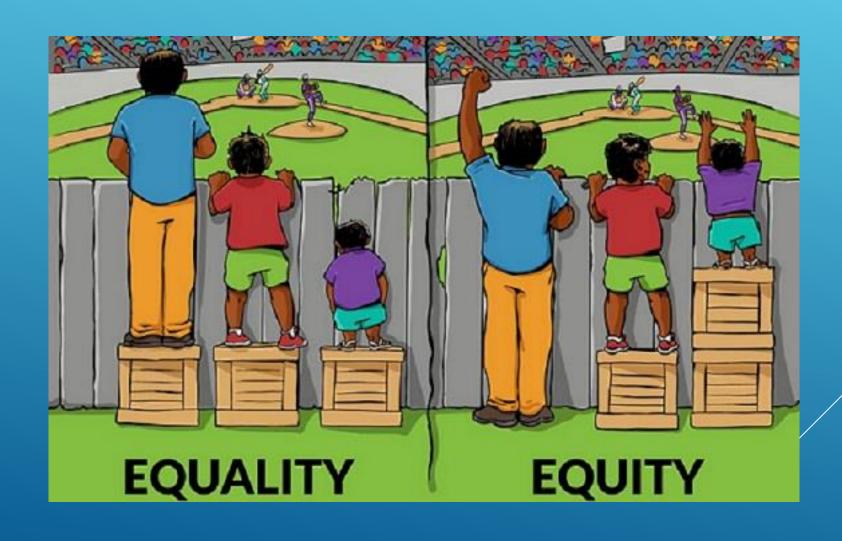
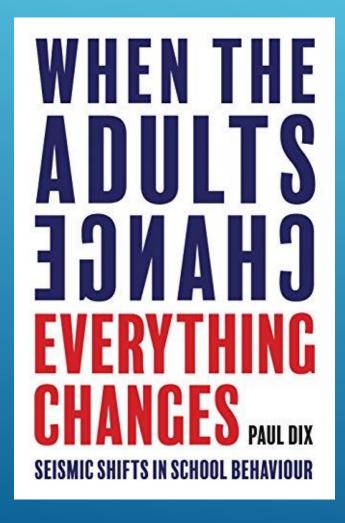
WELCOME

WHAT WE ARE DOING TO SUPPORT YOUR CHILD MANAGE BEHAVIOUR AND WELL BEING

TREATING CHILDREN DIFFERENTLY TO BE FAIR



PAUL DIX



AGREED COMMON SCRIPTS

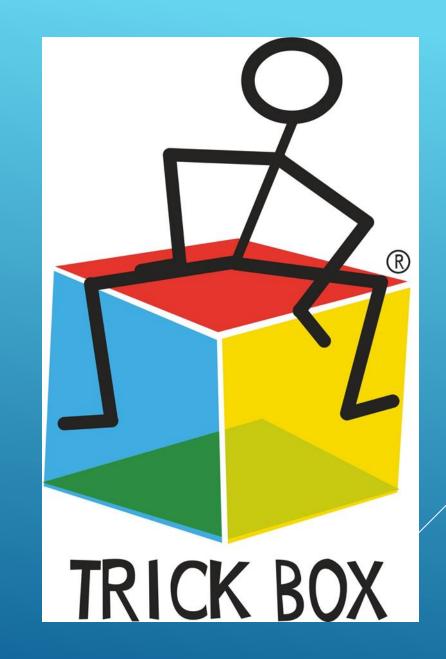
- ► Currently you are choosing to (not sit in your place, work on the task.....), you now need to choose to (sit in your place, work on the task....) just like you did when.....
- ▶ If you keep making a bad choice then you will (lose 2 minutes of break, have to work away from the classroom...) and that will be the choice you have made (for lunchtime staff this may include contacting the classteacher through the radio)
- ▶ Thank you for listening, now make your choice

- I noticed that you are.....(having trouble starting, finding it hard to sit down...)
- ▶ It was our rule/agreement about(staying on task, not disturbing others, staying on task) that you broke
- ➤ You have chosen your behaviour and know we will follow this up Or You have chosen to your behaviour which means you will (lose 2 minutes of break, have to work away from the classroom...)
- Do you remember when you (completed that task, went on the recognition board.....)?
- ▶ That's who I need to see now
- ► Thank you for listening

RESTORATIVE AGENDAS

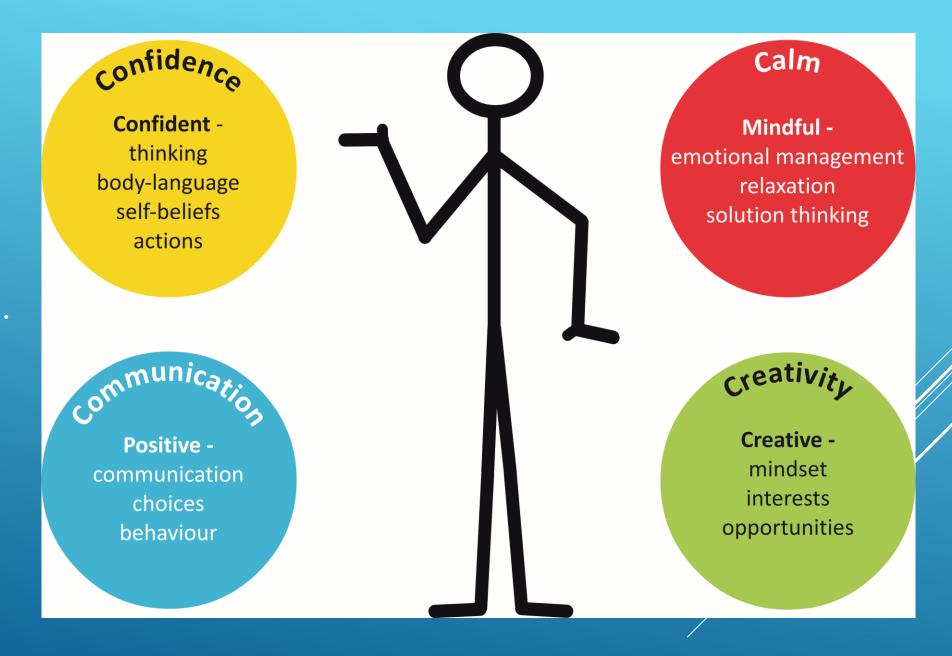
- ▶ What happened? listen without interrupting or disagreeing (help to understand their perspective). Give your account (without judgement 'then you were a bit silly when you...'), the child needs to see how their behaviour looked to you
- What were you thinking at the time?
- What are your thoughts since?
- How did it make other people feel/
- Who has been affected? discuss who and maybe make a list 'that's quite a lot of people, isn't it?
- How have they been affected?
- ▶ What should we do to help put things right? This may or may not be an apology
- How can we do things differently?

TRICK BOX



Our Aims

The Trick Box programme develops personal skills in 4 key areas.



TRICK BOX OUTCOMES ARE BUILT AROUND THE HAPPY LIFE HABITS WE ALL NEED TO THRIVE, NO MATTER HOW OLD WE ARE.



Confidence

I can say positive things to myself
I am confident in my mind and body
I have a strong inner voice
I can stretch my comfort zones
I can create confident feelings

Communication

I can negotiate confidently
I can make positive choices
I can set boundaries
I can say 'yes' to new opportunities
I can create different results

Calm

I can relax my whole body
I can calm myself down
I can find solutions
I can find a sunny side
I can choose my state

Creativity

I can do new things
I can push through limiting beliefs
I can plan steps towards my goals
I have creative ideas
I can self-praise

Each trick takes 10-15 minutes to present. Teachers use the front of the A5 cards from their year group folders as a visual aid whilst following the step by step guide on the back.

Some background information for teachers

Stand As If





Cognitive science research suggests that not only does the mind influence the body but that the body also influences the mind through its experiences.

This has led to theories of embodied cognition and research into the physiology of emotions. Studies have shown that deliberately changing or choosing body stances can affect our mental states, moods and energy.

How

- "Our minds and bodies work together to help us. So, if I'm standing too near the edge of a cliff my body will tell me to be careful. How will it tell me that?" Elicit: Feeling shaky, wobbly, breathing faster.
- 2. "Sometimes our bodies might tell us we're in danger when really we're OK we just need to be a bit braver. For example, I might feel wobbly because I have to stand up and speak in front of lots of people but I'm not in danger am I? I just need to be brave and I can do it. What other things do some people feel worried about doing that are not dangerous but make them feel wobbly inside?" Elicit ideas and include examples relevant to class members but without making it obvious who they refer to. Try to make this matter of fact. Examples could be; talking to new people, playing sports, making new friends, doing new things, putting a hand up in class. "We're all different aren't we? We can all feel wobbly about different things. Choose something now that you want to be better at doing, you don't need to tell anyone what it is."
- "What tricks do you already know to help you with that?" Elicit: 'Stand Tall, 'Breathing Colour, 'Big Voice, and 'Magic Circle.'
- 4. Ask everyone to stand up and direct them. "OK, think about the thing you want to be better at doing. Now stand as if you feel strong and confident and can do it easily. Breathe as if you are strong and confident. Well done, do this when you need to."

Present the 'Stand As If' card. "You can use this trick in lots of ways. For example, now sit and breathe as if you are relaxed and calm. Notice how relaxed you feel."

Some guidance on what to say

Teacher's step by step instructions



















Summer 1









































Children in key stages 1 and 2, learn tricks and a self-coaching model to help them to navigate their way







Self-Coaching Model



Parents are able to join **The Box Set** workshops to find out more about how to support their children's personal development whilst brushing up on their own skills.













