



**Reflection Prompts Relating to:
'When the Adults Change,
Everything Changes'
By Paul Dix**

Chapter 1 (P1 - P18)

1) Why is it important for all school adults to deliver and implement our school's behaviour policy consistently?

2) On page 3, it states, 'It is a consistency rooted in kindness, not in the machismo of zero tolerance.' What does this mean?

3) A consistent approach to the meeting and greeting of pupils is essential. Explain why this is so.

4) Read 'Fantastic Walking' then explain how the head teacher achieved this from the 'pushing and shoving' that she experienced when she first took over as Head.

5) Read 'Grinding Out Consistency' and 'How Consistency Crumbles.' What does Paul Dix suggest we do if we witness inconsistency in implementing our school's behaviour policy?

Chapter 2 (P19 - P36)

1) Why must you fight the urge to respond emotionally to any negative behaviour displayed by a child, when in the presence of an audience?

2) Read 'A Tonne of Bricks' on page 23 then summarise the main message of this section.

3) Consider the following scenario:

A girl in your class refuses to complete any learning and continually disrupts others who are trying to learn. This continues on and off during the morning, however fifteen minutes before break time, she chooses to complete her learning to an acceptable standard. How, when and where would you address this with the child?

4) Read 'Behaviour Games' and consider Chelsea. Explain how Chelsea's behaviour was 'supported' during her time at school and how this has affected her in a negative way in later life.

5) Read, 'Nine Ways to Sharpen Your Recognition Board' and summarise the key ideas.

6) Read, 'Robert and the Skip.' As you read this chapter, you will think of many children who you teach in our school, that remind you of Robert. Explain a successful strategy you have used with the child that you think of and why you think that this strategy was/is successful.

Chapter 3 (P37 - P54)

1) Read 'Bribery' and 'The Drip Effect' then summarise the key messages.

2) Read 'Over and Above' and 'Testing' then reflect on a time when you have recognised a child who has gone over and above. State how you recognised their efforts and how this impacted on future behaviour/actions of the child.

3) What are the benefits of building emotional currency? Give some examples of how emotional currency can be developed (using either the examples from the book or from your own personal experiences within our school setting).

4) Read how Razwan's positive choices were recognised then consider how this benefited:

- a) Razwan?
- b) Razwan's peers?
- c) Razwan's parents?

5) Read the section based on Hot Chocolate Friday. How should you and your team decide on who is

invited to attend this special event and explain the importance of your joint decision.

6) Read 'Show You Belong.' Consider how we could use the same approach in our school. Think about the belongings which children might not produce in school e.g. their reading book, planner, P.E.kit, appropriate footwear etc. and suggest how we could use the same approach to encourage children to be more organised with their school equipment. Please remember to state the year group of the child that you use in your example as this will vary depending on the age of the child.

Chapter 4 (P55 - P72)

1) At the bottom of page 58, it states, 'But what they (expert teachers) have honed is a certainty around their expectations for behaviour that are expected, respected and unquestioned.' Consider what you have read on pages 55-58 and explain how this is achieved.

2) On page 60, Paul Dix states that his number one standard for positively managing behaviour is 'Being in control of yourself and your emotions before addressing poor behaviour.' Explain in your own words what this means and why it is so important. You could even give an example scenario to support your explanation.

3) Read 'Picking Up Your Own Tab.' Summarise the key message here and explain the importance for it. In your summary, ensure that you also reflect upon the two points made in relation to sending children to SLT.

4) Pages 62 and 63 highlight the 'Ten Steps to Certainty.' After considering the ten steps, choose a step or steps that, as a professional, you feel that you would benefit from focusing more on. Please state your chosen step(s) and explain what you plan to do in the future when managing negative behaviour in a positive way. positively managing behaviours.

5) Read pages 63, 64 & 65 and then summarise the key messages.

6) Read 'Testing' and then reflect upon why these seven steps are considered to have the most impact when shifting adult behaviour. You may wish to make reference to what you have read in chapter 4 to support your answer.

Chapter 5 (P73 - P88)

1) Read 'Going Too Far' summarise the important points with a focus on what this might look like in practice?

2) For each of the five 'Key Stone Routines' pick out 2-3 main points and describe why they are important as part of classroom routines and practices?

3) In the section 'Punctuality Problems' what were the 2 key factors which contributed to the solution in tackling lateness? What perpetual problems do you think we need to focus on as a whole school to improve behaviour? What can you do to improve this?

Chapter 6 (P89 - P105)

1) After reading the section 'Free Styling', summarise the main points.

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2) After reading the section, 'The 30 Second Intervention', have a go at writing your scripted response to a challenging situation which you might encounter in school.

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3) How would using a regular scripted response help to reduce unwanted behaviour?

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4) In the section, 'Advanced Assertiveness', Paul Dix states, 'Subtle adjustments in performance use more effective tools for behaviour management than the big stick strategy or even tasty carrots'. Record some examples of these effective strategies Paul Dix refers to.

5) In the section- 'A Difficult Proposition' - why was using scripted responses so successful? What strategies/actions were put in place to make it work?

Chapter 7 (P107 - P123)

1) In the section 'The Punishment Road' Paul Dix states 'Inflicting increasing severe punishment on vulnerable and damaged children is not just unfair, it is cruel'. Use this statement to justify what these children need to help improve their behaviour.

2) Read the section 'Excuses?' and then summarise the main points. How should this change your mind-set for the most challenging children in our school?

3) Write down 3 ways that you will use to manage 'Secondary Behaviours' next time you are dealing with this in school.

Scenario- A child has hurt another child on the playground and has been asked to come inside. They are in the Hub/KS1 Classroom storming around, throwing coats on the floor, kicking over furniture shouting aggressively, 'I didn't do anything'.

Which 3 strategies would you use to help manage these secondary behaviours?

4) Give an example of a restorative conversation which could be had with the child in the scenario above once the child was calm.

5) What are the benefits of 'Impositions' on staff and the child?

6) What are the benefits of 'Restorative Conversations VS Consequences'?

Chapter 8 (P125 - P141)

1) Paul Dix states about restorative conversations - 'The behaviour of the adult lies at the heart of it all'. State 5 things that we can do to ensure that our restorative conversations have the desired outcome.

2) The 'Restorative Five' is an action which we have already begun to implement in our school. Record a time when you have used the 'Restorative Five' Questions and the impact this had. If you haven't yet used these, explain what impact you think this will have on the child rather than giving a consequence. (KS1 staff to look at- Restorative Questions With Young Children)

3) In the section 'Picking Up Your Own Tab', what do you think the key messages are and is there anything that will change in your practice regarding this?

Chapter 9 (P141 - P159)

1) Imagine a situation where you have asked a child to do something and the child begins to answer back and become argumentative. Make a note of 3 phrases you could use to divert or reroute the child to the conversation that you really want and need to have.

2) List some gestures you could use to slow down a conversation and to encourage a calmer response.

3) What does Paul Dix mean when he says, 'Those who are addicted to attention should be refused celebrity status.'

4) Explain why Paul Dix says it is important for the adults to be 'unshockable'.

Chapter 10 (P161 - P176)

1) On page 167 Paul Dix describes the 5 pillars of practice that should underpin every behaviour policy in every school. Briefly describe what each means.

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

2) Paul Dix believes whole class punishments are ineffective. Explain why.

3). Our current 3 school rules are fairly simple but not as simple as the ones Paul Dix suggests - READY, RESPECTFUL, SAFE. What are your thoughts on these 3 school rules - do you think we should change to READY, RESPECTFUL, SAFE? (there are no wrong answers! The SLT welcome your honest thoughts on this)

Chapter 11 (P177 - P185)

1) On page 181 Paul Dix says, 'Children like Sean follow people first, then they follow the rules. If you

throw rules and punishment at Sean he will chew them up and spit them back at you with extraordinary skill. If you come to him with humility, respect and generosity he will eventually go anywhere for you.'

Dix uses this example of the teacher trying her best to learn how to manage Sean to prove his point that persistence pays off and that sticking at a strategy for 30 days will lead to results.

Whilst thinking about the children you will be working closely with next year, decide what your first 30 day pledge will be. You may want to link it to one of the 'five pillars of practice' from P167/168. Write it here and make yourself a visual reminder of it including your target date. Share your pledge with your colleagues especially those you will be working closely with from September. You may even want to agree to a shared pledge with your class team. We will return to this task in September.