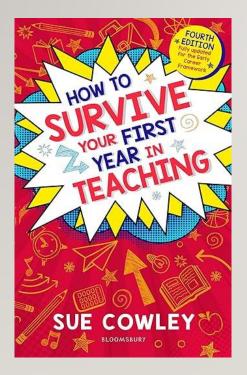
POSITIVE BEHAVIOUR MANAGEMENT

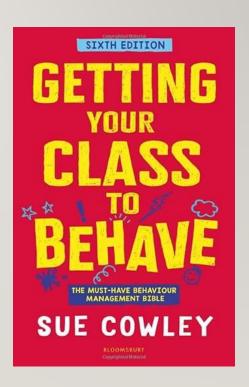


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APPROACHES TO BEHAVIOUR

Behaviourist: systems, rewards, sanctions, manage behaviours

Restorative: dialogic, relational, change behaviours rather than manage

KEY PRINCIPLES

- ✓ Behaviour is a learning process not an end in itself: behaviour is about learning (for you and the students)
- ✓ Be clear what you need pre-empt issues and be proactive, rather than reactive
- ✓ Give focus and energy to those who are 'doing the right thing' aim to build relationships
- ✓ Consider behaviour as a form of communication that expresses a need what is being communicated?

Establishing your Expectations

CONFIDENT COMMUNICATION

I know what behaviours I want/need



I look confident about getting the behaviours



I narrate the 'why'

A FOCUS ON THE POSITIVE

I highlight what's going right



"This is how we do it here."



I use statements not rhetorical questions

BUILDING THE ETHOS





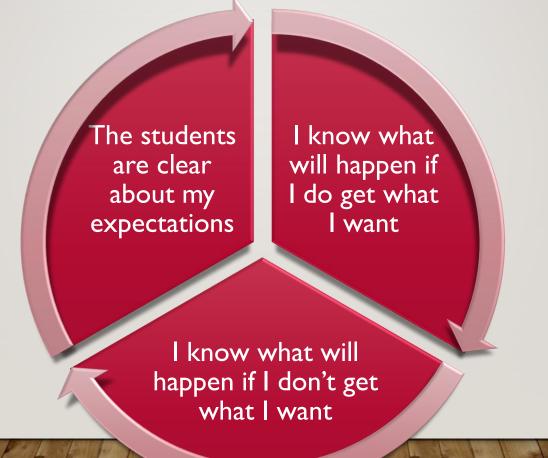
I model the expectations



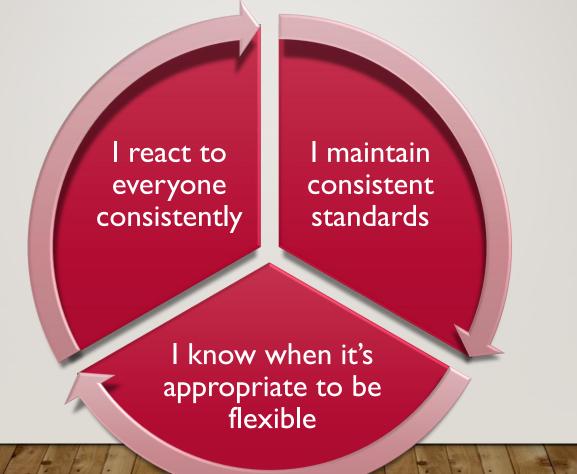
I give my energy to positive behaviours

Achieving a Consistent Approach

WHOLE SCHOOL/CLASS CONSISTENCY



INTERNAL CONSISTENCY



'FLEXIBLE CONSISTENCY': REASONABLE ADJUSTMENTS/SEND

Offer a choice rather than a demand



Warn about changes to routine – now/next



Understand the triggers and avoid them

Effective Verbal and Non Verbal Communication

VERBAL/NON-VERBAL COMMUNICATION

Self

- I model self control
- I know how to keep myself calm

Voice/Body

- I control tone, pace, pitch, volume
- I use face, space, levels, gesture

Environment

- I think about class layout and behaviour
- I 'touch all four walls' of my space

DEVELOPING STUDENT SELF-REGULATION

Routines

- I use routines to create security/clarity
- I offer elements of agency within routines

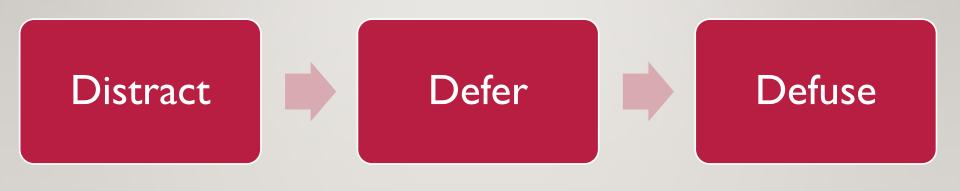
Empathy

- I name the emotions that I notice
- I encourage thinking about perspectives

Independence

- I foster a sense of agency and control
- I give students chances to take risks/fail

DEPERSONALISING INCIDENTS



DISTRACT/DEFER/DEFUSE

- ✓ Distract:
 - ✓ 'Can you help me with this ...?'
- ✓ Defer:
 - √ 'We'll talk about that in a moment ...'
- ✓ Defuse:
 - √'I can see that you're feeling frustrated …'
 - ✓ 'Let's take some deep breaths together ...'

THE LANGUAGE OF CHOICE

I encourage students to see their behaviour as their choice

I use the 'language of choice' when dealing with issues

I pre-empt issues to encourage good choices by thinking ahead

COMMON ISSUES TO PLAN FOR/PRE-EMPT

Refusing to fall silent for teacher input

Refusing to get started on work Arguing back when challenged

COMMON ISSUES TO PLAN FOR/PRE-EMPT

Calling out answers and asking endless questions

Over
excitement
– after
breaks/when
moving

Messing around with resources

Motivation: Building Positive Relationships

CONSEQUENCES AND MOTIVATORS





Thinking about the NIKE learners

"Just Do It"



Why do some learners 'just do it'?

Support from home, well parented	
Naturally curious and interested in learning	
Respect for (fear of) authority	
Keen to please the teacher/adults	
See the value of learning	
Aiming for a long term goal, e.g. career	
Enjoy working hard and being successful	
See education as an escape route	
Sibling rivalry – 'keeping up with' siblings	
Love the particular subject	
Inspired by a specific teacher or adult	
Take pride in working neatly or well	
Keen to earn rewards	
Like to fit in and stay below the radar	
Competitive – want to be the 'best'	

Why do some learners 'just do it'?

How can we replicate those factors?

Support from home, well parented	Partnerships with parents, support for parents, nurture groups, breakfast clubs
Naturally curious and interested in learning	Show that learning is fun and engaging
Respect for (fear of) authority	Clear boundaries, visible, role models
Keen to please the teacher/adults	Discover what the individual learner enjoys
See the value of learning	Show why something is being learned
Aiming for a long term goal, e.g. career	Bring in ex-learners to talk about careers
Enjoy working hard and being successful	Set tough but achievable targets
See education as an escape route	Make school an 'oasis'
Rivalry – 'keeping up with' peers/siblings	An element of competition (against self?)
Love the particular subject	Inspire them to love it: rediscover curiosity
Inspired by a specific teacher or adult	Analyse 'inspirational'. Find a way to 'click'
Take pride in working neatly or well	Displays, highlight examples, use ICT
Keen to earn rewards	Use rewards that they really want
Like to fit in and stay below the radar	Calm working atmosphere
Competitive – want to be the 'best'	Group competitions, compete against self

MAINTAINING POSITIVE RELATIONSHIPS

Get 'credit in the bank'



Don't sanction groups for individual issues



Personalise reward systems

The Best Motivators ...



Unexpected, unusual, creative, ironic

Funny A surprise!

Earned through co-operation

About social skills, as well as academic

Come from the learning - intrinsic over extrinsic

Reflect staff/learner relationships

About the giving of time, attention, kindness

Seen and noted by other adults/learners

Not always given publicly

CONNECTING WITH LEARNERS

Stories and narratives promote engagement



Connect examples to learners' prior experiences



Consider
learner
interests and
how to
incorporate

TEACHING FOR ENGAGEMENT AND MOTIVATION

I question and adapt my approaches – I am reflective

I take risks and try things from 'left field'

I use active, multi-sensory approaches

Abstract concepts: concrete examples

ANY QUESTIONS?

