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THE BRITISH
INTERNATIONAL SCHOOL
BUDAPEST

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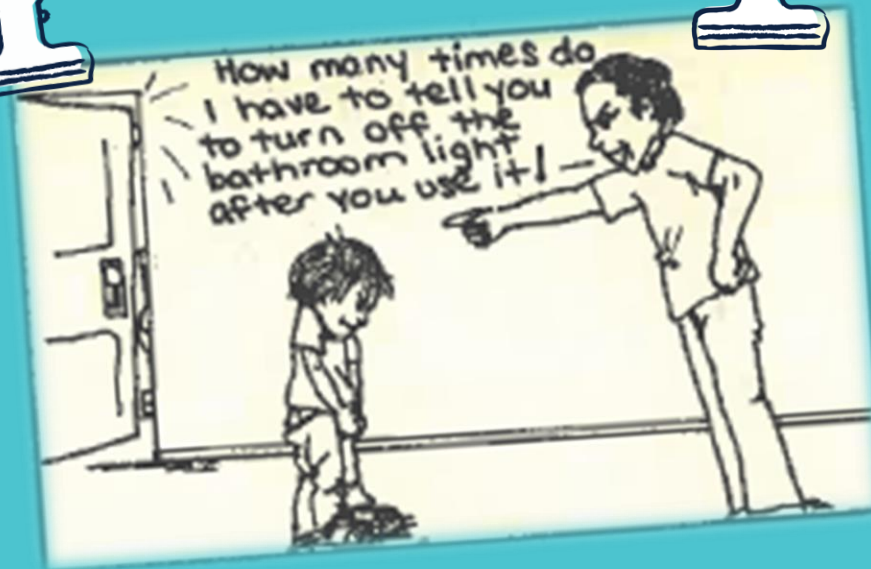
“I was a wonderful parent
before I had children.”



Adele Faber

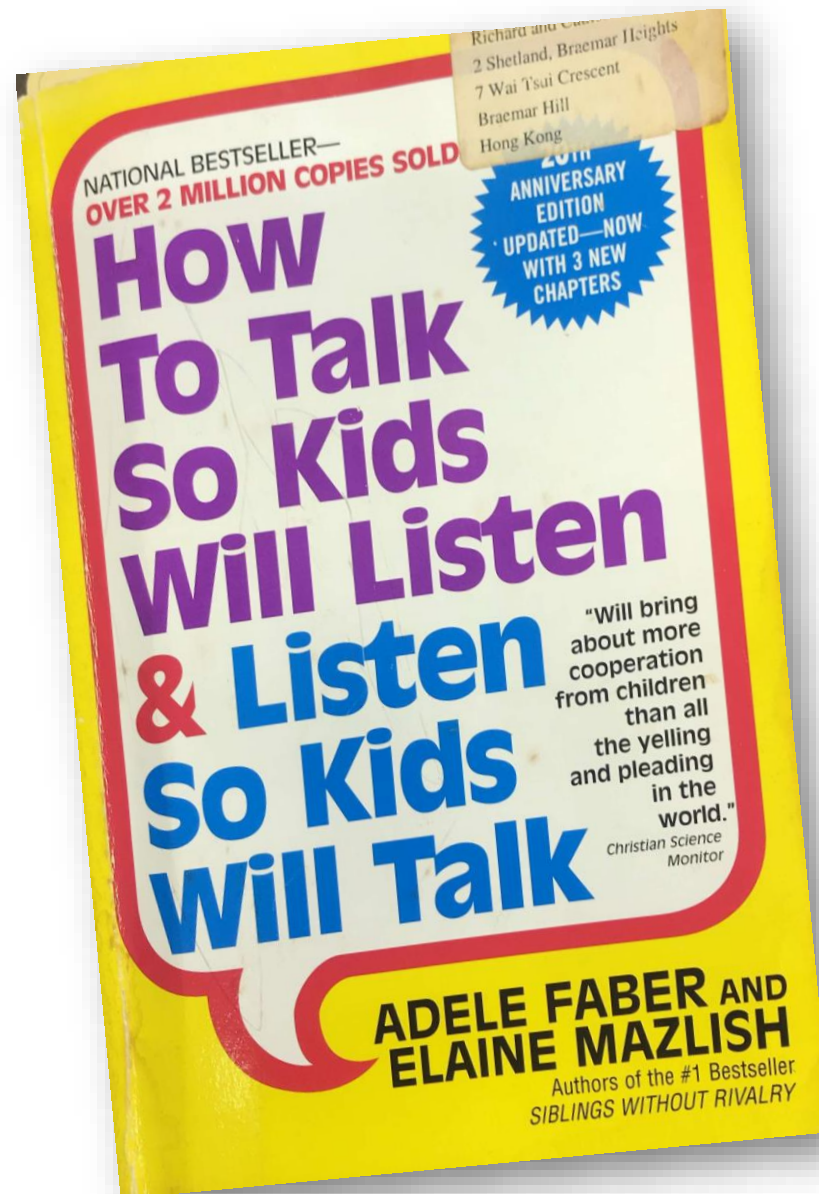


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A BISB PTA workshop for all parents

“How to talk to your children so they will *listen*
(and listen so they will talk ...)”





- Help with *feelings* - Richard
- Develop *cooperation* - Louise
- Instead of *punishment* ... - Sarah

Help with *feelings*



Listen ...





Listen ...



- 1 Denial of feelings
- 2 Philosophising
- 3 Giving advice
- 4 Interrogating
- 5 Defending the other
- 6 Pity

Instead ...



Instead ...



- 1 Listen
- 2 Acknowledge
- 3 Name
- (4 Fantasise)

Develop *cooperation*



Take a few moments to consider and make a mental list of the things that you insist your children do, or do not do, on a typical day



Turn to someone next to you and describe your immediate reaction and feeling towards each statement.





Blaming and accusing



Name-calling



Threats



Lecturing and Moralising



Comparisons



Sarcasm



Prophecy

"That rug is more important to that I am."

"You say I never, so I won't..."

"Boring, boring boring..."

"I don't like being made fun of."

"Whatever I do, I'll be in trouble."

"Who even cares?"

"She's right. I am stupid."

"I'm afraid..."

"I feel like a failure."

"I hate my brother."

"I'll get back at her!"

"I feel humiliated."

5 skills that engage cooperation

- 1 Describe the problem*
- 2 Give information*
- 3 Say it with a word*
- 4 Talk about your feelings*
- 5. Write a note*

You walk into your bedroom and find that your freshly bathed child has thrown a wet towel on your bed.

Think of a typical statement that might be unhelpful to the child.



Now, using the same situation, show how each of the skills listed below could be used to invite your child's cooperation

- **Describe**
- **Give information**
- **Say it with a word**
- **Talk about your feelings**
- **Write a note**



- **Describe – *There's a wet towel on the bed***
- **Give information – *The towel is getting my blanket wet***
- **Say it with a word – *The towel!***
- **Talk about your feelings – *I don't like sleeping in a wet bed***
- **Write a note - *'please put me back so I can dry'***

Instead of *Punishment* ...



We aim to *educate*, not punish

A few scenarios for parents to consider

Your child hasn't done their homework. What do you hope their teacher would do?

We aim to *educate*, not punish

A few scenarios for parents to consider

Your child was reported for swearing. What do you hope the Year or Phase Leader would do?

We aim to *educate*, not punish

A few scenarios for parents to consider

Your child got in a fight with another child on the playground. What do you hope the Head of School would do?

We aim to *educate*, not punish

A few scenarios for parents to consider

Your child has been bullying another child in school. How do you hope we would react?

Traditional Approach

Restorative Approach

School rules are broken.

People and relationships are harmed.

Justice focuses on establishing guilt.

Justice identifies needs and responsibility.

Accountability = punishment

Accountability = understanding impact and repairing harm

Justice directed at the offender; the victim is ignored.

Offender, victim, and school all have direct roles in the justice process.

Rules and intent outweigh whether outcome is positive or negative.

Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.

Limited opportunity for expressing remorse or making amends.

Opportunity given to make amends and express remorse.

Possible effects of sanctions:

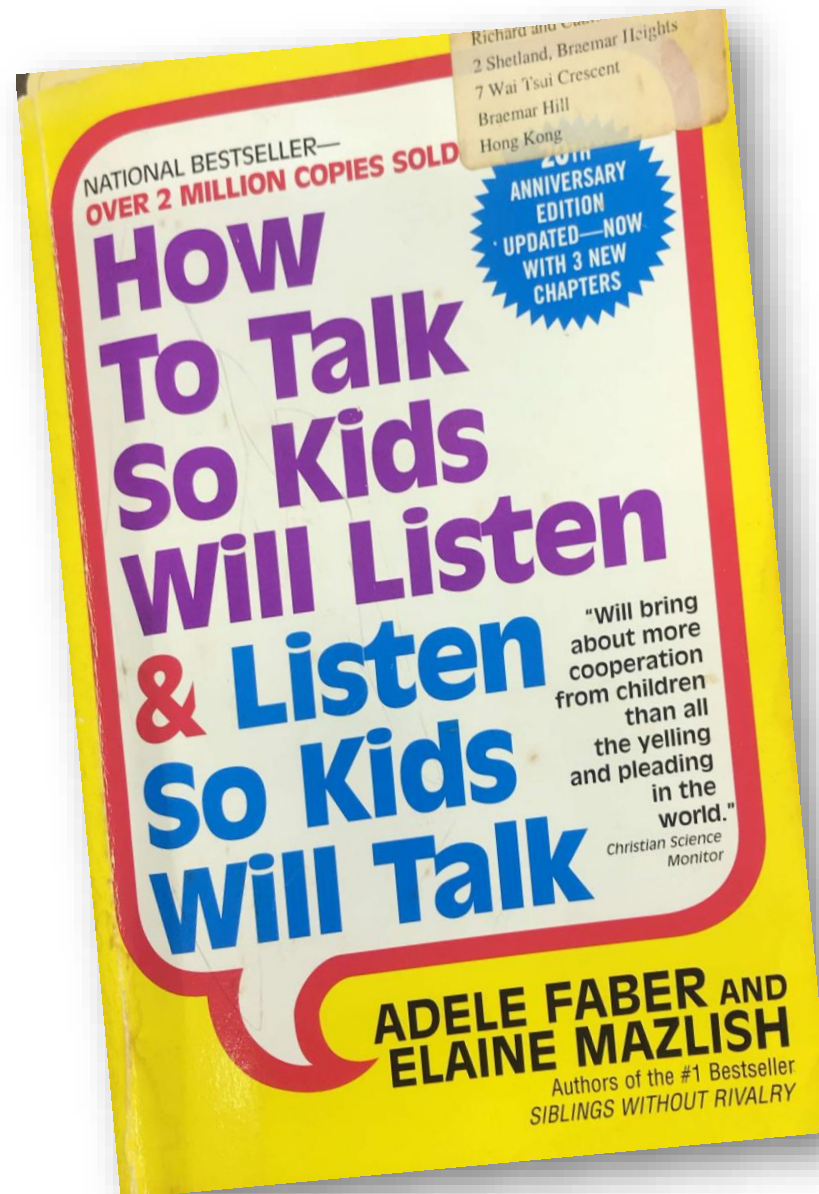
- ❖ Fear
- ❖ Message-sending
- ❖ Regret
- ❖ Resentment
- ❖ Feeling of injustice
- ❖ Anger

Our Approach to *Student Conduct*

- We aim to ‘build relationships big enough to get the job done’
- We hope to repair harm and restore relationships when things go wrong
- We believe that sanctions DO have a role to play BUT we understand that they do not achieve the above.

**Be brave enough
to start a
conversation
that matters.**

Margaret Wheatley



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