

Central Training: General Professional Studies



Shaping Futures



CTTP

Carmel Teacher Training Partnership

Changing Lives

Behaviour Management (1)

Thursday 21st September 2023

Training Overview



This session will aim to...

A

Part 1: Introduction - To understand expectations and the importance of behaviour management;

B

Part 2: Research & Recommendations - To examine some strategies to support behaviour;

C

Part 3: Voice Coaching - To understand the importance of your voice and strategies to protect it.



**Behaviour
Management (1)**

Core Content Overview • High Expectations (TS1)



Evidence Statements: Learn that...

1.1 Teachers have the ability to affect and improve the behaviour and motivation of their pupils.

1.2 Teachers are key **role models**.

1.3 Teacher **expectations** can affect pupil outcomes.

1.4 Setting **clear expectations** can help communicate shared values that improve classroom and school culture.

1.5 A culture of **mutual trust and respect** supports effective relationships.



Core Content Overview • Behaviour Management (TS7)



Evidence Statements: Learn that...

7.1

Routines can help create an effective learning environment.

7.2

A **predictable and secure environment** benefits all pupils, but particularly SEN.

7.3

The ability to **self-regulate** affects pupils' ability to learn, success in school and future lives.

7.4

Teachers can influence pupils' **resilience** and beliefs about their ability to succeed.

7.5

Building **effective relationships** is easier when pupils believe that their feelings will be considered and understood.

7.6

Pupils are motivated by **intrinsic and extrinsic factors**.

7.7

Pupils' investment in learning is also driven by their **prior experiences and perceptions of success and failure**.

Core Content Overview • Classroom Practice (TS4), TS8



Evidence Statements: Learn that...

4.9

Paired and group activities can increase pupil success, but to work together effectively pupils need **guidance, support** and **practice**.

4.10

How pupils are **grouped** is also important.

8.4

Building **effective relationships with parents, carers and families** can improve pupils' motivation, behaviour and academic success.



See full detail in the *ITT Core Content Framework*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf



Core Content Overview • High Expectations (TS1), TS7



Practice Statements: Learn how to...

1

Demonstrate consistently **high behavioural expectations**.

1

Communicate a **belief in the academic potential** of all pupils.

7

Develop a **positive, predictable and safe environment** for pupils.

7

Build **trusting relationships**.

7

Establish **effective routines and expectations**.

7

Motivate pupils.

Core Content Overview • Professional Behaviours (TS8)



Practice Statements: Learn how to...

8

Build **effective working relationships**.

8

Manage **wellbeing** by understanding the importance of the **right to support**.



See full detail in the ITT Core Content Framework.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf



Core Academic Reading • Assigned Bibliography



Pre Reading

1

Bennett, T. (2007), **Beginning Teacher's Behaviour Toolkit: Summary**

7

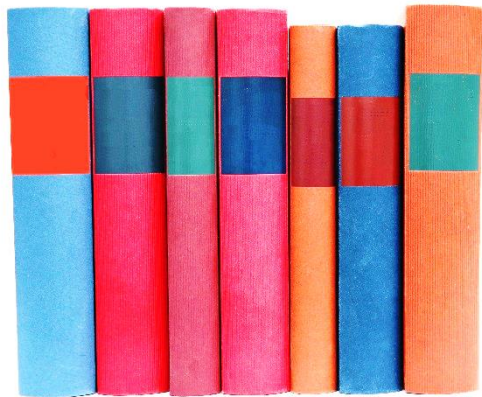


Follow-Up Reading

2

Willingham, D. T. . (2012) **Why Don't Students Like School?**

7



See *ITT Core Content Framework* for full bibliography.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf

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Changing Lives

Introduction

Part 1

Pre-Reading • T. Bennett's Behaviour Toolkit

Task 1

Click link #1



Quiz

Quizzes promotes retrieval of previously learnt information and therefore consolidates their commitment to long-term memory (testing effect). It also allows teachers to assess how much students have retained/understood in order to adapt future learning accordingly (diagnostic assessment tool).

5
min.

Instructions:

Complete the 10-question quiz and 2-question poll using the link in your activity handout.

Extension:

Add more concepts and terms relating to curriculum design which you are familiar with.

QUIZZZ



A. Introduction



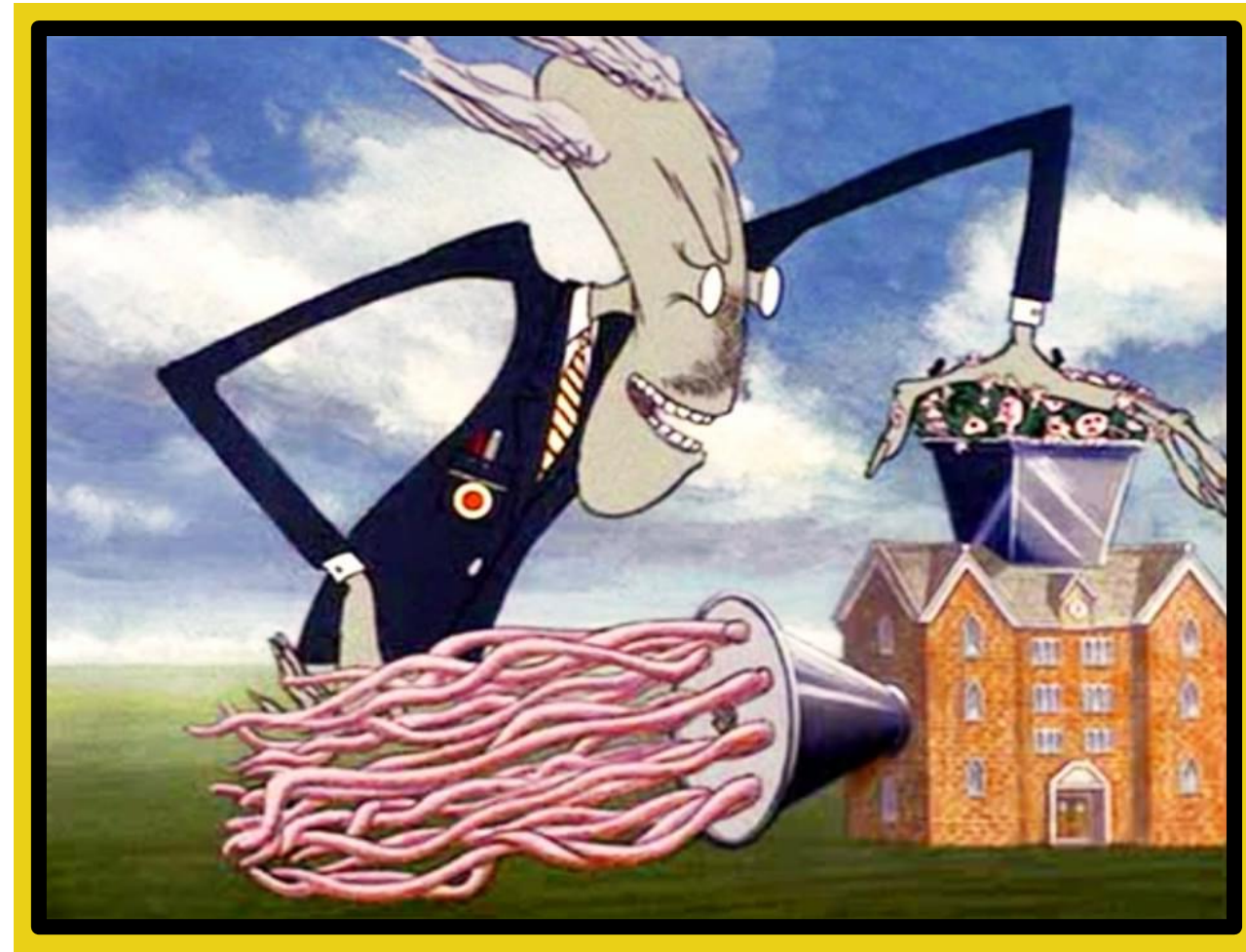
This section **will aim to...**

- 1** guide you to consider your own experience of behaviour management as a child;
- 2** guide you to understand what behaviour management is and its importance;
- 3** guide you to understand the behaviour frameworks within which you will work.



Thinking Back • School & Discipline

Reflection: Watch the following video and jot down your thoughts. Consider the representation of the teachers, the students, the behaviour management. How does it reflect your personal experience of school? How does it compare with your personal values and beliefs on behaviour management?



Thinking Back • School & Discipline

You! Yes, you! Stand still, Laddy!

When we grew up and went to school
There were certain teachers who would hurt the
children

In any way they could
By pouring their derision upon anything we did
Exposing every weakness
However carefully hidden by the kids

But in the town, it was well known
When they got home at night
Their fat and psychopathic wives would thrash them
Within inches of their lives

Roger Waters



Thinking Back • You as a Student

Reflection: Think back about your own time at school and jot down your answers:





- What kind of student were you?
- What influenced you?
- What were your goals?
- What if you were to teach your former self today?



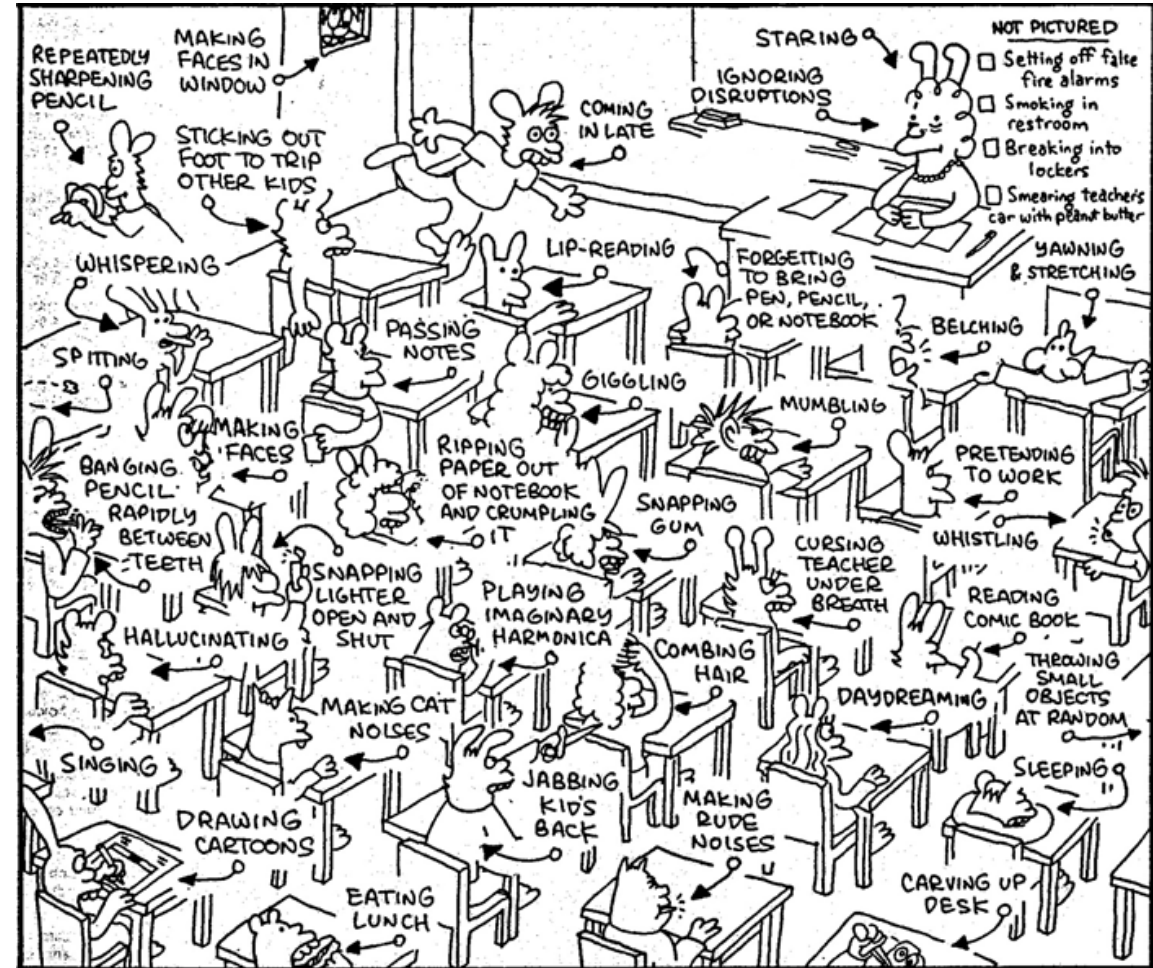
Thinking Back • You as a Student

Activity: Circle on the picture everything you remember doing as a student yourself.

Which of them would you now:

-  Encourage
-  Tolerate
-  Address as low-level disruption
-  Deem unacceptable?

C.f. Handout



Thinking Back • Children & Behaviour

Question: Who said this?

“ Our youth now love luxury. They have **bad manners, contempt for authority**; they **show disrespect** for their elders and love **chatter** in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and **tyrannize their teachers.** ”

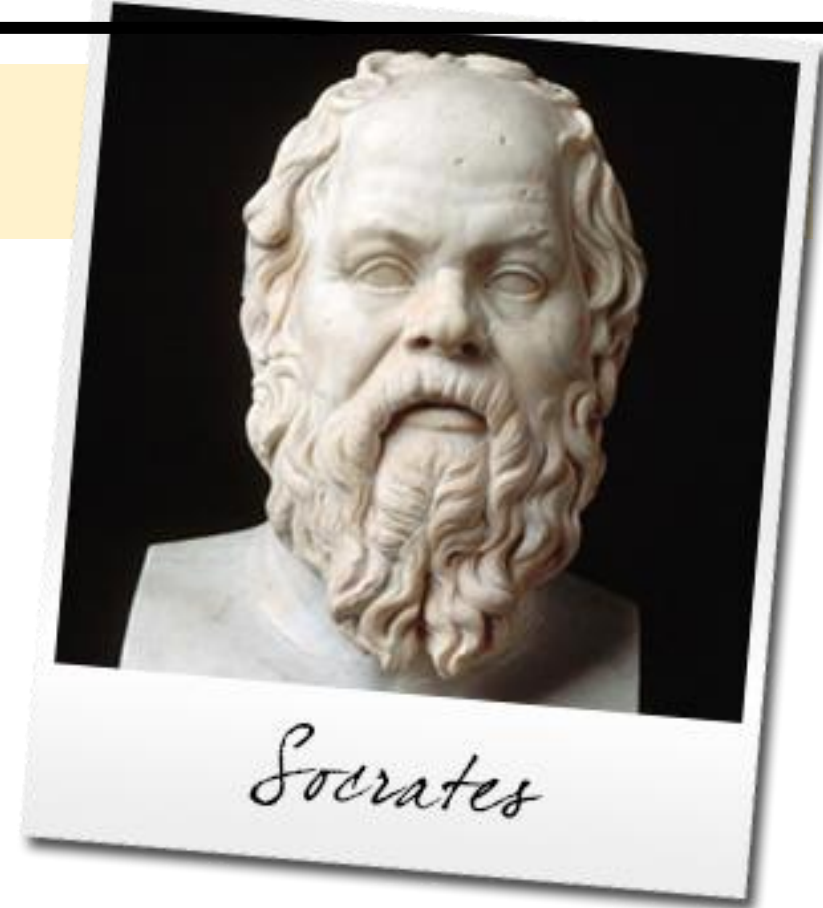
First person to put the correct answer in the Q&A box wins!



Thinking Back • Children & Behaviour

Question: Who said this?

“ Our youth now love luxury. They have **bad manners, contempt for authority**; they **show disrespect** for their elders and love **chatter** in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and **tyrannize their teachers.** ”



469-399 BC

Thinking Back • Children & Behaviour

So remember...

Young people are expected to be rebellious, and be slow to get up in the morning and leave their clothes and everything else around the house and push the boundaries of authority. But the vast majority of children in our schools are not mephedrome sniffers, twoc-kers or violent, but **people growing up and trying to make sense of a world that is full of contradictions**, sometimes in communities that are either insulated by wealth or corrupted by poverty.

Mick Brooks General Secretay NAHT

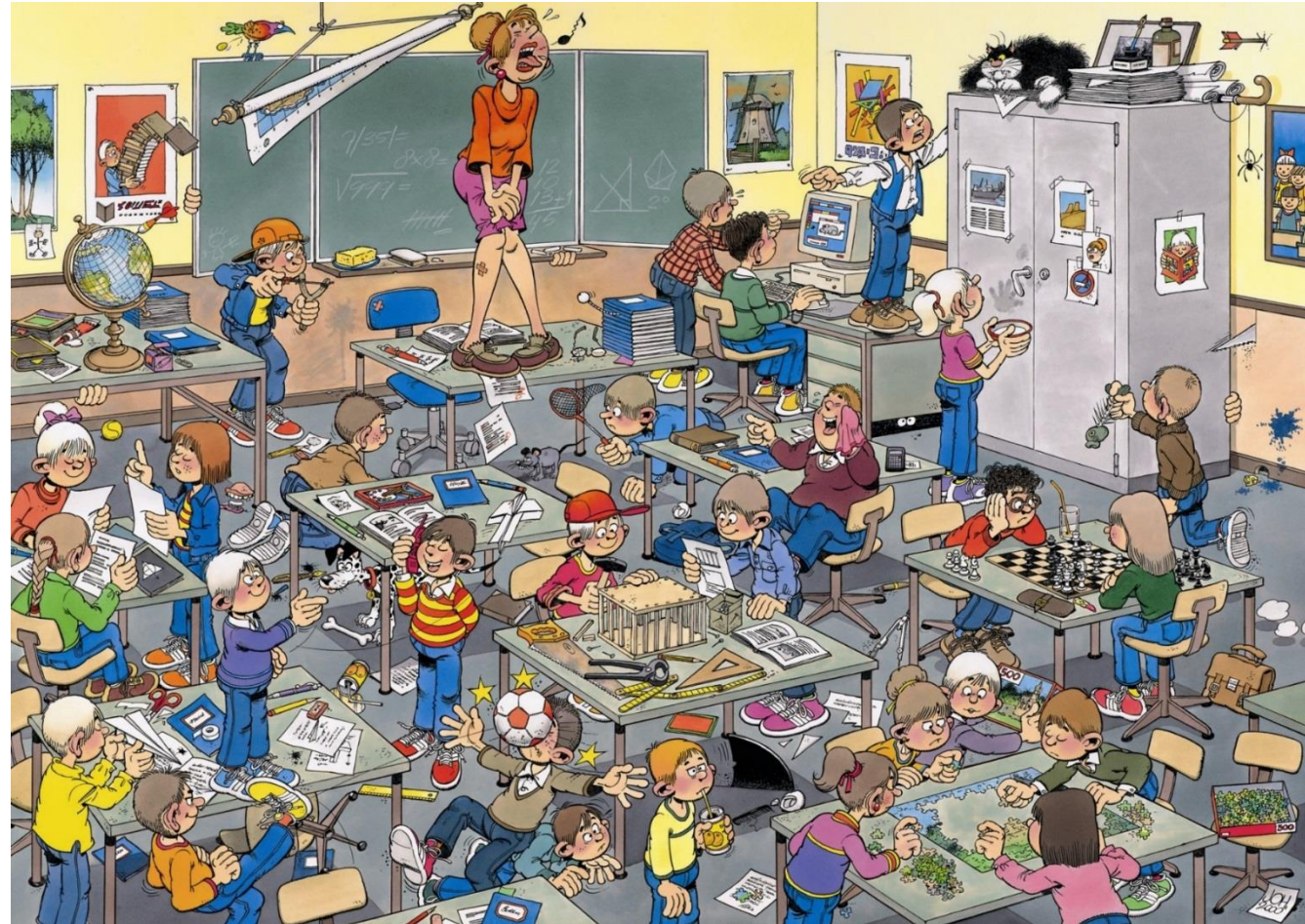


Introduction • Rationale

Why Behaviour Management?

‘ Pupils are potentially losing up to an hour of learning each day in English schools because of ... disruption in classrooms. This is equivalent to 38 days of teaching lost per year. ’

Ofsted



Introduction • Rationale

Why Behaviour Management?

Discussion in Q&A: In addition to lost instructional time and lower academic achievement, what other aspects may be affected by poor classroom behaviour?

C.f. Handout

W

Self-reported grades (d=1.44)

Piagetian programs (d=1.28)

Formative evaluation (d=.9)

Micro teaching (d=.88)

Acceleration (d=.88)

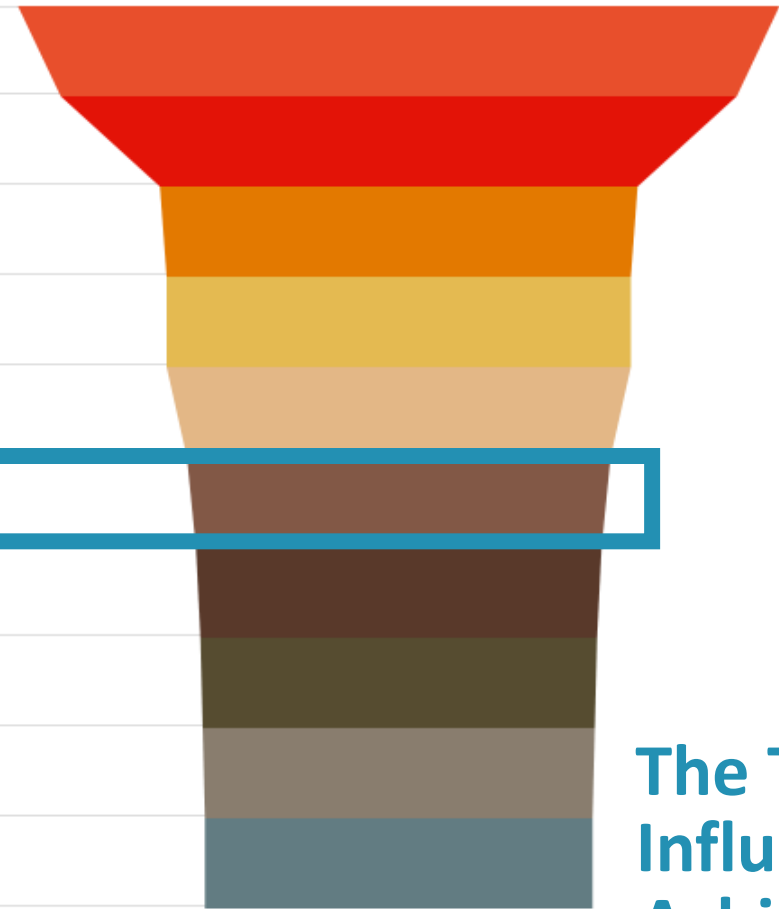
Classroom behavioral (d=.8)

Comprehension interventions (d=.77)

Teacher clarity (d=.75)

Reciprocal teaching (d=.74)

Feedback (d=.73)



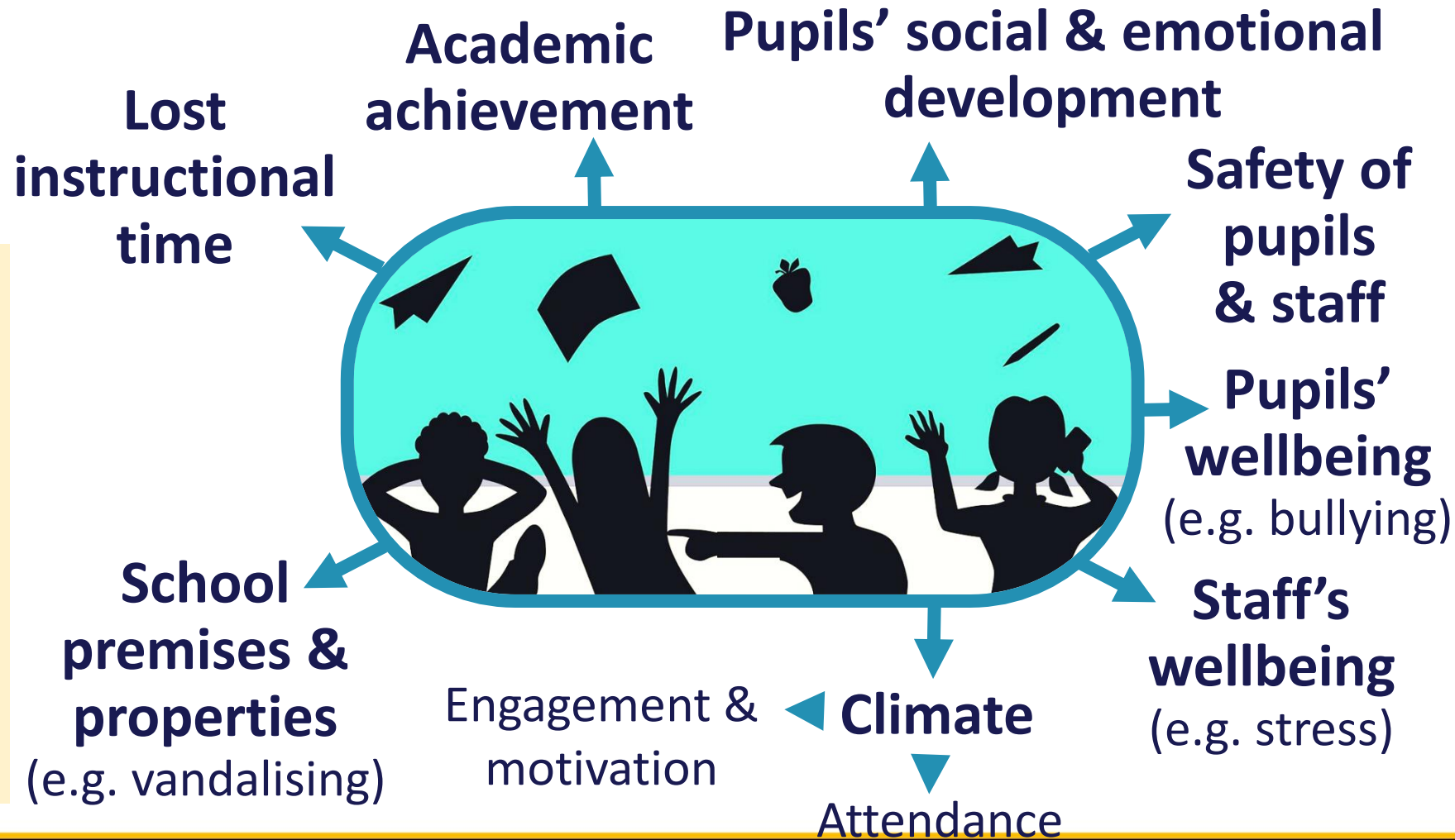
The Top 10 of Influences on Achievement

J. Hattie (2003-2009), www.visible-learning.org

Introduction • Rationale

Why Behaviour Management?

Discussion in Q&A: In addition to lost instructional time and lower academic achievement, what other elements may be affected by poor classroom behaviour?



Introduction • Rationale

Why Behaviour Management?

Good Behaviour Management strategies are at the

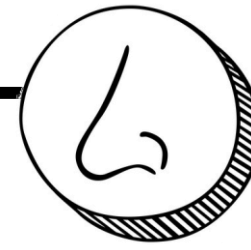
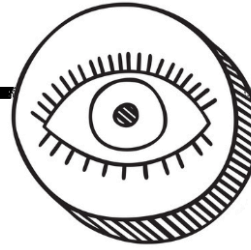


of all good T&L.



Introduction • Definitions

Defining “Good Behaviour”



Reflection:

What does a conducive learning environment look like, sound like, feel like (& smell like)?



Reflection: Is quieter always better?

C.f. Handout



Introduction • Definitions

Defining “Conducive Learning Environment”

Pupils are treated as **individuals**

They have a **sense of belonging**

They have a **sense of security**

Their **self-esteem** is nurtured

All conditions are met for their **learning**



Positive vs negative comments
ratio of 5:1 at a minimum

Success is celebrated

Clear **boundaries**
are established

There is a fair and consistent
system of **rewards and sanctions**

Introduction • Definitions

Defining “Disruptive Behaviour”



- The vast majority of poor behaviour is low level disruption.
- However, it can really irritate.
- The good news is it can be dealt with.
- But remember when behaviour disrupts teaching and learning this is a danger signal, and Ofsted will pick up on it!

Introduction • Definitions

Defining “Disruptive Behaviour”



- Thankfully it is very rare in schools and must be dealt with through applying the school policies.

Activity: List examples of low-level disruptive behaviour. Repeat the activity with high-level disruption.

C.f. Handout

W

Introduction • Frameworks

Question:

Within which frameworks will you be operating as a teacher with regards to Behaviour Management?

- DfE's Teachers' Standards
- Ofsted Framework
- The Law
- Your school's behaviour policy



Introduction • Frameworks

The Teachers' Standards



C.f. Handout



7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Activity: Using the Magenta Principles™ method:

- **Reduce** this standard to 10 key words
- **Sequence** them (in what order will they come into play?)
- **Connect** them (explain how they link to one another).



Introduction • Frameworks

The Teachers' Standards

Activity:

Look at the rest of the Teachers' Standards and colour code the other elements that are directly or indirectly linked to Behaviour Management.

C.f. Handout

W

Department for Education
Teachers' Standards

PREAMBLE
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical, forge positive professional relationships, and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

- Set high expectations which inspire, motivate and challenge pupils.**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Promote good progress and outcomes by pupils.**
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Demonstrate good subject and curriculum knowledge.**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- Plan and teach well structured lessons.**
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-lesson activities to consolidate and extend the knowledge and understanding pupils have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- Adapt teaching to respond to the strengths and needs of all pupils.**
 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment.**
 - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure pupils' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- Manage behaviour effectively to ensure a good and safe learning environment.**
 - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Fulfil wider professional responsibilities.**
 - make a positive contribution to the wider life and ethos of the school
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - apply support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside schools, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Directly
linked to
Behaviour
Management

Indirectly
linked to
Behaviour
Management



Introduction • Frameworks

OFSTED



What are they looking for?

- An environment in which pupils feel **safe**.
- A **calm** and **orderly** environment in the school and the classroom, as this is essential for pupils to be able to learn.
- The setting of **clear routines** and **expectations** for the behaviour of pupils across all aspects of school life, not just in the classroom.
- A strong focus on **attendance** and **punctuality** so that disruption is minimised.
- **Clear and effective behaviour and attendance policies** with clearly defined **consequences** that are applied **consistently and fairly** by all staff.
- Pupils' **motivation and positive attitudes to learning** as important predictors of attainment.
- A **positive and respectful school culture** in which staff know and care about pupils.

Ofsted School Inspection Handbook, 2019

Introduction • Frameworks

OFSTED

Activity: Compare those extracts from the Ofsted Inspection guidance and underline what makes the difference between good & outstanding teachers?

Ofsted School Inspection Handbook, 2019

From



Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

To



Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
 - Behaviour and attitudes are exceptional.
- In addition, the following apply:**
- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
 - Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.
 - Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

C.f. Handout



Introduction • Frameworks

What the Law Says



Behaviour & Discipline in Schools, DfE, 2016



Danger

Schools have the power to restrict the scope of the Law in their Behaviour Policies (e.g. limit certain disciplinary powers to specific members of staff).

Knowing what the Law allows is only relevant in conjunction with knowing what your school allows.

Activity: Join the quiz on kahoot.it.



Introduction • Frameworks

Behaviour Policies

Activity: Explain in your own words what you know of your school policies on Behaviour.
Were there any changes in light of covid-19?
How does the referral system work?
What are the reward and sanction/consequences?
What is the specific role of the class teacher in those?



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Research & Recommendations

Part 2

B. Research & Recommendations



This section **will aim to...**

1

To know some of the research in the field of behaviour management;

2

To understand some reactive, proactive and implementation measures;

3

To know some of the top tips of the trade when it comes to behaviour management.



Research • Influences

C.f. Handout



Activity:

1. List in and around the silhouette the various factors that can impact on pupils' behaviour.
2. Colour-code them depending on how much influence schools have over them.

In School

- Relationship with teacher
- Teacher interest
- Relationship with peers
- Educational opportunities
- Behaviour management approach
- Curriculum and T&L
- School ethos & policies
- Expectations
- School transitions
- Class sizes

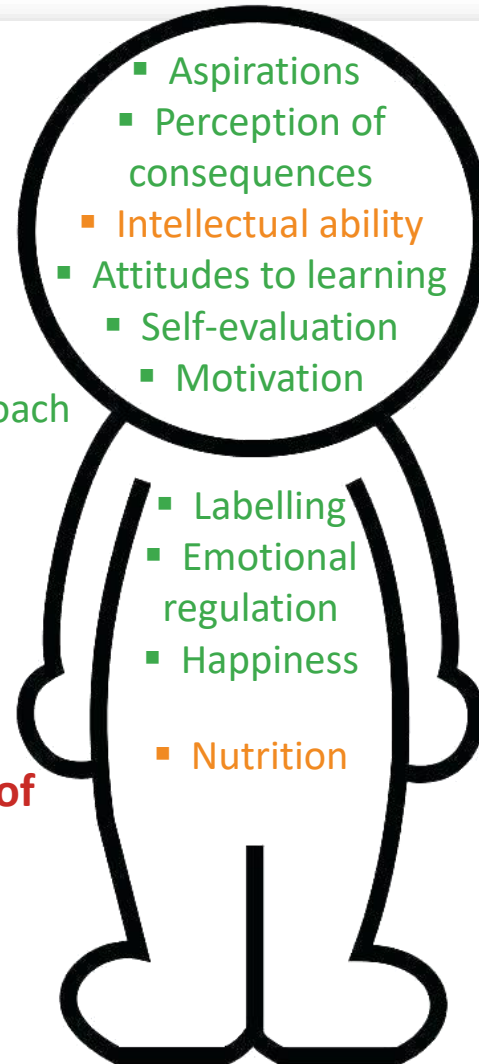
Manage
directly



Identify
& Influence



Be
aware of



Out of School

- Family relationships
 - Relationship with others/choice of peers
 - Stress at home
 - Adverse life events
 - Discipline at home
- Parental involvement in homework
 - Culture
 - Abuse
- Parental view of education



Adapted from

EEF, *Improving Behaviour in Schools*



Research • Management

C.f. Handout

W

Activity:

Categorise the influences on behaviour which teaching staff can affect directly into the following 3 categories: **Emotional**, **Social** and **Cognitive**.

Adapted from
EEF, *Improving Behaviour in Schools*



'A **learning behaviour** can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom.'¹⁹



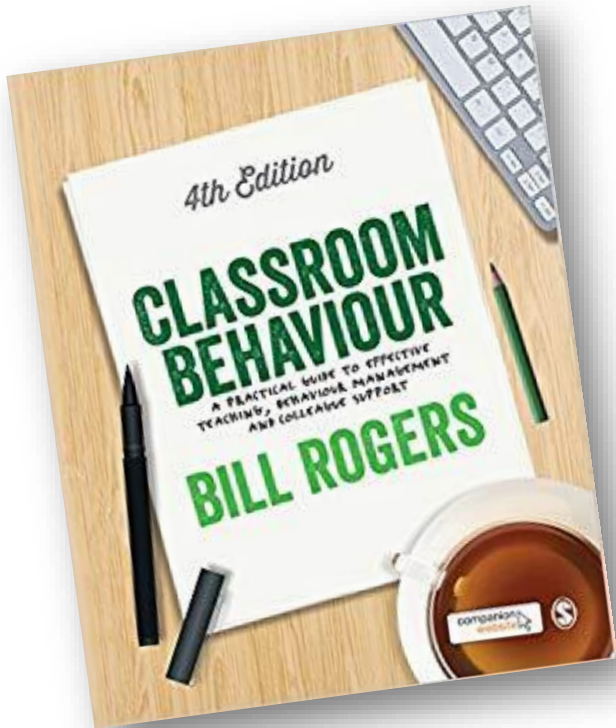
Managing misbehaviour and teaching behaviour for learning can be achieved by **developing and strengthening pupil's relationships with:**

- themselves
- others
- the curriculum



Research • Management

Principles of Behaviour Management Bill Rogers

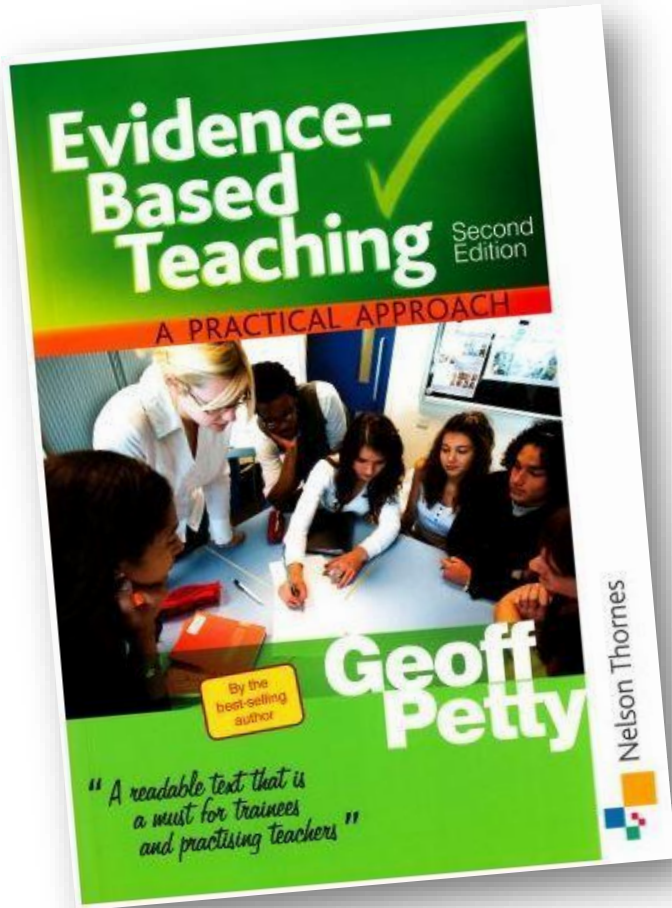


- Behaviour **is learned** – but not instantly and does take time
- Behaviour **is conditioned** – why do some children behave for some teachers and not others?
- Behaviour **is purposeful**
- Behaviour **is chosen**
- Behaviour **communicates about needs**
- Behaviour **can be the result of BDS** (Bad Day Syndrome)
- Behaviour **can be changed**
- Behaviour **can be taught**

Research • Management

Types of Behaviour Modification Geoff Petty

- Authority
 - Formal
 - Personal
- Atmosphere
- Organisation
 - Rules
 - Preparation
 - Consistency
- ‘Withitness’
- Fire-fighting



Research • Recommendations & Strategies



When planning behaviour management, consider the following:

- Reactive measures
- Proactive measures
- Implementation

1
Know and understand your pupils and their influences

A circular icon containing a stylized head profile with gears inside and a lightbulb at the bottom, symbolizing understanding and thought.

2
Teach learning behaviours alongside managing misbehaviour

A circular icon showing a pink brain with gears, representing learning and cognitive processes.


3
Use classroom management strategies to support good classroom behaviour

A circular icon depicting a path with arrows, symbolizing direction and management strategies.


4
Use simple approaches as part of your regular routine

A circular icon with two speech bubbles, one white and one blue, representing communication and routine.

5
Use targeted approaches to meet the needs of individuals in your school

A circular icon showing a person icon next to a bar chart, representing individualized approaches and data.

6
Consistency is key

A circular icon of a school building, symbolizing the school environment and consistency.

Research • Recommendations & Strategies



Use classroom management strategies to support good classroom behaviour

- Rewards & sanctions
- Praise
- Empowerment



Use simple approaches as part of your regular routine

- Controlled entry & start
- Seating plans



Use targeted approaches to meet the needs of individuals in your school

- Asking for help
- Whole-school interventions



Consistency is key



Know and understand your pupils and their influences

- Relationships
- Presence & "withitness"
- Non-verbal communication



Teach learning behaviours alongside managing misbehaviour

- Planning
- Contracts

“Don’t smile until Christmas”?

Question:

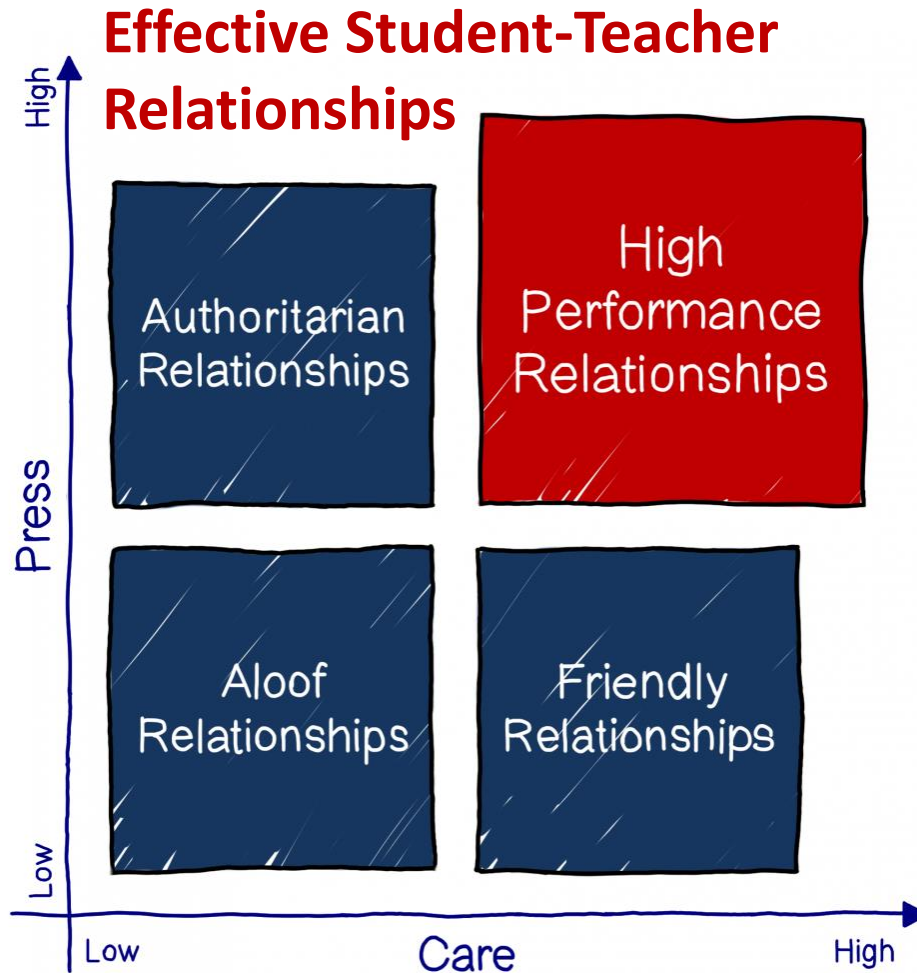
Do you agree or not with this advice?



Strategies • T-P Relationship

Activity: Label the 4 descriptions.

... care for their students while simultaneously pressing them to excel. They have a passionate desire to help students learn and improve, which leads them to demand high standards of behaviour and effort. Yet, they also value their kids as people and take an interest in their lives. These teachers provide their students with strong guidance (both academically and behaviourally), while also nurturing personal responsibility and self-regulation.



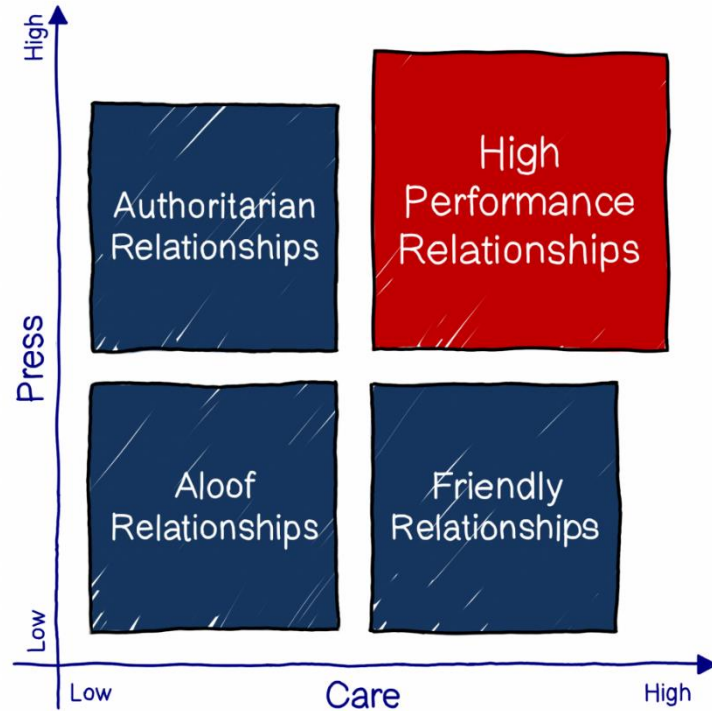
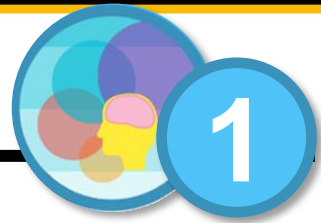
1

... show high amounts of *press* and low amounts of *care*. While they may want students to learn, they view their relationships with students as an *us-vs-them* phenomenon, where it is important for them to come out on top. Authoritarian teachers are rigid, and value rules for rule sake. They often overact to small things.

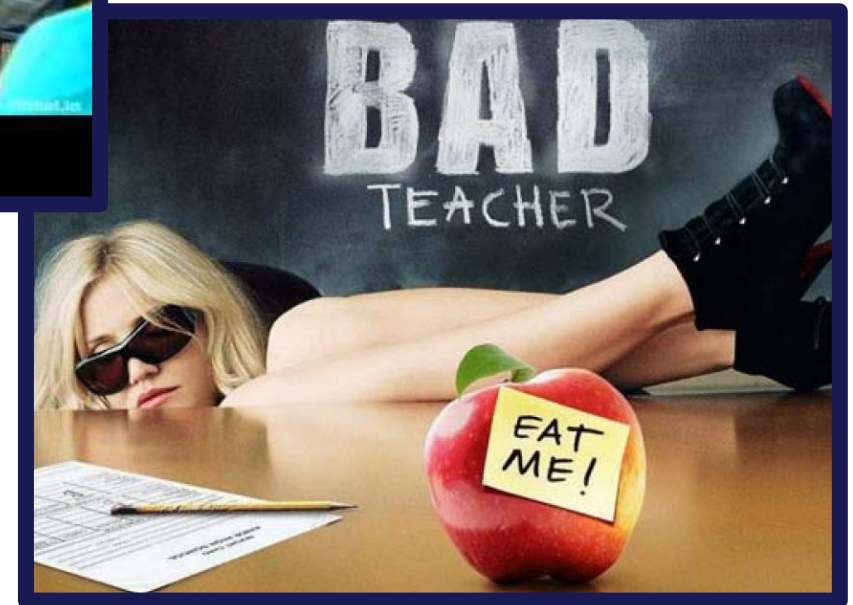
... show a high degree of *care* but a low amount of *press*. While they may care deeply about students' self-esteem, they misguidedly accept minimal effort and mediocre work. Friendly teachers let their belief in student-directed learning prevent them from giving students the instruction and guidance they need. This often leads to chaotic classrooms and students working independently on tasks they have not been shown how to do.

... show a low amount of *press* and a low amount of *care*. Aloof teachers do so mindlessly. They are apathetic and indifferent, as their minds are elsewhere. Aloof teachers don't seek conflict with kids, yet their indifference and lack of structure lead students to act out. Then, over-reactions, escalating conflict and passive-aggressive behaviour often follow.

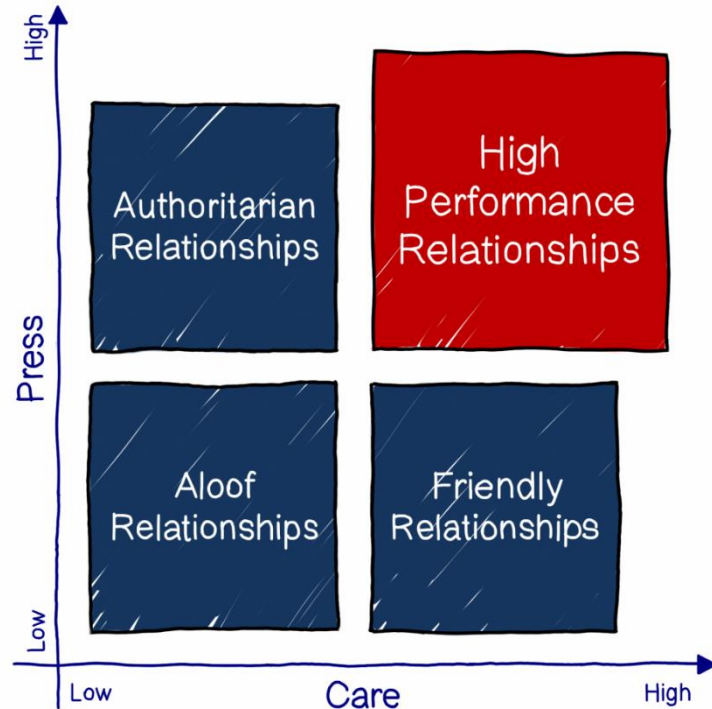
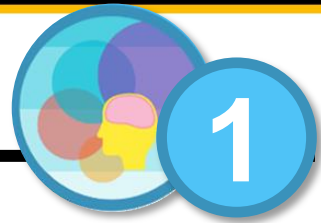
Strategies • T-P Relationship



The Aloof Style
Think...
Cameron Diaz in
Bad Teacher!



Strategies • T-P Relationship



The Friendly (or Permissive) Style

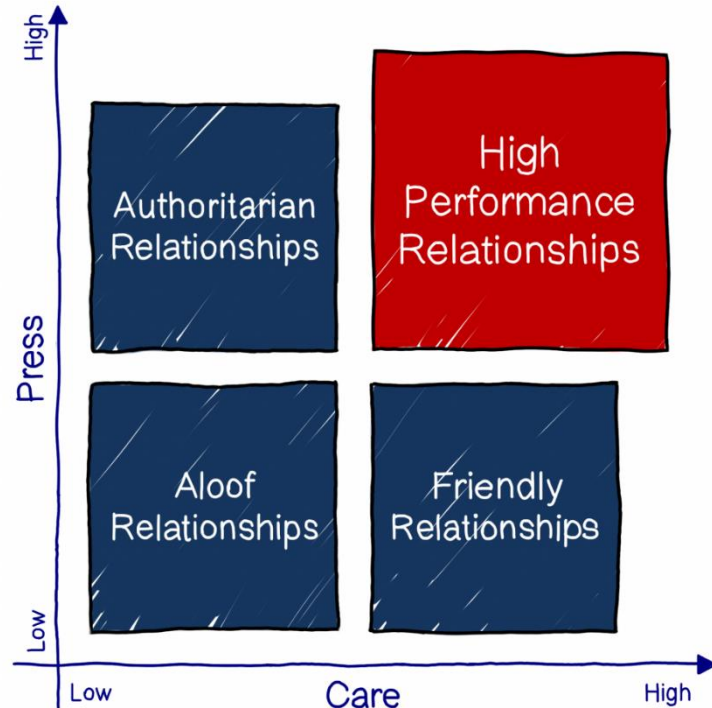
Friendly teachers show a high degree of care but a low amount of press. While they may care deeply about students' self-esteem, they misguidedly **accept minimal effort and mediocre work**. Friendly teachers let their belief in student-directed learning **prevent them from giving students the instruction and guidance** they need. This often leads to **chaotic classrooms** and students working independently on tasks **they have not been shown how to do**.

Strategies • T-P Relationship

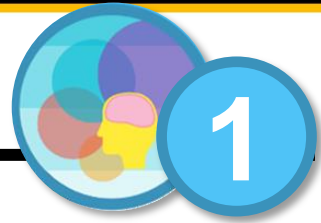


The High-Performance Style

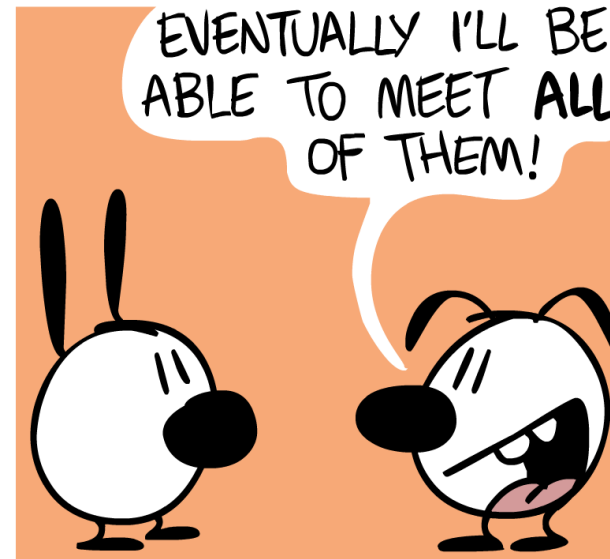
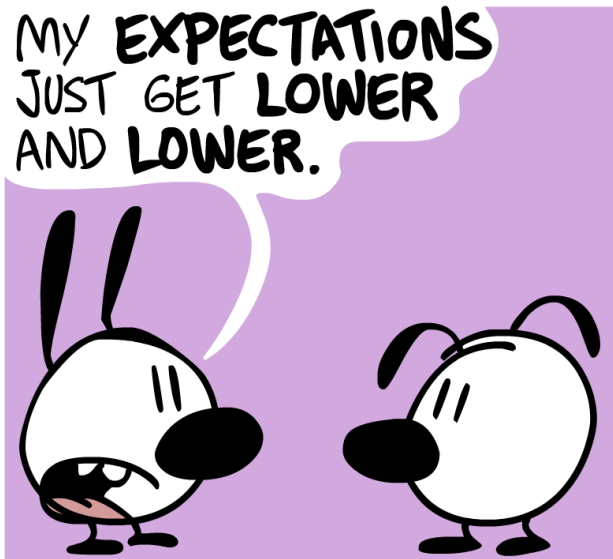
Teachers who forge **high-performance** relationships care for their students while simultaneously pressing them to excel. They have a **passionate desire to help students learn and improve**, which leads them to **demand high standards of behaviour and effort**. Yet, they also **value their kids as people and take an interest in their lives**. These teachers **provide their students with strong guidance** (both academically and behaviourally), while also **nurturing personal responsibility and self-regulation**.



Strategies • T-P Relationship

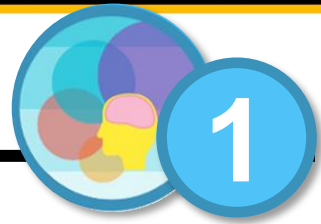


The Importance of Having High Expectations

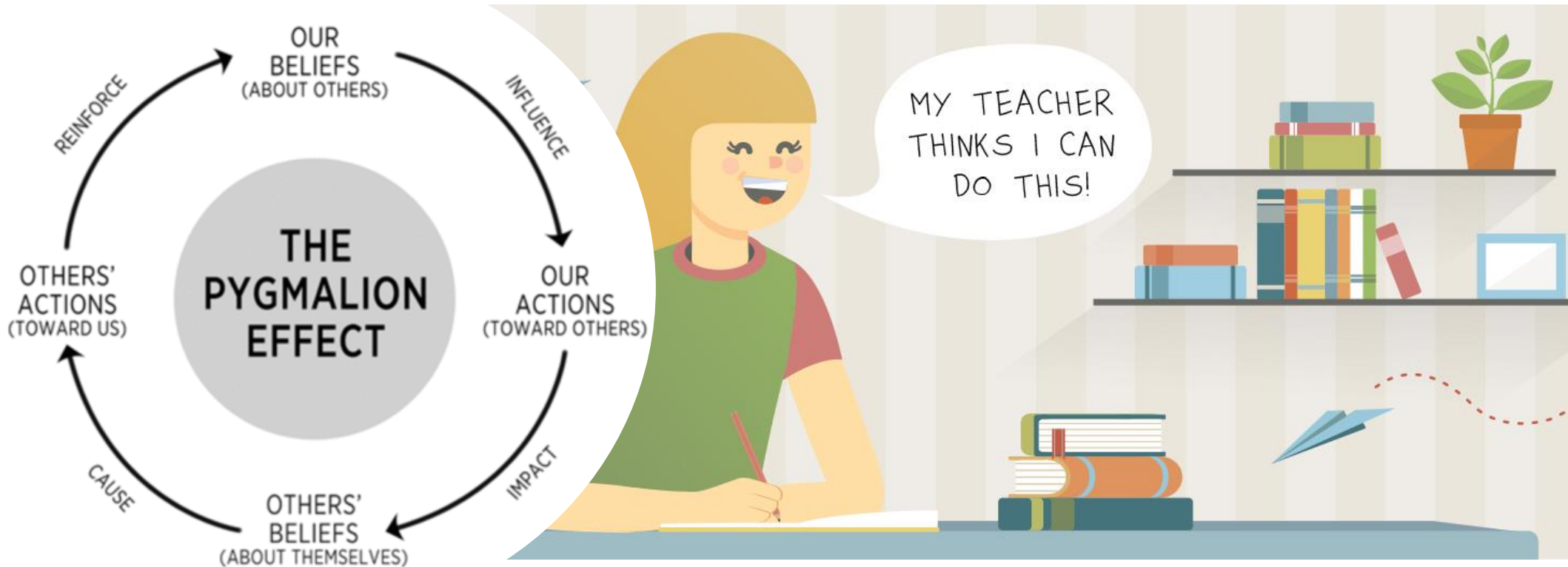


HOW?

Strategies • T-P Relationship

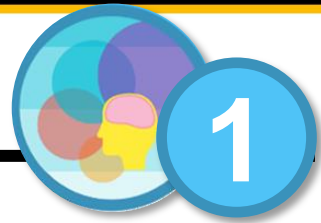


The Importance of Having High Expectations



Pygmalion effect is the phenomenon whereby others' expectations of a target person affect the target person's performance (Rosenthal-Jacobson)

Strategies • T-P Relationship



The importance of having high expectations

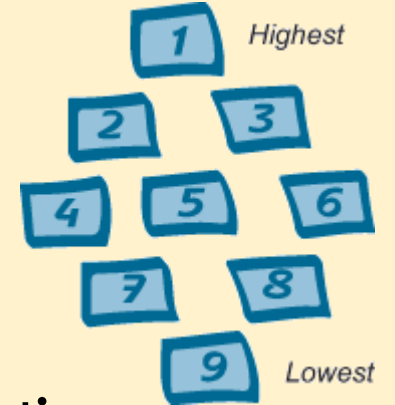


- Promote a **growth mindset**
- Make expectations **clear, realistic and reasonable**
- Aim for **personal bests** and **fulfilled potential**
- Offer **support and encouragement** through the process

Activity:

Organise the following classroom expectations in a Diamond Nine shape. From the most basic

expectation to the highest expectation.



Strategies • T-P Relationship



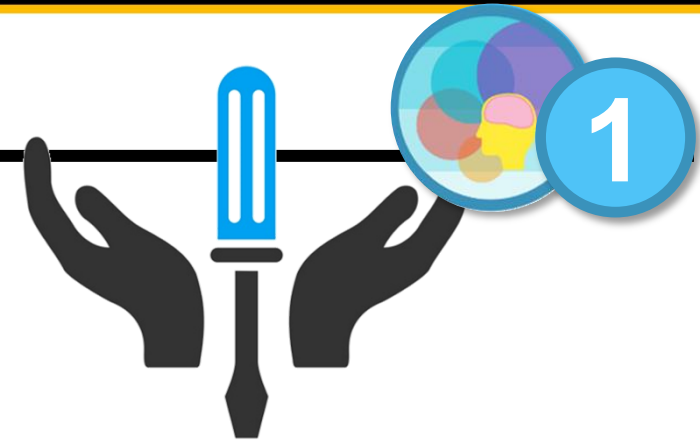
Establish

- Be available
- Inquire about their interests
- Communicate positively
- Reference student info
- Deliver constructive feedback wisely



Maintain

- 5-1 ratio positive to negative interactions
- Positive notes home
- Greeting students at the door
- Relationship check-in
- Random, special activities



Reconnect Repair & Restore

- Take responsibility for negative interaction
- Deliver an empathy statement
- Let go of previous incidents/Start fresh
- Communicate you care
- Engage in mutual problem-solving

Reflection:

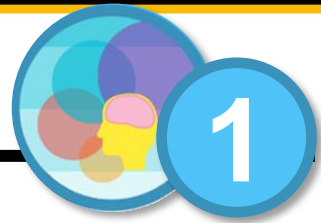
Which of these did you witness during last week's observations?



Adapted from
EEF, Improving Behaviour in Schools



Strategies • T-P Relationship



The Importance of Communicating Positively



- Open-ended questions
- Affirmations
- Avoidance of Don't
- Reflexive listening
- Validation

Activity:

Subtle changes to language are of HUGE importance. Can you improve the following sentences?

1. "Listen now please"
2. "Don't come in so noisily"
3. "Sit down"
4. "Why haven't you got your book?"
5. "You have a lot to do today"
6. "I'm sick of having to raise my voice above you"
7. "Stop talking at the back"

Strategies • T-P Relationship



The Importance of Communicating Positively



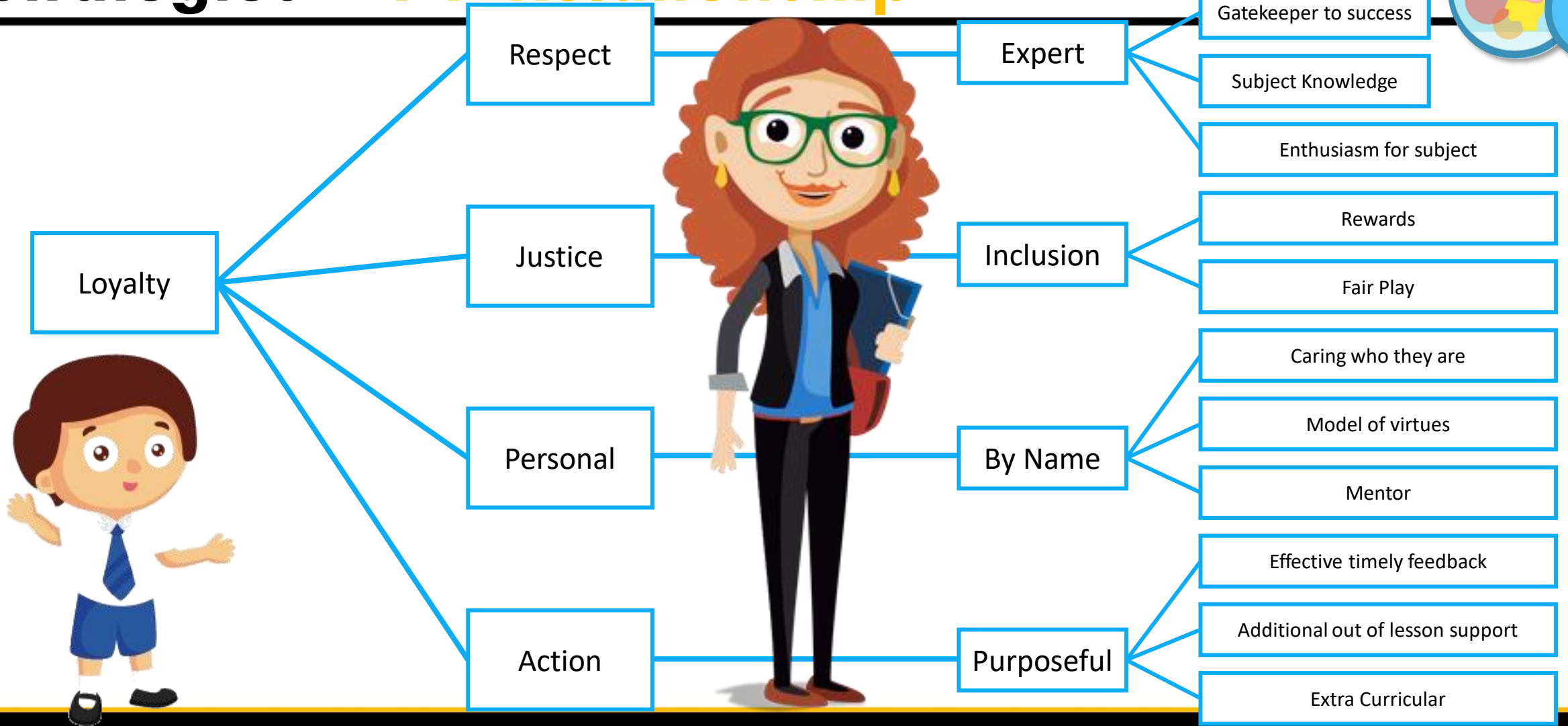
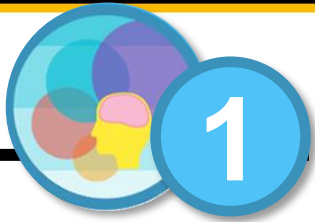
Style of conversation

Telling Off	▶	Chat
Dictatorial	▶	Supportive
Judgemental	▶	Non judgemental
Directing	▶	Accepting
Telling	▶	Listening
Broken record	▶	Ask and listen to answer

Likely Pupil Reaction

Compliant but resentful	▶	Co-operative
-------------------------	---	--------------

Strategies • T-P Relationship



The Importance of Being the Expert



- Expert teachers identify the most **effective** ways to represent the subject.
- Expert teachers create an **optimal classroom climate** for learning, a climate of Trust and Positivity.
- Expert teachers **monitor** learning, while providing and using **feedback**.
- Expert teachers **believe** all students can reach the success criteria. They are **passionate** and **enthusiastic**.
- Expert teachers **influence** a wide range of student outcomes not solely limited to test scores.

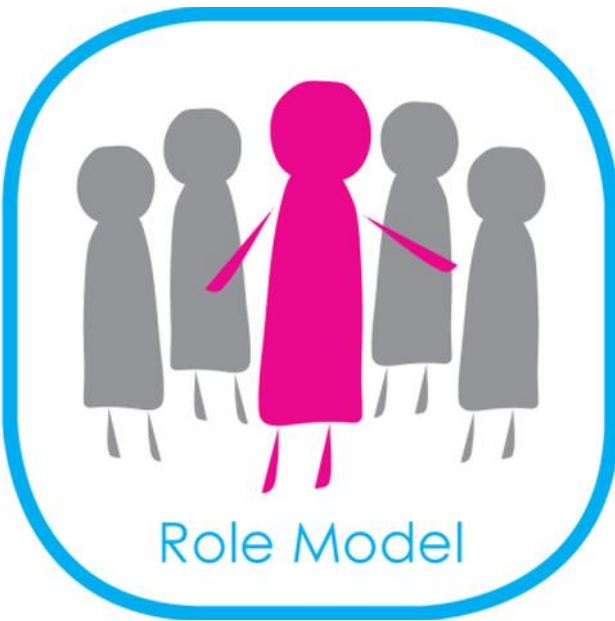
*Adapted from
J. Hattie, Visible Learning, 2008*

The Importance of Modelling

“The teacher is not only a communicator but a model.”

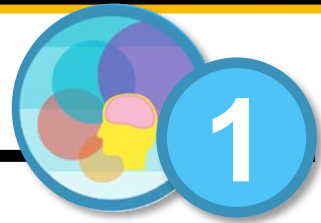
J. Bruner, The Process of Education, 1977

As a teacher, you will be modelling the behaviour traits that you want to see in your students. So:



- Dress appropriately (**teachers' dress code in school policies**)
- Follow the school's Use of Technology guidance and policies
- Be punctual to your lessons
- Be prepared and take responsibility
- Be open & enthusiastic
- Be fair and respectful
- Respond calmly
- Do not let external factors cloud your own behaviour.

Strategies • T-P Relationship



The Importance of Rules & Boundaries

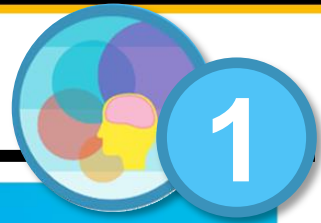
Pupils like to know where they stand

“Pupils are typically reported as liking teachers who can keep order (without being too strict) are fair (that is, are consistent and have no favourites), can explain clearly and give help, give interesting lessons, and are friendly and patient”

Kyriacou, 1986



Strategies • T-P Relationship



summary



- Be organised
- Be consistent
- Be fair
- Be patient
- Be a good listener
- Take interest in your students
- Use your students' names
- Show polite respect
- Never use sarcasm or derision
- Care about your students' feelings
- Use appropriate humour
- Establish boundaries

Strategies • T-P Relationship




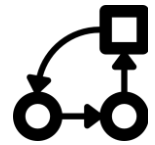


summary

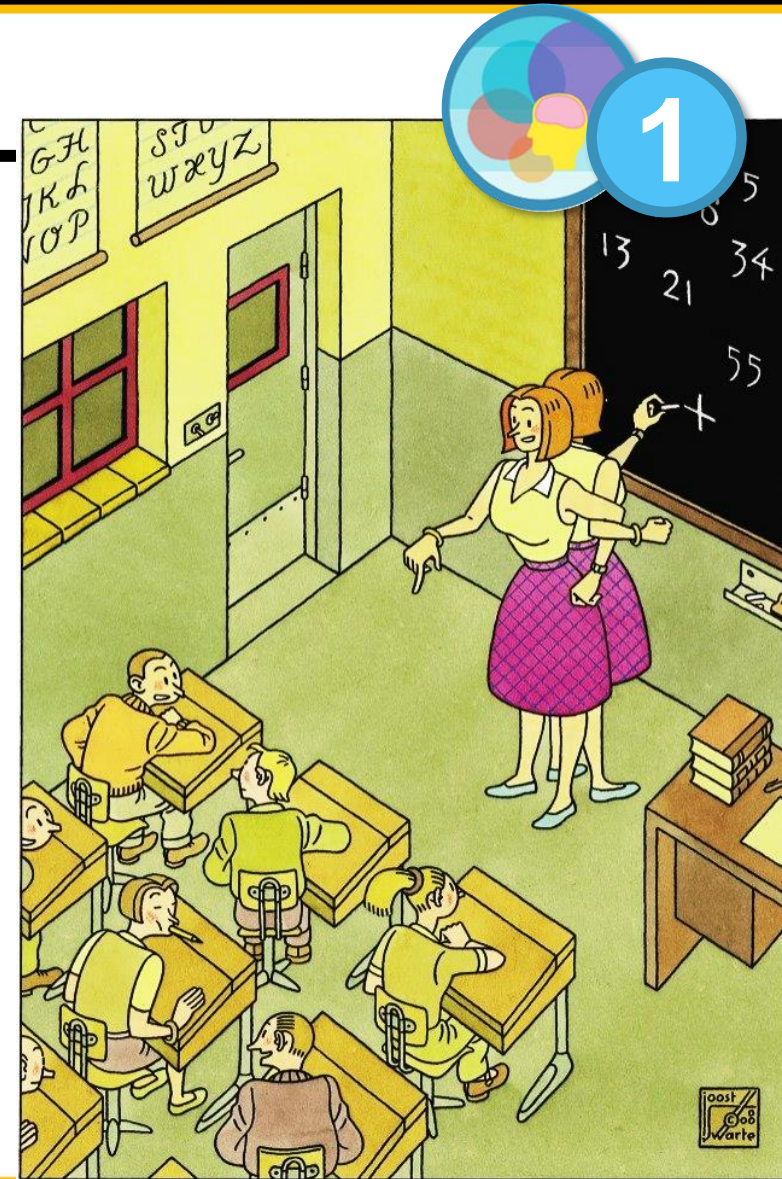
- You are NOT and NEVER WILL BE their friend...
- Being a popular teacher is not part of the teaching standards.
- There must be a professional distance between teacher and pupil.
- The need to act in a professional way is not a second-class standard - it is vital.



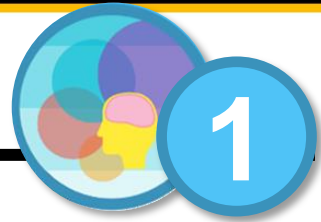
Strategies • Presence & Withitness

"**Withitness**" is a term created by Kounin to describe the teacher's awareness of what is going on in all parts of the classroom at all times. We commonly refer to this as, "having eyes in the back of the head."

-  **Be alert & focused**
-  **Be mobile: move around the classroom.** Change your own perspective and scan the whole room.
-  **Angle your stance** rather than turning your back completely.
-  **Use your other senses.**



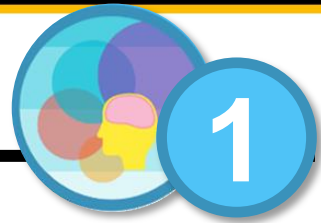
Strategies • Presence & Withitness



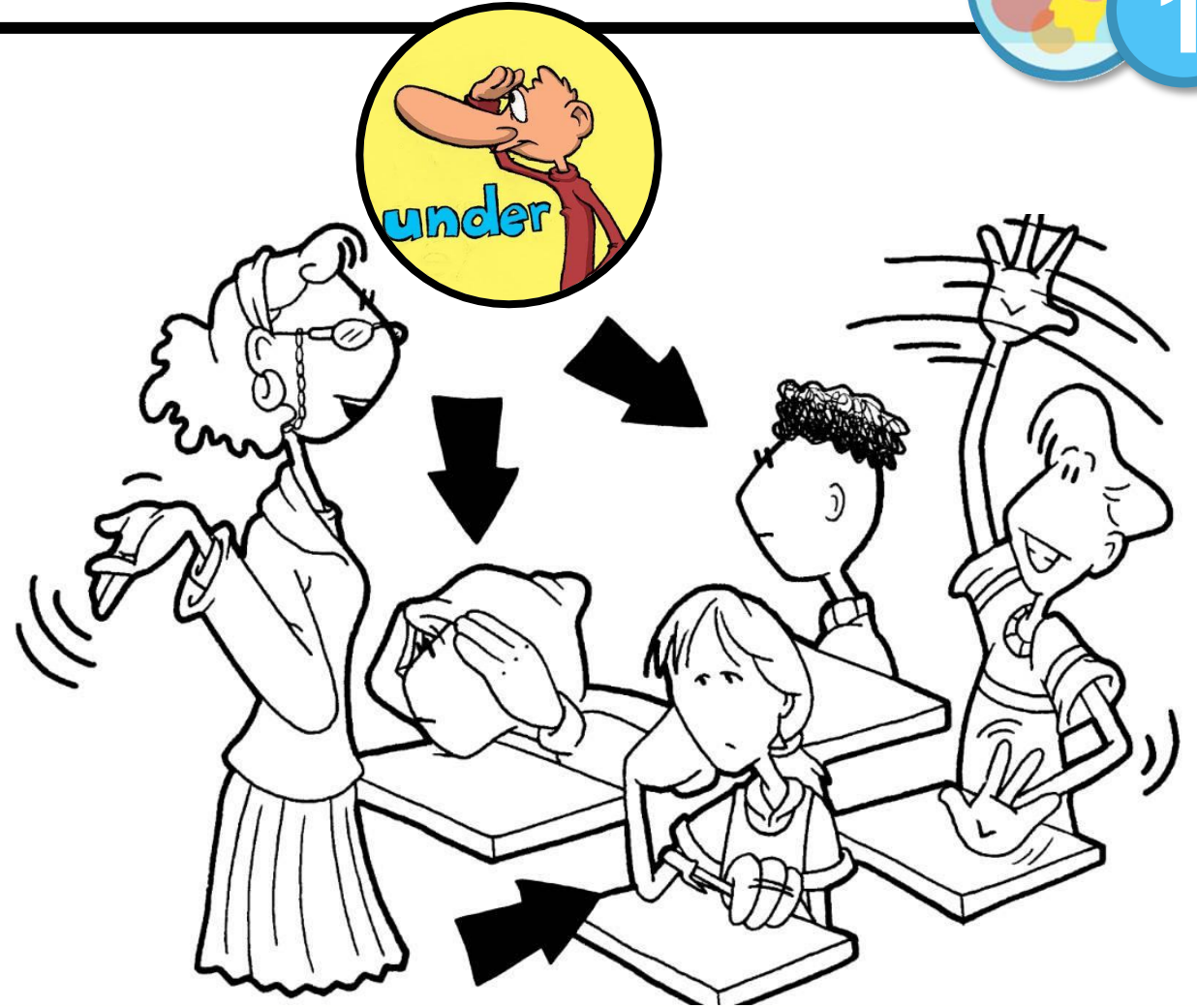
- Make eye contact
- Develop the “**Teachers’ look**”
- Letting students’ know you are aware of what they are doing is often enough to get them to stop



Strategies • Presence & "withitness"

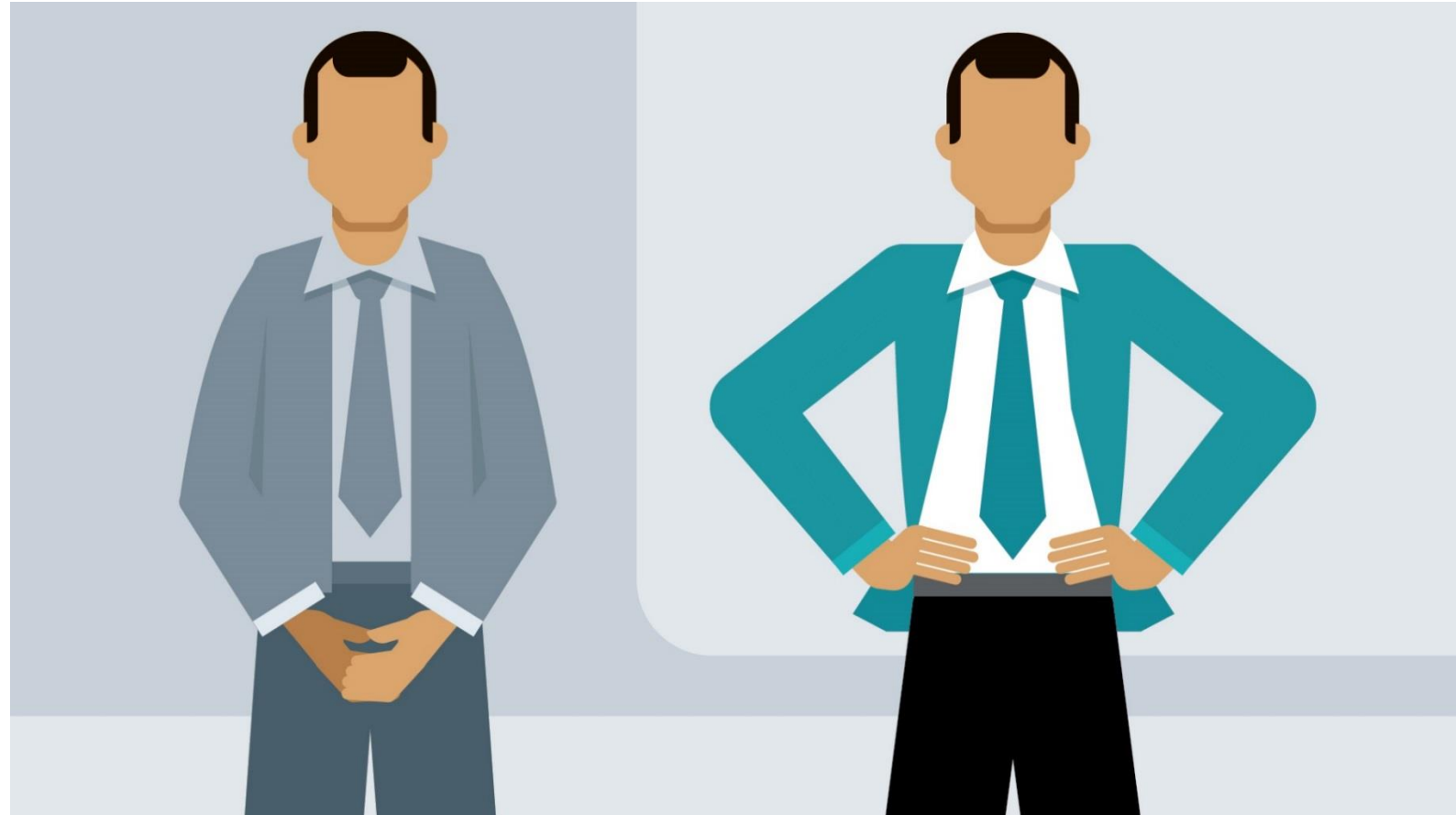


- Be wary of “blind spots”.
- An educational blind spot is a failure to see what is under your very nose.
- These can be deliberate.
- These blind spots will be noticed by colleagues and pupils.

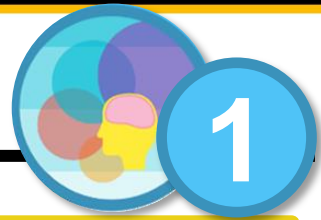


Body Language

- **High body power:** roll your shoulders back, firmly plant your feet, open your chest and keep your head up.
- Be aware of **signs of nervousity:** fidgeting, touching your face, playing with your hair, etc.



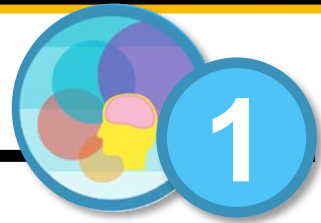
Strategies • Non-Verbal Communication



Body Language Techniques



Strategies • Non-Verbal Communication



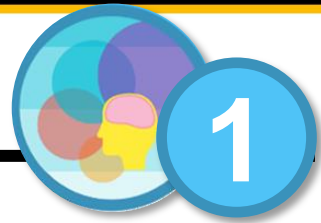
Tone

Activity:

In pairs, say the following phrases, varying your tone of voice. Your partner needs to try and guess the message you were trying to convey.



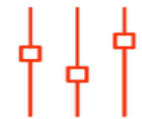
Strategies • Non-Verbal Communication



Volume



- **Shouting at students is always a dead end.**
- But modulating the volume of your voice (raising or lowering it) can be an effective way of grabbing students' attention.
- Also think:



Pitch



Pace



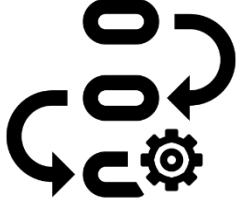


Timbre

Strategies • Planning



Work too easy? = **boredom**
Work too hard? = **frustration**

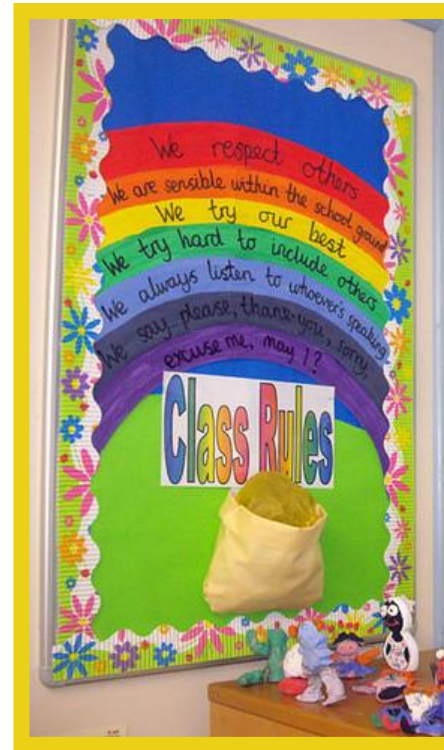
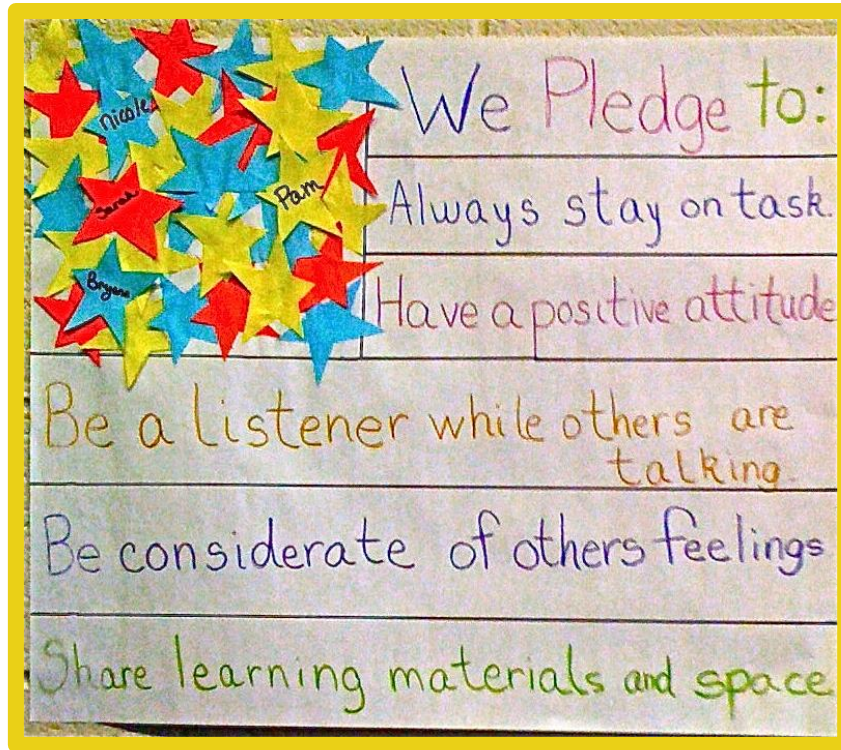
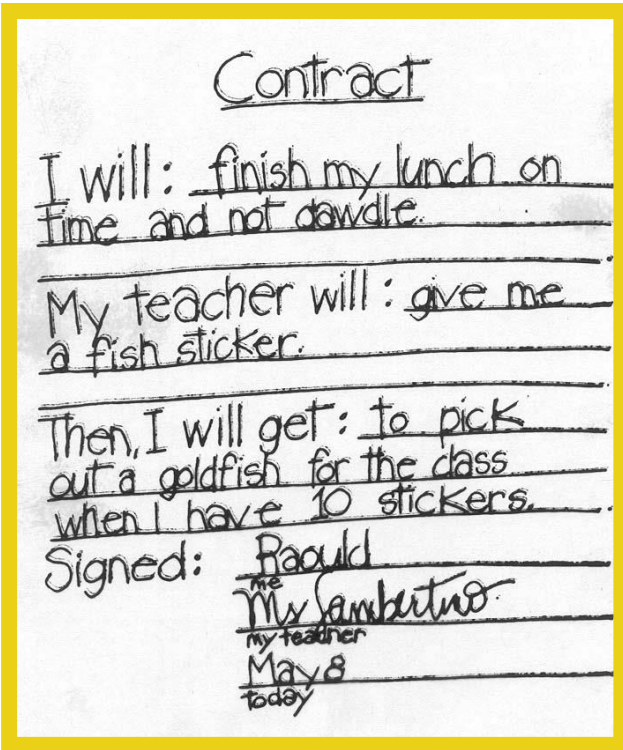
Ensure that students can access the curriculum is key. So you must consider:

-  **Progress**
(level, sequencing, scaffolding, etc.)
-  **Inclusion**
(SEN, support, differentiation, etc.)
-  **Engagement**
(motivation, purposefulness, participation, etc.)



Strategies • Contracts

Encourage students to take responsibility for and reflect on their own behaviour, through the use of visuals (displays, contracts in exercise books, etc.)



Activity: With your table, come up with and design a classroom contract. You must be selective and remember to use pupil-speak.

Strategies • Rewards & Sanctions

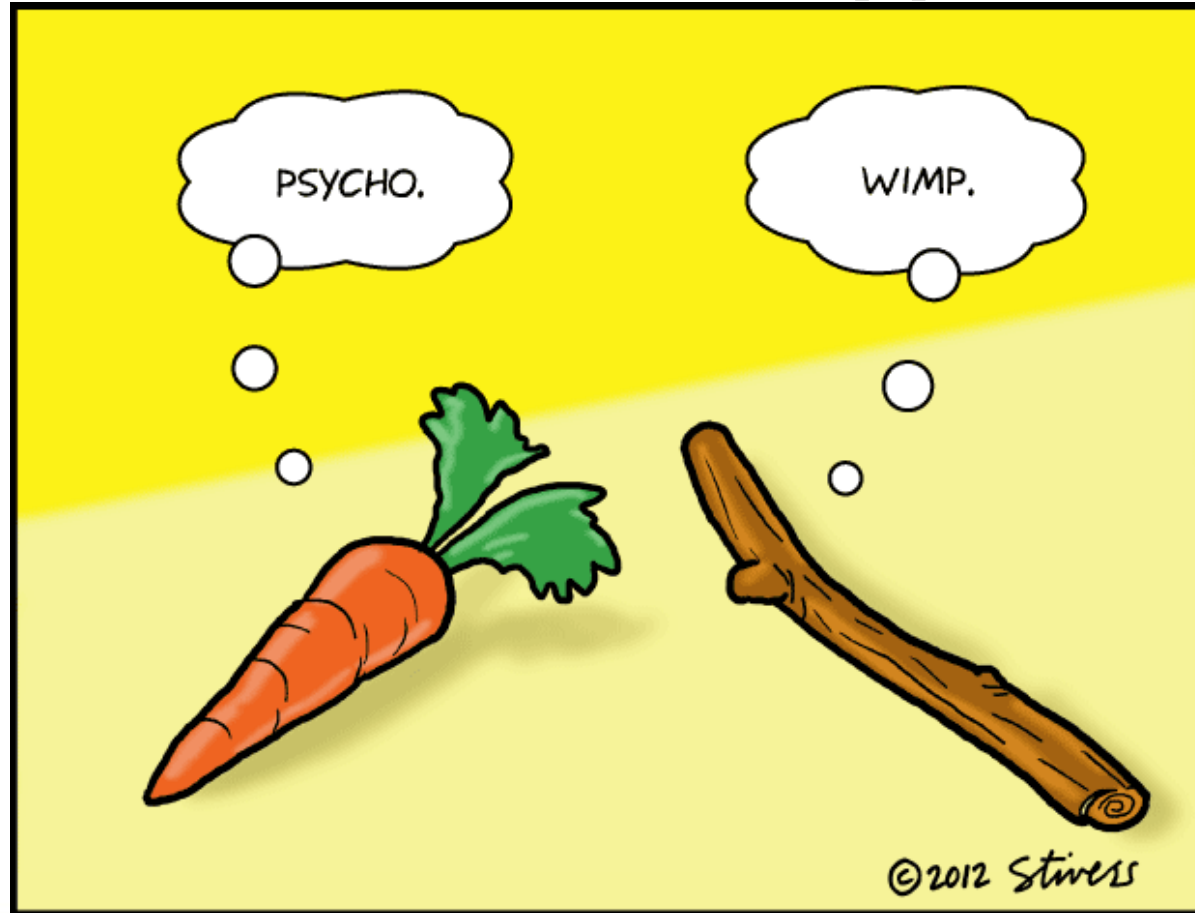


Positive reinforcement

Incentives
Rewards
Encourages positive behaviour
Preemptive

Extrinsic Motivation

The carrot & stick approach



Negative reinforcement

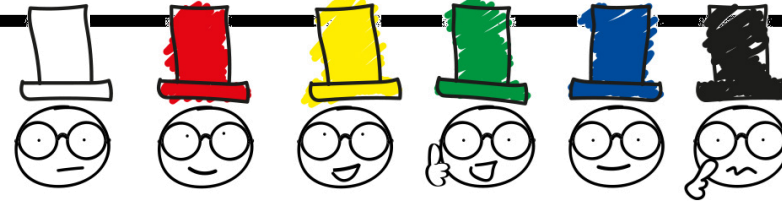
Consequences
Punishments
Discourages negative behaviour
Corrective

Extrinsic Motivation









Strategies • Rewards & Sanctions



The carrot & stick approach



Activity: Evaluate each approach.

		
 Facts: List as many examples of carrots & sticks as you can		
 Processes: List elements of your behaviour policies on the implementation of each approach (when to use it, how to use it, who is to use it...)		
 Feelings: List how each approach may make pupils & teachers feel		
 Positives: List the benefits of each approach		
 Negatives: List the problems or cautions relating to each approach		
 Creativity: Imagine other ways of achieving desired behaviour from students that do not solely rely on this approach		

Strategies • Rewards & Sanctions



Rewards

Encouragements

Verbal praise

Merit points

House points

Certificates & trophies

Stickers, Vouchers

Raffle tickets

Early lunch passes

Reward trips

Postcards home

Positive note in planner

Honours board

Assemblies

The carrot & stick Behaviour modification is a balancing act



Be positive but don't be afraid to use sanctions for the few children this positive approach does not work for

Consequences

Verbal and written warnings

Changes in seating plans

Notes in planner

Verbal reprimand from teacher

Meeting with CL, MLP or headteacher

Extra work

Written tasks (lines, essays)

Community service

Loss of privileges

Phone calls to parents/carers

Behaviour reports

Lawful confiscations

Detentions & isolations

Temporary & permanent exclusions

Group Rewards

Some teachers find **whole-class reinforcement** even more useful. The 'marbles in the jar' (L. Canter) strategy means dropping a marble or button into a jar every time a specific behaviour is noted from an individual or group.



Praise

Activity:

How many ways of saying well done can your table come up with?



Strategies • Empowerment

Intrinsic Motivation

- If you deal with the **Behaviour** the behaviour is corrected within the local environment (the where and the when)
- If you deal with the **Principles** and **Values** of the pupil you empower them to make choices



Don't do that

Don't laugh at me, please

Please let me finish what I am saying

Would you be quiet, please? I am working



We don't bully one another (**compassion**)

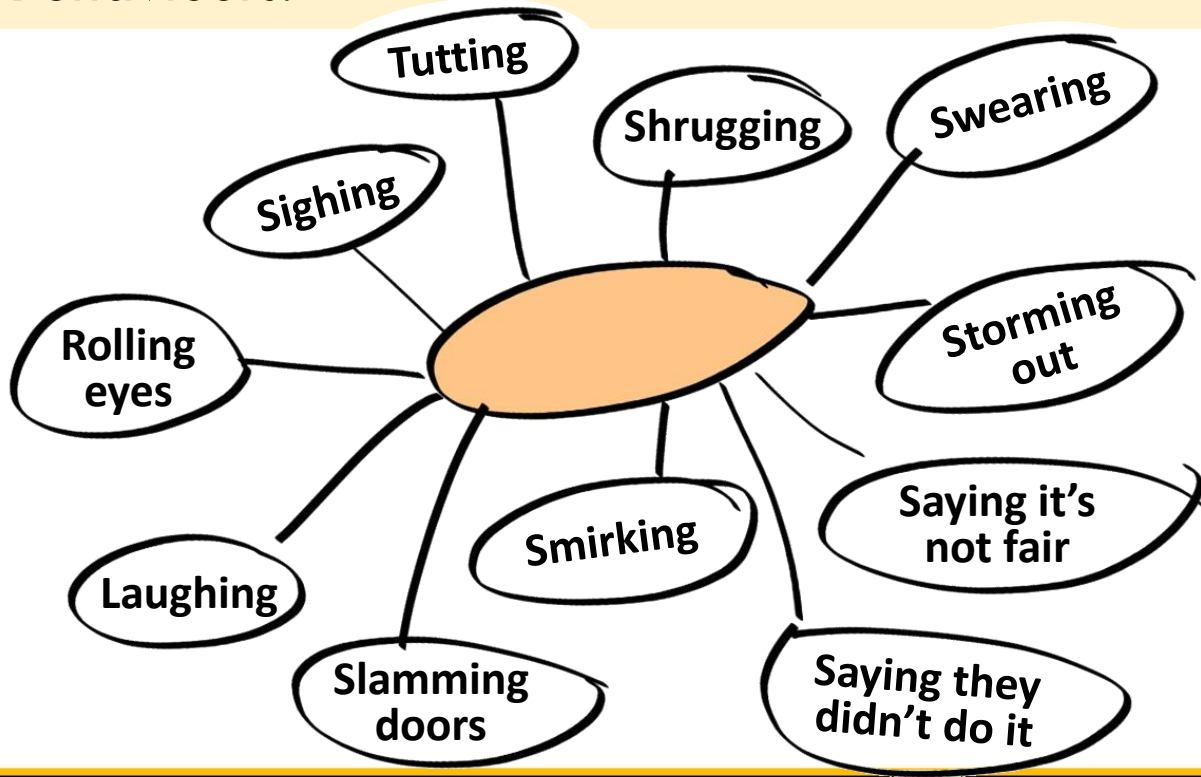
We don't laugh at other people's ideas (**compassion**)

We don't interrupt one another (**justice**)

We don't distract another from our learning (**justice**)

Strategies • Tactical Ignoring

Activity: Listen to Bill Rodgers on Tactical Ignoring and list different types of Secondary Behaviours.



Secondary behaviours are those that occur during your intervention or as you leave a conversation with a student. **Resist the temptation to address secondary behaviours in the moment.** Instead record them and deal with them later on.

Strategies • Proximal Praise

Reflection: Watch the video and jot down whether you agree with the following statement or not.

Proximal Praise is criticised by some as being morally dubious since the praise is **not genuine but merely used as a strategic means to influence** another person.



Proximal Praise is a technique designed to generate compliance, where a positive comment on the behaviour of other (compliant) pupils nearby is used instead of a negative comment to the person whose behaviour is of concern.

Strategies • Behaviour-Specific Praise



DO'S & DON'TS

Dos

- State the student's name
- Deliver praise specific to the student's behaviour
- Deliver it in an age-appropriate way, speaking quietly and without attracting unwanted attention

Don'ts

- Add sarcastic comments
- Deliver it loud enough for other students to hear, potentially embarrassing the student



Daniel



Ms. Fischer

Strategies • Proximity Control



DO'S & DON'TS

Dos

- Subtly scan the classroom for students engaging in desired behaviour
- Identify students not engaged and move towards them
- Stand in close proximity to the students for a few seconds
- Maintain the pace and flow of instruction
- Continue to scan the classroom

Don'ts

- Fail to maintain the pace and flow of instruction
- Linger near and engage with the student by glaring



Strategies • High-P Requests



DO'S & DON'TS

Dos

- Deliver a series of three high-p requests in quick succession to build behavioural momentum.
- Offer brief verbal praise after the completion of each high-p request
- Immediately praise the student after they comply with the low-p request

Don'ts

- Deliver only one high-p request instead of three to five
- Move on to another task before making sure the student complied with the low-p request



Virginia



Mrs. Ward

Strategies • Resolving Disputes



DO'S & DON'TS

Dos

- Use assertive language
 - Receive what is being said to you
 - Give positive directions
 - Give acknowledgement that asks for further compliance

Don'ts

- Let the dispute interrupt the instruction



Strategies • Resolving Disputes

De-escalation

- Try your best **not to take the abuse personally**.
- If you see a pupil struggling, **validating their emotions** in that moment will get you the space to deal with the issue later on. If a pupil is visibly angered or upset as the lesson starts, rather than quickly addressing them with the school behaviour policy or threatening them with a "warning", it is much more effective to say, "I can see you are upset at the moment, but just give me two minutes to get the lesson started and I'll come and check in with you."
- **Reduce the drama**, e.g. through your language and actions. If you really need to "vent" about a situation with a pupil, ensure that this is done out of sight of other pupils and try to choose your words carefully.
- There are **boundaries around "banter"** with pupils - make sure you know your pupils well enough if you are going to make any attempts to demonstrate your capabilities to "banter back".



Strategies • Resolving Disputes



De-escalation

- If you call on a colleague or senior leader to support, **do not berate the pupil in front of that colleague**. If you see a colleague dealing with a pupil and it is not going well, do not be afraid to offer to support. Sometimes a new face can put a whole new spin on the situation and will allow the child to connect and regulate with a new member of staff.
- Pupils will often struggle to be reasonable when they have moved outside their "window of tolerance". **Timing is key** when going back to a pupil to reflect on behaviour that may not have been favourable.
- Listen to the language used by colleagues in the corridors, in the staffroom and about the school. The best practitioners select their words, tone & timing carefully and are adept at reducing anxieties and de-escalating behaviours because of how they connect with a child through the **use of language**.



Full article on the TES website
L. Forde-Nassey, *De-escalating behaviour: 8 tips for teachers*



Strategies • Resolving Disputes

De-escalation



Respect personal space



Stay calm



Establish verbal contact



Keep it short and simple



Identify wants and feelings



Listen closely



Agree or agree to disagree



Set clear boundaries



Offer choices



Debrief

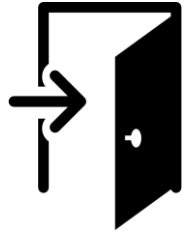
Controlled Entry & Start to the Lesson

Activity:

Number the steps in the order you would follow to ensure an orderly start to the lesson.

Reflection:

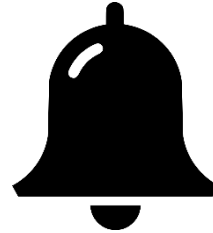
Which steps would you follow to end the lesson?



Letting students in



Lining up students



Giving a bell task



Checking uniforms



Sitting students down



Greeting students



Checking equipment



Getting students to record the date & title



Taking the register



Checking homework

Strategies • Routines



Seating Plans

Activity: Rank the suggested seating arrangements from the one you would feel the most confident using **to maintain a conducive learning environment** to the one you would feel the least confident.



The cards display the following seating arrangements from left to right:

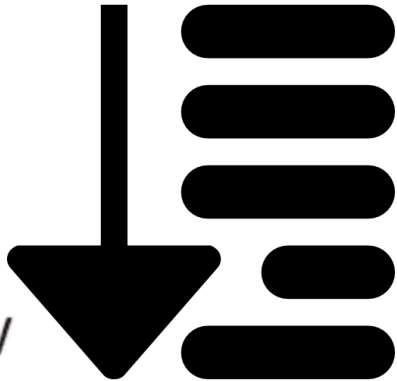
- Rows/Columns:** A grid of 20 blue desks arranged in 4 rows and 5 columns.
- Runway:** Two parallel vertical lines of 10 blue desks each, with a central aisle.
- Combination:** A mix of small groups of 4 desks and individual desks.
- Clusters:** Several small groups of 4 desks arranged in a cluster.
- Stadium:** Blue desks arranged in a semi-circle or fan shape.
- Horseshoe/U-Shape:** Blue desks arranged in a U-shape.
- Add Your own:** A blank card with the text "Add Your own" and a horizontal line below it.



Strategies • Routines & Expectations



Activity: Watch former Teacher of the Year set out his behaviour expectations and list all the strategies used.

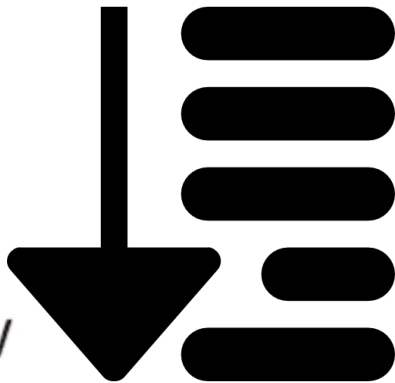


Strategies • Routines & Expectations



Activity: Watch former Teacher of the Year set out his behaviour expectations and list all the strategies used.

1. Lining up students outside
2. Checking uniform outside of the classroom
3. Establishing authority early and setting standards
4. Physical presence
5. Eye contact
6. Meeting and greeting the students
7. Body language
8. Ushering students into their seats
9. Knowing students' names
10. Clean slate
11. Culture of success
12. Inspiring students & buying into their hearts
13. Written classroom rules
14. Low/Zero tolerance
15. Rewards and sanctions
16. Maintaining relationships
17. Humour
18. Praise
19. Getting students hooked
20. Showing you believe in students



Asking for Help



Remember that even the most experienced teachers will still need to draw on the support of colleagues at some point or another.

- Know who does **what** in your school
- Know **when** to draw on their expertise
- Know **why** behaviour is challenging (pastoral issues, curriculum issues, SEND, etc.)
- Know **who** to ask first (hierarchy)
- Know **how** to get them involved (e.g. referral form)

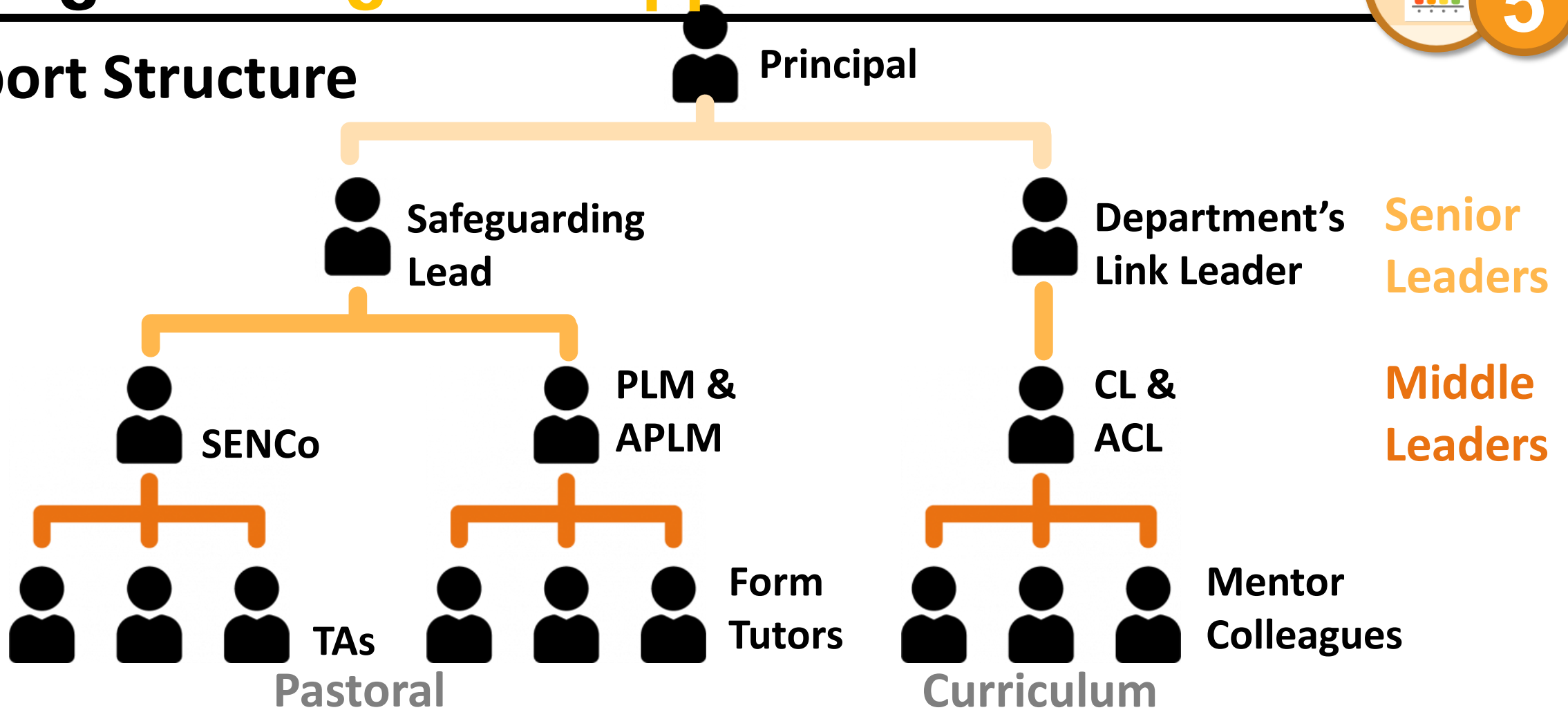
Activity:

Draw the support structure in your school. Who is in it? What are they called? What are their roles? How are they organised?

Strategies • Right to Support



Support Structure



Strategies • Right to Support



Whole-School Interventions

My Report Card

Name: _____ Date: _____

Tick on the scale to show how confident you feel about:

Reading	1 2 3 4	Mathematics	1 2 3 4
Writing	1 2 3 4	Science	1 2 3 4
Art	1 2 3 4	Technology	1 2 3 4
Physical Education	1 2 3 4	History	1 2 3 4
Music	1 2 3 4	Geography	1 2 3 4
PSHE	1 2 3 4	Modern Foreign Languages	1 2 3 4
Citizenship	1 2 3 4	Physical Education	1 2 3 4

One area I am doing my best in: _____

One area I want to improve in: _____

Extra Information (Interests): _____

Be aware of the various targeted intervention strategies in your school:

- Daily report cards
 - Part-time timetable
 - Inclusion rooms
 - Councelling
 - Academic mentoring
 - 1:1 coaching
 - Family liaison
 - Financial assistance
 - Referral to external agencies
- etc.

Targeted Interventions



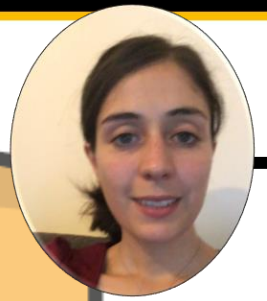
Consistency & Coherence

- Warning, warning, warning
Credible
- Preferential treatments
Fair
- “Zero tolerance”
“No excuse”
approach?
Personal



CONSISTENCY
IS 

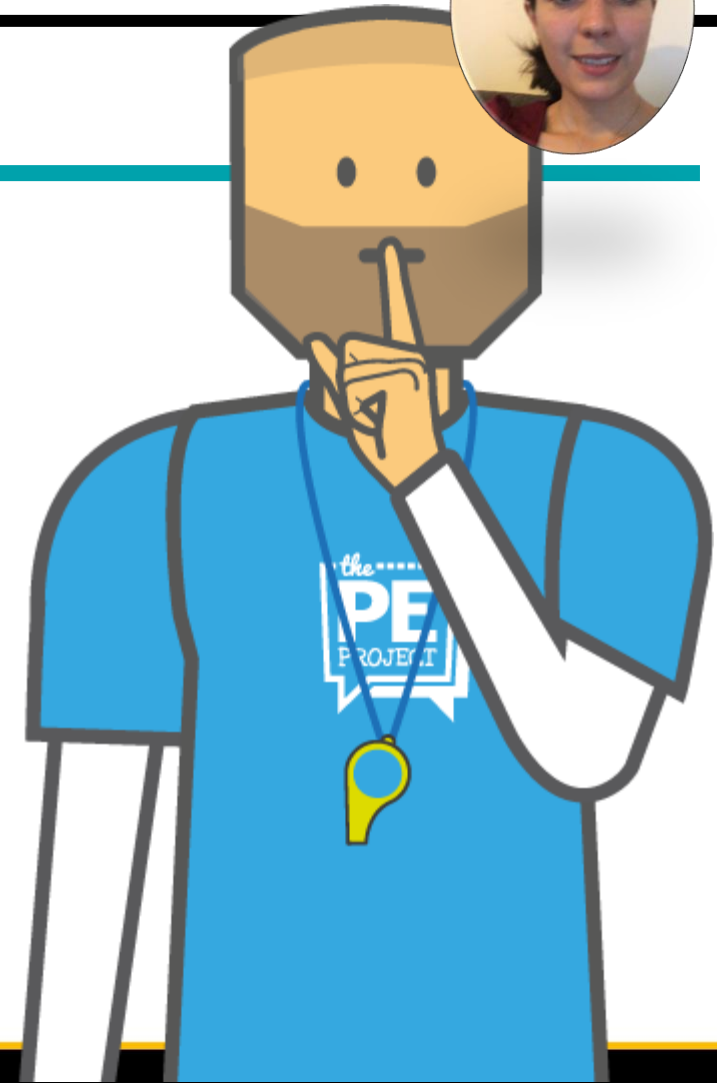
Strategies • Top Tips



Tip #1

Always wait for silence

when talking to the whole class (no matter how long it takes). Develop strategies for getting silence (visual signal, auditory signal, position in the room, etc.)

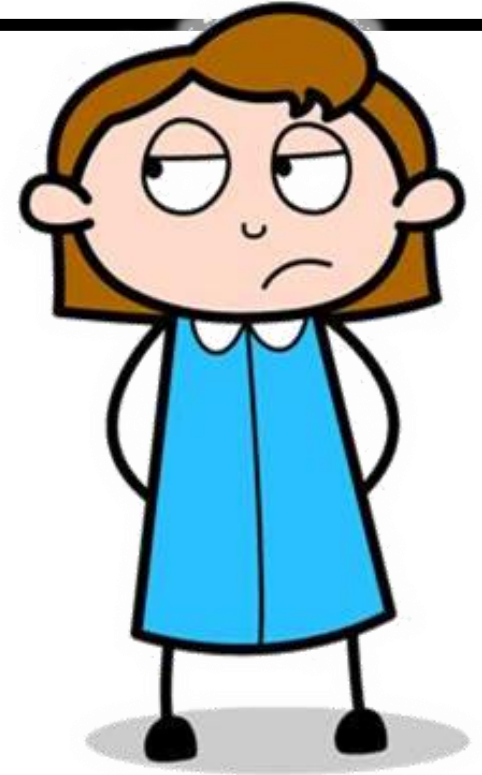


Strategies • Top Tips



Tip #2

Learn to **focus on primary and not secondary behaviours** like muttering, tutting and over exaggerated movements.



Tip #3

Always **separate the behaviour from the person**



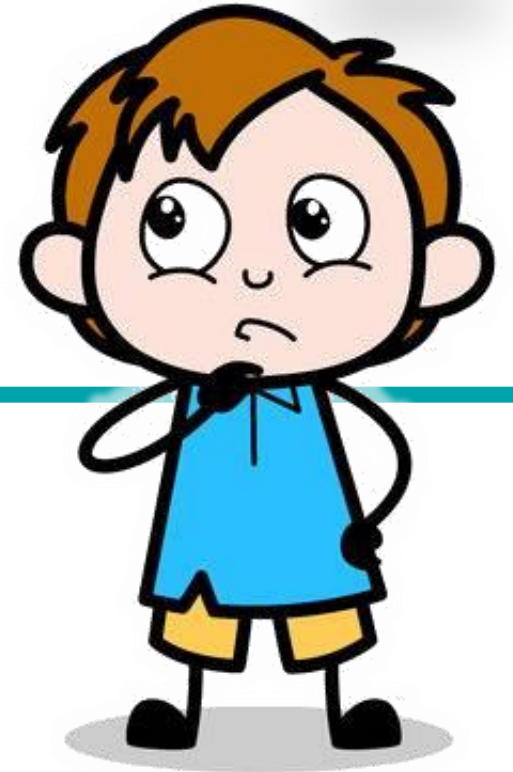


Tip #4

Be **consistent but not rigid**.
Apply rules fairly

Tip #5

Set clear boundaries and
warn students before they
reach them





Tip #6

Give a **clear, short and explicit instruction with eye-contact**. Drop eye-contact and immediately walk away and continue with the lesson (or, more powerfully, praise another student for compliance)

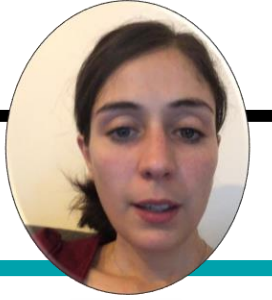




Tip #7

Use “thank you”, “thanks” or “cheers” instead of “please” at the end of any directions. **Believe that the student is going to comply** with the direction.





Tip #8

Give short, simple directions (simply describe the problem), focus on the key issue (primary behaviour), identify the problem (the behaviour not the person) and resolve the problem (**give a choice**)



Strategies • Top Tips



Tip #9

Shouting is always a deadend



Tip #10

Use “do” rather than “don’t” in any student interactions. Practise rephrasing your directions so that they are positive “do”s

Strategies • Top Tips

Extra Ideas to Try

- Passing technique “See me later” Remind class of meeting just before the end of the lesson. During meeting either 1 (TELL) “Don’t be late for my lesson again” or 2 (Discuss) “Why are you so often late? Do you...”
- Private reprimand Walk slowly over to pupil, go **down to his level** and **quietly say the reprimand** (be behaviour specific)
- Broken Record “John put the pen down!” **4 to 5 times**
- Tell themselves off “**Why have I come over to you?**” “Because I’m talking miss.” “Thank you”
- Discrepancy Assertion “**On the one hand**, you tell me that you didn't do it, **on the other hand**, I saw you...”
- Fogging “What’s wrong?” “Bored, sir.” “**Yes, now get on with your work.**”
- Threaten before you punish Warn of punishment, **offer a choice to ‘get out clause’**, then carry it out
- Public reprimand Telling off in front of peers to **reinforce authority**

Strategies • Lesson Observations



Lesson Observations

- What is the issue?
- How is the teacher addressing it?
- What is the impact of the behaviour management?
- How could it be improved?



Some Reassurance



“ A key observation in the literature relating to behaviour management is that **effective teaching relies on learned skills**. The phrase **natural or intuitive teacher** does not do justice to the complexity of skills used by a practitioner. ”

Zanting et al, 2003



- No one is born a teacher. **Behaviour Management is not a 'gift'** that some people just have
- **All teachers (that means you) can become better at Behaviour Management.** This is great news for you all at the start of this course – its natural to get better – though the rate of this development is different in you all

Some Reassurance



Early career teachers should understand that:

- it is normal for them to have more issues with behaviour management in their classroom than more experienced colleagues; **it is okay to ask for help**
- even the most experienced teachers implementing universal classroom management strategies well will find **they do not work for all pupils all the time**
- **some students will need a more tailored approach** which may require reflection and adapting to the situation
- **what works for one teacher might not work for another** with the same pupil: it may take a while to find the right strategy and it may help to ask a range of colleagues about their approaches



KEEP
CALM
AND
TEACH
ON

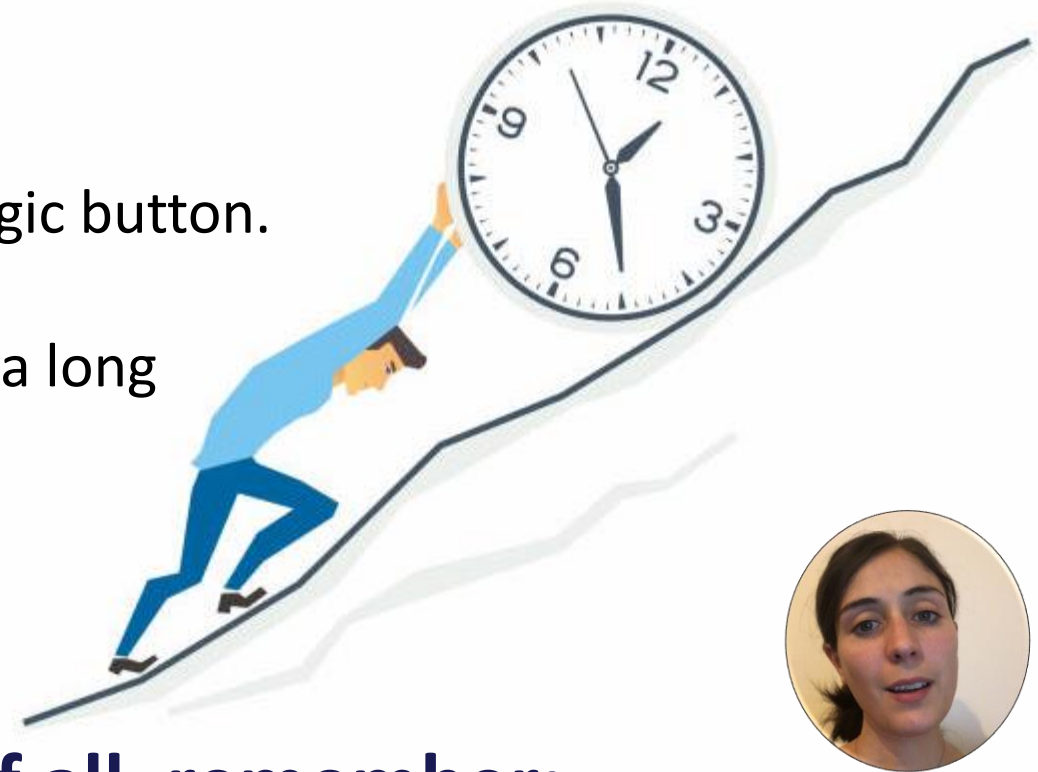


Some Reassurance

- Don't waste your time or energy searching for a magic button. Behaviour Management is a long and hard slog.
- Working with disruptive / challenging pupils can be a long

up hill battle

- But it is possible!



But most of all, remember:

- The vast majority of children elect to be part of the community of their school and obey the rules and act in an appropriate way. **They are lovely!**

I have come to the frightening conclusion that
I am the decisive element.

It is *my personal approach* that creates the climate.



It is my daily mood that makes the **weather**



I possess tremendous power to make life

miserable or joyous.

I can be a tool of torture or an instrument of inspiration

**I can humiliate or humor,
hurt or heal.**

In all situations, it is my response that decides whether a crisis is
escalated or de-escalated,

and a person is humanized or de-humanized.



*If we treat people as they are,
we make them worse.*



If we treat people **as they ought to be**

we help them become what they are capable

of becoming. - Goethe, 1749-1832



Next Step • Homework for next Behaviour Session

Scenarios

Activity:

Pick two scenarios from the handout and consider how you would approach the situation. You are encouraged to discuss them with your mentors in your follow-up mentor sessions.

Next session, you will be paired up to discuss your individual responses and prepare a short role-play.



Next Step • Suggested Independent Study

Case-Studies & Advice



Bayley's Behaviour for NQT: Picking Up the Pace



Bayley's Behaviour for NQT: **Managing Energy Levels**

Bayley on Behaviour: **Tough Love** the Return

School Matters: **Challenging Behaviour**

Teacher's TV: **Ignoring Challenging Behaviour**

Behaving with Cowley: **Classroom Routines**

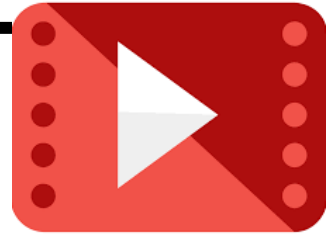
Primary School

Bayley on Behaviour: **Establishing the Ground Rules**

Bayley on Behaviour: **Sharing Expectations**



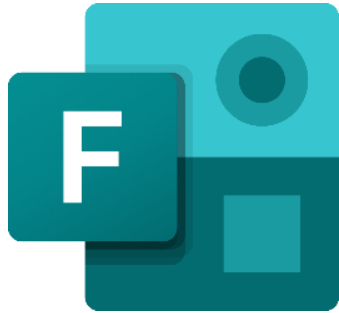
Behaviour Management Techniques for Challenging Children



Next Step • Evaluation & Reading

Feedback & Evaluation

Activity: Complete the questionnaire by clicking the link in your handout.



Follow-Up Reading & Pre-Reading

Activity: Please read the articles below for tomorrow.

- Follow-up reading: Willingham D.T., *Why don't students like school* (10 pages)
- Pre-reading: Deans for Impact, *The Science of Learning* (10 pages)

