



**Shaw  
Education  
Trust**



# **Waterside Primary School Behaviour and Relationships Policy**

**Procedure Originator:** L Willis

**Approved by:** Academy Council

**Date Approved:** May 2023

## Our Rules

Be Ready, Be Respectful and Be Safe

### The Waterside Way - Characteristics of Learning

**Respect, Excellence, Friendship, Courage,  
Determination, Inspiration, Equality.**

#### **1. Introduction**

Waterside Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

**The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.**

#### **2. Our Core Beliefs**

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment

#### **3. Aims**

Through this policy we aim to:

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.
- Teach strategies for children to solve conflicts peacefully.

- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- Enable children to recognise, understand and respond to a range of feelings.
- Develop vocabulary to enable children to express feelings verbally rather than physically.
- Promote equal opportunities and instill a positive attitude towards differences.
- Promote an ethos of peer support.
- Ensure the atmosphere in the classroom environment is conducive to learning.
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

#### **4. Purpose**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behavior through positive interventions

#### **5. Behaviour for Learning: The Waterside Way**

Be **Ready**, Be **Respectful** and Be **Safe**

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules, relentless routines* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has three simple rules: '**Be Ready, Be Respectful and Be Safe**', generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules, and our characteristics of effective learning (**Respect, Excellence, Friendship, Courage, Determination, Inspiration, Equality.**) are displayed in each classroom, and are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

#### **6. Roles and Responsibilities:**

*'The culture is set by the way the adults behave.'* Paul Dix, 2017

All adults in the school are responsible for the consistent reinforcement of the behaviour policy.

Senior leaders and Governors are responsible for supporting staff to implement the policy.

Parents are responsible for supporting the school's behaviour policy by reinforcing key messages at home, helping children to complete 'uncompleted' work at home and providing a positive role model.

#### **All Staff will:**

- Meet and greet at the classroom door.

- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Focus on effort not achievement.
- Celebrate when children go above and beyond expectations.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Never ignore or walk past children whose behaviour does not meet our expectations.
- 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.
- Demonstrate unconditional care and compassion.

#### **All Senior Leaders will:**

- Be visible by routinely engaging with pupils, parents and staff
- Maintaining the behavior culture and environment where everyone feels safe and supported
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Make sure that all new staff are inducted clearly into the school's behavior culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school
- Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour and relationships policy.
- Ensure that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

#### **All Pupils will:**

- Be made aware of the school behaviour standards, expectations, pastoral support and consequence processes
- Understand that they have a duty to follow the school behaviour and relationships policy
- Uphold the school rules and characteristics of learning
- Treat others with consideration and respect
- Do their best and let others learn
- Follow instructions from teachers and other staff
- Support and encourage each other
- Take responsibility for their own actions
- Care for and take pride in the environment of the school
- Sort out difficulties appropriately, seeking adult help if needed

#### **All Parents/Carers will:**

- Familiarise themselves with the Waterside Primary School behaviour and relationships policy
- Where possible, take part in the life of the school and its culture
- Support the high expectations set by the school by understanding and reinforcing the school language as much as possible

- Work collaboratively with school so that children receive consistent messages about required behaviour at school, on their journeys to and from school, when representing the school or wearing the school uniform
- Support the implementation of the school behaviour and relationships policy if consequences have been issued to a child by a member of school staff
- Contact the Class Teacher, in the first instance, if there are any concerns
- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day
- Share in the concern about standards of behaviour generally
- Support the work of the school as staff seek to support the while family

At Waterside, active parental involvement is welcomed, appreciated and deliberately encouraged in order to achieve the above points.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

## **7. Rewards**

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Recognition of good behaviour, achievement, attainment, kindness etc. come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Specific rewards include:

- Name on the recognition board in the classroom.
- A note home.
- Dojo points
- An individual token award e.g. Sticker.
- A visit to another member of staff for positive commendation.
- A public word of praise in front of a group, class, key stage or the school.
- School Certificates and awards, formally presented.

## **Above and Beyond Recognition**

Good behaviour is recognised sincerely through class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The target behaviours are linked to the Waterside Characteristics of Effective Learning. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practice.

Children are praised publicly and reprimanded in private.

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences.

## **8. Stepped Sanctions**

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

### **Steps for dealing with poor behavior:**

#### **Reminder, Caution, Restorative Conversation, Consequence, Repairing Conversation, Phase Leader Intervention, Senior Leader Intervention**

- **Reminder** - of the three rules, repeat as necessary.
- **Caution** - deliver in private if possible, make the child aware of his/her behaviour and clearly outline consequence if he/she continues e.g. having time out. Use phrase "Stop, think.... Make the right choice. "
- **Restorative conversation** - Speak to the child in private, give him/her a final opportunity to engage. Offer him/her a positive choice to do and use the micro script (see Behaviour Blueprint). The two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, and it cannot be removed reduced or substituted.
- **Consequence** – If the child hasn't engaged after the third reminder he/she needs a 5 minute time out this is a few minutes for the child to think about his/her behaviour and calm down. This could also be time owed or homework given for any uncompleted work during the school day due to the child's behaviour choices or pay it back.  
Followed by:
  - **Repairing Conversation** – this might be a quick chat at break time in the playground or more formal meeting. (See repairing questions)
  - **Phase Leader Intervention** – Repairing questions asked and parents contacted.
  - **Senior Leader Intervention** – Repairing questions asked and a formal meeting with parents held.

### **Restorative Conversations**

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the three questions underlined should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

### **Persistent Poor Behaviour**

Repeated poor behavior (3 or more repairing conversations in a week) the Phase Leader will hold a meeting with the child's Class Teacher and Parents. The Phase Leader will then continue to monitor the child's behaviour.

If there are 3 or more Phase Leader Interventions in a week or over a period of time, Senior Leaders will hold a formal meeting with Parents. Senior Leaders will then continue to monitor the child's behaviour.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour-class teachers will work in conjunction with parents/carers, SLT, SENDCo and the pastoral team to devise an individual support plan.

### **Uncompleted Work**

Any work which is not completed due to poor behaviour choices, will be sent home with an "uncompleted work" slip to be completed by the next day. If this does not happen it will be completed in school at break or lunchtime. We hope that all parents will work in partnership with us.

### **9. Serious Behaviour Incidents**

Serious Incidents include:

- Bullying
- Fighting
- Inappropriate language
- Physical/Verbal attack on staff
- Racism

Any of these behaviours will result in an instant move to Phase Leader Intervention (see above) as well as an additional sanction specific to the child and behavior which will be decided by the class teacher in conjunction with SLT.

Serious Incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headteacher or a member of SLT).

### **10. Bullying**

At Waterside Primary School, we are aware that pupils may be bullied in our school as with any educational setting. We recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our pupils. The

In line with the **Equality Act 2010**, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relationships between people who share a protected characteristic and people who do not share it

At Waterside Primary School, we are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

### **Bullying definition at Waterside Primary:**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group and where the relationship involves an imbalance of power.

Bullying is, therefore:

- Persistent
- With Intent
- And an imbalance of power

### **11. Child on child abuse**

Child on child abuse is any form of abuse that intends to hurt others.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Up skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

#### **Keeping Children Safe in Education (KCSiE), 2022**

It could happen within children’s relationships, friendships or within wider peer associations. Everybody at Waterside Primary School is committed to the prevention, early identification and appropriate management of child on child abuse.

At Waterside Primary School, we recognise that it is essential for all of our staff to maintain the attitude of ‘it could happen here’ and to understand the importance of challenging inappropriate behaviours between peers that are abusive in nature.

“Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.”

#### **Keeping Children Safe in Education (KCSiE), 2022**

All concerns around child on child abuse will be taken seriously, reported, investigated, recorded and managed in line with the procedures outlined in our Safeguarding and Child Protection Policy. Staff will follow guidance in this policy to respond to incidents of child on child abuse and they will do this immediately and sensitively. Staff will talk to children in a calm and consistent manner; they will not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. Staff members responding to such



incidents will alert the DSL or DDSL by speaking to them face-to-face where possible. It is the responsibility of the member of staff who is the first responder to ensure that the incident is logged. Any concerns raised regarding child on child abuse will be raised with any relevant parties.

## **12. Pupils with SEND**

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's learning passport.

## **13. Support agencies**

If behavioural difficulties continue the Head, SLT, SENDCo or Pastoral Team will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Autism and Social Communication Team or other agencies that offer support for pupils and families.

## **14. Exclusions**

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent exclusion will always be a last resort and the school will endeavor to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

## **15. Application and scope of this policy**

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

## **16. Monitoring & Evaluation**

The school's Leadership Team will monitor the effectiveness of the policy at least once every two years and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken



# Behaviour Blueprint



### Adult Behaviour

- Calm, consistent and fair
- Give first attention to best conduct
- High expectations
- Recognise "Over & Above Behaviour"
- Relentlessly bothered
- Show a strong presence within the classroom

### Over & Above Behaviour

- Praise
- Postcards Home
- Phone call Home
- Dojo Points
- Recognition Board/ Display
- Celebration Assembly
- Brilliant Award-consistently "Over & Above"
- Reward Time

### The Waterside Way

- Be Ready
- Be Respectful
- Be Safe

### Characteristics of Learning

**Respect, Excellence, Friendship, Courage, Determination, Inspiration, Equality.**

### Stepped Sanctions- In private

- **Step 1 - Reminder of Rule** - repeat as necessary
- **Step 2 - Caution** - "Think carefully about your next step." "Stop, think .... Make the right choice."
- **Step 3 - Restorative Conversation** - use 30 second scripted intervention. -1 Dojo point for being Unsafe, Unprepared, or Disrespectful.
- **Step 4 (Part 1) - Consequence** - cool off time, time owed or homework given, pay it back. -1 Dojo point for being Unsafe, Unprepared or Disrespectful.
- **Step 4 (Part 2) - Repairing Conversation** - questions asked.
- **Step 5 - Phase Leader Intervention** - Parental involvement. -1 Dojo point for being Unsafe, Unprepared or Disrespectful. Repairing Conversation.
- **Step 6 - Senior Leader Intervention** - Parental involvement. -1 Dojo point for being Unsafe, Unprepared or Disrespectful. Repairing Conversation

### Serious Incidents

**Bullying, fighting, inappropriate language, physical/verbal attack on staff, racism.**

Straight to Step 5 above, with an additional restorative conversation with Phase Leader and a phone call or conversation with parents. Senior Leadership will be notified.

### 30 second scripted intervention

**I have noticed that** you are ... (having trouble getting started, getting settled etc.) right now.

**At Waterside, we are** ... (refer to the three school rules - ready, respectful and safe.)

**Because of that, you need to** ... (refer to positive strategies.)

**Do you remember earlier/yesterday/last week when you** ... (refer to previous positive behaviour) and how that made you feel?

**That is who I need to see today** ...

**Thank you for listening** ... (then give the child some 'take up' time and walk away.)

### Restorative Questions

**What has happened?**

**What were you thinking/feeling at the time?**

**What have you thought since?**

**How did this make people feel?**

**Who has been affected by the actions?**

**How have they been affected?**

**What needs to be done to make things right?**

**How can we do things differently in the future?**

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.

### Uncompleted Work

If work has not been completed during morning lessons, the pupil will complete their learning during their break or lunch break.

If work has not been completed during afternoon lessons, the pupil will take their learning home and it will be completed that evening, countersigned by parent/carer and returned first thing.

## Appendix B: Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> <li>• To be able to learn to the best of their ability.</li> <li>• To be treated with consideration and respect.</li> <li>• To be listened to by the adults in the school.</li> <li>• To know what is expected of them.</li> <li>• To feel safe.</li> <li>• To be treated fairly.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others with consideration and respect.</li> <li>• To do their best and let others learn.</li> <li>• To follow instructions from teachers and other staff.</li> <li>• To support and encourage each other.</li> <li>• To take responsibility for their own actions.</li> <li>• To care for and take pride in the environment of the school.</li> <li>• To sort out difficulties appropriately, seeking adult help if needed.</li> </ul>
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> <li>• To be treated with respect by pupils, parents and colleagues.</li> <li>• To be able to teach without unnecessary interruption.</li> <li>• To work in a supportive and understanding environment.</li> <li>• To feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>• To create a safe and stimulating environment in which all children can learn.</li> <li>• To treat pupils with consistency and respect at all times.</li> <li>• To foster good relationships, leading by example.</li> <li>• To involve parents when children are consistently finding it difficult to meet expectations of behaviour.</li> <li>• To work as a team, supporting and encouraging each other.</li> </ul>
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> <li>• To be sure their children are treated fairly and with respect.</li> <li>• To know their children are safe.</li> <li>• To be able to raise concerns with staff and be told when their child is experiencing difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.</li> <li>• Ensure children attend regularly and on time.</li> <li>• Be aware of the strategies of the school and reinforce these at home.</li> <li>• Promote good behaviour, politeness, courtesy and consideration for others.</li> <li>• Inform the school of any concerns that may affect the behaviour of their child.</li> </ul>

## **Appendix C: A model of positivity**

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Send positive notes – approximately 2/3 per day.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

### **Habits of adults who manage behaviour well:**

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

## Appendix D: A model of positivity – Effective 30 second interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

### **How to land a difficult message, softly:**

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue ‘You can do this, you are intelligent and able.’
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don’t demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

### **Refocusing the conversation**

When learners try to argue, shift the blame, or divert the conversation you can either:

#### Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

#### Use an appropriate refocusing line to bring the conversation back to the script.

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
‘It wasn’t me.’ ‘But they were doing the same thing.’ ‘I was only...’ ‘You are not being fair.’ ‘It’s boring.’ ‘You are a ... (name calling).’	‘I hear what you are saying...’ ‘I understand...’ ‘Maybe you were ... and yet ...’ ‘Yes sometimes I may appear unfair...’ ‘Be that as it may...’ ‘I am sorry that you are having a bad day.’

### **Get out line**

If the conversation is becoming unproductive, what line will you leave on?

Try: *“I am stopping this conversation now. I’m going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation.”*



# Shaw Education Trust

Shaw Education Trust Head Office,  
Kidsgrove Secondary School,  
Gloucester Road,  
Kidsgrove,  
ST7 4DL

Twitter  
LinkedIn  
Call  
Email  
Visit

@ShawEduTrust  
@ShawEducationTrust  
01782 948259  
info@shaw-education.org.uk  
shaw-education.org.uk



**Pupil & people centred**

**Act with integrity**

**Be innovative**

**Be best in class**

**Be accountable**