THE ASSISTANT PRINCIPAL

Behaviour response flowchart

Calm, consistent, kind. Name the behaviour, not the child.

EVERY DAY, BEFORE ANYTHING ELSE

- **Meet and greet every student at the door**
- **Teach routines; never assume them**
- **Notice and recognise the right behaviour**
- **Keep every correction private and calm**

1 Reminder

Privately and calmly, at eye level. Name the specific behaviour and its impact, not the child. Then step away.

> *"I noticed [the behaviour]. It means [the impact, e.g. others can't hear]. Our expectation is [the routine]. Thank you."*

2 Caution

Name the behaviour again and the consequence, then point to a time they got it right. Walk away; give take-up time.

> *"[The behaviour] is still happening. If it continues, [consequence]. Remember [when you got it right]? That's what I need."*

3 Reset

A short, planned time away from the audience, in class or a partner room. No lecture.

> *"Take five minutes at [place] to reset. I'll come and find you."*

4 Repair

Same day or before the next lesson. Discuss the behaviour and its effect. The teacher leads; a leader supports.

> *Use the five repair questions (right).*

5 Escalate

When safety is at risk, language is discriminatory, the pattern persists, or the repair needs support.

> *Refer to: [head of department] → [head of year] → [assistant principal]*

THE FIVE REPAIR QUESTIONS

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected, and how do you think it made them feel?
4. What do we need to do to put it right?
5. What will you do differently next time?

NEVER

- Shout or use sarcasm
- Correct in front of an audience
- Bring up past incidents
- Argue or negotiate in the moment
- Label the child ('rude', 'lazy')
- Take it personally

THE LEADER'S ROLE

Support the teacher and help them save face. Restore the relationship. Do what is best for the child. You are the advocate for both.

Support the repair; don't take it over.

CATCH IT GOING RIGHT

- A positive note or call home outweighs a dozen sanctions
- Praise the specific behaviour
- Praise in public; correct in private

Make it yours. Replace the words in [brackets] with your school's agreed scripts and names. Keep the steps and the tone: the same calm response, from every adult, every time.

Informed by Paul Dix, *When the Adults Change, Everything Changes* (2017), and restorative practice. Free to use and adapt in your school.