Behaviour and Relationships Policy
VERSION: September 2026
REVIEW: September 2028

Introduction

At Ashby Hill Top Primary School, we want to create an environment that is safe, where everyone feels respected and where children come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

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.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Ashby Hill Top. 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 school community. It is the result of discussion and consultation with pupils, parents, governors and staff.

The fair and consistent implementation of our Behaviour and Relationships Policy is everyone's responsibility.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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

Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to managing behaviour
- Ensure a consistent use of language for managing behaviour
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents
- Ensure that all adults take responsibility for behaviour and follow-up on any issues personally
- 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 and purposeful atmosphere where pupils can learn without limits

As a school community, through the taught curriculum as well as during 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 conflicts peacefully
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these
- Enable children to recognise, understand and respond to a range of feelings
- Develop vocabulary to enable children to express feelings verbally rather than physically
- 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 children are aware of the consequences of their words and actions towards themselves and others

Behaviour for Learning: The Hill Top Way

Be **Ready** Be **Respectful** Be **Safe**

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour set out the *rules, relentless routines,* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has three simple rules: **'Be Ready, Be Respectful, Be Safe',** these are applicable to a wide variety of situations. These rules, and our characteristics of effective teaching and learning are displayed in each classroom and are explicitly taught and modelled by all members of our school community.

Characteristics of Effective Teaching and Learning	EYFS/KS1		Year 3/4		Year 5/6	
	kind honest polite perseverance listening	curiosity independence risk-taking enthusiasm	accepting resilience motivated reflective confident	focused creative organised imaginative	appreciative empathetic ambitious teamwork	self-reflection initiative making links

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 tailored sanctions and rewards to reinforce positive behaviour.

The Five Pillars

Our Behaviour and Relationships Policy is based on these Five Pillars:

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

Roles and Responsibilities:

'The culture is set by the way the adults behave.' Paul Dix, 2017

All adults in the school are responsible for the consistent reinforcement of the behaviour policy.

Senior leaders and Governors are responsible for supporting staff to implement the policy.

Parents are responsible for supporting the school's behaviour policy by reinforcing key messages at home and providing a positive role model.

All Staff will:

- Always redirect students by referring to 'Be Ready, Be Respectful, Be Safe'
- Focus on effort not achievement
- Celebrate when children go 'above and beyond' expectations
- Be calm and give 'take up time' when going through the behaviour pathway.
- Never ignore or walk past children who are behaving badly
- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion

Rewards

Recognition of good behaviour, achievement, attainment, kindness etc come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Specific rewards include:

- Name on the recognition board in the classroom- all children names hidden, on the board for above and beyond behaviour/attitudes
- Good news note home- children going above and beyond receive first
- Phone call home-children going above and beyond receive first
- An individual token e.g. Sticker
- A visit to another teacher for positive commendation
- A public word of praise in front of a group, class, key stage, or the school
- Merit points
- Special certificates- e.g. star of the week assembly (above and beyond/school values/characteristics) may not be awarded to every child
- Whole class reward time- earned over time (suggested 3 weeks for year 3/4 more/less for older/younger years)
- Regular 'Pick and Mix' activity time to give children the chance to mix with other children across the school/build a sense of community (e.g. 2 sessions in a 9 week half term)

Above and Beyond Recognition

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's names will be added onto recognition boards when they have gone above and beyond. This may also include a target behaviour linked to the Hill Top Characteristics of Effective Teaching and Learning, The Hill Top Way or the school values, dependent on the needs of the class. The aim should always be for the whole class to get on the board by the end of the week in order to create the feeling of a team effort.

Children are praised publicly and reminded/reprimanded in private.

Our three simple school rules are explicitly taught in class, during assemblies, PSHE lessons and through other school experiences.

Responding to Misbehaviour

When a member of staff becomes aware of misbehaviour, this is responded to predictably, promptly and assertively.

This section outlines the steps an adult should take to deal with poor behaviour in school. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; 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.

Staff should use nonverbal cues e.g. make eye contact or tap the table and praise good behaviour in the class before moving to Step 1.

Steps for dealing with poor behaviour

Stage 1- Low level incidents of distraction or disruption

These may include:

- Talking over others
- Raised voices
- Shouting out
- Disrupting the learning of others
- Poor attitude
- Disrespectful comments

Step 1: A Reminder of expected behaviour

Stage 2 – continued low-level behaviour

1. If further low-level misbehaviour occurs (3 in total in one term), parents and the SLT will be informed, and the pupil will miss an extended period of break or lunchtime
2. Restorative questions will be asked by a member of SLT. The pupil may also be moved away from other pupils in the classroom.

Stage 3 - no improvement in behaviour or if behaviour is serious in the first instance

Step 1: A Reminder of expected behaviour

Step 2: A warning 'Think carefully about your next step.' 'if xxxx behaviour continues (adults outlines unwanted behaviour) you will miss some of your break.'

Step 3: Yellow Card: Consequence

If the behaviour continues, a timeout of 5 minutes during break is missed (or next day if the incident is after lunch). Restorative conversation should be with whoever gave the consequence and bring the child to SLT on the playground. Recorded on CPOMS.

This will reset each session.

Stage 4 - continued repeated breaches of the school rules

Step 3: Red Card: (Consequence- Dealt with by classroom staff)

Defiance/rudeness towards adults, damage to property, swearing, rough/thoughtless acts/repeated behaviours

Call/email/conversation with parents from supervising adult, incident recorded on CPOMS, the schools internal monitoring system.

A period of timeout at break time is given on the same day (or next day if the incident is after lunch). The adult who awarded the yellow card should conduct a restorative conversation with the pupil. They should then bring them out onto the playground for 10 minutes timeout, supervised by SLT.

Serious Behaviour Incidents- Red Card: (Consequence- Dealt with by SLT)

Behaviours include;

Violence (i.e. physical contact made with the intention to harm), Persistent taunting, teasing and bullying behaviour, Stealing, Spitting

Any of these behaviours will result in a timeout at break time on the same day (or next day if the incident is after lunch). The adult should conduct a restorative conversation with the pupil. They should then bring them out onto the playground for 10 minutes time out, supervised by SLT.

Red Card Behaviour is recorded on CPOMS. If a child receives three red cards in one half term, SLT will make contact with parents. Additional consequences, e.g. supervised school-based community service will be put in place. This may include tidying classrooms, shredding, helping on a different playground etc.

SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's ISP.

Support agencies

If behavioural difficulties continue the Headteacher, SLT, SENCo or ELSA will become involved. The advice and input of outside agencies will be sought as necessary. These may include the local behaviour hub, the local Inclusion forum, Autism and Social Communication Team or other agencies that offer support for pupils and families.

Responding to Prejudice Related Incidents

We define a prejudice-related incident as:

any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.

We recognise the following protected characteristics, as outlined in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

We will investigate, record and report all incidents, including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean that the incident did not cause harm. Our response will always aim to educate so that everyone understands the potential harm which can result from such behaviour. Intention is important when considering the actions that need to be taken with the perpetrator.

Fixed Term Suspensions

We do not believe that fixed term suspension or exclusion are the most effective way to support children, and we will always try to adapt and personalise provision for all our children to ensure that they are able to access education.

In exceptional circumstances, it may be necessary to suspend a child for a fixed term period, and this would always be considered very carefully.

Decisions to suspend children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Suspension can also be managed internally; a child or young person may be removed from class for a fixed time.

Permanent Exclusion

If despite targeted intervention, behaviour has not improved, a pupil may face permanent exclusion. This may also be the sanction for an extremely serious breach of school rules. This final decision will be taken in line with the Symphony Learning Trust Suspension and Exclusion Policy. Behaviour will be recorded and monitored by class teachers and SLT on CPOMS. Any form of bullying or hate crime related to protected groups should be reported to the Headteacher, or member of SLT in their absence as soon as possible. We follow our school Anti-Bullying Policy when dealing with any incidents of bullying.

Keeping Everyone Safe

We recognise that the school will only function effectively if both staff and children feel safe and happy. Anxiety and fear block learning, so we strive to create a safe and happy environment free of anxiety. Effective measures and procedures are used to ensure safety for all. The school follows all statutory, government and LA guidelines on safeguarding. As adults, we seek to demonstrate and model appropriate behaviour. Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated.

Searching

The government published advice for all schools in January 2018 with guidelines for schools with regards to searching pupils with or without consent for prohibited items. The advice is intended to explain schools' powers of screening and searching pupils so that school staff have the confidence to use them. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. Donisthorpe Primary School would follow this guidance available at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Child on Child Abuse

As per our Safeguarding Policy, this school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. The school and its staff will take all possible

actions to ensure child on child abuse cannot go unnoticed through discussion at age-appropriate level, education activities such as 'Warning Zone', opportunities for disclosure etc.

Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils. Measures appropriate to the uniqueness of each situation would be put in place to minimise the threat to those concerned.

Unfortunately, there are times when a child's behaviour is unacceptable. If this is the case, then we will adopt a range of strategies to respond to that misbehaviour. The level of progression which we follow during such incidents is indicated below. However, it must be remembered that each incident involves individual children and as a staff we need to know our children; any sanctions need to be fair, firm and above all, consistent. The child should always be made aware of what she/he has done wrong, and what the appropriate/acceptable behaviour should be. Any incidents or suspected incidents should be recorded as such in CPOMS.

The role of the parent

At Ashby Hill Top, 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.

Allegations against a member of staff

If an allegation is made against a member of staff, the procedures outlined in the school policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the pupil in consultation with the Local Authority. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical Restraint

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Only staff who have been trained in Physical Restraint (TeamTeach) should restrain a child.

Incidents of physical restraint must:

- Always be used as a last resort
- Only be by experienced, trained staff
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

We appreciate these incidents can cause distress for the adults involved. Therefore, all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT. Please see the school's separate policy.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once every two years and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team to monitor and evaluate any changes brought about by the policy.

Appendix A: Behaviour Blueprint:

Behaviour Blueprint

School Values	**Belong, Thrive, Succeed**
The Hill Top Way	**Be Ready, Be Respectful, Be Safe**

Over & Above Behaviour	**Adult Behaviour**
Name on the recognition board in the classroom- all children names hidden, on the board for above and beyond behaviour/attitudes Good news note home- children going above and beyond receive first Phone call home-children going above and beyond receive first An individual token e.g. Sticker A visit to another teacher for positive commendation A public word of praise in front of a group, class, key stage, or the school Merit points Special certificates- e.g. star of the week assembly (above and beyond/school values/characteristics) may not be awarded to every child Whole class reward time- earned over time (suggested 3 weeks for year 3/4 more/less for older/younger years) Regular 'Pick and Mix' activity time to give children the chance to mix with other children across the school/build a sense of community (e.g. 2 sessions in a 9 week half term)	Calm, consistent and fair Give first attention to best conduct High expectations Recognise "Over & Above Behaviour" Relentlessly bothered

Characteristics of Effective Teaching and Learning	**EYFS/KS1**		**Year 3/4**		**Year 5/6**	
	kind honest polite perseverance listening	curiosity independence risk-taking enthusiasm	accepting resilience motivated reflective confident	focused creative organised imaginative	appreciative empathetic ambitious teamwork	self-reflection initiative making links

Stepped Sanctions- In private	**Microscript**
Steps for dealing with poor behaviour **Step 1: A Reminder** of expected behaviour Delivered calmly and respectfully, in private where possible. **Step 2: A warning** Delivered calmly and respectfully, in private where possible, to make the child aware of their behaviour and clearly outline the consequences if it continues e.g. having time out. Use the phrase "think carefully about your next step" 'if xxxx behaviour continues (adults outlines unwanted behaviour) you will miss some of your break.' **Yellow Card: Consequence** If the behaviour continues, a period of timeout at break time is given on the same day (or next day if the incident is after lunch). The adult who awarded the yellow card should conduct a restorative conversation with the pupil. They should then bring them out onto the playground for 5 minutes time out, supervised by SLT. **This will reset each session.** **Red Card: (Consequence- Dealt with by classroom staff)** Defiance/rudeness towards adults, damage to property, swearing, rough/thoughtless acts/repeated behaviours Call/email/conversation with parents from supervising adult, incident recorded on CPOMS, the schools internal monitoring system.	**I've noticed that…You know the school rules, be ready, be respectful, be safe. Can you remember when you … (*time they did this really well*) …and how that made you feel? I expect you to…Thank you for listening**. **Restorative Questions** • **What has happened?** • **What were you feeling at the time?** • **Who has been affected by the actions?** • **How have they been affected?**

A period of time out at break time is given on the same day (or next day if the incident is after lunch). The adult who awarded the yellow card should conduct a restorative conversation with the pupil. They should then bring them out onto the playground for 10 minutes timeout, supervised by SLT.

Serious Behaviour Incidents- Red Card: (Consequence- Dealt with by SLT)

Behaviours include;

- Violence (i.e. physical contact made with the intention to harm)
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting

Any of these behaviours will result in a timeout at break time on the same day (or next day if the incident is after lunch). The adult should conduct a restorative conversation with the pupil. They should then bring them out onto the playground for 10 minutes time out, supervised by SLT.

Red Card Behaviour is recorded on CPOMS. If a child receives three red cards in one half term, SLT will make contact with parents. Additional consequences, e.g. supervised school-based community service will be put in place. This may include tidying classrooms, shredding, helping on a different playground etc.

- **What needs to be done to make things right?**
- **How can we do things differently in the future?**

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children

Lunchtime Behaviour Stepped Sanctions- In private

Step 1: A Reminder of expected behaviour

Step 2: A warning 'Think carefully about your next step.' 'if xxxx behaviour continues (adults outlines unwanted behaviour) you will miss some of your break/lunch.'

Yellow Card: Consequence If the behaviour continues, the pupil will walk with the adult for x minutes and reflect on behaviour, discussing what could be done differently. Restorative questions will be asked. If incident involves a group of children the adult dealing with it should use a restorative approach, listening to all parties involved. Once it has been determined what happened, perpetrators should receive the yellow card consequence

Red Card: (Dealt with by SLT)

Dealt with by lunchtime staff: Defiance/rudeness towards adults, swearing, rough/thoughtless acts

Straight to Step 3, with an additional call/email/ conversation with parents from supervising adult

Dealt with by SLT: Violence (i.e. physical contact made with the intention to harm), damage to property persistent taunting, teasing and bullying behaviour, stealing, spitting. Straight to Step 3, with an additional call/email/ conversation with parents

Red Card Behaviour is recorded on CPOMS. 3 red cards in one half term, SLT will make contact with parents. Additional consequences, e.g. supervised school-based community service will be put in place

Appendix B: Rights and Responsibilities:

Pupils' Rights	**Pupils' Responsibilities**
• To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly.	• To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	**Staff Responsibilities**
• To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe.	• To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	**Parents' Responsibilities**
• To be sure their children are treated fairly and with respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties.	• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. • Ensure children attend regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others. • Inform the school of any concerns that may affect the behaviour of their child.

Appendix C: 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.
- Give stickers
- Send positive notes
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, do not let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous, but everyone 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 cannot.

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.

Appendix D: A model of positivity –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.' 'But they were doing the same thing.' 'I was only…' 'You are not being fair.' 'It's boring.' 'You are a … (name calling).'	'I hear what you are saying…' 'I understand…' 'Maybe you were … and yet …' 'Yes sometimes I may appear unfair…' 'Be that as it may…' '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."*