

Behaviour principles for the classroom



**Never, never, ever, ever, ever, ever,
never ever... GIVE UP!**

Teaching & Learning @HVC





APR grades

- What does the previous data suggest? What strategies are used to promote independence within learning



Strategies

- Are a variety of behaviour management strategies used? Are these responsive to individual



Application

- Is the policy applied fairly and consistently? Are high standards evident
- Are rewards issued consistently



Student engagement

- What is the student view of behaviour in the class?
- How would they rate their attitude to learning?

8 core behaviour principles

1. Teaching is a **team game** - what you do in your classroom directly effects what happens in the next classroom.
2. Develop **positive relationships and trust**. Build up your credits in their emotional piggy bank - you then have something to draw on when you need it.
3. **Model good behaviour**; be on time, be prepared, be positive. When dealing with an issue the first person to calm is always yourself.
4. **Plan for good behaviour** – be proactive, focus on the positives and us **praise** as often as possible.
5. You can't make children behave, you have to teach them how by encouraging them to make the right **choices**, which of course lead to **consequences**, good and bad.
6. Focus on the **primary behaviour issue** – don't get drawn into responding to every sigh, sulk and muttering.
7. Be **consistent** – apply your expectations, in all of your classes, all of the time. Always follow up issues in line with College expectations.
8. Always give yourself and the child a **way out** – don't make threats that you can never follow through, walk away if you cannot see a way out.

Low level disruption strategies

1. **Have a seating plan** that is based on student data and prior understanding of the students
2. **Tactical ignoring** – decide what things can be ignore, and what your next stage is.
 1. Ignore what is happening and focus on the positive
 2. Give a brief instruction then ignoring – ‘put your hand up then I’ll help’.
3. **Non-verbal, non-confrontational messages.** These can be developed for things like noise level, sitting properly on your chair, hands up, attention (such as clapping rhythms).
4. **Stating the obvious** – ‘Richard... you're talking/out of your seat/not on task’

Directional Statements

‘Richard face this way and listen/focus on your own work/improve your pace please’

5. Direct rule Statements

‘Richard We have a rule for listening/distracting other students etc..’

6. Acceptable choices

‘Richard You can work here next to me or in your allotted seating plan place’

7. When - Then

‘When you’ve completed this task then I will consider your request’

8. Broken record

‘Richard, remove your headphones please’ – regardless of the response, repeat the same sentence, keeping calm.

9. Distract

Use distractions or diversions –

‘Richard, can show me your work please’ or ‘please could you come here to show me what you have done so far?’

10. Use humour

Humour, NOT SARCASM, is a very effective way of diffusing conflict. It is equally powerful to laugh at ourselves.

And finally..... Never, never, ever, ever, ever, ever, never ever... GIVE UP!

Entering the classroom



1. Be punctual
2. Be prepared – resources out and available
3. Meet and greet – build your relationships, establish authority (it is your classroom)
4. Regulate entry – it is up to you how and when they enter the room, but it should be quiet, calm and respectful.
5. Establish a starting routine – equipment out, seating plan, register, learning objectives (it's up to you , but be consistent)
6. If students aren't in a good state to enter the room ask them to wait outside until they are, reinforce expectations and praise them when they do it properly
7. Ensure learning starts swiftly
8. Teach your routines, not just your subject

Getting attention

1. Be assertive
2. Use a signal – hand signals, clapping
3. Simple, direct instructions – ‘it’s time to listen’, ‘equipment down, look at me and listen’.
4. Countdown, either verbal or using fingers.
5. Lower your voice – start louder and decrease your volume (effective for assemblies)
6. Teach a set phrase for attention
7. Wait patiently, add time after your initial instruction – minutes/time could be recorded on the whiteboard.
8. Try not to shout!



Transitions



1. Inform the student of the structure of the lesson at the beginning. This is different to learning objectives.
2. Plan for smooth transitions – facilitate student led transition (i.e. they can move/change task when they are ready, not once everyone is ready)
3. Have workstations for different tasks – colour code or ‘name’ your tables/benches.
4. Provide accessible extension/challenge tasks
5. Set time limits for tasks – use a timer?
6. Build in check points – use a range of AFL strategies.

END OF THE LESSON



1. Always review the learning (plenary)
2. Allow enough time to pack away in an orderly manner
3. Use students to help to collect in books/resources/equipment
4. Provide accessible extension/challenge tasks
5. Praise good work, use rewards
6. Insist on a calm, orderly exit
7. Don't let them all go at once!
8. Insist on quiet before they leave?
9. Let students who made the most progress leave first?
10. Have a quiz or game to see who leaves first

Reflecting on those lessons where students' behaviour has disrupted what you have planned

Don't take it personally

It does not make you a bad teacher!

Keep being consistent. Follow up the behaviour

The long term picture- always remember: you will succeed!

Fresh starts are needed- after sanctions. It's dealt with now start again.

Look at the class layout:

- Did you use a Seating plan? Time to Re-arrange it?
- Re-arrange table shape groups-rows?
- Move a few pupils around/whole group?

What was the start of the lesson like?

- Did you meet and greet?
- Did you have everything ready and set up?
- Was there something for them to do straight away so that you can deal with pens/lates/missing books etc while most pupils get on with work.
 - Focused, calm, productive start – set the tone and keep it. Chat starts? Straight away: "Remember I did say silence to get your best ideas... Thank you".

Plan how you deal with poor behaviour:

- Praise the pupils meeting expectations. Focus on the good things going on as well. Tactical ignore + chase up later? In lesson/at end/ when?
 - Warn, stand next to, teacher glare, name on board, sanction given... What does your policy say?
 - Time out- speaking 1-1 with pupil? Plan it.
 - Tell pupils what they should be doing to avoid arguments and confrontations- "X you should be working silently", "you should be doing question 2"

What did your body language say?

- Where did you stand, why?
- Where did you look? Did you make eye contact?
- Where did you put your hands, did you pace or stay in one place? Did you 'look stressed'?
- Did you stand or sit down? – Patrol the room?
- Effective teacher look?

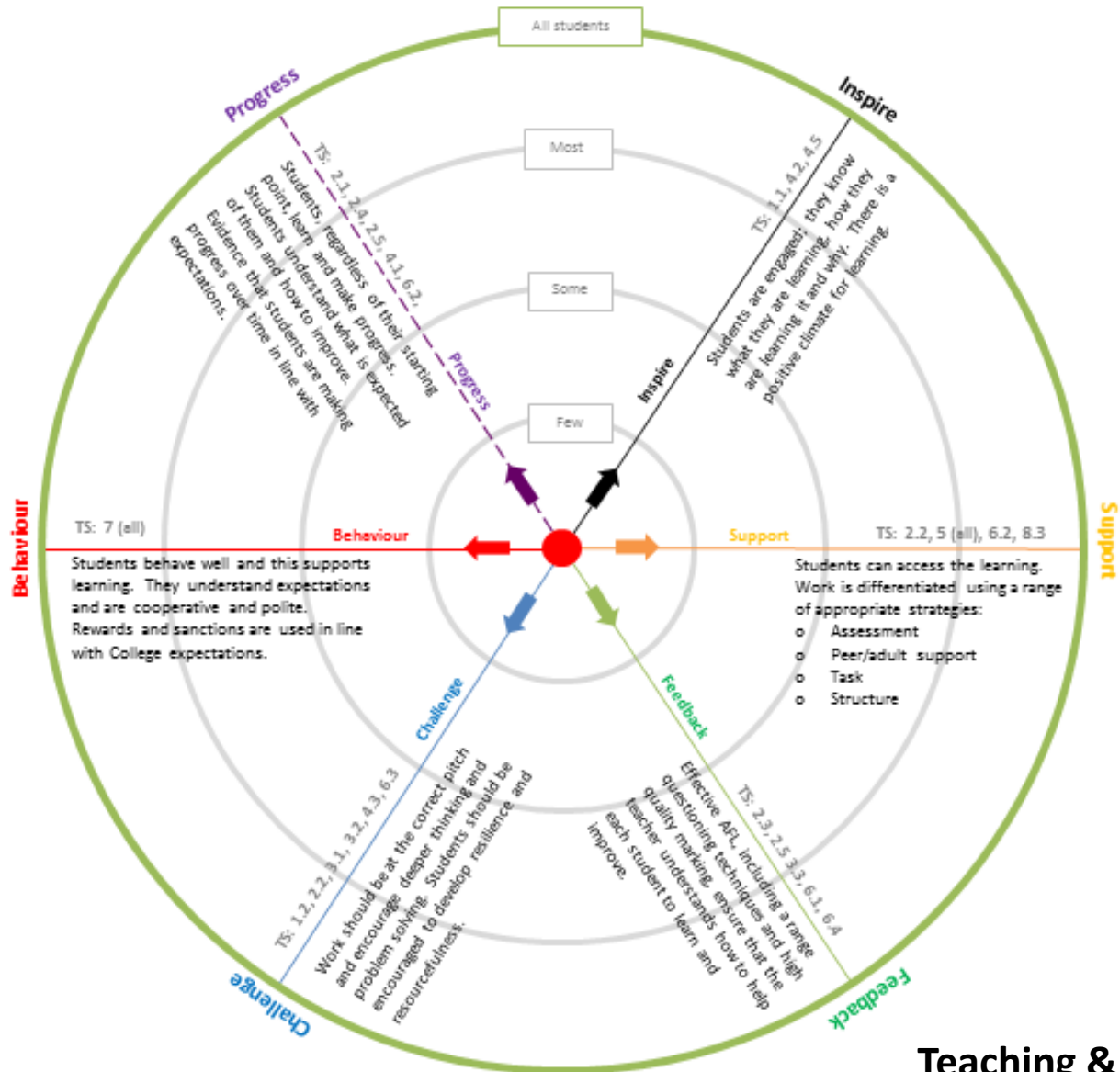
What was your voice saying?

- Begging them to behave? Please? Be assertive and confidence. Rushing instructions?
- Shouting? Controlled or out of control?
- Clear, confident, steady voice?
- Could pupils hear you? "Name. Pause. Correct."
- Did you have lots of ermms, umms etc

Was there a specific reason?

- Just one pupil? Why? Ask advice from other staff that teach them: The form tutor? Home Reasons?
- Was it related to a situation in another lesson/ break/ outside of school- get support. Windy day?
- Was the challenge at the right level? Why are they trying to avoid work? Fear of failure?

What will you do next lesson? Focus on the Behaviour NOT the child



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