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The Kindness Principle

Making relational behaviour management work in school



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Adults

“Everywhere you go, always take the weather with you

Everywhere you go, always take the weather

Everywhere you go, always take the weather with you

Everywhere you go, always take the weather, take the weather, the weather with you” *Crowded House 1992*

... make the weather

Cultural positioning. . .

Long Read: Big rewards and 'really harsh' punishments – meet the man who says he has a behaviour silver bullet

By Kate Parker 04 February 2018



Punishments have to be "really harsh"



'We batter them with kindness': schools that reject super-strict values

Cultural positioning. . .

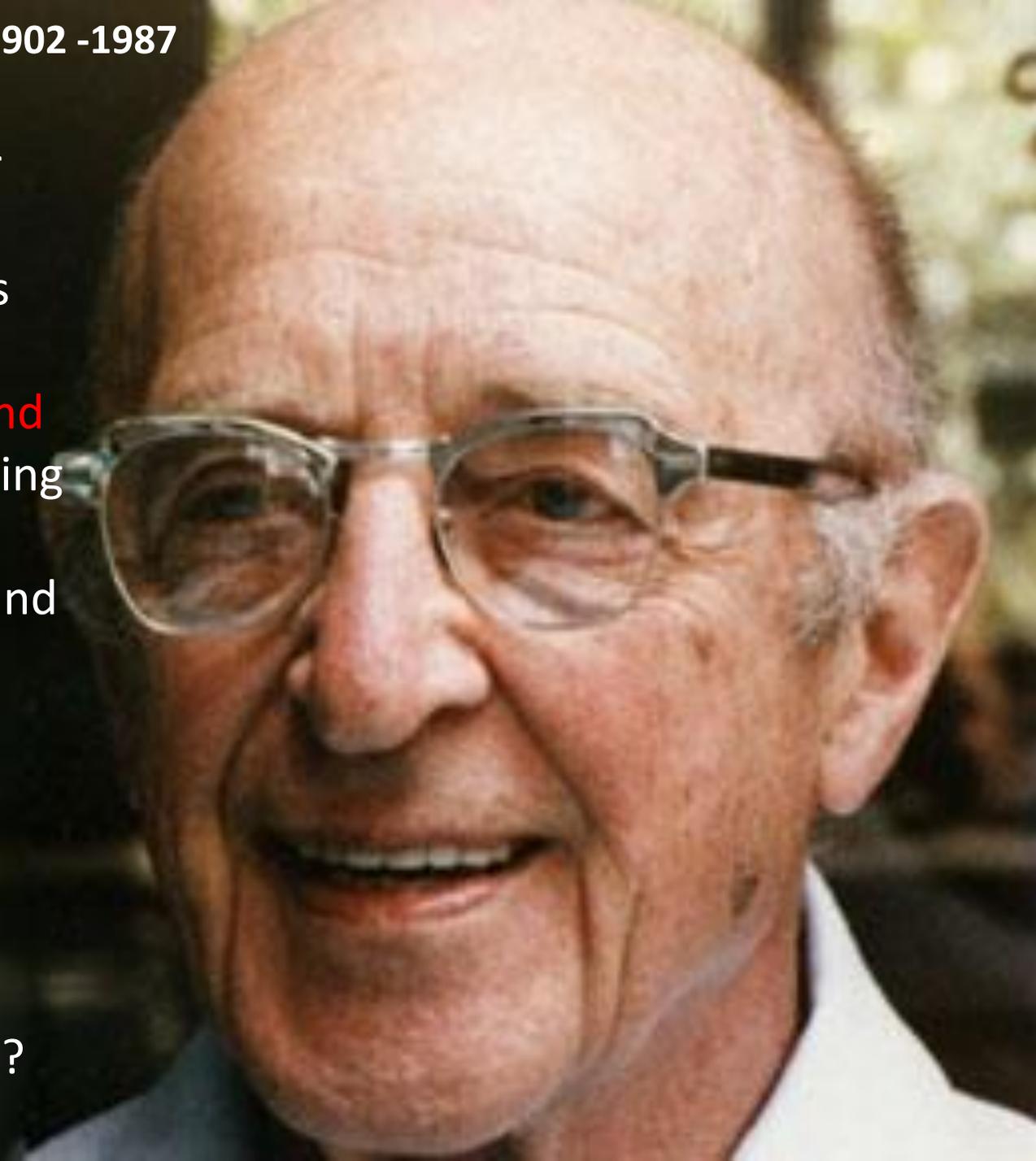


Unconditional Positive Regard

Carl Rogers 1902 -1987

“The therapist experiences a warm caring for the client – a **caring** which is not possessive, which demands **no personal gratification**. It is an atmosphere which simply demonstrates ‘**I care**’; not ‘**I care for you if you behave thus and so**.’ [...] It involves an acceptance of and a caring for the client as a *separate* person, with permission for him to have his own feelings and experiences, and to find his own meanings in them. To the degree that the therapist can provide this **safety-creating climate** of **unconditional positive regard**, significant learning is likely to take place”.

If a therapist can do this, then surely you can too?



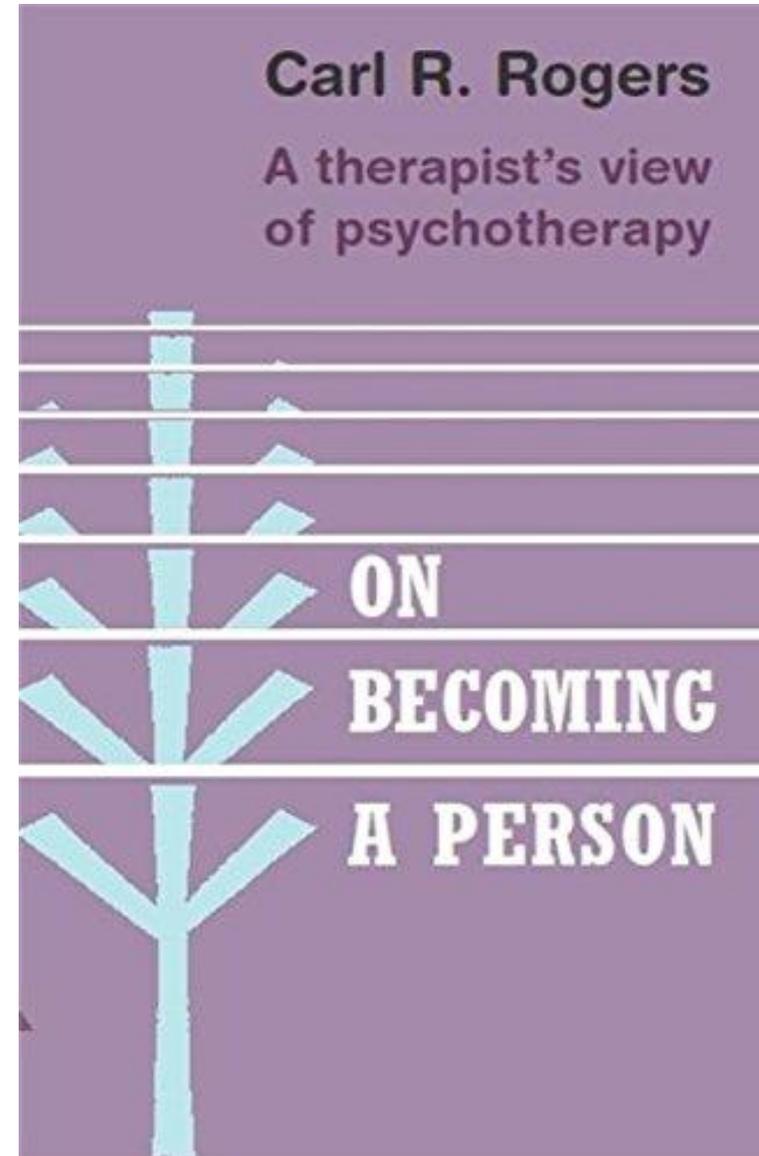
Unconditional Positive Regard:

Three things?

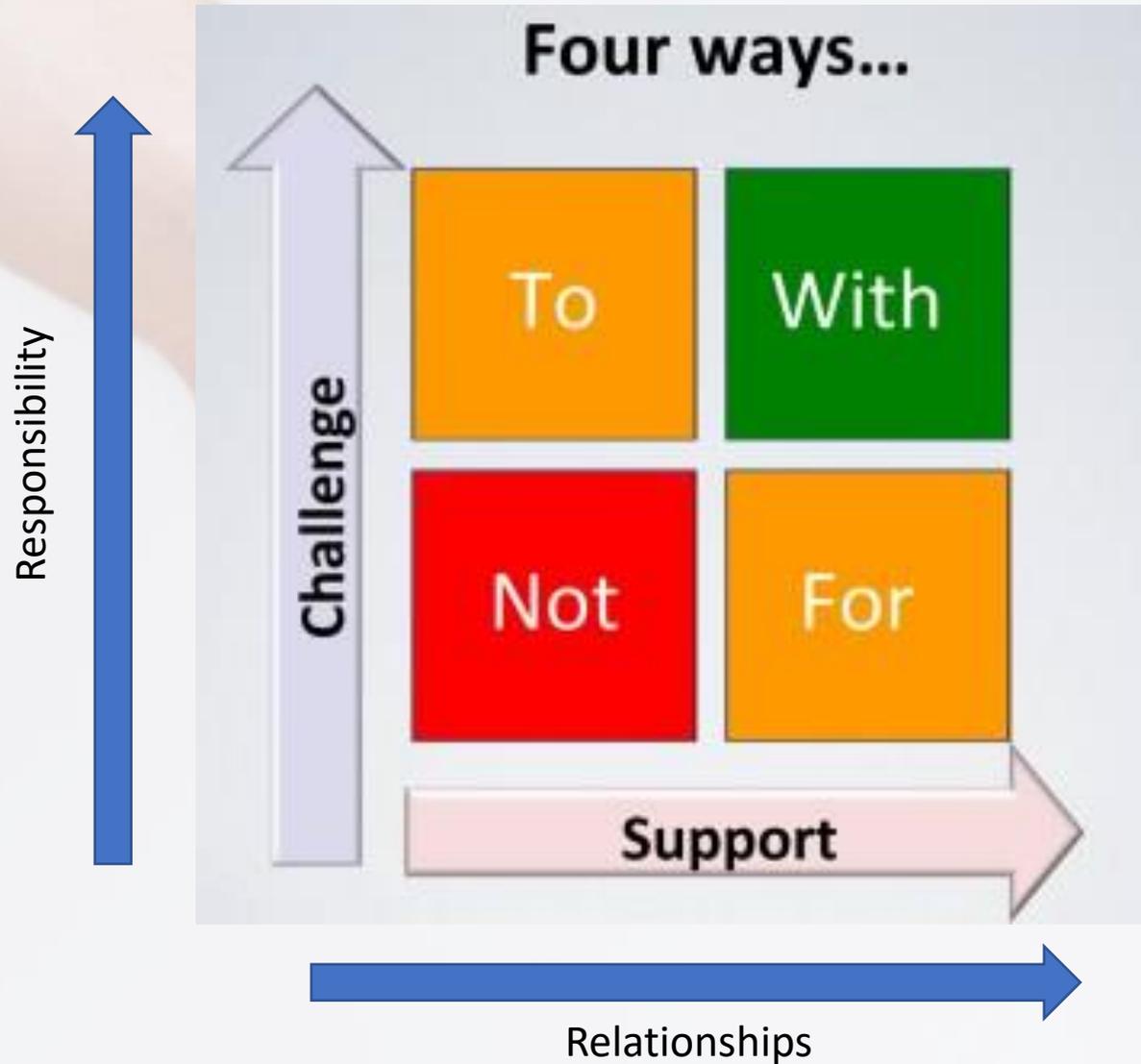
1. Genuineness
2. Acceptance
3. Empathy



Reading list:



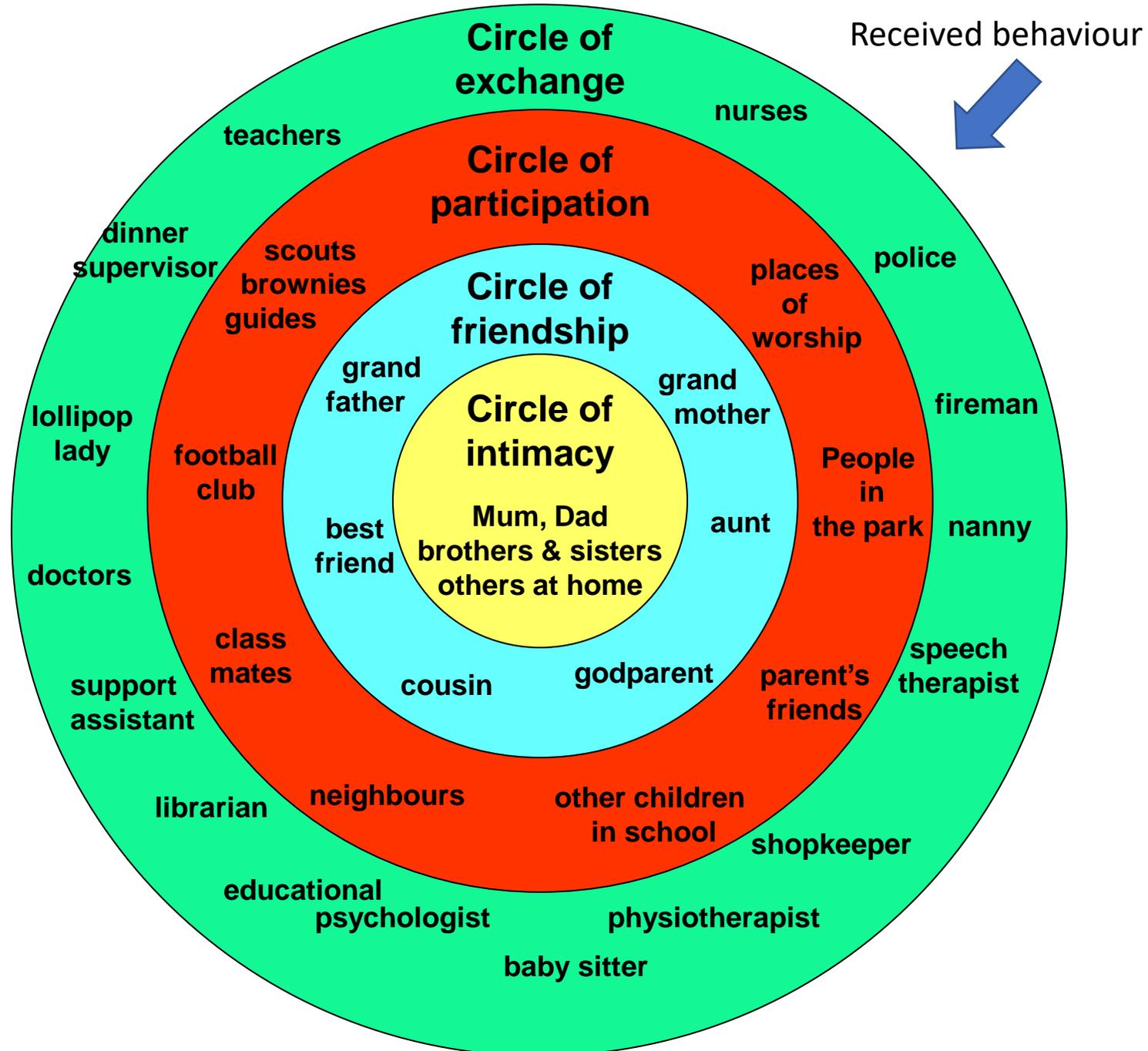
The Social Discipline Window – relationships in action



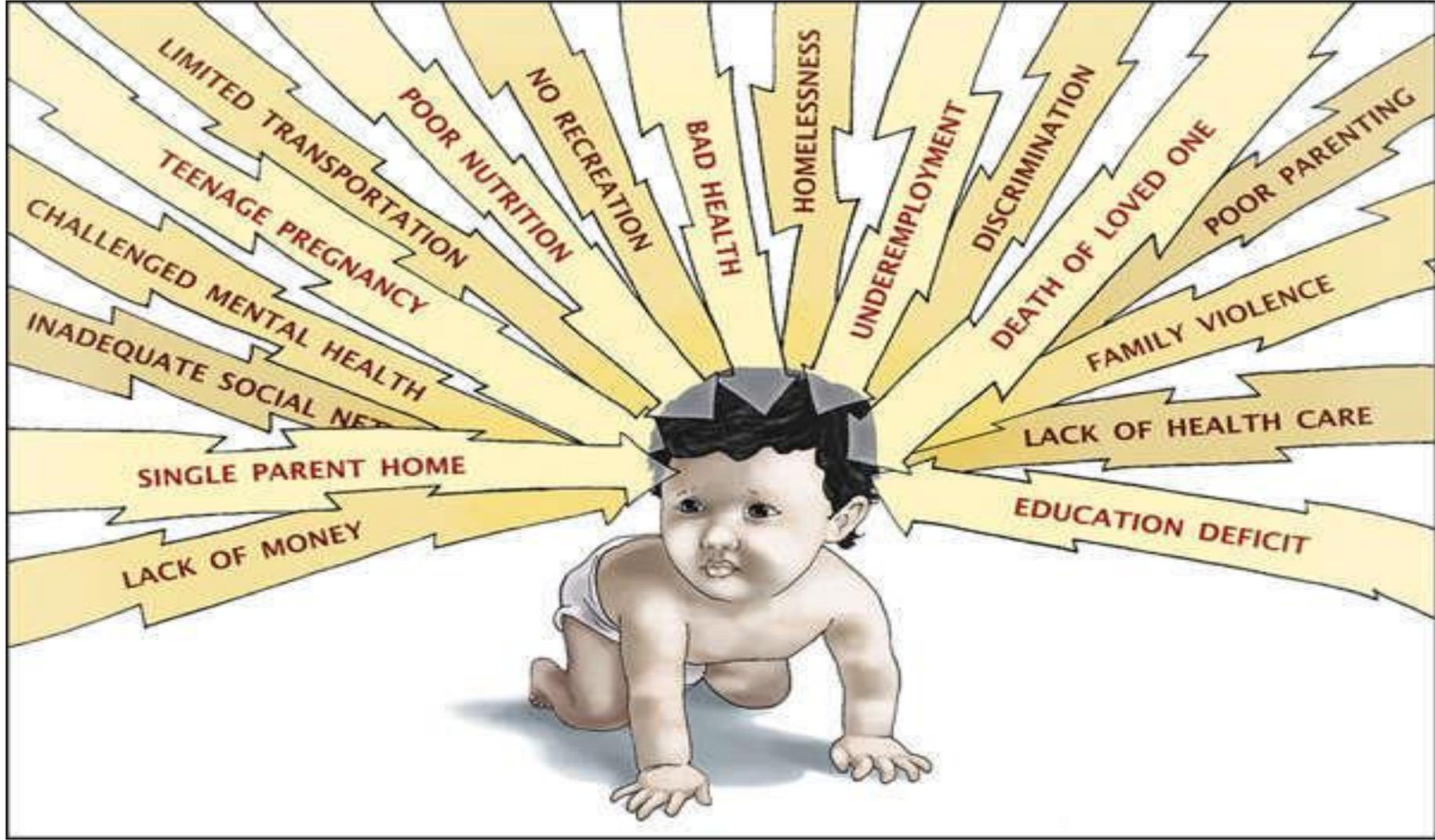
Do you really know and understand your pupils?



Do you care?



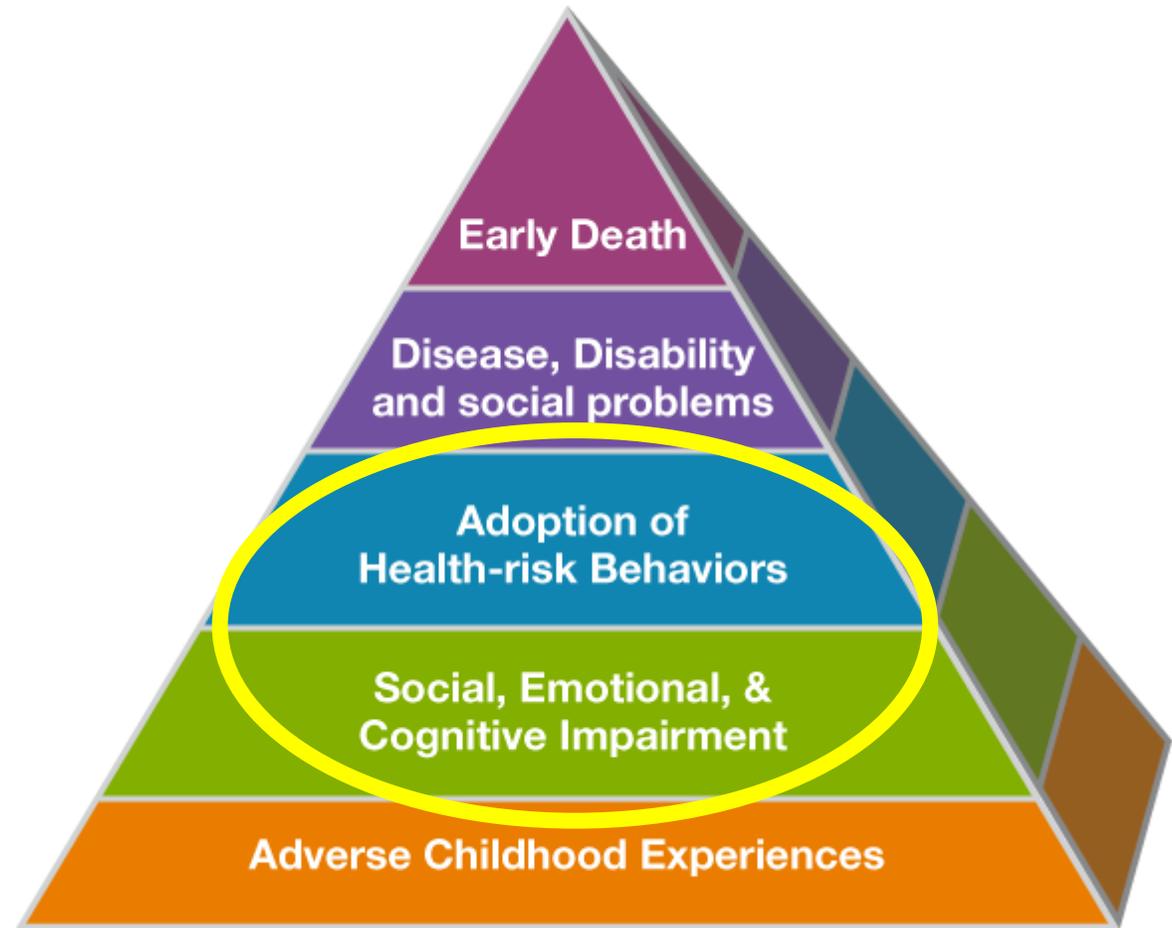




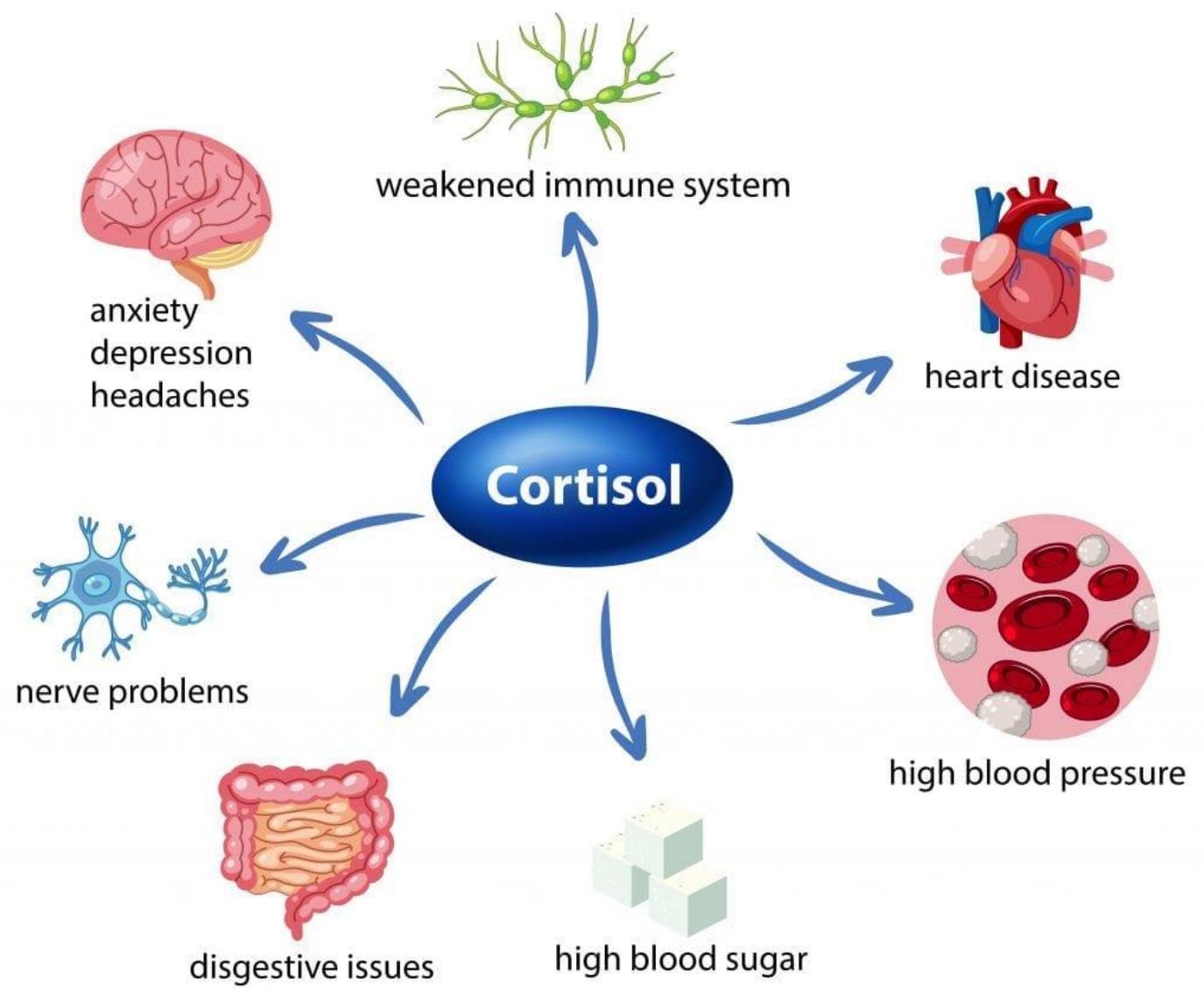
Death



Birth



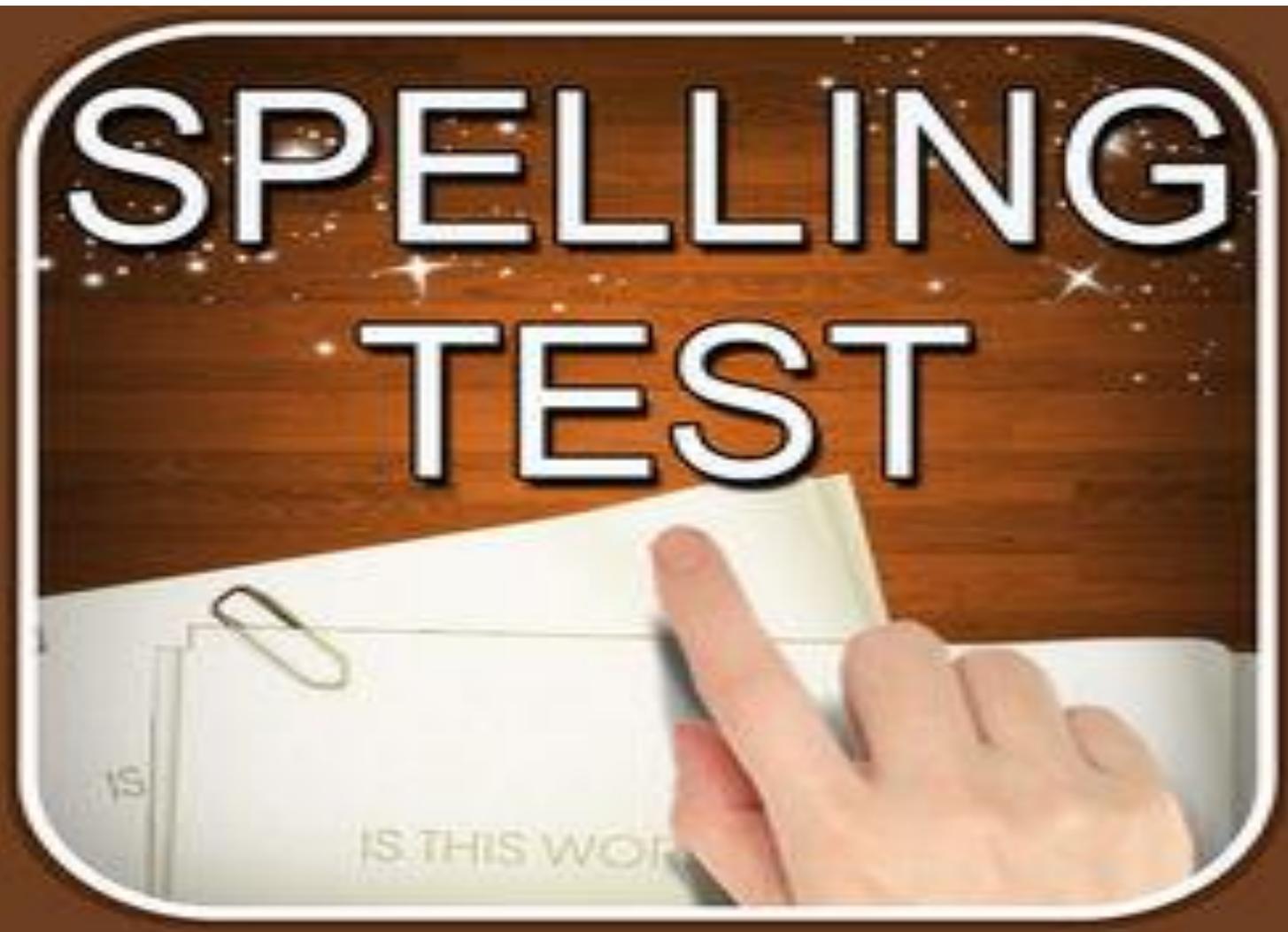
This is one person's story of how adverse
childhood experiences affected their life.



**Audience
Participation Alert!!**



SPELLING TEST



POSITIVE

Brief increases in heart rate,
mild elevations in stress hormone levels.

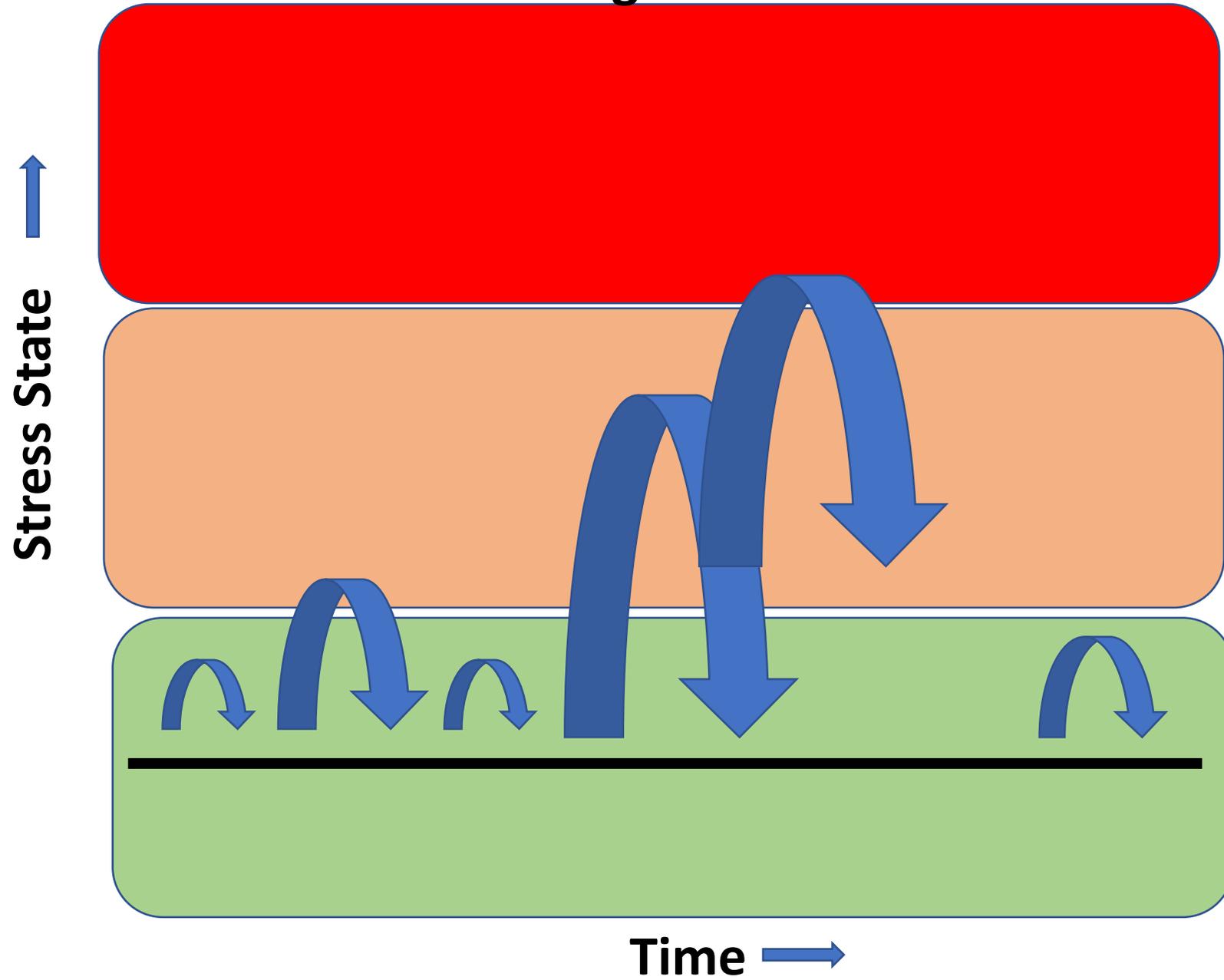
TOLERABLE

Serious, temporary stress responses,
buffered by supportive relationships.

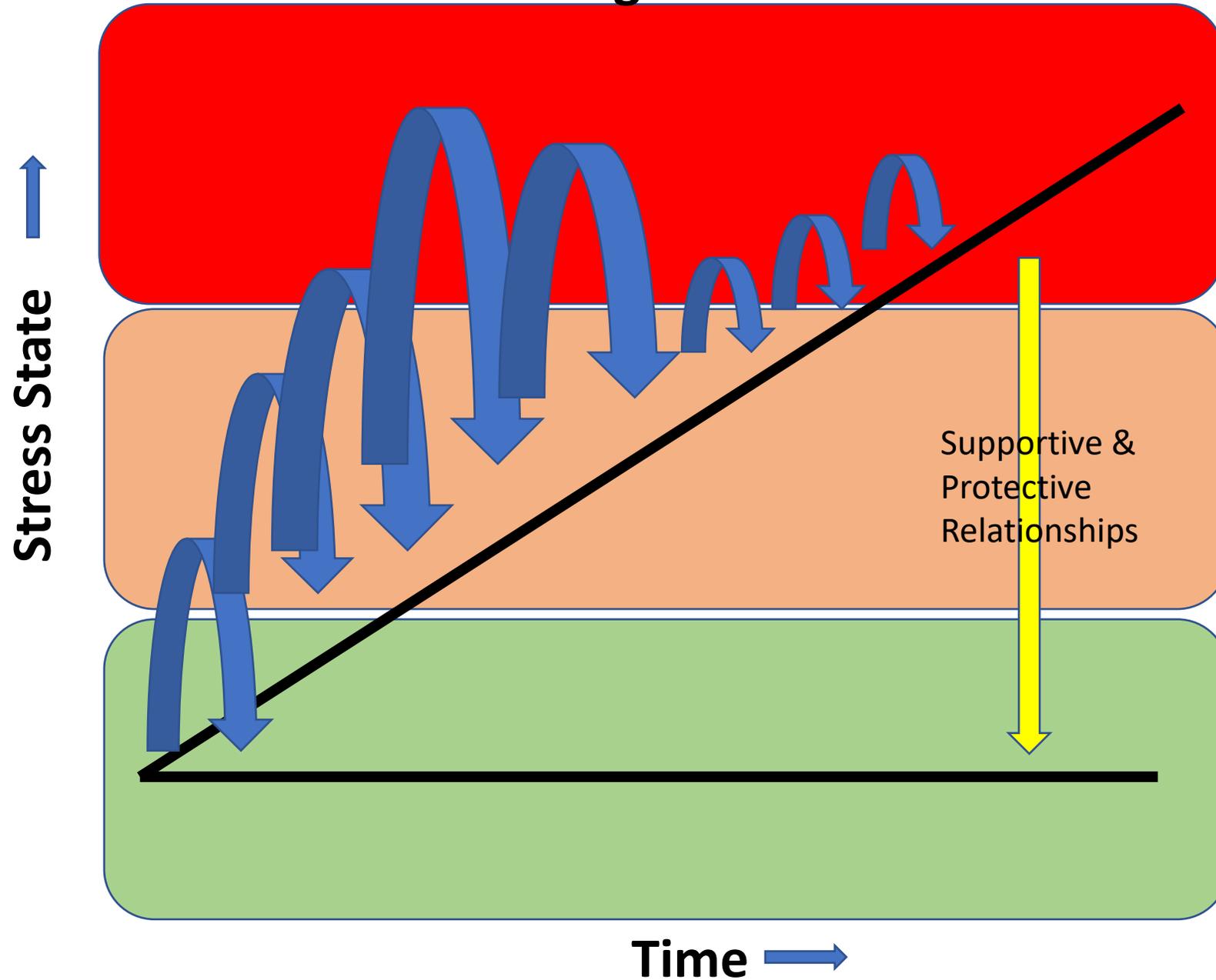
TOXIC

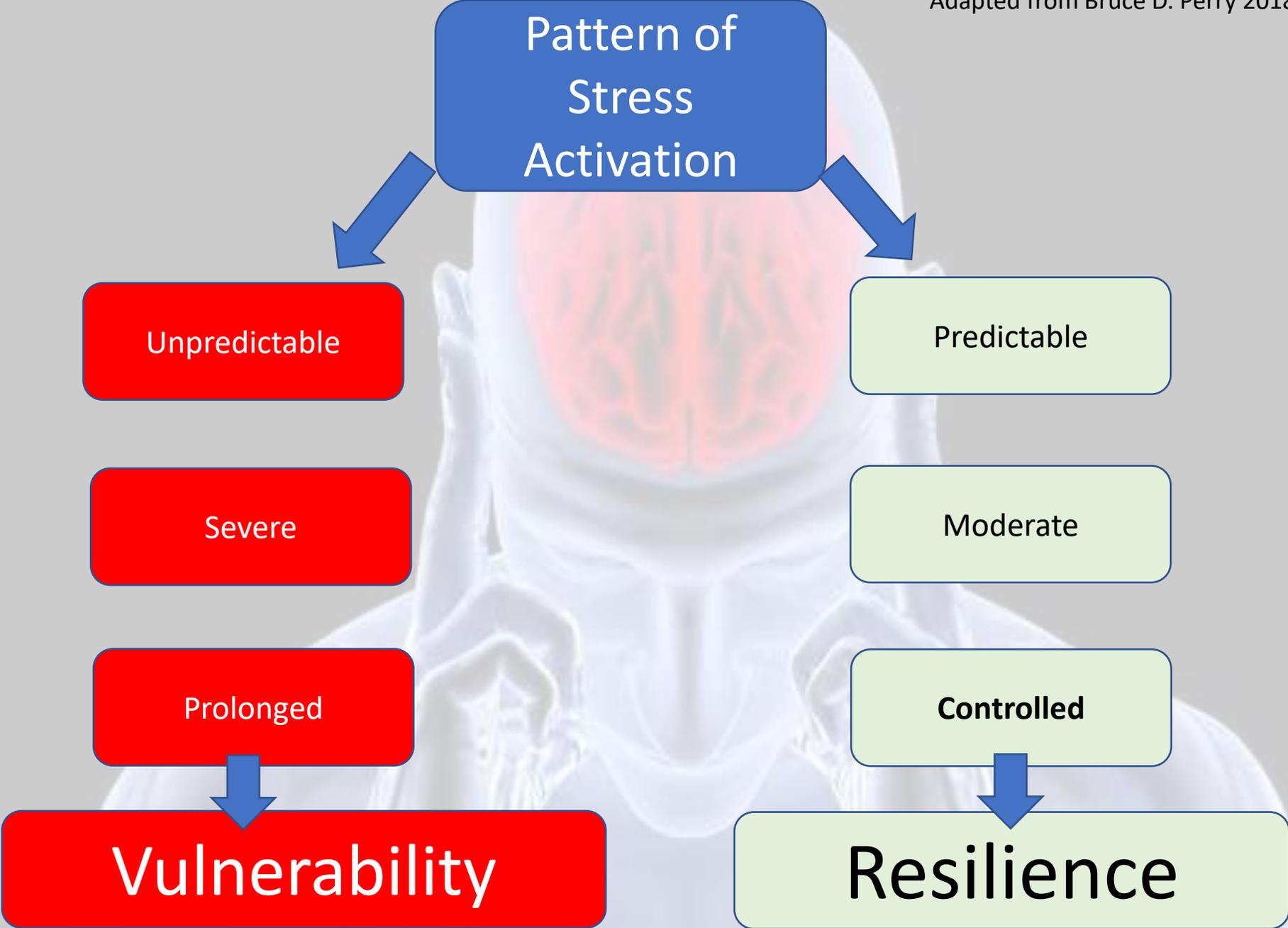
Prolonged activation of stress
response systems in the absence
of protective relationships.

Sensitising Pattern

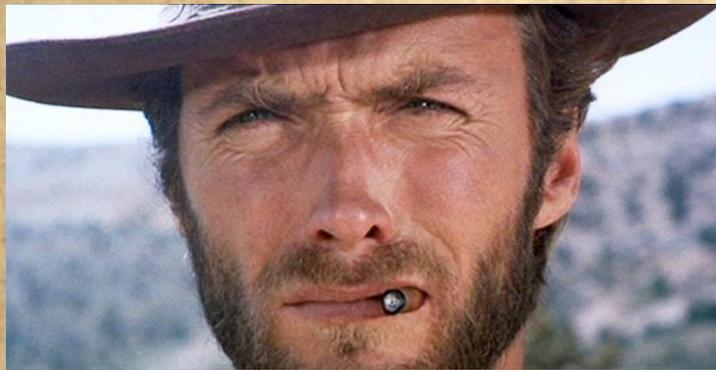
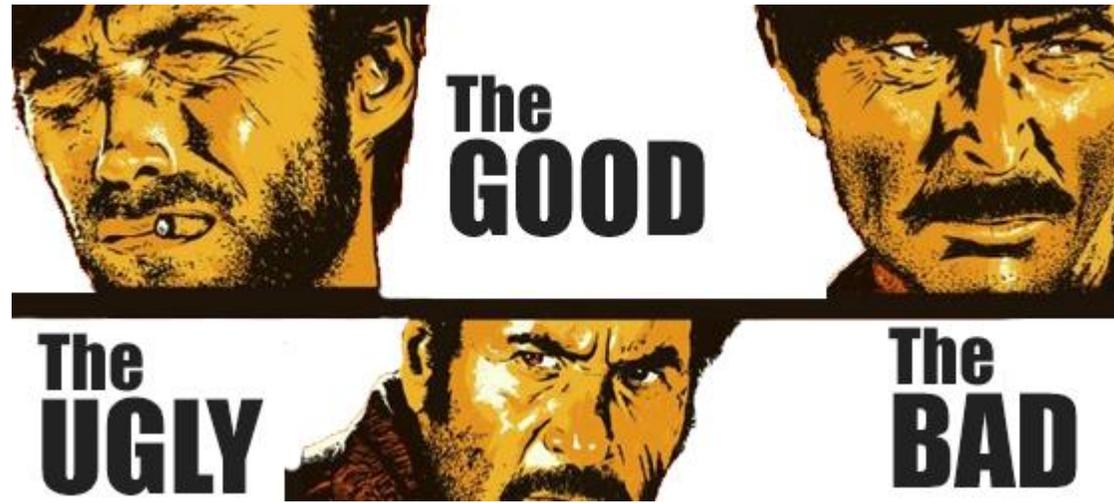


Sensitising Pattern



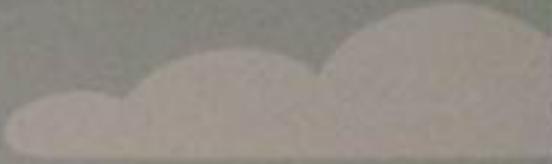






IN THIS WORLD THERE'S
TWO TYPES
OF PEOPLE MY FRIEND.
THOSE WITH LOADED
GUNS AND THOSE WHO DIG.





Dear Mom

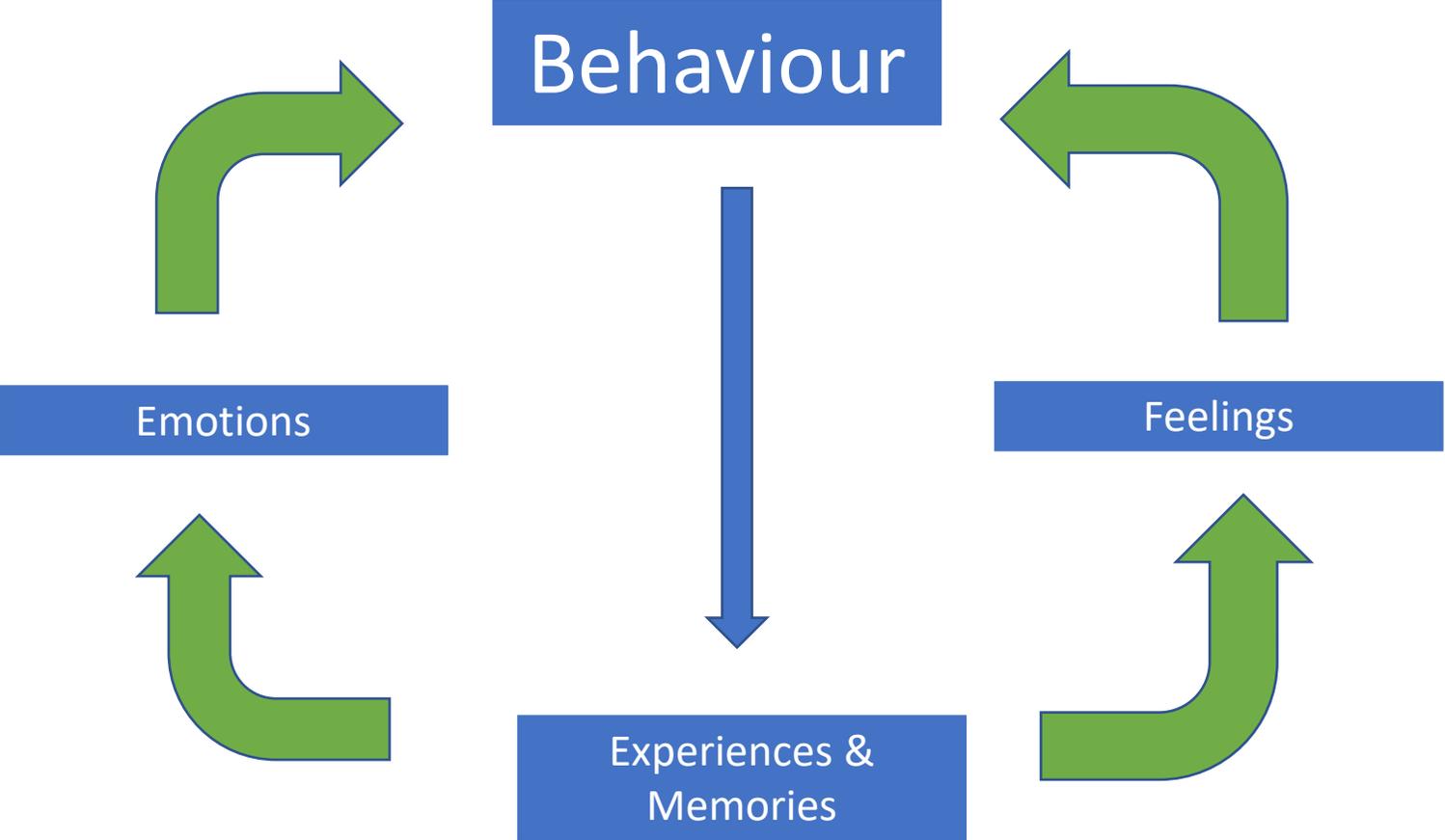
Thank you sooooo much for being my
mom. if I had a different Mom I would
punch her in the face and go find
you.



love, Brooke

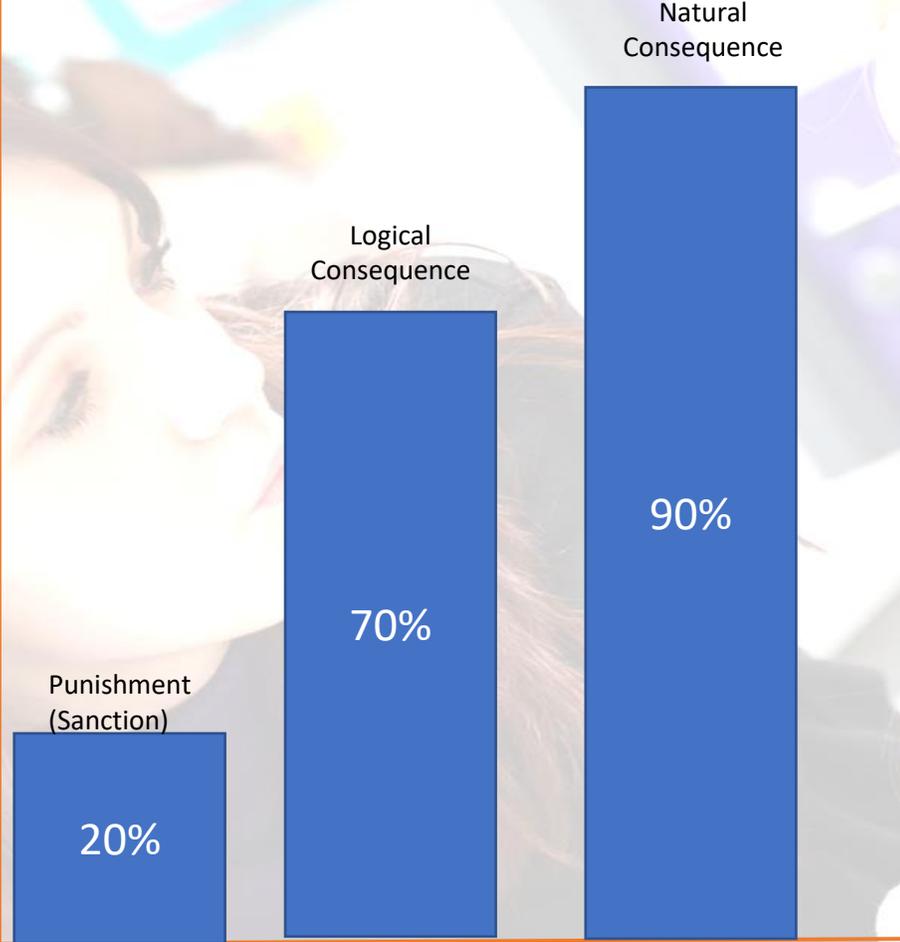




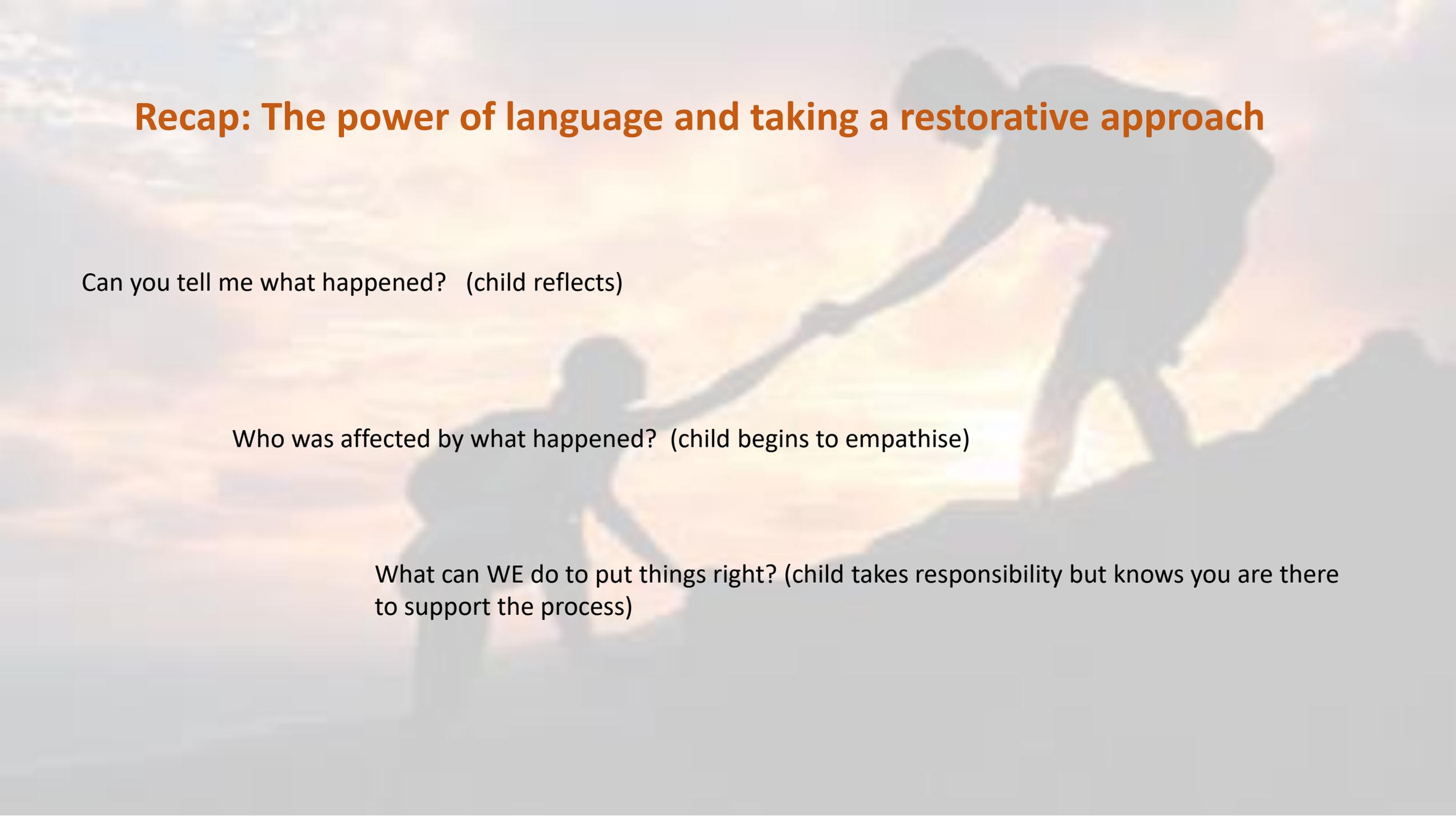


To Sanction or not to sanction?

Effectiveness



Recap: The power of language and taking a restorative approach

The background of the slide features a soft, warm sunset or sunrise sky with a gradient of orange, yellow, and light blue. In the foreground, the silhouettes of two people are shown climbing a mountain peak. One person is higher up the slope, leaning forward, while the other is lower down, reaching up towards the first person's hand, suggesting a moment of assistance or shared effort.

Can you tell me what happened? (child reflects)

Who was affected by what happened? (child begins to empathise)

What can WE do to put things right? (child takes responsibility but knows you are there to support the process)



Language matters

Demand Language



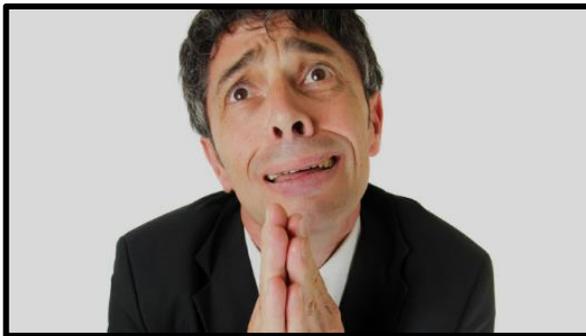
Failure to regulate your own behaviour – angry, out of control and aggressive

In control – clear, established expectations and high standards



Assertive Language

Cajoling Language



Begging children to follow our instructions – pleading for compliance and often mistaken for kindness



Self-reflection: What do you do?

Demand?

Assertive?

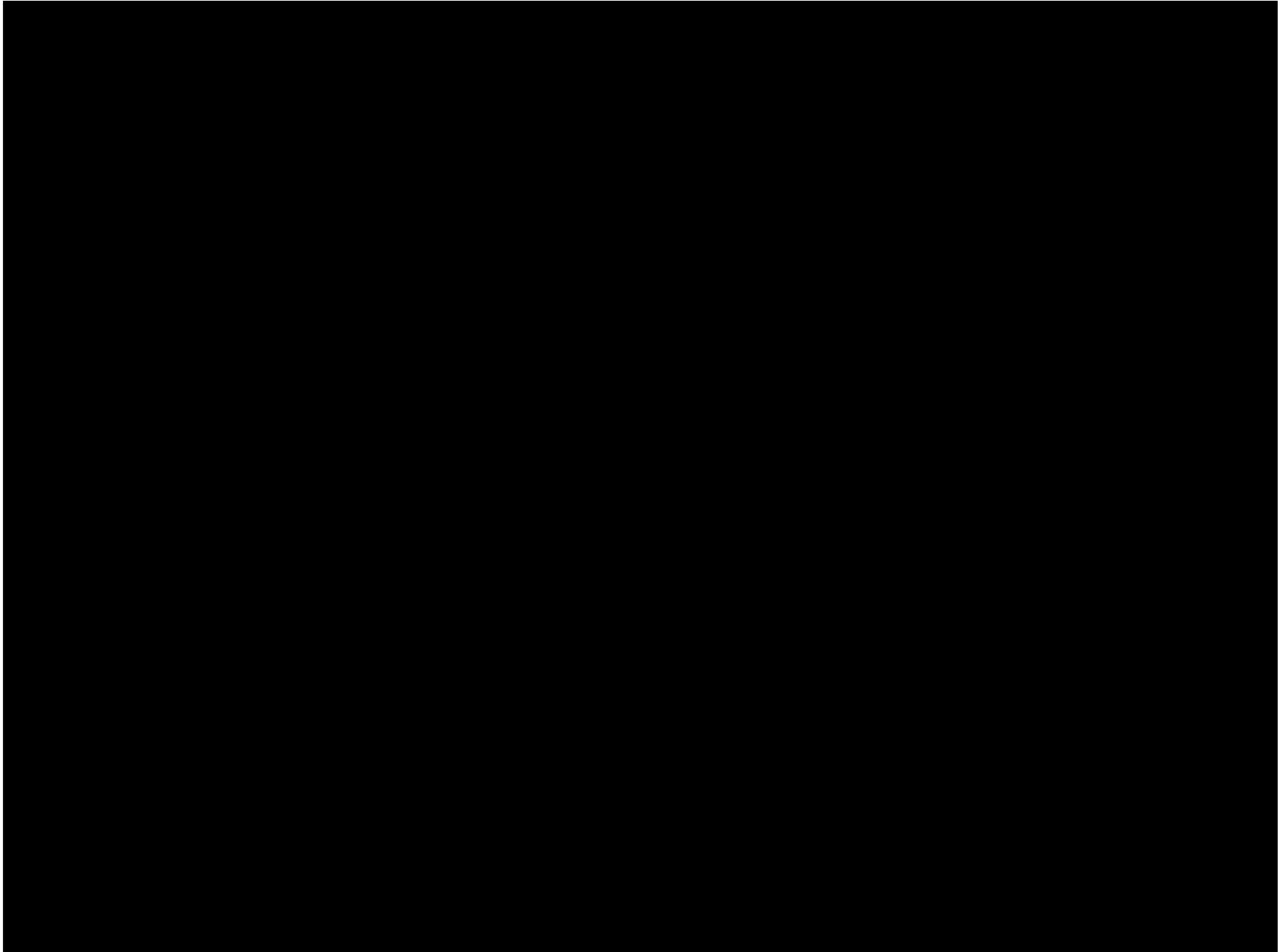
Cajole?



Natural Consequence



“Same old faces, same old faces!”





No excuses, plenty of fear

“Fear is the path to the dark side. Fear leads to anger. Anger leads to hate. Hate leads to suffering”







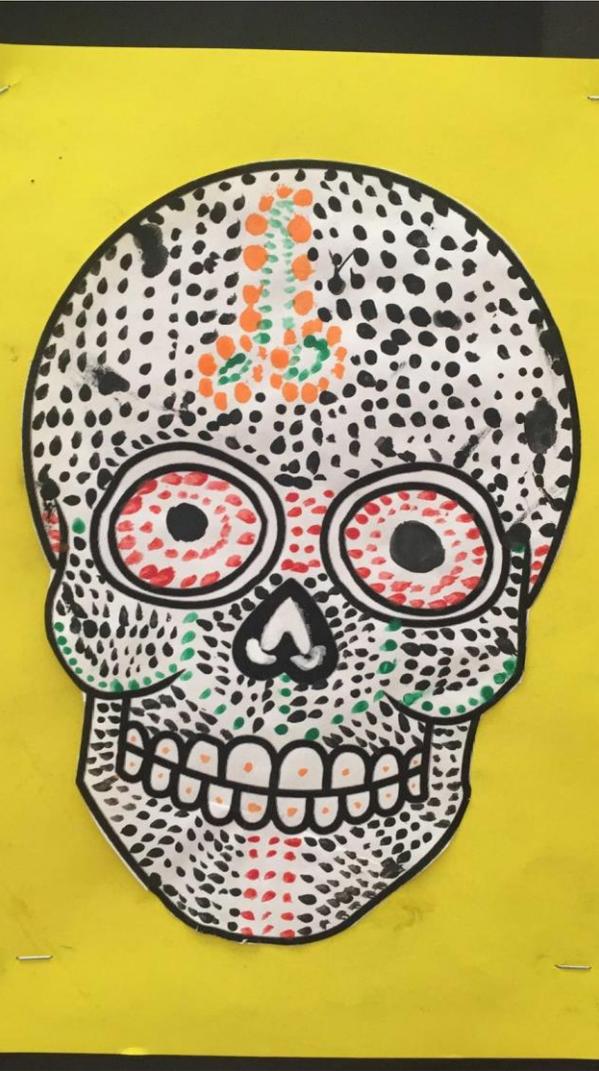
Consistency

Praise v Reward - what is the difference and why does it matter?

The power of praise – praise expresses warm approval and admiration, whereas reward is a 'thing' given for recognition or achievement.

Praise shows a genuine relational recognition and is a powerful motivator for children.

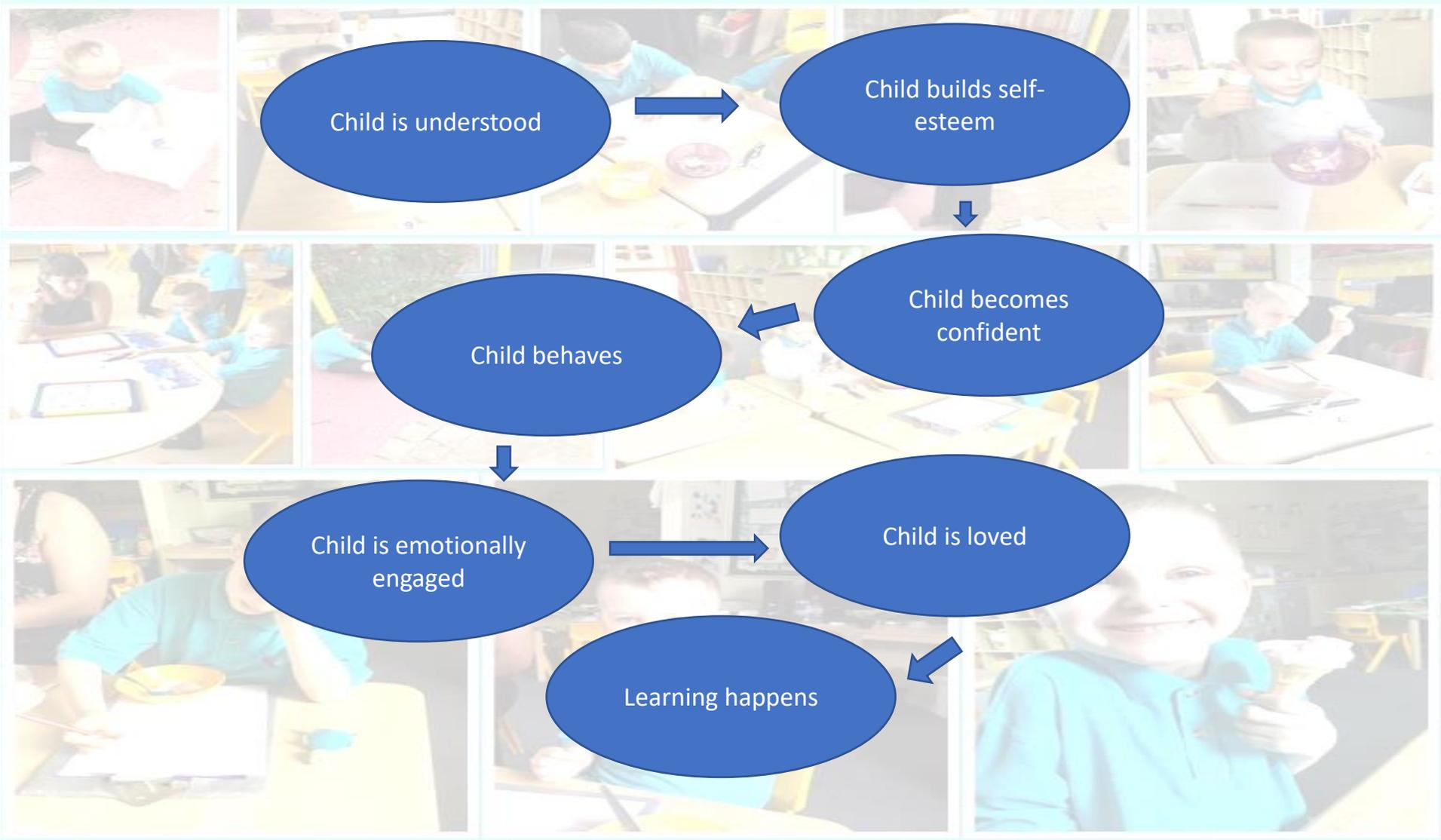
Authentic Care







The perfect
teacher on
one
slide.....



Activity:

What are the nine types of behaviour you may see in school?

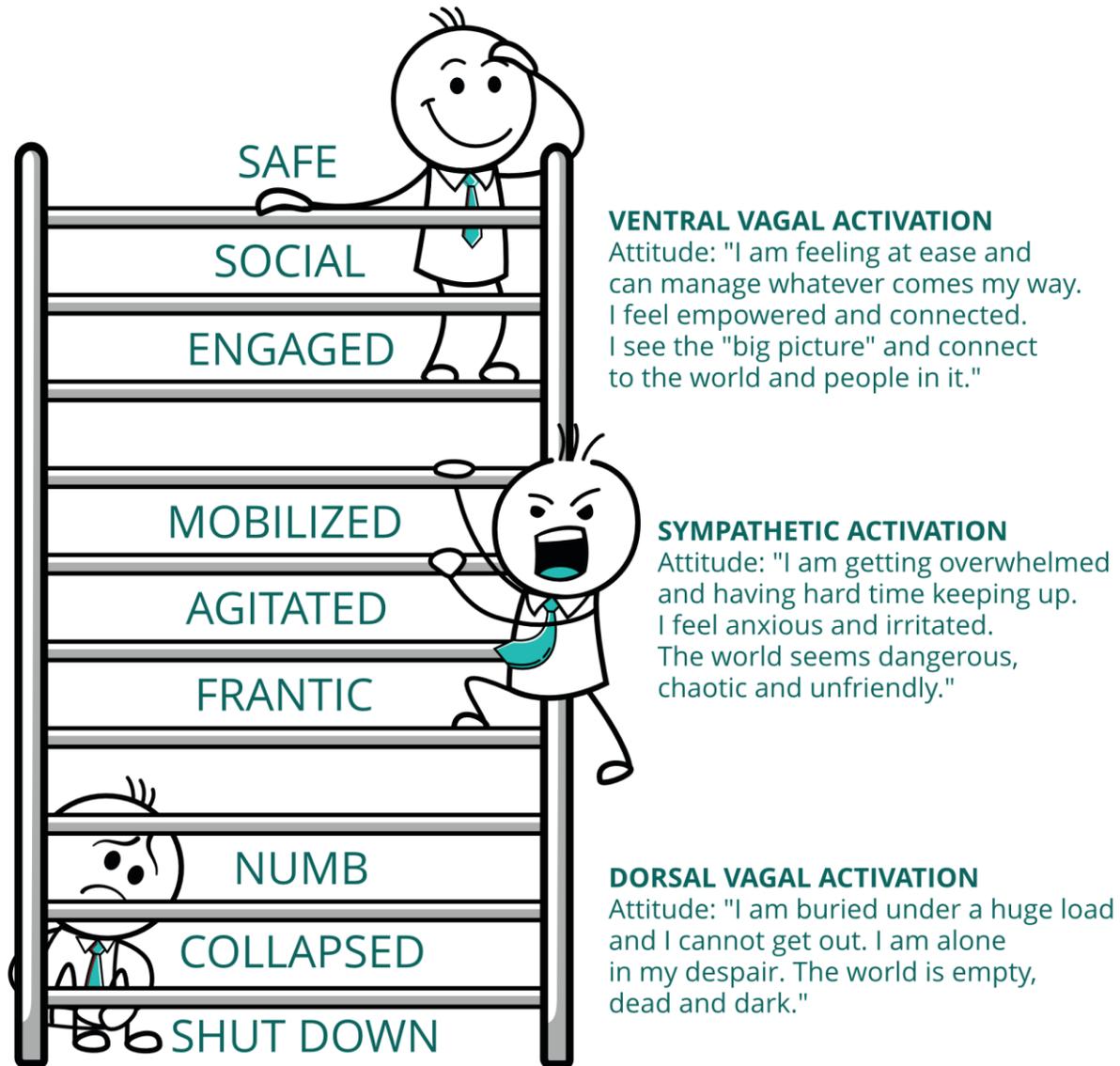
- 
- A 3D graphic featuring a white, glossy ring. Inside the ring, there is a green plus sign (+) on the left and a red minus sign (-) on the right. The plus sign is positioned behind the text list, and the minus sign is positioned behind the text list.
- 1. Safe/calm**
 - 2. Social**
 - 3. Engaged**
 - 4. Mobilized**
 - 5. Agitated**
 - 6. Frantic**
 - 7. Numb**
 - 8. Collapsed**
 - 9. Shut Down**

A close-up photograph of a person's hand holding a child's hand. The person's hand is larger and has a gold ring on the ring finger. The child's hand is smaller and is being held in a supportive grip. The background is a soft-focus outdoor scene with green foliage and a person's face in the distance.

The importance of feeling safe: Polyvagal Theory *Stephen Porges*

A child under stress → self protection

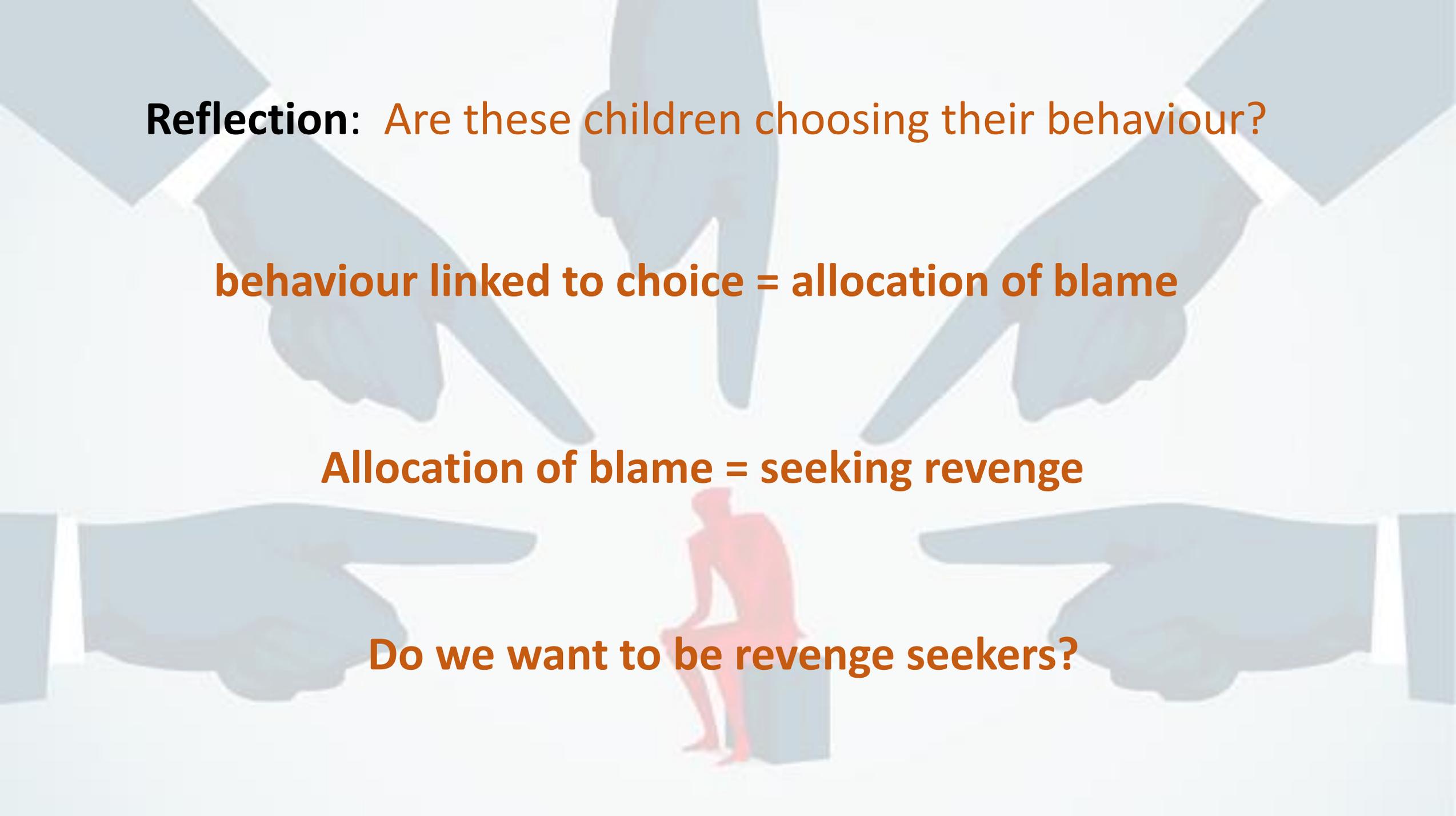
AUTONOMIC NERVOUS SYSTEM AS A LADDER



Child feels safe

Sympathetic nervous system -
Increased arousal & mobilisation

Parasympathetic nervous system –
reduced arousal & immobilisation

The background features a light blue gradient with four stylized, semi-transparent hands in shades of blue and grey. Each hand is pointing its index finger towards the center of the frame. In the center, there is a small, red silhouette of a person sitting on a dark grey rectangular block, looking down. The overall composition suggests a collective focus or judgment directed at the central figure.

Reflection: Are these children choosing their behaviour?

behaviour linked to choice = allocation of blame

Allocation of blame = seeking revenge

Do we want to be revenge seekers?



Teacher

Adult Behaviour (primary caregiver)

Positive & Loving

Rejection & Unloving

Anger & Confusion

Child is Secure

Child is Avoidant

Child is Resistant

Pupils

P.A.C.E

Playfulness

Oxytocin to combat cortisol

Acceptance

Feeling safe and putting children at ease

Curiosity

Being non-judgemental

Empathy

Genuine understanding of how a child feels



Connection before correction

Remain calm and regulate your own response - allow them into your calm rather than joining them in their chaos.

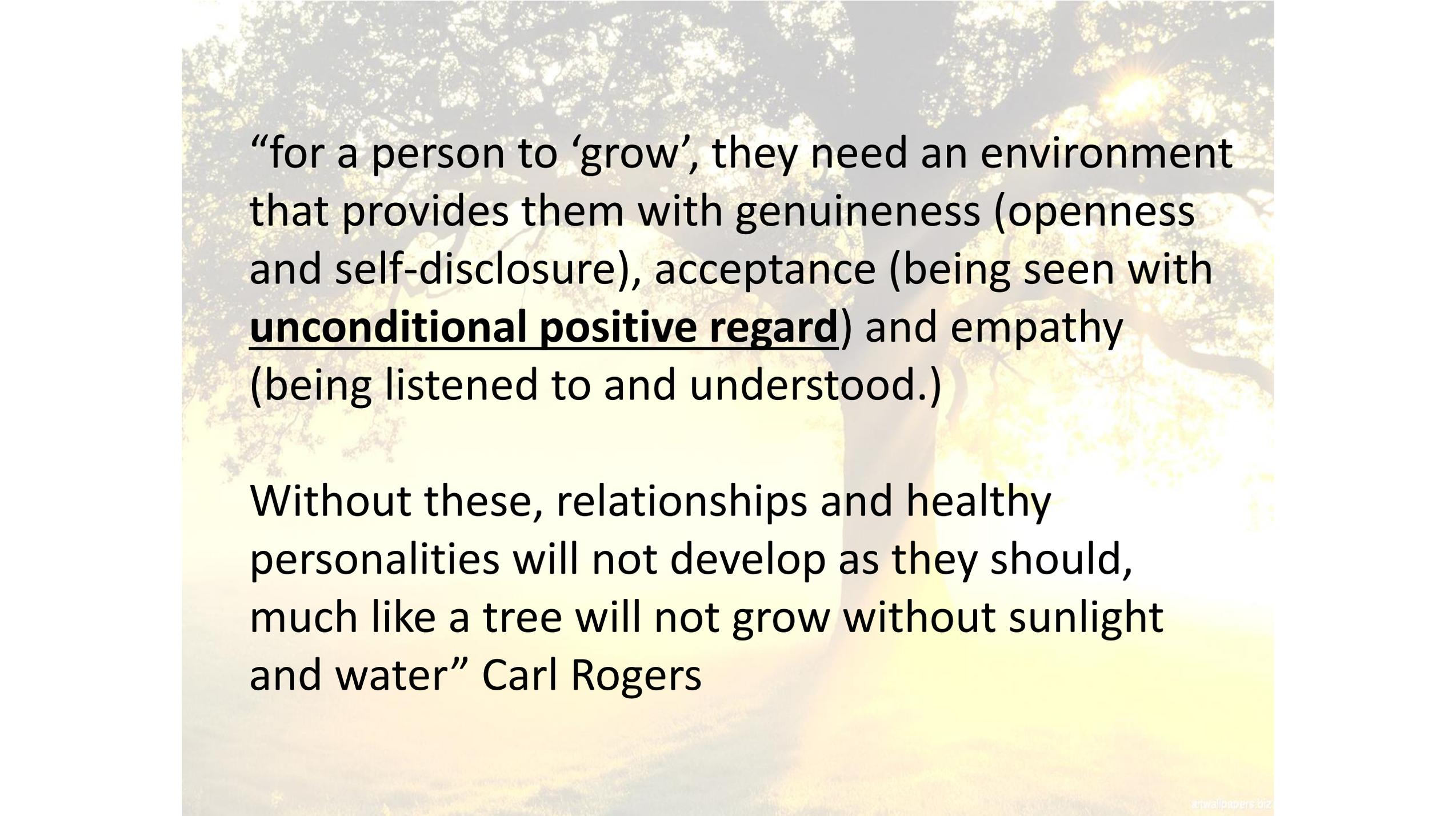
Put things right – they may need your emotional support to do this.
Don't assume they can put things right without you.

Regulate
Relate
Repair

Empathise and reflect –
make a connection
Make them feel safe.







“for a person to ‘grow’, they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with **unconditional positive regard**) and empathy (being listened to and understood.)

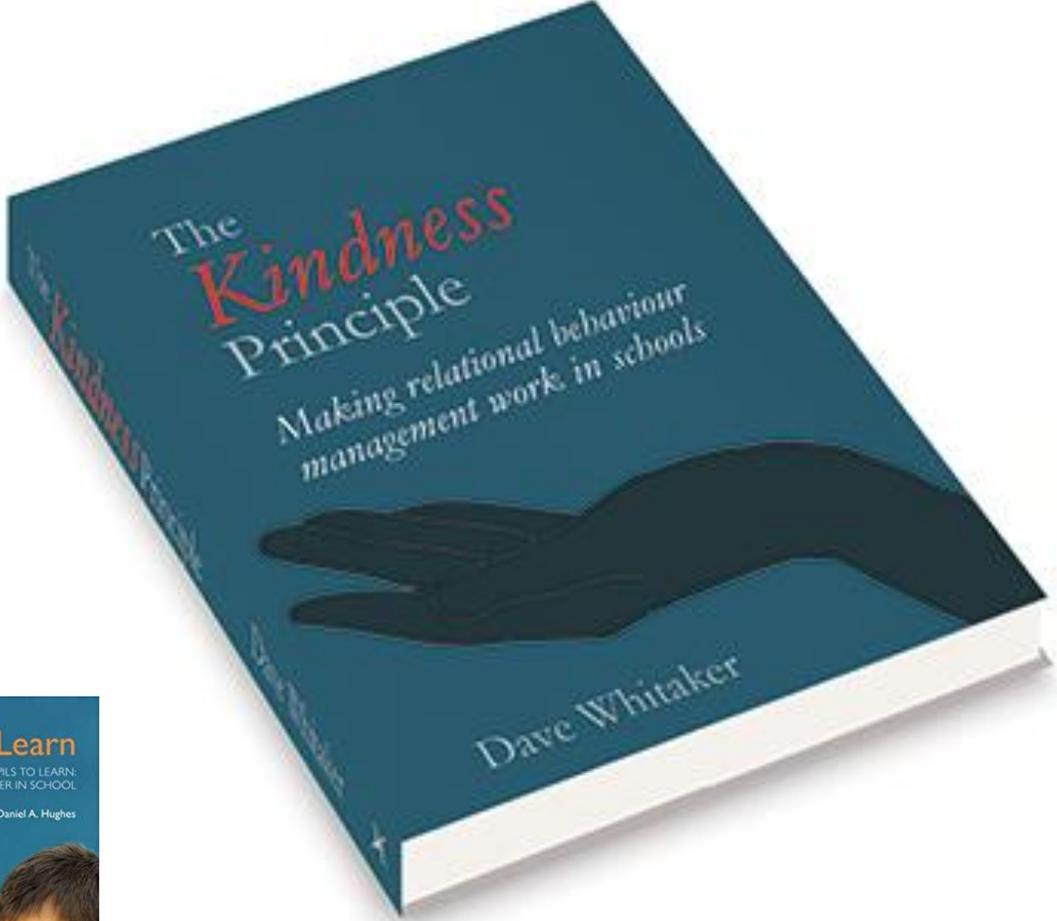
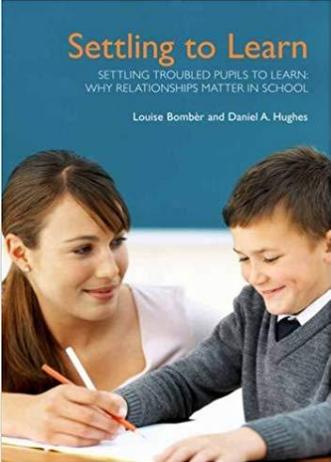
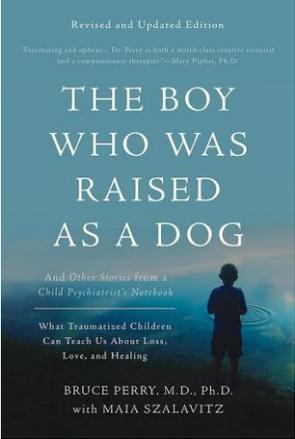
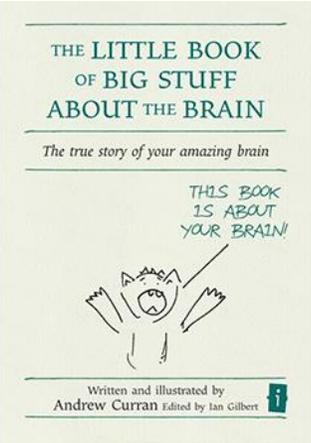
Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water” Carl Rogers



How can you contribute to the culture of your organisation?

How do you want people to remember you?

Reading List:



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