

Microscript– 30 second intervention.

A scripted intervention gives us the ability to know how a conversation starts, where it is going and allows us to withdraw gracefully.

I've noticed that....

You know the school rule...

Can you remember when....? (A time when they were praised, etc)

I expect you to..... Thank you.

OR

You own your behaviour, your poor behaviour does not deserve my time. You are better than the behaviour you are showing today.

Do you remember yesterday when...

Thank you for listening..

Restorative conversations.

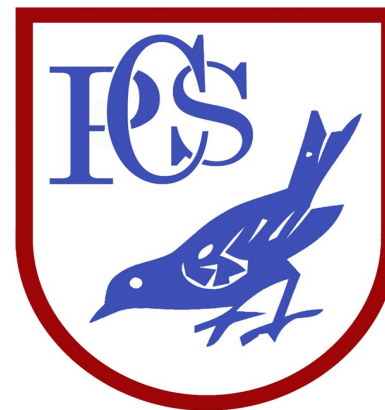
The Restorative 5(choose 5)

- ◆ What happened?
- ◆ What were you thinking at the time?
- ◆ What have you thought since?
- ◆ How did this make people feel?
- ◆ Who has been affected?
- ◆ How have they been affected?
- ◆ What should we do to put things right?

Remember:

Children need to be taught and re-taught expected behaviours.
More ferocious punishment does not result in better behaviour.
Good behaviour does not cancel out bad behaviour and vice versa-
they are each dealt with. They shouldn't earn something back- this
teaches them that there are no consequences to their actions.

Crooksbar Primary School.



Ready, Respectful, Safe.

**Behaviour Management is a team
sport– it needs a team discipline,**

“Culture does not change because we desire to change it.

Culture changes when the organization is transformed – the culture reflects the realities of people working together every-day.” Frances Hesselbein

‘Let’s stop waiting for the magic behaviour solution. It isn’t coming. The answer lies in the ability of adults to deliver behaviour policy and practice that is simple, effective and utterly consistent.’ Paul Dix

Adult Behaviour	Above & Beyond Behaviour	The Crooksbarrow Way
<ul style="list-style-type: none">◆ Welcoming, build relationships.◆ Calm, consistent and fair.◆ Give first attention to best conduct.◆ High expectations.◆ Recognise above and beyond behaviour.◆ Be relentlessly bothered.	<ul style="list-style-type: none">◆ Praise/Housepoints◆ Note Home◆ Recognition Board◆ Star of the Week◆ STARS Awards	<ul style="list-style-type: none">◆ Ready◆ Respectful◆ Safe

I care about you...I care about this lesson...and I am not going away.

Five Pillars of Pivotal Practice Underpinning Behaviour

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow-up.

Visible consistency is the key.

Consistent, calm behaviour creates a learning environment in which students can focus on learning. It builds trust and improves the pupil-adult relationship.

First attention to best conduct.

Look for children doing the right thing. You can never give too much praise. Thank them for doing what you expect, give housepoints– say clearly what it is you are pleased with so others know what you expect.

Relentless Routines.

Teach clear routines from the outset. Work hard on this and don’t ever stop. Simplify routines into three steps. Teach them, model them, recognise every child who follows them.

Scripting difficult interventions.

Performing the 30 second intervention well, takes a great deal of self-control to stop your emotions from creeping out. Reminding children of their good behaviour in the middle of dealing with their poor behaviour takes practice. Matching humility and certainty takes some emotional resilience on your part. Yet when everyone sees that poor behaviour is no longer rewarded, and that interventions are quick, efficient, and predictable, the classroom becomes a safer and less explosive place to learn.

Restorative Conversations.

Using restorative approaches as part of a planned response to relationship and/or discipline difficulties. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.