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 To paraphrase Robert Nesta Marley, one good thing about kindness is that, when it hits you, you feel no pain. The trust-building, lack of fear or shouting, and certainty of response take time and hard work.

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.

Try scripting 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.

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

The point of the meet and greet is to make the children feel safe, not to make the adults feel awkward. The right place to start is with the most positive steps: the meet and greet, recognition boards and relentless routines.

Recognition is a guaranteed relationship builder. Rewards are hit or miss.

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.

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

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

The shift in culture and climate that change.

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