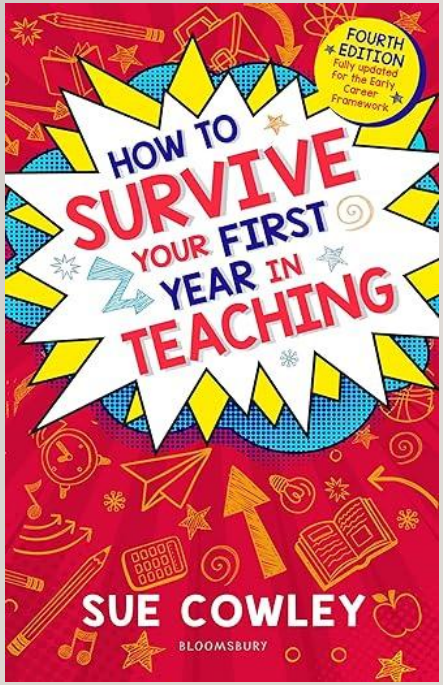
# POSITIVE BEHAVIOUR MANAGEMENT

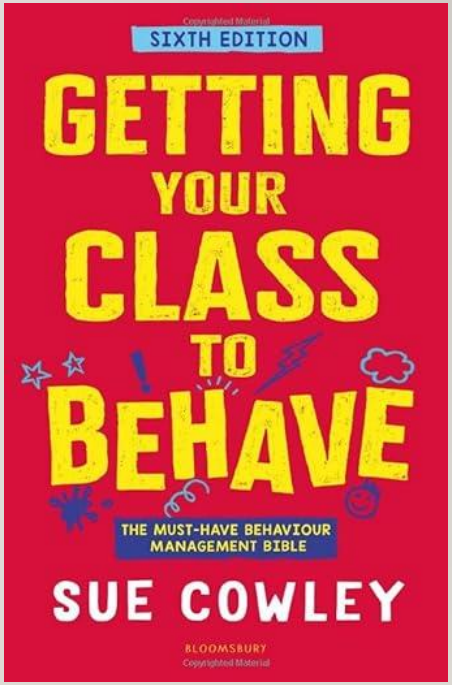



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# APPROACHES TO BEHAVIOUR



# 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 can express 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

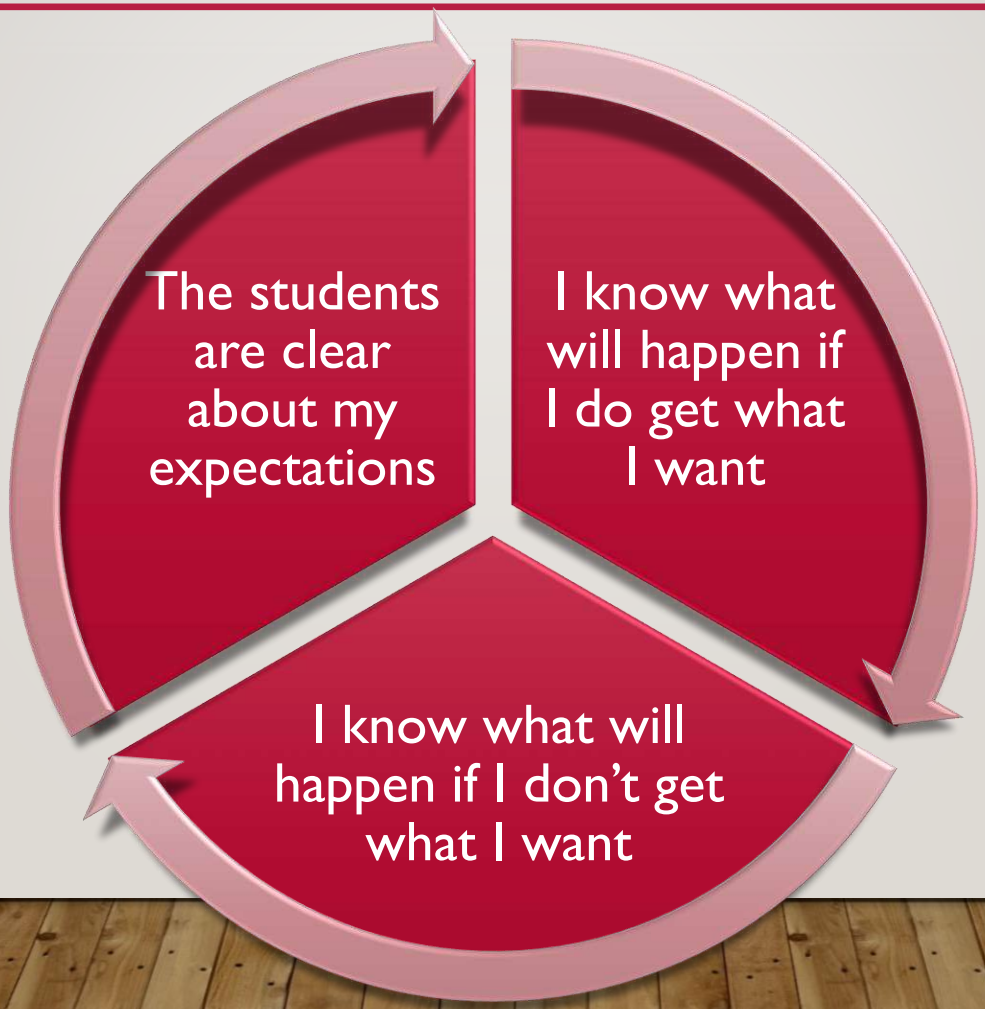
I reinforce and revisit the rules

I model the expectations

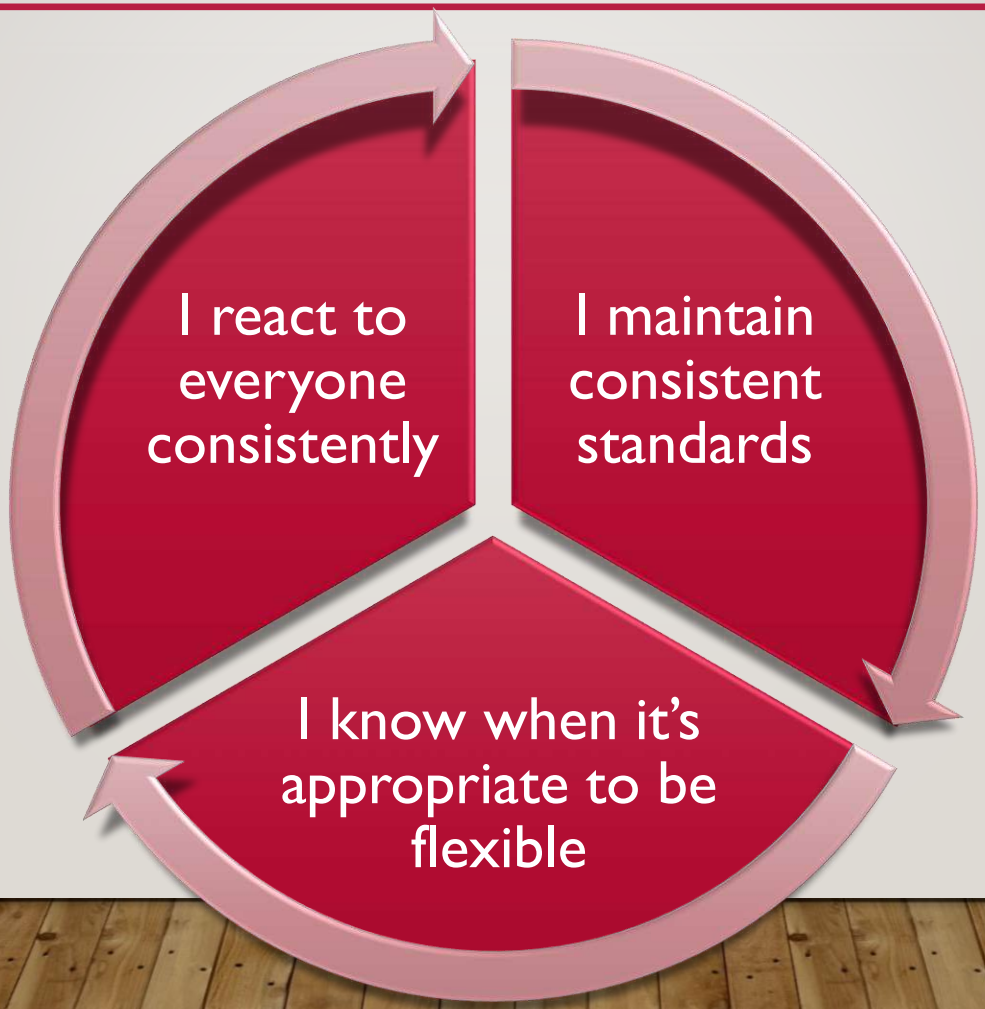
I give my energy to positive behaviours

# 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

# SIMPLE SUPPORTS FOR LEARNERS WITH ADDITIONAL NEEDS

Offer a choice rather than a demand

Warn about changes to routine – now/next

Understand the triggers and be flexible to 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 BEHAVIOUR

Distract ('Can you help me with …?')

Defer ('Let's talk about that later')

Defuse ('I can see that you're feeling frustrated')

'Mirror' what the learner is saying

# 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

# 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

# BUILDING RELATIONSHIPS

Stories and narratives promote engagement

Connect examples to learners' prior experiences

Consider learner interests and how to incorporate

# TEACHING FOR ENGAGEMENT AND MOTIVATION



# *ANY QUESTIONS?*

