

AFTER THE ADULTS CHANGE

STUDY NOTES

CHAPTER 1 - EMOTIONALLY CONSISTENT TEACHING

1. Why do children need emotionally consistent adults?
2. What makes classrooms feel safe and how can you achieve this
3. What formula helps you remove emotion associated with your expectations and pupil behaviour?
4. Give 3 positive phrases you can use to start lessons
5. Give some examples of ways you can help pupils feel calm

CHAPTER 2 - RECOGNITION REVOLUTION

1. What should recognition be based on?
2. How can you stop recognition from becoming a reward?
3. What is Sticky Praise?
4. What are some of the benefits of peer led recognition?
5. How can you use recognition to improve school culture?
6. How can you rebuild a positive climate and when should you do it?

CHAPTER 3 - PROPORTIONATE AND PRODUCTIVE CONSEQUENCES

1. What are the consequences of unproportionate punishment on teachers, parents and learners?
2. What is the purpose of a classroom support plan?
3. What are the steps you will find in a classroom support plan?
4. What are the key principles of triage?
5. How can you support a colleague who is struggling with a child's behaviour?
6. What 3 words must you act upon should you ever have to use physical restraint?

CHAPTER 4 - RESTORATIVE PRACTICE, KINDNESS & SOFT POWER

1. Which behaviours or policies can be mislabelled as restorative?
2. What process can you use to manage disagreements between children?
3. What is take up time? How can adults use it effectively?
4. Describe a restorative conversation? What is its purpose, what might be said, what is a good setting for these conversations?
5. How can you limit stock responses from children?
6. How can you engage parents in restorative conversations?
7. What are the benefits of restorative practice?

CHAPTER 5 - COACHING IN THE RAIN

1. What is the purpose of emotional coaching?
2. When is a coaching conversation appropriate?
3. What phrases might you use when a child is in crisis?
4. What is the purpose of adult coaching?
5. What are the four things you should do when setting up a coaching group?
6. What makes a good emotional coach?

CHAPTER 6 - EXCLUSION ISN'T A BEHAVIOUR STRATEGY

1. What things can you try before removing a child from the classroom?
2. What is 'parking' and what makes it work?
3. What are the 6 nurture principles?
4. What can we learn from 'The Glasgow Model'?
5. What risks are associated with the use of internal provision?
6. What best practice can support the effective use of internal provision?
7. What are the risks associated with using isolation booths?

CHAPTER 7: SCRIPTING REFINED

1. How should you use 'three rules in three words'?
2. What types of activities or language could cause shame?
3. What type of language should be used in a behaviour policy and why does it matter?
4. Describe the resetting and returning routine used in two minute interventions?
5. Give three examples when using a pause is perfect

CHAPTER 8: LEADING LIKE A TORTOISE

1. What things should you avoid when implementing new policies or procedures?
2. What initiatives can you put in place to support the change to restorative practice?
3. What things should you teach children about behaviour?
4. What qualities should you look for in change champions?
5. How can you make an environment suitable for training?
6. How can you improve your behaviour policy?
7. How can you help governors and trustees learn more about?