

## The 5 Pillars of the Approach to Relationship Management

1. Manage your own behaviour
2. Focus on 'the 95%' of learners first
3. Teach routines relentlessly
4. Use scripted interventions
5. Restorative Approach

### Pillar 1: Manage your own approach to relationships

#### Consistent Adult Behaviour

- Be the role model – following the 3Bs (Be Ready, Be Respectful, Be Safe) & 3PS (Posture, Presentation, Participation) yourself!
- Never lose your temper
- Stay positive. A child should never know they have angered or annoyed you.
- Follow the processes for recording and reporting incidents. YOU are responsible for managing your approach to relationships and your class. Coaching is there if you need it- just ask
- Remember it is NOT a contest against children- there is no winning so pick your battles! Focus on the primary behaviour don't be distracted by the secondary behaviours.
- All adults must use the scripted restorative conversation when dealing with an incident (see Number 5)

### Pillar 2: Focus on 'the 95%' of learners first

#### Positive praise should be used where ever possible

- Consistent use of a Recognition board to reward those following the 3Bs (Pivotal school rules of Being Safe, Being Ready, Being Respectful and the 3Ps (Posture, Presentation and Participation).
- Remember those more challenging children may need it more often and for the smallest of things.

### Pillar 3: Teach routines relentlessly

#### Our routines

##### Meet & Greet:

- Greet every single child in your class with a 'Good Morning [say their name]' and smile (even the challenging children who take up a lot of your time). This starts the day off well for everyone! Children immediately sit at tables and complete given work – am: maths mind sprints, pm: everyone reading whilst teacher spends 15 mins on restorative conversations to address any lunch time incidents.

##### Lining up:

- Children should be in single file facing the front and presentable (Shirts tucked in, ties done properly etc.)
- Lead your class point to point from the middle or the back of the line, so you can always see the front and back of the line, NEVER put challenging children at the end of the line or together! Reduce the temptation to talk by carefully considering line order

##### Classroom Etiquette:

- Children should enter the classroom quietly and position themselves where they have been asked to be (on the carpet, at desks).

- When another adult enters the room and talks to children, they should communicate their learning clearly to them.
- Use non-verbal signals where ever possible... hand signals for children to stop-WAIT until all children have responded. Use 1, 2, 3 finger signals for children to: stand, push chair in, sit on carpet/ line up at the door/go to table.
- NO hands up policy- targeted questions using afl strategies.

## Pillar 4: Use scripted interventions

### The '30 second intervention'

#### Principles of interventions:

- Never make a judgement about a child
- Allow the child time to think/ calm down/talk. Do NOT take up silences with your voice
- Use a calm, kind and nurturing voice and watch your physical language
- Remind children that they are responsible for behaviour choices
- Focus on the primary behaviour (child asked to sit down (primary) - child does as asked but mutters/swears under their breath (secondary) and NOT the secondary. Praise the child if they obey, sanction the primary behaviour only.
- Use scripted interventions...

#### The '30 Second intervention':

- 'I have noticed that (you are having trouble...).....
- If you continue to... (Add behaviour).....you are not following the rule of .....
- The sanction will need to be.....
- Remember when you made good choice last week you (add good choices).....
- If you continue to..... Then you will need to.....'

#### OR

- 'I need to see you..... (Walk away from them; allow them time to time to decide what to do next).
- I'm going to give you x minutes to.....
- (Look around the room- catch someone following the rules)
- I have noticed that you are..... Well done for..... Thank you'.

## Pillar 5: Restorative Approach

### Dialogue, negotiation, repair, apology, reparation

- All adults MUST use the scripted restorative conversation when dealing with an incident around the school
- Conversations do not need to take long (2 mins) if you stick to the script, it is enough that the child has had that opportunity to share, reflect and make amends. They will also have the opportunity to repair the relationship at the same time.
- Some serious incidents may require removal of a child from the playground to another adult. A restorative conversation will still happen even if the child is to be given a sanction as a result of their behaviour choice

#### The Script:

- What has happened?
- Who has been affected?
- How have they been affected?
- What needs to happen to make things right?
- What will we do differently next time?
- Reaffirm commitment to the relationship between you and the child