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Behaviour Management in Practice

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‘When students behave inappropriately give them what they don’t want - a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact. When students behave appropriately’

Setting a positive model – at the door, smiling, enthusiastic about working with the students and about the content of the lesson, , discussing how successful learners deal with the frustrations of learning, creating emotionally and socially literate classrooms by modelling emotionally mature responses.

Your own behaviour – emotional resilience and calm, giving absolute respect in the face of utter disrespect, modelling the behaviour that you expect to see and making this model overt and easily read, aiming to get it right 8 out of 10 times, imagining a ‘Parent on the shoulder’ in all conversations with students, making it clear that the rules apply to adults and students, sustaining high expectations, demonstrating a commitment to building a relationship of mutual trust with all students, never speaking negatively about a student in public, avoiding the ‘mutterers’ in the staff room, building a bridge between home and school, remembering that a students

behaviour is not their identity, not giving students the reward of your extreme emotional response when they behave poorly.

Motivating students – telling students ‘on’ rather than telling them ‘off’, catching students doing the right thing, building a positive atmosphere where everyone feels emotionally safe, using relational rewards (sincere verbal praise, positive notes home, positive phone calls etc) in preference to money/bribes/stuff, personal, sincere, specific and age appropriate praise, class rewards negotiated with the students, having the patience and determination not to give up on any student, saying thank you to students whose conduct is good, acknowledging every student on a personal level, making sure that even the quietest children are acknowledged for their efforts.

Redirecting low level disruption– non verbal cues, movement and positioning around the room, vigilance, pro active interventions with behaviour that can escalate, proximity, gentle encouragement, before staged sanctions begin, use of verbal behaviour cues, less teacher talk time, more hand and mind activities for wriggly boys.

Teaching routines that develop into good habits – routines and rituals written with clear icons (language and image) posted in two or three areas of the room, routines taught (by positive reinforcement) until they become a habitual part of classroom behaviour., focusing on teaching single behaviours and not attacking everything at once.

Maintaining an Assertive/Positive approach –,teaching the students how you want to be treated, being specific about the behaviour that you expect, catching students doing the right thing first and dealing with those who choose not to comply second, providing clear choices structured around reinforcement and reward (relational and material) and sanctions (executed as soon after the event as possible), resisting hostility or passivity, using an assertive performance when there is turbulence in your own emotional control, resisting the urge to delegate sanctions or using pure punishment, using high level sanctions as an opportunity to reset expectations for the next lesson/encounter, following up relentlessly to establish ‘certainty’ with students

Each day with a clean sheet – making sure that incidents have been dealt with from yesterday and making a conscious decision to refresh expectations for the class and for individuals in today’s lesson.

Collaborative agreements with other adults working in the classroom – having an agreement about how students are managed; who applies sanctions/rewards, what happens if an incident occurs; working towards a classroom where the two adults speak with certainty and with one voice.

Staged sanctions - Private verbal warnings at eye level, using a positive model of the student's previous good behaviour to encourage them to make better choices, making sure that they understand they have been given a warning and what will happen if they ignore it – marking the moment, applying sanctions with care – providing clear choices and 'take up time', showing empathy, patience, care, your disappointment, concern, attacking the behaviour not identity, switching to a more mechanical response with students who try to subvert the sanctions steps, deliberately slowing the process of applying sanctions for students who are wobbling, using Reparation in preference to detention, using a Class Report to monitor students progress over the course of 6 lessons

Seeking support – making chronological records of behaviours and interventions. gathering evidence before seeking support, always leading support, never delegating, personal involvement in reintegration into lessons, not feeling that asking for help is a judgement on your teaching skills.