



CONVERSATION POWER

School 'mentors'
 (SLT/teachers/TAs) have a positive conversation with key identified pupils twice a week. Celebrate success and talk through any concerns THEY raise. Ask about their work and their friendships in school.

Lunchtime table conversations
 Staff members eat with pupils in the dinner hall once a week and have conversations with them modelling good conversation, good manners & showing we are bothered about them.

Community 'mentors'
 (e.g. role model dads, mums, older teenagers, college students, volunteers, grandparents) coming in to school for a 'brew' and chat to key identified pupils.

Conversation enabling activities
 at least once a week in class (boys prefer 'alongside' talking rather than direct face to face talking about their emotions) e.g. construction, hands on, DT, art/craft, wet-playtime, Golden Time, board game time, 'continuous provision' (1:1 or small group INFORMAL)



Playground adult interactions
 Adults on duty to aim to have 3 positive conversations with 3 different pupils each playtime – target key children. Not just supervising and watching but talking meaningfully with the children in a positive way. Building relationship & showing we care.



The power of 'Botheredness'

Positive conversations with parents/carers
 Regularly model to pupils what good adult conversation looks like by talking positively and politely with their parents and involve the pupil as well (also supports the parent/carer)

Emotion coaching
 (highly skilled adult interaction with pupils who are in the midst of challenging emotions) It uses moments of heightened emotion and resulting behaviour to guide and teach the pupil about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.