



Practical Approaches to Behaviour Management in the Classroom

A handbook for classroom teachers in secondary schools, based on a training course from the Welsh Assembly Government

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Information

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- Title of document:** Practical Approaches to Behaviour Management in the Classroom. A handbook for classroom teachers in secondary schools, based on a training course from the Welsh Assembly Government
- Audience:** Head teachers and classroom teachers in secondary schools.
- Overview:** This handbook is a resource to enhance the practice of teachers at secondary level, whether they are highly skilled and experienced teachers with responsibility for supporting others, teachers who want to extend their classroom behaviour management skills or newly qualified teachers (NQTs). The handbook focuses on general behaviour management methods and does not specifically cover issues relating to Special Educational Needs.
- Elements of this handbook build on previous work undertaken by an action research group involving Include TAC and ESIS. The full outcomes of this work can be found in the ESIS handbook 'Pupil Care and Support'.
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Introduction

Promoting effective teaching and learning is paramount to the Welsh Assembly Government's agenda as set out in *'The Learning Country'*. A key aspect of the strategy to achieve this is to ensure class teachers have the necessary skills to organise their teaching in ways that reduce the likelihood of pupils misbehaving and equipping them with effective skills and responses for those instances where difficult behaviour does occur.

Where teachers have good preventative and responsive skills the likelihood of difficulties emerging or developing into incidents will be markedly reduced. To support the development of such skills in teachers at secondary level, the Assembly commissioned a 3-day training course from Include TAC, (an education training, advice and consultancy team based in Swansea). The course was a response to teachers' needs and provided the opportunity for classroom teachers to openly discuss, reflect upon and refine the skills of preventing negative behaviour in the classroom and using low-key interventions when pupils misbehave.

The base information from the course is presented within this handbook, along with the outcomes from a range of interactive training exercises. The handbook also contains ideas, experiences and reflections gained from course participants.

This handbook is a resource to enhance the practice of teachers at secondary level, whether they are highly skilled and experienced teachers with responsibility for supporting others, teachers who want to extend their classroom behaviour management skills or newly qualified teachers (NQTs). The handbook focuses on general behaviour management methods and does not specifically cover issues relating to Special Educational Needs.

How to use this handbook

Teachers may use the materials in different ways, depending on their role and on need:

- As an interesting read to confirm their confidence in their own skills at managing behaviour in the classroom.
- As a resource pack that provides ideas and approaches for addressing particular issues or difficulties.
- As a resource for coaching or mentoring NQTs.
- As a resource to help support other staff.

The handbook is set out in four chapters:

- Chapter 1: Sets out the issues around effective **classroom management**. It presents the characteristics of effective teaching and examines some key concepts of effective classroom management, namely, working within an agreed framework, managing the environment and managing transitions.
- Chapter 2: Covers the **skills of effective communication**. It provides insight into teachers' self-presentation, using appropriate language and a range of techniques for managing the classroom and preventing unwanted behaviour.
- Chapter 3: Provides a range of **techniques for changing a pupil's behaviour**. These include self-monitoring, the ABC of behaviour, changing thinking and behaviour and the problem solving approach.
- Chapter 4: Sets out the effective **management of incidents**. It presents a model for describing and understanding incidents and provides strategies for preventing the escalation of an incident and for responding at various phases of an incident.

Chapter 1: Effective classroom management

Much has been written about the skills of effective teaching and there is ongoing debate about how to identify and promote the skills of effective teachers. Much of this has focused on the aspects of teaching which are easier to measure, such as:

- Curriculum planning
- Lesson planning
- Assessment
- Record keeping.

It is much more difficult to assess the 'soft' skills of effective teaching; the interpersonal skills that enable one teacher to enjoy his/her lesson with Year 9B whilst another finds them desperately difficult to manage. In part, it is the complexity of the task of analysing such skills and the breadth of different contexts in which such skills are practised, which makes it so difficult to draw out the essential skills of the effective teacher.

It may also stem from the old adage that 'teachers are born not made' and, therefore, there is a reluctance to engage in a healthy and ongoing dialogue. In reality, all teachers have much to learn throughout their professional careers.

However, what is not in doubt is that to be a truly effective teacher requires a combination of:

- Effective teaching skills
- Effective behaviour management skills.

In reality, the two are so interlinked that they can never be truly separated. Poor behaviour management will inevitably undermine effective teaching and effective behaviour management is of little purpose unless accompanied by effective teaching.

The classroom is a learning space that, managed well, can reduce the likelihood of difficult or challenging behaviour and increase the chances of effective teaching and learning occurring.

This chapter of the handbook looks at the following issues:

- Characteristics of effective teaching
- Working within an agreed framework
- Managing the environment
- Managing transitions
- Anticipation and monitoring.

1.1: Characteristics of effective teaching

Any meaningful sense of 'effective' in terms of 'teaching' must include an element of the values that underpin what teachers do. Values such as respect and equal treatment would be identified by almost all pupils as a mark of effective teachers.

Rogers (2002) identifies characteristics associated with effective teaching. The teacher:

- Appears to be self-confident, patient and good humoured.
- Displays a genuine interest in the topic and *pupils'* progress.
- Gives clear explanations and instructions, pitched at a suitable level and also outlines the purpose and relevance of the work.
- Makes an effort to engage pupils and sustain their attention.
- Is aware that her/his voice and actions can significantly facilitate *pupils'* attention, interest, motivation and co-operation.
- Monitors the progress of each lesson and monitors general and individual behaviour as it affects teaching and learning.
- Makes a conscious and willing effort to encourage *pupils* in their effort and progress and gives thoughtful praise and encouragement. To ensure this, the teacher:
 - Is aware of the small as well as the more involved expressions of encouragement
 - Ensures encouragement is focused on descriptive comment
 - Acknowledges the effort and struggle in pupils' progress
 - Avoids qualifying the encouragement or feedback
 - Uses praise sensitively.
- Minimises any management of distracting and disruptive behaviour by keeping attention focused on the central business of teaching and learning.
- Addresses potential disruption to learning by thinking through classroom management issues preventatively. Things to consider include:
 - Organisational issues
 - Lesson materials and their distribution
 - Engaging *pupils'* interest
 - Time management
 - Planning how to deal with typical disruptions.

Part of being an effective teacher is the ability to control a class with a sense of authority. However, Robertson (1996) notes that good classroom control does not rest solely on the ability to act as if one is in authority. Teachers must demonstrate at the outset that they are keen to communicate their subject in a committed and organised manner, or it will quickly become

evident that their authority has no legitimate basis. It is in skills such as organising, presenting, communicating and monitoring that a teacher's actual authority rests.

Communicating enthusiasm

Effective teaching requires the teacher to communicate in a lively and compelling way. Robertson (1996) considers a range of subtle ways in which enthusiasm is conveyed. Some of these are outlined below.

Sustaining pupil attention through gestures and speech:

Gestures are an integral part of communication that serve to enhance and clarify the message and can convey involvement with the topic. Speech patterns and the way in which certain syllables and words are stressed can add meaning and interest to what is said. Vocal variations give the listener extra information beyond that conveyed by the words alone. A relaxed and confident speaker will have synchronisation of bodily movements with speech rhythms. Their movement is less noticeable as it only enhances the message. However, if a person is anxious, they may be still or fidgety with a lack of synchronisation between speech and movement which is distracting for the listener. It conveys that the speaker is concerned with their own anxiety rather than what they are saying.

Facial expressions enhance meaning by showing how the speaker feels about the message - an enthusiastic speaker will produce a stream of facial expressions that convey excitement, surprise etc. "However, it would be fatal to concentrate on the movements we are making, as this would look like 'ham' acting. If we concentrate on communicating the ideas, the movements will take care of themselves, provided we are relaxed and free to move." (Robertson 1996, pp87)

Sustaining pupil attention through eye contact and speech:

When a teacher is addressing a group of pupils, it is important to behave as if speaking to each one and this is typically achieved by establishing appropriate eye contact. Eyes should not wander from person to person in a way unrelated to what is being said - equally, teachers should not look at the back wall or out of the window when they speak. They should deliver discreet sentences or phrases to individuals in the group. There is evidence to show that when anxious, blink rate increases and becomes unrelated to speech patterns.

Creating the right attitudes in pupils

Communicating knowledge and skills is important, but teaching is not simply a process of passing on information. An essential role for the teacher is to create the right attitudes in pupils to gain their interest and involvement. It is essential that the teacher conveys positive attitudes towards the subject and the pupils. Some key points from Robertson are outlined on the following page.

Avoid revealing negative attitudes towards pupils:

- How teachers think and feel about pupils will vary - their thoughts and feelings will often be betrayed by their non-verbal and verbal actions and reactions.
- Subtle non-verbal negative attitudes from teachers may contribute in no small way to the process of 'labelling' pupils.
- A normally well-behaved pupil may be corrected in a positive way ('I'm surprised at you') whereas a less well-behaved pupil may be corrected in a more negative way ('Yet again'). These simple differences may unwittingly influence pupils' self-concept in unhelpful ways.

Avoid expressing a lack of involvement:

- The quickest way to lose pupil attention is to show boredom with the topic being taught (especially if teaching a topic to the 4th group for the 3rd year in a row).
- Lack of involvement with what is being said can be portrayed by fidgeting and a reduction in the variety of non-verbal behaviours so that speech becomes more monotone and the body and face less animated.
- Present the materials to the best of one's ability and let the pupils decide its merit (even if you find it boring - don't say).

Avoid/hide anxiety:

- Teachers who display that they are anxious are more likely to inspire challenges to their authority from pupils.
- Challenges increase anxiety.
- Anxiety can be reduced by ensuring adequate preparation for all lessons.
- Avoid portraying anxiety by standing where you can see and be seen by everyone, can move freely and establish eye contact. Avoiding eye contact, being tense and static, holding on to furniture and fidgeting, all these traits portray anxiety. This will make a bad situation worse by encouraging pupils to challenge authority.
- A serious atmosphere can be created when necessary by speaking without bodily movement and making speech controlled and deliberate.

Lesson planning

The specifics of lesson planning are not within the remit of this course. However, well-planned and implemented lessons are essential to the process of effective behaviour management. In brief, teachers should ensure that for each lesson, they:

- Are confident in their subject knowledge.
- Give pupils clear learning objectives, shared in a language that they understand and linked to past and future learning.
- Prepare all necessary materials and resources in advance.
- Plan content that holds pupils' attention and sufficient interest.

- Plan content and activities that are matched to the range of abilities in the class.
- Provide effective feedback to all pupils on how well they are doing.
- Offer feedback to pupils who have made mistakes so that they understand how they came to the wrong answer and how they will be able to avoid repeating the mistake next time.

Building a good relationship with pupils

A good relationship is important to all work with pupils. Teachers need to establish and build on a base of trust. However, some pupils find it difficult to trust adults. Teachers must not assume that pupils automatically trust adults, even when the adults work hard to establish a relationship. In addition, pupils may not always accept that what the teacher is doing is in their best interests. Pupils' life experiences may lead them to very different conclusions, despite the best intentions of the teacher.

Teachers should remember that:

- Positive relationships are at the heart of all interactions with pupils. This will take an investment of time and effort.
- Rapport involves entering (but not trying to become a part of) the pupils' world. This will involve actively enquiring about what the pupils like doing, taking time to respect and listen to what they say and recognising that they see the world very differently to an adult.
- Fun and humour should be used in a positive way to promote positive emotions and aid the building of positive relationships.
- Establishing rapport supports the notion of 'tough care'. This is the idea that 'I care about you being successful, so I can't allow you to keep making these choices'. This is made a little easier if trust has been built.
- People achieve far more when they are confident and trusting. It is important that teachers work hard to create a climate of trust for pupils.
- Having trust and confidence encourages pupils to take certain risks. Learning is about taking risks and doing something new - this can be scary.
- Many of the pupils who most need a positive relationship are those that are more used to failing than succeeding. A key strategy that will help foster a positive relationship is to ensure that they experience success.
- A positive way to develop a relationship with a pupil who is experiencing behaviour problems is to focus on the solution rather than the problem. This emphasises what is going well rather than what is not.

The case study below is the account of how a teacher on the course was able to challenge a pupil's poor behaviour towards a colleague through developing a good relationship with the pupil.

Case study - good relationship and respect

On the way to an after-school meeting I came across a reluctant Year 11 pupil on her way to an after-school revision club. I praised her for her commitment to her work and she responded politely. As she walked past another member of staff I heard her shout out her name in a disrespectful manner. The member of staff then told me that the pupil did this sort of thing quite frequently. The member of staff found the pupil's attitude intimidating and unacceptable.

The following day I spoke to the pupil about her behaviour, the lack of respect and the need for boundaries. The pupil had not seen it in this light at all but merely as light-hearted banter. She accepted what she was told and has since refrained from behaving in such a way.

The outcome was a success because the pupil was dealt with respectfully and was given a clear explanation of her actions from a different perspective.

There are a range of things that should be avoided or done in order to build a good relationship with pupils.

Avoid:	Do:
<ul style="list-style-type: none">• Sarcasm• Personalising a pupil's behaviour• Making threats or promises that can not be kept• Loaded language	<ul style="list-style-type: none">• Contact parents to report positive achievements• Respect and acknowledge gender, race and culture• Strive to demonstrate fairness• Seek support• Use positive rules and rewards• Use sanctions positively• Use the 'catch them being good' method• Reject the behaviour and respect the person• Use positive descriptors

(Adapted from O'Brien, 1998:91-100)

Some teachers may feel that they should be respected, listened to and obeyed, no matter what. If they are not this causes stress and frustration. Knowing and believing that respect is earned can alleviate some of this stress and lead to more reflective practice.

However, even where the relationship is good, there will be times when it becomes strained, (e.g. following an incident where the teacher has had to reprimand/sanction a pupil). It is important that teachers work to repair

and restore relationships as quickly as possible. Be prepared to allow time and repeat the attempts to be positive. It is important to remember that pupils may still be stressed or resentful and may need some time before the relationship can be rebuilt. Approaches such as 'catching them being good' after an incident, can allow pupils a way back.

During the training, participants considered the characteristics of effective and ineffective teachers as well as effective and ineffective lessons. Their responses are outlined below.

Characteristics of effective teachers, as identified by teachers on the course:

Organised	Charismatic	Interested
Positive	Enthusiastic	Reliable
Knowledgeable	Creative	Hard working
Uses a variety of styles	Shows empathy	Caring
Confident	Understanding	Good listener
Consistent	Dynamic	Fair
Humorous	Gives time	Durable
Flexible	Patience	Welcoming
Discipline (appropriate)	Stimulating	Can deliver well
Has ability to anticipate	Responsive	Follow things through

Characteristics of ineffective teachers, as identified by teachers on the course:

Lack presence	Inconsistent	Set unsuitable work
Lack charisma	Don't want to be there	Not a team player
Lack enthusiasm	Ignore much poor behaviour	Poor knowledge of subject
Lack organisation	Power seeking/bully	Lack of praise
Poorly prepared	Revenge seeking	Not clear
Confrontational	Low expectations	Poor timing and pace
Panic	Sarcasm/put downs	Running out of steam!
Expectations not clear	Moody/over emotional	Arrogance - 'I know best'

Characteristics of an effective lesson, as identified by teachers on the course:

Effective transitions	Clear aims and objectives	Check learning at the end
Content of lesson is varied	Good pace	Engage pupils
Well prepared resources	Good subject knowledge	Evaluate and change

Characteristics of a poor lesson, as identified by teachers on the course:

Not planned	Constrained by environment	Low or no expectations
Unstructured	Lack of routine	Poor relationships
Unrelated to previous work	Overly routine	No clear lesson objective
Inactive, all teacher led, inflexible	No recap of previous learning	Poor pitch - too hard/easy/not differentiated
Un-resourced/poor resources	Poor transitions	Late staff/pupils

1.2: Working within an agreed framework

To maximise their potential, pupils need to feel secure, happy and valued. This will help to develop self-esteem, confidence and a positive self-image. This in turn will promote positive behaviour and increased opportunities for effective teaching and learning. Pupils need to know, and experience, that teachers may at times not like aspects of their behaviour, but do like them as people and can see their potential.

Teachers must acknowledge that pupils make choices about their own behaviour. Therefore it is not possible to directly control their behaviour. Rather, what effective teachers do is to influence behaviour by consciously affecting the consequences (in the form of rewards and sanctions), which arise from the pupils' actions and choices. By using the language of choice, the personal responsibility and sense of control, is located with the pupil. In other words, when they choose a particular behaviour they are also choosing a particular consequence, which may be a reward or a sanction. Both consequences result directly from the pupils' choice.

A successful framework (sometimes referred to as the 4 Rs), should consist of:

Rules	Rights and responsibilities
Routines	Rewards and sanctions

For any framework to be successful, it needs to be both agreed and fully understood by all involved. If it is to affect pupils' choices, they need to know what the consequences of their choices will be. Hence, the rules, rights, responsibilities and routines should be underpinned and backed up by a system of rewards and sanctions.

Rules

Preventing poor behaviour from happening requires a framework of rules to be in place. Pupils need to be aware of and buy into these rules. Preferably they should have a part in establishing the rules. Rules need to be:

- Negotiated and agreed
- Seen to be fair
- Few, simple and clear
- Consistently applied
- Short and to the point
- Phrased positively
- Enforceable
- Related clearly to rights, responsibilities and routines.

The case studies below are a record of a teacher from the course applying learning to his practice:

Case study - The use of a basic classroom rule posters

I discussed rules with my classes and together we came up with the following, which are now posted on an A4 sheet on the wall:

- We arrive with the correct equipment for the lesson
- We stay in our seats until given permission to move
- We keep unkind words to ourselves
- We take turns to contribute to teaching and learning
- We have a right to learn
- We have a responsibility to respect the rights of others
- We recognise our own responsibility for our education.

The rules are now used during lessons and are of particular value in individual behaviour reviews with pupils.

Case study - Year 9 Science

In September of this academic year I started to teach a group of 15, Year 9 girls for Science. This was a group that had been created to include the pupils who were felt by the Year 8 science teachers to have seriously disrupted the lessons in Year 8. Looking at previous test scores and KS2 scores it seemed that lack of ability was not the problem.

After the first few lessons of the term it became apparent to me that the pupils were unacceptably noisy and lively and clearly were testing the limits. I tried initially to establish clear routines for the start of lessons, to give lots of praise when appropriate and to build a positive, personal relationship with the pupils. This did have some success but still I was not happy about the behaviour and work ethic of many within the class. There was serious underachievement.

It became apparent that rules needed to be established, with clear incentives for those who were conforming and clear consequences for those who were not. In order to set the rules, I asked a colleague to come in to observe behaviours so that I could prioritise the factors causing disruption and address these in my classroom rules. The behaviours prioritised were shouting (often abusively) to other pupils during lessons, getting up from desks and wandering around the room (often interfering with others) and throwing things at other pupils.

The rules I decided on were:

- Follow teacher's directions
- Stay silent when someone else is speaking to the whole class - if you wish to contribute put your hand up and wait until asked
- Keep hands, feet and objects to yourself
- Stay in your seat unless directed by teacher to move
- Do not swear, tease or yell!

I did not negotiate the rules this time (but in future I think this would be better - especially at the start of term), but did spend 30 minutes explaining them and modelling them with the pupils. I prepared a card with rules for each pupil and initiated a system of reward stickers. Pupils could earn 60 stickers a fortnight for the first month of the programme. The rewards for achieving were as follows:

- 60 stickers - letter of praise home to parent
- 40+ stickers - note of praise for improved effort in planner

I followed normal whole-school policy of consequences for those who did not stick to the rules.

The results of this in the first fortnight were better than I had anticipated. Twelve girls had achieved 60 stickers and all had achieved 40 or more. The lessons were much more enjoyable, more work was being achieved and pupils were reporting that they much preferred the lessons now! It was, however, hard work rushing around to give stickers but we were quickly able to go to hour slots, rather than half hours, to achieve a sticker. We still use the sticker system but I anticipate being able to further lengthen the time slot required to gain a sticker. I feel that the success was gained because:

- The rules were overt and few
- The rules were prominently displayed
- The emphasis was on rewards and praise
- The pupils (despite their seeming sophistication) wanted the praise and rewards
- The rules provided a framework that ensured that I was very consistent.

It is also worth stating that the rules did not replace routines, and I feel that this system would not have been successful had firm routines not been established. Routines enabled:

- A clear calm start to the lesson
- The work of the lesson not be disrupted because of lack of equipment
- A clear calm end to the lesson.

Rights and responsibilities

Pupils need to understand that they have rights. For example, they have a right to feel safe, to be respected and to have their learning potential maximised. However, they also need to understand that with those rights come responsibilities. For example, they have a responsibility to allow others to feel safe and respected. Teachers need to ensure that pupils are aware of their rights and have their rights upheld. Teachers also need to ensure that pupils are supported in meeting their responsibilities.

In addition, teachers need to make sure that they meet the full range of their responsibilities, as well as understanding that they have the right to teach in a school where they feel safe, respected and have their teaching potential maximised.

Routines

It is through routines that teachers teach the rules and consolidate rights and responsibilities. They help a class run smoothly. Routines should be established at the start of the year and reinforced through ongoing

interaction. Routines include the management of lesson transitions, which are considered in section 1.4.

Rewards and sanctions

Rewards are likely to encourage pupils to repeat a behaviour. (People repeat behaviours that are rewarded). For some pupils this reward may be as simple as adult attention. Positive consequences (rewards) are the key to the promotion of socially acceptable behaviour. Systems that emphasise praise for socially acceptable behaviour are consistently more successful in teaching pupils to make more positive choices.

Teachers need to recognise the range of rewards that are available to them. They will include both informal (smiling, verbal praise, tone of voice, catching them being good, showing them trust) and formal rewards (certificates, points system). Informal rewards are likely to differ according to teacher style, but formal rewards should be consistent and school wide. In addition, rewards must be genuinely motivating to a pupil, be genuinely earned and sincerely given.

There are many good reasons for using rewards, such as, they:

- Help to build and maintain positive relationships
- Help make the school experience more enjoyable
- Encourage pupils to repeat desirable behaviours
- Contribute to developing pupils' self-esteem.

Praise is essential in promoting effort and desirable behaviour. However, if praise is not given sensitively it may:

- Cause embarrassment, especially if given publicly
- Sound patronising
- Be seen as an attempt to manipulate pupils
- Breed complacency in pupils if the praise is not really warranted.

Teachers should seek to constantly reinforce positive behaviour, as this will have a greater and longer lasting effect than constant punishment for negative behaviour. However, rewards need to be balanced with an agreed hierarchy of sanctions.

Sanctions should be used as a last resort, as they leave the teacher with nowhere else to go. Any system that seeks to rely largely, or wholly, upon sanctions will simply teach pupils how to become effective at avoiding them! Sanctions should only be used in conjunction with a wide range of classroom management strategies and rewards. It has been suggested that rewards should be applied in a ratio of at least 4 to1 to sanctions.

It is important that teachers acknowledge that sanctions discourage inappropriate behaviour but do not teach or directly encourage the desirable behaviour. Some pupils may need to be taught what it is that they should do.

Effective sanctions are those that inconvenience the pupil but also remain within their best interests to help them become more successful. Sanctions need to be organised in a hierarchy and used consistently and fairly. Sanctions and rewards should be:

- Fair
- Reasonable
- Consistently applied
- Related to the behaviour, wherever possible.

Pupils are likely to keep misbehaving if that is how they get the most attention.

Teachers need to decide whether to reward positive behaviour, by giving attention to the pupil who is behaving and getting on with the task, or to reward poor behaviour by paying attention to the pupil who is misbehaving and being disruptive.

Teachers need to work towards a situation where pupils feel they control themselves, with the teacher there to lead, guide and support pupils in their self-management. Pupils should feel that they have given the teacher both the right and the responsibility of leading them. Getting to this situation is not easy and will require:

- Shared understanding of core rights and responsibilities
- Efforts from teachers to effectively manage the group and individuals within it
- Efforts to communicate with respect and care
- A willingness to reach individuals as well as groups.

Additional elements of an agreed framework

Behaviour agreements:

A successful framework for behaviour management might include a behaviour agreement. To create behaviour agreements, pupils participate with teachers in an agreement addressing common rights, responsibilities and rules for behaviour and learning, core consequences and a framework of support. (These should all reflect the schools agreed behaviour policy).

Behaviour agreements should:

- Be created very early on in an interaction
- Be copied to parents/carers
- Recognise that the process is as important as the outcome
- Have agreed and understood rights, responsibilities, rules, consequences and support
- Be revisited whenever necessary.

(Adapted from Rogers, 2001)

Plan for good behaviour:

Effective teachers work to a plan to maintain good behaviour and positive relationships. The quality of the work undertaken and the right to safety of the other pupils may be jeopardised if teachers do not have a plan.

Teachers should consider, in advance:

- The sorts of negative things that pupils do
- Think about the kind of responses that are available.

Having a plan means that instead of reacting to instances of inappropriate behaviour, teachers can operate from their plan. A plan can make it easier to stay calm and in control of the situation.

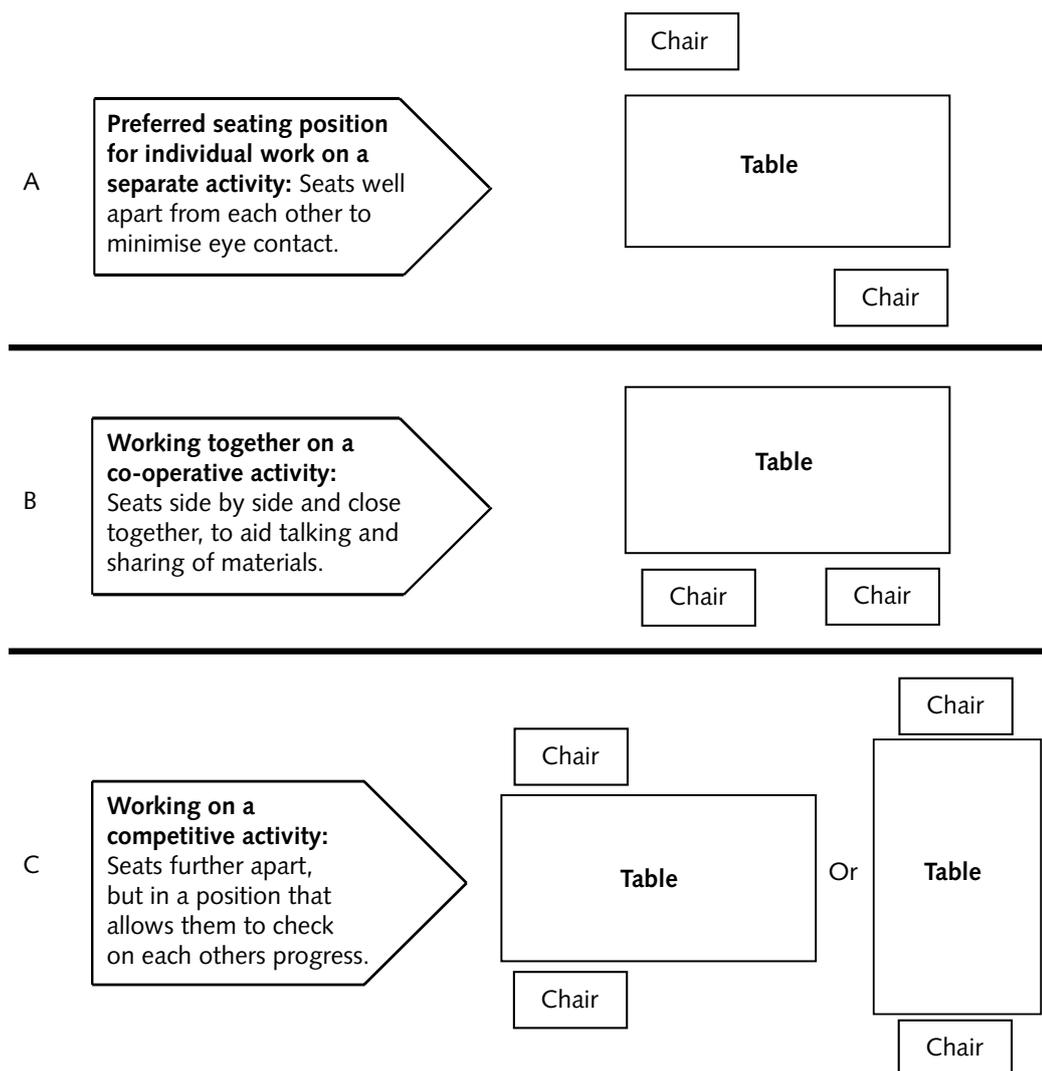
1.3: Managing the environment

Managing the environment is an essential part of behaviour management. Teachers should consider whether the room layout suits the way in which they intend to teach a lesson. Opportunities for unwanted behaviour can be reduced by:

- Arranging seating and layout of the space appropriately to the activity
- Arranging desks and chairs so the teacher can see and move easily to be near all pupils.

There is good evidence to suggest that some classroom layouts focus individuals on task behaviour whilst others are better for developing a co-operative group based approach to learning (Bull and Solity, 1987).

The seating plans below show preferred positions for different types of activity.



Teachers will often be teaching in what they regard to be someone else's room, and they may only use that room once or twice per week. This is often the case in a busy, active classroom environment. However, being aware that certain activities work better with certain layouts may lead teachers to prepare differently. Where a co-operative task has been structured in a lesson and it has not worked as well as anticipated, on reflection it may be that the layout of the classroom did not readily support the activity.

- If a layout has been successful for a particular activity, teachers may consider using it again. If a layout has not worked for a particular activity, teachers may consider changing the layout and trying again.
- If the classroom limits the layout, teachers may try to negotiate to swap teaching spaces for certain future sessions.
- If a classroom swap is not possible, an approach that suits the available layout will need to be used.

These may seem low-key, practical issues but they may contribute to a more positive learning climate and, therefore, a reduced likelihood of disruption in

the classroom. It is much more difficult for one pupil to disrupt a lesson that has been well-prepared, matches the needs of the pupils, fits the learning space and is being enjoyed by the majority of the pupils in the class.

Environmental influences on behaviour

Participants on the course listed a range of environmental influences on behaviour in their classrooms. These include:

- Seating
- Size (room and class)
- Temperature
- Height of roof
- Décor
- Displays
- Windows
- Vents
- Equipment.

An environmental checklist

While the organisation of the teaching and non-teaching space may contribute to pupils' behaviour, the environmental approach looks at what can be changed in the environment around the pupil.

In the environmental checklist model developed by the New Outlooks team in Birmingham (an adapted copy of this is on the next two pages), a baseline measure is made of the problem behaviour, then the checklist is used to audit the classroom or school environment. When completed, findings from the audit inform a Behavioural Environmental Plan. This plan is intended to lead to changes in any triggers for inappropriate behaviour within the classroom or wider environment.

The approach is of value to most class teachers as it enables them to evaluate those aspects of their work that may be triggering difficulties. The approach responds to the individual by first looking at what can be changed in the environment around the pupil. It avoids blame or labelling by focusing on the milieu and not the individual. Any improvement in the environment resulting from this approach brings benefits to everybody.

An environmental checklist

Notes for guidance:

- This checklist is designed to help you to look at the environment(s) in which a problem occurs.
- It is best to complete this checklist with a colleague.
- Do not feel obliged to consider every statement - some may not apply to your situation.
- Once the checklist is completed it can provide the basis for a behavioural environment plan.
- Score each element from 0 (disagree) to 5 (agree) in the right hand column.

SECTION A: Classroom organisation	
Equipment is easily accessible	
Furniture arranged to best effect	
Appropriate ambient temperature	
Sufficient ventilation	
Lighting sufficient	
No glare	
Materials well labelled and located	
Ease of movement in room	
Appropriate storage of pupils' belongings	
Pupils are grouped appropriately	
Pupils place reflects social relationships	
Room organisation meets differing curriculum demands	
Chalk board/white board etc easily seen	
Furniture suitable	
Classroom looks like a good working environment	
Sufficient space	
Quiet external environment	

SECTION B: Classroom management	
Teacher arrives before pupils	
Teacher's voice is clear	
Instructions are clear	
Good behaviour is noticed and acknowledged	
Small achievements recognised	
A pupil's good behaviour is 'named' and reflected back	
The teacher acts as a role model for desired behaviour	
Materials and equipment are prepared	
Pupils bring correct equipment	
Lessons well prepared	
Curriculum delivery is varied	
Curriculum delivery is differentiated	
Timetable is arranged to best fit	
Peer support is used where appropriate	
Adult support is used where appropriate	

SECTION C: Out of classroom	
Routines for movement around school site clear	
Break time rules understood by pupils	
Break time systems adopted by all staff	
Break time rewards/sanctions system clear	
Behaviour policy adopted by ancillary staff	
Problem site areas identified and overcome	
Suitable activities/equipment available for break times	
There is an effective system for resolution of conflicts	

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SECTION D: Classroom rules and routines	
Rules:	
Are few in number and clearly phrased	
Are negotiated with, and understood by pupils	
Are regularly referred to and reinforced	
Are positively framed	
Are clearly displayed in the classroom	
Behaviour to meet rules is taught	
Rewards:	
Are valued by pupils	
Are awarded fairly and consistently	
Are clearly related to positive behaviour	
Are small and readily achievable	
Link with school reward system	
Sanctions:	
Are related to behaviour	
Are administered fairly and consistently	
Are understood by pupils	
Are understood by parents and carers	
Are within a clear hierarchy of severity	
Routines are established for:	
Entering or leaving the room	
Distribution and collection of materials/equipment	
Gaining teacher's attention and help	
Changing activities	
Gaining quiet/silence/attention	
Clearing up	

SECTION E: Whole-school policies	
Rules and implications:	
A behaviour policy exists and is effective	
Staff have clear understanding of the policy	
Rules are communicated frequently and effectively to pupils, all staff, parents and governors	
Staff have a clear idea of the range of rewards available to pupils	
Staff have a clear idea of the range of sanctions that can and cannot be used	
Staff are aware of a good range of techniques that can be used to deal with behaviour problems	
Pupils, as far as they are able, know the reasons behind the rules in school	
Behaviour problems are dealt with effectively in the light of equal opportunity issues	
Support for staff:	
There is collective responsibility for behaviour management in the school	
Staff feel confident in acknowledging difficulties	
Staff have clear means of gaining help	
Staff have effective guidance on dealing with conflict	
Behaviour problems are recorded fairly and efficiently	
Staff roles are clearly defined	
Support services are used systematically, efficiently and effectively	
Parents and governors:	
Parents are involved to best effect in helping with problems	
Parents are routinely told of pupil's good behaviour	

SECTION F: Further user-devised Items	

Participants discussed and reflected on the benefits of the environmental checklist and came up with suggestions about how it might be adapted and used in their settings. Their responses are reproduced below.

The benefits of the environmental checklist:

- It flags up potential hazards and areas of weakness
- Because it starts with physical features - teachers would see it as less threatening
- It provides an acknowledgement that it is a whole-school checklist
- It supports staff in poor environmental conditions to feedback their concerns
- It is a means of communicating difficulties
- It is a constant reminder - makes you think about whole-school issues
- It can be used to track behaviour referrals - where are they from? - any particular room?
- It highlights possible causes of unwanted behaviour
- It contributes to a maintenance programme for buildings and physical infrastructure
- It helps identify strengths and weaknesses of schools and systems
- It sets out expectations
- Everybody is clear on standard definitions
- It helps to identify a pattern - problems arising from certain areas at certain times of day.

How the checklist might be adapted:

Teachers and/or schools can:

- Use as much of the form as they wish
- Break it down into more manageable subsections
- Use it to audit a new location before moving in
- Use appropriate sections at department level
- Use it in training, i.e. staff contribution, review process.

How the checklist might be implemented:

- Part of a whole-school review system
- To determine funding priorities
- For audit purposes - What is there? What is needed?
- As a monitoring resource used by the whole staff
- For feedback to business managers about concerns and areas of need
- Use the user-devised section to address school or class-specific issues

- As a basis for a development plan
- To provide all staff with a clear understanding of environmental issues.

1.4: Managing transitions

It has long been known that well-organised classrooms reduce the likelihood of incidents occurring. Smith and Laslett (1993) outlined four key rules of classroom management that convey a sense that lessons need to have pace and momentum, where pupils are actively engaged and involved at all times. The rules are:

1. Get them in
2. Get on with it
3. Get on with them
4. Get them out.

Get them in

- Be aware of what transitions are taking place, e.g. from one lesson to another, from lunch to afternoon
- Smooth, prompt, focused start
- Recap previous session/activity
- Preview this session/activity.

This rule is essentially about managing the key transition that is happening at the beginning of the lesson. It may be a transition from the previous lesson to the present one, from registration to formal learning, from break to resuming learning, from lunch and all that this may mean (too much food, too little food, wild play, getting wet, etc), to afternoon lessons. Lesson beginnings are a clear transitional moment, and need to be managed well.

Ideally, the teacher is in the classroom before the pupils arrive - whilst some school buildings and some timetabling arrangements make this very difficult, it should remain an aspiration for a teacher to be there first, if at all possible. Developing a routine where lessons start promptly and purposefully in a focused way is a key aspect of building an effective routine. A lesson might open with a recap on the last lesson, a revision of the key learning outcomes and then a preview of the present lesson and the key learning objectives.

Where pupils experience this as a standard part of their routine with a teacher, they are much more likely to settle down to learn. If the whole class is behaving in this way, the opportunities for an individual to disrupt the start of a lesson are remarkably reduced.

Where colleagues establish such routines, it is important that they demonstrate an awareness of the pupil who missed the last lesson. At times this will be through no fault of the pupil but on other occasions it may be that a pupil has started to truant or is experiencing difficulties at home. It is important to recognise that such a pupil will not readily understand the recap/review of the last lesson and may, therefore, lack some of the critical learning needed to engage in this lesson. Acknowledging this difficulty and offering to explain the learning that s/he missed once the group is underway may also head off unnecessary disruption.

The case study below, written by a teacher on the course, highlights some of the challenges of 'getting them in' effectively.

Case study - 'Get them in'

Pupils in Year 8B were working better and listening skills had improved. However, pupils still took a long time to settle. Raising my voice was ineffective, so I needed to rethink my methods when the pupils entered the classroom.

The difficulty was that both my lessons with 8B were first period in the morning. The first day was assembly which pupils in 8B do not attend. The second day was also assembly but as Head of Year I am later than pupils because I had to end the assembly before proceeding to the lesson.

Upon reflection, I decided to change my entry into the classroom, my initial self-presentation and the beginning of the lessons.

The changes made were:

- Pupils to wait until I arrive before entering the room
- Lesson are well prepared and laid out beforehand, so that I do not need to look for resources or appear flustered
- I welcome pupils into the classroom and walk around, rewarding those who settle down quickly.

This has had a positive effect on the speed that they settle and on the rest of the lesson.

Get on with it

- Maintain appropriate and varied pace
- Select stimulating, varied content and tasks
- Ensure appropriate differentiation of tasks and content
- Use pair and group work and encourage co-operative learning/activity
- Provide extension activities
- Ensure efficient, orderly, organised approaches to giving out any task material.

This rule is about accommodating the different aptitude and skill level in a class. Whilst the teacher is actively delivering information to the class or is explaining his/her thinking through a question and answer session, it is a relatively straightforward task to keep all of the pupils involved by scanning the room, focusing on groups/individuals and watching the class.

However, once the teacher switches the activity from direct teacher delivery to pupil tasks it may become more difficult to retain such levels of control. Giving out any task materials in an efficient, orderly and organised approach is a critical routine in a well-organised class. This becomes even more challenging when the group covers a wide range of activity and tasks need to be carefully differentiated.

Distributing differentiated material carries significant risks because:

- The material may patronise an individual who may feel s/he does not need to do such easy work.
- It creates a split in the classroom, between those who do the 'easy' and those who do the 'hard' work.
- Some pupils, who are capable of achieving more, opt for the easier material in order not to have to work hard.
- Some individuals may be given work that they genuinely cannot do - if this is not spotted quite early on, there is a risk that they will become disaffected with the subject and disruptive in the lesson.

This distribution of task materials requires confidence, skill and sensitivity. Creating and sustaining a positive learning climate, where each pupil completes a task that enables him/her to fulfil his/her potential, is a demanding professional duty. It must be seen as unacceptable that a pupil is given material that is either far too hard or far too easy for him/her.

If it is far too hard, the pupil is likely to feel resentful and neglected and if far too easy, s/he is likely to feel that s/he is being patronised. If pupils are given such material on a regular basis and then object, cause difficulties and misbehave, they may be doing no more than any other recipient of a poor

service. Effective teaching and learning is at the heart of the competent management of behaviour in the classroom.

Similarly, where a class contains a small group of very able pupils, it is essential that the teacher has extension activities to actively engage this group, whilst other pupils complete the task. Many incidents develop from a poor fit between activity and pupil. Often the incidents do not develop until sometime after the materials have been distributed. They emerge over time as the pupil's frustrations mount then begin to show.

Get on with them

- Enable pupils to succeed by attending to the different needs of pupils in the class
- Have clear rules for how pupils seek help
- Always acknowledge requests for help
- Provide help discretely
- Get to know something about all pupils
- Be interested and available.

Getting on with them is about enabling pupils to succeed. When a group is engaged in a task, it is helpful if the teacher actively attends to the needs of the different pupils in the class. Some pupils will be known to need 'handle help' to even begin to engage with a particular task. Others may signal early difficulties, e.g. by asking their peers, looking over at what others are doing or by signalling 'giving up' behaviour. Again, making early responses to such messages is important in sustaining the momentum of the lesson and maintaining the learning climate.

Such help may be discretely provided to individuals but on occasions, the teacher may realise that the task is not as good a fit with the pupils as s/he had planned and that further whole-class explanation is needed to sustain the pupils' involvement in the lesson.

This works well provided the teacher has spotted the problem early enough. However, if his/her attention has been elsewhere, s/he may have missed the moment. Pupils in the class can become frustrated or disenchanted with the activity and the potential for a problem to develop has been created.

Where the task is significantly more challenging for the group than had been anticipated, the accomplished teacher is likely to provide a series of concise explanations that enable the group to navigate through the challenging task - by means of a series of islands of certainty.

Get them out

- Managing an effective closure to the lesson
- Refresh, restate and reinforce the session themes
- Have clear, tidy up and exit routines
- Give praise and recognition for efforts and indicate agenda for next lesson
- Create time for exit phase
- Ensure an absence of chaos or confusion
- Have an awareness of time and creating time for exit
- Get them out by enabling them to leave the room in an orderly manner.

Where a teacher manages the three transitions above well but lacks time at the end of the lesson, s/he may in the long run impair the level of control. When a group has to hurry to finish, and rush to pack up and leave the room, it experiences a degree of confusion and chaos. This may be unfair to the teacher who receives the group next, as s/he has to re-establish a climate for learning. Furthermore, it may even have an impact upon subsequent lessons with these pupils, as they retain a memory of the lesson style.

These ideas may not be new or different for experienced teachers. However, over time, all routines become somewhat relaxed and there may come a point where they are ineffective. If a teacher is experiencing difficulties with a particular pupil, pupils or class, it may well be worth reviewing whether these difficulties could be reduced through more effective transition management.

The teacher's key purpose in every lesson is to deliver effective teaching and learning. This is much more readily achieved where the class or the majority of the pupils accept and share this focus. Instead of seeing teaching and learning as being an 'us' and 'them' activity, as it is sometimes portrayed, it can be helpful to describe it as a joint activity that 'we', i.e. teachers and pupils, pursue together. Use of transformational language such as 'our task today is ...', 'together we are going to...' and 'our learning will...' can help to generate a learning climate where the majority of pupils feel that they are actively engaged in a co-operative activity. Developing and maintaining this sense of common purpose with a class requires some investment in planning activities, but over time, provides a huge pay off in terms of positive learning outcomes.

1.5: Anticipation and monitoring

The learning environments in which pupils interact require a degree of resilience from them that is easily undermined by events that take place in other environments, for example, at home, on the street etc. No matter how well prepared pupils are for the pressures and anxieties that learning and/or social environments throw up, there will always be those individuals who will find it challenging.

Part of the role for teachers is to:

- Know about and understand the persistent barriers to learning that some pupils face.
- Learn to anticipate the sporadic barriers that some may face.
- Keep a watchful eye on those who are normally perceived to be able to 'cope' with the system yet who begin to struggle.

Recognising the signs of distress early on is crucial and has a number of benefits for the individual pupil and the wider learning environment:

- Individual pupils feel supported and cared for.
- Problems can be dealt with before they escalate into entrenched patterns of behaviour.
- Patterns of disruptive behaviour can be avoided.
- Less time is spent in dealing with unproductive, 'difficult' behaviour.

It is important that effective teachers recognise moments of change and understand their significance.

Observing and understanding change

The concept of change necessarily implies a shift from one position or state of affairs to another. In pupils, these changes can be subtle and sometimes go unnoticed until they have become quite entrenched. Busy teachers may fail to appreciate there might be a problem unless they actively screen their pupils. This is perhaps especially true for those pupils who display their unhappiness in more introspective ways. Teachers' skills need to be finely honed to recognise the 'moment of change'. Clearly, the earlier a change is identified and an issue addressed with a pupil, the better the chances s/he has of overcoming the difficulty and rebuilding his/her resilience and confidence.

The key to observing the changed behaviour is to:

- Know what characterises 'typical adolescent' behavioural change.
- Know individuals in the group well enough to recognise what is 'normal' or 'characteristic' behaviour for them.
- Recognise when that behaviour changes.
- Identify early what might be causing that change in behaviour.

- Recognise and understand what is a developing issue.
- Recognise and understand what is a 'serious matter'.

Teachers can identify change and screen for the signs of potential difficulty in pupils':

- Attendance and punctuality
- Physical appearance
- Manner
- Self-presentation
- Social grouping
- Mental health.

Attendance and punctuality

Teachers need to be aware of the significance of attendance and punctuality when routinely scanning a group. Most changes in patterns of attendance and punctuality can be picked up quickly and clearly through this process of scanning the group at the very beginning of the lesson. However, it is important to be aware of the bigger picture and to develop ways of tracking pupils throughout the lesson, session, activity or even day. If a pupil who is always punctual for all or most lessons develops a pattern of consistent lateness, then the teacher may need to investigate further to see if there are any difficulties emerging. The odd lateness may not be significant but a new pattern of habitual lateness which is out of character, especially if it is accompanied by other worrying signs, need careful attention.

Any drop in a pupil's performance may also be indicative that some kind of difficulty is developing. Such drops in performance need to be picked up early and the pupil supported to overcome the emerging barrier to his/her performance.

The teacher needs to scan the group and watch out for signs of agitation, tiredness, detachment or aggression.

Physical appearance

Changes in a pupil's dress or outward physical appearance may also indicate a cause for concern which might be home based, but may be related to his/her self-esteem or sense of self-worth. The teacher who knows the pupils well will be familiar with their usual presentation and should notice any changes that may signal some difficulties. The experienced teacher is able to differentiate between those changes in appearance which may be significant and those that are due to making a personal statement about the pupil's individuality, or his/her chosen fashion preferences. It is the combination of changes in physical appearance with others changes that may be a good pointer to emerging difficulties.

Manner

The way a pupil interacts with teachers and his/her peers is a strong indicator of how s/he may be feeling. For those pupils who externalise their difficulties, it is more obvious that there might be a difficulty developing. Screening for difficulty with those pupils who internalise their difficulties might be more challenging for the teacher. The teacher will need to watch out for even more pronounced signs of withdrawal from groups, moodiness, being weepy or self-harming.

Self-presentation

The way a pupil holds him/herself - stands, sits, moves - is also an indicator of the way s/he is feeling about him/herself and others. Any marked changes in his/her self-presentation may signal the beginnings of difficulties, which may need addressing before they escalate.

Social grouping

Pupils tend to form quite distinct groups with their peers. Changes in these social groupings may be the easiest to spot but are often hard to 'read'. The social interactions of a peer group are complex and managing these effectively can cause individual pupils within them considerable anxiety and unhappiness. The key to observing the changed behaviour is to:

- Know individuals in the group well enough to recognise what is 'normal' or 'characteristic' behaviour
- Recognise when that behaviour changes
- Identify early what might be causing that change in behaviour
- Recognise and understand what is a developing issue
- Recognise and understand what is not an issue
- Recognise and understand what is a 'serious matter'.

Mental health

The charity 'Young Minds', in its 1996 publication, *Mental Health in Your School*, outlines some possible indicators of the presence of mental health problems for pupils. These indicators include:

- Sudden changes in behaviour, mood or appearance. These may include a sudden drop in the standard of work; school refusal; excessive concern with neatness or a sudden disregard for appearance.
- General behaviour. This may include quiet and withdrawn behaviour as well as 'acting out' - showing aggression and hostility; extreme perfectionism or obsessiveness to the extent that no work is done; anxiety and restlessness.
- Pattern of work. Losing enthusiasm and motivation; having difficulty settling and concentrating; or else becoming overly absorbed in work.

- Pattern of attendance. This may include truancy and school refusal, but equally, a reluctance to leave school or arriving very early in the morning.
- Relationships. Having difficulty getting on with other children in the class; having few or no friends; being bullied or bullying others.
- Other indications. Looking tired or unwell, unhappy and solitary; becoming careless or indifferent about work; problems with eating; being drawn into promiscuity or offending; alcohol or drug misuse; violent behaviour; self-destructive behaviour.

According to Young Minds, key questions to ask when determining whether these are indicators of a mental health problem are:

- How extreme is the behaviour or attitude?
- How prolonged or persistent is it?
- Are there sudden changes in behaviour?
- How 'driven' or out of control does the pupil seem to be?
- Is there a marked contrast between how s/he behaves at home and outside the home?
- How does the behaviour affect other members of the community?

It is highly unlikely that all or even the majority of pupils who exhibit these factors will need to be referred for specialist help. In the majority of cases, the problems are self-resolving, especially when teachers spot the signs early enough and provide pupils with effective support. Teachers can only spot the signs if they are actively screening the group as well as the individuals within it for difficulties.

Chapter 2: Effective communication

Communication is vital in behaviour management. It is important that pupils know what teachers are asking of them and that teachers know what they are trying to achieve. In any relationship, language can support and encourage or it can inhibit and wound.

In the interactions teachers have with pupils the impact on managing behaviour lies not only in what is said but also in how it is said. The way teachers communicate should reflect a positive approach and belief so as to help pupils make better choices about their behaviour, become more motivated and sustain the effort to be successful. It should also give pupils the opportunity at least to maintain and ideally increase their self-respect and self-esteem.

'I can help you to stay calm' is more encouraging than *'You shouldn't get so angry'*. As a guiding principle, teachers should look to extend and amplify things that pupils do well or remind them of their past successes rather than commenting on what they do badly. Teachers should plan their language to be positive and motivational.

The teacher also needs to consider the non-verbal elements of communication, such as:

- Tone
- Volume
- Timing
- Eye contact
- Body language
- Proximity to the pupil
- The context of the situation.

The teacher communicates through his/her self-presentation and whatever pupils perceive of such self-presentation could affect their behaviour in the classroom. The teacher is also ideally placed to build pupils' self-esteem through his/her verbal and non-verbal interactions with them.

This chapter covers:

- Managing the use of language
- Effective use of questions
- Non-verbal techniques
- Self-presentation
- Promoting pupils' self-esteem.

2.1: Managing the use of language

Use appropriate language

Rogers (2002) points out the importance of appropriate use of language. He emphasises that teachers should:

- Understand that assertion is not about winning; it is about establishing and affirming fair rights and needs.
- Keep corrective interaction unobtrusive, wherever possible.
- Avoid unnecessary confrontation.
- Keep a respectful, positive tone wherever possible.
- Be assertive, not aggressive, if they need to communicate appropriate frustration.
- Follow up on issues that matter beyond the classroom.

Rogers also suggests the following language based techniques to help in managing a group and preventing issues from arising and/or escalating:

Tactical pausing: Pausing briefly in a spoken direction or reminder to emphasise attention and focus.

Incidental language: The teacher directs or reminds pupils without directly **telling** them. For example, *'There is a lot of mess in this room and it is nearly time for lunch'* - this sends the message that the room needs to be cleaned before the group can go for lunch, without being overtly directive.

Behavioural direction: The teacher directs a group or individuals by referring, directly to the expected behaviour. E.g. *'Dean... Listening to the instructions.... Thank you'*. This focuses on the required behaviour. It is important to use verbs/participles, rather than negative clauses, (i.e. *'listening'* rather than *'don't talk'*). The instructions should be kept brief.

Rule reminder: The teacher briefly reminds the group (or individuals) about a pre-arranged rule. However, it is not necessary to spell out the rule each time. E.g. *'Remember our rule about everyone getting a chance to speak'*.

Individual positive reminder with take up time: The teacher reminds a pupil of an agreed behaviour, then leaves some time for them to do it before following it up. E.g. *'Remember we agreed that you would keep your phone in your bag [walk away for a moment and then return to check the phone has been removed]...Thank you'*.

Distraction/diversion: This can be used to prevent a scenario from escalating. E.g. where a pupil shows early signs of losing focus on a task, ask them to help give out some materials for the next task and then thank them for their help, before asking them to return to the task.

Directed choice: A teacher gives a directed choice, within the known rules or routine. E.g. *'You can put your walkman in your bag or give it to me to keep until the end of the day, whichever you choose'*, rather than *'Give me that now'*.

Direct questions: Teachers use questions such as 'what', 'when' and 'how', rather than 'why' or 'are you'. These sorts of questions direct responsibility towards the pupils, rather than asking for reasons. For example, where a pupil is messing around, rather than getting on with a task, asking *'What should you be doing now?'* is a better question than *'Why aren't you working?'*

Proximal praise: By giving praise to pupils near a pupil who is misbehaving can serve as a reminder of what is expected, without the need for direct challenge.

Humanistic 'I' messages: These 'I' messages are expressions of the teacher's feelings, which firstly, include a description of the pupil's behaviour, e.g. *'When you talk while I talk...'* Secondly, they relate the effect this behaviour has on the teacher, e.g. *'...I have to stop my teaching...'* Thirdly, they let the pupil know the feeling that it generates in the teacher, e.g. *'...which frustrates me'*.

Use positive language

If you tell someone not to do something you are likely to put the idea in their heads. 'Don't think about what we are having for lunch' - what are you thinking about!! Better to use positive reminders, for example, rather than 'Don't shout out' use 'Remember to put up your hand to ask a question, thank you'.

Make instructions clear and concise. Rather than 'How many times have I asked you to listen', (to which the answer may be 3!). Try 'Listen carefully to the instruction, thank you'.

Instructions need to show the steps required. Rather than 'No you can't pack away yet', try 'Once you have finished question 5, then you can pack away'.

Use the language of choice

Recognising that pupils choose their behaviour allows teachers to respond calmly rather than taking things personally. Recognising that pupils make a choice about their behaviour is not only healthy and realistic but it also enables them to take responsibility for their behaviour and move in the direction of self-directed behaviour management. No adult, without recourse to physical intervention, can make a pupil do something if the pupil is determined not to.

An overt emphasis on the fact that pupils are making a choice by regularly using the word 'choice' in praise and correction helps to embed the principle in everyday reality. For example, *'I am very pleased that you chose to take part in the whole session today - well done'*, or *'It's a real shame you have chosen not to work today - you did so well last time'*.

As teachers cannot actually make pupils do things, emphasising that they are in charge of their own conduct is a powerful way to support self-directed behaviour. It also encourages pupils to understand that adults will recognise their decisions and give positive social approval when the choices are good.

There are a range of positive results from using the language of choice, as outlined below:

The language of choice regards mistakes as a normal part of learning.

If getting something wrong is just a mistake (a poor choice), again it overtly implies that the pupil has a solution available; in other words make a different (and better) choice next time. This is a much more hopeful and encouraging emotional state than believing that you 'can't help it', or do anything different.

The language of choice removes the struggle for power. Recognising and reinforcing that pupils are responsible for their own choices avoids teachers thinking that they must make pupils obey them all the time. Pupils who are defiant are often seeking power in order to feel in control or important. Giving them choices about their behaviour does the same thing in a more positive fashion. Of course, teachers have to use sanctions or disapproval if choices are unacceptable, but the consequence was the pupil's choice.

The language of choice has a positive emphasis. Reinforcing a pupil's ability to make choices builds confidence and self-esteem. Giving feedback on the range of appropriate choices s/he makes helps forge a positive relationship and builds up his/her self-esteem. Reframing poor choices as something to learn from and put right next time is an optimistic stance which clearly informs the pupil that he or she is all right as a person, but just made a mistake.

Separate the (inappropriate) behaviour from the pupil

- Make the behaviour unacceptable, not the pupil.

'Throwing books is not acceptable in this room' is a better response than *'You were wrong to throw that book'*.

- Making the behaviour wrong allows for changing to better behaviour.

'Next time please take the book over to the shelf'

- Linking poor behaviour to a pupil's identity or personality inhibits positive change.

'You are worse than any other pupil I work with. You make it impossible for everyone else to succeed'.

This may lead a pupil to feel that they are such a bad person and that change is not possible, so why try. It may also lead them to think that they are in control of the group and the situation, not the teacher. It would have been better to say something like *'Your behaviour today has not been good. It has been difficult for others to work'*.

- Linking good behaviour to a pupil's identity builds self-esteem.

'You have made real progress today and helped others get on'.

Model the behaviour that you want to see

To a pupil, the teacher should be a model of legitimate behaviour, within the work setting. The most damning riposte a pupil can utter when talking about inappropriate, rights-infringing behaviour is: 'Well, you do it!'

Resolving conflict calmly is one of the most important behaviours to model. Returning to a pupil to whom a consequence has been applied and commenting positively on the work they are now doing is a good example of conflict resolution and allows the pupil a way back.

Calmness, predictability and certainty are also key skills to model. Listening to different sides of the story, giving the right of reply and maybe apologising if a hasty judgement has been made, gives powerful and significant messages to pupils.

Keep the focus on 'primary behaviours'

Teachers should always keep their focus on the 'primary behaviour' (e.g. not working) rather than the 'secondary behaviour' (e.g. a rude response when asked to get on with the work). The secondary behaviour may be the most frustrating but the primary issue is the most important one.

The conventional response to secondary behaviours is to get drawn into arguments over who was or wasn't doing what and when. This often leads to the teacher becoming frustrated, especially when they have actually seen the primary behaviour. Experience indicates that the more teachers respond to secondary behaviours the more they are going to be faced with them. What happens is that the teacher's frustration, or even anger, proves to the pupil that the strategy is working.

A known pattern is that when pupils are caught doing something wrong they feel bad. In order not to feel bad they have to deflect responsibility for the behaviour by employing secondary behaviours. If the teacher is drawn into reacting to the secondary behaviours then so much the better for the pupil because the feelings about the original behaviour become diluted.

Secondary behaviours are rarely an attack on the teacher, or an attempt to make teacher look wrong or silly. Pupils use secondary behaviours in order to make themselves feel better. The more the focus is retained on the primary behaviour, redirecting the pupil without confronting or challenging the secondary behaviour, the more the need for the pupil to go into defensive mode, and 'get their retaliation in first', is removed.

2.2: Effective use of questions

Teachers should make both a positive and varied use of questioning to motivate and monitor pupils understanding and raise the level and quality of pupils' thinking. The purpose of questioning is to engage, extend, share, clarify and/or confirm thinking. Questions also allow the teacher to check for understanding and they provide a form of feedback.

Good practice in questioning might include the following:

- The teacher should not do most of the talking in a class dialogue.
- Some key questions are best written on the board/worksheet to keep focus.
- Short extending questions can be used to keep pupils focused.
- Questions should link back to what pupils already know.
- Avoid discussing any one pupils' answers at length.
- Avoid embarrassing a pupil by picking on them, as a discipline device.
- Give some waiting time after asking a question to allow pupils to think and respond.
- 'Open' questions can increase pupil involvement and can be a positive feature of good classroom management.

Mutual enquiry

Good practice may also include asking questions and responding to answers in a manner that suggests mutual enquiry. This is explained below:

- Asking questions and responding to answers in a way that suggests mutual enquiry, rather than testing and checking, can help to elevate the status of pupils, improve their self-esteem and make them feel they are making useful contributions.
- A question such as 'How does rain form?' could have a number of intentions, as revealed in the intonation and facial expression of the questioner:
 - It could be a test (You should know), or a check (Do you know?), where the answer is already known. This would imply that the questioner is in a position of power.
 - It could also be that the questioner really is seeking information from someone who knows. This implies the questioner is in a subordinate position.
 - Alternatively, it could be a shared seeking of an answer, which implies a more equal relationship.
- Once the answer is given the questioner may respond. Responses also reveal differences in the relationship between the questioner and the questioned.
 - A response of 'quite right' or 'well done', indicates the questioner has a higher status.

- A thoughtful 'ah, I see' would imply that the questioner is in a subordinate position.
- 'Yes, I see what you mean' implies agreement and a more equal relationship between the questioner and the questioned.

Question types

It is important to make a conscious effort to use the right type of question so as to get the desired response from pupils, for example:

- Use open questions to get pupils to say more.
- Use closed questions:
 - To get confirmation.
 - To clarify uncertainty.
 - To check an opinion.
- Avoid overuse of closed questions as they may:
 - Prompt single word responses.
 - Make the pupil seem sullen or defensive.
 - Force the teacher to invent more questions.
 - Leave the teacher feeling s/he has not got very far.
 - Result in the teacher's voice dominating the interaction.
- Avoid the use of 'why' questions, in relation to behaviour as they require the pupil to understand and explain his/her motivation - which they may not be able to do and this may lead to frustration and further difficulty. Instead use exploratory questions such as what, when and where.

2.3: Non-verbal techniques

The following techniques can be used to promote positive interactions between teachers and pupils, thereby creating a positive atmosphere for effective teaching and learning.

A positive and encouraging manner: This is an essential element in promoting positive interactions. An approachable manner and a smile go a long way to encouraging pupils. Acknowledge pupils efforts with a smile or nod.

Consider how we enter pupil's space: Even basics like how teachers enter a pupil's space and ask to see their work can have an impact. Teachers should consider asking (this can be done with gestures) to see pupil's work and then give short-term feedback and encouragement.

Listen effectively: Listening effectively is a prerequisite for engaging with young people in the classroom. However, it is important to make explicit the skills required to listen effectively. Classrooms are busy places, with many interactions taking place over the course of the lesson, and with teachers having to hold a multitude of information in mind. Jacobs (1985) gives the following guidelines for effective listening:

- Listen with undivided attention, without interrupting.
- Remember what has been said, including the details (the more you listen and the less you say, the better your memory for what has been said).
- Listen to the 'bass line' - what is not openly said, but what possibly is being felt.
- Watch for non-verbal clues to help you understand feelings.
- Listen to yourself, how you might feel in the situation being described, and use this as a way of further understanding the problem/difficulty.
- Try to tolerate pauses and silences that are a little longer than is usual in conversations (and avoid asking lots of questions to break silences).
- Help yourself and the other person to feel comfortable and relaxed; keep calm even when you don't feel calm.

Modelling: Teachers who are courteous, prompt, enthusiastic, in control, patient and organised provide examples for their pupils through their own behaviour. The 'do as I say, not as I do' teachers send mixed messages that confuse pupils and may risk inviting misbehaviour.

Environmental control: Creating the appropriate environment for pupils to thrive is important, for example the use of colour, posters, having a quiet corner etc.

Withitness: John Robertson uses a term called 'withitness', which describes the ability of a teacher to communicate to pupils by his/her actual behaviour, rather than by simple verbal announcing, the fact that s/he knows what they are doing, or s/he has the proverbial 'eyes in the back of her head'. Practitioners that show 'withitness' give the impression that they are alert and will notice when pupils misbehave. They are also able to name pupils in their class or sessions in the early meeting, especially where a reprimand is directed at that pupil. Carrying through any consequences also contributes to an impression of being in control or 'withit'. Other aspects of good organisation, such as being in the right place at the right time, with the required books and equipment, or anticipating changes in arrangements, such as dental inspections or sports practices, all help to convey the impression of efficiency and 'withitness'.

Intervening early to correct behaviour at the moment that a pupil was about to, or just beginning to misbehave, makes a repetition of the misbehaviour to be less likely than if s/he had been allowed to complete the act. Early intervention is more effective because:

- A pupil 'caught in the act' is less likely to deny his/her action.
- The teacher clearly demonstrates that s/he is alert, so that the pupil may feel more liable to detection.
- The act of interrupting the behaviour is itself a statement of the teacher's control and status in the situation.
- The pupil may be denied any reinforcement which would have resulted from completing the act, such as making a friend laugh or engaging others in some disturbance.
- It prevents the spread or escalation of unwanted behaviour, so that the teacher has only to deal with a relatively minor offence.

Using the space and monitoring: Teachers can manage the classroom and set the scene for positive interactions between pupils and between pupil and teacher by using the space effectively. The way in which the teacher uses the classroom space also communicates a powerful message about whether or not they are in control. Low-key control begins by using all of the classroom as a teaching space. This means moving around the room as you engage with the whole class and as you monitor progress when engaged in a task. Such movement needs to be a general circulation of the room, undertaken in a calm, relaxed way. It provides the opportunity to:

- Give recognition to those who are making good efforts
- Praise those who are getting the task right
- Provide early help and support to those who are making mistakes
- Prompt those who have yet to get underway.

Non-verbal cueing - Using gestures, facial expressions and signal:

Non-verbal strategies can be facial expressions, body posture and hand signals. The types of cues given should be chosen with care and must be understood by all pupils to mean what the teacher intends them to mean. For example, 'the deadly stare' whereby teachers focus their eye contact on a particular individual who is not attending to them without resorting to nagging or shouting. Where the class is on task and yet one or two individuals are clearly not working, there is a temptation to direct them back on task. The temptation is to tell them to stop misbehaving and get on with the work. Unfortunately, this disrupts the work of the vast majority of the pupils. It is more effective if gestures and expressions are used to prompt pupils back on task. This reduces the disruption to others and signals that the teacher is in control. It also helps to maintain a positive atmosphere in the classroom. Many teachers will have their own non-verbal prompts for such things. Where these are used from the moment a class is encountered, they become part of classroom culture. Pupils respond to such gestures out of custom, practice and habit. It is a much harder task to introduce such responses in the middle of the teaching year. Examples of non-verbal signals may include those outlined below. These may be backed up by miming or mouthing the instruction:

- 'Turn around' e.g. - a stirring gesture
- 'Settle down' e.g. - a flat hand palm down
- 'Stop talking' e.g. - a finger to the mouth
- 'Get on with your work' e.g. - a writing action.

Focusing: Teachers need to be sure to have the attention of everyone in the group before starting the session, lesson, activity or task and not attempt to teach over the chatter of pupils who are not paying attention. The focusing technique means that teachers will demand the pupils' attention before beginning. Teachers need to be ready to wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quiet.

Low-profile intervention

Most young people are referred to a senior colleague as a result of confrontational escalation. An effective teacher will take care that the young person is not rewarded for misbehaviour by becoming the focus of attention. S/he monitors the activity in the group, moving around the room and anticipates problems before they occur. His/her approach to a misbehaving student is inconspicuous so that others in the group are not distracted.

The case study below, from a teacher on the course, highlights the low profile approach to intervention.

Case study - lateness and refusal to settle down to work

The situation is a Friday last lesson with a group who are often challenging, with many of them disengaged. The lesson began at 2.35 pm with most of the pupils present. About ten minutes in to the lesson, a group of pupils walk in late, chatting loudly. Normally I would challenge them in front of the class and question their lateness. However, this time I let them sit down as the rest of the class had begun a short task. I simply distributed books and restated the page numbers we were working from and said we would discuss things later. They all sat chewing with their coats on and the lesson continued.

After the next task was explained I quietly went to three of them and reminded them that their coats were still on, which is not what we agreed in the classroom. Two of them immediately removed them. As the lesson continued I slowly approached all of them one by one and they followed my quiet instructions. It did, however, take three reminders with one pupil. At the end of the lesson we discussed why they were late.

The outcomes were:

- There was no confrontation as each pupil did not have the chance to play to the audience
- The lesson went smoothly and to plan partly because I created no confrontation
- Each pupil was given 2 or 3 minutes take up time, which really worked
- The pupils were less disposed to argue at the end when questioned about their lateness as neither they nor I had 'our hackles up'!

2.4: Self-presentation

Rogers, (2002:6) states that "The teacher's behaviour contributes as much to some incidents and their management as do the pupils". Teachers need to make a conscious and deliberate attempt to control the impressions that pupils make of them. Teachers can use impression management to attain important goals or change the way they are perceived in a more desired direction.

Impression management

Impression management behaviours are often aimed at achieving a certain identity that involves accomplishing a goal or standard. Individuals can judge whether they have reached that goal or standard based in part on feedback received from others. People can then regulate their impression management by monitoring their own behaviour based on this feedback.

Before a teacher opens his/her mouth to speak, they consciously or unconsciously use all kinds of behaviours to influence the class and give the impression of someone who is in control and ready for an effective interaction with the class. Some factors that the teacher can use to affect how s/he is perceived are outlined below.

Proxemics: This relates to the use of space or distance between people, (i.e. proximity). If a teacher remains behind a desk throughout a lesson without moving, they maintain a huge distance between themselves and the class. The teacher is also less aware of everything that is going on at the back of the class. It is also unwise to begin a class while seated. Don't limit movement during the class to practical periods. To establish authority in early lessons, use centre-stage, but later be mobile.

Kinesics: Kinesics relates to communication by body movement, e.g.:

- Nodding head - particularly in response to a pupil's answer (but don't overdo it!).
- Smiling - research has shown this has a positive effect on the teacher-pupil relationship (again don't overdo it).

- Relaxed body - a stiff military position at the top of the class is likely to be due to nerves and this will be translated to the class. However an over-relaxed demeanour can have dire consequences.
- Gestures - particularly hand and arm movements communicate enthusiasm and interest.

The key is to remain alert and relaxed at the same time.

Oculesics: This relates to eye contact. It is important to take the time to pause and look around the class, making eye contact with different pupils. Some pupils will need particular eye contact to keep them focussed. Constant scanning of the whole class is important and a good habit to cultivate.

When undertaking an activity with pupils, the teacher can best sustain their attention by:

- Standing prominently in the room
- Engaging in eye contact with individual pupils
- Demonstrating involvement with the activity
- Looking for and responding to feedback from pupils
- Moving closer to those who do not appear to be engaging
- Scanning the group frequently
- When misbehaviour occurs, the first step for the teacher is to make contact with the pupil as quietly as possible.

Many of these activities will take strong self-management, as a teacher's first and automatic response to misbehaviour may be to shout. However, Rogers warns about being 'overly vigilant' and hence setting up a challenge that is unnecessary, and also 'non-vigilance', where so many small things are let slide that it becomes hard to address any behaviour issues. He calls for what he refers to as 'relaxed vigilance', where teachers don't let things slide but are task-oriented and not easily sidetracked by small issues. Issues that matter are always dealt with, but in a way that does not automatically set up confrontation.

Teacher style

This relates to the teacher's overall style or method of control in the classroom:

- Autocratic - Setting limits without freedom - rewards and punishment are used to control
- Permissive - Freedom without limits - pupils do what they please
- Democratic - Limits are negotiated and pupils make choices and experience consequences. Mutual respect and rights are established.

Obviously, a democratic style is best.

Using movement

Occasionally, where teachers behave under-confidently with a class, they can inadvertently convey the message that the classroom is the pupils' space. At times, individuals can become tense and rigid. This translates into the way they hold themselves, their gesture, posture and location, i.e. if they teach from one position - the front of the class. Where a teacher teaches from a fixed position s/he leaves the rest of the classroom to the pupils. If a difficulty starts to develop in one part of the room and the teacher, who usually just teaches from the same spot at the front of the class, has to move towards the source of the problem, then such unusual movement by the teacher, is likely to be seen by all of the pupils and is likely to escalate the incident.

Teaching from a single fixed position incurs other problems:

- It is less visually interesting for the pupils.
- It is likely to enable some of the pupils to remain outside the sweep of the teacher's gaze.
- It may mean that the teacher is slow to spot any problem or difficulty that particular pupils are experiencing.
- It may result in the pupils sensing that the teacher is 'fearful' of entering into their space in the classroom.

Teachers can express confidence in their own authority by:

- Using the territory of the room freely and when necessary entering a pupil's personal space in an unthreatening, indirect manner.
- Using a steady unthreatening gaze when talking to pupils or a 'questioning' silent gaze when 'noticing' unwanted behaviour.
- Initiating and ending interactions with pupils.
- Implying an expectation that pupils will comply voluntarily with instructions.
- Carefully choosing forms of address.
- Trying to remain relaxed even when feeling threatened and angry - avoid behaviour which is self-comforting, self-protecting or self-grooming.
- Taking the initiative in interactions and choosing when and if to give a response. The responses may include eye contact, replying to questions, resisting interruptions and returning smiles.
- Avoid battles over rank, for example, 'Stand up straight when you are talking to me'.

Ideally, a classroom should be an environment in which teachers wish to create learning opportunities for pupils and the pupils wish to avail themselves of such opportunities. Whilst much of this is generated by the teacher's optimism or confidence and skill in dealing with pupils, some of it stems from the teacher's management of the physical environment.

2.5: Promoting pupils' self-esteem

How pupils see themselves and so build their identity depends very much on how other people see them. Pupils' self-esteem is determined by their self-concept developed over time. This could come from within the family and their direct experience of how people such as teachers treat them, i.e. what they do and say.

A pupil who sees himself as 'stupid and good for nothing' may have come to that conclusion because s/he has been repeatedly told:

- You're thick
- You're stupid
- How come you are so lazy?
- Only a lazy boy/girl like you would behave in this way
- Come over here you stupid/lazy/silly boy/girl etc...

Pupils spend a large amount of their time with other adults who may not realise the negative effects of such negative feedback, may be unaware of alternative ways to interact with other people, especially young people, or may not be interested in the personal development of the young person.

Adolescence is a turbulent time for many pupils. They are often uncertain and lack confidence and may misinterpret and misunderstand some of the responses of those around them. When a teacher says 'She could do well if she tried harder', a pupil could misinterpret the statement to mean 'I am stupid - everyone thinks I am stupid and can not do so well no matter how hard I try'.

Self-identity is very important to pupils and they need positive constructs of themselves so that they are confident, able to interact with teachers and peers constructively and willing to engage in learning.

When working to change a pupil's thinking and behaviour (see section 3.3), the teacher needs to address any thoughts which lead to a negative perception of the pupil but which may not be a true reflection of how others see him/her. Examples of such pupil thoughts include:

- "I think Mrs Jones doesn't like me"
- "Mrs Thomas always picks on me"
- "Mr Davies doesn't ask me questions...he doesn't think I can do it"
- "Mrs Howard always accuses me if something goes wrong"

It may not be just what people say and do **but** what the pupil thinks they think that damages his or her self-esteem. In their interactions with pupils, teachers need to know not only about the pupil's behaviour **BUT** also their thinking. The pupil who thinks the thoughts above will not engage with the teachers or in learning. S/he is likely to behave in ways that are consistent with his/her thinking but damaging to effective teaching and learning, for example s/he may:

- Be rude to Mrs Jones because “she does not like me anyway”
- Provoke Mrs Jones to get angry to prove that “I do not like her either”
- Pick on Mrs Thomas before she picks on me
- Refuse to attend Mrs Thomas class because “She will pick on me”
- Shout out the answers even when someone else is answering because “Mr Davies doesn’t ask me questions”
- Not bother to do any work because Mr Davies “does not think that I can do it”
- Do something wrong as “Mrs Howard will accuse me anyway”.

As key figures in shaping how young people perceive themselves, teachers need to help them build their self-esteem by:

- Giving them positive feedback about their efforts in the classroom
- Being attentive to their progress in the class, setting them work that is appropriate and explained properly
- Supporting them to change behaviour
- Rewarding their efforts, good conduct and their achievements
- Helping them to develop skills for effective interaction and learning
- Modelling good behaviour
- Helping them to dispel negative self-image based on feedback from other adults
- Providing parents and other adults with positive feedback about pupils.

Even when their behaviour is less than desirable teachers must be careful to use constructive language, which will motivate pupils to want to change their behaviour. Teachers must also avoid labelling pupils.

The case study below, from a teacher on the course, discusses behaviour management and self-esteem.

Case study - Year 10 lower set technology class

There have been behavioural problems with the whole group, predominately with some pupils who can lead others by their disruptive behaviour. The group arrives from a subject they dislike and theory work - again something they dislike doing - is to be done during the lesson. It is the last lesson of the day.

The aims and objectives were given verbally and kept to a minimum. Pupils were encouraged to do their best and told that they are capable of achieving the goals they want (developing self-esteem and motivation). I delivered theory work both from the front of the class, using the white board and on the move, walking around the classroom.

Group work was followed up with open questioning. The questions were chosen carefully based on the pupil's ability and to allow for success and, therefore, praise - building self-esteem.

Early signs of disruption were defused through distraction. The individuals were distracted by giving them tasks - one pupil was asked to collect board pens and another to hand out paper. Individuals were kept on task by close monitoring and questioning in a positive way and reminders of expectations.

Individuals were praised on work they have done and support given where needed. This was done quietly and was pupil focused.

Chapter 3: Approaches for changing behaviour

Where a pupil's behaviour becomes persistent there may be the need to work with him/her in order to change his/her behaviour. This chapter explores some strategies that teachers can use in working for change with young people. The chapter covers:

- Self-monitoring
- The ABC approach to behaviour change
- Changing thinking and behaviour
- Problem solving approaches.

3.1: Self-monitoring

Self-monitoring can be a useful tool for establishing a clearer view:

- With a pupil who may not see any difficulty at all in his/her behaviour
- With a pupil who may see his/her behaviour as less problematic than other people perceive it to be
- Where there is disagreement on the nature, degree and frequency of the problem.

Setting up the self-monitoring profile

This process requires the pupil to monitor and quantify his/her own behaviour over a set period of time. This is a low-key intervention that places great responsibility on the pupil. It can be a very useful approach to working with a pupil demonstrating initial problematic behaviour.

The teacher needs to:

- Discuss the behaviour that s/he wants the pupil to monitor
- Be as specific as possible about these behaviours
- Be prepared to define them by demonstration and modelling
- Ensure the pupil understands the behaviour
- Check s/he is able to use the monitoring form
- Provide the opportunity to review the first day's monitoring with the pupil to ensure s/he has grasped the task.

An example of a self-monitoring profile is given on the following page. Teachers might wish to use the profile or an adaptation of the profile to work with pupils.

A self-monitoring profile

Pupil:

To be used: Week commencing

Behaviours to be monitored:

1:

2:

3:

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Total incidents of: 1 = 2 = 3 =

Pupil's comments:

Reviewing the self-monitoring profile

This approach can be used when working with pupils with entrenched difficulties but the teacher needs to be alert to potential problems. Relying on a pupil to monitor and record his/her own behaviour subjects this approach to the risk of under or over reporting by the pupil. The outcome from the self-monitoring profile still needs to be set against the views of colleagues as to whether the behaviours have actually been displayed as recorded by the pupil.

Where there remains a wide margin of difference, the pupil first needs to be helped to understand the problems or difficulties that s/he is causing or experiencing. If the self-monitoring is a fair recording of the pupil's behaviour during the period, then there is a basis for deciding on an appropriate form of action. The teacher sets out to:

- Discuss his/her reporting
- Compare it with the views of others
- Explore similarities and differences
- Examine what needs to be done and by whom.

One distinguishing feature of self-monitoring is the possibility that through the very process of self-monitoring, the young person:

- Realises the extent of the problem
- Takes control of his/her behaviour
- Starts to change.

Reflecting on outcomes

The fact that the pupil presents an atypical week is not unusual. S/he is more likely to self-regulate his/her behaviour because self-monitoring brings it into his/her day-to-day consciousness.

What may seem to be under reporting could be true reporting of a reduction in problem behaviour; suggesting that the pupil can actually take control and improve the situation under his/her own impetus. Any change suggests that:

- S/he can control his or her behaviour
- S/he has choice in the way s/he acts and reacts

Any lapse into old ways of behaving can be challenged on the grounds that s/he is now choosing to behave in this way and need not do so.

Corey - A case study in self-monitoring

Corey has had difficulty settling into Year 9. She moved to her foster home in May and found it difficult to engage with her peers. A number of staff complained about her lack of work and her annoyance of other pupils. Two teachers in particular have objected to her swearing at other pupils.

Complaints have been growing and two weeks ago she was referred to the Head of Year who introduced Corey to the self-monitoring form. She agreed to use it for one week.

She recorded a number of undesirable behaviours although these were fewer than the number staff had noted prior to referral. However, teachers had not been commenting or complaining about her during that week.

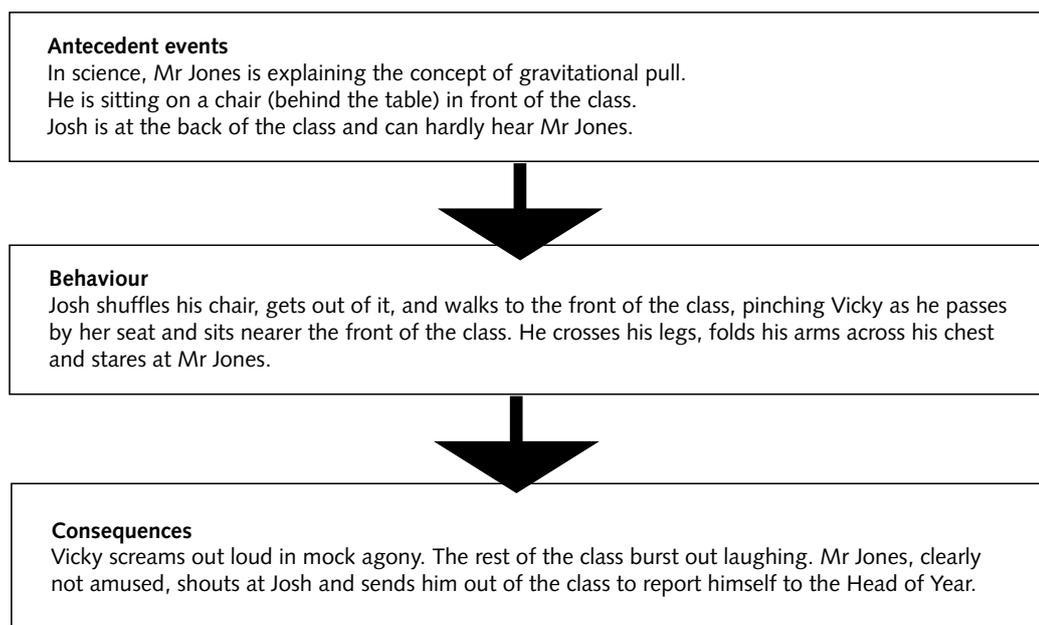
The self-monitoring profile completed by Corey is presented below.

A self-monitoring profile					
Pupil: Corey Dobson		To be used: Week commencing 12 March			
Behaviours to be monitored:					
1: Not working, looking around the room, staring out of the window					
2: Annoying other pupils who are working					
3: Swearing					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 to 9					
9 to 10	1		1		
10 to 11					1,2,2
11 to 11.25	Break	Break	Break	Break	Break
11.25 to 12.25		2		1,1	
12.25 to 1.25	Lunch	Lunch	Lunch	Lunch	Lunch
1.25 to 2.25		1,1			3,3,3
2.25 to 3.25	1,1,1	2	2	1,1,1	2,1
Total incidents of: 1 = 14 2 = 6 3 = 3					
Pupil's comments:					
I have been better this week. Last thing on Friday wasn't good, but she wound me up and I was feeling bad anyway, what with the weekend coming up and stuff. I will try to do better next week.					

3.2: The ABC approach to behaviour change

The ABC (Antecedent, Behaviour, Consequences) analysis of behaviour looks at the antecedence to behaviour, the behaviour itself and the consequences or reinforcement of the behaviour. This approach is based on the premise that making changes in the antecedence, and/or the consequences of behavioural incidents, can effect a change in behaviour.

The ABC approach is explained using the example of Josh:



Any attempt to effect a change in Josh's behaviour; to prevent similar behaviour recurring must begin with the questions; "What triggered his behaviour?" and "How is Josh reinforced for behaving in this way?" These two questions examine the antecedence (A) and the consequences (C) of Josh's behaviour (B) because they contribute to the teacher's understanding of the likelihood of Josh behaving in this way again.

The focus for changing Josh's behaviour needs to be one of encouraging him to practise a new way of behaving and reinforcing this new behaviour. Equally relevant is that there is no reinforcement of his past behaviour. The following might be done.

The ABC of Josh's behaviour

A B C	Josh's triggers and actions	The teacher should focus on
Antecedence/ triggers	<ul style="list-style-type: none"> • Boredom with the subject • An unstimulating environment for learning • Inaudible teacher 	<ul style="list-style-type: none"> • Providing varied and stimulating curriculum delivery • Early monitoring of non-verbal messages from pupils • Careful seating of pupils • Teacher to speak in a loud clear voice
Behaviour	<ul style="list-style-type: none"> • He shuffles his chair • He gets out of his chair • He walks to the front of the class • He pinches Vicky • He crosses his legs, folds his arms across his chest and stares at (intimidates) Mr Jones 	<ul style="list-style-type: none"> • Maintaining Josh's interest • Sustaining his on task behaviour
Consequences	<ul style="list-style-type: none"> • He provides entertainment for the class; gaining status with his peers • He upsets Mr Jones; gaining attention from teacher • He disrupts the flow of the lesson • He secures the attention of Teacher • He is sent out of the class thereby avoiding a difficult lesson 	<ul style="list-style-type: none"> • Dealing with any issue away from the audience • Staying calm and calming the class • Good classroom control techniques • Maintaining lesson momentum • Managing any difficulty instead of straight referral to Head of Year • Ensuring that there is an effective response to Josh in terms of a sanction or reparation

Note that the key issue was Josh's behaviour, but securing change could be achieved through altered teacher behaviour.

3.3: Changing thinking and behaviour

People respond to events on the basis of their thinking and beliefs. These beliefs determine how they feel and behave in any situation. This explains why, given the same situation and stimulus, different pupils will react in different ways because their thinking is different from each other.

For example, during an English lesson a group made up of three pupils, Julie, James and Debs, present their piece of work to the rest of the class. Mrs Adams their teacher responds with "That was excellent; well done".

- **Julie** glows with pride, smiles and says 'Thank you Miss'.
- **James** looks away while sticking two fingers down his open mouth as if to be sick. He mutters to himself 'How embarrassing'.
- **Debs** sniggers and shouts back at Miss Jones, 'You always say that but never give us an A; what's the point?'

The responses of each of the above pupils to the same event are governed by their thinking and belief about what is taking place. When Mrs Adams says, 'That was excellent; well done' these may be the beliefs behind each of the responses:

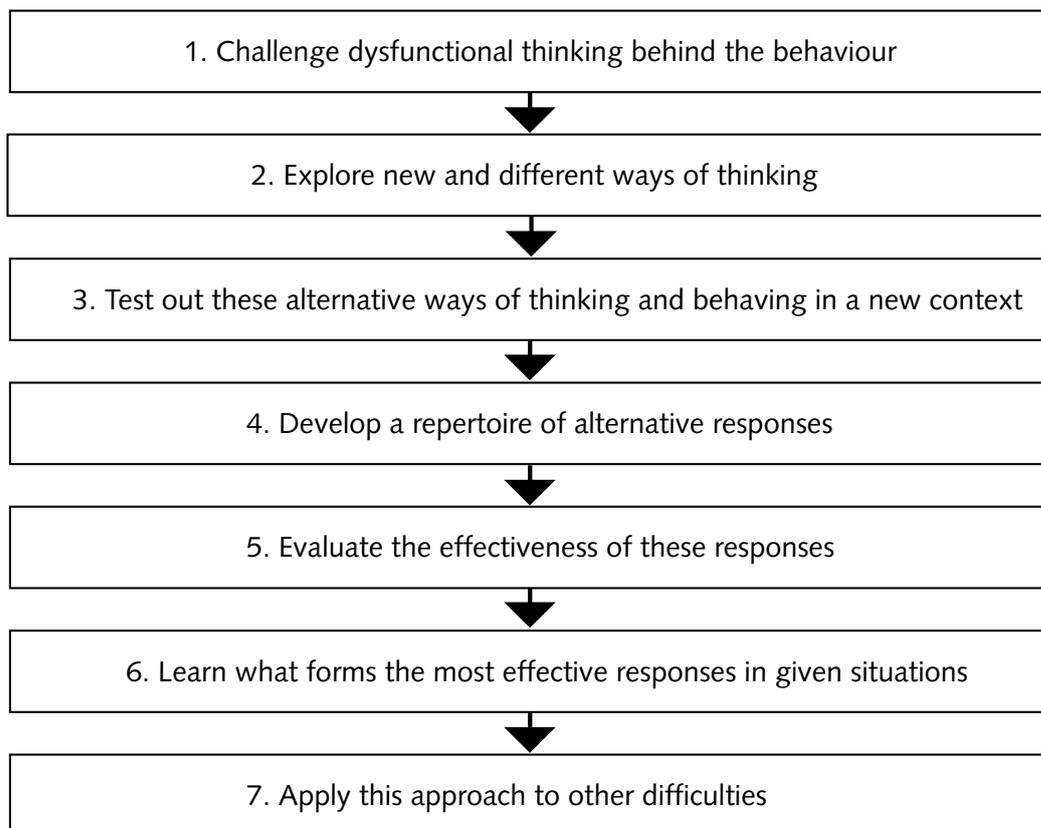
Julie	James	Debs
<ul style="list-style-type: none"> • She is impressed • She thinks, we have done well • She believes that I am smart • She appreciates my/our efforts and abilities • She is a good teacher 	<ul style="list-style-type: none"> • Only girls like being praised in public • I don't believe her because she is always so cynical about us • My friends will now think that I am a swot and a teacher's pet 	<ul style="list-style-type: none"> • Mrs Adams hates me anyway but pretends that she doesn't • She says nice things about your work to make you try harder • She wont give you an A if she knows you want it

In order to effect any change in James' and Debs' behaviour the teacher needs to help them change the thinking that governs their behaviour. Change in behaviour will only be sustained if the thinking behind that behaviour alters.

Mrs Adams could challenge James and say: 'That is not how to behave. I have just told you how good your project is. You should be pleased'. If James was to look her in the eyes, clasp his hands in front of him, smile and say 'Thank you Miss', a change in behaviour seems to have been achieved. However, it is extremely doubtful that James will sustain this change in behaviour because his beliefs about Mrs Jones have not altered. To effect change in pupils' thinking and behaviour often requires significant time and attention.

The steps to changing thinking and behaviour are outlined below.

Steps for changing thinking and behaviour



The case study below illustrates how the steps to changing thinking and behaviour might be used in a specific situation.

Case study - Declan

Declan transferred into Claremont High School in the middle of Year 9. Now in Year 10, Declan always gets into fights with pupils in his class. He is no different on the playground when he is with pupils younger or older than him. He is small for his age but whatever he lacks in size, he makes up for with his fists. He hardly talks to anybody and has few friends.

At home, Declan is the middle of seven siblings. He had been bullied for as long as he can remember, by two of his older brothers. His father's response was to encourage Declan to fight back 'to win respect'. Once, Declan hit his brother so hard with a cricket bat that his brother ended up spending two weeks in hospital. The bullying at home stopped after that incident and Declan and his brothers learned to avoid each other.

Declan believes that the best way to win respect and not be considered a wimp by others is to be aggressive and violent towards people. This thinking and belief has governed his behaviour since entering secondary school. So far most of Declan's experiences have confirmed this view.

Steps for changing Declan's thinking and behaviour

1. Challenge dysfunctional thinking behind the behaviour	Declan thinks 'If anyone upsets me, I hit them because that is the way to prove that I am not a wimp'. Explain to Declan that hitting people has nothing to do with being a 'wimp' or not. Explore with Declan the consequences of hitting people.
2. Explore new and different ways of thinking	Help Declan to appreciate that 'A strong person says how they feel when they are upset so that others can understand how they feel and stop upsetting them'.
3. Test out these alternative ways of thinking and behaving in a new context	When a classmate jumps the queue at lunch time, instead of hitting them, what would happen if Declan politely asks him to go to the end of the queue?
4. Develop a repertoire of alternative responses	Help Declan to explore other ways of behaving, e.g. when some one upsets Declan he could: <ul style="list-style-type: none"> • Walk away till he calms down • Tell the teacher or an adult • Refuse to be upset by seeing the funny side of the situation.
5. Evaluate the effectiveness of these responses	Do any of these responses cause a change in Declan's behaviour, i.e. does he stop hitting others?
6. Learn what forms the most effective responses in given situations	Declan realises that the most effective response is telling people how he feels - this response improves his behaviour and stops him from getting into trouble. He becomes a happier person.
7. Apply this approach to other difficulties	Declan learns to express his feelings rather than getting into fights to resolve his difficulties.

Teachers may wish to use this approach for other difficulties. Changing thinking is not an easy thing to do and will involve substantial investment of time and effort, but for some pupils this may be the only way to achieve sustained behaviour change.

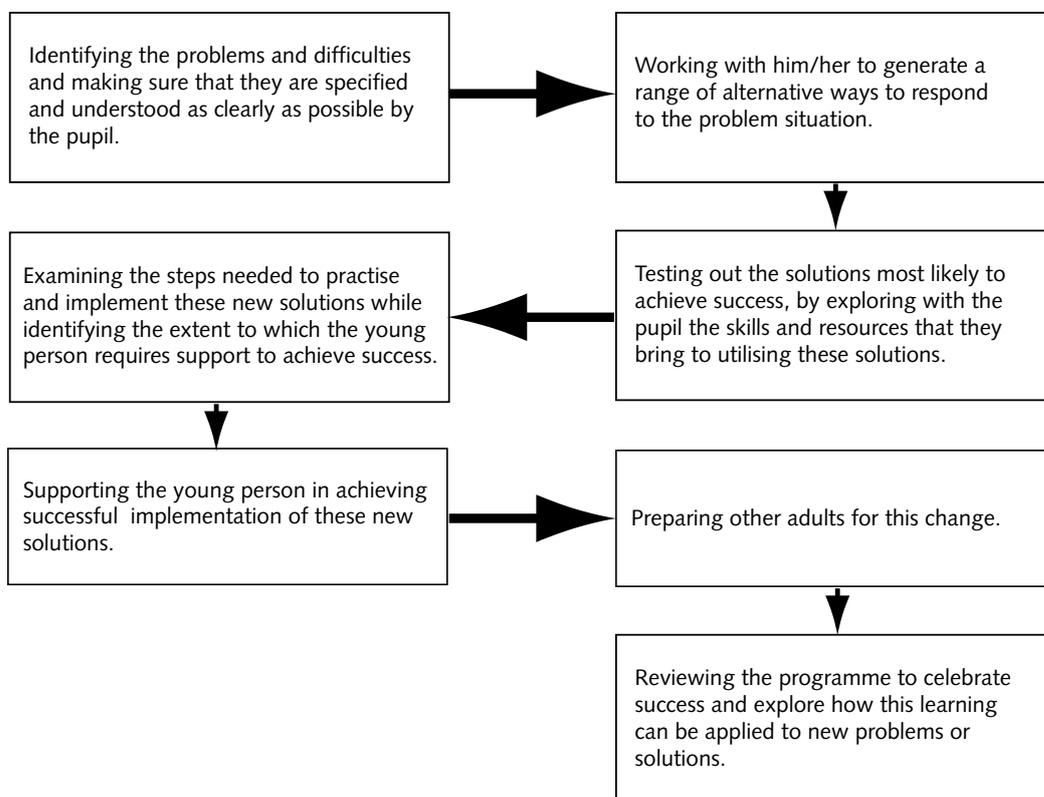
3.4: Problem solving approaches

Many of the pupils who get into difficulty lack the necessary repertoire of responses to use in given situations. They have habitual and quite restricted responses to the challenges they are confronted with on a daily basis. For example, the pupil whose habitual response is to simply stop working when s/he is stuck, or the pupil who lashes out with her/his fists when challenged, may lack other effective ways to respond.

The aim of the problem solving approach is to:

- Improve the awareness and understanding of pupils
- Enhance their perspective taking
- Raise their ability to anticipate the consequences of their actions
- Equip them to do things differently.

The problem solving approach involves:



Each of the steps needs to be carefully managed. It is important that pupils appreciate the problem/problems that they face. They will need to be encouraged to think positively and creatively about the different ways they could respond in a situation. Sometimes individuals demonstrate their lack of alternative behaviours at this point by being unable to generate a single alternative. For example, they continue to believe that 'When someone provokes me, I should always hit them'. Whilst their aggressive behaviour is driven by such a belief it is unlikely to be readily changed.

Many of the solutions generated will be impractical or not achievable. Some pupils develop solutions that are based on their own fantasies of how

important/significant they are. It is very important that the teacher works with the pupil to get him/her to sort through which is likely to be the most practical and successful solution. However, it is important that the teacher does not impose his/her own thinking on pupils.

Once the chosen solution has been determined the teacher asks the pupil to focus on just how s/he will do this in reality. Often it is only at the point where the teacher says, 'Tell me how you will go about this', or better still, 'Show me how you will do this', that s/he gains insight into the pupil's lack of understanding and his/her real level of difficulty. From this insight the teacher plans the level of rehearsal, coaching and support the individual will require. Equipped with this insight, teachers realise the futility of complaining about pupil behaviour or demanding change when the pupil simply lacks a range of valuable behaviours to choose from.

Once the pupil is ready to try out his/her solution the teacher needs to alert everyone around the pupil to support his/her change efforts.

Once underway, the teacher and the pupil need to review progress. It is important that any success is attributed to the pupil not the teacher. The pupil needs to be empowered to believe that s/he is able to change and can sustain the change.

Challenges in using problem solving approaches

This approach cannot be done hurriedly. It requires time and opportunity to make it work. Crucial to the effectiveness of this approach is the ability and willingness of the pupil to generate a good quantity of ideas and alternative solutions. The method is not a universal approach for everyone.

This approach will not readily work in a situation where a pupil refuses or is unable to risk his thinking. The teacher cannot afford to think for the pupil. When the pupil takes ownership of this process, s/he is more likely to commit to the best of the alternative solutions.

Other obstacles to the effective use of this approach include:

- Where a pupil does not acknowledge that there is a problem in the first place.
- Where a pupil consistently blames everyone else.
- Where a pupil has no ideas.
- Where a pupil generates only equally negative responses.
- Where a pupil is anxious to get the 'right' answers and tries to conform instead of generating solutions that might work for him/her.
- Where a pupil evaluates his or her options poorly.

The problem solving approach provides a clear step-by-step methodology to deal with difficulties. It is time consuming but where it effects lasting change it provides an efficient tool for meeting the needs of pupils with problematic behaviour.

The problem solving approach:

- Requires the full co-operation of the pupil
- Ensures that the pupil generates the solutions and has ownership of process
- Allows the pupil to think about his/her actions and consequences
- Makes the pupil feel valued
- Makes it more likely for the pupil to commit to change
- Skills the pupil to think before s/he acts
- Is very practical, relevant and realistic
- Needs to be reviewed to ensure that change is lasting
- Motivates a pupil to maintain change
- Has value for pupils and for colleagues.

The two examples that follow, illustrate the problem solving approach.

A problem solving approach - Example 1

Name: Jessica Codigan		Age: 13
The problem/difficulty/situation: I refuse to perform some of the tasks set for me in class.		
My usual response: "I'm not doing that."		
Five other ways to respond	The likely outcomes	
Giving it a try	Friends will think I am wet but maybe I can do it.	
To ask teacher for help	She may explain it to me.	
If I do this, maybe I'll be allowed to choose an activity	Could be good.	
Text a friend on my mobile phone	I will get in trouble with mum and phone will be confiscated.	
Walk out	I will get into lots of trouble.	
Which is the best response?	Ask the teacher for help.	
My reasons for deciding it is the best: I won't get into trouble, teacher won't get mad at me and I will be doing work.		

Agreeing the approach to the problem with Jessica may only be part of the solution. The teacher needs to get Jessica to show him/her how she will ask for help. If she shouts out and demands an immediate response the problem may simply have shifted rather than have been resolved.

A problem solving approach - Example 2

Name: Asif Qureshi		Age: 14	
The problem/difficulty/situation: Making hurtful comments about other children, calling them names, making fun of them, when they talk to me.			
My usual response: "I was only joking."			
Five other ways to respond		The likely outcomes	
Say something nice to them		They will begin to like me.	
Chat or work with them		They will chat/work with me.	
Ignore them		It may still hurt them.	
Just smile at them		They may smile back.	
Put hand over mouth when I might say something hurtful		I will not say hurtful things.	
Which is the best response?		Just smile at them.	
My reasons for deciding it is the best: It is very easy to smile. They will be happy and me too and they may even become my friends.			

This approach is unlikely to work unless Asif can make a sincere response. The teacher needs to see what Asif's smile looks like. Is it a genuine smile or does it look like a sneer? Equally, Asif needs to understand that the others will take time to come to accept this new behaviour.

Teachers may have concerns about the lack of time for using the problem solving approach. However, this is an approach that could effect change with pupils and it is worth committing the necessary time to work for change with them now. Time invested now to change behaviour is likely to save time in the future as there will be fewer incidents of poor behaviour to deal with.

A blank problem solving sheet that teachers may wish to use is given on the next page.

A problem solving approach

Name:

Age:

The problem/difficulty/situation:

My usual response:

Five other ways to respond

1

2

3

4

5

The likely outcomes from each response

Which is the best response?

My reasons for deciding it is the best:

Chapter 4: Incident management

When teachers understand a given situation, they are much more likely to feel confident about it and, therefore, more likely to manage it effectively. It is important to have a clear and shared understanding of how incidents are triggered; how they escalate into a crisis and how to respond at every phase of the incident. This chapter provides such an understanding.

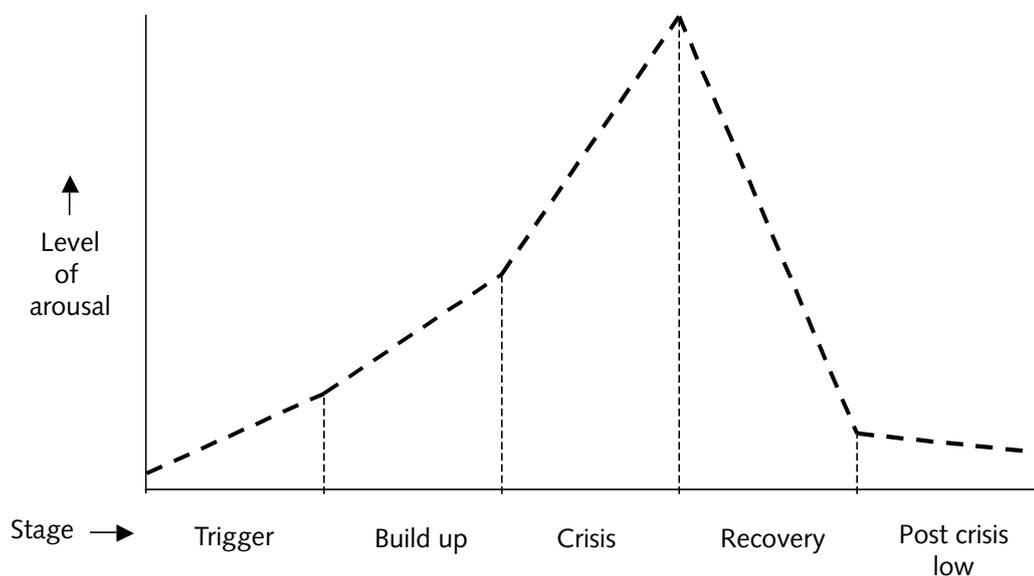
The chapter covers:

- A 5-stage incident profile and strategies for response at each stage
- Physical intervention with pupils at school
- Individual behaviour plans.

4.1: A 5-stage incident profile and strategies for response at each stage

Some teachers feel that their practice is made up of an endless series of fire fighting of incidents. In trying to develop a shared understanding of how incidents develop and unfold, the five-stage model of the 'typical' sequence of an incident (Arnett, 1989; Hewitt, 1998) can help teachers to understand and analyse the phases that make up an incident. Through such an analysis teachers can begin to develop a shared understanding of what makes up an incident and how they can respond effectively within its different stages. The five-stage model is shown below:

A 5-stage incident profile



The diagram above sets out 5 stages in an incident. Each of the stages is likely to last for a different length of time with each individual. Some may move from trigger to crisis very quickly. Others may take a great deal of time in the recovery phase before they reach the post crisis low.

The time spent on each phase varies from individual to individual and alters with the circumstances they find themselves in. Some pupils are more readily aroused than others and they are more easily triggered towards a crisis. The example set out below may help to illustrate the sequence.

5 stages of an incident - Dave

The trigger:

Dave, aged 14, is in Miss Coles' French class. Dave feels that Miss Coles always picks on him and shared this view with Steve. As they left the Maths lesson for French, Dave was not amused when Steve commented that Miss Coles might have a reason for picking on him. Although he did not say a word to Steve, he entered the French class with his mood written across his face.

The build up:

Miss Coles fails to notice Dave's mood. She then asks him three questions in quick succession to check that he understands the work that he is supposed to be doing. "She's truly got it in for you!" mutters Steve, "maybe she fancies you."

The crisis:

Dave is now angry with both Miss Coles and Steve. He says to Steve, "Push off and leave me alone." Miss Coles notices him speak out from across the room and says, "Dave just get on with your work." In outrage Dave responds with a torrent of verbal abuse, demands that Miss Coles stops picking on him and storms out of the class.

Recovery:

After seeing Dave erupt in this way, Miss Coles, though taken aback, concludes that there is little point in trying to discuss the issue with him now. She sends for the Head of Year who takes Dave to her room to ensure that he is safe and to provide him with the space to calm down.

Post crisis low:

The Head of Year insists Dave sits in her room. She realises that the best response is to wait until Dave is less tense and less aroused. Eventually, Dave seems to go limp and lets the tension go. Only then does she review the incident with him.

Details of stage 1: The trigger phase

An event or incident occurs that raises the pupil's level of arousal. This means that s/he begins to experience an escalation in his/her feelings and emotions. This may be an increase in anger, sadness, anxiety etc. Such triggers may be due to events at home, on the journey to school, or in the playground. Teachers may not always see the trigger.

In this trigger phase, the individual's arousal may continue to increase. This increase may not just be prompted by events but by the pupil thinking about events, calling up memories and responding emotionally to them. The table below suggests some signs and signals that arousal is increasing.

Hand movements - clenched hands; clenching and unclenching hands; drumming with fingers; tapping; tapping with a pen or other object	Change in volume of speech - upwards to shout or downwards to whisper
Tension in body posture	Inappropriate laughter
Rigid structure	Sudden stillness
Agitated behaviour	Talking under one's breath
More rapid movement	Raised voice
Clenching of teeth	Use of challenge phrases such as "You can try it.....!" or "Go on then.....!"
Locking of jaw	Taunting others
Increased gaze or stare	Teasing others
Lacking eye contact	Erratic speech
Rocking behaviour	Refusal to respond to requests
Swearing under breath	Swearing at others
Failure to use appropriate forms of address	Swearing at teachers

The key skill in this stage is observation. It is very important that teachers notice and appreciate that a pupil's level of arousal is rising. This list may be helpful when observing signs that arousal has been triggered. However, it is likely that arousal will be highly individual in its expression. Teachers need to be:

- Aware of the pupil's usual mood
- Alert to any significant change in that mood
- Knowledgeable as to how to respond when they see the pupil's arousal heightened.

Strategies to respond in the trigger stage

Some triggers can be influenced and shaped by teachers who can reduce the pressure on pupils, lower their expectations of the pupil short-term, reduce the interaction around them, enable them to succeed at a given task by providing them with additional support. Teachers may act to:

- Remove the trigger - if the cause is within the classroom.
- Acknowledge the problem and provide the pupil with time to improve his/her self-control.
- Simply continue to monitor the behaviour.

- Inform colleagues - particularly those who teach the class next - of the pupil's difficulty. Many incidents can be prevented by early information sharing.

During this phase the teacher should:

- Be alert to the mood state of all of the pupils in the class, particularly those who have experienced difficulties in the past. (Some may already be aroused and angry on entry to school due to events at home).
- Attempt to intervene at the lowest level possible to secure a change.
- Make discreet, non-verbal signs or signals to reduce the tension in the situation.
- Stay calm, and strive to ensure that you appear calm, relaxed and in control.
- Determine whether the issues need to be dealt with now or later - will an intervention defuse the situation or escalate the tension?
- Acknowledge that there is a problem and suggest it will be dealt with at the end of the lesson.
- Display strategies to de-trigger the situation, diffuse tension or to redirect the individual's attention.
- Try to avoid escalating the problem unless you are sure that it will not diminish of its own accord.
- Only confront if s/he is sure the problem will not go away by using other approaches.
- Allow the pupil enough time and space to recover his or her self-control.

The challenge is to choose the strategy that best fits the pupil, the class/group and, of course, the teacher. However, the real skill is in remaining calm enough to think through the options and choose the best one.

Details of stage 2: The build up

The pupil's level of arousal has continued to rise to the point where his/her behaviour is being noticed by others, or is having an impact on, or influencing his/her performance.

The teacher's need to respond to the behaviour is as likely to be driven by the need to manage the learning of others as to meet the needs of the aroused individuals. The graph shows a steady build up in arousal. In reality, this may take the form of a series of spiky steps.

The decision as to how teachers intervene needs to be based upon their knowledge of the pupil, i.e. his or her:

- Speed of arousal
- Level of impulsiveness
- Capacity to cope with frustration
- History of risk taking behaviour

- Self image - as violent or non-violent
- Past history of aggression.

Teachers need to remain calm and, more importantly, appear to be calm. This is achieved by self-presentation, stance, posture, gesture, movement, expression, tone and pace of speech.

Strategies to respond in the build up stage

Strategies that teachers might adopt include:

- Distraction of the individual by engaging him/her in something that is of key interest to him/her or is known to be an area where s/he experiences success. By adopting this approach teachers may reduce the level of build up.
- Distracting the group by inverting the group into a different topic for discussion or activity. Teachers may be able to draw the individual into more positive engagement.
- Redirecting the individual. If teachers spot the build up soon enough they may be able to:
 - Call a person to order.
 - Explain what is happening to him/her.
 - Describe what you want him/her to do. This needs to be done in a confident, assertive, but not authoritarian manner.
- The approach needs to signal warmth and regard for the individual, as this is much more likely to secure a positive response.
- Defusing - using approaches that reduce rather than escalate the pressure in the interaction, for example:

Do not:	Do:
<ul style="list-style-type: none"> • Move towards the individual at speed • Close in on him/her • Stand above/over the individual • Make touch contact • Raise voice • Make threatening or controlling gestures - pointing, waving hands etc • Don't place hands on hips and lock stance. 	<ul style="list-style-type: none"> • Move in a relaxed, calm manner • Stay at least 3-4 paces away from him/her • Avoid implying threat by standing over/above • Avoid touch contact as this may act as an additional trigger • Speak in a calm relaxed way • Ensure hands are open, relaxed and down • Adapt a relaxed and calm stance.

Once a pupil has been aroused, events beyond the teacher's direct control may continue to fuel the build up towards a crisis. Within a class, a key factor may be what other pupils do and say. Equally, what the teacher says and does may be misunderstood and misinterpreted due to the level of the pupil's arousal. The teacher should:

- Continue to model calmness.
- Engage him/her in an initial exchange.
- Try to explain what was happening to him/her.
- Reflect on his/her reaction to your concern.
- Avoid saying too much and speaking too often, i.e. try to avoid pestering or provoking the pupil.
- If s/he signals that contact is welcome, move alongside and discuss things with him/her.
- Model control by self-presentation, movement, posture, gesture, expression and tone of voice.
- Distract the individual by drawing his/her attention to a different issue.
- Distract the group by introducing a new idea/issue/topic to the group. Draw the individual into the discussion.
- Redirect the individual to another or different activity. Ask him/her to collect a book, resource and materials from the office/similar, i.e. a pre-arranged diversionary approach.

The key challenge for the class teacher during this phase is the ability to handle the situation very skilfully so that a crisis is avoided. The teacher should remain in control of him/herself, the class and the situation while engaging with the pupil.

Details of stage 3: The crisis

Not all incidents develop into crises. Some just ramble along below the crisis level but are nonetheless exhausting to manage. A crisis comes only when the pupil acts out in an extreme and unusual manner. When a crisis occurs it is likely to be relatively brief:

- An outburst of verbal abuse
- An attempt to run from the room
- An attempt to threaten verbally or even physically.

It is important that teachers do not respond by triggering the pupil back to crisis, e.g. when a pupil throws his/her book away insisting that s/he goes and picks it up immediately, or, when a pupil has just been verbally abusive - demanding a complete apology at once.

In both of these instances, the individual may have only just moved beyond the peak of the crisis. The insistence or immediate conformity to teacher authority may be too soon, with arousal levels still high and a second, and perhaps worse issue precipitated.

Sometimes teachers have very little opportunity to intervene at the 'Trigger' and 'Build up' stages because their involvement is often prompted by the crisis itself. It is important to remember that some incidents develop gradually whilst others seem to ignite, all of a sudden. Once the crisis has developed, the initial strategy would depend upon the situation that teachers encounter.

Strategies to respond in the crisis stage

The strategies to respond during this phase might include:

- Inviting the pupil to leave the room
- Inviting the pupil to sit elsewhere in a seat designated by the teacher or Head of Year
- Seeking support from elsewhere if at all possible
- Removing the audience from the pupil
- Removing the pupil from the audience
- Resettling or re-establishing the class.

These ideas can be helpful in managing difficult or violent incidents. There are also things that teachers can do and say that may help in dealing with the situation, including:

- It may be helpful to acknowledge the pupil's emotional state - "I can see you're very angry!" i.e. to empathise, without agreeing with him or her.
- It may reduce the escalation of the incident if teachers avoid head-to-head, face-to-face confrontational positioning.
- It may improve matters to let the individual vent his/her anger, providing no one is likely to be hurt and that the venting quickly leads to a reduction in activity.
- The teacher should try to control his/her own emotions and not get angry in return. (Provoking the teacher to anger can be highly rewarding and can escalate an incident).
- The teacher should also provide reassurance that this can be managed and the problem(s) can be dealt with.

All of these are good ideas but they need to be discussed and explored ahead of time. It is too late if the first time that teachers try to think about them is in the middle of a developing incident. The management of this crisis phase remains a key concern for teachers. Teachers often want to be clear as to limits to their role and responsibility in managing such crises as they balance their concern for the individual with that of the safety of other pupils, colleagues or equipment.

Details of stage 4: The recovery stage

When the peak of the incident has just passed, there is an understandable wish to 'sort things out' as teachers may have been unsettled and even threatened by such an incident. There is an inner need to retain control and

to be seen to be in charge. Sometimes this can stem from teachers' anxiety that if they are not seen to be in charge of this particular individual then they may lose control with others.

However, if the pupil is still experiencing high levels of exposure, then whilst so aroused, s/he is unlikely to find it easy to:

- Listen to what teachers have to say
- Acknowledge his/her role/responsibility in an incident
- Accept any punishment or sanction
- Make any reparation for what has happened.

Strategies to respond in the recovery stage

Whoever is dealing with the recovery phase (the Head of Year or teacher) the following guidelines may be helpful:

- Observe the pupil.
- Try to read and understand how s/he is feeling.
- Don't act unnecessarily.
- Monitor his/her level of arousal.
- Wait until the pupil provides indications that s/he is now more relaxed, e.g. loss of physical tension, slump in posture etc.
- Provide some reassurance that s/he can calm down and regain their self-control.
- Signal that the issue will be dealt with in full - but only when the pupil is ready and able to engage - it is important for the pupil to know that the issue is not forgotten but will be dealt with in a proper manner when the teacher deems it to be appropriate.

Key to all of this is a sense of pace and timing and ensuring that the person is recovering to the point where s/he can accept and 'hear' the teacher's response.

Rushing the issue or rushing things at this stage, is likely to trigger resistance or even further difficulties, and the use of blame language at this point is unlikely to improve things, e.g.

- "I don't know what came over you"
- "You really let yourself down"
- "We will not tolerate that sort of behaviour here"

All of these things may be said but it is much better that they are said when they will be heard and have impact, rather than when a pupil is unable to listen.

Details of stage 5: The post crisis low

Following a crisis or an incident of explosive behaviour, the pupil may come to feel very deflated. S/he may feel a range of emotions from embarrassment, discomfort or shock to guilt about the incident. Once the pupil begins to experience these emotions and has relaxed s/he is likely to be much more accessible to the teacher and any attempt to confront, challenge and change his/her behaviour will have a greater likelihood of success.

By waiting for the post crisis low, the teacher doing this work with the individual is much more likely to secure a positive dialogue with the individual and to engage him/her in actively thinking about change and behaving in a different way. Whilst this takes a little more time, it is likely that there will be a marked reduction in any recurrence of this behaviour.

Strategies to respond in the post crisis low

In this phase, the teacher takes the opportunity to:

- Get the pupil to review the incident
- Acknowledge his/her role in it
- Explore what could have been done to prevent it.

In this phase the teacher resumes control of the situation in a much more direct way. S/he needs to consider a number of key questions.

- What sanctions need to follow?
 - How will they be delivered?
 - Where?
 - When?
 - By whom?
- What reparation needs to be made - an apology, a letter or an act of reparation or restoration?
- What needs to be done to prevent such an incident happening again?
- Most importantly, any one incident needs to lead to an immediate consideration of:
 - What can be done to prevent it escalating a second time?
 - What needs to be done to ensure the pupil manages his/her anger in a more effective way?

Investing time in the positive management of such interactions would undoubtedly bring benefits to the class and the whole school.

4.2: Physical intervention with pupils at school

Despite teachers' best attempts at preventing aggressive behaviour and managing incidents, there will be times when physical intervention becomes the most obvious way to manage the incident and prevent harm to pupils, teachers and property. LEAs and schools have their own guidelines for using physical intervention which all teachers should be very familiar with. The following suggestions must be put in the context of the school or LEA policies on using physical intervention.

Do

- Avoid using physical intervention except as a very last resort.
- Know the procedure in the school's guidelines for the use of physical intervention.
- Discuss the procedures with a senior member of staff if unsure of any point.
- Send for adult help early if things begin to get out of hand and physical intervention seems likely.
- Assess the situation calmly before acting.
- Intervene in a way that makes the teacher, other pupils, and the troubled pupil safe.
- Use the minimum intervention for the minimum time.
- Report the incident to the head teacher or senior member of staff as soon as possible.
- Complete a report immediately.

Do not

- Place self at risk by attempting to intervene physically, for example, with a pupil who is obviously carrying a weapon.
- Attempt to restrain a pupil when temper is lost.
- Use excessive force.
- Place self at risk of false allegation, i.e. avoid being alone with a pupil, (if possible).
- 'Forget' to report the incident.
- Ignore the need to record the incident in writing.

These suggestions need to be read alongside the LEA's and the school's guidelines on physical intervention. While professionals are often allowed to use what is termed 'reasonable force', there is no precise legal definition of 'reasonable force' making the term a little vague. It may be more easily

explained in terms of a specific event or incident. Reasonable force could be defined as action needed to make the situation safe and to reduce any risk to others. 'Reasonable force' may be legitimate where:

- A pupil attacks a teacher
- A pupil attacks another pupil
- A pupil is causing/likely to cause injury to others
- A distressed pupil, who is already at risk, tries to leave the school.

To be able to manage crises effectively, a whole-school approach is needed. Teachers need to have discussed such situations ahead of time. They need to have explored their sense of how situations can be made safe and each individual's sense of how s/he might respond.

4.3: Individual behaviour plans

Where pupils' behaviour is causing problems or difficulties in class then it is important to develop an action plan for change, which could be applied to a variety of situations that emerge. This may take the form of an Individual Behaviour Plan. The plan can outline:

- What needs to be done
- With whom - How - Where - When
- What support is needed, from whom, and how it will be secured.

A plan, drawn up in relation to securing change for pupils, must take into account the potency of the early involvement of parents, and the problems of late involvement. The plan should link in with a relevant Pastoral Support Programme (refer to Circular 47/2006).

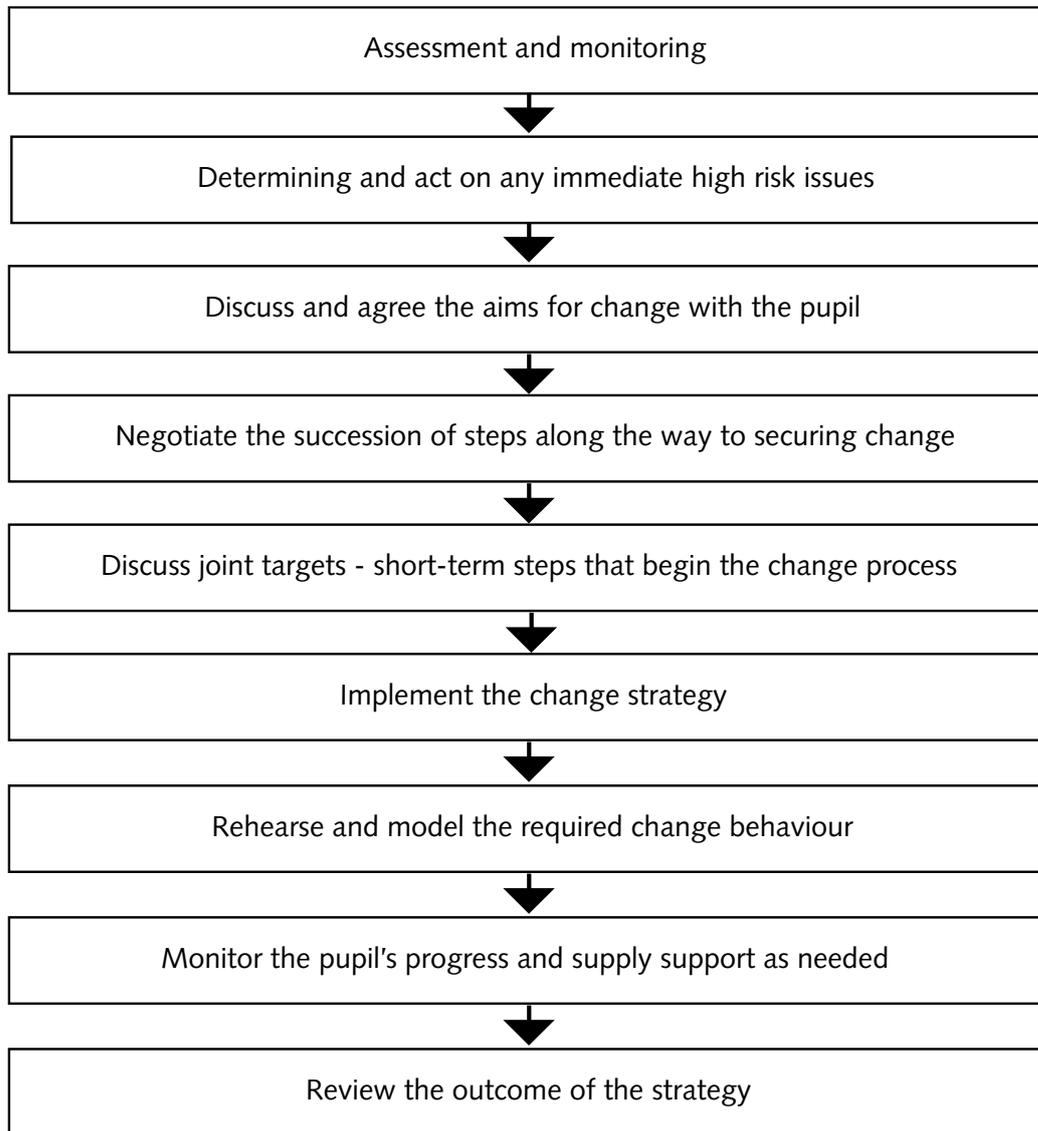
Action planning for change

Many change plans breakdown because they are rushed through, imposed upon the pupil, and require no investment or ownership from him or her. The older the pupil, the less likely s/he is to buy into a plan that is imposed on him/her.

Teachers need to spend time assessing pupils' needs, sorting out immediate priorities and agreeing the overall aims of the plan with them. There should be agreement about what needs to be done in the medium-term and what they will aim to achieve together now. Only then can teachers realistically expect an action plan to work with a pupil. Having agreed the aims, the objectives and the short-term targets, only then should teachers implement the change initiative.

Crucially, teachers should not expect things to go smoothly - even adults find it very difficult to give up habits and negative behaviours. Teachers must monitor pupils' changed attempts and support them when they stumble.

An action planning sequence



The aims

Unless teachers engage the individual in a dialogue that leads him/her to have aims and aspirations for him/herself, it is unlikely that change will happen.

It can be helpful to explore this issue using a range of 'what if.....?' questions. Such questions enable the pupil to begin exploring future possibilities - this week, this half-term, next term, next year and so on. Many pupils in difficulty find it very hard to look ahead and see beyond the immediate problem.

The objectives

It is very important that the pupil is encouraged to explore and develop his/her own objectives. Some of these may prove to be highly aspirational and at times unrealistic. Teachers need to work cautiously to maintain the positive attitude whilst ensuring that his/her objectives are grounded in reality.

Many pupils from troubled backgrounds have rarely had the opportunity to look ahead and plan for a positive future with an adult that they can trust.

Setting joint targets for change

Many pupils will set themselves absurdly demanding targets that are unattainable, for example:

- "I will **always** concentrate in science"
- "I will **never** shout out in class again"
- "I will be on time for **every** lesson"
- "I will **never** lose my temper again"
- "I will **not ever** hit anyone in school"

Whilst all of these are laudable and praiseworthy they may be unrealistic:

- For someone with attention problems
- For an impulsive pupil with poor social skills
- For someone with poor awareness of time
- For someone who needs help with anger management
- For someone with a history of aggression.

Realistic and achievable targets might be very short-term, e.g. to get through tomorrow, or to the end of the week, demonstrating specified behaviours.

Using a target-setting approach enables teachers to:

- Set out the tasks clearly
- Deal with them in an orderly sequence
- Ensure each target is met and achieved
- Measure progress
- Ensure early success.

If the target-setting approach is misused then the outcomes will be less than positive. When targets are imposed upon pupils without any attempts to coach them or develop the skills that they need to prosper in school then these targets can simply be failed milestones that can be misused to judge a pupil as a failure.

Ways to misuse targets include

- Taking targets from a pre-published list.
- Using targets that do not fit the individual and his/her circumstances.
- Choosing targets that are too easy with the result that they are not credible to colleagues or the pupil.
- Setting targets that are too hard, ensuring the pupil will fail and killing his/her motivation to try again.
- Failing to agree targets that are meaningful to the pupil.
- Opting for targets that lie beyond the pupil's skills repertoire.
- Failing to provide the pupil with the necessary skills to meet the targets.
- Maintaining a focus upon initial targets even when circumstances have changed.

SMART targets

SMART is an acronym to demonstrate effective targets:

S - Specific

M - Measurable

A - Agreed

R - Realistic

T - Time limited.

Where a target fails the 'SMART' test, teachers should try to re-phrase it so that it becomes SMART. Having set these targets, teachers need to consider the range of change techniques that may help a pupil achieve them.

Training for pupils

To ensure safe working, the pupils might need to receive training in various aspects to enable them develop and enhance social skills or deal with their difficulties. Teachers can provide direct training in:

- Assertive discipline - assertive communication etc.
- Conflict resolution - underpinned by one simple rule - aim for a win-win solution.
- Good behaviour:
 - Ensuring that pupils are noticed doing at least one good thing each day.
 - Encouraging pupils to keep their own log of good behaviour.
 - Giving clear and simple directions on how to behave positively.
 - Linking behaviour modification programmes, such as the use of star charts.

- Peer mediation involving other pupils acting as a mediator. Mediators need to understand the principles of conflict resolution, which involves training, and then be closely supervised by a skilled adult.
- Social skills - to foster the development of all pupils by teaching them to behave in a pro-social way, e.g.:
 - Ability to introduce yourself and others in a group setting.
 - Good listening skills.
 - Good turn taking skills.
 - Ability to follow reasonable instructions.
 - Join in group tasks for fun.
 - Express feeling, ideas and views appropriately.
 - Receive praise.
 - Form and maintain successful relationships with peers and adults.

Teachers must constantly monitor their own internal 'early warning signs' of escalating anger and cannot afford to lose control. An effective outcome of any incident is one in which everyone calms down, nobody is hurt, nothing is broken, no one is too traumatised and order is restored. Hewitt (1998) calls this 'doing the least to achieve the most'.

Summary

Teachers from schools in Wales attended a 3-day programme of training in practical approaches to behaviour management in the classroom. The course was sponsored by the Welsh Assembly Government and developed and delivered by Include TAC. This handbook presents the core themes covered in the course and documents some of the approaches discussed during the training as well as approaches recommended by some writers in the field of classroom management.

The handbook covered the four key themes namely:

- Effective classroom management
- Effective communication
- Approaches for changing behaviour
- Managing incidents.

Some of the forms and the checklist which participants thought would be helpful in their practice are included. This handbook is a resource and reference document for the classroom teacher with potential for use in various ways to benefit not just the classroom teacher but also pastoral and academic heads and classroom support assistants.

In between training days, participants on the course started to apply the learning from the course to their day-to-day practice. Some of their experiences are reproduced as case studies throughout this handbook.

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