

# Ethos and Culture



## Managing Behaviour

September 2023

**WHEN THE  
ADULTS  
CHANGE  
EVERYTHING  
CHANGES** PAUL DIX  
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

Our journey so far.. ...

Many of the principles are the same as Therapeutic Thinking but on how but it gives practical, day-to-day, common-sense advice and guidance.

It focusses on pro-social behaviours, not making children feeling bad, not shaming, making children feel safe....

The key is CONSISTENCY, rooted in kindness!

We have spoken to other partner schools, who report positive outcomes.

# Consistency.....

- routed in kindness, not zero tolerance
- of rules..... This is how we do it here
- keep it simple .... Only a few rules that everyone can remember
- of adults approach.... Visible adult consistency
- of adult behaviour
- of routine

# Starting with Meet & Greet

- Every day from every teacher/adult at every door
- GREET a child – the first visible consistency - KINDNESS/WELCOMING/WARM.
- Sets the tone, quietly reinforcing the welcoming message every day – PREDICTABLE, CONSISTENT, RELENTLESS, KINDNESS – NURTURE
- It's starting to build a relationship

# Recognition Boards

- The classroom RECOGNITION BOARD
- Imagine a board filled with children's names for BEST CONDUCT – specifically spotted for showing effort, trying hard, working something out, sharing with a friend, helping someone to focus etc ...
- By shifting our focus and paying attention to the BEST CONDUCT, the culture will shift in classrooms and in the school.
- A recognition board is the simplest way to shift culture in classrooms. It doesn't prevent us dealing robustly with poor behaviour; it just means there is less of it.
- Advertising poor behaviour doesn't help , but routinely advertising the behaviour you do want does.
- RECOGNITION BOARDS – no names will appear on our walls/boards/charts for poor behaviour ...

# Recognition Boards

- It can be used to target behaviours we want to focus on e.g. Best conduct (general) or target certain behaviours - hands up, speak politely, one voice...
- When we see children demonstrating this behaviour well, we write their name on the board, adding tallies beside their name if needed.
- It's not intended to shower children with praise, collaborative strategy: we are a team, focused on one learning behaviour, moving forward.
- There is no material reward, the aim is to have all names on the board at the end of the session/day. Perhaps a whole class round of applause.
- If it is about effort not achievement, we can ALL try.

# Positive Note

- At the top of the hierarchy of recognition is the acknowledgement that communicates positive messages home.
- Positive note/phone call
- It sincerely recognises children who have gone over and above consistently in the last week or series of lessons.
- It marks a moment with a child. It makes children feel important for their effort not their poor behaviour.
- It communicates good news to the home and allows them to share or reward if they wish.
- We will still have celebration certificates on a Friday.
- Rewards will be class based – for the achievements of the class.

# Keystone Classroom Routines

- Keystone routines are the cogs at the centre of classroom practice.
- Class routines - **clear, precise and simple**
- They can be different in each class but they should be same structure each time.
- Everyone knows what is expected and ready to learn well



# Classroom Plan

reminder – caution – last chance – time out – repair

	Steps	Actions
1	Redirect	Gentle encouragement
2	Reminder	A reminder of clear expectations, delivered privately where possible. Repeat reminders if reasonable adjustments are necessary.
3	Caution	A clear verbal caution, delivered privately where possible, making them aware of their behaviour and outlining the consequences if they continue. Walk away and give take up time. Thank you as you leave.
4	Last Chance	Speak to the learner privately and offer a final opportunity to engage (30 second script intervention)
5	Time out	At this point learner is referred to another room for the remainder of the session.
6	Reparation	A restorative meeting should take place before the next session. This may be a quick chat or a more formal meeting.

# 30 Second Intervention

- We have introduced this, and we will be developing it together over time.
- For the 'tough' moments.
- We will try to limit the conversation around poor behaviour to around 30 seconds.
- The 30 second script takes practise and is about predictability and a repeated/clear message that says '*you own your behaviour; your poor behaviour does not deserve my time – you are better than the behaviour you are showing me today and I can prove it*'
- The key to the scripted response is the reminder of an example of their personal discipline/reminding them of previous good behaviour.
- '*Do you remember yesterday/last week when you helped me to tidy up/lead the line/gave me that excellent piece of writing/remember mum's face when she got that note/call? That is the David I know, that is the David I need to see today*'
- Leaving the interaction with a THANK YOU for listening at the right moment is key! Move away and leave them to make a choice about what to do next.

**I noticed you are** (having trouble getting started/wandering around the room/struggling with lining up will/finding it hard to work in a group)

**It was the rule about** (lining up/working quietly/staying in your seat) **that you have not followed**

**You have chosen to** (move to the back of the line/work alone for a while/sit close to me)

**Do you remember last week when you** (got started on your work before everyone else/worked in a group on that fabulous story/led our line because you were so sensible)

**This is who I need to see today**

**Thank you for listening** (give 'take up time' and walk away)

# Chaos of rules

- Too many rules and .....the children don't know them the adults don't know them
- READY, RESPECTFUL, SAFE – very simple and clean
- They can be weaved into most conversations.

# 30 Day Magic

- There is something special about 30 days.
- A few days after deciding to change habit it is all too easy to slip back into our old ways.
- A week or a fortnight is not enough to tell if a strategy or shift has had a positive impact.
- It may be things need to get worse before they get better.
- It may be early success won't sustain without drilling the routines for the full 30 days.
- It will grow, there will be places we stall, turn off, take an odd little track, maybe even make mistakes – but we will apologise where we need to, get back on track and keep focusing on the main road ahead and be relentlessly positive...
- It will take time; more staff training is scheduled to help develop and embed these concepts to their fullest. We are on the right tracks.