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Headteacher: Mr Ryan O'Hearn, BA (Hons)

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Dear Parents and Carers,

As we start our third week back, I hope the morning routines are becoming slightly easier and it's not feeling like such a shock to the system for children (and adults). Having said that, after dropping my son at breakfast club yesterday morning I then proceeded to walk, and then drive, off with his coat - so I'm sympathetic to things still being a work in progress.

### What does being 'pro-social' mean?

You will know from previous communication that we have updated our behaviour policy this year. One of the exciting changes has been the addition and focus that we are now having on what it means to be 'pro-social'.

The term 'pro-social' encompasses all behaviours that are positive, helpful and intended to benefit other people. We have been discussing this regularly with the children and celebrating positive examples which are seen around school. This is being done by awarding pro-social Effort Marks (the gold stickers in the Home School Planners) as well as awarding a pro-social star of the week certificate for someone in each class during our Friday celebration assemblies.

Examples of pro-social behaviours which we have been celebrating:

- Being a good friend – looking out for others and making sure they are included in games
- Following instructions at the first time of being asked to ensure that classrooms are a positive space for everyone to learn
- Children choosing to use litter pickers at lunch or break time to keep our school tidy
- Being respectful of others around the school – walking calmly and quietly around the building
- Demonstrating good table manners at lunch time – speaking at an appropriate volume, tucking our chairs under the table once we have finished, clearing away all of our rubbish



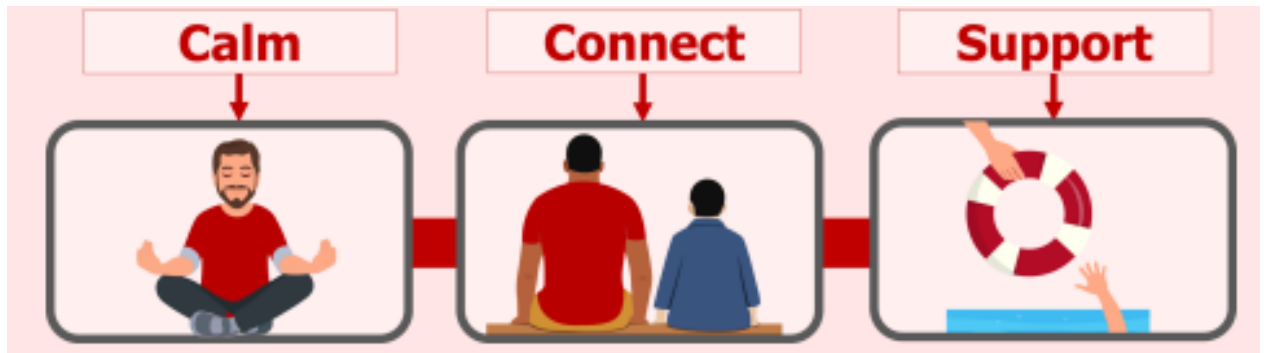
- Adults won't just give rules.
- They will work with children to agree how they would need to speak and act at different times for everyone to feel safe, content and able to learn.
- They will help children to think about their needs and the needs of others. This will mean that life in the classroom is: 'Good for me, good for you and good for everyone!'

## **'Coaching' for change**

Our behaviour policy uses the term 'coaching' to describe conversations which staff have with children to support them in unpicking behaviours which are unhelpful. These happens in a variety of ways.

### **Coaching prompts**

(1 to 2 minute conversations which happen 'in the moment')



- When children struggle to keep to what we agreed through the school expectations, adults will always try to stay calm and be kind.
- They will help children to feel cared for and supported, no matter what.
- They will try to see things from the child's point of view.
- They will help children to think of ways to feel good again so they can get back on track and do well through meeting the expectations.

### **Coaching Conversations**

(A 10minute conversation which will happen outside of lesson time)



- If children don't manage what was agreed (and receive 3 Coaching Prompts within a day), adults will always have a Coaching Conversation with them.
- They will wait until everyone is calm and can think clearly.
- In the Coaching Conversation, children will get a chance to say how things were for them. They will also hear how it was for others.
- Children will then be helped to problem-solve ways for it to be better for everyone next time.
- Children know that solutions may not work at first. They may also have to try different ones.
- Coaching Conversations will be recorded in the child's Home School Planner so that parents and carers are aware this has taken place

## Coaching time

(A 20minute session which will involve the child, the class teacher and a member of SLT)



- If children continue to struggle with meeting expectations (they have had three Coaching Conversations resulting in little change over a short period of time – around 2 weeks), adults will work with them through Coaching Time sessions.
- Coaching Time will help children to build their skills and find more helpful ways to fill their needs.
- Children know they will have to work hard and may have to give up their own time. They know this isn't a punishment – it is to help them to feel better so they can do better.
- The outcome of a Coaching Time session will be communicated with the child's parents or carers. The child will have a coaching slip which will have a clear target, details of support in place and a time frame for monitoring how the target is being met.

If you have any questions or want to know anything in more detail, in the first instance please refer to the behaviour policy. If having read the policy you still have questions, please don't hesitate in contacting the school.

Kind regards

Ryan O'Hearn