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Proactively Developing Relationships Strategy Selector

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Use the table to choose strategies that may suit particular children. Monitor progress by making a tally of the number of times that you use the strategy over two weeks and recording positive responses.

Strategy	Student	Tally	Positive responses
Make a point of saying something positive as the student enters the classroom			
Identify colleagues who have positive relationships with the student and ask for advice			
Give the student something they may be interested in – newspaper article, webpage reference, loan copy of book			
Channel your positive referrals through key mentors; ensure your message has most impact			
Find specific areas of your work with the student to praise and encourage – ‘Your design work is impressive, do you think you might have time to create some images for this display?’			

Have lunch at the same table/next to the student			
Seek the student out during break duty for an informal conversation (in a public area)			
Ask after the student's welfare, family, football team			
Make a point of saying hello when you pass in the corridors			
When the student makes good choices let other teachers know (loudly in the staff room if you like)			
Balance your conversation with parents; start by giving positive feedback and then select just one or two areas of concern to share for immediate action			
Phone home with good news about the student's behaviour			
Get gentle eye contact regularly with the student			
Remind the student you are judging them on their current behaviour; past reputation will not negatively influence your expectations			
Respond to changes in their behaviour enthusiastically			
Give the student an appropriate responsibility in the classroom – distributing resources, drawing blinds, organising groups etc			
Make a point of marking work promptly with feedback that is personal and detailed			
Focus your praise on the work rather than on the individual			