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**Education
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Tips**

BEHAVIOUR MANAGEMENT TIPS

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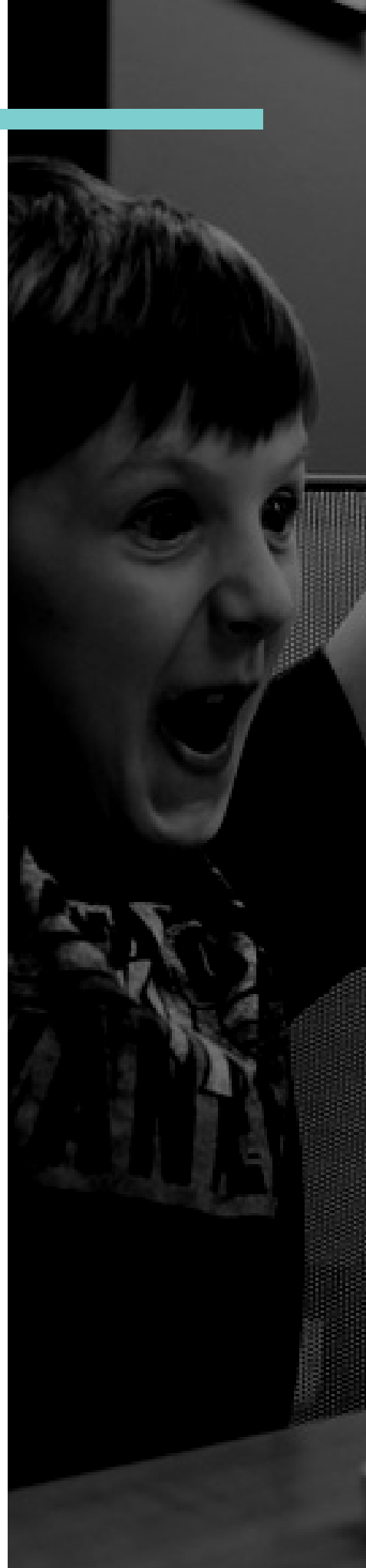
BEHAVIOUR MANAGEMENT TIPS

We hope this will give you some valuable hints and tips to help in managing behaviour in a positive way and dealing with difficult behaviours proactively.

Whilst these are some guidelines, it is important that you follow the Behaviour Management Policy set out by the school.

The tips have these topics covered -

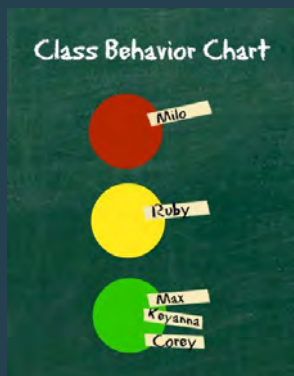
- examples of behaviour systems used in primary and secondary
- low key techniques
- Behaviour rules tips
- How to create an assertive yet collaborative classroom
- Why students misbehave
- Proactive discipline
- The PEP model
- Developing Withitness
- low level vs high level disruption
- balanced approach to behaviour management
- key principles to behaviour management
- last minute tips



REMEMBER - ABC

Antecedent - Behaviour -
Consequence

Behaviour management
examples of behaviour
charts - 1. behaviour flow
chart; 2. stay on green; 3.
traffic light; 4. Dojo
points; 5. house points



Low key - non verbal techniques



Most of all stick with the positives in your behaviour management. The more you focus on the behaviour you want in the class and acknowledge that, even through non-verbals, the better you will be for managing behaviour.

Minor behaviours can be dealt with effectively without disrupting the flow of your class. Using some of these will save your voice, help to not disrupt the flow of the classroom activity and also give low level behaviours a low level response.

Proximity - think going past police when you are speeding. Being close to a police car most of the time will make you slow down.

The Look/ glare - pausing and simply looking with a raised eyebrow can let a student know you are aware of their behaviour

The pause - simply stopping your instruction to wait for a student to finish a particular behaviour can get a students attention

The tap - tapping on the desk or work can bring attention to students getting back on task

The point- pointing to students or to behaviour expectations can get students attention to desired behaviour

Change of body language - crossing arms or hands on hips can be a signal to students with the glare can point out behaviour the is undesired

Writing name on board or moving name on behaviour chart - without even saying the students name moving them on a behaviour chart of giving them a warning card can allow you to continue with the instruction and minimise the disruption to the lesson

Star reward chart

How many stars can you get? Stick them on the chart below!

My name is _____

Day	My stars									
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Please see me!

- Before Specials
- Before Lunch
- After Lunch
- During "pack up" time



REMEMBER - ABC

Antecedent - Behaviour -
Consequence

Behaviour Rules tips

1. Express the rules positively
2. Be able to justify them - saying because i said so is not a valid justification
3. Discuss rules with the class so they know the purpose of why
4. Negotiate with pupils so they have some buy in
5. Review the rules regularly
6. Encourage students to take ownership of the rules - reward the behaviour you want to see
7. Remind students of rules prior to a potentially disruptive or excitable lesson
8. Encourage ownership and teamwork so that all are accountable
9. Get students to review their rules regularly and self assess
10. Stay positive

Why do students misbehave?

Generally there are 4 main reasons why a student will misbehave:

1. They are bored.
2. They are stuck.
3. They have additional and different needs.
4. They are naughty.

If the lesson is too difficult or too easy, it will often lead to a student showing challenging behaviour. Students will often rather appear to be naughty than to appear as being stupid. It's important to consider the instructional level, not too difficult, not too easy, just right!

How to develop an assertive, yet collaborative classroom

1. Meet your students at the door. Having your area set up and ready to go will eliminate any need to focus on things other than the students. Start the day or session off well.
2. Catch them doing the right thing - REWARD!! Even if it is privately.
3. Pay particular attention to detail in effort and achievement with student work and behaviour. Saying "i've noticed" gives them a message of being valued
4. Know and use student names - acknowledge this as well. Positive lists on boards of students working well sends a message of accountability
5. Know their interests - get to know what their weekend was like, what they did the night before, who their favourite sporting team is. Find a way to relate to each child.
6. Solve problems together
7. Build a collaborative, team work approach to your class. Having groups and team points for example can instill accountability and respect amongst each other.
8. Have high expectations - make sure these are transparent for students. Giving them reasons for the expectations also builds an understanding of why.
9. Give students responsibilities. Also giving them some freedom as well can mean that you are sending a message of trust with responsibility.
10. Be a good role model - act in a way you want each student to act.

Proactive Discipline

Discipline steps should be a proactive process rather than a reactive next step for students. Maintaining fairness and consistency will make the line predictable and much more controllable for students. Rather than waiting for a problem to occur, try to understand what could be possible barriers to learning and give students clear boundaries. Being proactive in a positive way will allow you to not become reactive in a negative way. Here's some tips:

1. Remind students of expected behaviour prior to an activity. Reinforce this with positive praise through the lesson. Catch the good behaviour.
2. Encourage students to take ownership - the more buy in they have the better they are at monitoring their behaviour. Perhaps even use a reward individually, for small groups or whole class (e.g. If you do ... you get ...).
3. Maintain consistency and fairness when giving a punishment. Remain calm, firm, fair, unapologetic, confident and in control. You don't need to be aggressive. Also trying a Mexican standoff can backfire so making sure you get your point across without engaging in embarrassing or putting a student in a position where they are more likely to fight or flight. The key is maintaining professionalism!

THE PEP Model - Proximity, Eye Contact, Pose Questions

The PEP Model

Proximity- Keeping on the move in the class will keep students having to be careful in the behaviour they display. By moving closely to a low level behaviour often the student will stop. Combine it with other non-verbal techniques. Try to make sure you can see all areas of the class - circle the outside of the class.

Eye Contact - holding eye contact displays dominance. By maintaining this whatever you say will be taken much more seriously.

Pose questions- this can be a difficult one. Often when you ask a question, you will get a response, especially if the student is displaying difficult behaviours. Posing questions in terms of choice though makes sure that the students take ownership of their behaviour.

These are far more effective than raising your voice. It will also appear that you are far more in control, even if you don't feel like you are totally in control.

Developing Withitness



The old statement of teachers need to develop eyes in the back of their heads is extremely true. Withitness is knowing what is going on in your classroom and positively responding to it. Here are some tips to understand your class and develop withitness:

1. Invest time in your students - get to know them and the positive things about them. It is much easier to deal with behaviour issues with a positive mindset.
2. Know the social, emotional and physical setting that you and your students are in. Having a heads up will give you a better understanding of possible triggers.
3. Find out your hotspots in the class or the ring leaders. Often knowing this will make you more proactive in dealing with behaviour before it escalates.
4. Don't let your standards slide- intervene straight away and you will stop any snowball effect with behaviour spiraling out of control.
5. Eye contact and proximity together will stop behaviour problems in their tracks. Keeping on the move in the class and giving instructions from around the class keeps students on the back foot.
6. Using names and a sharp tone or change of voice will get student attention. Also using the silent and still approach where the glare can show you are waiting for a behaviour to stop. Pausing before giving the next instruction will also maintain control.
7. Make sure you are organised. Having materials ready but also planning for behaviour is a good way to be proactive.
8. Use non verbal techniques and reminders/ warnings. Be careful not to go the whole hog all at once. If, for example, you are using a traffic light system, having a student on red by 9:30 is probably not a good move. Go through the process, unless the behaviour warrants a serious level of inappropriate behaviour,

Low level versus High level disruption



Low level Behaviour:

Usually low level behaviours fall into 5 categories. Although they can be annoying and possibly minimal, if they are left undealt with, they can snowball into more challenging behaviours. Examples are:

1. Talk - the constant chatter, off task behaviour
2. Movement - getting out of their seat, walking around, disrupting others
3. Time - the classic time waster (the one you are always asking the get on with their work)
4. Pupil-pupil relations - Those who want to socialise rather than focus on learning
5. Teacher-pupil relationships - those who want the attention for every step of learning or just want to engage in discussion with the teacher

High level disruption:

These behaviours are far more serious. These, if not dealt with, can lead to adverse effects on teaching and learning and also motivations for teaching. Stopping these quickly will hopefully stop them from escalating:

1. Challenges to authority - refusal to listen to instructions or obey instructions
2. Verbal abuse - frequent and inappropriate

These can also, if left undealt with, can be a safeguarding issue, so it is important to deal with these. Ignoring escalating behaviours generally does not work. It also gives licence for others to follow suite if not dealt with.

Which strategy path best describes
your relationship with your students?
A balanced approach is best!



Too Submissive

This type of behaviour manager is generally a push over. They lack clarity in what they expect. They keep a low profile, hoping the behaviour will go away. They try to be the nice guy all the time. They tend to allow behaviours that affect learning to continue. They tend to be apologetic and expect that difficulties are just normal. They suffer from Doris Day Syndrome (What ever will be will be).

We would recommend that this approach is not effective. Students need a teacher to lead, not to be their friend.

Positive Assertive Leadership

This type of behaviour manager deals with behaviour in a positive proactive way. They lead in the classroom by setting clear behaviour expectations. They are positive with input to the class and recognise behaviours they want to see. They are prepared to discipline, using low level bumps approach before escalating the response to behaviour using the Behaviour Management Policy. They are unapologetic with behaviour sanctions, however they have a clear, calm way of dealing with behaviour. Their approach is fair and consistent.

Too Assertive

The "my way or the highway" approach can often cause the fight or flight behaviour for students. This type of behaviour manager often challenges students and tries to gain too much control. There is generally a lack of concern for students - this is not a very good model to build rapport from.

We would strongly recommend that this approach is not effective in creating an environment that students thrive in. The relationship is often damaged.

Too cooperative

This type of behaviour manager tend to accept student apologies too quickly and are too understanding. They accept the behaviour as a result of this. They tend to allow students to dictate in class, waiting for long periods for their attention. They want to be accepted and liked by students, often not wanting to make waves. They may also confuse making waves with appearing to lose control. They tend to pass all responsibility to the class and abdicate their responsibility to students.

We would recommend that this approach is not effective. Students need a teacher to lead, not to be their friend.

Collaborative Cooperative Approach

This type of behaviour manager deals with behaviour by appealing to the empathy side of students. They understand the triggers of students and show concern, wanting to get students back on track with learning. They show concern about students. They are usually friendly and helpful, asking for a consensus between students and staff. They aim to work together with students. They are peace makers, however, they don't compromise on their standards.

Oppositional with a hostile reception

This type of behaviour manager sees the students as the enemy. They see the need to be the winner in any disagreement and won't back down as they think they are always right. Their behaviour tends to show anger and frustration, often damaging the relationship between teacher and student. Students may also display fear of this type of teacher rather than respect. This type of manager sees the classroom as a battleground.

We would strongly recommend that this approach is not effective in creating an environment that students thrive in. The relationship is often damaged.

Balance is the key

The suggestion would be that there is a balance between collaboration and times when you need to be assertive, making sure that it doesn't go into being aggressive.

At the beginning, you may need to be more assertive. It is always easier to get easier than it is to be tougher on students. If you set high expectations that are consistent and fair from the beginning, you set the class up for good management. Make sure you try to maintain positives.

Tough or tough love?

When challenging a difficult behaviour, it is important to know what you want to achieve. Do you want the student to behave and reengage or has it gone beyond this? Be clear on what course you are taking and follow it through. If the student is affecting others on a larger scale, it may mean that you need to deal with the behaviour on a higher scale. As long as the fairness and consistency are running through the management of the student behaviour, students will work out the clarity of the boundaries.



How do we get behaviour to improve?
What are the key principles?



Behaviour is not just solely your responsibility, however, as the classroom teacher you are the one who is in charge of it, The decisions you make will effect the way behaviour is managed in class. The following principles underpin good behaviour management:

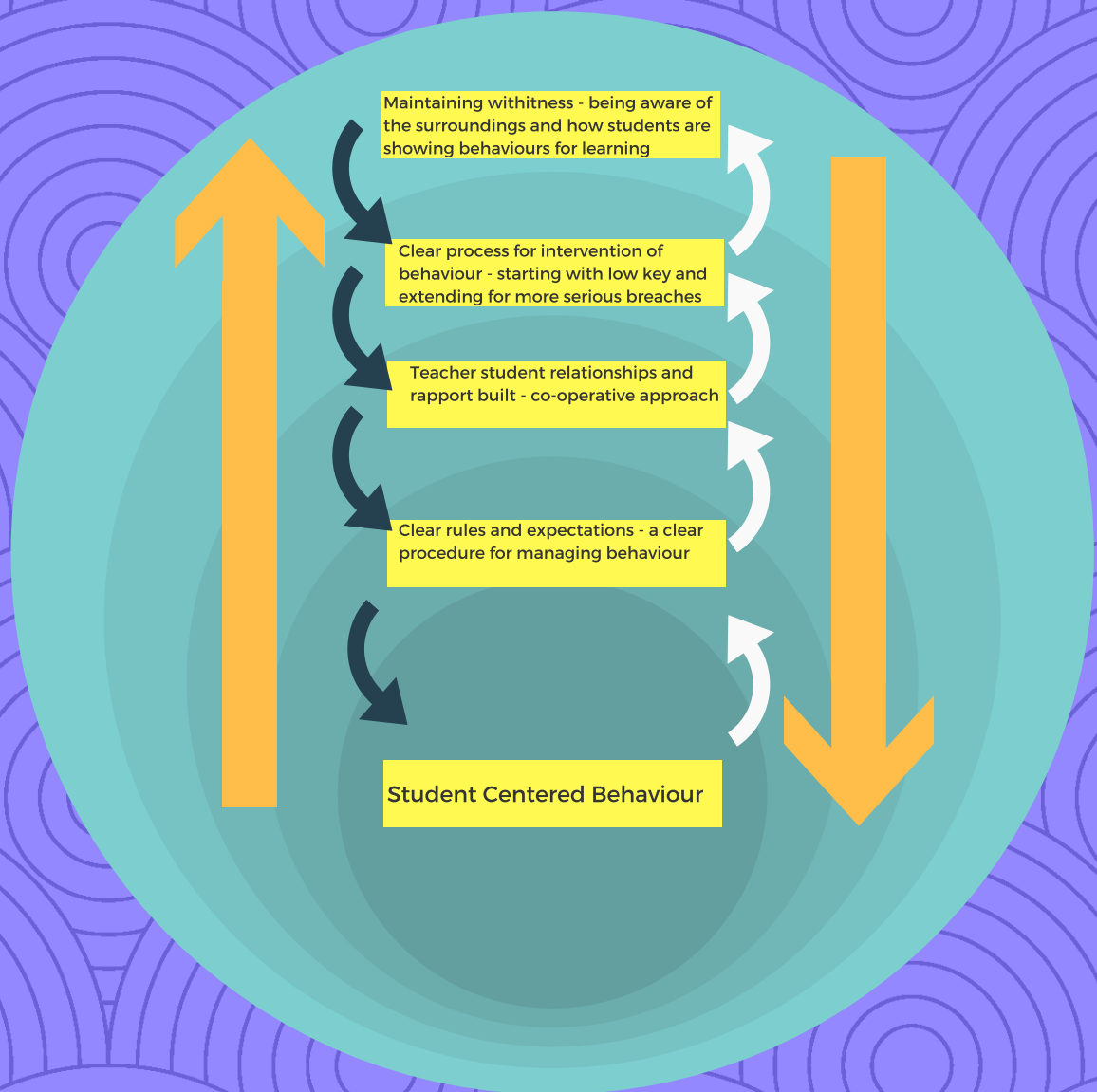
- they are clear and robust; they follow behaviour and discipline systems and a framework of consequences, which are understood by all (staff and pupils) and contributed to by pupils and students; there is a whole school or college approach; there is a focus on positive recognition of appropriate behaviour; positive relationships are developed and maintained; organisations work in partnership with agencies and stakeholders, including parents/carers; there is an awareness of the adults' emotional responses to inappropriate behaviour

By following the principles that underpin good behaviour management, you create an environment where students are able to thrive.

The diagram to the right shows a continuum of the various parts to consider with behaviour management. Each is interdependent on each other.

The aim is to have students that display behaviours for learning whilst creating clear, transparent expectations where there is a rapport built between students and teachers.

REMEMBER:
Behaviour is not a personal attack on you. Don't take it personally. Try to step back from the situation and see what positive methods can be put in place.



Meet them at the pass

Students are really quick in forming judgements about teachers. Set the tone early. Meet and greet students as they enter the room - confident, positive and assertive, remembering open and confident body language

Confident leadership

The old saying of fake it to make it - it really is true. Calm discipline and order with clear instructions will stop any chaos appearing

Sweat the small details

By making sure the small details are looked after, the larger more out there behaviours will tend to not appear. Stopping the small behaviour issues will set the tone quickly.

There's one king of the rules

Having one person speak at a time teaches students a lot, not only about respect but also turn taking. Allow it and do so at your peril. This is one you can't compromise on.

Make good behaviour visible

Making learning visible is the key to show progress. In terms of behaviour, it is important to celebrate those who follow instructions or deserve praise or rewards for their efforts. Positives will spread like wildfire if used properly.

Silence can be golden

Silence all the time may not be possible and it may also not be very effective for learning. There are times where we do need to train our students when to speak and that discussion can be a healthy learning tool. Equally though, there are times where students need to be in silence to focus fully. Again, balance is the key.

Be careful with conditional language

If you are using conditions, make sure you can follow them through. Make sure that your statements are not vague and clear to the listener of what you expect.

Teach them to listen, communicate and behave

Often we make assumptions of behaviour. It is important that you are clear on how you want students to do this. To get buy in from students as well, it would be a good idea to communicate the why as well. Be explicit with your expectations.

What you permit you promote

Even if this is a low key disruption, if you allow students to get away with it, what you are actually saying is that it is okay. Be sure and confident to pull students up on behaviour you don't want in your class. Whatever you accept in your classroom will be perceived as acceptable.

3R's - Rigorous, Relentless routines

Using repeated strategies help develop confidence in the system for students. They know their boundaries and after a while the process becomes predictable. Building a strategy for learning and to combat behaviours will provide a routine that becomes safe and clear for all students

Relationships Matter

Creating routines in class allows you to establish control in a predictable way. By establishing these and making sure all students understand the processes, then you can focus on building relationships with students. This is where you move from the assertive leader to be more collaborative and cooperative. The old cliché of no smiling before Christmas can make things slightly uncomfortable. Equally so, students don't need teachers as friends so it is important to maintain a professional approach.

It's not your fault

Children often make a choice to misbehave or behave in a lesson. By driving home a shared responsibility for behaviour and making students accountable for their behaviour, you actually say to them that they are responsible for their behaviour. Children choose how they will behave, and the reason they often choose to misbehave in your lesson is because they think they can get away with it.

Reward the right behaviours

Focusing on positives in a class will encourage students to show behaviours for learning. Catch the behaviours you want to see and make a point of it.

Get student attention

Don't start instructions without everyone's attention. Make this clear.