

I would beg colleagues not to do the rules lesson on the first day of term...
...students need high expectations, tight routines and essential rules drip-fed over time.

Delivering it all at once is as realistic as delivering the entire science curriculum in a double lesson. It is worth noting that children who have previously experienced authoritarian adults will not take easily to an overnight transformation.

Robert Nesta Quiet recognition is a beautiful thing;
Marley, one not everyone wants their efforts advertised.

good thing Predictability makes classrooms feel safe.
about Routines are central to this predictability.

kindness is Restorative work in schools is different.
that, when it It is more of a parenting conversation -
hits you, you short, predictable and never overwhelming.
feel no pain. It does not mirror the process used in custodial rehabilitation.

The trust- It is lovely to be in a classroom where praise is everywhere,
building, but it is more productive to be in a classroom where your efforts
lack of fear are sincerely recognised and your character is not in question.

or shouting, You might choose to display the classroom support plan, but it shouldn't
and certainty simply be a replacement for 'punishment steps'. It is more nuanced: less about trying to allocate punishment and
of response much more about giving support.

take time If you lay out a buffet of adult emotions,
and hard don't be surprised if some children want
work. to try everything on the table.

The shift in culture and climate comes from adults changing their behaviour and sustaining that change.

Try making coaching questions part of your intervention strategy for your pupils. The right one at the right time can develop a difficult conversation into a truly reflective one.

Persistence always pays off. Bake the three rules into the language of the school and you will have already come a long way. Just like a good restorative meeting, the best coaching conversations are not held interview-style across a desk.

Trying to script every moment of the school day. Scripts are not there to make micromanaged compliance routines more palatable. They are about getting around some difficult moments, not creating more problems.

Inclusive, relational and kind schools drive a fairer society.

Nobody has ever improved a child's outcomes by taking them out of the classroom and pointing out their faults.

The regular, consistent and proportionate use of positive notes remains the simplest & most impactful strategy to connect and reinforce success at school with home. Calm corridors

The point of the meet and greet is to make the children feel safe, not to make the adults feel awkward. If every interaction is an improvisation, it is easy to say things that, on reflection, you would have chosen to express another way.

The right place to start is with the most positive steps: the meet and greet, recognition boards and relentless routines. Spend time going through your behaviour plan with the adults who regularly work alongside you. It will be time worth investing. You might want to start with the classroom plan or with the values that sit behind it. The small stuff is important here: the tighter you are in the planning, the closer you will appear to be in front of the children. support every teacher and make for the calmest meet and greet.

Recognition is a guaranteed relationship builder. Rewards are hit or miss. ...we need to be slow to judge and ...it is critical that everyone keeps referencing the rules. our default mode must be kindness. They underline the boundaries every single time.

Children are laughed at for their answer, for their accent, for their colour, for their faith, for their sexual orientation, for their trainers, pencil case or mobile phone. Shame is alive and well in schools which don't actively work to root it out.

Shame is the bindweed of school and classroom climate.

When you meet teachers who are late converts they always wish they had converted sooner.

Micromanaged consistency breeds inconsistency because teachers resent the control and limitation.

The best training is often from the teacher next door.

Rebuild the positive climate every lesson, make a point of it and soon the children will bring it with them. That means:

- ⊗ Being on the doors.
- ⊗ Recognising the behaviour you want immediately.
- ⊗ Reminding them of the boundaries before setting off on each task.
- ⊗ Deliberately and persistently searching for positive behaviour.
- ⊗ Making sure the last thing they hear is a positive affirmation of the good things.

