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Introduction

Developing an ethos of positive behaviour in the classroom is an excellent way of maximising pupil performance, minimising disruptive behaviour and nurturing positive pupil-teacher relationships. During this course, you will explore ideas for implementing a policy for positive behaviour in the classroom and develop a range of strategies and techniques you can use to embed these ideas on your return to school.

Course content

- Developing an approach for positive behaviour management for your classes
- Organising the curriculum to encourage positive behaviour
- Establishing ground rules and providing consistency
- Making best use of rewards and sanctions
- Celebrating achievement and encouraging success
- Managing disruptive behaviour proactively and assertively

Section 1: Communication

Section 1.1: Sending Signals

If you are reading this document, then you will be aware of how central good behaviour is in supporting good learning. Central to good learning is the belief that we, as teachers, can work with the young people in our charge, be inclusive in meeting the needs of all learners; and effectively manage a whole host of behaviours from the most positive to some of the most challenging. However, sometimes we need to take time to revisit our behaviour support strategies, explore new ideas and reflect on existing practice in order to improve our work as teachers and the quality of pupil learning.

In this first section we consider the different factors that contribute to successful behaviour for learning. We will explore how pupils 'read' teachers and how to use the various signals to our advantage in supporting behaviour for learning.

Teachers give pupils many messages, both positive or negative: 'I am totally in control of my classroom space' or 'I am really nervous about how my class is going to behave'.

Teaching is a process of two-way communication between teacher and students. The more understanding we can develop about how this communication works, the better the relationships we develop with our students.

Communication in the classroom takes place in a number of ways, including:

- the words we say
- the way we say them
- our facial expressions

- our body language
- the way we use the classroom space

When examining our communication skills, it is also important to consider our students' perspective. They typically want a teacher who communicates in a way that is:

- easily understood
- consistent
- fair
- realistic
- interesting
- engaging

Highly effective teachers will send messages that show:

- Clarity and certainty about what is required of pupils
- Self-confidence and a sense of being in charge of the classroom situation
- Control of the teaching space and what happens inside it

The sound of our speech gives away a lot about our inner state. If your students sense from your voice that you are tense, or lack confidence, their perceptions of your level of control may be reflected in the way that they behave. Bear in mind that you only need to sound confident and in control, even if you do not actually feel that way in reality.

There are various aspects of voice usage that can help us manage our students' behaviour, including volume, pitch, tone, emotion and pace. Use of volume should be an area of particular concern in our own professional development, because excessively loud volume can be damaging to the voice in the long term.

Use of volume

We often speak far more loudly in the classroom than is actually necessary to be heard. This might be because of an enthusiastic teaching style; it might also be because we feel nervous about keeping control. To assist with your own professional development, it is worth stepping outside yourself on occasions, trying to hear yourself as your students do. The following questions will help you think about your own use of volume in the classroom:

1. How loudly do I need to speak for my students to hear me?
2. Do I often speak more loudly than is necessary?
3. Would a quieter voice be better to gain and keep my class's attention?
4. What are the acoustics like in my room – can I use them to help me, or do they work against me?
5. How often do I shout at the class and in which situations? (Remember that shouting can be very damaging for your voice, and is rarely an effective control strategy.)

To test your own use of volume, ask the child sitting furthest away from you to raise his or her hand when you can no longer be heard. Now speak to the class, gradually lowering the volume of your voice until the child's hand goes up. You may be surprised to find out how quietly you can speak and still be heard.

Activity 1

The following exercises encourage you to experiment with your use of tone, emotion and pace. The way that we use our voices will depend on factors such as our teaching style, personality, the situation, the context, the person being addressed, and so on. It really is worth experimenting with different ways of using your voice, particularly to aid your own professional development, and to improve your behaviour management skills. Often, it is better for us to slightly over-emphasise the different sounds that we put into our voices, in order to capture the students' attention and encourage them to do as we wish.

First, ask a colleague to listen to you as you read the following sentences in a 'normal' voice:

1. 'In this lesson we're going to be looking at how and why earthquakes happen.'
2. 'That's a really fantastic piece of work – well done, David.'
3. 'I want everyone looking this way and listening to me in silence, please.'
4. 'I want you to stop doing that right now.'

Now repeat each sentence as though:

1. you are talking to a very young child
2. you are speaking to someone who does not understand English very well
3. you have just won the lottery, and cannot wait to tell everyone
4. you are feeling tired, miserable and have a cold
5. you are speaking to a very angry person and you want to calm them down

You might like to discuss with your colleague the differing effects that your use of volume, tone, pace and emotion had on them.

As well as considering your use of volume, you might also like to explore some other areas of voice usage.

Section 1.2: Effective use of Language

How we say something is as important as what we actually say. The effective behaviour manager will use language in a clear and assertive way, gaining the respect, attention and understanding of the class.

To develop as a professional, and to improve your behaviour management skills, it is important to consider your own use of language in the classroom. Think about whether you always:

- keep your vocabulary simple and unambiguous, making sure that the students understand exactly what you want from them

- use positive rather than negative language and phrasing. Consider the difference between:
 - 'This is rubbish. Why haven't you made any effort with this work?'
 - 'I just know you can do this really brilliantly. Let's see you try that again!'
- combine constructive comments with the setting of targets for further improvement
- provide a positive role model, demonstrating appropriate language use, even in the most challenging situations. Remember to be polite at all times, no matter how difficult it is!
- use statements rather than questions, to make it clear exactly what you want (see below)

Questions v Statements

Whenever possible, avoid asking a question if you are not giving the student a choice. Otherwise your students may feel unfairly treated. As teachers we do often make use of rhetorical questions, which might be misinterpreted by our students. (The classic 'What did you say?' response to a swear word: a question that the student is often perfectly happy to answer!).

If we can train ourselves to make statements, this helps us appear much more assertive and confident. Look at the following examples of questions and statements, which illustrate this point:

'Do you really want to do that?'	'I want you to stop doing that right now.'
'What did you say?'	'I do not expect to hear that sort of language in my classroom.'
'Why aren't you getting on with your work?'	'You've got one more minute to finish your work.'

Activity 2

Try rephrasing some of these questions into statements ...

1. Why are you messing around, Ben? I really resent you disrupting my lessons.
2. This is terrible work Emma. You haven't made much effort at all, have you?
3. Why are you out of your seat, Charlie?
4. Excuse me, Jodie! What did you just say? Would you use that language at home?

When examining our communication skills, it is also important to consider our pupils' perspective.

Activity 3

What six things do you think pupils want in the way a teacher communicates with them?

Your answer

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Most students want a teacher who is:

- Easily understood
- Consistent
- Fair
- Realistic
- Interesting
- Engaging

Making statements can help us to appear more assertive and confident; but care needs to be exercised not to appear confrontational or overly aggressive.

In this section we have looked at what we say and how this can impact on behaviour for learning. In the next section we will explore how we, as teachers, can develop non-verbal communication to our advantage in developing effective behaviour for learning.

Section 1.3: Developing Non-verbal Communication

The teacher with high quality non-verbal communication skills can do a great deal to support good behaviour for learning without making it necessarily apparent to a casual observer. The smallest of facial expressions, bodily positions, or movements will help to manage the behaviour of the class without the pupils realising what is being done to direct their learning and behaviour.

Non-verbal communication offers an excellent way of managing behaviour because:

- It gives the teacher high status within the classroom;
- It lessens the strain on the teacher's voice;
- It minimises the likelihood of confrontations arising.

There are many non-verbal signals that you can use to develop your own practice as a teacher.

Activity 4

This table shows a list of ideas for effective non-verbal communication. In the right hand column record at least one occasion where you might use this technique to support behaviour for learning:

Non-verbal communication	When might I use this?
I could use this	
Facial expressions e.g. using the 'deadly stare' to warn a pupil	
Body language e.g. looking at your watch to indicate 'I am waiting'.	
Use of levels e.g. crouching beside a pupil for a talk.	
Use of space e.g. standing beside a pupil who looks likely to misbehave.	
Use of signals e.g. using 'silence commands' such as raising your hand.	
The power of doing nothing – effectively saying 'I refuse to communicate until you pay attention'.	

The purpose of this section has been to look at the importance of good communication in the classroom and to explore how we can use both verbal and non-verbal communication as tools to support behaviour for learning.

Section 1.4: Summary

In this section you have considered the need for a teacher to be an effective communicator. You have also explored both verbal and non-verbal tools for good communication and how these tools can help support behaviour for learning.

Activity 5

As a final activity, reflect on these questions and then share your thoughts with the group

1. In the classroom I communicate well in the following ways
2. Having studied this section 'communication' I have identified the following things that I can now work to improve and implement in my teaching
3. I am going to try out the following communication strategies with a class

Section 2: Baselines

Section 2.1: Introduction

As teachers grow in experience, we become increasingly aware of the link between a high quality lesson and better pupil behaviour. In the early stages of our teaching experience it can be tempting to stick to safe, 'tried and tested' lesson ideas. However, a key part in the professional experience of all recently qualified teachers is learning to teach in an interesting and engaging way. To do this, experimentation is required, along with a willingness to make mistakes along the way.

Activity 6

- Jot down the features of a lesson that went particularly well in terms of learning outcomes and positive pupil behaviour.
- Reflect on a lesson that went less well.
- What did you do that made the successful lesson work?

In this section, we will look more closely at the link between high quality teaching and good behaviour. We will develop a 'toolkit' of strategies for when things get a bit tough; and we will examine how to use rewards and sanctions effectively.

Section 2.2: Teaching for Good Behaviour

There can be a number of reasons why some teachers might be wary of experimenting with their lesson delivery. These can include:

- A lack of confidence
- Worrying about things going wrong
- A fear that the class might get out of control
- The pressure of observation and testing
- The importance of meeting targets and deadlines

There can also be further confines that might be put in your path:

- The structure of the curriculum – the time to 'fit it all in'
- The imagination to come up with unusual ideas and approaches
- The understanding of how these 'new ideas' might work in practice
- The need to be aware of the fine line between excitement and over-excitement i.e. how to keep a handle on the class

There are a number of factors to consider when planning high quality lessons:

Format – the overall structure of the learning 'journey':

- The length and type of task;
- The desire to appeal to different learning styles;
- Setting learning targets and the timing of learning activities;
- Including suitable starter and plenary activities;

Delivery – how the teacher puts the content across:

Sense of pace and energy:

- Enthusiasm for learning and for the subject;
- A sense of partnership – ‘we’re working together on this’;
- Mixture of whole class, individual and group tasks.

Content – what is actually included:

- Making a topic appeal and engage;
- Personalising the work to the students’ interests;
- Effective use of resources and props;
- Engaging all the senses.

Activity 7

Use this lesson planning template to put together a model lesson that addresses some of the key ideas outlined above:

Topic:

Year

Key Learning (s):

Overview

Starter

Key Idea

Key Idea

Plenary

Lesson Essential Questions

Lesson Essential Questions



Key words

Resources

Additional Information:

In this section we have looked at ways to plan for high quality teaching and learning and to use this as a tool to encourage high quality pupil behaviour for learning. In the next section, we will go on to explore ways of managing pupil behaviour when things go less well.

Section 2.3: Positive Behaviour Management

We would all like to manage behaviour in the most positive way possible. However, staying positive is not always easy, particularly after having experienced negative behaviour from a pupil or a class in the past. Seeing every difficult situation as a new chance to develop as a professional, and to improve your behaviour management skills, will help you to remain positive with your pupils. Positive behaviour management is closely linked to the teacher's attitude.

Some aspects that denote positive managers of behaviour include the ability to be:

- Calm: staying cool and composed even when dealing with difficult individuals or situations
- Controlled: being in control of their own behaviour and in control of the class
- Assertive: being able to make it clear what they want; appearing firm and confident in handling the pupils
- Consistent: handling the same misbehaviour in the same way
- Flexible: knowing when flexibility is required to best manage a situation
- Relaxed: being positive and enthusiastic about what happens in the lessons

The positive behaviour manager will make it very clear to the class what they require from them. This clarity will come about through the:

- use of clear, high and positive expectations
- setting of clear and consistent boundaries
- creation of simple and fixed routines and structures
- constructive use of rewards and positive application of sanctions;
- Effective use of verbal and non-verbal communication

Activity 8

Read 'Policy for Behaviour Management' by Bill Rogers.

Policy for Behaviour Management

(Source: Rogers, W. A. (date unknown) 'Positive discipline' on the States of Jersey Educational Psychology Service web site. Available from: http://www.jeron.je/eps/downloads_info/index.html [Accessed 1 June 2004].)

Bill Rogers is an Australian Educator and Professor of Education who has developed a Positive Discipline Programme. He argues that thoughtful, planned discipline language will improve the quality of discipline transactions by reducing unnecessary emotional exchanges and by focusing on the primary issues.

Rogers argues that there are 19 steps that are arranged in terms of their degree of decisiveness of teacher action. The nineteen steps are the building blocks of a discipline plan.

1. Tactical Ignoring of Behaviour especially attention seeking behaviour.
2. Non-verbal Messages such as looking at the miscreant. This signals to the pupil that the teacher is aware of the behaviour.
3. Casual Statement or Question – e.g. ‘Lee, should we be working?’
4. Simple Directions – e.g. ‘Lee, please get on with your work. Thank you!’
5. Question and Feedback – e.g. ‘What are you doing?’ ‘Is that what you should be doing?’
6. Rule Restatements, Rule Reminders – e.g. ‘Lee you know that we have a rule for working. Please follow it. Thank you.’
7. Distractions and Diversions – e.g. The pupil might try to involve the teacher in an argument. ‘But I was only helping Mark with his work.’ The teacher has to stay with the primary behaviour by ...
8. Defusing – e.g. ‘That may be true Lee. However, please get on with your own work. Thank you.’
9. Taking the Child/Student Aside – Privately and quietly explain to the child why the behaviour is inappropriate.
10. Clear Desist or Command – e.g. ‘Lee stop that now!’
11. Physical Intervention – e.g. moving the child.
12. Assertive Message or Statement – e.g. ‘Lee, I have lost my patience with you. Please do as you are told.’
13. Isolation within the Room – e.g. ‘Lee, take your work and work on your own at that desk.’ (Desk already known and prepared for isolation)
14. Blocking Statements – a blocking statement repeats/re-asserts the primary direction or reminder.
15. Giving Simple Choices – e.g. ‘Lee, you have a choice. Either you.... or
‘This allows the child a choice. We may need to add deferred consequences.
16. Time Out in the Room – Time-out sends a clear message to the class about non-negotiable behaviours. Time-out should not be used as a punishment but as a time for the pupil to reflect on their inappropriate behaviour and how to remedy the situation.
17. Can I See You? – Usually at the end of the lesson or during the pupil’s own time such as lunch or playtime.
18. Basic Contracting/Counselling Steps – Talking with the child about the behaviour. Simple contracts may be arranged.
19. Exit Procedure – e.g. Referral to senior management, SENCOs etc.

These nineteen steps have to be balanced by a teacher’s encouragement, sense of humour, curriculum, and personal manner towards pupils in their care. Rogers recommends that when developing a discipline plan, it is important to develop it within your own personality and style. When using a plan, a teacher will be at different levels with different students in the same lesson.

He also states that the significant point is to be prepared:

- To deal with frustration and uncertainty
- For likely (normal) disruptions
- Not to get caught in long discussions with pupils
- To be decisive and assertive as may be necessary
- To enjoy teaching

Rogers states that it is very important to recognise that the more teachers work at the relationship-building, the easier it is to teach and control the classroom. Pupils

accept correction and direction far more positively when the relationship is based upon mutual respect. Rogers further states that the classroom environment should be fair and humorous. Teachers should make lessons as interesting, and clear as can be, and to employ respect and encouragement within the classroom.

Rogers' Eight Protocols of Discipline:

- 1) Establish clearly the rights, rules, and responsibilities within your classroom
- 2) Intentionally minimise embarrassment and hostility
- 3) Maximise students' choice over behaviour
- 4) Develop and maintain respect
- 5) Be aware that our expectations affect our behaviour as classroom leaders
- 6) Maintain a judicious sense of humour
- 7) Follow up and follow through (consistency)
- 8) Utilise wider support (peers, senior management, parents)

Rogers' Suggestions for Teacher Behaviour in Discipline Management

- Maintain eye contact
- Use a respectful voice tone (speak clearly and firmly)
- Watch proximity (not too close or overbearing in body language)
- Refer to the class rule. Avoid arguing. Assert, take the student aside, give clear choice or follow up later
- Use appropriate assertion (match teacher behaviour to level of disruption)

Rogers' Model of Decisive Discipline:

Rogers suggests that:

- Indecisive teachers hope for compliance but, in the real world, surprisingly get it on many occasions!
- However, decisive teachers expect compliance, they don't demand it. Decisive teachers' verbal and body language convey an expectation that their reasonable requests will be followed

Key Ideas:

- If teachers can keep the language at the least intrusive level they will keep their emotions under control. Instead of snatching objects off a student's desk an example would be 'Lee, I want you to put that magazine in your bag or my desk – thanks.' ('Thanks' is said expectantly, not pleadingly).
- Choice gives the ownership back to the student. If Lee argues, we can redirect or make the consequences clear. The repercussions can be immediate or delayed according to the situation and context.

Key Point - It is not the severity of the consequences that matters, but rather the fair, reasonable, certainty of the consequences that is important.

Levels of Decisive Teacher Action

Rogers proposes four ever-increasing levels of decisive teacher action. As with any skill development, each of these steps requires practice.

- Tactical ignoring as a first action, balanced with selective attention and encouragement

- Simple direction or rule restatement
- Secondary behaviour (giving a clear choice)
- Imposing time-out

Rogers stresses:

- The value of rules established with students.
- Avoid asking misbehaving students why they have misbehaved (i.e. 'Why are you calling out?' 'Are you late?')
- Maximising student choice

1. What are the strengths of this approach to behaviour management?
2. What areas are you less comfortable with?
3. What ideas can you take from this article and apply to your own professional practice?

One of the key skills of the positive and successful behaviour manager is the ability to be flexible. As teachers, we are dealing with young people, each with their own thoughts, feelings, moods, attitudes and opinions. As we develop as professionals, we learn how to adapt to each individual, and to each situation, when managing behaviour.

Read through the short scripted piece between the teacher and the pupil. As you will see, the prescriptive nature of this programme means that both the teacher and the pupil are left with 'nowhere to go'.

Lee Canter's Effectiveness of Assertive Discipline

(Source: Author unknown. Available from:

http://www.schoolweb.middlesbrough.gov.uk/staffroom/ianmawson/im_class_man.15b.html [Accessed 1 March 2004].)

There is a considerable amount of research to suggest that Assertive Discipline is a very effective behaviour management programme. However, although the author has used it effectively, he does have serious criticisms of it which are based around:

- Its 'prescriptiveness' does not allow for the fact that children are different and react and behave in different ways. It does not allow for the teacher's freedom of choice or discretion in deciding what to do about a pupil's misbehaviour.
- Some pupils spend a great deal of time 'in trouble' and some quickly hit the limit. Exclusion rates can increase dramatically. The following true example illustrates the possible problem: A pupil is lightly tapping his fingers on the desk.

Teacher: Guy, stop tapping on the table.

Pupil: I am not doing anything.

Teacher: Yes, you are. Will you please stop tapping on the table?

Pupil: I am not doing anything. You can't hear anything.

Teacher: Guy, this is a warning. Will you stop tapping?

Pupil: (Becoming agitated). You always pick on me! You are being unfair.

Teacher: Guy, you have not stopped! Please go to the isolation desk.

Pupil: I will not! You are always picking on me. I am not doing anything.

Teacher: Guy, this is another warning! You will now go to the isolation desk for 15 minutes.

Pupil: (Sitting still) You are always picking on me. It is not fair.

Teacher: Right, you understand the procedure. I am now asking you to go to Mrs. Smith's class for the rest of the session.

Pupil: I will not. I have not done anything.

Teacher: Are you refusing to do as I ask? I must warn you that you are in danger of being excluded. Will you please go to Mrs. Smith? If you refuse, I will have to ask you to go to the headteacher for 'headteacher's isolation'.

Pupil: I have not done anything. I should not be punished.

Teacher: Are you refusing to go to isolation?

Pupil: Yes, I have not done anything!

Teacher: Right. Will you go to the head's office?

Pupil: No!

Teacher: (Asks another pupil to go to the headteacher for help). You are now in serious trouble.

Pupil: I am not bothered. I have not done anything.

(Headteacher enters the room and speaks with the teacher.)

H/teacher: Guy! Will you come with me to do your isolation?

Pupil: No, I have not done anything. She is always picking on me.

H/teacher: Are you refusing to follow my instructions?

Pupil: No ...But I am not going to do isolation as I have not done anything.

H/teacher: You have refused to follow my instructions. That is a very serious offence.

Pupil: I have not done anything. She is always picking on me.

H/teacher: Guy, are you refusing to do a headteacher's isolation?

Pupil: I am not going to do it as I have not done anything.

The situation had escalated because of the prescriptive nature of the Assertive Discipline Programme. All the parties were tied into a system that did not allow for the teacher's and headteacher's discretion. The pupil was excluded for three days as that was the procedure if a pupil refused to do a 'headteacher's isolation'.

Run through the scene several times, trying to adopt a flexible and non-confrontational approach to managing behaviour in order to see how the situation might be dealt with more effectively.

Some of the non-confrontational strategies that you might try could include:

- using a distraction
- finding a way to use rewards
- focusing on what another pupil is doing
- offering the pupil a 'way out'
- Using humour to defuse the situation

In this section we have started to explore strategies for managing pupil behaviour in a positive way. In the next section we will go on to look at how rewards and sanctions can form a significant part of our toolkit for effective behaviour for learning.

Section 2.4: Rewards and Sanctions

In our quest to get engage pupils in learning, the carrot of rewards will always work much better than the stick of sanctions. Part of our 'toolkit' for behaviour for learning should be to aim to anticipate the rewards that will motivate your pupils to work hard and behave well, rather than responding with sanctions after misbehaviour has occurred.

Although our aim is to use rewards as often as we can, we should also ensure that we use these rewards in the most effective and ethical way. It cannot be our aim to bribe pupils to behave well, to use rewards inconsistently or with favouritism; but to ensure that rewards are used effectively to encourage and support good behaviour for learning.

Here are some key points to remember when using rewards in your own classroom:

- Your attention and verbal praise are two of the most powerful rewards of all. They are free and relatively easy to give.
- Praising one pupil will encourage the rest of the class to take on the same positive behaviour.
- Rewards must be wanted, and this might mean adapting your school behaviour policy to ensure that the pupils are properly motivated.
- You might need to adapt your reward systems to fit each individual pupil. With one pupil, stickers might be highly motivating; with another, merits could work best.
- For those pupils who are not used to receiving public praise and attention, you might need to be subtle with your use of rewards. A quick word in private could be infinitely preferable to public praise in front of the whole class.
- A positive phone call home to a pupil's parents or guardians can be highly motivating. You might use your discussion to set some behaviour targets.

Activity 9

Finding unusual 'rewards' will help motivate your pupils to earn the rewards that you offer them.

Carrot

This reward takes the idea of using a 'carrot' literally. Stick a picture of a carrot onto some card. Cut this up into three or more pieces, laminating each piece so that they can be reused. Have several of these carrots available and hand out pieces to individuals who work or behave well. Anyone who earns a whole 'carrot' during a lesson could win a bigger reward or prize.

Raffle tickets

Get a book of raffle tickets and decide on a prize, or prizes, for the winner(s). Give tickets out to your pupils during the lesson, day or week. At the end of a specified time period, draw the raffle and give the winner(s) the prize(s).

Marbles

This approach is good for encouraging a whole class to work co-operatively to earn a reward. Get hold of an empty jar and some marbles. Every time a pupil deserves a reward, place one marble in the jar. When the jar is full, the class could win a 'big' reward of some kind, such as a trip. You could also remove marbles from the jar if the class is not working or behaving well.

- Which rewards do you use?
- How frequently do you use each reward?
- Which of these rewards work best with each class/pupil?
- Why do these particular rewards motivate the pupils?
- Can you think of any more unusual rewards that might work for you?

Inevitably, there will be times when we have to get out the 'big stick' of sanctions. The danger, though, is that sanctions can create a negative atmosphere in the classroom. They may also damage the relationship we have with our pupils. To develop further as professionals, our aim should be to use sanctions in the most positive and effective way that we can.

The more clearly and effectively we can apply sanctions when we are forced to use them, the less often we will actually have to do so. If our pupils know that any misbehaviour will be dealt with by the consistent application of sanctions, they will be far less likely to push at the boundaries.

Activity 10

Make a list of some of the sanctions you use



- Try to use a distraction or offer a positive alternative first
- Ensure that the sanctions you use are unwanted by the pupils
- Always follow through on the sanctions that you set
- Never threaten what you won't apply
- Avoid the threat of 'somebody else'

If you have to make regular use of sanctions in your classroom, it is important to consider the root causes of the misbehaviour that you face.

In this section we have looked at how we can use rewards and sanctions to support behaviour for learning.

Section 2.5: Summary

In Part 2 of Behaviour for Learning we have examined the link between high quality teaching and good behaviour, developed a bank of key strategies for remaining positive; and examined the effective use of sanctions and rewards.

In Part 3 'Breadth and Diversity' we will look at in greater depth at the link between high quality teaching and good behaviour.

Section 3: Breadth and Diversity

In Part 2 'Baselines', we began to explore how the quality of our teaching inevitably has an impact on the behaviour of our pupils: a student who is busy learning is far less likely to think about misbehaving. We also discovered how using a range of strategies, positive approaches and rewards will have a positive impact on behaviour on a day-to-day basis.

In Part 3 'Breadth and Diversity' we will explore in depth how one of the key factors in getting sustained good behaviour is ensuring that your pupils are fully engaged with the work that they are doing.

Section 3.1: Teaching and Behaviour

There are many factors that can contribute to misbehaviour in the classroom.

A number of these are directly related to the quality of the teaching and learning experience that we offer, and include:

- Boredom: because the work is not sufficiently interesting or engaging.
- Disaffection: the feeling that school and learning is not relevant to our pupils' real lives.
- Mismatch: between the work set and the pupils' ability, or between the type of tasks given and the pupils' learning styles.

As teachers, we obviously have a professional duty to 'get through' the curriculum, and to cover all the statutory areas. However, you may well have found that when your class is not behaving well and the pupils are refusing to stay on task, very little satisfactory work is actually done at all.

In order to teach for good behaviour, we need to think about the format, delivery and content of our lessons. As well as re-engaging our pupils with the learning process, delivering quality lessons will also make your work a much more satisfying experience.

In 'Lesson format' we will explore how the structure, pace and style of a lesson can support behaviour for learning.

Section 3.2: Lesson Format

For some of our pupils, school can feel as though it is a confusing and even frightening place. All pupils, but especially those pupils who come from backgrounds where there is little structure need to be given a feeling of security if they are to work to the best of their ability. Finding ways to give a clear format to our lessons will give the pupils a 'hook' to hang on to when the demands of the academic environment are putting them under pressure.

There are various ways in which we can format our lessons to encourage good behaviour. The pressures of the job mean that these approaches to teaching are sometimes forgotten or overlooked.

Activity 11

How might you use the following ideas to help you format your lessons better:

- The lesson journey: View your lessons as a journey in which the destination is a place where new knowledge or understanding has been gained.
- Map the lesson: Start your lesson with a statement of aims, telling the pupils 'This is what we are going to achieve today'. Map out the direction of the lesson, giving your pupils an overview of all the places (activities) they will visit.
- Use short tasks: With short activities, there is less opportunity for the pupils to get bored, and they are more likely to stay on task. Using short tasks allows you to: set a clear time limit to focus the class; give a target to aim for; and offer a reward for achieving that target.

- Use a variety of tasks: By using a range of tasks you will allow pupils with different learning styles to succeed. This range might include: writing; speaking; listening; drawing; hands-on, practical work; and active, 'get-up-and-do' work.
- You be teacher: Think about ways in which you can hand over the learning to the pupils whenever possible. This helps give them a sense of 'ownership' of the learning, and will also give you a rest from teacher-led work.

There has been much discussion and study in recent years about different 'learning styles'. It will not always be possible for us to differentiate the work that we set to suit each individual's preferred learning style. However, what we can do is ensure that we incorporate a range of tasks that will work best for different learning styles within the majority of our lessons.

Section 3.3: Lesson Delivery

The way in which we deliver our lessons will have an impact on the pupils' interest and engagement in the work. If we appear enthused and excited by the subject that we are studying, then at least some of this enthusiasm will inevitably rub off on our class.

The successful teacher will deliver his or her lessons with a sense of:

- Pace: keeping the class and the learning moving forwards.
- Clarity: knowing where the lesson is going.
- Energy and enthusiasm: giving the feeling that the teacher enjoys what they are doing.
- Positive attitude: making use of positive language and engendering good feelings in the pupils.
- High expectations: that the pupils will want to do their very best.
- Imagination: that learning can be original, interesting and creative.

Delivering your lessons in this way is not easy, particularly when you are feeling tired, under stress, or overloaded with work. As teachers, we only have a limited amount of energy available, and it is therefore important to spend this energy in the most positive ways that we can.

When considering the delivery of your lessons, it is worth taking a few moments to stand in your pupils' shoes. Viewing the teacher from their perspective will help you understand the elements that go together to give a sense of excitement about, and interest in, the work.

Activity 12

Extract One: Negative Delivery

'Right, come on, come on. Sit down in your seats as quickly as you can. We've got loads to get through today and if you behave like you did last lesson, there's no chance that we'll get finished. Come on, hurry up, stop talking, I want to get started. Right, everyone open your textbooks to page 10 and get on with the work. Yes, I know it's boring but you've got to do it; you've got a test on this on Friday.'

Extract Two: Positive Delivery

'Good morning! That's great; you're coming into the room really quickly and quietly. Let's see who can be ready to start before I count to five: one ... two ... three ... four ... five. Well done, Sammy, that's fantastic. And you, Amy, that's really good; you're ready to start with your book and pens out. Now then, class, we've got some really, really exciting work to do today, I just know you're going to love this lesson.'

Consider the experience of this lesson from your pupils' perspective.

- How will the pupils be feeling about the work that is about to take place?
- How might this feeling affect their behaviour during the lesson?
- Which specific words or phrases could engender a positive or negative feeling in the pupils?

In this section we have considered how lesson delivery can support lesson format in promoting behaviour for learning. In the next section we will move from considering HOW you teach to an exploration of WHAT you teach in 3.4 Lesson Content.

Section 3.4: Lesson Content

To a certain extent, the actual content of your lessons will be dictated by the curriculum requirements. However, it should be possible to put across that content in an interesting, imaginative and creative way. Not only will doing this help to engage your pupils with their work, it will also mean that you enjoy the lessons as well.

There are various ways in which we can make our lesson content as successful and appealing as possible. The more inventive and skilful we can become as teachers, the better the behaviour from our pupils will be.

It can be tempting to see planning as a very linear process, in which we work through the lesson content in a chronological way. However, this style of planning can tend to stifle the teacher's creative powers.

Engaging your pupils is important for a variety of reasons but, perhaps most importantly, because it will enable them to learn effectively, to enjoy their learning and to make better progress.

There are many ways in which you can develop your own practice by planning more engaging work for your pupils. One idea is to use props.

Activity 15

Use this space to record a use for each prop for your own subject area and pupil age range.

Prop	Idea
Empty cardboard box	
Ball	
Pack of cards	

Other ideas you might consider could include:

- using an 'attention grabbing' starter;
- using a fictional scenario through which to teach the work;
- finding engaging resources – objects, clothes, food, people;
- making topical connections between the work and current events;

In this section we have investigated some strategies for making our lesson content as successful and appealing as possible. In Section 3.6 'The form tutor and behaviour' we will discover more about the role the form tutor can play in supporting behaviour for learning.

Section 3.5: The Form Tutor and Behaviour

The form tutor can have a powerful impact on the behaviour of each member of his or her form group. This behavioural aspect of the role is a complex one, and it might encompass the child's academic, social, physical and emotional well-being.

Activity 16

1. What is the role of a form tutor?
2. What part does a form tutor play in supporting behaviour for learning?

3. What aspects of good practice demonstrated in the video can you adopt in your own professional experience?

The tutor's key responsibilities will vary according to the year group in question: from ensuring that younger pupils settle into a new school, to helping avoid disaffection in the older year groups.

The role of the form tutor as it concerns behaviour management will include:

- Setting and maintaining standards in relation to school policies and ethos
- Monitoring attendance for each member of the tutor group
- Monitoring behaviour across the curriculum,
- Overseeing correct use of the diary (if used by the school), for instance to monitor rewards and sanctions
- Checking and correlating subject reports
- Building positive relationships with and between the children
- Building home-school contacts
- Building a sense of community

Section: 3.6: Summary

In Part 3 'Breadth and Diversity' we have explored how one of the key factors in getting sustained good behaviour is ensuring that your pupils are fully engaged with the work that they are doing, we have looked at how WHAT we teach and HOW we teach play equally important parts; and we have highlighted the central role that the form tutor plays in encouraging behaviour for learning.

In Part 4: Creating Space, we will investigate how teachers can use their classroom environment to support behaviour for learning in their pupils.

Section 4: Creating Space

Section: 4.1: Introduction

In this part we will investigate the role that teachers can play in developing a positive learning environment for their pupils; and we will explore strategies for transforming a learning space to support, effectively, behaviour for learning.

Section 4.2: The Positive Teacher

Teachers who take a positive approach to their work will often get better behaviour from the pupils. Put yourself in the pupils' shoes: if their teacher appears cheerful, enthusiastic and interested in their learning, this will make them feel positive about the work that is going to take place.

Being positive teacher could relate to:

- the quality of your teaching environment
- the approaches to learning that you use
- your attitude to the pupils and to your work

Activity 17: Signs of a Positive Teacher

Tick if you do this:

- Greet the class in a positive way at each meeting
- 'Set up a good feeling' about each lesson, by using positive language to describe the work that is going to take place
- Be enthusiastic about the process of learning, and the subject being taught
- Give the lessons a sense of pace
- Give the teaching a feeling of energy and enjoyment
- Make effective use of verbal and non-verbal communication skills;
- Offer a positive role model for the pupils
- Develop strong relationships and a sense of partnership with the pupils
- Use constructive language as much as possible, even when dealing with very difficult situations
- Manage behaviour in a positive way, for instance by aiming to use rewards rather than sanctions as far as possible

Total number of ticks/10

0-3 ticks: Oh Dear! Try to use this unit to find more ways to add a positive dimension to your teaching.

4-7 ticks: Not Bad! You have your ups and downs. Look for more ways to accentuate the positive.

8-10 ticks: Well done! Look for ways of sharing your positive nature with your colleagues.

Being a 'positive' teacher is not always easy for us, particularly when we are feeling tired or under stress. However, a negative attitude can encourage low-level misbehaviour in pupils, which, in turn, can really sap our energy. It is, therefore, worth putting a bit of extra effort into staying positive, if this means that we waste less energy dealing with poor behaviour.

In the next section we will go on to explore how a few careful changes to the pupils' learning environment can make a significant difference in supporting behaviour for learning.

Section 4.3: The Positive Environment

The environment in which we live or work has a huge impact on us. If we live with several other people in a cramped flat with no outside space, there are bound to be frictions. Similarly, if we work in a noisy, busy, open-plan office, we might find it hard to concentrate on a complex task.

Activity 18

1. What effect can the classroom environment have on pupil learning?
2. What suggestions are made in the video to support behaviour for learning?
3. What could you do to your classroom environment to support positive behaviour?

Making the classroom a comfortable, welcoming place will inevitably have a positive impact on our pupils' behaviour.

Here is a checklist of those factors that will help you create a more positive classroom environment:

- Well-organised and easily accessible materials, such as books, pens and paper
- Colourful, interactive displays that are changed regularly and that celebrate the work currently taking place in lessons
- Furniture laid out in a way that maximises the pupils' comfort and allows them to work with minimal distractions
- A variety of sensory objects and resources available to use – both natural and man-made materials
- Plants to help keep the air clean (these can also be used to encourage responsibility in your pupils, for example by asking them to organise plant care)
- Access to drinking water during lesson times

Activity 19

Redesigning the Classroom Environment

The layout of the classroom affects the behaviour of all those in it.

In my work as an educational psychologist I often encounter the difficulties that the physical environment poses to class teachers and children and I have been very struck by the way in which the layout of a classroom affects the behaviour of all those in it.

This was highlighted to me, when working with a group of teachers on an early years curriculum, by a teacher from New Zealand. She had been very shocked by the learning environments offered in old Victorian school buildings and the lack of recognition given to how they impact the staff and pupils.

We listened in awe at her descriptions of new schools in New Zealand where the environments had been designed for children. There were “soft” areas, areas with different temperatures, a drinking area in every classroom, fruit available for a snack at any time, ventilation and light sensitive to the weather. In short, the whole environment was dedicated to promoting feelings of well-being and therefore motivation to learn and focus.

Does this sound like your classroom, your school? Some of us may be fortunate enough to work in a new purpose-built school, but for the majority this is not the case.

But there are different ways to think and use space. This article aims to bring creative thoughts to the process. Before the start of a new term and as you are taking down the decorations from last term, creativity may help you to rethink the use of space and resources in your classroom.

Rationalising space

A good way to begin thinking about your classroom is to consider what you value about any spaces you experience. Also reflect on how these spaces make you feel and the effect they have on your behaviour and thinking.

Good starting points might be your favourite shop or art gallery. What is it that you value about the way merchandise/exhibits are presented and how does it enhance/detract from your experience.

We live in a society that often seems to value high levels of stimulation. This can lead to confusion, tiredness and lack of clarity. There is too much to take in and this affects our thinking. Think of a store or display that has this effect on you. This is also the case in classrooms and particularly so for children still learning to focus and discriminate. We need to think how to best facilitate these skills by the environments we offer.

Looking at your classroom from this point of view one can see that less can mean more and children will benefit from clarity of space and function. This helps them to “read” the space and this is then a very good environment in which to learn.

In an attempt to be “stimulating” some classrooms can go overboard on displays and materials that can be overstimulating and confusing to the child.

Space to move

The use of space is vital in its flexibility and ease of movement. It is very important that children don’t feel squashed and uncomfortable. Just think about when this happens to you as an adult and how uncomfortable it feels to have another person encroach on your space – for example, on an aeroplane. Yet we often expect this of children on a daily basis.

There should be enough space for children to cross and be beside one another without banging into their fellow pupils. There should be sufficient space for every child to sit comfortably during story time and ideally sit in a circle with 2/3 inches between each child for circle time activities.

Space for identity

Every child and adult should have a designated drawer for work materials and a designated space for their personal belongings. Every adult should have the same.

Working spaces that fit the individual

Furniture should be selected that is the right size for the age group of children and has flexibility of function. (So often children are working with the wrong size furniture).

Each piece of furniture should have a clear purpose and be used regularly otherwise it should go. Do you, for instance, really need a teacher’s desk in the classroom – exactly what function does it fulfil?

Each child should have enough room to work so that their arms do not bang into one another. In the case of left-handers they should be sat at the left hand corner of the table with their left arm having room to move. Left-handers may also need to sit at a different angle to their work and they need space to do this.

For any child with motor co-ordination difficulty – for dyspraxic pupils this is a key issue. They may also need the provision of a sloping work surface and a foot rest.

Children with attention difficulties need consideration of a separate work place with minimal distraction visually and socially for specific tasks. This should be seen as a requirement rather than a punishment and a variety of children may choose to work in this way at different times. Children should be encouraged to think about how they work best at different tasks and be praised for this reflection.

Children with Asperger’s syndrome will find issues of space very important and they will need to know that their space will be respected. They will find an uninvited intrusion into their space very threatening.

Many school buildings have windows, doors and displays that are at adult level. This is stressful to children when it is a constant feature of their daily environment. Imagine if everything you were asked to use each day at work was too small.

Displays should be at child level and they should be very clear in their message and purpose according to the appropriate developmental stage of the child. So the young child needs experiential displays while the older child needs clearly labelled displays that highlight key points.

Teaching organisational skills

As children develop, you should expect a greater degree of autonomy. This can be reinforced by the layout of the room and storage so that pupils can increasingly “help themselves”. These are such important life/organisational skills and are particularly pertinent for children with Special Needs.

Healthy environments

There is evidence that many classrooms are unhealthy places to be especially in the long winters we have in this country. Ventilation is vital for young busy children. I am often struck by the lack of air in the rooms I visit in schools and how this must be affecting the children and adults in them.

Research has shown that many children in schools are often very dehydrated. They should have access to drinking water and be allowed to drink whenever they choose. This has great benefits for their present and future health, the teachers should be drinking water too.

Finally, an uncluttered space, well placed furniture, organised materials, simple and clear displays, and carefully considered seating arrangements will all assist in keeping the environment clean and healthy. And most importantly they will all enhance the teaching and learning of all those working there

What key points is the author making?

Use the space below to design your ideal classroom environment

The classroom environment in which our pupils work can have a strong impact on their learning.

Section 4.4: Summary

In this part we have investigated the role that teachers can play in developing a positive learning environment for their pupils; and we have explored strategies for transforming a learning space to support effective behaviour for learning.

In Part 5 'Getting through it' we will develop a toolkit of support for when things are not going so well.

Section 5: Getting Through It

Section 5.1: Introduction

Many people do feel stressed or under great pressure on a regular basis. This feeling might be a result of the normal, everyday stresses of their work – the challenges and pressures that keep our lives interesting and stimulating. However, there are also times when stress can become a more serious issue.

This part examines the causes of both teacher and pupil stress, and offers suggestions for a 'toolkit' to manage the stress caused by difficult behaviour.

Section 5.2: What is Stress?

In reasonable amounts, stress plays an important and positive role in our lives, keeping us enthused and interested in our work.

There may be times, though, when you start to feel as though you can't cope. As part of your professional development, it is important that you understand what stress is, that you learn how to manage your own stress levels, and that you can identify when the pressure is getting too much to bear.

Activity 20

Rate yourself as to how you typically react in each of the situations listed below. There are no right or wrong answers.

- 4 = Always
- 3 = Frequently
- 2 = Sometimes
- 1 = Never

Enter a number in the box for each question. When you complete the questionnaire, add up your total number of points and type it in the box. An answer key is provided below.

- ☐ 1. Do you try to do as much as possible in the least amount of time?
 - ☐ 2. Do you become impatient with delays or interruptions?
 - ☐ 3. Do you always have to win at games to enjoy yourself?
 - ☐ 4. Do you find yourself speeding up the car to beat the red light?
 - ☐ 5. Are you unlikely to ask for or indicate you need help with a problem?
 - ☐ 6. Do you constantly seek the respect and admiration of others?
 - ☐ 7. Are you overly critical of the way others do their work?
 - ☐ 8. Do you have the habit of looking at your watch or clock often?
 - ☐ 9. Do you constantly strive to better your position and achievements?
 - ☐ 10. Do you spread yourself "too thin" in terms of your time?
 - ☐ 11. Do you have the habit of doing more than one thing at a time?
 - ☐ 12. Do you frequently get angry or irritable?
 - ☐ 13. Do you have little time for hobbies or time by yourself?
 - ☐ 14. Do you have a tendency to talk quickly or hasten conversations?
 - ☐ 15. Do you consider yourself hard-driving?
 - ☐ 16. Do your friends or relatives consider you hard-driving?
 - ☐ 17. Do you have a tendency to get involved in multiple projects?
 - ☐ 18. Do you have a lot of deadlines in your work?
 - ☐ 19. Do you feel vaguely guilty if you relax and do nothing during leisure?
 - ☐ 20. Do you take on too many responsibilities?
-



TOTAL Answer Key

If your score is between 20 and 30, chances are you are non-productive or your life lacks stimulation.

A score between 31 and 50 designates a good balance in your ability to handle and control stress.

If you tallied up a score ranging between 51 and 60, your stress level is marginal and you are bordering on being excessively tense.

If your total number of points exceeds 60, you may be a candidate for heart disease.
How stress can affect you

The stress response, also called the 'fight or flight' response, is a primitive reaction to real or imagined physical danger. Your body prepares itself to fight off or run away from the danger – your body releases adrenaline and stress hormones, your heart beats faster, your breathing quickens and becomes shallower, your digestion shuts down and your muscles tense. All these reactions make it easier for you to run really fast or to attack and 'use up' the stress hormones so that you can relax and get back to normal once the danger has passed.

Pupils will sometimes feel stressed as well. This is perhaps particularly so in the run-up to public tests or exams. It is often those children who are struggling academically who find it hardest to cope.

High stress levels in your pupils can contribute to some of the difficult behaviour you face.

In this section we have defined stress, looked at how it can affect you and methods for identifying it in yourself and your pupils. In Section 5.3 we will look more deeply at the causes of excessive stress in teachers.

Section 5.3: The Causes of Stress

The stress that we feel as teachers is caused by many different factors. Inside the classroom, areas such as poor behaviour and inadequate resources might lead us to feel that we can no longer cope. Outside the classroom, inadequate support (whether from managers, colleagues or parents) can be a source of high stress levels.

Teaching is a job with many stresses, both inside and outside the classroom. Each individual teacher will find different parts of the work particularly stressful. You might have concerns about confrontational behaviour; you may be struggling to manage the paperwork.

As part of your professional development, it is important to think about the sources of stress for you, personally. In this way, you can find means to cope better when times get really tough.

Behaviour and stress When faced by poor or confrontational behaviour your stress level rises. The natural response to a difficult or abusive child is a rush of adrenaline: the primeval 'fight or flight' response that helped keep our ancestors safe from mammoths. However, for teachers faced with misbehaviour it is not possible to either fight back or run away. You must learn to sublimate your natural responses, and this can lead to high levels of stress. If you cannot learn to manage your emotions and keep a perspective about poor behaviour, then it will inevitably contribute to additional stress.

In some schools, behaviour is not a huge issue: the children are generally well behaved, and most behaviour problems are only low level. However, in other schools the teacher must work constantly to manage high stress levels caused by really difficult behaviour.

In this section we have explored some of the causes of teacher stress and we have focused on the link between poor pupil behaviour and increasing stress levels in teachers.

In the next section we will work to develop some strategies for managing your stress.

Section 5.4: Managing your Stress

If we are to succeed as teachers, and stay in the profession for the long term, it is essential that we learn how to manage the stresses of the job. Although there are no simple or easy answers to keeping a lid on your stress levels, there are many ways in which you can minimise the stress you feel, particularly that caused by difficult behaviour.

Here are some tips for managing the stress caused by misbehaviour, and achieving a positive work–life balance:

- React from your head and not from your heart: react to poor behaviour in a rational, intellectual way, rather than with your emotions
- Build a wall: try to build a metaphorical 'wall' between you and any abusive behaviour, letting it bounce away from you rather than get through and hurt you
- Feel pity not anger: A child who is abusive may well come from difficult home circumstances. Learn to forgive yourself: we all make mistakes in our classrooms: learn from them and move on, rather than dwelling on what has gone wrong
- Keep a distance: find ways to make a divide between school life and home life, for instance staying at school until your marking is done, rather than taking it home with you
- Keep a perspective: when things go wrong, keep a perspective.
- Take your breaks: you will not be able to manage your children effectively if you are tired. Take a few minutes for a coffee and a chat and this will recharge your batteries for the next lesson
- Use your support systems: there are plenty of sources of support for teachers, so make use of them. Sometimes just talking to someone will be enough to help you cope

- Give yourself a 'pat on the back': learn to be positive about yourself and the way that you do your job. Take a few moments to pat yourself on the back when things go well
- Find ways to calm down: find out what calms you down and use it regularly, whether this is music, meditation or massage

If you have reached the end of your tether, try phoning the teacher support line on 08000 562561. For more information visit the Teacher Support Website

In this section we have drawn together a 'toolkit' of ideas and support to help you cope with the stresses and strains of teaching and dealing with sometimes difficult and challenging behaviour.

In the next section we will look specifically at time management and how the effective management of time in the classroom will impact on pupil behaviour.

Section 5.5: Time Management and Behaviour

Good time management in the classroom plays an important role in getting good behaviour. Similarly, ineffective time management will tend to lead to poor or negative behaviour. A class of students who feel rushed to get through the work might not make sufficient effort; a class that feels that they have acres of time to complete a task might drift off-task.

Here are some ideas based on the link between effective use of time and better behaviour management:

- Use short tasks: when a class has poor concentration levels, short activities will help keep them focussed and on-task
- Set clear targets: some pupils will misbehave to hide their fear of failure or their fear of being discovered as very able. By setting clear targets you will give them a chance to succeed
- Set clear time limits: many classrooms now use interactive whiteboards and their built in countdown timer software can be a great way giving the lesson pace and focus

When managing time, the beginning and end of lessons are two areas of particular concern. Again, here are some tips about how to manage these times more effectively:

- Give the start of each lesson a strong sense of pace, to sweep the class along on the journey to learning
- Using starter activities already on desks is a great way to get the class settled
- If the class has just done a really active lesson, such as PE, you may need to do some calm and quiet work first
- Try to end each lesson with a 'calm down' activity, such as freezing as statues for two minutes, then tucking the chairs in using a 'slow motion' style

In addition to managing the timing of lessons, there are also lots of ways in which teachers use time to manage students' behaviour.

This might involve taking away a pupil's free time by giving a detention. It could mean using the technique of 'time out' as a behaviour management strategy.

Classrooms are busy places, and when a child loses control of his or her behaviour, it can be useful to have a period of quiet time to regain self-control and to reflect on what has happened. 'Time-out' also gives the teacher a chance to calm down, to consider the situation rationally, and to lower potential stress levels.

Activity 21

TIME-OUT

When students are continually disruptive in a classroom, and after the teacher has exhausted all other means of classroom management, the teacher might have to remove the student from the immediate environment. This may be as simple as asking the student to put his/her head down on the desk, to sit in a special area of the classroom, or to move to an area out of the room. The concept of pro-active time-out should be dealt with in a positive way. The teacher should tell a student that s/he requires a few minutes of quiet time in order to regain control. Time-outs should be of short duration, with the student being welcomed back to the main classroom area as soon as the student has regained self-control.

Primary students

- 1 to 2 minutes in class or 3 to 5 minutes supervised elsewhere
- A timer (sand or kitchen) might be set to help visualize time passage
- Times can be longer depending on the state of the student. If the individual is very angry, hurt or upset they may need more supervised time alone
- Time out can have different names (eg. thinking place, quiet room)

Secondary student

- An arrangement can be made with a teacher, librarian, administrator, or other personnel for a quiet space to allow a student time out
- There should be a known criterion and an agreed upon time period between student and teacher for what is expected
- Pro-active time-outs should occur in a classroom whenever possible. The main benefit of this procedure is to provide students with a quiet period to regain control. In some situations, the student may initiate the quiet time

PROCEDURAL AND PRACTICE CONSIDERATIONS

1. Use of time-out is a standard management practice. Use of time-out rooms requires strict adherence to the student's rights (privacy and safety), and should be educationally beneficial to the student
2. If time-out is used, it must be systematically planned, delivered, supervised, and evaluated to determine its effectiveness with individual students
3. The use of a time-out room should be continually evaluated, by keeping accurate records of:
 - frequency of use
 - identification of the behaviours that led to the use of time-out

- behaviours observed in the time-out room
- duration of time that the student was placed in time-out
- level of supportive physical assistance that was used

Regular time-out procedures can be used at the school/teacher's discretion. If a student is going to time-out frequently, the school student services team should be consulted to possibly formalize a behaviour plan.

Other techniques or strategies for teaching alternative behaviours must be available and used prior, and in addition, to using a time-out room. The use of these techniques/ strategies should be documented.

In this section we have explored the links between time management and pupil behaviour.

In the next section we will investigate how school staff can support each other in coping with the day to day stresses of the job.

Section 5.6: Staff Support

Teachers who feel supported are far less likely to fall victim to stress. We need to feel that if we experience problems, there is going to be effective back-up available. A key job of the senior management team is to give support to staff to help them cope when times get tough. This section looks at ways in which teachers and managers can work together to minimise the impact of stress in the school.

The higher up the management ladder a teacher goes, the easier it is to forget about the day-to-day realities and stresses of the classroom. This might come about simply because the person is spending less time teaching, or because the pressures that he or she faces are more to do with the management role, rather than those connected to managing student behaviour.

Senior teachers might give support to their colleagues through:

- the sense that behaviour problems are actually followed through by those higher up the management ladder;
- the feeling that someone is there to listen if it is required;
- the sense that their time is valued, and is not wasted with unnecessary tasks or meetings;
- the feeling that their experience and opinions are valued, for instance when planning a new behaviour policy;
- the sense that the work teachers do both inside and outside the classroom is recognised, valued and praised.

In this section we have explored how members of the school community need to work together to support each other in difficult and stressful situations.

The final section in this part will summarise your learning.

Section 5.7: Summary

In this part we have examined the causes of both teacher and pupil stress, and offered suggestions for a 'toolkit' to manage the stress caused by difficult behaviour. We have gone on to explore how time management can be effective in supporting stress levels and encouraging positive pupil behaviour; and we concluded by looking at how all stakeholders in a school can and should work together to support each other and engender an environment that supports behaviour for learning.

Finally

Developing an ethos of positive behaviour in the classroom is an excellent way of maximising pupil performance, minimising disruptive behaviour and nurturing positive pupil-teacher relationships. During this course, you have explored ideas for implementing a policy for positive behaviour in the classroom and developed a range of strategies and techniques you can now use to embed these ideas on your return to school.