

Taking Care of Behaviour

- Pure consistency
- Emotional resilience
- Valued learners
- Taught behaviour
- Calm, stepped interventions

Visible Consistency, Visible Kindness

The key to success is consistency

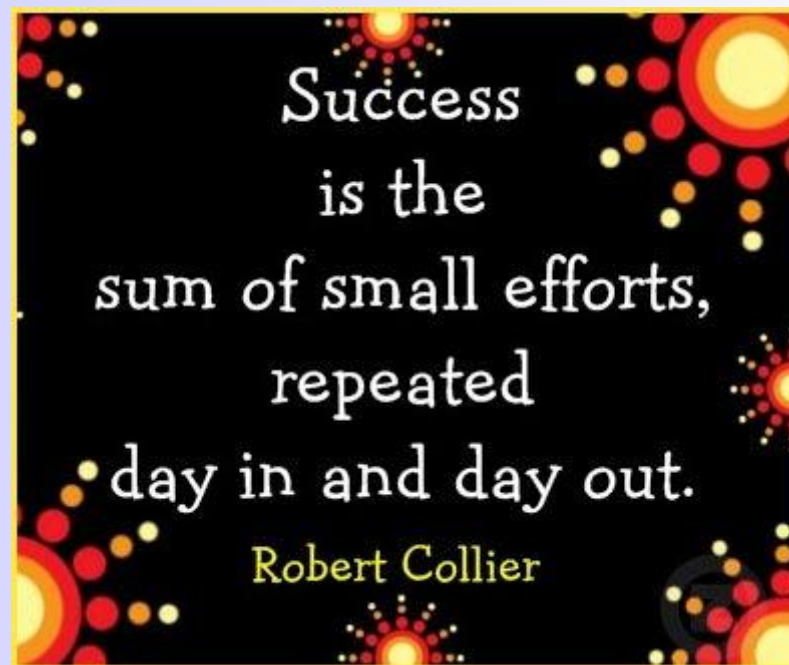
- 1) **Consistent language; consistent response**: Referring to the agreement made between adults and children about behaviour, simple and clear expectations reflected in all conversations
- 2) **Consistent follow up**: Ensuring 'certainty' through all levels of hierarchy. Never passing problems up the line straight away, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- 3) **Consistent positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- 4) **Consistent consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- 5) **Consistent, simple rules/agreements/expectations**: referencing and promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage



WHAT YOU DO
EVERY DAY
MATTERS
MORE THAN
WHAT YOU DO
ONCE IN A WHILE.

The key to success is consistency, cont'd...

- 6) **Consistent respect from the adults.** Even in the face of disrespectful learners!
- 7) **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning this
- 8) **Consistently reinforced rituals and routines for behaviour around school:** In classrooms, in shared areas , on the corridor, in the playground
- 9) **Consistent environment:** Consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans



Think about your current practice.

Be honest and score where you feel you currently are in your consistent behaviour management.

Use a 1-5 scale where 5 is an area of strength and 1 is an area which requires additional support/CPD/attention

Actions: What are you going to do about it?

Working with a partner or in a small group talk about the outcomes of this exercise:

What do you do well?

At what could you do better?

What is your next step going to be?

At what do we do well as a school?

Why do you think this is?

Where are the gaps and what do we need to do?

Stay in your groups

If we are going to be absolutely consistent, in terms of behaviour what do we expect of:

All adults

Classroom Teachers

Senior Leaders

Relationships are everything...

Successful behaviour management stems from strong relationships between adults and children.

Ask yourself: 'Do I have a strong relationship with every child I teach?' 'How do I know?' 'What do I do to form strong relationships?' 'What do I need to do better?'

It is supported by strong relationships between the adults surrounding the children.

As adults we model the behaviour we want to see; the children need to see us 'walking the talk'.

As a team we do this really well. How do we get parents on board and enable them to see that their relationship with us, the way they support us and speak about us, is vitally important?

We all like/ need to feel important ...

What makes you feel important in someone else's eyes?

At the end of each day ask yourself this question:

Have I made the children feel important today?

In groups:

What 10 ways do you/will you ensure are evident in your practice to make children feel like they are important, valued and belong.

What about some of these ...

The best teachers deal with ups and downs or poor behaviour but never take their hand away.

- Smile
- Respond to poor behaviour with deliberate calm
- Correct all poor behaviour in private – don't make them famous for failing
- Recognition boards for things you want to see
- Sometimes saying nothing and waiting with an 'I am ready when you are' face
- 'Deliberate Botheredness' – the small stuff, the daily acts of care, generosity of spirit
- Give extra responsibility
- Simple act of remembering something about them
- Reward children for going over and above – a mantra to repeat often
- Don't give up! Give it at least 30 days to stick.

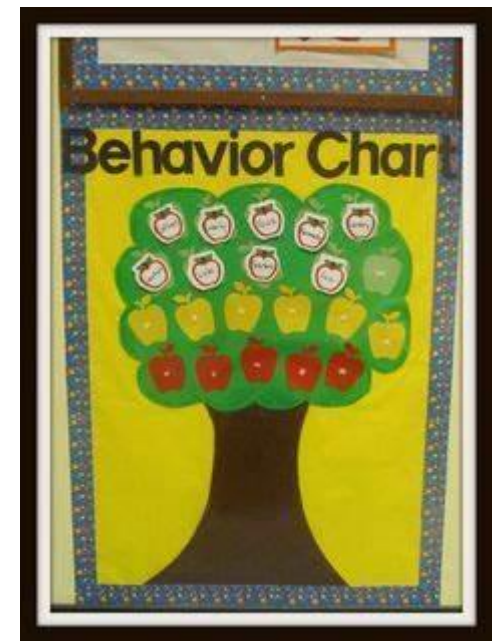


What are 'Recognition Boards'?



They are designed to celebrate the good behaviour and make these children feel important rather than making children feel important for their poor behaviour choices. They are designed to enable us to get more of the behaviour we notice most.

- Targeted at one 'learning Attitude' at a time
- Names or tallies go on the board to recognise children who are demonstrating the desired learning attitude. Names or tallies are never removed from the board. Children who disrupt are dealt with privately.
- Children can nominate others to be put on the board.
- The key is to generate peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name up
- Recognition boards need refreshing regularly-weekly? Daily?
- Recognition boards are intended to reflect effort
- When everyone has their name on the board or the tally target is achieved, a collective 'whoop' is appropriate; large rewards are not necessary.
- Use the recognition board **to persistently and relentlessly** catch learners demonstrating the right attitude to learning.
- A recognition board does not require a change in personality from the teacher, just more determination to catch learners exhibiting the right behaviours.



The language we use is exceptionally important...

In small groups or with another person, discuss and list the language you use to praise and reinforce.

Now do the same thing with the language you use for negative interventions.

Mini Action Research Task:

Ask a TA to tally the number of positive comments against the number of negative interventions that you make using a simple column chart labelled + and -. In the next lesson try and remove all of the negative re-inforcers and reflect on how the children respond to this change. Next try doubling the positive comments and reflect on the changes to behaviour and motivation.

Our habits impact on the behaviour of others ...

Habits of adults who manage behaviour well:

- They meet and greet- every morning, calling each child by name and asking after them
- They persistently catch children doing the right thing
- They teach the behaviours they want to see
- They teach children how they would like to be treated
- They reinforce conduct/ attitudes that are appropriate to context
- They agree rules/ routines/ expectations with their class/ classes they teach and consistently apply them with positive consequences and sanctions
- They sustain a passion for their subject that breaks through the limiting self belief of some learners
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the children.

Be honest, which of these habits are your habits? Which are you going to ensure become your habits? Talk with a partner /group about habits you are going to adopt/ habits you are going to change and habits you know are already successful.

So you've changed your language and your habits and some children are still displaying challenging behaviour. What then.....?

Remember ACEs (adverse childhood experiences) – children bring their behaviour into school with them; learned at home, rehearsed in the community and delivered to your classroom door.

Nasty

Assertive

Nice

Many of us are nice for far longer than we really want to be and then eventually reach a point where we are no longer able to hold it in.

At this point we might explode nastily and inappropriately leaving children thinking there are only two states of behaviour-Nice and Nasty.

Assertiveness is the state in-between the two.

Responding to inappropriate behaviour with assertive actions doesn't just mean saying 'No' repeatedly. Assertive action means considering the choices you have and responding once you have considered them. Assertiveness is knowing that you can control your own behaviour and your responses:

- Record the behaviour and address it at a more appropriate time
- Ignore it
- Confront it
- Walk away and consider your response
- Say 'No' with impact

Non verbal skills/ attitudes that work with more challenging behaviours:

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Showing empathy balanced with a determination to help the child succeed
- Earning respect, not expecting it
- Never laying your relationship on the line over a behaviour issue
- Keeping your promises
- At times ignoring defensive behaviours in the moment but not forgetting
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner
- Walk away to let you both calm down and speak to them later

Assertive Structures

- Give choice; ensuring the choices are closed
- Use the assumed close: 'When you meet me at lunchtime, make sure you bring.....' rather than 'I want to see you at lunchtime.'
- Preface requests with 'Thank you' so that the listener hears the acknowledgement before the instruction: 'Thank you for picking the paper up.'
- Show absolute belief, even in the face of overwhelming odds! 'I can feel that this is going to be an excellent lesson.' 'I have been looking forward to this lesson all week.'
- Encourage the child's responsibility to react appropriately, 'We need to have a grown up conversation to try and sort this out.'

What really matters are the real conversations with angry children at the point of crisis. At this point all your skills of emotional resilience, use of a calm assertive tone and appropriate body language will come in to play. Your relationship with the child lies at the heart of these conversations and the way you handle them will be the difference between calm and chaos, confrontation and compliance, inclusion or exclusion. Stay calm, plan what you are going to say and say it with an assertive tone, interrupt and disrupt thought patterns quickly-diffuse the behaviour bomb before it blows up in your face.

Intervening when behaviour is inappropriate

30 second intervention technique (delivered on a 1 to 1 and not in front of the whole class or group):

- Gentle approach, make it personal and non threatening, turn your body side on and speak at the child's eye level or lower.
- State the behaviour that was observed and which rule/ expectation/ routine it contravenes.
- Tell the child what the sanction is (make sure it is time specific-5 minutes at playtime etc). Immediately refer to previous good behaviour/ learning as a model for the desired behaviour.
- Walk away; allow her time to decide what to do next. If there are comments as you walk away write them down and follow up later.
- Look around the room with a view to catch somebody following the rules.



Keeping the following in mind

- Remind the child of their previous good behaviour
- Challenge their negative inner monologue with comments such as: 'You can do this, you are intelligent and able.'
- Thank the child for listening
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact
- Use a soft disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution. Keep it time limited and manageable.
- Walk away as soon as you have finished speaking.

Agree micro-script on blueprint.



What happens if the conversations don't go as planned?

When children try to argue, shift the blame or divert the conversations, you have choices, you are in control of the conversation:

Calmly and gently repeat the line you have been interrupted in.

*Doing this encourages the child to realise that **you will not be diverted from the conversation you are leading**. The more calmly assertive you are in delivering this repeat, the more effective it will be.*

Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or.....

Use an appropriate refocusing line to bring the conversation back to the script.

This allows the child to feel as though they are being listened to and avoids conversational cul-de-sacs.

Child

'It wasn't me'

'But they were doing the same thing'

'I was only.....'

'You are not being fair'

'It's boring'

'You are a (name calling)'

Adult

'I hear what you are saying'

'I understand'

'Maybe you were....and yet....'

'Yes, sometimes I may appear unfair.....'

'Be that as it may.....'

'I am sorry you are having a bad day'

And remember

You are in control and need to maintain control. So, if the conversation is becoming unproductive always have a planned line on which to leave the conversation. Something like:

'I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation.'

They need the serious tone of a hospital drama and the certainty of a news broadcast.

Things to keep in mind:

- Use positive notes properly, use positive phone calls consistently
- Repair damage to relationships with reparation conversations
- Focus conversations on learning, not behaviour
- Use a recognition board and get more of the behaviour that you notice most
- Reward children for behaviour that is over and above minimum standards
- Directly teach the behaviours that your class/ the class you are working with need to succeed by focusing on a learning attitude each month and reinforcing this through a targeted class reward system

Sample Scripts to try:

You need to ...

I need to see you...

I expect...

I know you will...

Thank you for...

I have heard what you said, now you must...

We will...

You need to understand the consequence...

Do you remember when you ... (insert positive)

I don't like your behaviour it is But I believe you can be...

I am not leaving, I care about what happens...

What were the poor choices you made...

What could you do to avoid this happening again?...

This is not like you....

Keep delivering the same script calmly even if they turn away, mimic you, deliberately refuse to listen. It shows you are consistent and fair.

Punishment Addiction, Humiliation Hangover

For children who fear the punishment road it can be a deterrent. Not a particularly sophisticated one, blunt, authoritarian and ugly. But for children who are behaving differently because of emotional trauma suffered at home or because they have communication and learning difficulties the punishment road heaps pain onto problems.

Inflicting increasingly severe punishment onto vulnerable and damaged children is not just unfair it is cruel. They are not scared of punishment. What they are coping with in their own lives far outweighs any threats that we could impose on them.

The most enlightened schools are committed to 'The buck stops here'. We will deal with the behaviours with which we are presented. You are part of our community and we are not letting you go.

Step 1: Reminder - we still use our Golden Rules

Step 2: Caution – clear verbal caution – think carefully about your next step

Step 3: Last Chance – speak to them privately, scripted intervention,

Step 4: Time out – few minutes to breathe or calm down

Step 5: Repair – think it over sheet together.

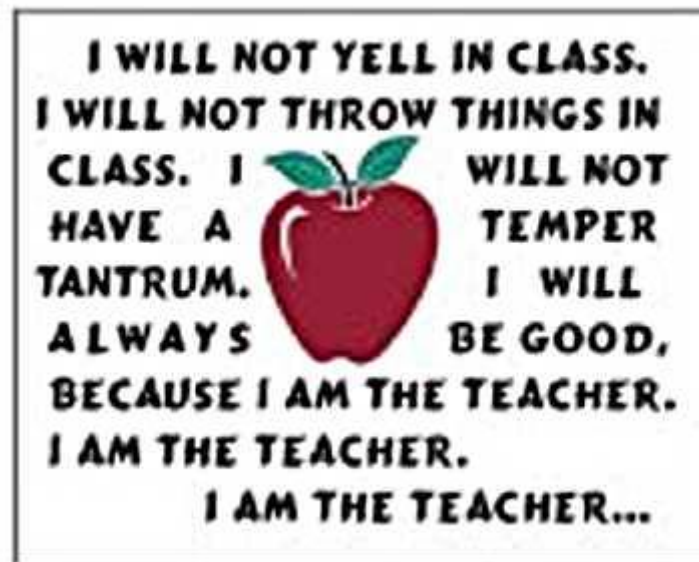


My classroom, my responsibility, my consistency

If someone else is trying to talk through the incident, administer the consequence and reset the boundaries, then you cannot expect the changes in behaviour that you so desperately need.

You undermine your own position in their hierarchy of importance.

Children don't learn to behave just once. They learn and relearn behaviours with everyone they meet. They learn who passes responsibility on too fast, who leans too much on processes, who forgets about consequences, who will give a sanction and then let you off. They know very quickly who doesn't!



Six changes to your approach to manage the most difficult behaviours

- 1) **Avoid power plays – if you are alert to the power play it is easy to divert, avoid or redirect. Remember the scripts!**
- 2) **Kill the celebrity culture – remember the ‘grey’ children, give them the time in the spotlight instead. Over and above, recognition.**
- 3) **Do what you can to stop the churn – build relationships and be consistent, some of these children have been churned around all their lives.**
- 4) **Be unshockable – Listen but don’t react; control your face, especially your eyes. Poker face!**
- 5) **Hide your anxiety and understand fear – it is the art of blagging**
- 6) **– Understand more about the amygdala response – fight or flight. Persistence, patience and proof of their ability drip fed over 30 days. Think of your tone, body language, greetings, feedback, general interactions.**

Why whole staff 'buy in' is crucial....

Consistency is the key to success.

We already do great things, so what shall we keep?
What needs tweaking/ changing/ throwing out?

Think about your practice when answering the questions above.
Now think about our whole school approach and answer again.

What do we 'buy into?'

30 day pledge

1. Meet and greet all pupils – smile!
2. Make learners feel important, valued, like they belong
3. Use 'deliberate botheredness'
4. Introduce a recognition board
5. Be clear with our golden rules and relentless routines – on display, say everyday
6. Refuse to shout – keep in control
7. Give **first** attention to those doing the right thing
8. Take the fame out of the badly behaved
9. Make a point of praising behaviour that is over and above
10. Have high expectations
11. Scripts – practice everyday

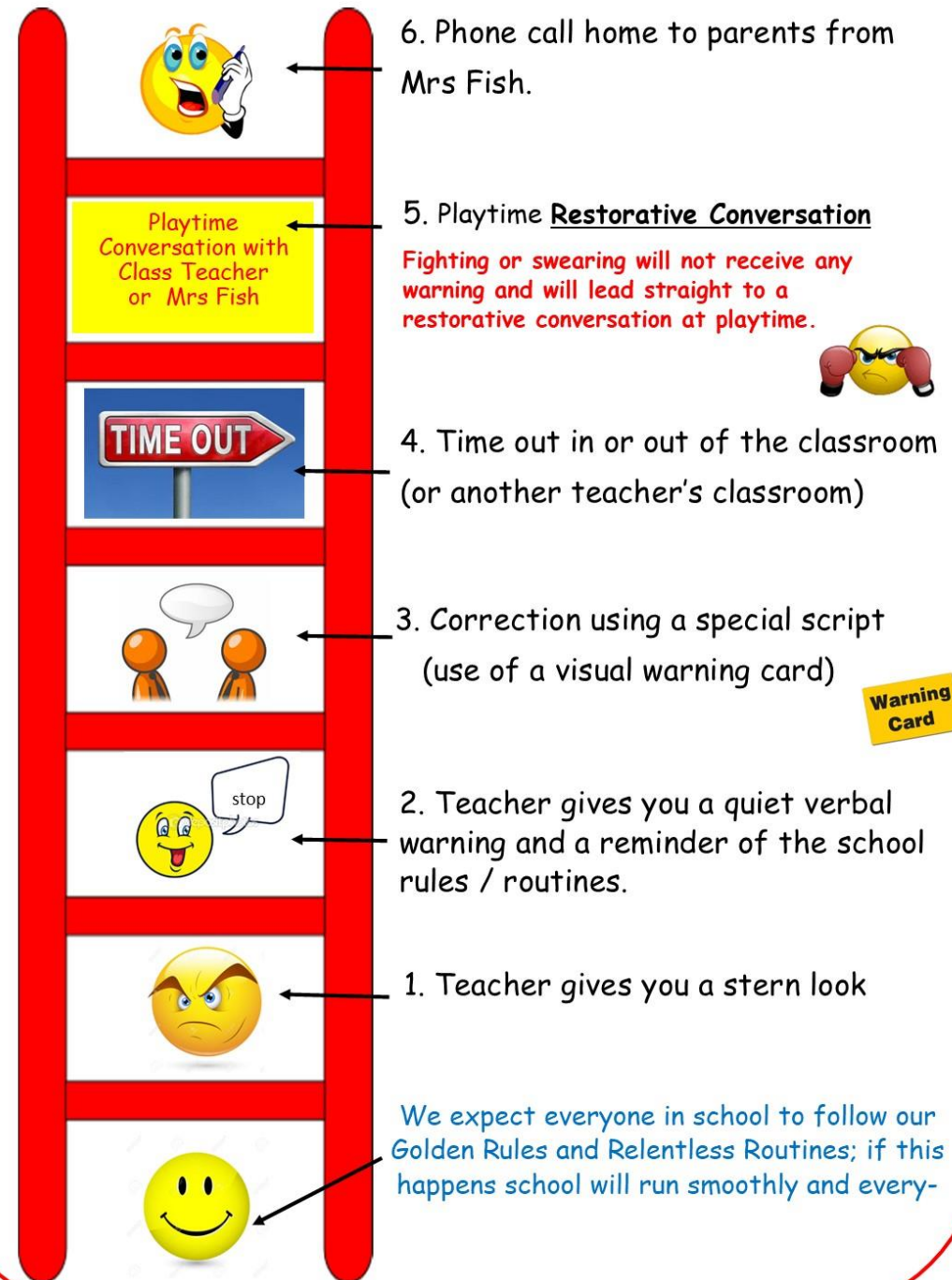


Let's make sure we are fair

- Children must not be able to reduce negative sanctions/consequences
- Teachers must not take away rewards that have been given
- No deals must be made with sanctions.
- Sanctions must be proportionate. Don't suffocate with punishments
- Sanctions must be time specific/ limited
- Whole class sanctions are always unfair
- Try not to invent sanctions on the spot. You will soon regret it.
- When you give any negative consequences, always make sure you tell the child and explain why
- New day, clean sheet, every time
- Don't jump sanction steps or accelerate through sanctions



Bridekirk Behaviour Ladder



Bridekirk Dovenby CE Primary School

Positive Steps



Step 5:

Whole School behaviour expectations achieved!
Children feel PROUD!

Step 4:

Positive note home or phone call to share good news of children who go above and beyond.

Step 3:

Celebration Assembly, team points and golden jumpers. Sharing out of school achievements and class rewards.

Step 2:

Recognition Board
Once all children earn 4 targets on the class recognition board a whole class reward will be given; roll the dice!

Step 1:

Praise from adults and team points given.
Class rewards

Work Together, Aim High, Shine Bright