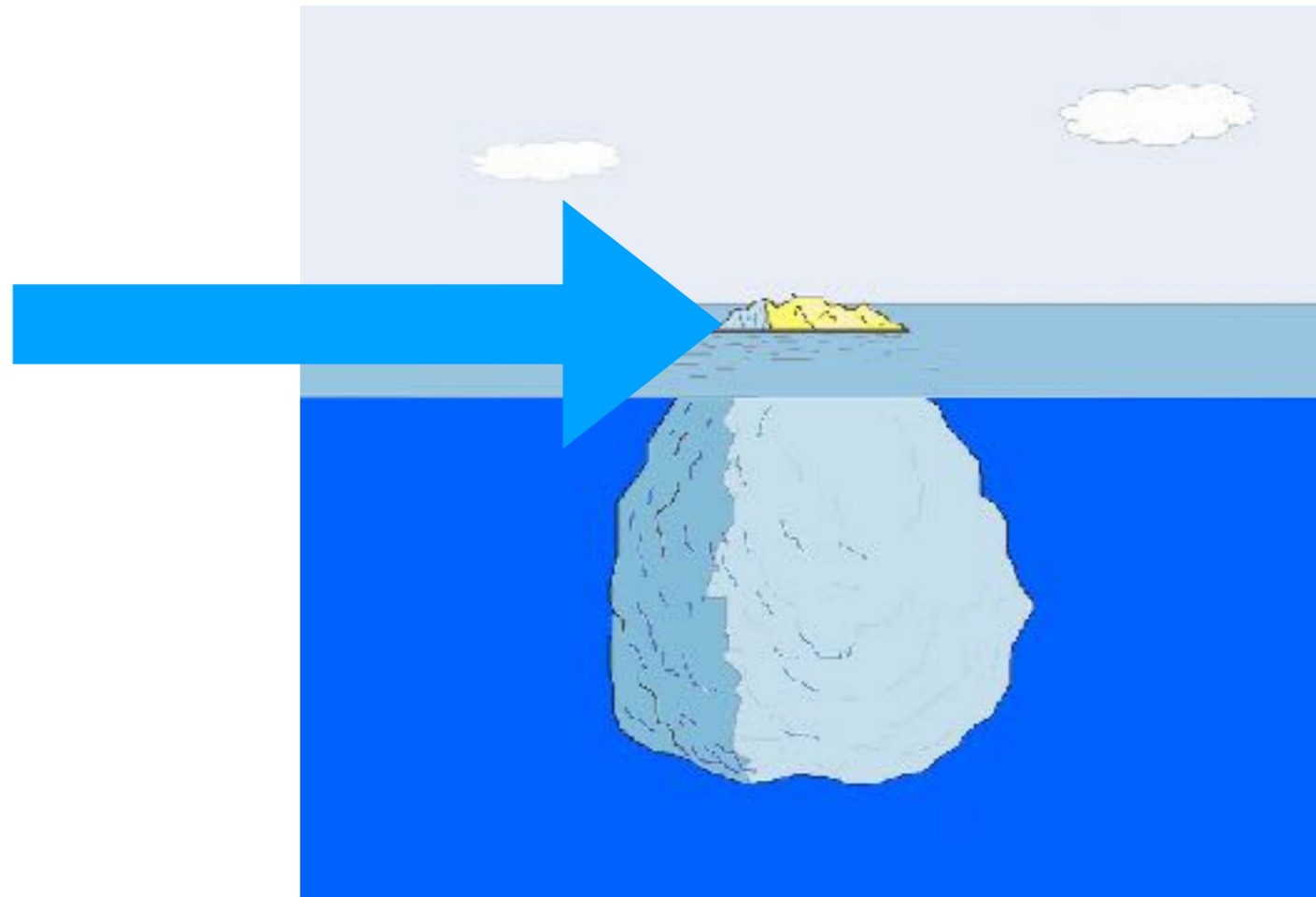


The Solutions Focused coach

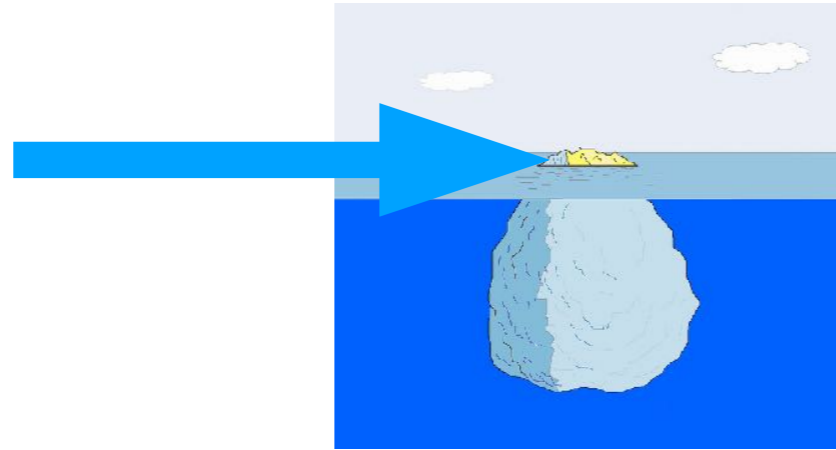


Dr. Geoff James at the St Williams Inquiry Conference September 2017

Behaviour and the Iceberg Error



It's just the **tip** of the iceberg we should worry about.



DfE (Bennett 2017 Independent Review) says:

- 1) *‘Behaviour is any **action performed** by any member of the school community in classrooms and all public areas’*
- 2) *‘Behaviour does not merely refer to how students act antisocially’ it includes all **exhibited good and bad** behaviour which **must be reinforced** by **reward and punishment**.*

When you’ve only got a hammer



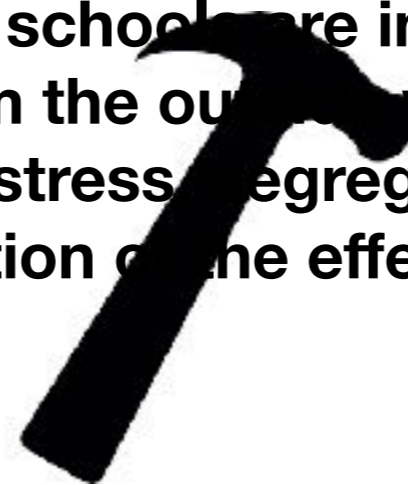
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Bennett 2017 says:

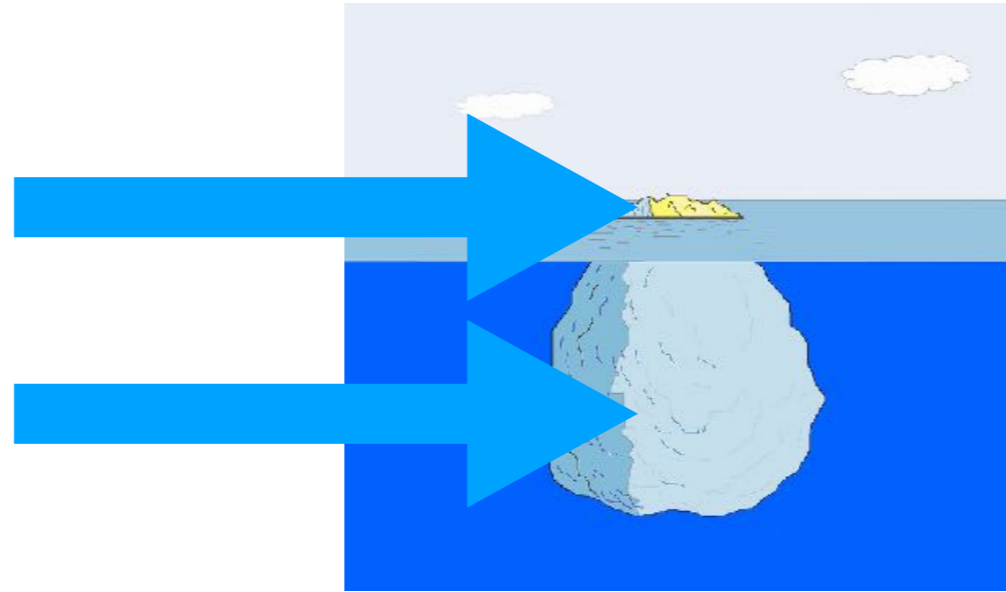
*“All students need to meet the expectations set of them. Anyone not meeting the expected **standard** must expect an **intervention** of some form, a **reaction** from the staff body.” But he makes no mention of the agency of the child*

Rules are essential and children learn to follow them by teachers using gentle reminders to help children who make mistakes.

But when things get get serious, schools are instructed to start hammering away at children from the outside with control and punishment which can lead to distress, segregation & exclusion. Official guidance makes no mention of the effect of reactive instruction on children’s wellbeing.



Solutions Focused coaching enables children to change from the **inside** - learning through the **inquiry** approach to teaching, building their sense of mastery. I call it **structured kindness**.



Working with children on the understanding that behaviour is both public and private, we engage the child as a person

We recognise differences and strengths, confidence, distress, love, loss, belonging to build a relationship of mutual respect and trust through inquiry

Engage with the whole child

“Positive emotions and good mood make people feel optimistic, work more efficiently, treat and overcome difficulties more easily, find solutions faster when solving problems”

(Bukantaite 2007 in Dr. Robert Loe 2015 ‘The relational teacher’ p.23)

**How does SF coaching develop the empathetic
relationship
that builds the foundations for success?**

Talk to the elephant, not the rider



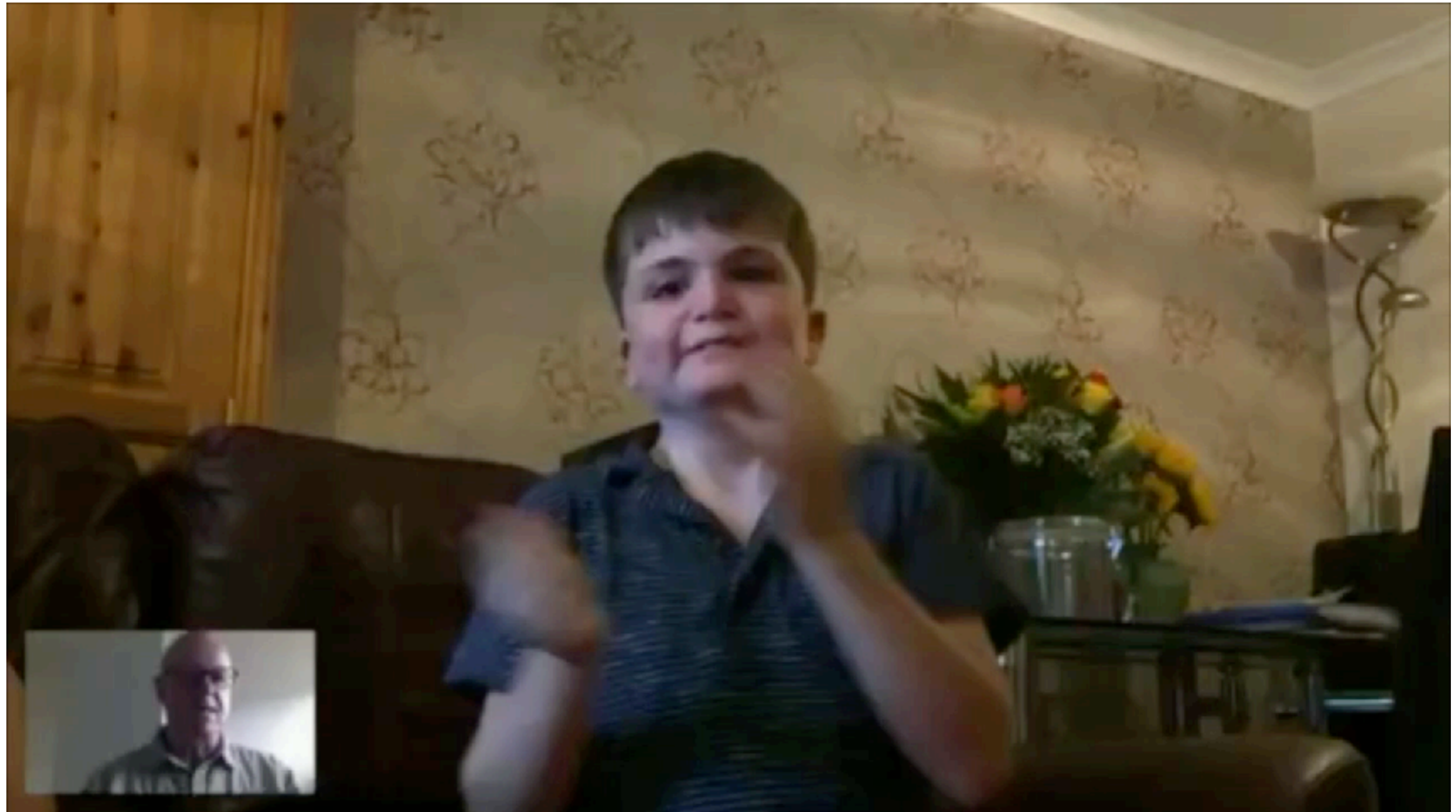
The elephant continuously reads the the world, looking ahead, predicting what might happen next and basing what she does on her prediction. If she thinks the stone in front of her might be hiding a scorpion, she'll turn away.

If she feels safe, she'll stay on the path.

She's intuitive, emotional, powerful.

The rider goes wherever she takes him.

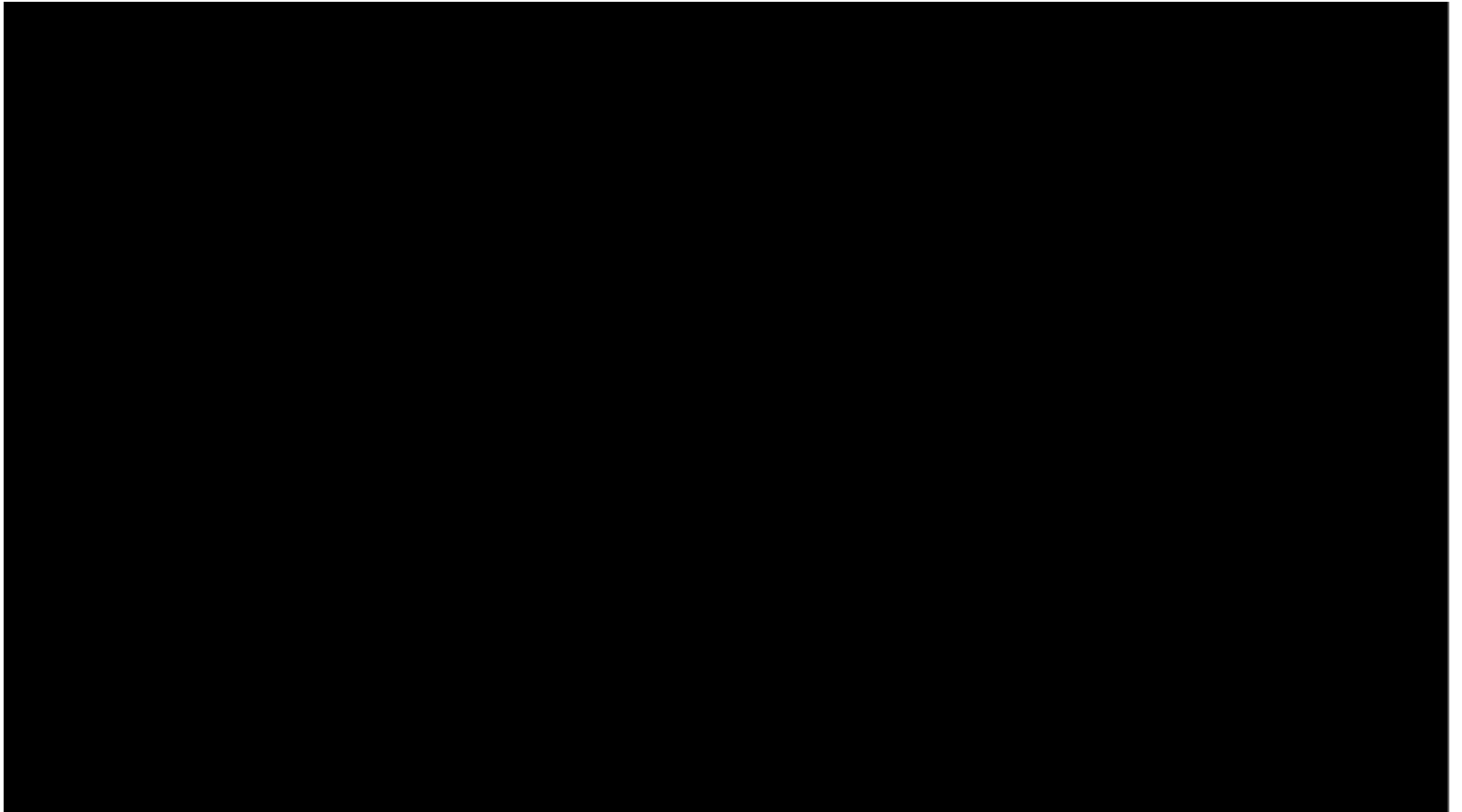
What's going well Joe?



New scientific evidence confirms that we read each other's intentions long before we speak. When you approach a child knowing they're successful, resourceful and hopeful they'll know it too.

That's what powers Solutions Focused inquiry.

And from the student's perspective



**Time to reflecton
behaviour policy**



Inclusion support policy

Stage 1: Routine

**Standard classroom management
3Rs- relationships, rules, reminders**

Stage 2: Low need

**For children showing distress - SF coaching
: single session SFC with planned follow-up
: VulCAN Programme 5 sessions/4 weeks**

**Early Help Assessment
and Support Plan**

Stage 3: Medium need

**challenges to safety/learning of others - SF Pastoral
Support Programme including SFC VulCAN, referral for
additional support/assessment**

Stage 4: High need

**SFC, internal separate support to
maintain child's education, SF PSP
(child, parents/carers, school staff,
specialist support)**

**Request additional
assessment/support**



“Lets’ talk!”

To find out more please contact me:
www.thesolutionsfocusedcoach.com
drgj@thesolutionsfocusedcoach.com
geoff.james@gmail.com



Read my book ‘Transforming behaviour in the classroom - a solutions focused guide’ Sage 2016

SFc training, advice and support

Dr. Geoff James© June 2017