

# Behaviour Management 2

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# MANAGING BEHAVIOUR



- ▶ To understand possible differences between challenging whole class behaviour and individual pupil challenging behaviour
- ▶ To consider a range of scenarios and appropriate strategies for managing behaviours
- ▶ To develop a toolkit for behaviour management
- ▶ To be aware of how to deal with significant negative incidents, including de-escalation strategies



**WHAT DOES EXTREME / CHALLENGING  
BEHAVIOUR LOOK LIKE TO YOU?**

# WHAT IS BEHAVIOUR? ACCORDING TO THE CHILDREN!

Year 1 "It means when someone's naughty or not naughty. You gotta be good."

Year 2 "It means being good to your mum. I can see a bird!"

Year 5 "It can be good or bad. A certain type of thing like tidying up – you're doing it goodly or badly."

Year 3 "Sometimes you be naughty. Sometimes you get a chart and you can earn rewards."

Year 4 "You have to be good and follow rules. It's like turning your feelings into actions."

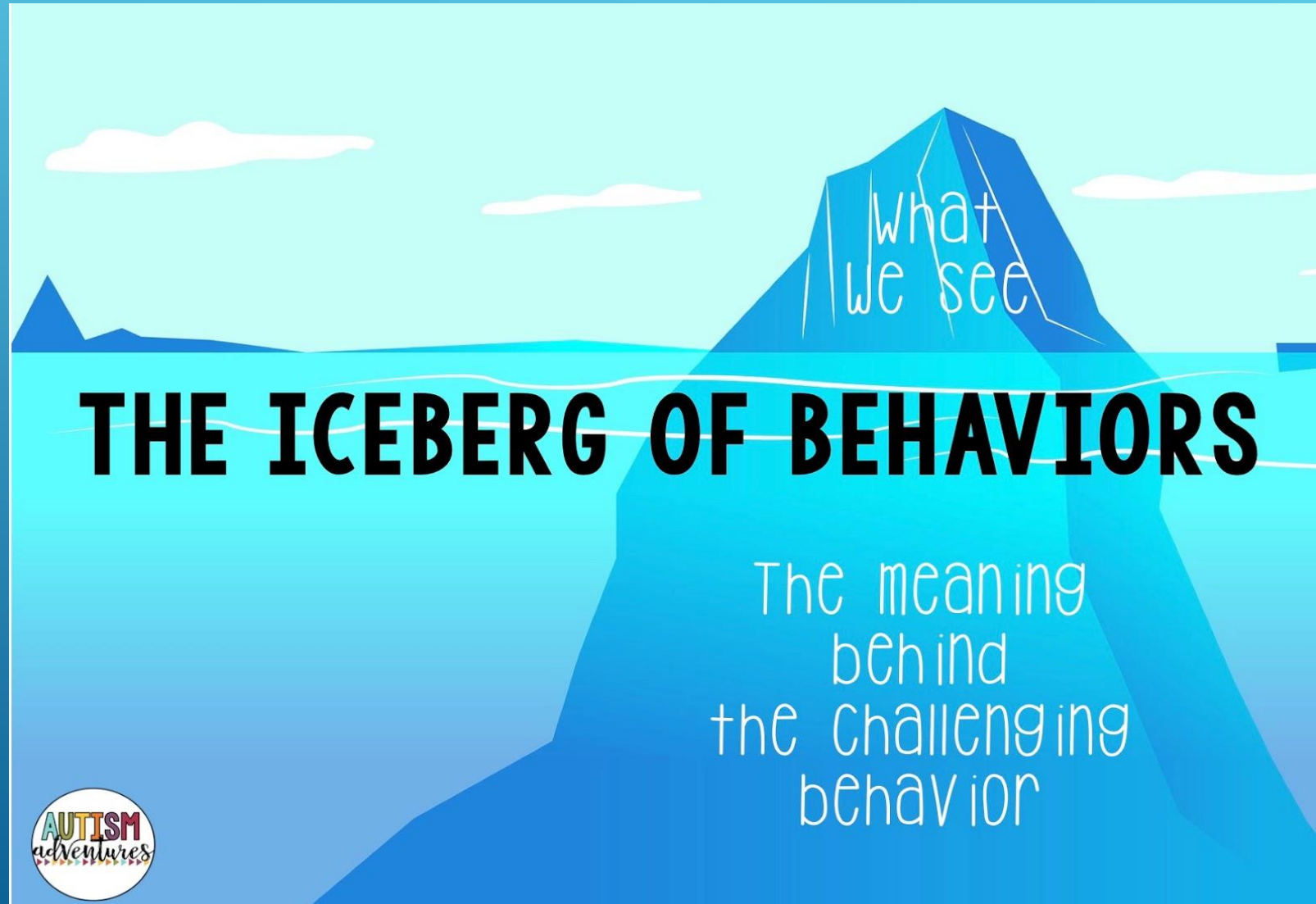
Year 6 "It means listening and respect to your mum or teacher. Don't play up in school or you'll get really badly told off."

(Year 6 group) Challenging behaviour is:

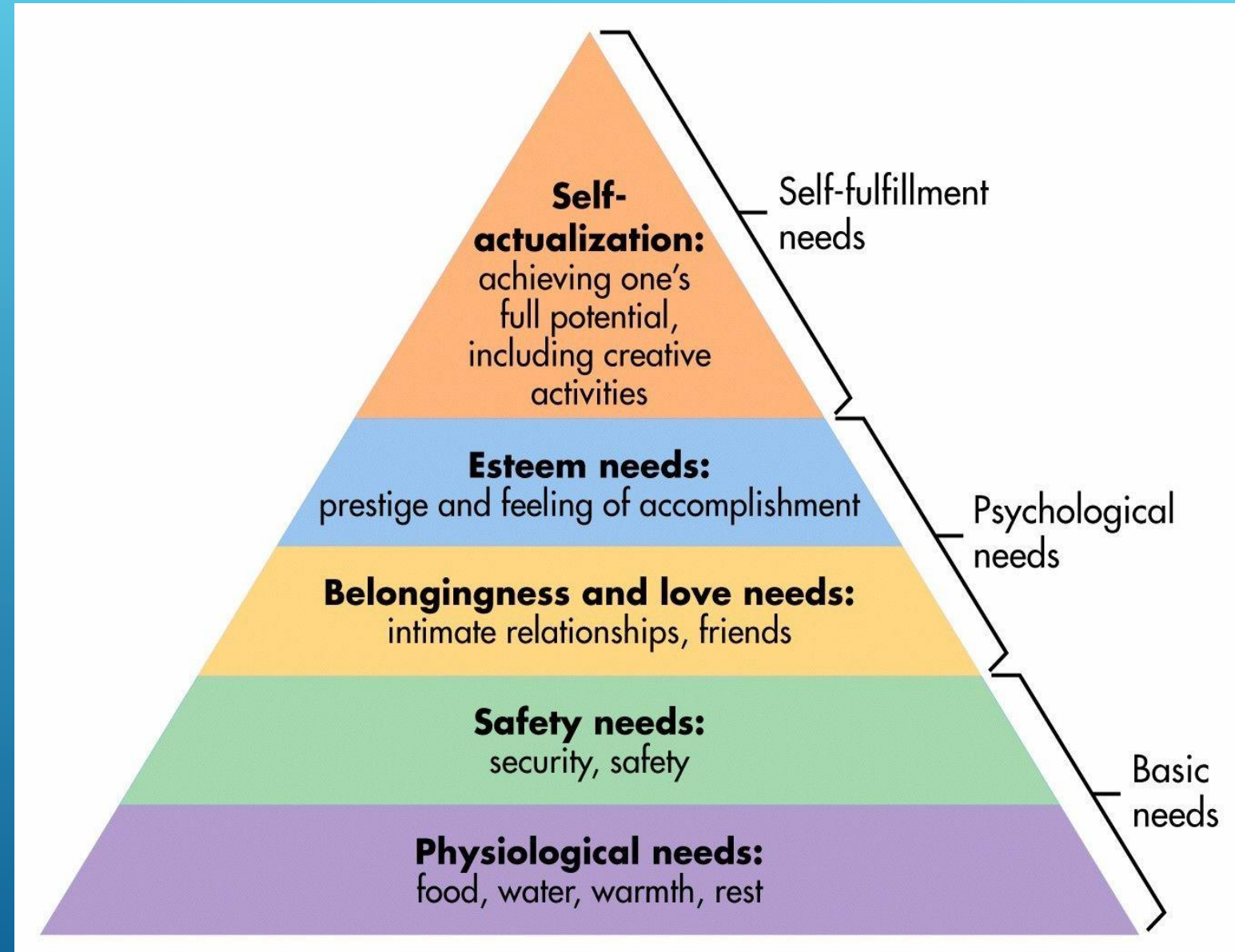
"Not doing what you are told and completely blocking the teacher out when they are trying to intercept you. I think the good ones would say challenging behaviour is when you ask for harder work though."

"Disturbing everyone else. Breaking Equipment. Fighting over football. Basically when everybody tries to be in control and nobody backs down. I heard Mr X say I am challenging."

# BEHAVIOUR IS COMMUNICATION



# MASLOW REMINDER...





# SO YOU'VE GOT...

- ✓ Great relationships with your students that you have invested in.
- ✓ Know their starting points and work is pitched correctly both for attainment and interest.
- ✓ Boundaries and rules are clear and followed through consistently in your classroom.
- ✓ Established routines (with visuals)
- ✓ Organised classroom environment
- ✓ Thought about your own behaviour...



A large, bright yellow starburst shape is centered on a blue gradient background. The background transitions from a light blue at the top to a darker blue at the bottom. Several white, parallel diagonal lines are positioned on the right side of the image, pointing towards the bottom right corner, suggesting motion or speed. The text "BRAIN BREAK!" is written in white, uppercase, sans-serif font across the center of the yellow starburst.

BRAIN BREAK!



<https://www.youtube.com/watch?v=zQqds3tX7go>

News > Education > Education News

# Teachers should ignore disruptive students to improve behaviour in classroom, study says

'If the teacher lets go of the tug of war rope and ignores the bad behaviour then it will just stop'

Eleanor Bu  
Wednesday

Education Correspondent |  
News

## Scottish school teachers quitting as pupils' bad behaviour 'swept under carpet'

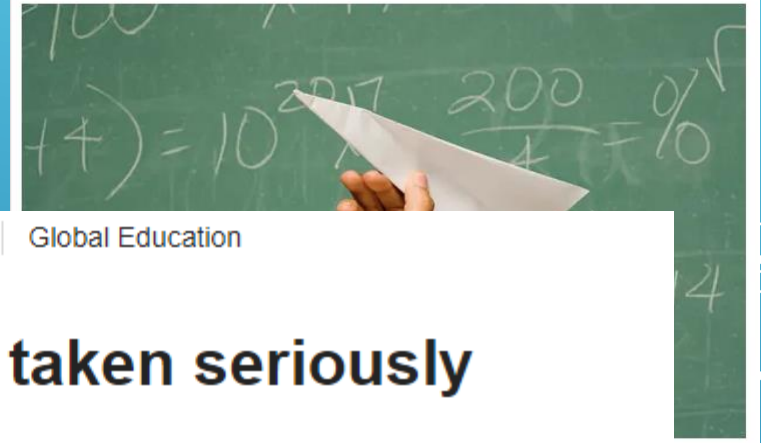


Save 17



## Behaviour is a national problem in schools in England, review finds

Headteachers have 'perverse incentives' to hold back on poor conduct in their schools for better Ofsted ratings, government adviser says in his report



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The Independent

Family & Education

Young Reporter

Global Education

## Poor behaviour 'not taken seriously enough in schools'

By Hannah Richardson  
BBC News education reporter

24 March 2017



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## Bad behaviour in schools 'fuelled by over-indulgent parents'

# PREVENTATIVE

## Relationships



# CHILD CENTRED PLANS

### Solution Focused Behaviour Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Let's talk about strengths:**  
What is the goal good at/enthusiastic about?

**Let's talk about concerns:**  
What are the barriers to their learning?

ink saving Eco

Who?	What?	How?	Why?	When?
Mr Smith Miss Jones	Chaired P.E. lesson with regular breaks. Clear expectations and plan to follow. Praise and encouragement.	1. Help Mr Smith set up for P.E. 2. Get changed and join the lesson for 10 minutes. 3. Help Miss Jones with a class task for 10 minutes. 4. Return to P.E. lesson for 10 minutes. 5. Help Miss Jones for 10 minutes. 6. Finish the P.E. lesson and get changed after helping Mr Smith tidy up.	To help John to achieve success within P.E. To help John regain confidence within P.E. To rebuild a positive relationship between John and Mr Smith.	Wednesday afternoons 1pm-2pm.

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### My Morning Activities before My Choice Time

<b>Arrival</b>	Said, "Good morning" to _____	Put my backpack & coat in cubby	Stood for pledge	Was quiet during announcements	How Many? <input checked="" type="checkbox"/>	Choice Time
<b>Calendar</b>	Stayed seated with group	Answered weather questions	Placed months & seasons in order	Sang calendar songs	How Many? <input checked="" type="checkbox"/>	Choice Time
<b>Group Work</b>	Sat at table with group	Kept my hands to myself	Raised my hand for help	Looked at my teacher when asked	<input checked="" type="checkbox"/>	Choice Time
<b>1:1 Work</b>	Stayed seated	Did first activity	Did second activity	Did third activity	<input checked="" type="checkbox"/>	Choice Time

I need to earn a total of \_\_\_\_\_ checked green squares to have a special choice time

Risk assessment

### Self-Monitoring Form: on task behavior

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

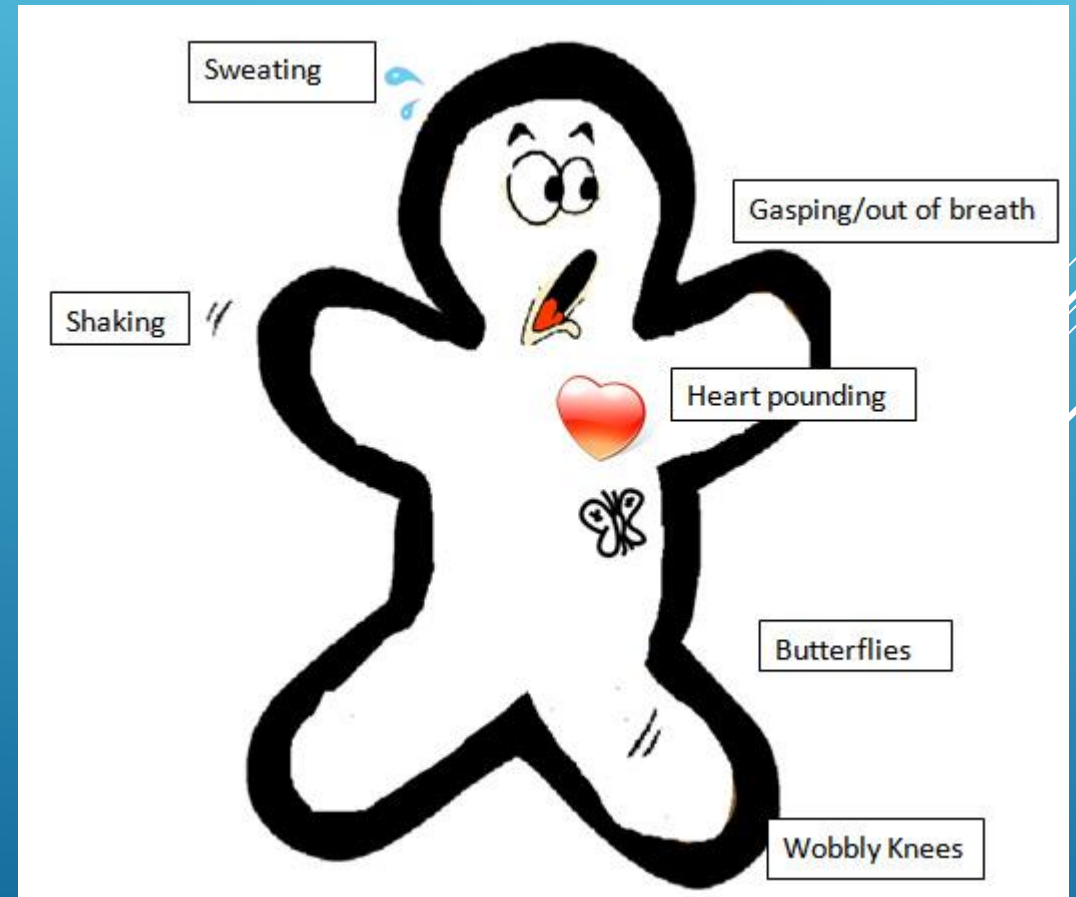
Parent Signature (Please sign and return): \_\_\_\_\_

Good Choice	Not such a good choice	Sad Choice	Teaching Time	Teacher and/or Parent Comments
			7:50-8:30 Morning Routine/ Familiar Reading	
			8:30-9:00 Calendar Math/ Morning Meeting	
			9:00-9:30 Guided Reading	
			9:30-10:00 Phonics/Journals	
			10:45-11:25 Lunch	
			11:45-12:30 Whole Group Math/Math Tubs	
			12:30-1:15 Specials	
			1:30-1:50 RECESS	



# REACTIVE

## Early Warning Signs

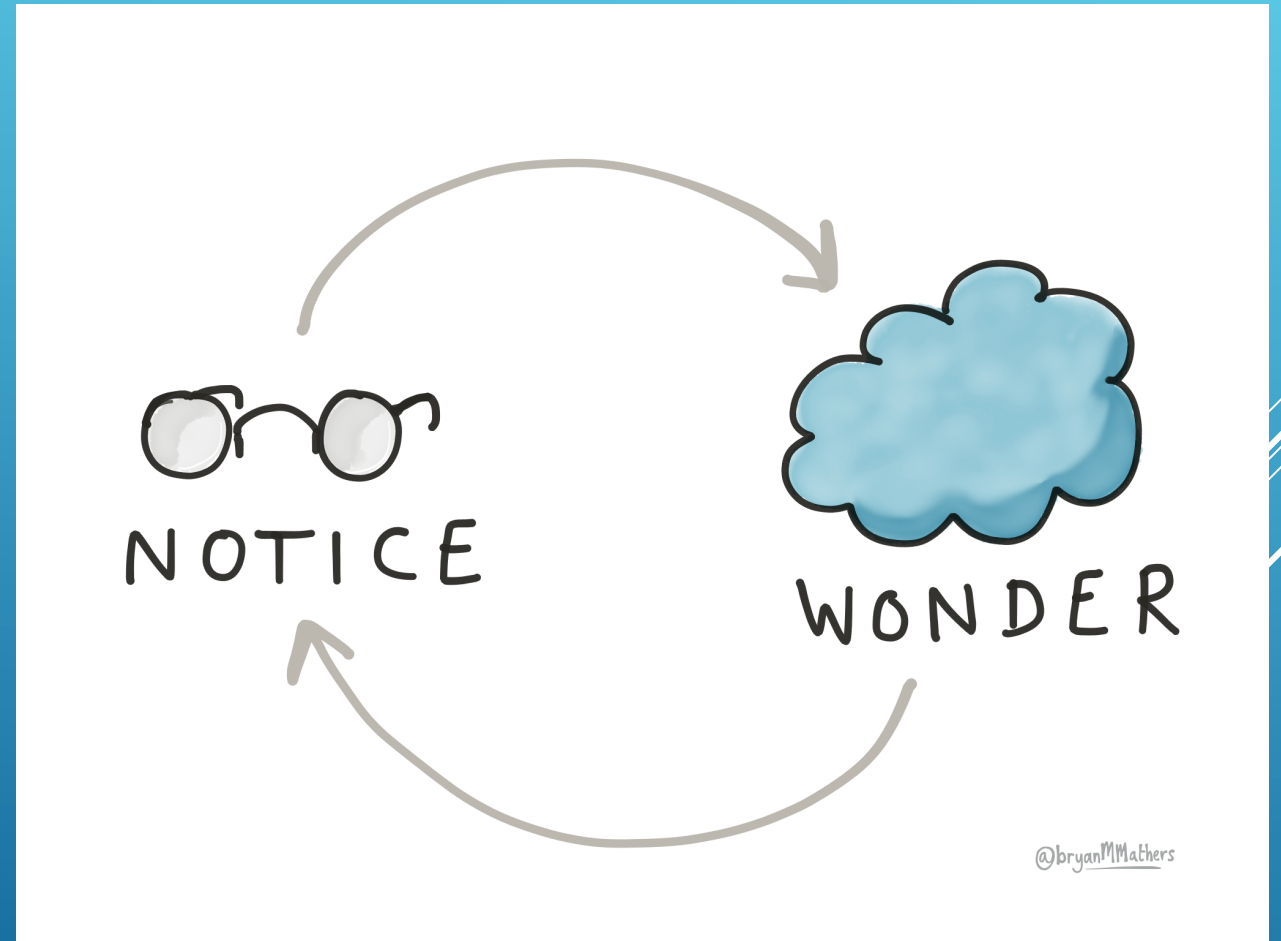


AVOID BEING DRAWN IN...

AVOID ADDRESSING UNWANTED BEHAVIOUR WHILE CHILD IS IN STATE OF HEIGHTENED EMOTION.

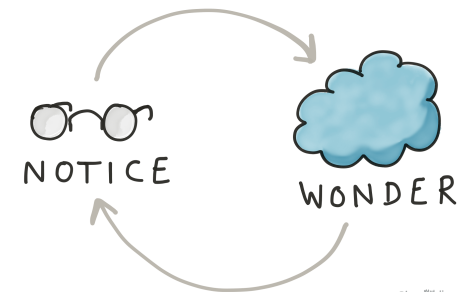


# I CAN SEE... STATEMENTS



# WHAT IS AN AFFECTIVE STATEMENT?

- An affective statement is 'emotion based'.
- Affective Statements tell the listener, how the person feels, when they feel that way and why it makes them feel that way.
- The beauty of affective statements is that they can be used in both positive and negative circumstances.
- Instead of saying, "Thanks for sharing your ideas", we might say, "I am very happy that several people shared their ideas with the class."
- ▶ It reinforces the idea that the emotion is not wrong but it is how we go about expressing that emotion and can be modelled in everyday school situations.
- ▶ It also links really nicely to a good behaviour management strategy: I can see...





POSITIVE INSTRUCTIONS (1 PERSON)

THANK YOU DIRECTIVES.



# TOOLKIT AT THE READY...



# FACILITATE PROBLEM SOLVING – CHILD CENTRED!



# DE-ESCALATION TO TRY...

Distractions

Motivators

Touch

Calm reassurance

Planned ignoring

Choices offered

Clear instruction

Reminders of success

Negotiation

Involve new person

Diversion

Humour

And take up time for any of the above!

# DE-ESCALATION STRATEGIES

- Take a deep breath and speak calmly
- Remove the audience “Let’s go to a place where we can talk more privately.”
- Take it seriously “Tell me more about what happened.”
- Respond selectively – answer information seeking questions but ignore abusive questions
- Ask for the behaviour you want “I would like you to stop shouting.”
- Use distraction methods

# DE-ESCALATION STRATEGIES

- Ensure your non-verbal communication is non threatening – no finger pointing, raised eyebrows, prolonged eye contact etc.
- Stand at an angle which is less threatening than directly facing them
- Do not invade personal space, avoid touching unless it is necessary
- Indicate that you want to resolve the situation but don't make any promises you can't keep
- Ignore challenges and comment only on the person's behaviour "Thank you for coming back and talking to me."




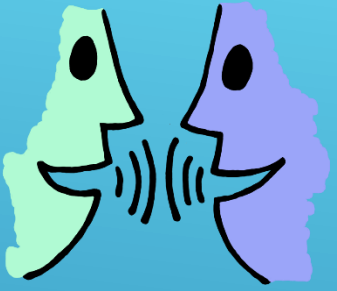


TIME FOR A  
BREAK



# BULLYING

- ▶ To understand what bullying behaviour is and is not
  - ▶ To understand what bullying behaviour may look like in the classroom
  - ▶ To explore ideas for responding to bullying behaviour
  - ▶ To be aware of the necessity of having, and how to have, restorative conversations
  - ▶ To become equipped with strategies for addressing and reporting bullying behaviour where it occurs
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## TALK TIME

- ▶ What experiences have you had with bullying?
- ▶ What concerns do you have about dealing with bullying behaviours as a teacher?

domineer harass oppress  
browbeat strong-arm tyrannize  
goad subjugate persecute  
intimidate influence torment  
coerce hound force

# DFE GUIDELINES (2017):

“Bullying is behaviour by an individual or group, **repeated over time**, that **intentionally hurts** another individual or group either **physically** or **emotionally**.”

“Bullying can **take many forms** (for instance, cyber-bullying via text messages, social or media gaming, which can include the use of images or video) and is often **motivated by prejudice** against particular groups, for example on grounds of **race, religion, gender, sexual orientation, special educational needs or disabilities**, or because a child is **adopted, in care** or has **caring responsibilities**. It might be motivated by actual **differences** between children, or **perceived differences**.”

# DFE GUIDELINES (2017):

“...experts say that **bullying** involves an **imbalance of power** between the perpetrator and the victim. This could involve perpetrators of bullying having **control** over the **relationship** which makes it **difficult** for those they bully to **defend themselves**.”

“...**imbalance of power** may be **physical, psychological** (knowing what upsets someone), derive from an **intellectual imbalance**, or by having access to the **support of a group**, or the capacity to **socially** isolate. It can result in the **intimidation** of a **person** through **threat of violence** or by **isolating** them **physically** or **online**.”

# DFE GUIDELINES (2017):

Low level disruption / offensive language:

- If left unchallenged or dismissed as banter or horseplay it can lead to reluctance to report other behaviour
- Set clear expectations of behaviour that is and isn't acceptable to stop negative behaviours escalating

# WHAT ARE THE INDICATORS THAT SOMEONE IS BEING BULLIED?





# FACTORS

- Physical appearance
  - Race
  - Faith
  - Academic ability
  - Gender identity
  - Sexuality
- 
- A series of several parallel white lines of varying lengths and slopes, located in the bottom right corner of the slide, creating a modern, abstract graphic element.

# FACTORS

- Physical appearance
- Race
- Faith
- Academic ability
- Gender identity
- Sexuality



# EFFECTS

- Sadness, depression and anxiety
- Low self esteem
- Social isolation
- Self-harm
- Suicidal thoughts and feelings

# WHY DO CHILDREN BULLY OTHERS?

- Peer pressure or wanting approval
- Wanting to feel powerful over someone with a perceived disadvantage
- Being bullied themselves
- Being worried, unhappy or upset about something
- Lacking social skills or not understanding how others feel.



# TYPES OF BULLYING:

- Sexual
- Social
- Physical
- Name calling
- Cyberbullying

When someone pushes you, hits you or harms you in a way

Using insults or offensive nicknames

Leaving out, fake rumours, damaging a person's reputation, excluding others (online and offline)

Being bullied online via social networks, apps, messenger and phones

Unwanted sexual advances, pressurized to do sexual things, sexting, sexuality, spreading sexual rumours

# CONFLICT VS BULLYING:

*What's the difference?*

## Conflict

- Disagreement or argument in which both sides express their views
- Equal power between those involved
- Generally stop and change behaviour when they realise it is hurting someone
- Happens occasionally
- Accidental
- Effort to solve the problem
- Remorse – will take responsibility

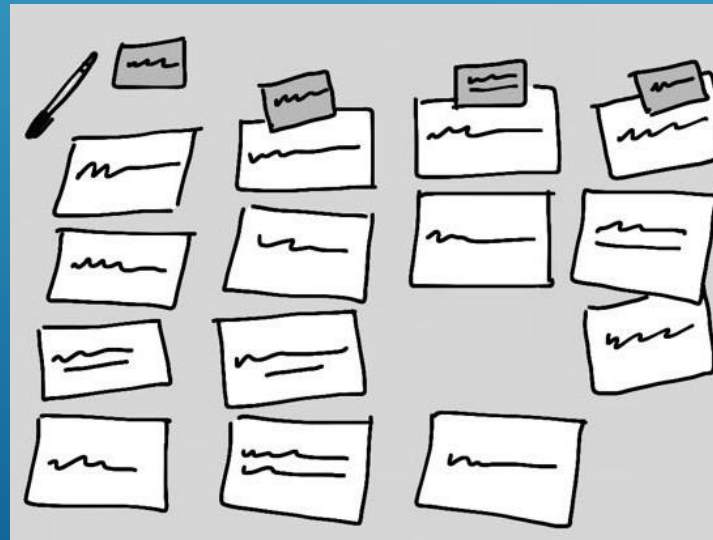
## Bullying

- Goal is to hurt, imitate or harm
- Person bullying has more power ('power' can mean person is bigger, stronger or more popular)
- Continue behaviour when they realise it is hurting someone
- Repeated negative behaviour
- Intentional
- No effort to solve the problem
- No remorse – blames target

# CONFLICT VS BULLYING:

Can you design your own card activity for the children to sort? Think about:

- Possible misconceptions the children may have
- Which sort of scenarios would children struggle differentiating between
- Examples of scenarios you have seen in your own classrooms



# CYBERBULLYING

Most victims of bullying online tell an adult about their experience.

I'm friends with my son on Facebook, so I will see if there is anything to be concerned about.

What happens outside of the school gate is not the responsibility of the school.

Cyberbullying does not result in physical harm to victims – so why worry?

It's the parents' job to regulate childrens' online behaviours, not the schools.

Boys are more likely to be victims of cyberbullying than girls.

I don't have a social media account so there is no way I can be bullied online.



# SOME FACTS...

- ▶ 1 in 5 eight to eleven year olds and 7 in 10 twelve to fifteen year olds has a social media profile



- ▶ 1 in 3 internet users are children



- ▶ 1 in 4 children have experienced something upsetting on a social networking site
- ▶ Almost 1 in 4 young people have come across racist or hate messages online

# RESPONDING TO CYBERBULLYING

- ▶ Ensure that pupils know what help there is available to them
- ▶ Take screen shots of cyber bullying as proof it is happening
- ▶ Report all abuse to relevant social media networks
- ▶ Involve the DSL (Designated Safeguarding Lead) at the first instance



# CONFLICT RESOLUTION

## Restorative Justice



- Promotes relationships rather than punishments
- Learning from misbehaviours
- Develops empathy
- Bringing together those who were affected by the incident
- Restorative dialogue – conversations that bring understanding and actions that repair and restore relationships
- Focus on the needs of the harmed person and the responsibility of the harmer to put it right

# RESTORATIVE QUESTIONS

To the  
wrongdoer

- What happened?
- What were you thinking?
- How were you feeling?
- Who has been affected by this?
- What do you need to do to put this right?

To the  
harmed  
person

- What happened?
- What did you think/feel?
- Who else has been affected/how?
- What is the hardest thing for you?
- What do you think needs to happen to make things right?

# OTHER STRATEGIES FOR RESOLVING BULLYING...



Story Sharing



Social Stories



Other ideas?

# RACIST INCIDENTS IN SCHOOL

Physical assault  
against a person or  
group.

Refusal to co-  
operate with other  
people due to  
differences.

Ostracising or  
excluding pupils  
from games,  
activities and  
friendship groups.

Incitement to  
others to behave in  
a racist way.



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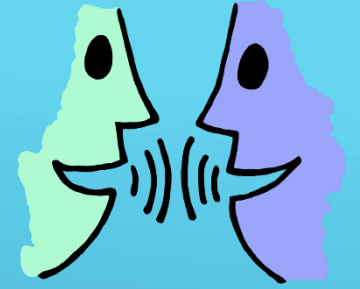
- Was the quality of life or well being reduced?
- What is the age and level of understanding of the perpetrator?
- Was the incident a one-off or part of a pattern?



# RECORDING RACIST INCIDENTS IN SCHOOLS

- ▶ All schools must have a written Race Equality Policy to comply with Race Relations (Amendment) Act 2000.
  - ▶ Schools have a statutory duty to record and report all incidents of a racial nature to the Local Authority (LA).
  - ▶ The LA has a duty to collate and report all racial and other incidents reported by schools. On an annual basis, this information is fed back to schools along with findings and recommendations.
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- A series of white diagonal lines of varying lengths and thicknesses are positioned on the right side of the slide, extending from the middle towards the bottom right corner.

# SCHOOL POLICY – DISCUSSION POINTS



- ▶ What do they share in common? Are there any significant differences?
- ▶ Which stakeholders are involved in preventing bullying at school?
- ▶ Is it clear, as a teacher, what your roles and responsibilities are?
- ▶ Thinking as a parent or pupil, is it clear how you can raise concerns about bullying in school / online?

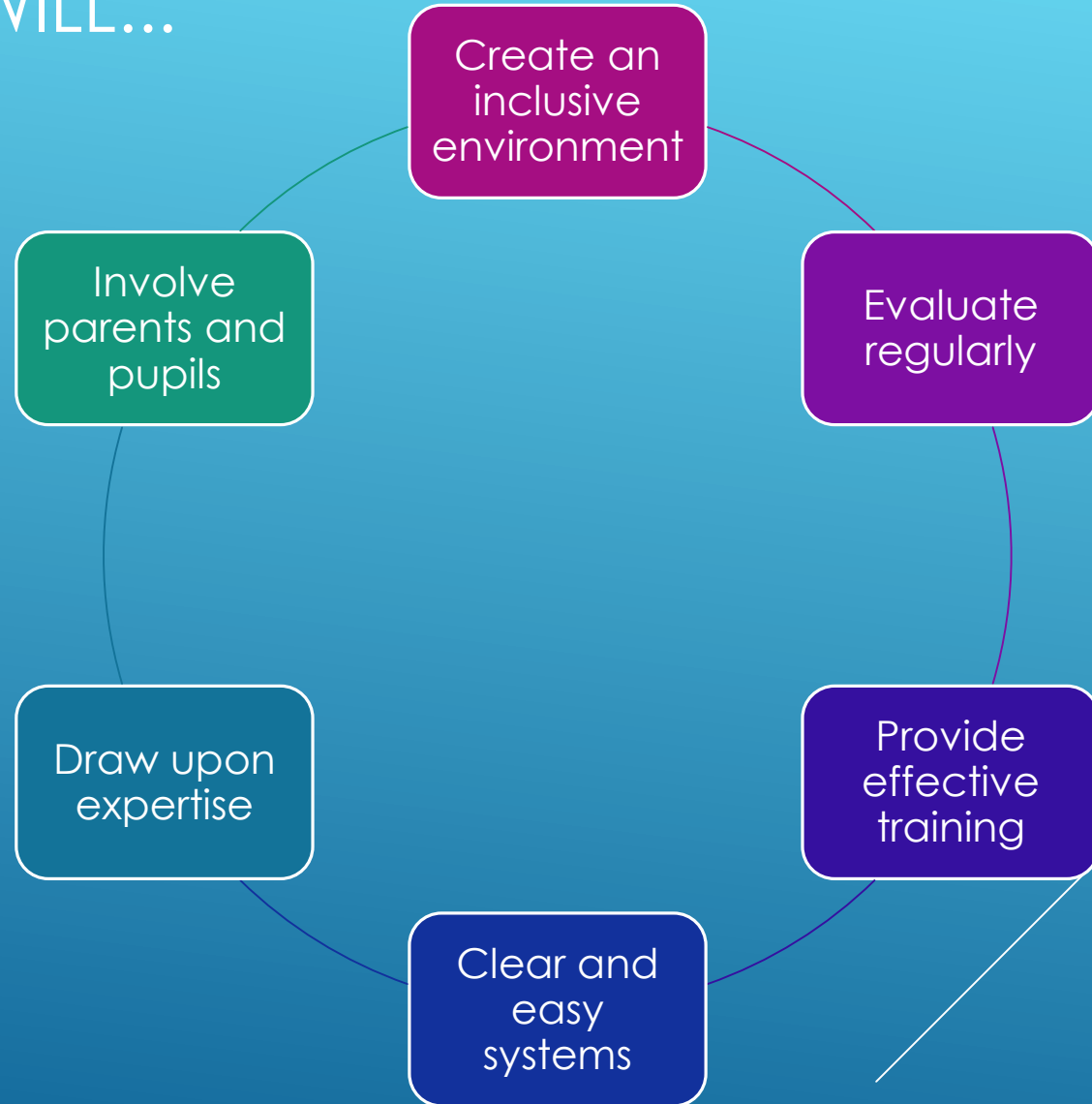
# SUCCESSFUL SCHOOLS WILL...




## Preventing and tackling bullying

Advice for headteachers, staff and governing bodies

July 2017



# KEY POINTS TO REMEMBER...

- ▶ Ensure that parents know what is going on in school – build trust
  - ▶ Keep a log of all instances and your response – continue to monitor the situation even after resolution
  - ▶ Involve the SLT and DSL
  - ▶ Aim for all staff to be aware of the children involved, including those that supervise lunch and break times
- 
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# PLANNING TASK

- ▶ In your Key Stage groups, plan a sequence of lessons / activities around bullying
- ▶ These might be focused around a particular theme (using PHSE objectives for KS1 / 2...)



What terminology and experiences would be age appropriate?

How will you ensure opportunities for children to discuss own experiences?

How will you make the activities meaningful and impactful?

What long-term outcomes might there be for the unit of work?

# MARKETPLACE

- ▶ Choose 1 team member (stallholder) to stay with your presentation. They will present to visitors from other tables
- ▶ All other members to visit tables around the room and listen to the stallholders
- ▶ At the end of the 10 minutes, you must feed back 3 good ideas from the other stalls

