

**GUIDANCE FOR PROMOTING**

**Positive Classroom Management**

**Behaviour Support Team**

**Inclusion 2016**

**GUIDANCE FOR PROMOTING**

**Positive Classroom Management**

Contents

1. Establishing Effective Routines……………………………………………………..Page 2

2. Helping the Children to Enter the Classroom Successfully…………………………Page 4

3. Addressing Lateness…………………………………………………………………Page 6

4. Achieving Successful Lessons………………………………………………………Page 7

5. Stopping Unwanted Behaviour during Assembly…………………………………...Page 10

6. Preventing Children from Leaving the Classroom without Permission……………..Page 12

7. Dealing with Issues around Going to the Toilet……………………………………..Page 13

8. Helping Children to Leave the Classroom successfully…………………………….Page 15

9. Definitions of Disruption…………………………………………………...Page 17

10. Skills for Managing the Behaviours of Older Children……………………………Page 20

11. On Task and Learning Resources ……………………………………….. ……….Page 21

**Quick Check**

* Classroom rules written as do’s and not do not’s
* Keep the rules simple and few
* Know your children really well
* Rewards as well as sanctions
* Praise loudly and reprimand quietly
* Blame the action not the child
* Model required behaviour
* Use an effective seating plan
* Have a routine that is agreed with the class from the beginning of term
* Registration games
* Meet and greet pupils at the start of the day
* Use positive reinforcement

**1. Establishing Effective Routines**

**THE TOOLS**

**Establishing routines**

Display the class routines and go over them with the pupils on a regular basis. Check pupils’ understanding of the routines. Explain the rationale behind the routine. Model the routine or procedure for the pupils. Be consistent. Take time re-enforcing the routines because when they are established at the beginning of the year, the entire rest of the year will be more enjoyable and productive for both teacher and pupils.

**Pupil voice**

It is important to include the children in your class when creating routines as this gives them ownership and they’ll be more likely to reinforce them. The more involved children are in routines the smoother your class will run.

**Do we need a routine?**

At the beginning of the school year ask the class in groups to think about routines, why the class should have routines. Then get the children to identify problems or potential problems within the classroom which can be solved by putting in routines.

When these problems or hotspots have been identified get the children to think of fun activities which can be used as routines, for example, playing Mission Impossible music when it’s time to tidy up.

**Symbols**

Children sometimes need to be prompted regarding routines; a great way to do this is through symbols. Have the children photograph or draw the routines, laminate them and place each of them in the designated area of the classroom to remind the children, for example, hanging up coats. When it is time for the children to carry out the routine the teacher can just point to the symbol.

**Self registration**

A great way to start the day is for children to help with registration. Turn it into a game: when their names are called out, ask them each to answer with a description of how they feel that morning, for example, happy, excited, tired. Encourage individual children to respond in a foreign language or use a number system. Each child is given a number and acknowledges her attendance by saying her given number. This is a quick and fun way of taking registration. Electronic registration is also a quick and easy way of registering children.

**Routine to the beat**

A fun way to reinforce routines is to use music. Using music from TV shows or films can be used to signal when the class need to tidy up at the end of the lesson. The length of the music is important as the class need to know how long they’ve got; for example, to tidy up, the Mission Impossible theme music is great for this. The use of IT to reinforce routines is visual and fun. Websites which show countdown clocks and super egg-timers are great resources for the class.

**Handing out equipment**

Choose children in the class to be responsible for handing out equipment at the

beginning of the lesson to limit unnecessary disruption. Change the group of children every half term.

**Asking for assistance**

**Signal flaps**

Laminate three coloured strips of paper, red, orange and green, and stick them to the front of the child’s desk. If the child doesn’t need assistance she flips the green strip, if she’s not too sure of the task she flips the orange strip and if she needs assistance she flips the red strip.

**Traffic light cups**

Similar to the ʻSignal flapsʼ each child has a red, orange and green cup. She displays the appropriate coloured cup to show you her level of understanding. A green cup shows that she has understood the task; an orange cup shows that she has understood some of the concept and a red cup means that she has not understood at all and needs some further level of assistance.

**2. Helping the Children to Enter the Classroom** **Successfully**

**TOOLS**

**Meet and greet**

Everyone wants to feel valued and special, and this includes children. We never

know what sort of morning they have had before they come to school, therefore the way we meet and greet them is essential in order to make them feel valued, as well as to communicate the classʼ expectations, rules and routines. Letting them know what we expect them to do when they enter the classroom is vital, otherwise they could engage in unwanted behaviour.

In order to do this we need (even on our off days) to convince them that this is where we want to be because they are important. Standing at the door with a welcoming smile and engaging them in conversation, for example, ʻHow did you enjoy your trip to the cinema with Mum yesterday? ʼ shows that we are interested in them and their lives.

**Is there a problem?**

If a child is not happy when he arrives at school in the morning then invest some time into establishing what the problem is. Just listening to him can eliminate potential unwanted behaviour from taking place. The problem could be, for example, that he didn’t have any breakfast which can be addressed by giving her a slice of toast or piece of fruit.

**Successful transitions into the classroom**

First contact it is essential that your first contact with the children is a welcoming one.

You need to establish respect immediately in a calm, assertive manner and

Communicate that the classroom has set rules and expectations. A useful technique is to greet the children outside your classroom, by standing at the door and welcoming them in. Be in place ready for them as they arrive. The children must enter the classroom in an orderly fashion sitting at their desks and completing a task which you have previously prepared. Remember positively to reinforce good behaviour with praise.

**Not ready to come into my classroom?**

It is highly likely that one or two (or maybe more!) children will ʻtestʼ boundaries, and will not enter the classroom as you want them to; for example, they may start talking or shouting out, or trying to jump the queue. A very useful strategy to manage this is very promptly and assertively to say to the child, ʻYouʼre not ready to come into the classroom...please wait there until you are ready to come in. ʼReturn to the child whom you have asked to wait outside the classroom, and say to him, ʻAre you now ready to come into the classroom?ʼ It is highly likely that the child will now be ready and will enter the classroom in a calm and focused manner.

**Positively reinforce**

Once all the other children are sitting in the classroom, prompt them again on the set task and praise those who are completing the task well. Also hand out token rewards (see Rewards section). Say, ʻWell done child A for reading quietly. I wonder who else I can see reading quietly?ʼ This way the children are more motivated to carry out the task in order to receive the reward.

The class is now calm and focused and ready for the first lesson to be introduced. Repeat this process every time the children enter the classroom throughout the day. The children then know what is expected of them.

**Relaxation tracks**

Just before the first lesson of the day prepare the children by playing a short one- to three-minute relaxation track. Encourage them to sit with their eyes closed or with their heads in their hands to help them focus. After the relaxation track the children will be calm and ready to begin the school day. This can be repeated after first break time and the lunchtime break to help refocus the children so that they are calm and ready to engage and learn. There are some useful contacts in the resource list at the back of the book.

**Peer massage**

Providing the school has been trained in delivering peer massage, this is a great way to help to calm and help improve the childrenʼs concentration. Peer massage has many more benefits; these include:

• developing respect for one another

• reducing bullying and aggression

• helping to settle and focus the children in school

• building positive relationships

• increasing self-esteem and confidence

• helping children understand safe touch.

**3. Addressing Lateness**

**THE TOOLS**

**Keep the flow**

When children arrive late to class they can disrupt the flow of the lesson by, for

example, trying to ask you what they need to do. This can be minimised by setting out a procedure for lateness which can involve acknowledging the child as she enters the room and directing her to complete pre-prepared work until you are ready to explain the current activity to her.

**Follow up**

The reason for a childʼs lateness must always be followed up in compliance with the school’s policy. If necessary a meeting with her parent(s)/carer(s) is also advisable as her lateness may not be her fault. It is important that the class see you dealing with the lateness and following through with the schoolʼs set procedure.

**Team tables**

If lateness is a problem in your class consider putting the children into teams. These teams can score points, for example, making sensible choices, completing work, arriving to class on time. This form of peer pressure is very effective and it also motivates the children to arrive to class on time. Give the teams a goal and reward them with an end-of-week, -month, -term reward.

**Buddy-up**

Encourage the children to buddy-up with another child from school who lives close to them so that they can walk to school together. This is effective as both children have a responsibility to each other to arrive to school on time.

**Model the behaviour**

Modelling the behaviour you want to see is very effective when encouraging the

children to make the right choices. If you arrive late to the classroom, then what

message is that sending to the children? Always arrive in class on time ready to greet the children.

**Walking bus service**

Set up a walking bus service in school to support parents who find it difficult to get children to school on time. This way parking congestion outside the school gates is avoided and children get to observe their local environment. A service of this kind needs to be properly supervised and the correct risk assessments need to be carried out. It can be a very successful way of supporting parents and children to arrive at school at the correct time.

**Bibliotherapy**

To help children understand and learn to manage their feelings introduce them to a range of books, for example, about being late. Children sometimes find it easy to relate to characters in a book and this in itself can help them understand their own problem(s) and develop coping strategies.

**4. Achieving Successful Lessons**

**TOOLS**

**Strategic seating**

Always sit children who have the potential to display unwanted behaviour, or have difficulty concentrating, facing towards the teacher. This way, the teacher is able to ʻcatchʼ both good and difficult behaviour early, for example, eyes wandering, facial expressions. When a child begins to display inappropriate behaviours, however small, immediately catch the behaviour before it escalates to a level where it becomes too difficult to control.

**Seating plan**

Seating plans and layouts in classrooms can vary tremendously. According to the British Council teachers should consider the following when seating children:

* Can I see children’s faces?
* Can everyone see the board (if you are planning on using it)?
* Can they see me?
* Can the children see one another?

Map out the classroom and allocate each child a place at a table and on the carpet. This eliminates unwanted behaviour, arguments regarding whoʼs sitting next to whom and also avoids a stampede to get to their favourite places on the carpet especially if there are soft furnishings for them to sit on.

**Seating by cards**

To randomly seat the children in class give each child a playing card. This way the children can be seated according to suit, for example hearts, clubs or by odds (3, 5,7) or evens (2, 4, 6).

**The lesson**

Gaining the childrenʼs attention before starting a lesson is essential in order to create a positive learning environment.

**Getting their attention**

When ready to start the lesson wait until you have the children’s full attention the children’s attention). It is very important not to start to speak to the class if any of the children are still talking.

**The task**

Explain the task and check the childrenʼs understanding. Structure lessons into short sessions to help maintain the childrenʼs attention. Ensure that the input time is short and to the point; keep to the rule of one minute for each year of the childʼs age, for example if the majority of the children in the class are eight years old then the input should last no longer than eight minutes.

**Differentiation**

Unwanted behaviour can sometimes develop if we have not planned to meet the

needs of children. Differentiating work for all abilities is essential for children to achieve what is expected of them. Hands-on practical resources to support the less able will clarify understanding and help the children stay on-task. Children who are off-task become distracted and begin to display attention-seeking behaviours. It is also important to plan challenge into lessons so that children are constantly stimulated and interest is sustained.

**Partner time**

There may be opportunities during the lesson for the children to work with a partner. To eliminate disagreements and any other unwanted behaviour from taking place give each child a picture of a clock then ask him to write the names of the friends with whom he’d like to work next to a number on the clock; for example, John Moore: 1 o’clock. When itʼs time for the children to work with a partner you call out a time on the clock and the child works with that friend, for example, 9 oʼclock: Ahmad Ali.

**Position of the teacher**

The position of the teacher in the classroom is key to establishing a positive learning atmosphere. If possible try not to stand or sit with your back to the children to enable you to identify appropriate and inappropriate behaviours immediately and respond appropriately. When using a board, write at an angle in order to have a full view of the classroom. Establish the whole room as your territory by moving around. Scan the classroom and ʻsweepʼ it with your eyes over and over to ʻcatchʼ appropriate or inappropriate behaviour.

**End of the lesson**

At the end of the lesson inform the children that there will be a competition in the form of a table inspection. They will have, for example, 60 seconds to tidy their work areas and a mark out of ten will be allocated to each table.

**Achieving Successful Lessons**

Inform the class what went well with the lesson and thank them for their participation. Stand at the door and dismiss the children in small groups to prevent congestion in the corridor. As each child is dismissed, either say something positive to him or give him a smile and say, ʻGoodbyeʼ.

**Noise level**

**Partner voices**

If the lesson requires quiet partner talking, one way to ensure this is happening is to catch a child whispering as soon as the activity has been set. Stop the class and reward that child for whispering with a token reward. Whispering starts to become contagious and by rewarding certain children throughout the lesson, you’ll find that the whole class is concentrating on the activity in a quiet and productive atmosphere. Children soon begin to associate different voice levels with certain activities.

**Can you hear the music?**

This is an effective way to maintain a certain noise level in the classroom. If the noise level becomes too high the music cannot be heard, therefore when this happens the teacher asks the children, ʻCan you hear the music?ʼ The children must lower their voices so that the music can be heard. Adjust the volume of music if the class is to work in silence, partner voices or group discussions.

Tidy-up time Hidden in the mess Tidying-up time can be fun; whatever the class theme is include it in the tidying-up process. Inform the children that there are, for example, spheres hidden in the mess around the classroom; for every sphere the children find they get a reward token. Only when the classroom is tidied should you end the game and announce the winners.

**Tidy up to the beat**

Choose a piece of music which will be synonymous with tidying up. When the music is played ask the children to tidy up to the beat of the music, encourage them to dance around the classroom and at the same time, for example, put their books away. When the class is tidy stop the music.

**Busy bees**

Design a 2D beehive and place it on a wall in your classroom; cut out a bee for every child. Ask the children to write their names on their bees. Place all the bees on the beehive, then select the bees of all children who have been assigned a job and place them around the beehive. When itʼs tidy-up time ask the busy bees (those around the beehive) to carry out their jobs. Rotate the job assignment every week or month.

**5. Stopping Unwanted Behaviour during Assembly**

**THE TOOLS**

**Role model**

How can we possibly expect children to be calm and attentive during assembly if teachers do not role model the expectations themselves? By sitting calmly and not talking and chatting to others you are showing your class the type of behaviour that you want them to display.

**Getting ready for assembly**

Line the children up in assembly order making sure that children who have the

potential to disrupt have been positioned strategically in the line so that they are in between children who are unlikely to display unwanted behaviour. Having a calm relaxation time before going into assembly will help prepare your class for the forthcoming assembly. Children should leave the classroom calmly and without a lot of noise and disruption. This can be practised and does work!

**Walking into assembly**

It is highly likely that one or two (or maybe more!) children will ʻtestʼ boundaries, and will not enter the hall as you want them to; for example, they may start talking or shouting out, or trying to jump the queue. A very useful strategy to manage this is to very promptly and assertively say to the child, ʻYouʼre not ready to come into the hall...please wait there until you are ready to come in.ʼ Return to the child whom you have asked to wait outside the hall, and say to him, ʻAre you now ready to come into the hall?ʼ It is highly likely that the child will now be ready and will enter the hall in a calm and focused manner.

**Seating in assembly**

If the children come into assembly in order (see ʻGetting ready for assemblyʼ), then the potential for unwanted behaviour taking place while seated will be greatly reduced.

**Position of the teacher**

The position of the teacher during assembly is key to establishing a reflective and engaging atmosphere. Position yourself with your class near any child who could display unwanted behaviour. Proximity is a very powerful tool to help deter unwanted behaviour. Scan your class and ʻsweepʼ them with your eyes over and over to ʻcatchʼ appropriate or inappropriate behaviour.

**Non-verbal communication**

If a child is displaying unwanted behaviour communicate your expectations nonverbally, for example, putting your finger to your lips to signal no talking. Sometimes all children need is a gentle reminder to help them re-engage. If a childʼs behaviour becomes disruptive then follow your class correctives. Just as important is positively reinforcing the behaviour you want to see by giving a child a thumbs-up or a smile.

**Top jobs**

If you have a child in your class who finds it difficult to display the right behaviour during assembly then assign him a job, for example, operating the projector. This not only re-directs his attention but can also boost his self-esteem by giving him a position of responsibility.

**Team houses**

Encourage children to display the right behaviour during assembly by putting them in their house teams. These house teams can score points for good behaviour during assembly. This form of peer pressure is very effective. Give the house teams a goal and reward them with an end-of-day, end-of-week, -month, -term reward.

**Reward chart**

If a child is likely to display unwanted behaviour during assembly then set him

achievable goals to help him to make the right choices. These goals can be set via a reward chart. Reward charts can be used to manage a classroom community or modify the behaviour of a single child. They are an effective way to motivate a child as he can track his own progress, providing that he understands what is meant by good behaviour and can stay focused until he achieves the overall reward, i.e. at the end of a lesson, day or week. Decide the goals with the child, for example to walk into assembly, sit sensibly for five minutes with the class, then, under supervision, complete a task in another room. Once the child has achieved this goal extend the time, for example, to ten minutes and so on.

**Bibliotherapy**

To help children understand and learn to manage their feelings introduce them to a range of books, for example, about feeling angry. Children sometimes find it easy to relate to characters in a book and this in itself can help them to understand their own problem(s) and develop coping strategies.

**6. Preventing Children from Leaving the Classroom Without Permission**

**THE TOOLS**

**Immediate response**

Regardless of why a child has left the classroom without permission, her

whereabouts must be established immediately. This can be achieved by informing the headteacher, a member of the senior management team (SMT) or the office staff. The approach taken to help the child positively manage her behaviour depends on her reason for leaving the class. Here are a few suggestions:

**Cat and mouse**

Donʼt chase after a child as this results in a ʻcat and mouseʼ-type game creating an unwanted high-energy reaction to the behaviour. This will not only encourage her to leave the classroom again without permission but it could also put you and the child In danger, for example, by running across the car park or onto a main road.

**Stay calm**

Before dealing with the situation make sure you’re calm and relaxed; this is important as it will not only help the child but will also ensure that the situation is dealt with in a consistent and fair way.

**Attention-seeking behaviour**

If the child leaves the classroom because she is trying to gain the teacherʼs attention, have minimal interaction with her when she is returned to the class and involve her in the class task. The reason for this is to avoid letting her believe that the way to get attention is to leave the room.

**Quiet time card**

Provide the child with a ʻquiet timeʼ card which she can show when she feels that she wants to leave the classroom. This card allows her five to ten minutes of quiet time either within the classroom or within a partner classroom. When she shows the card she is rewarded for making the right choice instead of leaving the room without permission.

**Going to the toilet**

If the child is leaving the classroom without permission to go to the toilet see Tool 12 ʻDealing with issues around going to the toiletʼ.

**Bibliotherapy**

To help children understand and learn to manage their feelings introduce them to a range of books, for example, about feeling upset. Children sometimes find it easy to relate to characters in a book and this in itself can help them to understand their own problem(s) and to develop coping strategies.

**7. Dealing with Issues around Going to the Toilet**

**THE TOOLS**

**Medical concern**

If a child is frequently leaving the classroom to go to the toilet it is advisable to

contact her parent/carer in case there is a medical reason, for example a urinary

track infection.

**Schedule toilet breaks**

Schedule set toilet breaks during the day to avoid disruption, for example:

* before registration
* before first break
* before lunchtime break
* before last break.

**Monitor toilets**

If someone in the classroom deliberately damages the toilets, or leaves them

deliberately untidy or with graffiti on the walls, for example, establish who it is as soon as possible. This can be achieved by inspecting the toilets on a regular basis, and asking the children to write their name on a monitoring sheet every time they leave to go to the toilet. When a child has been identified an appropriate consequence must be implemented immediately and, if appropriate, a meeting with her parent(s)/carer(s).

**Sign in, sign out**

An effective way to monitor when and for how long each child goes to the toilet is to use a signing in, signing out sheet which can be placed by the classroom door. Next to the sheet place a clock, and the child must record the time next to her name when she leaves and when she returns to class, which gives her the opportunity to practise telling the time.

**Every minute counts!**

Some children tend to prolong their stay in the toilet, maybe engaging in unwanted behaviour, chatting with other children or just daydreaming. To reduce this prolonged time set an agreed time limit every time a child leaves the classroom, which can be set via a sand timer, class clock or stopwatch. Reward the child, for example, with a raffle ticket if she returns to class under the set time limit.

**Toilet pass**

Get the children to design a toilet pass, laminate it and attach a piece of string to it so that it can be worn easily. This can then be given to a child who wants to go to the toilet. Other members of staff can clearly see that the child has been given permission to leave the classroom and go to the toilet. The toilet pass also limits the number of children going to the toilet at any one time: before another child can go to the toilet she must wait until the pass has been returned to the classroom.

**Toilet tickets**

Every child is given a set number of toilet tickets per week. These tickets can be

used to go to the toilet during unscheduled times. Children who visit the toilet more frequently than normal may need to seek medical advice.

**Hand sanitiser pass**

Hygiene is very important especially when going to the toilet. To ensure only one child goes to the toilet at any one time she takes the hand sanitiser bottle off your desk and places it on her desk; this indicates she is leaving for the toilet. On her return the child sanitises her hands and places the bottle back on your desk.

**Sign it!**

Children asking to go to the toilet can be disruptive to the flow of your lesson.

Teaching the children the sign language for ʻPlease can I go to the toilet?ʼ is not only less disruptive, but it teaches the children a new skill and itʼs fun.

**Bibliotherapy**

To help children understand and learn to manage their feelings introduce them to a range of books, for example, about feeling bored. Children sometimes find it easy to relate to characters in a book and this in itself can help them to understand their own problem(s) and develop coping strategies.

**8. Helping Children to Leave the Classroom Successfully**

**THE TOOLS**

**Boy, girl, boy, girl line**

To line the children up boy, girl, boy, girl ask the girls to form a line by the door, then ask the boys to line up alongside the girls by the door forming two parallel lines. When the lines are quiet ask the first boy to lead off followed by a girl, then boy, then girl. The teacher must lead by the front and if a teaching assistant is available ask them to follow the end of the line.

**Alphabetical order**

For older children ask them to line up in alphabetical order of their first name. Call out the letters of the alphabet and if a childʼs name starts with that letter he is invited to line up by the door. This lining up game can be varied, for example, by using the alphabetical order of their last names, or places of birth.

**Ten hut**

Line the children up in two parallel lines by the door. The teacher then gives the

following instructions:

* ʻFall out!ʼ: Children can then be messy in the line, for example, by not be in line, or by being chatty.
* ʻTen Hut!ʼ: Children must then snap to attention by quickly putting their legs together, straightening up, with their hands by their sides, and no talking, and by being directly behind the person in front of them.

**Colours**

Ask the children to line up according to eye colour; for example, ʻIf you have hazel eyes you can line up nowʼ.

**Number up!**

When the teacher has taught the class for a while and has established potential

unwanted behaviours amongst the children, he can allocate a number to each child so that those children who might display unwanted behaviours are always stood next to a child who helps to promote positive behaviour. When itʼs lining up time the teacher calls out numbers in sequence and each child lines up respectively.

**Can I hear you?**

Turn it into a game; ask each table in turn to line up as quietly as they can. The other children listen to see if they can catch the other children out. Reward the quietest table.

**Sign it!**

Teach the children in your class their names in sign language. Then, randomly pick a name and sign it with your hands. If the respective child recognises it, he puts up his hand and is then allowed to leave the class. If he doesnʼt, carry on with another name until everyone has left the class. Repeat again for those children who have not understood the first time.

**House teams**

Line up the children according to the house to which they belong, for example green house line up first. The house that lines up quietly and sensibly is rewarded ʻxʼ amount of house points.

**Thinking game**

When the children are lining up get them to think of something that begins with a certain letter. Then when the line is quiet ask each child for the word he thought of. This keeps the children occupied and less likely to behave inappropriately.

**Fire drill order**

Line up the children in fire drill order as it is in the class register. This is not only an effective way to line up the children but it is good practice for when there is a fire drill within the school.

**Home time WOW! Vouchers**

All children love praise. A great way to go home on a positive note is to give out WOW! vouchers to individual children for displaying the correct behaviour. The vouchers can easily be created on the computer. The vouchers are then filled in by the teacher and a comment made by the child before being given to his parent/carer. WOW! Charlie has been a brilliant boy today! I helped pick up all the toys!

**Staggered dismissal**

When the bell sounds to signal the end of the day, dismiss the children in small

groups to avoid any unwanted behaviour. While the other groups are waiting they can be involved in a quiet activity, for example a brain-teaser.

**9. Definitions of Disruption**

Low level disruption

Medium level disruption

High level disruption

**Low level disruption**

Low level disruption in the classroom can not only interrupt pupils’ learning, but can prove and distraction from learning and an irritation to staff and pupils.

How can we deal with the problem without the heavy handedness of staged sanctions, which may just escalate the problem?

The definition of low level disruption can be subjective. What one person interprets as low level, may be of little or no issue for another. Low level disruption is those behaviours which are not overtly confrontational or challenging, but are nevertheless interrupting the teaching and learning environment, such as:

* Late arrival to lesson
* Off task persistent chattering or whispering
* Not listening/paying attention/ looking away when spoken to
* Lack of correct equipment
* Out of seat unnecessarily
* Continuous or excessive questioning to provoke a reaction
* Tapping
* Fidgeting
* Fiddling

**Quick check**

* Classroom rules written as do’s and not do not’s
* Keep the rules simple and few
* Know your children really well
* Rewards as well as sanctions
* Praise loudly and reprimand quietly
* Blame the action not the child
* Model required behaviour
* Use an effective seating plan
* Have a routine that is agreed with the class from the beginning of term
* Registration games
* Meet and greet pupils at the start of the day
* Use positive reinforcement

As individual behaviours the above list certainly does not represent a list of high level challenges, however, if allowed to continue, the concentration and learning of other pupils will be badly affected.

One of the problems in responding to such low level disruptive behaviour is that it is very easy to over react. If you currently use a staged system of sanctions within your schools behaviour policy, you may well find yourself running through one, two or even three levels of response and finding that the original problem behaviour such as fidgeting or daydreaming is receiving a totally unrealistic sanction:

**Medium level disruption**

Low level classroom disruption if left unchecked can develop into more serious classroom incidents, as it gives the disruptive child an excuse to push the boundaries of acceptable behaviour further. An escalation in disruptive behaviour will impede upon the teacher’s ability to effectively deliver a lesson and ultimately for the class as a whole to engage and achieve in education.

* Hindering other pupils
* Arriving late to school/lesson
* Unwanted non-verbal noises
* Persistent infringement of class rules
* Getting out of seat without permission
* Verbal abuse of other pupils
* General rowdiness or ‘mucking about’

**Quick check**

* Pupils may not understand instruction or lesson content
* Pupils may have moderate to severe learning difficulties
* Pupils may have social, emotional, behavioural difficulties (SEBD)
* Pupils may be bored
* Pupils may not understand the specifics of the request
* Pupils may have low esteem and lack confidence in their academic ability
* Pupils may see the teacher as a ‘soft touch’ and that they are unable to manage classroom behaviour

**High level disruption**

When pupils are displaying high levels of disruptive or challenging behaviour, we define the behaviour on how its presents itself, these are listed below. However, it doesn’t tell us why pupils are behaving this way. It may appear at times that behaviours are random, but often to a pupil challenging behaviour serves a purpose.

* Verbal abuse of other pupils
* Persistent rowdiness or ‘mucking about’
* Physical aggression to other pupils
* Verbal abuse to teacher
* Physical destructiveness
* Persistent infringement of class rules
* Physical aggression to teacher

**Quick check**

* Understand the behaviour – just because two students behave in the same way, doesn’t mean they are doing it for the same reasons
* Identify the triggers
* What is the pupil trying to avoid by expressing such behaviour?
* Understand the pupil
* Develop a positive relationship with the pupil
* Develop a positive relationship with the family
* Separate the behaviour from the person
* Understand the pupils learning
* What did the pupil gain from that behaviour?

Much of this guidance will be relevant to both primary and secondary schools however, further information on managing the behaviour of older learners can be found in the ‘On Task and Learning’ toolkit– pages 56-59

**10. Skills for managing the behaviour of older learners**

* Be assertive
* Control your own behaviour
* Avoid face to face confrontation
* Establish early routines
* Respect a pupils personal space
* Use closed requests e.g. thank you for putting your phone away
* Consider carefully classroom configurations
* Reevaluate classroom rules, don’t be afraid to admit when you are wrong
* Build trust and proactively develop positive relationships with pupils
* Build a reputation of consistency, fairness, empathy, understanding and respect in order to gain the respect and trust of pupils

There is no one magic formula for managing challenging behaviour at school. There are a variety of factors that influence behaviour and some vary daily or even more frequently. It is important to understand the student’s behaviour, the student, and the student’s learning in order to develop appropriate and positive behavioural supports. However, it is also very important to remember that having a positive relationship with a student, being fair, being calm and consistent, and avoiding power struggles go a long way towards increasing compliance and de-escalating difficult situations.

**11. ON TASK AND LEARNING**

A Framework for Securing Effective Behaviour for Learning 2010

**The United Nations Convention of the Rights of the Child (1989)**

Children have rights within schools which include:

1.The right to feel valued

2.The right to be treated with respect and dignity

3.The right to feel safe

4.The right to learn

5.The right to know that adults expect them to treat other children and young people with dignity

Every school community needs to address these five basic rights in order for children to achieve a sense of self-worth and purpose.

**With rights come responsibilities.**

As teachers we need to teach responsibilities until they become a matter of routine.

Children have the right to expect teachers to:

• Be firm

• Be fair

• Be consistent

• Teach effectively

• Be respectful

• Be supportive

**EFFECTIVE TEACHING AND LEARNING**

**EMOTIONALLY DEVELOPED SCHOO LS**

When staff and pupils feel good about themselves, they perform better. Personal feelings affect behaviour, motivation, relationships, health and social development.

For staff, a positive sense of well-being can result in higher levels of tolerance, enthusiasm, energy and interest and lower levels of absence or stress. The same is true for pupils, leading to better learning outcomes, improved attendance and more positive behaviour. A pupil is unlikely to be able to learn effectively if their basic needs for safety, belonging and self-esteem are not met. Equally, if unaddressed, the persistent nature of consistently poor behaviour can have a negative effect on the morale of both staff and pupils.

Schools focusing on the emotional development of pupils, help them to be able to:

• understand their emotions

• be able to describe / talk about their emotions

• control and manage strong emotions that could trigger unacceptable behaviour

• develop positive emotions which will motivate them to learn

• deal positively with, and learn from setbacks

• be optimistic in their pursuit of goals

• understand the feelings of others and be able to respond appropriately

• get on with others in different situations

• have healthy relationships

It is rare that a child or young person who has difficult behaviour has high self-esteem. The frequent negative exchanges between learner and adults reduce self-esteem further. Alongside the work of tackling undesirable behaviours, work should also address the enhancement of self-esteem. Strategies such as SEAL and Circle Time with individuals and/or groups can help develop emotional intelligence and self-esteem.

**Evaluation of a School’s Emotional Intelligence**

|  |  |  |  |
| --- | --- | --- | --- |
|  | http://images.clipartpanda.com/smiley-face-clip-art-ncEepeEcA.png | **http://previews.123rf.com/images/ddmhzr/ddmhzr1002/ddmhzr100200116/8055910-Smiley-Stock-Vector-smiley-face-sad.jpg** | How are wedoing this? |
| We take account of, and make allowances for a range of emotions expressed by others |  |  |  |
| We are good listeners |  |  |  |
| In our relationships with others, we use a range of interpersonal skills to good effect |  |  |  |
| When working individually and as a team we demonstrate strong self-motivation |  |  |  |
| We regularly celebrate the success of others |  |  |  |
| We have high self-regard |  |  |  |
| We regularly demonstrate optimism |  |  |  |
| We regularly demonstrate effective social skills; group work, negotiate, communicate, resolve, support |  |  |  |
| We actively foster the development of emotional intelligence in others; we are good role models |  |  |  |

**PARTNERSHIPS WITH FAMILIES**

|  |  |
| --- | --- |
| **KEY POINTS WHEN ESTABLISHING****AN EFFECTIVE PARTNERSHIP WITH****PARENTS, CARERS AND FAMILIES** | **HOW MIGHT THIS BE ACHIEVED?****BY…** |
| Show how much you are prepared tosupport and encourage their child | • Rewards to go home• Informal and formal reports |
| Show how much you know about their child | • Parents’ evenings• Informal conversations at school gate• Informal and formal reports home |
| Let them know any concerns about theirchild’s behaviour | • Phone calls• Meetings |
| Involve the parents, carers or family inassessing the needs of the pupil | • Informal meetings• Parents’ evenings |
| Involve the parents, carers or family inplanning and reviewing the support theschool provides for the child | • Involve the parents, carers or family in drawing upand reviewing pupil friendly IPPs, IEPs, IBPs• Parents’ evenings |
| Use effective home-school liaisonmethods to keep open, positive andsupportive communication | • Books/notes sent home in which teacher or LSA writes only positive comments about the pupil• Phone calls to inform parents of positive behaviours• Ensure parents know they are welcome in school to discuss their child, explaining when teachers are available to do this |
| Always discuss their child’s needs in thecontext of his or her strengths and positivequalities | • Reference to work displayed• Redirection techniques to focus on more positive aspects of behaviour |
| Adopt a ‘no blame approach’ – see thehome and school as the solution not theproblem | • Referring to a team approach |
| Make sure all actions you take are basedon the need to protect the self-esteem of the child and everyone directly concerned with his or her welfare | • Refer to section 2.6 of this toolkit |
| Encourage their contribution to a self-monitoring profile | • Support parents, carers and families to keep informal records of positive as well as negative behaviours at home and the triggers to those behaviours |

|  |
| --- |
| If a child experiences behavioural difficulties parents and families may need support and guidance in managing their child’s behaviour at home. Teachers can work in partnership with the family; this is best done by sharing concerns and trialling a variety of strategies for managing behaviour.Help from other agencies is available. Contact advisory teachers, school nurse, and behaviour support service for information about support such as parenting classes, child and teen mentoring schemes, youth teams etc. that might provide suitable support for the family. |

|  |
| --- |
| A very tiny minority of families may seem ‘not to care’ about their child’s behaviour in school. This may stem from their own struggle to manage their child’s behaviour or from a misguided view that whilst they are in school their child is nothing to do with them. This minority can be helped to become more involved provided they are approached with skills, insight and understanding.  |

|  |  |
| --- | --- |
| WHEN | THEN |
| When a parent knows little of their child’s difficulties | We learn something about the extent to which the child confides or is able to confide in his or her parents about any difficulty |
| When parents play down the extent of any problem | We gain insight into the degree to which we will need to help them understand the problems, as they seem to us in school |
| When a parent blames other children | We learn that the child has been absolved from all responsibility by his parents. We know that we will have to work hard to bridge the gap in understanding between the school and such parents |
| When parents blame the school, or particular colleagues in the school | We learn that we are likely to be in for a longconversation before we will be able to move the agenda forward. We need to signal that we are open to listen to anything that the parents wish to say to us. This has to be balanced against the extent to which the child has exhibited behavioural difficulties in the school |

**Sanctions**

Sanctions need to be set within the framework of a whole school behaviour policy.

Policies should include a range of sanctions discussed and agreed by all members of the school community. Parents need to be made clearly aware of the school’s behaviour policy if they are expected to support it. Parents should be asked to discuss the policy with their children and, if necessary, sign a contract giving their support to it. This is most effective if used in conjunction with a system of sharing positive/good news with significant adults. Sanctions are a public message as much as a practical response to a problem. Therefore, it is essential that sanctions are applied consistently and fairly, and not just used as an occasional

response to particular children and young people.

Drawbacks to using sanctions include:

• They do not teach what should be appropriate

• They model negative behaviour and may ‘reward’ inappropriate behaviour

• They do not enable reparation to be made

• They do not remove the original source of reinforcement

• They may give even more attention to the attention-seeking child or young person

A process for evaluating sanctions:

• Consider one particular sanction used in your school

• List the misbehaviours that could trigger the sanction

• Take one instance of its use and complete the checklist

**Evaluating Sanctions**

|  |  |  |  |
| --- | --- | --- | --- |
| Is it fair? | YES / NO | Does the target pupil see it as fair? | YES / NO |
| Is it in proportion with the offence? | YES / NO | Does he/she understand the reasonfor its use? | YES / NO |
| Is it time limited? | YES / NO | Is he/she aware of when it will end? | YES / NO |
| Is it used for the briefest possible time? | YES / NO | Does the pupil know what to do toavoid this sanction being used? | YES / NO |
| Are parents asked to agree to its use ahead of its time? | YES / NO | Is the pupil aware that his/her parents know that this can happen? | YES / NO |
| Are parents made aware that the sanction has been invoked with their child? | YES / NO | Does the child know that his/herparents will be told about its use on this occasion? | YES / NO |

Further information on the following areas can be found in On Task and Learning

**SECTION 1: PREVENT**

1.1 Effective Teaching and Learning………………………………………………….……... 6

1.2 Underpinning Concepts ………………………………………………………………...... 7

1.3 Emotionally Developed Schools…………………………………………………...…….. 8

1.4 School Self-Review for Promoting Positive Behaviour ………………………………... 10

1.5 Whole School Systems and Policies ……………………………………………..……...15

1.6 Assessing Impact ………………………………………………………………….……..17

1.7 Maintaining Consistency………………………………………………………….……...18

1.8 Partnerships with Families ……………………………………………………….……...19

**SECTION 2: INTERACT**

2.1 Behaviours that Give Concerns, and their Causes………………………………. ……...24

2.2 Key Preventative and Responsive Skills ………………………………………...………26

2.3 Establishing Routines ……………………………………………………………...…….32

2.4 Rewards and Sanctions ………………………………………………………...….. ……35

2.5 Managing the Learning Environment ………………………………………...………….38

2.6 Promoting Self-Esteem …………………………………………………..………..... ….41

2.7 Positive Language………………………………………………………….………... ….44

**SECTION 3: SKILL UP**

3.1 Skilling Up Children and Young People…………………………………………... ……50

3.2 Skilling Up Non-Teaching Adults …………………………………................................ 51

3.3 Language of Correction …………………………………………………………….........54

3.4 Skills for Managing Behaviours of Older Learners ……………………………............. 56

**SECTION 4: RESPOND**

4.1 Analysing Behaviour ……………………………………………………………...……..62

4.2 Assessment and ABC ………………………………………………………................... 63

4.3 Responding to Difficult Behaviour……………………………………………….…. ….67

4.4 Problem Solving Approaches …………………………………………………………... 68

4.5 Individual Behaviour Plans ……………………………………………………….……..69

The CD comprises a number of documents to support and aid your understanding of securing effective behaviour.