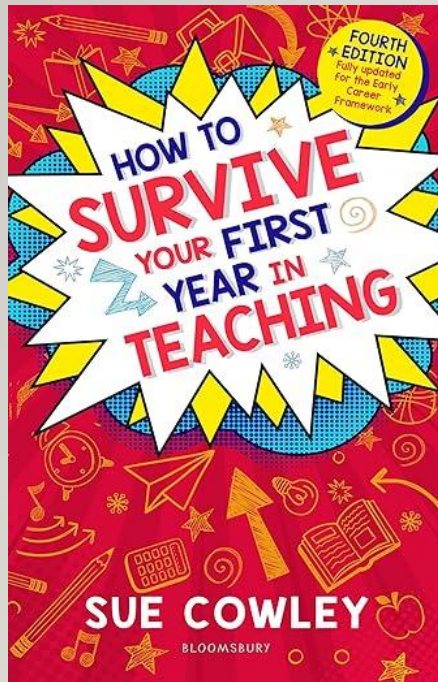


POSITIVE BEHAVIOUR MANAGEMENT

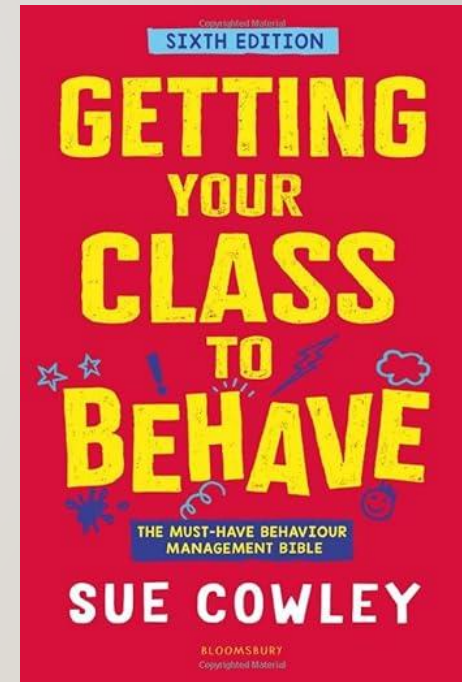


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APPROACHES TO BEHAVIOUR



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 reinforce and
revisit the rules



I model the
expectations

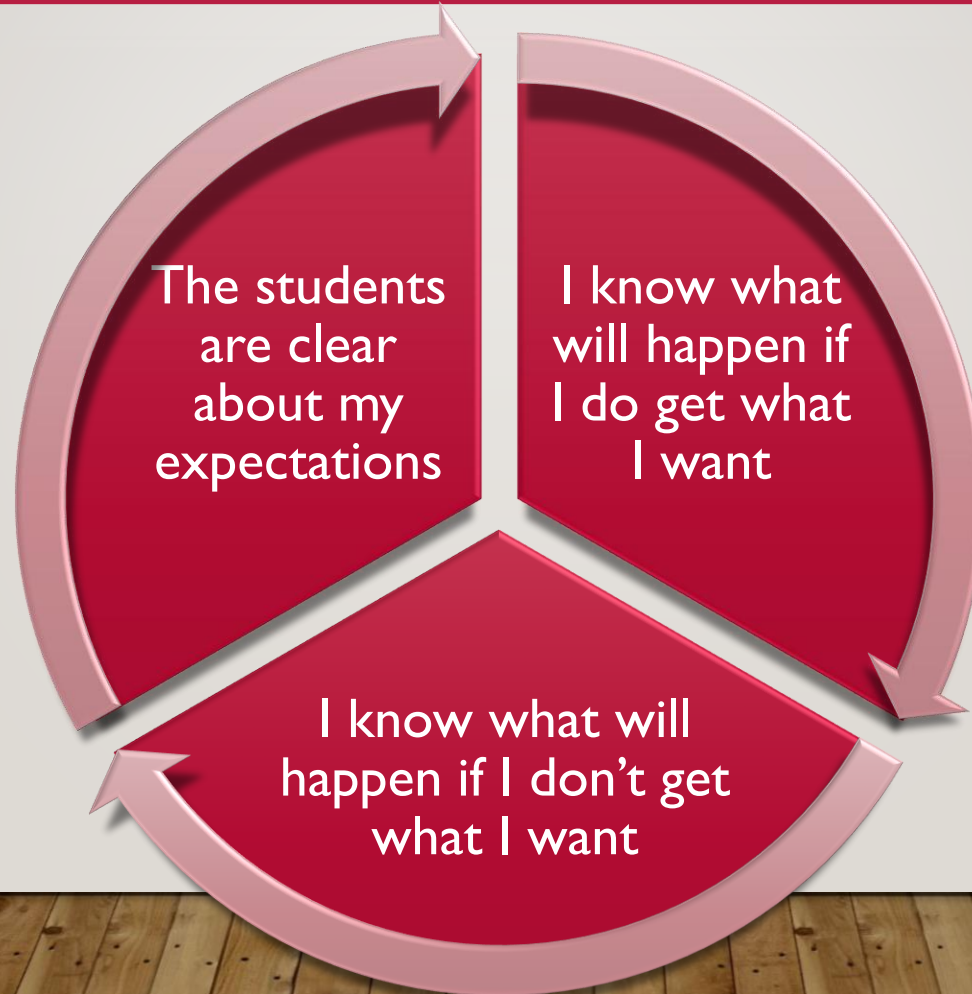


I give my energy
to positive
behaviours

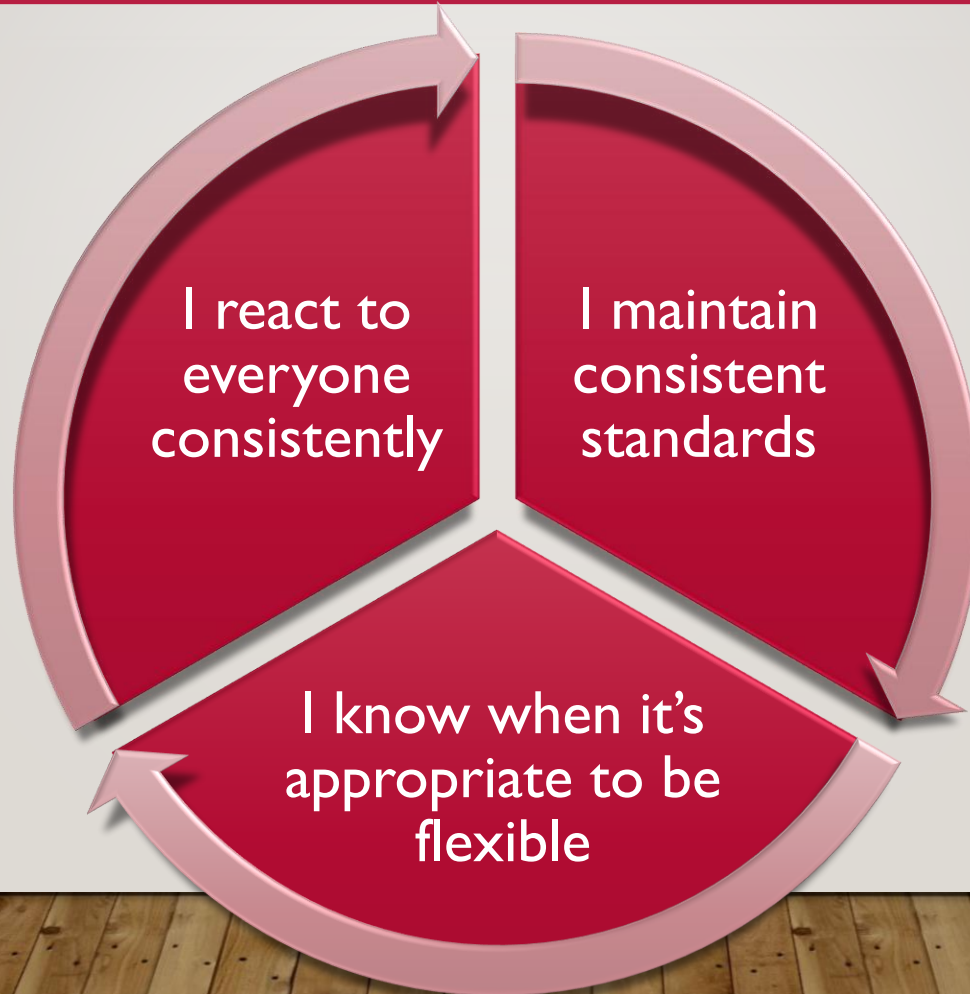
Achieving a Consistent Approach



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

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!

Reflect staff/learner
relationships

Earned through co-operation

About the giving of time,
attention, kindness

About social skills, as well
as academic

Seen and noted by other
adults/learners

Come from the learning -
intrinsic over extrinsic

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?

