**Tips and Useful Resources Behaviour Management 06.02.13**

**From Us……..**

* Remember each day is brand new and each lesson is brand new. Don’t use past behaviour issues as a start to new lesson by focussing on their previous negativity.
* Don’t remind them of their weaknesses, remind them of their strengths
* Always expect students to do the right thing
* Be consistent on the playground, in the corridor and in the classroom
* Know names and seating plan, you choose when they move establish and keep routine
* Remember that you are the adult!
* Set the tone for the lesson; greet the pupils at the door with a smile!
* Plan for behaviour (always have an idea of how you're going to deal with poor behaviour)
* Remember that a pupil isn't always angry at you! Other factors can affect their mood.
* Strikes and sanctions - explain WHY they have been given it, and what your expectation is for the future.
* Don't struggle in silence, asking for help doesn't make you a bad teacher!
* If you say you'll do something then try to keep your word (call home, mark their work, detention etc) it's amazing the impact this has on behaviour.
* Use the strike system; it really does work if used consistently and correctly.
* Don't take your bad mood out on them!
* Sometimes the naughty pupil is hiding that they can't do the work, or just bored because it’s too easy.
* The school Behaviour for Learning document is excellent! Take the time to read it.

# A bit of research……….

# Six behaviour management mistakes

**There are classic errors that teachers make when it comes to instilling order in the classroom but happily they can be remedied.**

It is seen as fundamental to effective teaching and without it, teachers flee the workforce. After all, calm classrooms are pre-requisite to children’s learning. However it eludes many a teacher, and nearly a quarter of all resigning teachers cite poor pupil behaviour as the main reason for leaving, according to a DfES 2003 study.

Yet there are key principles of managing behaviour that, if mastered, can really help teachers perform in the classroom. According to Andy Vass, co-author of several behaviour management books and former consultant to the DfES, teacher attitude is crucial. “This is because the way teachers manage behaviour is based on the attitudes and beliefs they hold.”

“If teachers get it right, children pick up on this, often unconsciously, and this tells them that this teacher is authentic and interested in their success,” he adds. From this, a sense of trust and rapport begins to become established, and the teacher’s influence is significant, says Vass. He outlines the most common mistakes:

**Attempting to control a class**  
You cannot control anybody else’s behaviour but your own. Highly effective teachers seek to influence and manage children’s behaviour. If teachers are determined to control a class they often find that classroom interactions become more hostile and they, in turn, become increasingly demanding with a heavy reliance on punishment.

The other end of the attitude spectrum is the teacher who needs to be a ‘best friend’ to children, which can lead to blurred boundaries and some children will feel socially excluded.

**Taking poor behaviour personally**  
All behaviour is purposeful in the sense that it attempts to either gain something, usually peer kudos or attention, or not lose something, usually saving face in front of their friends. You can avoid this by:

* Modelling the behaviour you want rather than react to the behaviour you’re getting.
* Looking to find solutions to behavioural issues in a professional and measured way as part of the challenge of the job.
* Managing your emotions and being optimistic that a way forward will be found in time.
* Keeping things in perspective; remember the things you do well and avoid focussing on things that have gone badly.

**Criticising the person rather than the behaviour**  
Really effective relationships are built on distinguishing what someone does - their behaviour -from the actual person. For example, if a teacher says: ‘Don’t be so spiteful!’ the child will feel personally attacked. Criticising the specific behaviour is a more effective strategy as it gives pupils an opportunity to learn and modify their behaviour. The same teacher could say instead, ‘Calling Rebecca names is hurtful behaviour.’

**Not giving children a second chance**  
If a child behaves poorly give them a chance to start afresh. If you don’t allow children to make amends it can limit their relationship with you and damage their self-esteem. It’s also unlikely that there will be any positive change.

“I learned this the hard way,” says Rana Siddique, secondary school teacher. “I had a ‘I’ll say it once” type approach, followed by an appropriate punishment, such as missed playtime. But I know it was too harsh, as there were some children who really would have modified their behaviour had I given them a second chance,” she says.

**Making threats**  
If you make threats of any kind or personal, derogatory remarks, this can only lead to a hostile relationship, damaged self-esteem, and worsening behaviour. Threats tend to have an intimidating and bullying tone and are often said in an emotional way. For example, if a teacher says: ‘Nathan if you talk ONE more time that’s your playtime gone!’ it sets up both a threat and a challenge whereas ‘Nathan if you continue to interrupt you’ll be choosing to lose three minutes of playtime’, makes the request and consequent action fair and clear.

**Inconsistent approach**  
Often this presents as giving warnings or sanctions but not carrying them through or applying sanctions and then letting children off. Children of all ages need to know where they stand and that the adult is consistent and cares enough to say no, mean no, and follow through when necessary. “I tried to improve the behaviour of my class by constantly giving warnings,” says Maria Taylor, primary school teacher. “But I failed to follow them through. Needless to say, they ran amok,” she says.

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| 1 Be in charge… |
| As the teacher, and the adult, you are ‘in charge’. It is your classroom and you must actively and consciously make the rules and decisions, rather than letting them happen out of habit, poor organisation or at the whim of the pupils.  Demonstrate your ‘in-chargeness’ by the position you take in the room; keep on your feet as much as possible and be where you can watch everything that is going on. Pupils should be convinced you have eyes in the back of your head! Pick up the good things they are doing (see number 3 below). Keep moving around the classroom to establish yourself as the focal point of interest and authority.  Remember that the pupils need to feel safe; they can only do this if you are in charge. Do not justify or apologise for your rules, your standards or your insistence on compliance. |

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| 2 Use positive classroom rules… |
| Pupils need to know what is expected of them in your classroom. Establish a set of rules, no more than 4 or 5, which make desired behaviour explicit; display them prominently in the room and refer to them frequently so that they don’t disappear into the wallpaper!  The rules should tell the pupils what to do, rather than what not to do, eg  **🗴** Don’t call out.  **🗸** Put up your hand and wait to speak.  **🗴** Don’t walk around the classroom.  **🗸** Stay in your seat.  **🗴** Don’t break things.  **🗸** Look after classroom equipment.  Praise good behaviour and refer to the rule being followed. Use the rules to point out inappropriate behaviour, “Remember our rule about …”  Have a ‘feature’ rule now and again, written on the board and tied to a special individual or class reward to be given to pupils who follow the rule. |

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| 3 Make rewards work for you… |
| Give pupils relevant rewards for desirable behaviours, starting tasks, completing tasks, following class rules, etc. The goal is to establish the HABIT of co-operation. Standards can be subtly raised once the habit has been established. The easiest, quickest and most appreciated reward is descriptive praise.  Other possible rewards, besides those used as a school-wide system are   * a note home to parents * name on a special chart which earns a later tangible reward * being given special responsibilities * being allowed to go first * having extra choices |

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| 4 Catch them being good… |
| Praise is the most powerful motivator there is. Praise the tiniest steps in the right direction. Praise often, using descriptive praise, for example, ‘It can be annoying having to look up words in the dictionary. I can see you are getting impatient but the dictionary is still open in front of you. You haven’t given up.’ Or, ‘I can see you don’t want to come in from break, but you are facing the right direction for coming in.’ Be willing to appreciate the smallest of effort and explain why it pleases you.  Pupils will not think you are being too strict and will not resent your firm decision making if you remember to smile, to criticise less and to praise more. Tell the pupils there will be positive consequences for positive behaviour, then follow through and show them.  Stick to your guns and don’t be ‘bullied’ into giving rewards that haven’t been earned.  Some positive behaviours are easily overlooked. Try to remember to praise pupils for   * homework in on time * homework in late but at least it’s in * working quietly * good attendance * neat desk * not swinging on chair * smiling * contributing to class discussion * helping another pupil * not laughing at another pupil’s mistakes * promptly following your instructions * wearing glasses * using common sense   Use the reward systems of the school consistently and fairly. |

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| 5 Be specific and clear in your instructions… |
| Get a pupil’s full attention before giving instructions. Make sure everyone is looking at you and not fiddling with a pencil, turning around, looking at a book, etc. Only give instructions once; repeating can unwittingly train a pupil to not bother to listen properly the first time. Smile as you give instructions.  Don’t be too wordy and don’t imply choice when there actually isn’t a choice by tacking ‘Okay?’ on the end, or sound as though you are merely suggesting, ‘Would you like to …?’ ‘How about …?’ ‘Don’t you think you should …?’  Be very clear in all your instructions and expectations. Have a pupil repeat them back to you. |

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| 6 Deal with low level behaviours before they get big… |
| Low level, or minor, behaviour infringements will escalate if they are  not dealt with quickly and consistently. A pupil’s behaviour is reinforced  when he gets attention for it, but don’t be tempted to ignore it. Find a  calm and quiet way to let the child know that you see exactly what he is  doing and that there is a consequence, without making a fuss, getting  upset or sounding annoyed.  Give your instructions once only. If the pupil continues to misbehave, instead of repeating your original instruction, try one or more of these actions   * point to a place (eg on the board, on a post-it in the pupil’s book, a note on your desk) where you wrote down the original instruction at the time you first gave it * use a description of reality, ‘Alfie, you are tapping your ruler.’ * stop everything and look at the pupil pointedly and wait for them to figure out why * descriptively praise those who are behaving appropriately, praise the target pupil as soon as he complies * ask other pupils what is needed (the squirm factor)   Always follow through, even on minor infractions, so that pupils know there is no point in testing. They should know what will happen. Only give second chances after a period of good behaviour. |

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| 7 The consequences of non-compliance… |
| Help the pupil to do whatever you’ve asked him to do. If he has thrown pencils on the floor, help him to pick them up.  If a pupil does not obey instructions straight away, do not give up. Keep waiting. Praise every little step in the right direction, even the absence of the wrong thing. For example, if you’ve just asked a pupil to stand up and he’s not doing it, you could say, ‘You’re not swearing now, thank you.’  Do not protect the pupil from the consequences of his action or lack of action. The pupil is making a choice and you will have told him this, and given a clear warning of the consequence.  A consequence should be uncomfortable and not upsetting enough to breed more resentment. The purpose of the consequence is to prompt the pupil to think, ‘I wish I hadn’t done that.’  Have a ready repertoire of easy to implement and monitor consequences. These might include   * loss of choices (eg where to sit) * loss of break time * loss of a privilege * sitting in silence for a set amount of time |

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| 8 Find a ‘best for both outcome’… |
| Avoid confrontational situations where you or the pupil has to back down. Talk to the pupil in terms of his choices and the consequences of the choices, and then give them ‘take up’ time.  ‘Fred, I want you to leave the room. If you do it now we can deal with it quickly. If you choose not to then we will use your break time to talk about it. It’s your choice. I’ll meet you outside the door in two minutes.’ Then walk away and wait.  ‘Joe, put your mobile phone in your bag or on my desk. If you choose not to do that it will be confiscated,’ then walk away and wait. |

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| 9 Establish ‘start of lesson’ routines… |
| Never attempt to start teaching a lesson until the pupils are ready. It’s a waste of everyone’s energy, giving the impression it’s the teacher’s job to force pupils to work and their job to resist, delay, distract, wind up, etc. Often this task avoidance is a ‘smoke screen’ hiding worries about what you are going to ask them to do.  Have a routine way of starting a lesson; a quiet activity that pupils can get right down to, without needing any explanation. Handwriting, copying the WALT and WILF from the board, spelling practice (familiar key language from the current topic), mental arithmetic are good activities to set a quiet tone. Do not allow discussion or be drawn into discussion yourself – say there will be time for that later and make sure you follow this through.  If you take the time to establish this, lessons will start themselves! You won’t have that battle at the beginning of every lesson to get yourself heard. |

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| 10 Manage the end of the lesson… |
| Do not run your lesson right up to the last minute and then have to rush because the next class is waiting. Allow time to wind down, answer questions, put equipment away, refer to WILT and how this has been met, outline plans for next lesson, etc.  Have a short, educational game up your sleeve if there is time to spare.  Manage the pupils’ exit of the room, have them stand behind their chairs and wait to be asked to leave. Address each pupil by name and have them tell you some good news about the lesson, or you tell them something they did well today. Send them out one-by-one. |



**Websites**

* <http://www.teachingideas.co.uk/more/management/contents.htm>
* <http://classtools.net/>
* <http://www.istockphoto.com/index.php>
* [www.youtube.co.uk](http://www.youtube.co.uk/)
* <http://www.behaviour4learning.ac.uk/>
* <http://www.behaviouronline.com/BehaviourInteractive.aspx>
* [www.standards.dcsf.gov.uk/keystage3/respub/ba\_toolu](http://www.standards.dcsf.gov.uk/keystage3/respub/ba_toolu)
* <http://nationalstrategies.standards.dcsf.gov.uk/node/95890?uc=force_uj>
* <http://www.teachertube.com/viewVideo.php?video_id=118&title=Did_You_Know___by_Karl_Fisch>

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