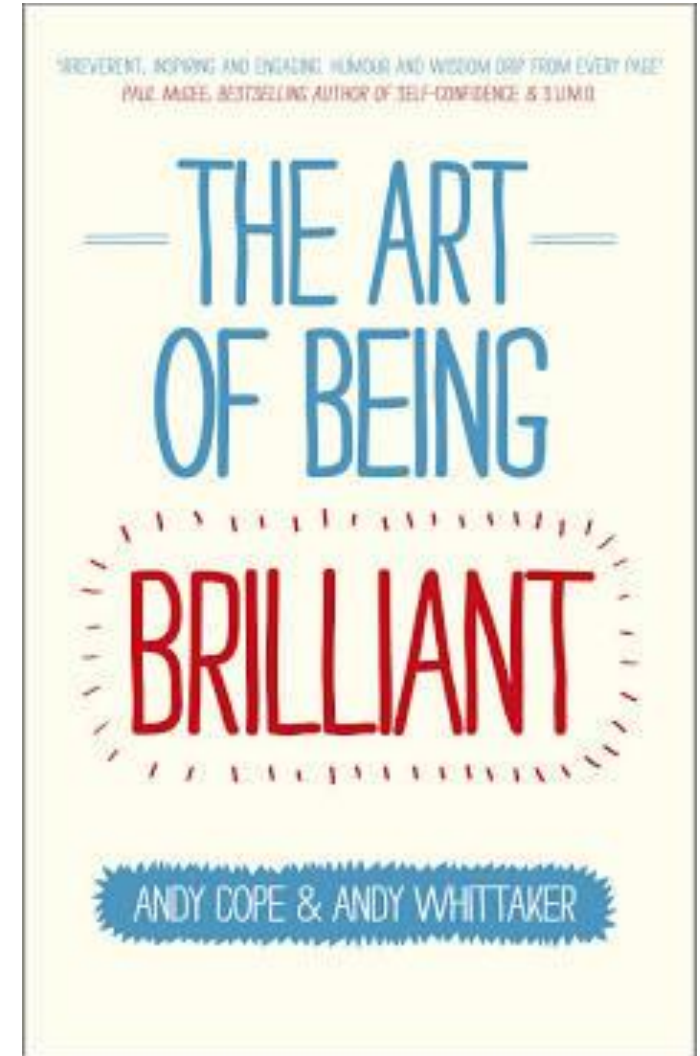
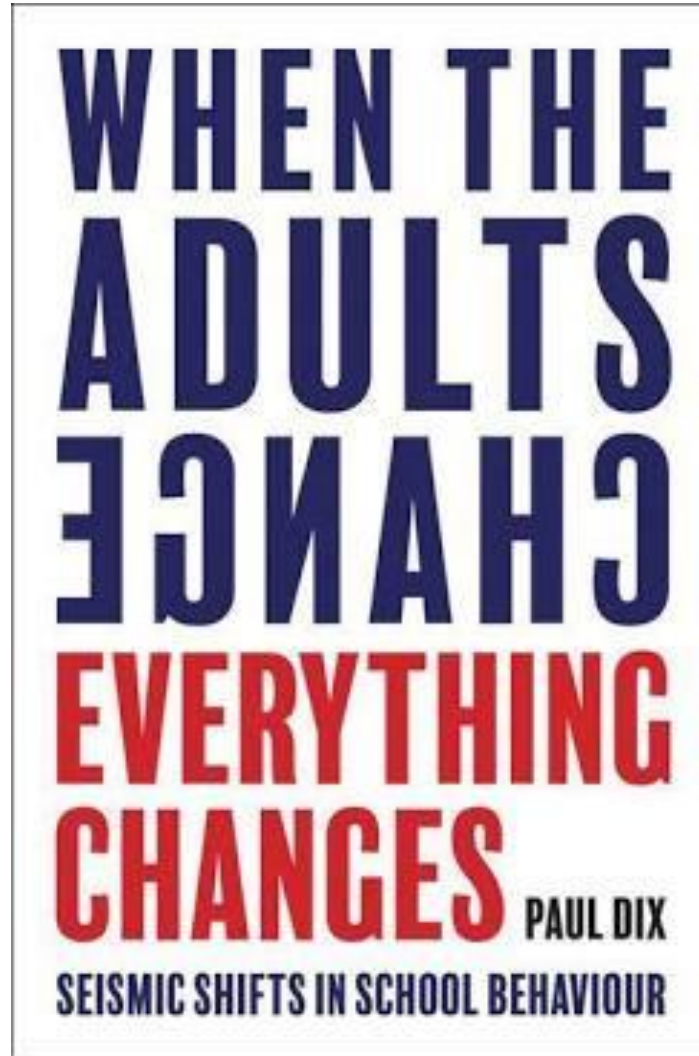




BRILLIANT BEHAVIOUR

Bures CEVC Primary

TWO GREAT BOOKS!



WHAT MAKES YOU
BEHAVE BADLY?





WHAT MAKES OUR CHILDREN BEHAVE BADLY?

ADVERSE CHILDHOOD EXPERIENCES

Abuse



Physical abuse



Sexual abuse



Verbal abuse



Emotional neglect



Physical neglect

Neglect

Growing up in a household where:



There are adults with alcohol and drug problems



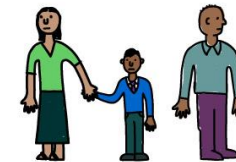
There are adults with mental health problems



There is domestic violence



There are adults who have spent time in prison



Parents have separated

ADVERSE CHILDHOOD EXPERIENCES

HOW DOES IT IMPACT THE LIVES OF YOUNG PEOPLE?

ACEs impact a child's development, their relationships with others, and increase the risk of engaging in health-harming behaviours, and experiencing poorer mental and physical health outcomes in adulthood. Compared with people with no ACEs, those with 4+ ACEs are:



2x

more likely to
binge drink and
have a poor diet



3x

more likely to
be a current
smoker



4x

more likely to have
low levels of mental
wellbeing & life satisfaction



5x

more likely
to have had
underage sex



6x

more likely to
have an unplanned
teenage pregnancy



7x

more likely
to have been
involved in violence



11x

more likely
to have used
illicit drugs



11x

more likely
to have been
incarcerated





HAIM GINOTT QUOTE

I am a decisive element in my classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. In all sets it is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised.

Ginnott (1972)

FIVE PILLARS

Consistent, calm adult behaviour

First attention for best conduct

Relentless routines

Scripting difficult interventions

Restorative follow-up

MEMBERS OF STAFF WHO MANAGE BEHAVIOUR WELL:

☐ Deliberately and persistently catch students doing the right thing and praise them in front of others

☐ Know their classes well and develop positive relationships with all students

☐ Relentlessly work to build mutual respect

☐ Remain calm and keep their emotion for when it is most appreciated by students

☐ Demonstrate unconditional care and compassion

FIRST ATTENTION FOR BEST CONDUCT

Recognition Board

Verbal and non-verbal praise.

Smiley faces.

Certificates.

Sending good work to other staff members for acknowledgement.

Phone calls home

Celebration assembly Awards

Whole class rewards.

Headteacher Awards.

Proximal Praise

SCHOOL RULES

Ready

Respectful

Responsible (Safe)

BEING READY

Wear your school uniform

Bring everything you need with you to school each day

Have the right equipment at the start of each lesson and show you are ready to get started

Listen carefully

Persevere even when work seems tricky

Be determined to do your best

Listen and learn from what your teachers and other pupils have to say

Play your part in making 'lovely lines'



BEING RESPECTFUL

Always use your marvellous manners

Let others go through doors ahead of you
(especially adults!)

Greet people positively

Speak kindly to everyone

Listen carefully

Do what trusted adults in school ask you to do



BEING RESPONSIBLE (SAFE!)

Walk smartly when inside school

Keep your hands and feet to yourself

Take care of our school - keep it tidy and litter free

Show equality and fairness in all you do

Be a positive role model to others

Follow all the safety rules you know when working online

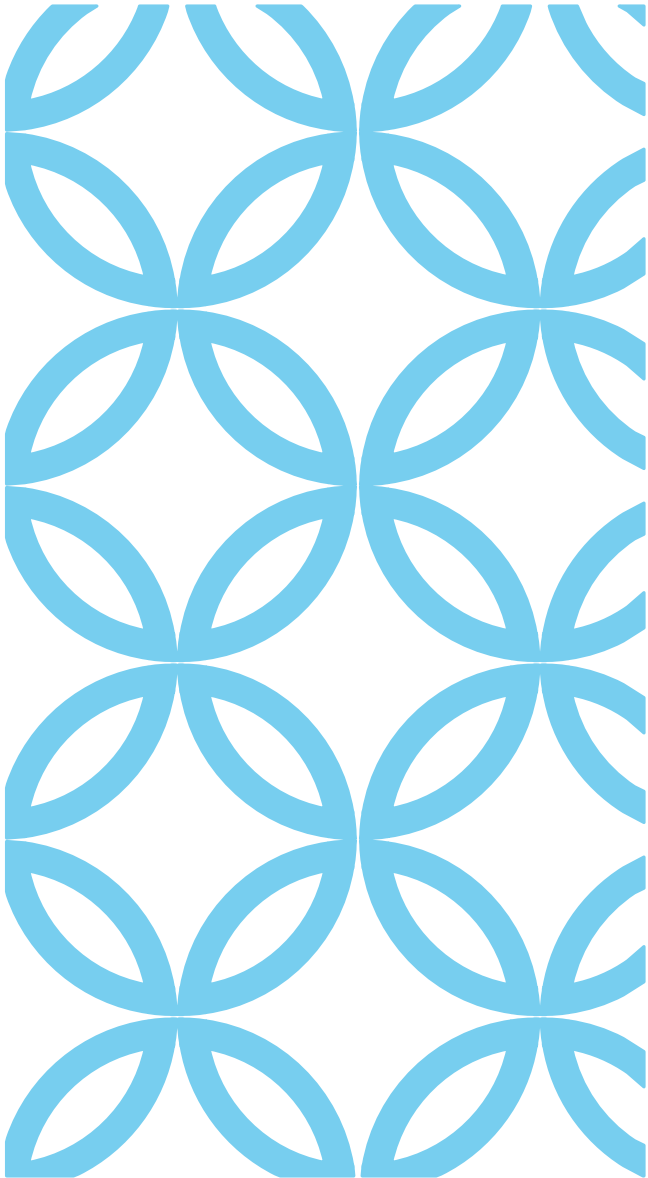
Talk to a trusted adult if you are worried about something



RELENTLESS ROUTINES

- Choose behaviour to focus on for 'recognition board' – e.g. 'answer when asked'
- Collecting pupils from the playground – 'Lovely Lines'
- 'Marvellous Manners'
- Getting the class silent and ready for instruction (SfA routines)
- Lolly Lotto / Random Choice / All Shout Out (no hands up!)





This is a type of intervention you would use when a pupil has ‘dug their heels in’. After trying a few small nudges, you aren’t getting anywhere and it’s time to turn to your pre-planned script. The script gives you a clear plan of how you can get into the interaction with the pupil, deliver your message and then get out, with your dignity and the child’s intact. The script gives you all you need to be sure you can make this positive intervention in no more than 30 seconds.

MICROSCRIPTS

MICROSCRIPTS

Reminder

Example – “I notice that you are running. You are breaking our school rule of being responsible (safe). Please walk. Thank you for listening!”

Warning

Example – “I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.”

Calming Time (TIME IN not TIME OUT!)

Example – “I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area / go to another room. I will come and speak to you in two minutes. Thank you for listening.”



WHAT DO YOU NEED?

When you have been hurt?



When you have hurt someone else?



RESTORATIVE FOLLOW-UP

Questions for discussion

1. What happened?* (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?*
5. Who has been affected? What should we do to put things right?* How can we do things differently?

(R/KS1 * / KS2 – Use all)

Which Mindset Are You?

Read each statement about intelligence and decide and circle your response

1. Your intelligence is something very basic about you that you can't change very much

Strongly agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
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2. You can learn new things but you can't really change how intelligent you are

Strongly agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
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3. No matter how much intelligence you have, you can always change it quite a bit

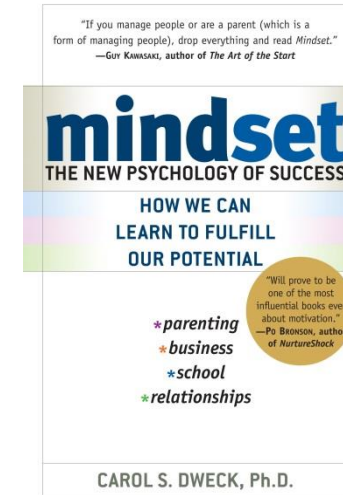
Strongly agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
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4. You can substantially change how intelligent you are

Strongly agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
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CAROL DWECK'S SELF THEORIES

- Carol Dweck has conducted research over the last 35 years with children and young adults.
- She is particularly interested in how pupils view themselves as learners.
- Their self-theory is likely to have a major effect on their self belief, motivation to learn and resilience.
- Her theory is simple yet profound.
- Her research is world renowned and adopted by parents, teachers, business leaders, relationship experts and sports coaches.



Fixed Mindset	Growth Mindset
 <p>Intelligence is static.</p> <p>I must look clever!</p>	<p>Intelligence is expandable.</p> <p>I want to learn more!</p> 
Avoids challenges	Embraces challenges
Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
<p>Ignores useful criticism</p> 	<p>Learns from criticism</p> 
<i>Likely to plateau early and achieve less than full potential</i>	<i>Reaches ever higher levels of achievement</i>

Fixed mindset labels:

Smart

Cute

Great

Fast

Best

Pretty

Well behaved

Amazing

The best

Better than.....

PRAISE EFFORT, PERSEVERANCE, MOTIVATION AND STRATEGIES – PROCESS PRAISE

Well done – you're learning to

Good – it's making you think – that's how your brain is growing!

Every time you practice, you're making the connections in your brain stronger.

Be brave. Have another go. Maybe this time you could.....

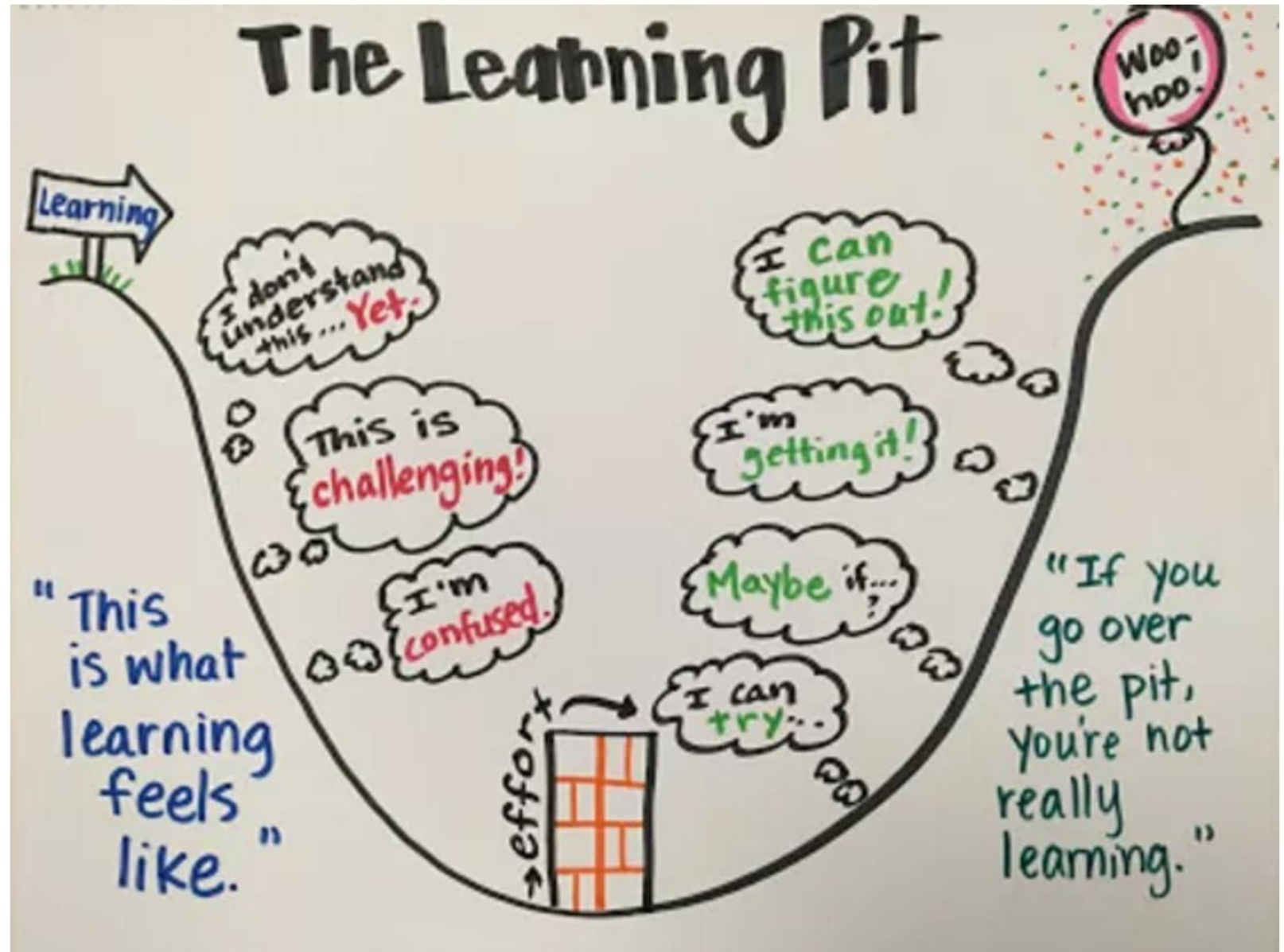
You've worked hard on this and you've succeeded because of.....x,y,z (success criteria)

That picture has so many beautiful colours. Tell me about them.

You can use this mistake. Think about why it didn't work and learn from it.

Our language tells children what we believe and what we value.

OPPORTUNITIES TO STRUGGLE



ENCOURAGE POSITIVE SELF TALK



Yet(i)

GROWTH MINDSET HANDOUTS!

MY GROWTH MINDSET STATEMENTS

I can CHANGE my MINDSET with my WORDS!



INSTEAD OF:

I CAN SAY:

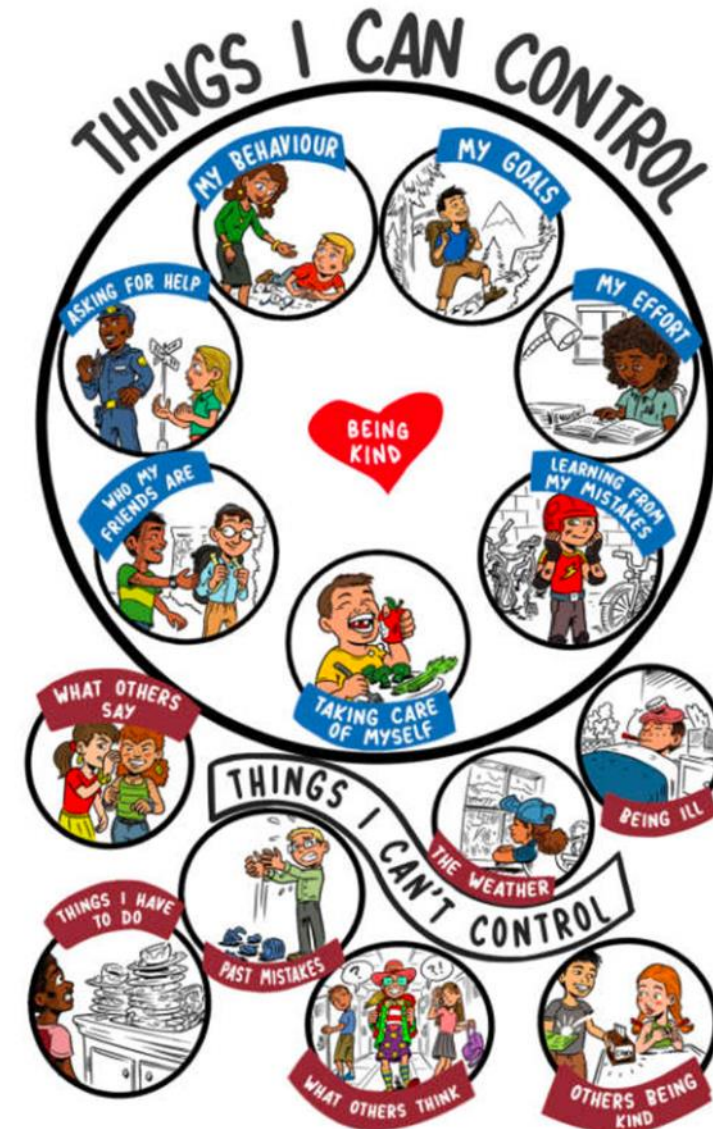


- | | |
|------------------------------------|--|
| I am not good at this. | ● I am not good at this YET, but I will learn. |
| I am great at this. | ● I practised and learned how to do this. |
| This is too hard. | ● This will need effort and finding the right strategy. |
| This is too easy. | ● How can I make this more challenging? |
| I am afraid I will make a mistake. | ● When I make a mistake, I will learn from it and get better. |
| I give up. | ● I will succeed if I make an effort and find a better strategy. |
| I can't do this. | ● I need some feedback and help from others. |
| This is good enough. | ● Is it my best work? Can I improve it? |
| I won't try because I might fail. | ● If I fail, I can try again until I succeed. |
| I am not as smart as my friend. | ● I am in charge of how smart I am because I can grow my brain by learning difficult things! |

Big Life Journal - biglifejournal.com

10 GROWTH MINDSET conversation starters

1. What did you do today that made you **think hard**?
2. What **challenge** or **problem** have you worked on today?
3. Can you think of something **new** you tried today? What was it?
4. Was there anything that made you feel stuck today? ... Super! What **other ways** might there be to solve this?
5. What did you **learn** outside of school today?
6. Can you think of a **mistake** you made today? ... Super! How can you use this mistake to **do better** next time?
7. Is there anything you are struggling with? ... Excellent! What **new strategies** can you try next?
8. Can you think of something you could have done better today? ... Super! Who can you **ask feedback** from to make it better?
9. What would you like to **become better at**?
10. Did you do anything today that was easy for you? ... How can you make this **more challenging**?



PARENT'S GUIDE TO A GROWTH MINDSET

*"Your brain is like a muscle. when you learn, your brain grows.
The feeling of this being hard is the feeling of your brain growing!"*

PRAISE FOR



EFFORT
STRATEGIES
PROGRESS
HARD WORK
PERSISTENCE
RISING TO A CHALLENGE
LEARNING FROM A MISTAKE

NOT FOR

TALENT
BEING SMART
BORN GIFTED
FIXED ABILITIES
NOT MAKING MISTAKES

THE POWER OF "NOT YET" SAY

"YOU CAN'T DO IT YET."
"YOU DON'T KNOW IT YET."
"BUT IF YOU LEARN AND
PRACTICE, YOU WILL!"

BRAIN can GROW



VS



FAILURES AND MISTAKES = LEARNING

SAY

"MISTAKES HELP YOU IMPROVE."
"YOU CAN LEARN FROM YOUR MISTAKES."
"LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

RECOGNISE YOUR OWN MINDSET

BE MINDFUL OF YOUR
OWN THINKING AND THE
MESSAGES YOU SEND
WITH YOUR WORDS AND
ACTIONS.



ASK

WHAT DID YOU DO TODAY
THAT MADE YOU REALLY
THINK?

"WHAT NEW STRATEGIES
DID YOU TRY?"

"WHAT MISTAKE DID YOU
MAKE THAT TAUGHT YOU
SOMETHING?"

"WHAT DID YOU TRY
HARD AT TODAY?"