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TOP

Behaviour Management Top Ten

Top Ten Tips

1. Wallpaper & Proximity Praise
2. Closed Requests
3. Language of choice
4. Tactical Ignoring
5. When & Then
6. Non verbal interventions
7. Yes & Do
8. Be Consistent
9. Rule Reminders
10. Give Students A Job To Do



10. Give students a responsibility/task/ ask them for help or assistance

We can sometimes change the mood of difficult students very quickly by giving their egos a boost and asking them for help or giving them a responsibility. Our most disruptive students may be those with leadership potential or, at the very least, a need for attention. We can turn this into an advantage by meeting this need.



Ask for their advice

Asking *them* for help grabs the attention of their ego, catching them completely off guard. Remind them that you are there to help them, that their success is why you do your job and ask them for their help in how to bring that about.

"Jenny, I could do with your help here. I don't want to be on your case all the time – what do you suggest we do?"

Rule reminders

- For this to be successful, students need to know the rules.
- What is the rule for chewing? What is the rule for answering a question? What is the rule for getting changed/putting equipment away etc



Avoiding why & telling Students what they should do & not what they shouldn't do

- Try to avoid asking 'Why?' Asking 'Why' can appear to be confrontational. Also, it doesn't really allow for the most appropriate response.
- E.g. "Why are you sitting like that?" (Cos I am-why do you think I am sitting like this...etc)
- "Why do you have to behave like this?" (Because you ...blah...blah...etc)
- "Why won't you listen?" (Cos you are boring/your voice annoys me etc)
- "Why haven't you started?" (Because I am finishing my conversation etc)



E.g. You need to sit down quietly and finish your work... instead of stop running around

Non-verbal interventions

Use 'the look', (be careful not to 'stare pupils out') as a classroom management tool to indicate to a student that you are aware that they are choosing to behave in an unacceptable manner. This way you can continue with the lesson and deal with the incident at an appropriate time of your choice.

- Smile/Thumbs up/down/Wink (where appropriate)
- Nodding to affirm or approve to recognise achievement
- Proximity/Hand on table/desk/tap on shoulder
- Hand to ear/using soft applause to congratulate
- Finger to mouth- point to bin/take the bin to the student
- Point to another pupil who is on task – positive role model
- Body block between two students who are causing a disturbance/mouthing to show surprise, delight or pleasure
- Using your eyes to redirect theirs
- Time cue with fingers/frowning to invite pupil to modify behaviour or to make further progress etc.



BE CONSISTENT

Being consistent can prevent a number of secondary issues from occurring e.g. 'He didn't get a detention but I am' etc. Many pupils may be used to an inconsistent adult figure of authority in their home life, one that their persistence may eventually break down. Although difficult, no matter how we feel or how much a class is wearing us down, we need to be consistent in the standards of behaviour and work we expect from them.



SAY WHAT WE MEAN AND MEAN WHAT WE SAY: If we inform a student that if they do X then Y will happen as a result and they subsequently do X, then Y must happen – no matter how sorry they are. I.e. begging for their confiscated phone to be returned etc.

Students need to learn the causal link between their behaviour and the sanction they 'chose' to face.

Closed requests

- Prefacing requests with 'Thank you' has a marked effect on how the request is received.
- 'Thank you for putting your bag on the hook' or 'Thank you for dropping your gum in the bin'.
- The trust in the student that this statement implies, combined with the clarity of the expectation, often results in immediate action without protest. It is almost a closed request which leaves no 'hook' to hold onto and argue with.
- A similar technique can be applied to requests for students to make deadlines or attend meetings that they would rather ignore, salesmen would call it an 'assumed close'.
- 'When you come to see me today get as close to 3.30 as you can so we can resolve this quickly and both get home in good time'. As opposed to, 'Meet me at my room at the end of school'.
- 'When you hand in your coursework next Monday, meet me by the staff room so that I can store it securely'. As opposed to, 'I want your coursework in on Monday'.
- You are assuming and encouraging a positive response; making it awkward for the student to respond negatively.



Tactical/Intentional Ignoring

- When a pupil makes a poor behavioural choice try not to instantly reward them with your attention – you can choose to ignore and comment on their behaviour later.
- A pupil is talking and is slow to get their seat you can use 'proximity praise' and name the appropriate behaviour you wish to see from a nearby pupil.
- E.g. Well done Jenny for sitting quietly and waiting for the lesson to begin.
- If the inattentive student makes a better choice they should receive instantly praise not sarcasm.
- "It's about time/Okay, do you mind if I start the lesson now, hmmm?"



The Language Of Choice

- Discuss behaviour using the language of choice, confronting the behaviour without labelling or attacking the students character.
- i.e. Your behaviour was disgraceful/you are disgraceful - He is a naughty boy/his behaviour is naughty
- Try to distance the child from their behaviour... Try not to dislike a child, but dislike their behaviour and the choices they are making
- Chloe, if you choose to kick Charlotte's chair away then you are choosing to spend time with me at break – If Chloe makes a better choice in terms of his behaviour, acknowledge and positively reinforce the choice made... Well done Chloe, good choice.
- Jason, I like you, but I don't like you throwing paper at Adam.



Using When & Then

- This can quickly help redirect a pupil in a non-confrontational way avoiding secondary issues.
- "When you're sitting down **then**, I will check your work, thanks."
- "When you are sitting quietly **then**, I will help you, thanks."
- "When you have finished your work, **then** you can go out"
- As opposed to:
- "No, you can't go out because you haven't finished your work"



Effective Use of Praise

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- 'Wallpapering' our classroom with praise and positive reinforcement is important. Being passionate about your teaching, motivated and energetic is certainly infectious but teachers who succeed with the hard to reach know that there is more to praise than simply saying lovely things.
- **Wallpaper praise** - praise that helps to create a positive environment and makes the classroom feel good, 'Great, lovely, wonderful, fantastic, marvellous, splendid...'
- **Personal praise** - praise that is aimed at the student's personality 'You are brilliant, you are intelligent, you are really doing well.'
- **Directed praise** - praise that reinforces good choices in behaviour 'Well done for following the rule, thank you for respecting the 'one voice' rule'.
- **Reflective praise** - praise that encourages positive self reflection 'You must feel good about the accuracy/quality/high-standard of this work'
- **Contextual praise** - praise that places the achievement in a wider context 'That work is GCSE grade C and you are in year 8, can I use it for the display?'
- Some of our students have low self esteem and a negative view of their own potential. For these students **reflective** and **contextual** praise can attack their negative views most effectively.