



Summary and Useful Resources

A brief overview of things to try, and what to avoid.

You personally

Do:

- look after yourself
- cherish your nurturing relationships
- be honest about where your time goes
- plan time flexibly, including time to relax
- take exercise – even walking is better than nothing
- learn to look confident
- be aware of your emotional triggers
- pay attention to your emotional resources
- keep things in perspective
- spend some time reflecting on your beliefs, values, motivations and worldview
- keep your sense of humour
- be squeaky clean!

Don't:

- give up because of one bad day – or even a bad week
- take too much notice of the negative voices in your head – keep them under control
- take yourself too seriously
- let your emotions dictate your reactions – think them through.

In school and in the community

Do:

- look for where your support lies
- know who to ask for practical help and guidance
- learn from respected colleagues
- have solution-focused discussions
- check out the relevant policies
- learn about the communities the school serves
- remind yourself that most parents do the best they can with the skills, knowledge, resources and support available to them
- encourage collaborative partnerships
- reflect on your own beliefs and prejudices.

Don't:

- spend too much time with colleagues who are immersed in negativity
- present parents with lists of students' misdemeanours
- pre-judge people.

In your class

Do:

- be in charge
- be well prepared and on time for lessons
- link material to student interest
- have good pace and variety in your delivery
- teach routines and expectations
- find effective ways of getting attention
- encourage and facilitate self-control
- give students choices
- encourage problem-solving
- work on developing a supportive class ethos
- teach students both collaborative skills and how to work independently
- take account of different learning abilities
- structure situations in which students will experience success
- ask rather than demand
- use questions more than statements
- listen as well as talk
- be aware of your voice: volume, tenor and pitch

- have high but realistic expectations
- move around the room, be aware of interactions
- pre-empt and prevent disruption.

Don't:

- be controlling
- focus on punishment
- set children up to fail
- have favourites
- stand with your back to students
- back pupils into no-win situations.

Promoting the behaviour you want

Do:

- be clear about what you expect
- walk the talk – model what you expect
- develop a short list of class rules or guidelines with students
- have guidelines that begin with 'do' rather than 'don't'
- focus on what you *want* the students to do rather than what they are doing
- give attention to the behaviours you want
- pay attention to the beginnings and endings of lessons and activities
- give reminders before reprimands
- have positive expectations and give positive labels
- provide incentives
- address constructive criticism to groups rather than individuals where possible.

Don't:

- be dictatorial
- keep talking about what students are not doing or doing badly.

Developing good relationships

Do:

- smile
- be interested in students as people
- listen – at appropriate times

- acknowledge strengths and qualities
- emphasise personal bests rather than comparing with others
- find something to like
- be friendly – but not a friend
- use 'I' statements
- be light-hearted where possible.

Don't:

- be inconsistent and moody
- belittle or use put-downs as a means of management
- get into arguments
- shout down.

Dealing with challenging behaviour

Do:

- refer to the behaviour as unacceptable not the student
- check on learning needs
- avoid negative labels
- look for strengths and exceptions
- take account of the emotional context
- frame behaviour into what is meaningful for the student
- acknowledge the feelings of the student
- aim for win-win outcomes
- give face-saving solutions
- use non-threatening body language
- keep your voice low and slow
- offer consequences as a choice
- ensure consequences are realistic and appropriate
- give time for compliance
- always follow up situations
- learn about restorative practices
- use short-term management strategies that are congruent with longer-term interventions.

Don't:

- invade personal space
- jump to conclusions
- make assumptions
- attribute blame
- take things personally
- mirror anger
- try and 'make' someone do something

- stand over students until they comply
- interrogate.

Do say to students:

- What do you need?
- How can I help?
- Well done for ...
- I am proud of you because ...
- I like the way you ...
- We all make mistakes.
- What could you do to make it better?
- What do you think should happen now?
- I'll just give you a few minutes ...
- I'm sorry, I don't think I got that right/understood properly.
- Tomorrow is another day.
- I can see you are upset but (behaving like this) is not acceptable in this class.
- How can you say this so I can really hear you?

Don't say to students:

- Why do you never, always ...
- Why can't you ...
- Of course it's not difficult
- How many times do I have to tell you?
- I'm going to make you ...
- You're not the only one in this class
- Why can't you always be like this?
- You are just over-reacting
- You ought to ...
- You should ...
- If I were you I would ... (you're not!)

The following steps may be helpful in a tricky situation

- Acknowledge to yourself and the student that you cannot 'make' anyone do anything.
- Show a belief in the student and reframe their behaviour positively if possible.
- State what is happening that is unacceptable, ensuring that you refer to the behaviour only.
- Offer a face-saving solution if possible.

- State the behaviour you want using an 'I' sentence, such as 'I need you to sit down and take part in this lesson.'
- Use a 'broken record' routine with pauses for possible compliance.
- Show concern for the student.
- Breathe evenly to help you stay calm.
- Keep a respectful distance – avoid pointing.
- Respectfully acknowledge the emotions being expressed.
- If the student is not responding offer clear choices – including a restorative conference if appropriate.
- Say the choice is theirs but all choices have outcomes /consequences.
- State the consequences attached to those choices – both positive and negative.
- The consequences for continuing unacceptable behaviour need to be enforceable, if not now, then later.
- Ask the student if he understands the choices he is making.
- Show concern for the student in wanting them to make 'good' choices.
- After a pause state choices and consequences again.
- State that you are giving the student space to think over the options.
- Vacate the situation if it is safe to do so.
- Continue with your teaching.
- Ensure that you follow through. Other students will know and this impacts on their future behaviour.

This way of dealing with things promotes clarity in what is unacceptable, but also communicates respect and concern for the student. Importantly it maintains teacher professionalism.