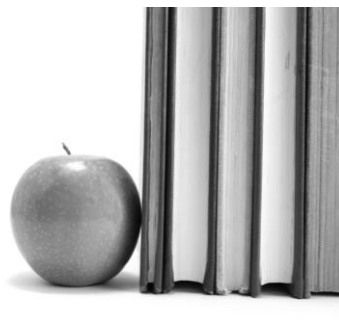




Mentor Support Booklet

Giving feedback & setting targets in

**BEHAVIOUR
MANAGEMENT**



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Behaviour management

At York St John University we believe that good teaching cannot happen without good behaviour management, and that getting behaviour management right should be a priority for our student teachers. This booklet outlines key messages about managing behaviour effectively. The key messages are based on evidence of what works from recent research, reports and national guidance.

Real success in managing behaviour comes when:

- children understand what is expected of them and why;
- children choose to behave appropriately without threat or extrinsic reward;
- children make well informed choices about how they will behave;
- children understand the impact of inappropriate behaviour on their own learning and the learning of others.

To develop their ability to manage behaviour well, student teachers can be referred to their own notes from teaching sessions, and the very wide range of materials available to them on the university's virtual learning environment.



Positive behaviour management

Key messages for student teachers: positive behaviour management involves:

- **Being respectful to other staff and children**
- **Having high expectations of behaviour and engagement**
- **Modelling behaviours that you wish to see**
- **Understanding that the quality of teacher-pupil relationships is paramount**
- **Having clear expectations of tasks which are understood by children and support staff**
- **Maintaining clear, well understood routines which foster independence, resilience and self-regulation**
- **Dealing immediately and appropriately with challenging misbehaviours**
- **Maintaining a professional, respectful 'distance'**
- **Planning for and teaching behaviour**

Positive behaviour management strategies include:

- Ensuring that lesson content is appropriate, interesting and challenging
- Ensuring that expectations are high and are shared with pupils
- Valuing pupil voice
- Balancing teacher talk and pupil talk, and engaging all children in discussion
- Using positive language
- Celebrating effort and achievement
- Using verbal and non-verbal praise and warnings
- Using rewards fairly and appropriately
- Setting realistic boundaries
- Developing pupil ownership of rules through discussion
- Ensuring pupils are clear about rules and sanctions
- Using AfL strategies such as self and peer assessment to increase pupils' involvement in their own learning

Examples of targets for student teachers

Learn the names of all the children in the class within the first week.

Ensure children do not sit for long periods without anything to do.

Ensure your explanations and instructions are concise and clear.

Group and seat children carefully, considering the nature of the task and how you want them to interact and work together.

Ensure that all resources are prepared in advance, and that other adults are briefed fully on their role in the lesson.

Have clear routines for transitions and for stopping the class.

Vary the pace of your teaching to match the purpose



Managing low-level problem behaviour

Key messages for student teachers:

Much problem behaviour involves low-level disruption, such as calling out or children moving out of their places. It is important to be very clear about exactly what the pupil or pupil does which is of concern. These minor problems originate in the classroom situation and should be within the control of the student teacher.

Behaviour like this is often an attempt by a child to solve a problem (boredom, a task which is too difficult or too easy, a need for adult attention), not to be a problem. The aim is to prevent such issues occurring rather than to manage them when they do occur, and behaviour management should therefore be explicitly planned for. In order to achieve this, it is important to try to analyse the antecedents:

- What is the context for the behaviour?
- Who is the pupil working with?
- What are the adults in the room doing/saying?
- What is the task?
- What resources were or weren't available?
- What time of day/day of the week is it?
- What happened immediately before the behaviour?

It is also important to look at what happens afterwards:

- What is done and said
- How the pupil might be feeling
- What the pupil might be gaining from behaving this way

Having a clear framework of consequences which is understood (and contributed to) by children ensures that:

- the learning environment is more likely to remain calm and orderly
- the use of consequences is more likely to be perceived as fair and consistent
- children take responsibility for their own behaviour
- children begin to make positive behaviour choices

Examples of targets for student teachers

Ensure praise is proportionate to the behaviour – a smile or quiet word may be enough.

Use assertive language – 'Put your hand up to answer' not 'Please stop that' or 'Stop speaking at once!'

Praise children doing the right thing rather than criticising those who are doing the wrong thing (parallel praise)

Ensure that your behaviour management strategies do not slow down the pace of learning for the whole class.

Be aware of cultural differences – for example, in relation to eye contact, silence or loss of face.



Managing challenging behaviour

Key messages for student teachers:

On occasion, pupils may be aggressive, out of control and a danger to themselves and others. Safety is a priority and the goal is to defuse the situation. Student teachers should make sure that they are aware of school policy, apply this consistently and in particular they should take great care to check school policy on physical restraint.

A small number of pupils in some classes may have significant behavioural difficulties, and student teachers need to be aware of strategies which have been put in place by the school to manage this behaviour.

Strategies to manage challenging behaviour:

- Avoid situations /circumstances known to lead to extreme behaviour.
- Intervene early.
- Log incidents to identify trigger points for a particular pupil.
- Provide structure and predictability.
- Reduce distractions.
- Adapt tasks so that they are challenging but achievable.
- Stay positive and keep things in perspective. Do not allow isolated incidents or the behaviour of a small minority to affect perceptions of the class.

Examples of targets for student teachers

Scan the class regularly and intervene when necessary, redirecting and refocusing children on their work

Focus on the behaviour, not the child.

Consider where you position yourself - where you can see the whole class, or stand near a child who is misbehaving

Give 'Choice direction' ("Either...or..." and, "When..then...")

Develop your communication skills - making eye contact, using positive body language, speaking calmly and clearly, using non-verbal signals

Use pause direction, and allow take-up time

Use positive language e.g. "I'd like everyone facing this way and listening, thanks," rather than, "Will you stop talking."

Managing behaviour in the Early Years

Key messages for student teachers

Young children's social and emotional development is a prime area of learning. They are still learning to manage their own feelings and understand the feelings of others, and to form social relationships with adults and other children. The school setting may be daunting for young children, because of the scale of the building and the numbers of people. They are learning the rules and routines of the school, and these can appear baffling at times. Difficulties with language and communication may contribute to behavioural difficulties, when children do not understand what is said to them or are unable to express their own wishes and ideas. Children may be coming into contact with norms, values and ways of doing things which are very different from those they are familiar with at home.

Remember to:

- Be sensitive to individual children's stages of development, personalities and needs
- Accept that it will take time to familiarise children with rules and routines
- Check that you have communicated messages successfully, and that there are regular reminders of expectations
- Ensure that children feel safe and valued; children who do not settle in school do not learn well
- Be careful not to suggest that the values and views of families are 'wrong'.

Examples of targets for student teachers

Develop a clear process for resolving conflicts between children.

Ensure that adult-led activities are of an appropriate length to maintain children's attention.

Involve children in developing rules for play in different provision areas e.g. for sharing blocks in the construction area or for keeping safe on climbing equipment.

When you make requests (e.g. to sit on the carpet, or to tidy up), ensure that you give a clear reason for your request.

Focus on the use of social language (please, thank you, sorry).

Integrate children who usually play alone into group activities.

Useful Links

- Charlie Taylor – Good Behaviour in Schools
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
- Managing Classroom behaviour ATL
<https://www.atl.org.uk/Images/Managing%20classroom%20behaviour%20-%202011.pdf>
- Behaviour Management Resources TES
<https://www.tes.co.uk/article.aspx?storyCode=6029273>
- Behaviour Management Index
<https://www.tes.co.uk/article.aspx?storyCode=6175180#.VG9wEVSnzcs>
- Behaviour for Learning – Research for teachers
<http://www.tla.ac.uk/site/SiteAssets/Anthologies/06RE078%20Behaviour%20for%20learning%20anthology.pdf>
- Guardian – Behaviour Resources <http://www.theguardian.com/teacher-network/teacher-blog/2013/apr/03/behaviour-resources-schools-classroom>
- Managing Pupil Behaviour – A Practical guide
<http://teachersupport.info/get-support/practical-guides/pupil-behaviour?gclid=CPOCwYvCi8lCfLJtAodvilAww>
- NUT – Behaviour Tips <https://www.teachers.org.uk/nqt/behaviourtips>
- Behaviour for Learning - Promoting Positive Behaviour
<http://webarchive.nationalarchives.gov.uk/20101021152907/http://www.behaviour4learning.ac.uk/ViewArticle2.aspx?anchorId=17990&selectedId=18299&ContentId=15698>