>to identify and prepare for transitions- pre-empting triggers</b>	simply identifying transitions as an issue
<b>To think about the whole child</b>	focusing only on performance / outcomes of pupils
<b>to use a child's history to develop a framework in which we interpret behaviour</b>	a blank canvas approach
<b>to strengthen a child's sense of self</b>	making assumptions about a child's ability to manage feelings and stresses
<b>to use relational influence to create motivation</b>	using rewards (such as stickers) and sanctions
<b>to be curious and endeavour to understand</b>	being critical or judgemental