



Relationships – Understanding and consciously creating positive relationships with trust and dignity.

Routines – A fundamental source of high expectation and a scaffold for conduct.

Responses – Getting your own emotional state/response in check – understanding your triggers and reactions. Learning how to diffuse and de-escalate conflict, redirecting unproductive or undesirable behaviour. Planned productive and proportional responses. Considering verbal and non-verbal cues, body language and formal/informal scenarios.

Relationships

Key to all learning is **personal connectedness**. Forget this and your teaching week/term/year will feel long and fraught.

Developing P+ relationships - some key points

Motivate the invisible child - if you don't know who they are then look harder. Learn all names and use them.

Combine assertiveness with warmth.

Avoid focusing on the 3% (1 or 2 children) at the expense of others, including yourself.

Remembering always (even when times are difficult) that **children do appreciate you**.

Showing them your personality (but not too much). **Respect** - Like - Adore. In that order!

Wear out your shoe leather- get around the school, talk to children in different contexts, including spending lunch time with them from time to time.

Acknowledge children. Give a **warm welcome** when you see them.

Catch them being good...the best advice that can ever be given.



What makes a good teacher - pupils view

'Great teachers are like melodies that you can't get out of your head...'

When you tell them they are doing well - don't let them wait a week to open a book for one positive comment.

Being generous with your time.

Believing in your children and showing them that you care.



Being kind - quite an easy thing to do but often forgotten in the busyness of the day.

Talking with and listening to children - don't be frightened to ask questions about feelings.

Avoid shouting at children - it never works, it humiliates you and lets the children know you have lost control.

Building up the trust account

You've got to like children – believe it or not, children do not actually learn from teachers they don't like.

Build dreams with children and become an *'irresistible optimist'* - these teachers are often cited as being responsible for career paths/choices in later life.

Establish contact with every child regularly (ideally daily).

Communicate **kindness**.

It is much more helpful to see a child 'with difficulties', not as a 'difficult child'.

Understand that children will be smart enough if I am good enough.

Being fair - yes this is difficult at times - but children do notice!

Always be the adult.



Behaviour Management further reading:

