



Respect

By living with respect, we find peace

Perseverance

By persevering, we grow in hope for the future

Friendship

Through friendship and connection, we find joy



**WHEN THE
ADULTS
CHANGE
EVERYTHING
CHANGES** PAUL DIX
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

You are the only thing you can control

Moving from managing behaviour to understanding behaviour

A culture where every interaction strengthens connection

Supporting children with:

- ACEs
- SEND
- SEMH

Focus on consistency connection and belonging

Children's behaviour improves when adults create predictable, emotionally safe environments.



Why this approach?

Behaviour systems:

- Compliance focused
- Conflict escalation and public correction outcomes
- Sanctions
- Inflexible
- Create shame and guilt emotions

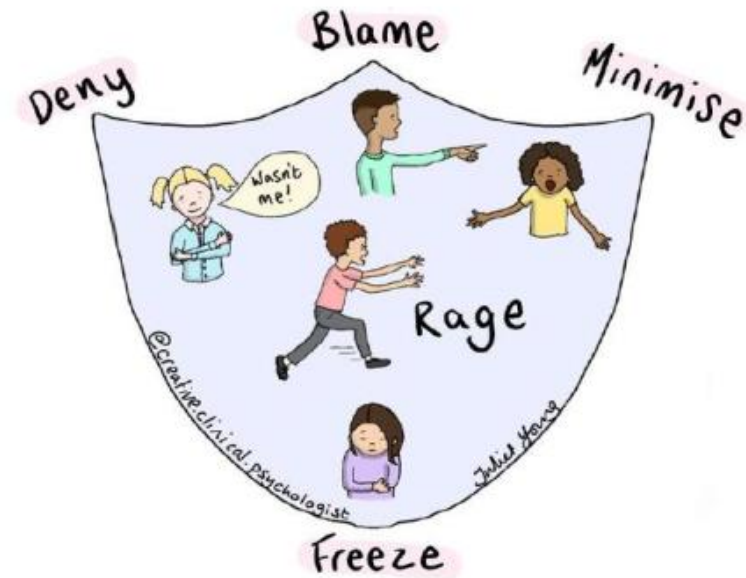
Relational practice recognises that:

- Behaviour is communication
- Emotional regulation and stability develops when we are secure
- All children can do well
- Secure relationships optimise learning
- Develop a sense of belonging

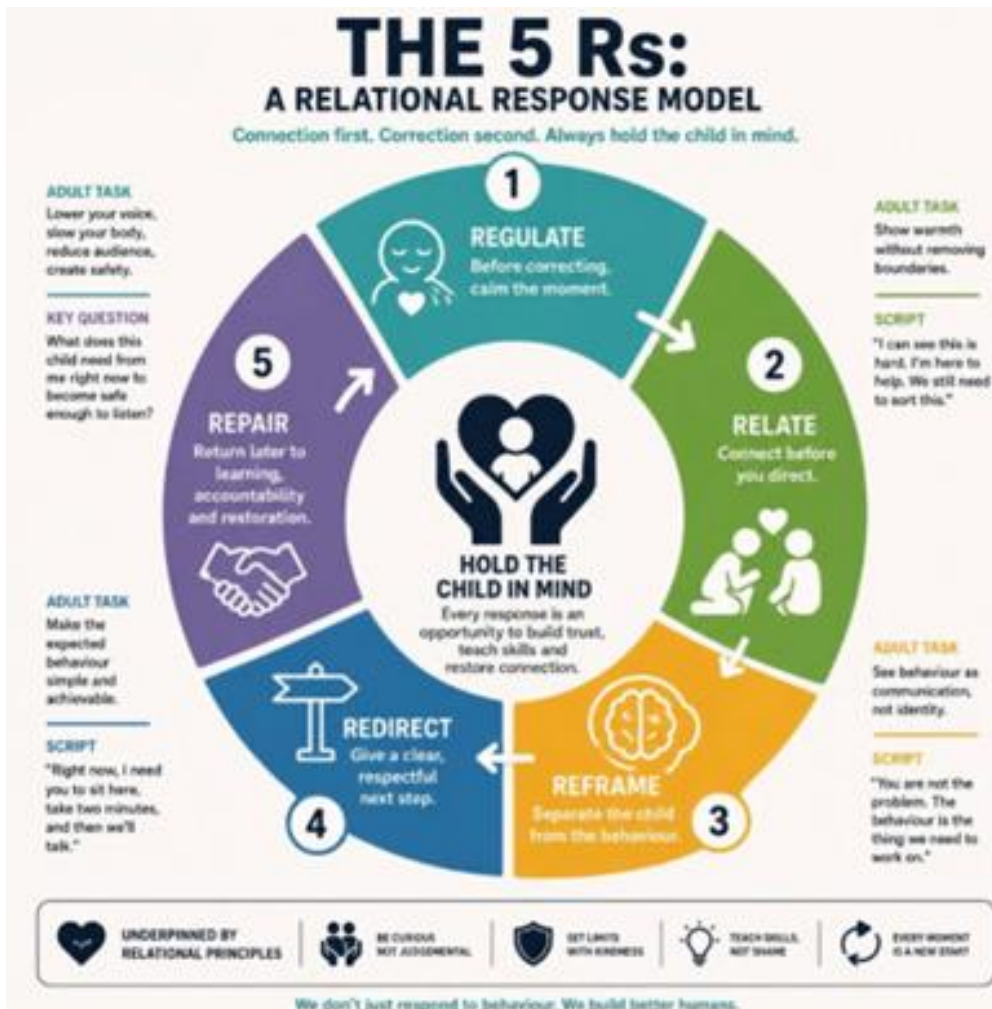
The Shield of Shame

(adapted from Golding and Hughes, 2012)

Shame can be such a painful emotion to feel that we often respond in ways that end pushing people away (at a time when connection is really needed)



Core principles of relational practice



- Adults are calm and regulated
- Relationship is prioritised over consequences
- Repair relationships following correction
- The certainty of the response is more significant than the severity of the response

It is often the case that we cannot change a child's behaviour, but we can strengthen the relationship with that child.





What is the difference between expectation and acceptance?

Child X is removing themselves from the classroom and is refusing to follow adult instruction.

How would you deal with this behaviour?

What different feelings might be associated with accepting this behaviour or expecting compliance?

What are the barriers to acceptance?





What ACEs are children facing? What is the outcome of these?

- Hypervigilance
- Trust
- Disproportionate response
- Delayed emotional regulation

Instead of 'what is wrong with this child?'

Ask 'What has happened to this child?'
And 'What need is being communicated?'



Supporting regulation

- Minimal language – prioritise safety
- Avoid seeking a resolution
- Regulation takes time and patience
- Focus on the bigger picture of building emotional resilience

What triggers you to become frustrated?

When we are aware of our own triggers we can remain more regulated.

What controls can we put in place?



Positive recognition

The majority of people are not motivated by rewards; recognition and value are more likely to motivate and avoid future demotivation.

Recognise:

- Effort
- Showing values
- Following the golden rules
- Contributing to the school

Consistent school tools

- Classdojo
- Message and photo home
- Values certificates/newsletter feature
- Authentic acknowledgement
- Showing work to someone else

The goal is to develop belonging and motivation; not to bribe or threaten into compliance.



Do's and Don'ts of Creating a Predictable Environment

| Don't Do This | Do This Instead |
|---|---|
| <ul style="list-style-type: none">Don't Change Routines Without Warning | <ul style="list-style-type: none">Do Prepare Students for Changes in Advance |
| <ul style="list-style-type: none">Don't Give Vague or Inconsistent Directions | <ul style="list-style-type: none">Do Give Clear, Concise, and Consistent Directions |
| <ul style="list-style-type: none">Don't Ignore Environmental Triggers | <ul style="list-style-type: none">Do Conduct Regular Environmental Checks for Triggers |
| <ul style="list-style-type: none">Don't Reinforce the Wrong Behavior | <ul style="list-style-type: none">Do Reinforce Positive Behavior Reliably and Intentionally |
| <ul style="list-style-type: none">Don't Assume Students Understand Expectations | <ul style="list-style-type: none">Do Explicitly Teach and Review Expectations |

- Model calmness
- Use predictable language (scripts)
- Avoid emotional escalation
- The child is not the behaviour
- Maintain dignity
- Relentlessly bothered



Your behaviour is the most powerful intervention.

Picking up your own tab:

Sometimes other adults are needed to support, but if you do not address behaviour yourself, you lose a little authority.





- What happened?
- What feeling led to that?
- Who was affected
- What needs to happen now?
- In what ways can we make things right?

The purpose is

- Reflection
- Learning
- Understanding
- Repairing relationships (unconditional positive regard)
- Avoid seeking an apology

A fresh start builds hope and trust



Pillars of practice

'The daily drip feed of your kindness and positive recognition is essential in building relationships, but it is not enough. You will need to establish and maintain relentless routines. You will need to create, shift and monitor boundaries constantly' Paul Dix

'Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.' Paul Dix

Pillars of practice:

- Consistent, calm adult behaviour
- First attention given for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up



GOLDEN RULES



BE KIND
AND HONEST



TRY YOUR BEST;
DON'T GIVE UP



RESPECT EVERYONE,
EVERYTHING AND
EVERYWHERE

