

Work together, Play together, Learn together...Shine  
"Let your light shine" Matthew 5:16



# St George's School, Bourton

# Behaviour Policy 2021

<b>Author</b>	<b>Adoption Date</b>	<b>Review Date</b>
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**St George's School, Bourton**  
**Behaviour Policy**

In this school community, each person is valued and respected in the belief that all people are created and loved by God.

**Introduction**

Good behaviour is essential to allow St George's Church of England School to flourish as a learning community that promotes the well-being of all its members. We believe that a happy and secure environment relies upon good relationships between children, staff, and parents.

At the heart of our policy is our commitment to raise expectations and improve standards. We aim to promote responsible behaviour and self-discipline backed by a clear system of rewards and sanctions. We feel it is important that the children understand the need for boundaries. They should be encouraged to become participants in this process and to reflect on their behaviour both individually and collectively. Within this framework we hope that the children will contribute positively to the community appreciating the feelings and needs of others.

We recognise that each individual child is at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

Positive behaviour needs to be rewarded, encouraged, and taught. Positive behaviour management is based on positive and respectful relationships between children and adults. Good behaviour should be modelled by all members of the school community and encouraged always.

This policy outlines the underlying philosophy, purpose, nature, organisation, and management of pupil behaviour at St George's School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents, and other members of the wider community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

**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.
- Adult behaviours create children's responses and behaviours.

**Aims**

At St George's Church of England School, we aim to:

- ensure a consistent and calm approach to and use of language for managing behaviour.
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff, and parents.

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- ensure that all adults take responsibility for behaviour and follow up any issues personally.
- to promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- ensure our pupils are polite, happy, and considerate of others' feelings.
- encourage our pupils to respect their own and others' property.
- foster good citizenship and self-discipline.
- encourage a positive, calm, safe and purposeful atmosphere where pupils can learn and shine!

As a school community, through the taught curriculum as well as through all other opportunities e.g., lunchtimes and extended provision such as 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 conflict peacefully.
- teach co-operative and collaborative skills to enable children to work effectively as a member of a group.
- enable children to recognise, understand and respond to a range of feelings.
- promote equal opportunities and instil a positive attitude towards differences.
- promote an ethos of peer support.
- ensure the atmosphere in the classroom environment is conducive to learning.
- ensure the children are aware of the consequences of their words and actions towards themselves and others.

*"It is the everyday habits of adults that provoke a change in pupils' behaviour." Paul Dix*

Our Christian Values permeate through every aspect of school life and are promoted through our PHSE and SMSC curriculum and assemblies. Everything we do at St George's is centred around our Christian Values. The Values are displayed throughout the school in each classroom.

### **Behaviour for Learning: The St George's Way**

#### **Try Your best, Be Respectful, Stay 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 and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has three simple Golden Rules: 'Try Your Best, Be Respectful and Stay Safe' These rules 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.

### **Adult Strategies to Develop Excellent Behaviour**

At St George's, adults apply the following principles in all interactions with pupils:

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- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

### Rewards

Children are praised and rewarded whenever possible in a variety of ways:

- ☺ Verbal praise, positive gestures and acknowledgement of good behaviour and achievements
- ☺ Positive body language (a smile, thumbs up etc)
- ☺ Stickers
- ☺ Receiving house points
- ☺ Being sent to a Senior Leader to share excellent learning.
- ☺ Celebration of achievements in assemblies
- ☺ 'Pupil of the Week and "Learnimal" of the week awarded in Achievement assembly
- ☺ Christian Values Awards given to a child from each class who has been nominated by an adult, child, or parent for demonstrating our Christian Value of the Month.
- ☺ Star Learner Awards
- ☺ Headteacher Awards - given to children in any class who have done something special.
- ☺ Lunchtime stickers and lunchtime staff awards

### Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should always remain professional and calm. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged in the class behaviour Folder.

### Shared scripts and expectations

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 are praised publicly and reprimanded in private.

### Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils. Children are greeted daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate.

Staff will be calm, consistent, and fair in their treatment of children, parents, and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

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Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

### **Above and Beyond Recognition**

Children will be recognised for their good behaviour.

Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week, showing they have followed our school Golden Rules. 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 practise. A child's name will not be removed from the board once it is on.

### **Sanctions**

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level (if appropriate); 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.

Sanctions should always:

- make it clear that unacceptable behaviour affects others.
- avoid being applied to a whole group for the activities of individuals.
- be consistently applied by all staff to help to ensure that children and staff always feel supported and secure.

### **Sanctions need to be in proportion to the offence.**

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

### **Our behaviour pathway**

- A reminder / verbal warning / visual clue
- Final Warning
- Space to cool off / calming time / 'time out' to a designated place in the classroom for a short period of time
- A short time in another area (supervision arranged) or short time missing playtime/lunchtime
- Follow Up / reparative conversation

If a child is disturbing the learning of others or behaving inappropriately and has not responded to the class teacher's use of sanctions, then the Headteacher or Deputy Headteacher will be called. Children who are removed from their class by the Headteacher or Deputy Headteacher will be taken to a quiet area to discuss the incident / their behaviour and ways to improve their behaviour choices. They will also be expected to complete all or part of the task that their class were engaged in, whether back in class, in a different class, inside the Headteacher's office or in another suitable area.

## Our Behaviour Blueprint

Our Golden Rules		
Try Your Best	Stay Safe	Be Respectful

Stepped Sanctions	
Gentle approach>use child's name>down to the child's level>make eye contact> deliver message> walk away!	
<b>1 Reminder (reinforce 3 rules, privately if possible)</b> I noticed you chose to... (state the noticed behaviour) This is a reminder that we need to... (state relevant rule: try your best, stay safe, Be respectful) You now have the chance to make a better choice. Thank you for listening (Give the child "Take up time" and DO NOT RESPOND)	
<b>2 Final Warning</b> I noticed you chose to... (state the noticed behaviour) This is the second time I have spoken to you. You need to speak to me for a few minutes after the lesson (Insert Child's name) ... if you chose to break our golden rule again, you leave me no choice but to ask you to move.../go to the quiet area / thinking space, etc Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give the child "Take up time" and DO NOT RESPOND)	
<b>3 Space to cool off:</b> 3. IN CLASSROOM > 4. IN ANOTHER CLASS > 5. SOMEWHERE ELSE 3. IN CLASSROOM I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g., reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.	<ul style="list-style-type: none"> <li>- Child sent to designated area of the classroom.</li> <li>- 5-10 minutes sitting alone in order to reflect, calm down, etc. without</li> <li>- causing further disturbance.</li> <li>- Child to complete an appropriate task depending on the situation e.g.</li> <li>- sitting to calm, reflection sheet, continuing with work, etc.</li> <li>- If behaviour improves, return to class. If not or if child refuses, move to Step 4.</li> </ul> For regular occurrences: <ul style="list-style-type: none"> <li>- Discussion with SLT and/or SENCO: consider Behaviour Intervention.</li> </ul>
<b>4. Space to cool off in another class</b> I noticed you chose to ... (state the noticed behaviour). You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson. <b>*DO NOT describe the child's behaviour to other adults in front of the child*</b>	<ul style="list-style-type: none"> <li>- Child escorted to designated colleague / follow up to check child has arrived.</li> <li>- Remainder of lesson working alone without causing further disturbance.</li> <li>- Possible removal of privilege / playtime.</li> <li>- Teacher must provide work / activity for the child to complete and communicate this to colleague.</li> <li>- If behaviour improves, return to class. If not or if child refuses, move to Step 5.</li> <li>- Record in classroom behaviour folder.</li> </ul>
<b>5. Space to cool off somewhere else (E.G Headteacher or Deputy Head)</b> I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and	<ul style="list-style-type: none"> <li>- Child escorted to / collected by appropriate adult.</li> <li>- From remainder of lesson through to a half day working alone without causing further disturbance.</li> <li>- Possible removal of a privilege / playtime.</li> <li>- Teacher must provide work / activity for child to</li> </ul>

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<p>where they will go (if previously arranged).                      I will come and speak to you at the end of the lesson / next break / end of the day.  <b>*DO NOT describe the child's behaviour to other adults in front of the child*</b></p>	<p>complete as soon as possible after removal.</p> <ul style="list-style-type: none"> <li>- Record in Classroom Behaviour Folder</li> </ul> <p>For regular occurrences:</p> <ul style="list-style-type: none"> <li>- Discussion with SENCO / Head Teacher /SLT as appropriate.</li> <li>- Parents informed of withdrawal by teacher or SLT depending on nature of incident.</li> <li>- Meeting with parents to investigate possible causes / alternative strategies i.e., parents working alongside child, reduced school day, etc.</li> <li>- Referral to multi agencies i.e., Behaviour Support / Ed Psych, etc.</li> </ul>
<p><b>SPECIFIC PLAYGROUND SANCTIONS</b></p> <p>Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below.                      You need to: 3. Stand by other staff member 4. Sit on the bench 5. Go inside to ...                      I will come and speak to you in two minutes. (ENSURE YOU DO!)</p>	
<p><b>FOLLOW UP, REPAIR AND RESTORE</b></p> <p>Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.</p> <ul style="list-style-type: none"> <li>- 1. What happened? (Neutral, dispassionate language.)</li> <li>- 2. What were you feeling at the time?</li> <li>- 3. What have you felt since?</li> <li>- 4. How did this make people feel?</li> <li>- 5. <b>Who has been affected?</b> (Use age/stage appropriate language e.g., '<b>hurt / upset</b>' for KS1 children)</li> <li>- 6. How have they been affected?</li> <li>- 7. <b>What should we do to put things right?</b></li> <li>- 8. How can we do things differently in the future?</li> </ul> <p>The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.</p> <p><b>*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.</b></p>	

### Extreme Behaviours

Some children exhibit behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our skilful staff to build relationships with each individual child. These children may have bespoke 'Behaviour Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour in the classroom Behaviour Folder.

Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.

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- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher, or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### **Unacceptable behaviours**

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT, and the staff members will be arranged to discuss what happened.

However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e., physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

### **Exclusion (Fixed Term & Permanent)**

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour 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.

### **Bullying**

We are a 'telling' school.

We feel that it is unacceptable for children to be hurt emotionally or physically. If it does happen, children are told to tell their teacher, the headteacher, or their parents who will phone the school.

Any reported incidents will be dealt with at the first opportunity (The school has a separate anti-bullying policy).



### **The role of the parent**

At St George's School, active parental involvement is welcomed, appreciated, and deliberately encouraged to:

- 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.
- understand and reinforce the school language as much as possible.
- share in the concern about standards of behaviour generally.
- support the work of the school as staff seek to support the whole family.

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.

### **Safety around School**

The following regulations ensure safety and consistency within the school and the playground. They are periodically reviewed with the children in class and in assemblies.

#### **Moving around the school**

- We walk sensibly and quietly around the school.
- We enter and leave the hall quietly for worship.

#### **The Playground**

- Soft inflatable balls and airflow balls are used in the playground for general games. The only exceptions are for specific supervised activities. A range of playground games are also available for use.
- The enclosed area against the church wall is reserved for quiet activities.
- Children are expected to share the space on the playground and to consider others playing on it. The safety of everyone is the priority concern when deciding on the appropriateness of a particular game or activity.
- There are specific areas of the playground allocated for different activities.
- We walk on the left-hand side up and down the steps.

#### **The Field**

The field is used in fine weather and the same general rules apply. In addition –

- Some areas of the field are out of bounds. This includes a strip between the trees and the hedge down the side next to the road and the whole of the area at the bottom of the field furthest from the school. This area at the far end includes the play equipment and the gates out of the field.
- Children are not allowed in the Forest School area without supervision or permission for a specific task.

### **General Safety**

- Children are only allowed inside the school buildings when supervised by a member of staff.
- In specific circumstances older children may work independently without direct supervision at the teacher's discretion and responsibility. The teacher will exercise unobtrusive supervision consistent with health and safety considerations.

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- At all times from 8.50am to 3.15pm children are under the supervision of a member of staff. Children must inform the appropriate member of staff if they wish to temporarily visit another area e.g., the toilets.
- Children should only bring money to school when requested e.g., outing payments, etc. which should be given to the teacher as soon as possible. In most cases the money should be in a sealed named envelope.
- No toys or other items should be brought to school except when they have been requested as part of the children's project or language work. These items should stay inside the building for safety.
- Only non-breakable containers should be brought to school. No fizzy drinks are allowed.
- Bicycles, scooters, and skateboards must not be ridden anywhere in the school grounds (cycle training is an exception). If bicycles are required to be stored on the school premises during the day, the school must be informed by a parent and helmets must be worn.
- The swimming pool area is kept locked. Children are only allowed into the area under teacher supervision.
- Mobile phones must be handed to the teacher at the start of the day, if brought into school. They will be kept in a cupboard and can be retrieved at the end of the school day.

### **Monitoring & Evaluation**

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Curriculum, Pastoral & Spiritual Committee of the Governing Body. The Leadership Team will also monitor the visible consistencies around the school.

The children and staff of St George's School are confident that its behaviour policy is fair and supportive to all children.

This policy was reviewed by C, P & S Committee on: 29<sup>th</sup> September 2021

## Appendix A

### **A model of positivity - tweaking teaching to transform trouble**

- 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.
- Make positive phone calls home.
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- 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 every one 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.

### **Non verbal skills/attitudes that work with more challenging behaviours**

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your promises

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- At times ignoring defensive behaviours in the moment but not forgetting
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

### **Assertiveness**

Many teachers [and other adults working in schools] recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'. The shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management strategies.

Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response. Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable.

(from 'Taking Care of Behaviour' by Paul Dix, Pearson/Longman)

## Appendix B

### Intervention Scripts - 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.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes sometimes I may appear unfair...'
'It's boring.'	'Be that as it may...'
'You are a ... (name calling).'	'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."*