

# PAUL'S BEST BITS OF SCRIPT

I've noticed ... (for positive noticing and correction)

I need you to...

I understand and yet...

Remember our rule about...



This is how we do it here

Love that! (and walk away)



**WHEN  
THE ADULTS  
CHANGE**

# THE CLASSROOM SUPPORT PLAN

calm and easy on every step with plenty of take up time

**Resist the urge to jump steps.**



## REMINDER

Take up time



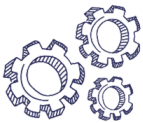
## WARNING AND A MINUTE

Take up time



## LAST CHANCE AND 2 MINUTES AFTER

Take up time  
(lots)



## TRIAGE



## TEACHER'S CHOICE

Quick catch up, restorative repair, imposition,  
detention or natural consequence

**WHEN  
THE ADULTS  
CHANGE**

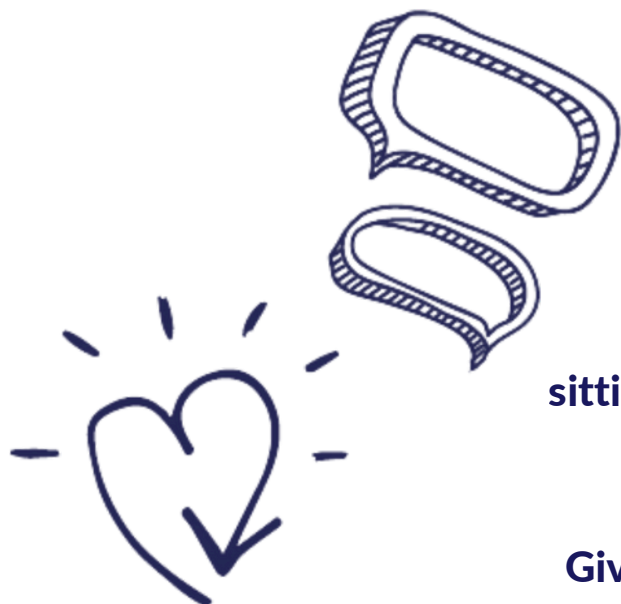
A red dashed line with an arrow pointing upwards and to the right, indicating a progression or a next step.



# 10 IDEAS FOR BUILDING EMOTIONAL CURRENCY

- Be an emotionally consistent adult
- Actively show relationships matter even when things are difficult
  - Praise the relationship: I am so proud to have you in my class, You really make a difference here
  - Pick up your own tab
  - Difficult conversations aren't a choice
- Notice effort and give it sticky praise
- Use your language to separate 'character' and 'behaviour' (Jack, you are an invaluable member of the class but we need to talk about your behaviour at the beginning of lessons)
- Find common ground/interests (sports, music, food)
- Surprise them by remembering the small stuff
- Ask questions (What's happened? How are you feeling? How can I help?)
- Know preferences and make reasonable adjustments
- Be quick to apologise and slow to judge

**WHEN  
THE ADULTS  
CHANGE**



# RESTORATIVE CONVERSATIONS

Doing something active while you talk, never sitting across a table, it isn't an interview. Walk & talk, play with play dough, tidy the resources.

Plan for 10 minutes & use 3-5 questions  
Give the pupil the questions before the meeting.

- What happened?
- How did you feel at the time?
- What have you thought since?
- Why do you think things went wrong?
- Who might have been affected by your actions?
- How have they been affected?
- What would make it easier for us to work together?
- What would make the next lesson go really well?
- How can we repair this?
- Where do we go from here?
- Who could help us with the next steps?
- If you had the lesson again, what would you change?



**WHEN  
THE ADULTS  
CHANGE**

