

Positive behaviour

Presentation at Chichester University

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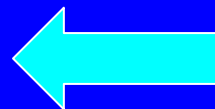


TACTICAL IGNORING

<http://www.youtube.com/watch?v=OkBU0NALqkc>

Good teachers control the behaviour of all the students all of the time

Good teachers manage the behaviour of most of the students most of the time



We can control some of the factors which influence behaviour, e.g.

- where and how we display work
- how we greet children
- having a seating plan and classroom routines
- 100% control over how we respond to behaviour

We can't control:

- The behaviour of children directly – they are unpredictable
- Some of the causes of poor behaviour e.g. difficult family background, poor housing conditions.

What issues face teachers in the UK today?

- Large group situations with constant low level disruption
- Confrontations
- Use of sanctions
- Dealing with the disaffected
- Managing those with learning and behavioural difficulties
- Coping with one-off situations

BEHAVIOUR MANAGEMENT

- No guarantees or quick fixes when dealing with behaviour – children are unpredictable
- Use a wide range of skills and tools (toolkit) – have as many options as you can
- Keep **calm** – less likely to be met with confrontation
- Use Positive Behaviour Management techniques

POSITIVE BEHAVIOUR MANAGEMENT

- Works with most of the children most of the time
- Use **positive** not **negative** language ('do' rather than 'don't')
- Effective use of **praise** and **rewards**
- Separate the **behaviour** from the **individual**
- Redirect towards **success** rather than highlight **mistakes**
- Say '**thanks**' rather than '**please**'

The 4 Rs Framework

- RIGHTS
- RESPONSIBILITIES
- RULES
- ROUTINES

Rights and Responsibilities

Rights

- Helps to label certain behaviours as unacceptable
- Not enough to say 'because I said so'.
- 4 basic rights:
 - your students' right to learn
 - your right to teach
 - everybody's right to safety
 - everybody's right to respect
- Base BM on these 4 rights.

Responsibilities

- You cannot separate these from rights
- Encourage students to choose responsible behaviour. This is crucial to effective classroom leadership.

Rules and Routines

● Rules

- Three very effective classroom rules are:
 - Follow the teacher's directions
 - Keep your hands, feet and objects to yourself
 - No swearing, name-calling etc.
- Should be a prominent feature in the classroom
- Others can be added, but keep them few in number
- Must be clearly understood

● Routines

- Essential to the smooth running of the classroom e.g.
 - entering/leaving the room
 - getting out/putting away work
 - moving around the room
 - having a visitor into the room
- Need to be taught and constantly referred to.

POSITIVE LANGUAGE

- Describe what you want children to do rather than what you want them to stop doing (**‘do’** rather than **‘don’t’**)
e.g. ‘Don’t be late’ is more effectively expressed as ‘Remember to be on time for my lesson, **thanks**’.

‘Stop turning round and talking.’
‘Face this way and listen, thanks.’

‘Don’t run in the corridor.’
‘Remember to walk in the corridor, thanks.’

‘Don’t call out.’
‘Hands up to answer, thanks.’

‘Don’t push or you will go to the back.’
‘Stand still and wait your turn, thanks.’

The language of CHOICE

Managing behaviour has 3 phases:

1. Give children choices within fair rules
2. Influence them to make appropriate choices
3. Apply CONSEQUENCES of choices (rewards and sanctions)

‘If you don’t stop talking now, I’ll move you to the front to sit near me.’

‘If you choose to keep talking while I’m teaching, you’ll be choosing to come to the front to sit near me. Your choice.’

‘If you don’t do your homework, you will be in detention tomorrow.’

‘If you choose not to do your homework, you will be choosing to be in detention tomorrow. Your choice.’

Working to Solutions – Consequences that go beyond punishments

Two students had a minor fight in school. The possible consequences of this could be:

- after-school detention
- missing breaktime
- doing extra work during lunchtime
- in isolation for the rest of the day

This is really a list of punishments disguised as consequences, with the idea being that the two students should **PAY** for the wrong choice that they made.

What other consequences could there be that would help the two students make a better choice next time?

- work together more often so that they start to make friends
- ask a friend to help them when they start to feel angry
- arrange a meeting between the two students, with a teacher/adult they trust, to repair the relationship
- arrange Anger Management training for the two students

This list is very different because it moves away from the idea of '**paying for your mistakes**' and focuses on solutions that would help them better choices in the future

RULES

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graph TD; RULES --> ChooseCorrect[Choose the correct behaviour]; RULES --> ChooseIncorrect[Choose the incorrect behaviour]; ChooseCorrect --> REWARDS["REWARDS  
(Positive Consequence)"]; ChooseIncorrect --> SANCTIONS["SANCTIONS  
(Negative Consequence)"];
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The diagram is a hierarchical tree structure. At the top is the word 'RULES'. Two arrows point downwards from 'RULES' to 'Choose the correct behaviour' and 'Choose the incorrect behaviour'. From 'Choose the correct behaviour', an arrow points down to 'REWARDS (Positive Consequence)'. From 'Choose the incorrect behaviour', an arrow points down to 'SANCTIONS (Negative Consequence)'. The background is blue with a large, light-blue curved shape on the right side.

Choose the correct
behaviour

REWARDS
(Positive Consequence)

Choose the incorrect
behaviour

SANCTIONS
(Negative Consequence)

Maybe.....and.....

Very powerful strategy.

‘Face this way and listen, thanks.’

‘I was only talking about the work.’

‘Maybe you were, and I still need you to
face this way and listen , thanks.’

Giving an effective Instruction

- Make eye contact
- Speak in a calm but firm manner
- Use first names
- Pause after the name
- Non-verbal cue or Positive Direction
- Say 'thanks' rather than 'please'
- Drop eye contact
- Give take-up time

Rewards and Praise

- Sanctions limit behaviour but rewards can **change** behaviour
- Emotional feedback very effective (smiles, thank you, thumbs up, well done)
- Stars and stickers very useful
- Rewards should never be taken away (apply a consequence instead)
- Should be given out fairly, not as a bribe

PRAISE/REWARDS

- In all classrooms there should be at least twice as much praise as there are consequences
- There will be a '**praise board**' for each Year group
- We need more photographs around the school celebrating the achievements of students
- The emphasis should be on **rewards** not consequences

CATCH THEM BEING GOOD!

Putting it into Practice

- Pause
- Give **Positive Directions**
- Give **Take-Up time**
- Use **Non-confrontational techniques**
- **Expect and act as if students will comply**
- Use **Positive Behaviour Management techniques**

Some general do's

- Short varied tasks
- Have a clear lesson goal
- Say they are not working for you
- Reward
- Be calm
- Always respect and listen to the pupil
- Expect good manners
- Use the 'I' and the 'You' message

Some general don'ts

- Shout at pupils
- Lose your temper
- Be aggressive
- Threaten what you cannot deliver
- Have a confrontational style of body language
- Be sarcastic and use put downs
- Be deliberately miserable

Using sanctions

- They must have value – your responsibility
- Give small definitive sanctions and be consistent
- Use rewards on roughly a 4:1 ratio
- Make pupils aware they have chosen to behave like that – you did not impose it on them

CERTAINTY

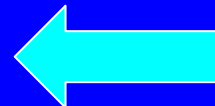
The **CERTAINTY** that a consequence will be given is more important than the **SEVERITY** of the consequence.

What if.....?

The lesson has already begun. You have introduced the lesson and the class is engaged in a starter activity when a student arrives late.

Do you:

- a) stop the activity, use sarcasm to greet the student and try to find out why he/she is late
- b) confront the student angrily, tell him/her off and issue a sanction
- c) quietly direct the student to a spare seat near the door with as little fuss as possible. See the student at the end of the lesson.



What if.....?

During your lesson, two students suddenly continue an argument they had started earlier that day .

Do you:

- a) tell them to go out into the corridor and come back in when they have sorted out their differences
- b) defuse the situation calmly by telling the students to stop and offering them the option of sorting it out at the end of the lesson
- c) accompany the students into the corridor and try to sort it out with them



What if....?

The class will not be quiet in order for you to give them instructions.

Do you:

- a) wait for them to become quiet
- b) give them worksheets to do
- c) have a clear means of indicating 'teacher time' (when the class needs to listen to you) and 'their time' (when they can talk). If that doesn't work, speak to small groups who are quiet and get them started, working your way round the room

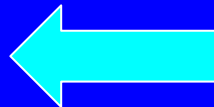


What if.....?

A student just refuses point-blank to do what he/she has been asked to do.

Do you:

- a) threaten him/her with a range of consequences if he/she doesn't do as he/she has been told
- b) ignore it and hope that he/she comes round to doing it eventually
- c) ask the student what he/she would like to do instead



What is Behaviour for Learning?

- A whole-school discipline policy that covers all aspects of school life

In the classroom

Around the school

Towards the individual

- All consequences are given through a central school system. Staff cannot work outside this system.

Behaviour for Learning in the Classroom

For low-level disruption:

- | | |
|----|---------------------|
| C1 | Verbal warning |
| C2 | Final warning |
| C3 | Private Detention |
| C4 | School Detention |
| C5 | Exclusion/Inclusion |

These **consequences** must normally be given **in sequence**

C4

A student will receive a C4 (one hour) for persistent low-level disruption in the classroom (after C1, C2, C3 have been given), or **immediately for more serious offences e.g.**

Defiance

Rudeness to staff

Leaving the room without permission

Throwing anything in a lesson

Eating in a classroom

BEHAVIOUR AROUND THE SCHOOL

A fixed consequence (C4) will be given for:-

Not wearing correct school uniform
(unless in possession of a pass from a HoY for a
genuine reason)

Running/shouting in the corridor

Fighting

Smoking

Out of bounds

Eating in the wrong place

Defiance

Rudeness to staff