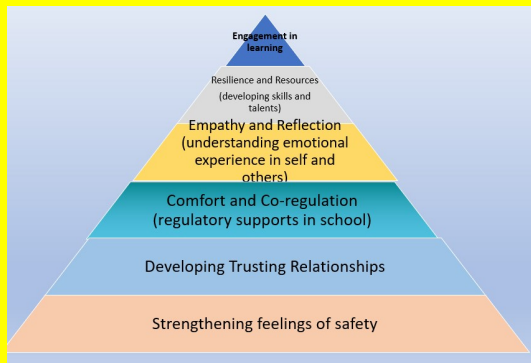


# CLPT Inset handout—Routines positively impact in class behaviours

## Routines will make your life in the classroom much easier

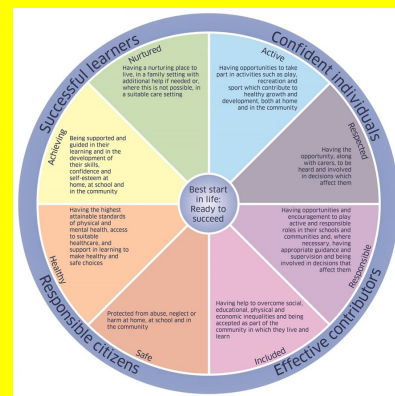
*“Your classroom routines are the cogs at the centre of your classroom practice. Deftly performed they deeply affect the behaviour of the class. Miss them out and everything appears unplanned, improvised and wobbly. Your core routines are touch points for the lesson that all students recognise and expect. They might address common behaviour-*

### Golding and Hughes Pyramid of Need



- ◆ A model to understand and address children’s needs based on their social, emotional and developmental stage.
- ◆ Each part of the pyramid represents a child’s needs and potential for growth at any given point with the support or scaffolding of a trusted adult.
- ◆ Every moment and interaction can be an intervention and has the power to be therapeutic.

### SHANARRI wellbeing indicator Best start in life– Ready to succeed model



- ◆ Often, due to unforeseen circumstance (eg poverty, up-bringing) parents cannot provide these wellbeing elements, therefore it is the role of school staff to develop these.

### Routines to implement that will support behaviours in class

- ◆ Morning Greeting- The point of this is to welcome every child and make them feel safe. It is also an amazing opportunity for you to be able to understand their feelings towards the day. This can be as simple as “hello, how are you”, a high 5, a hug or a coloured lolly stick to represent their emotions. Remember; late pupils need to also feel valued and appreciated.
- ◆ Build positive relationships– get to know every child as an individual. What do they (dis)like? What makes them unique? What are they good at? What are their hobbies outside of school?
- ◆ Build mutual respect– This is the game changer. You cannot exact any pupil to follow direction or expectations without respect being earned. This cannot be demanded, this will only cause fear and ultimately pupils will rebel.
- ◆ Seating plans– This provides routine for pupils and allows the teacher to eliminate issues in class. Consider the shape in which tables will be placed. Will it be a large horse shoe? a mini horse shoe? lines of tables? A tradition table of 6 pupils? Can all pupils see? Are pupils sat next to an appropriate learning partner?
- ◆ Gaining all pupils attention- Using a strategy to gain whole class attention is important and must be upheld at all time. After all, if pupils are not showing full engagement, are they learning?
- ◆ Noise level routines- Do pupils know the difference between noise expectations for different tasks?

