Managing classroom behaviour

A publication commissioned by ATL from Chris Watkins

Professional development series

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Foreword

Behaviour management remains a key issue for all teachers and education support staff. This publication has been produced to support ATL members in the challenges they face in managing the behaviour of children and young people in the classroom.

ATL is committed to the view that educators have a key role to play in managing the behaviour of all children, which is not always an easy task, particularly when children exhibit threatening or violent behaviour.

This publication addresses the issues of what can be done about difficult behaviour in the classroom and offers strategies for making sense of an individual's behaviour. As always, ATL is here to offer you support and guidance via your school rep, branch secretary or ATL's London office if further help or advice is required.

Many teachers and education support staff complain that support and training for the core task of classroom management doesn't meet their needs. Coverage of behaviour management is inconsistent in initial teacher training, nor is it adequately addressed in INSET programmes. This is why ATL has gone further; as well as producing this publication to support members, ATL also runs a number of sector-specific behaviour management courses that members can attend as part of their ongoing continuing professional development. Courses include **Behaviour management, Behaviour management in the 14-19 classroom** and **Behaviour management for support staff**, which offer strategies for managing demanding situations as they arise in the classroom. ATL also provides support for members regarding SEN, which often impacts strongly on classroom behaviour. We have produced a practical publication entitled *Achievement for all* with helpful support for school staff, and we make high level policy representations to government on SEN and behaviour.

Further details and booking information on all ATL's courses can be found at **www.atl.org.uk/training** or by contacting ATL's training department by email at **training@atl.org.uk** or by calling **020 7782 1582**.

Dr Mary Bousted
General secretary

Please note that throughout this publication, the text refers to and addresses 'the teacher working in the classroom'. However, the information and advice featured in *Managing classroom behaviour* will also be of direct relevance to the work of other staff who are directly involved in the delivery of education.

Preface

This publication takes the perspective of classroom staff, ie the teacher and support staff, in addressing classroom behaviour. In some ways it contrasts with publications which take more of the perspective of the senior manager or policy-maker. It offers ideas and frameworks for all classroom staff to consider when faced with difficulties which may arise in classrooms. In that way it supports professional reflection and development. It is not guidance on what to do in an emergency in your school, nor is it legal guidance.

There are a number of reasons for looking at this issue in more detail.

- From regular surveys with teachers, we know that managing classroom behaviour remains a key issue for staff across schools.
- Media's reporting of negative school behaviour grows ever more intensive, with negative impacts on public views of schools, pupils and staff.
- The availability of adequate support and training on classroom management, behaviour and SEN has often been 'hit and miss' as it competes against school improvement priorities and training on government edicts.
- A weighty curriculum and assessment system, high-stakes accountability and inter-school competition can lead to increasing isolation and stress for teachers, which sometimes shows up in more reactive attitudes towards pupil behaviour.
- The decline of external services and local structures which support multi-agency working undermines informed and proactive approaches to some levels of pupil need and its impact on classroom behaviour, particularly those within the SEN range.

Some starting thoughts about the context

Is school behaviour getting worse? If we believed only what we see in the media we might think that behaviour in schools is deteriorating, but there is no research which could provide us with evidence that pupil behaviour is becoming worse, or better for that matter.

Nevertheless, many classroom staff feel that behaviour is deteriorating. That feeling is real and is worthy of concern. What is clear is that some responses to difficult behaviour have become more used. For example, despite the use of strategies such as managed moves, the number of temporary and permanent exclusions is still worryingly high. But this cannot be taken at face value as a direct reflection of changed pupil behaviour. Rather, it can be seen as a reflection of the reactive approach encouraged by central government policy-making and legislation over a number of years.

It also relates to the growth of pupil referral units. The picture is therefore one of an escalating situation where increasingly reactive provision is put in place. When such a process has been started it is difficult to stop, without an explicit reversal of policy.

The education system is now more divided and divisive than a decade ago, thanks to forces such as increased marketisation of schools and the resulting competition between them. This competition is likely to undermine strategies such as managed moves which, when handled well, provided an alternative to permanent exclusion for pupils. Undoubtedly, this has had an impact on how matters of difficult behaviour are handled; there is a more widespread sense that exclusion is an acceptable response and in the process, some young people are losing their right to full-time education.

Using this publication

The main section, 'What can I do about difficult behaviour in my classroom?', offers you a series of considerations and possible lines of action, but is not a book of recipes. The order of the ideas is from the immediate to the longer term, beginning with incidents then moving to patterns in classroom behaviour.

Ideas for spotting those patterns are given on page 15, linking to the other headings in the text. In this way you should find the most relevant considerations for your concerns.

Although this book was not designed to be read from cover to cover, you might find value in reading areas which are not your most immediate concern; single sections have less impact on their own, and their context is always important. It is not the sort of publication which is peppered with references, but each of the ideas and almost every paragraph is linked to well-researched studies.

The language and style of this book

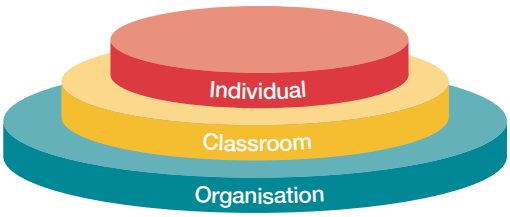
The term 'school behaviour' is used in the introduction:

- as a reminder that the behaviour which occurs in a school is influenced by teachers, pupils and features of the organisation; thinking about pupil behaviour requires more than thinking about pupils.
- as a reminder that everyone's behaviour is influenced by context; so let's be clear that we're concerned with pupil behaviour in a classroom or school only, their behaviour elsewhere might be very different.

Some basic principles underlying this book

Teaching is a highly skilled activity which makes a real difference. One of the differences it makes is to pupils' behaviour. Reactive approaches to difficult behaviour can, and do, make matters worse.

When behaviour is a concern, it is often effective to identify and examine the patterns which exist in that behaviour. Patterns in school behaviour, even sometimes in a single incident, draw our attention to a range of influences. It is useful to consider these influences and to recognise them at individual, classroom and organisational level. This book focuses on the classroom level in the main, with brief reference to patterns at individual and organisational levels.



School staff should be aware that the law associated with the management of behaviour is often changed, for example, regulations for searching, restraint and the organisation of detentions. Please refer to ATL's website at www.atl.org.uk for up-to-date information and guidance.

Teaching is a highly skilled activity which makes a real difference. One of the differences it makes is to pupils' behaviour

1. Introduction

'Young people today think of nothing but themselves. They have no reverence for parents or old age.' Who said that? Peter the Hermit. When? 1274. And we could quote from even earlier sources to remind us that the behaviour of young people is an age-old concern. This is not to minimise that concern, but to set it in context.

There are real concerns which we share about some young people's behaviour because it may on occasion damage them, their relationships, their education and chances of a satisfying future or, in the worst examples, it may demonstrate the damage which has been done to them.

But it is pretty difficult to hold on to those concerns about pupil well-being when someone is behaving in a way that we find rude or aggressive, or when we feel they are personally attacking us, or when we feel they demonstrate zero deference. All of this can happen with pupils in classrooms, and with colleagues in the staffroom!

So how can we keep all the concerns in an effective balance? By continuing to keep things in context, and by illuminating the behaviour which concerns us, and our response to it. This section looks at the context by concentrating on three aspects:

- understanding 'the big picture' on school behaviour
- understanding the classroom
- looking at ways of explaining difficult behaviour.

The big picture on behaviour

Behaviour in most schools is good. The national picture from inspection reports regularly shows this. But it is a different picture to that which is portrayed in some sections of the press. Such reports have a role in amplifying deviance. As a result, many people in the UK believe there is much more crime than there actually is in the country as a whole, and difficulties in pupil behaviour are especially distorted. The problem is that people do seem to believe such accounts. The media paint a portrait of schools where teachers are regularly subject to intimidation and assault. Yet this is not the case from available records. Research and teacher surveys find that the behaviours that teachers most often deal with are repetitious low-level forms such as 'talking out of turn', 'calculated idleness or work avoidance', 'hindering other pupils' or 'making unnecessary (nonverbal) noise'; all of which are frustrating and stressful, but they are not the level of difficulties more frequently reported.

It is useful to consider what purpose is served by amplifying a problem. Such amplification promotes a distorted picture, and action based on such a picture can bring about a deterioration rather than improvement to a situation. In many staffrooms there are voices which seem to amplify difficulties, and it is sometimes difficult to know how to respond. One approach is to seek clear evidence to place alongside their view, so that whatever action follows is based on fact, not just feeling. So what are the facts on school behaviour?

Schools make a difference

The behaviour which pupils display in school is not always a simple reflection of their behaviour elsewhere, including at home. When teachers and parents report on the same children at home and at school, there is comparatively little overlap in the difficulties identified. Further, most teachers know model pupils who they have later found to live under very adverse home circumstances.

Different schools make different differences

Different schools have different overall effects, independent of the make-up of their student intake. Some schools are high excluding schools, some have high levels of truancy, and so on. Key staff in different schools vary in the extent to which they believe that the problem of disruptive behaviour is within the power of schools to resolve. These beliefs are crucial for they inform action and can become self-perpetuating. It is suggested that higher rates of difficulty and exclusion are to be found amongst those schools with lower confidence in their own powers to tackle the problem. So when explaining difficult behaviour, we cannot leave the school out of the picture. Aspects of it as an organisation need to be engaged. The four statements below use key research studies.

1. **Proactive schools have better behaviour.**
   Schools which aim to pre-empt and prevent difficulties do well. They recognise they contribute to the patterns of behaviour in the school, take steps to understand and analyse such patterns, and intervene through preventive approaches at organisational, classroom and individual level. Reactive schools can experience further deterioration in response to reactive practices.

2. **Schools with a strong sense of community have better behaviour.**
   Schools that form tight communities do well. They give attention to how students feel affiliated to the school, they provide a rich spectrum of adult roles, and adults engage with students personally and challenge them to engage in the life of the school. Teachers display a 'diffuse' teacher role, having frequent contact with staff and students in settings other than the classroom.

3. **Schools with teacher collaboration have better behaviour.**
   In collaborative settings, teachers share information about particular students to find ways to help the student learn more effectively. When they have a particularly difficult problem with a student, they seek help widely, and look for causes and then solutions. In contrast, teachers in isolated settings share information about students by swapping stories about a child's errant behaviour or sympathising with one another. For them, problems invariably means behaviour problems, and punishment is seen as the solution.

4. **Schools that promote pupil autonomy have better behaviour.**
   Schools that promote self-discipline and active involvement in the learning process, and show an interest and concern for pupil development, do well. In contrast, schools that generate a climate of conflict, with severe punishment and a sense of constant tension, or schools that generate a libertarian climate with low severity of punishment and a lack of self-direction are both linked with high levels of misbehaviour.

?

Where does the school in which you presently teach figure on these four statements?

Your thoughts may help you notice something important at the overall level, notwithstanding important differences within the school.

Schools that promote self-discipline and active involvement in the learning process, and show an interest and concern for pupil development, do well

Understanding the classroom

Most of education staff's working time in school and most of pupils' lives as pupils is spent in the classroom. Yet the classroom setting is very complex and still poorly understood. If you ask yourself, 'What situation which is not a classroom is most like a classroom?', you may come up with some answers which highlight a similarity or two, but few will describe the unique complexity of the classroom. Classroom staff would often say a theatre, a family, a church and so on; less often they say a restaurant, an office. The following points may remind us of some of the complexities which go unrecognised in common-sense views of classrooms.

Key features of the classroom situation

1. Classrooms are busy places.
   Classroom staff are regularly engaged in a thousand interactions a day, sometimes more. The nearest job to it in that respect is an air traffic controller. Events happen quickly and classroom staff make decisions quickly. If they do not find means of coping with the busyness, they can experience tiredness, or at worst stress and breakdown.

2. Classrooms are public places.
   Classroom staff and pupils' behaviours are visible to everyone else in the class. There's a public evaluation of somebody or somebody's performance every two or three minutes in a classroom. Classroom staff who are not used to this may feel 'on stage'. Many members of the public take a view on classrooms, and these views have been increasingly brought into conflict. Classroom staff may experience role strain, and cope with it by isolating their performances from view.

3. Classroom events are multidimensional.
   People in classrooms have a variety of purposes, experiences, interests and goals. Classroom staff may have thoughts about the staff meeting this evening, or the mortgage; the pupils may have thoughts about what's on television or what someone said to their friend. In the middle of all this, teaching and learning takes place. Personal and social aspects of pupils' and classroom staff's lives always affect classroom life.

4. Classroom events are concurrent.
   The multiple events on so many dimensions do not occur in a step-by-step fashion, especially from a classroom staff point of view. One group is happily working away, another group wants attention for something, and meanwhile someone is climbing out of the window! Classroom staff learn to monitor, or at least appear to monitor, simultaneous events, and some pupils learn to avoid that monitoring.

5. Classroom events are unpredictable.
   No one can predict classroom events with complete accuracy. Disruptive effects are easily generated by interruptions of external and internal varieties. Nevertheless, classroom staff properly and professionally attempt to predict pupils' responses to work, pacing of work and so on. Routines are developed in classrooms; they attempt to engender predictability and reduce ambiguity.

? What examples of classroom life came to your mind as you read each of the sections above?

The skills that classroom staff exercise in the classroom will be given under each of these headings in a later section (pages 16 to 17).

Explaining difficult behaviour

Whenever we describe or explain behaviour, the way we do it can display certain trends and effects. For example, we explain other people's behaviour in terms of them as people, but we explain our own behaviour in terms of the situation(s) we're in. When we describe to ourselves or to others, or explain difficult behaviour displayed by another person, there is a range of language that we might use. Given below are five general 'explanations', each with a few particular examples.

'They're that sort of person'
'Jeremy is an aggressive boy'
'She's an attention-seeker'
'He's a special needs kid'

'They're not very bright'
'They can't cope with the work'
'They're frustrated in class and mess around'

'It's just a tiny minority'
'There are just some key ring-leaders'
'A few rotten apples'

'It's their age'
'It's their hormones'
'It's adolescence; they have to challenge authority'

'This is a difficult neighbourhood'
'The parents don't support us'

Clearly, the above forms of language may serve to express frustration, or even to maintain public image amongst colleagues. But their over-use has negative effects. They externalise and off-load, but by the same token they divert attention away from the contribution made by the school, and thereby disempower us. Indeed, some classroom staff have reported that language in this form contributes to lower morale and may leave us stuck with the problem.

Schools vary in terms of the predominant explanations used. Think about conversations in your school when pupil behaviour is discussed. The conversations could be in meetings, in passing, general conversation, in case conferences and so on. Leave out coffee break conversations, which are more about letting off steam than explaining! Which of the above 'explanations' predominates and to what effect?

In some cases, they may be used in an attempt to pass on a problem, but that is not a positive goal. Similarly, if they function to gain agreement or support from a few colleagues, this may be a doubtful gain. We need to remember that each 'explanation' may signal a factor in difficult behaviour, but that it is not a simple fact.

Why reactive approaches are not effective

Reactive approaches tend not to be effective. By 'reactive' we mean any approach that focuses on action after an incident. For example, staffroom conversations of the form, 'What do you do if they do X?' Another example would be, 'If they do X we'll do Y'. In each case, the person adopting this approach is being led by the person doing 'X' – in this way they're not exercising optimum control. At the level of classroom incidents, detailed research shows that the reactive approach to incidents, usually involving threats or hard commands, is four times less likely to lead to the situation being resolved. All difficult incidents require some degree of negotiation. At the broader classroom level, one detailed series of studies concluded: 'The action classroom staff take in response to a 'discipline problem' has no consistent relationship with their managerial success in the classroom. However, what classroom staff do before misbehaviour occurs is shown to be crucial in achieving success'. Hence, our attention should turn to the management of the classroom and the management of learning.

True proactiveness comes from seeing how we contribute to our own problems

At school level there is a similar finding; when schools adopt the tariff approach to student behaviour policy and enforce it in an automatic way, matters can deteriorate rather than improve. In a similar vein, the reactive use of 'referral' is counter-productive. In schools with low levels of disruptive behaviour, classroom staff are not encouraged to pass problems to senior staff. In well disciplined schools, classroom staff handle all or most of the routine discipline problems themselves. Indeed, the over-use of hierarchical referrals is a characteristic of high excluding schools. A recent survey stated that in these schools 'year heads and heads of house worked hard but were often overwhelmed by numbers of pupils referred to them for indiscipline by classroom teachers. Frequently such referrals short-circuited established systems and merely reflected the unwillingness of some staff to deal with problems at source. As a result, such problems often escalated and, although pastoral heads spent much time with difficult pupils, often that time achieved little other than to register concern and pass sentence'.

In a reactive climate, pressure for 'action' can be very strong, and some voices in the staffroom do not accept that investigation and resolution are sufficiently significant action. So if we want to become more proactive, we may need to accept that sometimes what people claim is 'proactiveness' is reactiveness in disguise. True proactiveness comes from seeing how we contribute to our own problems.

A word about punishment

Our society is full of beliefs about punishment and its effectiveness or otherwise. One of the most worrying aspects about theories of punishment is that if we try to diminish a behaviour by mild punishment and it does not prove effective a more severe punishment can then be implemented. At worst, a focus on punishment leads some people to believe there are only two possible responses in our repertoire: punitive action or inaction. This is very disempowering. A more particular concern for classroom staff is that a focus on control through punishment, or through reward for that matter, demands a high degree of surveillance and thus turns them into monitors rather than managers of learning. Indeed, it has been argued that being 'an effective disciplinarian' actually interferes with achieving a productive classroom. Similarly for pupils, a focus on punishment or reward may serve to generate compliance rather than learning.

2. What can I do about difficult behaviour in my classroom?

This section contains various suggestions for action (and inaction) on the part of a classroom teacher experiencing difficult behaviour. Not all of these suggestions will be appropriate for your situation and not all will be appealing to you as a teacher. Nor will all of these suggestions work, especially if we take that to mean producing obedience!

Indeed, anyone who felt they had to do all of what follows would be overwhelmed straightaway. But if you use these suggestions to set you thinking about the situation you know and find difficult, and if you select and modify the suggestions to your own situation, there may be some value gained.

There is a very real problem about the ordering of this section. It starts with what seem to be the most immediate considerations: what to think about and do in a difficult interaction. The problem is that this might appear to promote a 'What do I do if they do X?' mentality, which is exactly the sort of reactive approach which does not work. Somewhat better would be to ask the proactive question 'How can I create a classroom where these things don't happen?', which is considered in the latter parts of this section. This section deals with incidents first and then moves to classroom patterns and classroom community.

Classroom incidents – aiming to respond rather than react

Styles of responding

Consider the following classroom situations:

Timothy grabs Rosemary's ruler and appears to hide it from her.

Think about the following options for the classroom staff:

1. 'Timothy, stop being childish and give Rosemary her ruler back.'
2. 'Timothy, we ask before borrowing in this classroom.'
3. 'Timothy, you're quite able to get on with your work, so return Rosemary's ruler and let her do the same.'

These three simple options have both similarities and differences. They are similar in that they all indicate to Timothy that the teacher has noticed his behaviour and decided it is inappropriate. In that sense they may all serve to mark a boundary on behaviour. But they also have differences:

1. has elements of judging the person, negatively
2. points to an agreement previously made
3. refers to responsibilities in learning.

The impact of these different styles, if generalised over time, can be quite marked. Style '**1**' can be counterproductive in terms of improving behaviour because it may build up resentments; it may be the style of the 'deviance-provocative teacher' (see page 15). Style '**2**' can be effective if it is set against a background of making and reviewing agreements

regarding classroom behaviour. Style '**3**' makes the important link with what we aim to achieve in classrooms, it reaffirms our purpose. But style '**1**' is quite prevalent in our classrooms and the most frequently occurring teacher comments are very brief: 'Stop it' and 'Shut up!'

Think about your responses to small-scale incidents. What messages do they convey:

- about the pupil?
- about the classroom climate and control?
- about the purposes in your classroom?

Teachers' ways of conveying to pupils that behaviour is inappropriate

When things are going well, the communication between teachers and pupils is complex and reflects shared meanings which have developed between them. For example, a teacher may, without looking up from the work he/she is checking with a pupil, say 'someone's being silly' and two pupils at the back of the room stop the behaviour they're involved in because they know and can interpret the informal rules of that classroom. But sometimes teachers haven't built up this shared meaning with a class and their ways of conveying the inappropriacy of behaviour aren't successful. A research study identified the following 11 teacher strategies:

1. Descriptive statement of the deviant conduct: '*You're taking a long time to settle down.*'
2. Statement of the rule which is being invoked: '*Rulers aren't for fighting with.*' '*When I'm talking no one else talks.*'
3. Appeal to pupil's knowledge of the rule: '*You know you're meant to write it in the book.*'
4. Command/request for conformity to the rule: '*Shut up.*' '*Put that away.*'
5. Prohibitions: '*Don't.*' '*Stop that.*'
6. Questions: '*Are you listening?*' '*What's going on over there?*'

It is possible to develop a new response – learning to respond to aggression assertively so that you retain control of your own behaviour

7. Statement of the consequences of the deviant conduct: '*I won't bother to read if you go on like this.*' '*Someone will get hurt if this equipment is left lying here.*'
8. Warnings and threats: '*I'm going to get annoyed.*' '*You'll be in detention.*' '*I'll send you to the head.*'
9. Evaluative labels of the pupil and his/her conduct: '*Stop behaving like a baby.*' '*Don't be daft.*'
10. Sarcasm: '*We can do without the singing.*' '*Have you retired?*'
11. Attention-drawers: '*Sandra!*' '*Girls!*' '*5C!*'

What are effective strategies?

Strategies 2 and 7 achieve two goals; they signal that the behaviour is unwanted and they communicate the rule. As such they are likely to have the most effective long-term contribution.

Can you monitor this in your classroom, and adjust if necessary?

Responding to aggression assertively

Aggression comes in many forms: verbal, indirect and so on. Direct physical aggression towards classroom staff is comparatively rare. When faced with direct aggression, the two main responses are 'fight' (returning the aggression) or 'flight' (non-assertion). These may seem natural, or indeed sensible in evolutionary terms, but it is possible to develop a new response – learning to respond to aggression assertively so that you retain control of your own behaviour. When developing this response as an addition to our repertoire, two connected things become noticeable. First we often predict that we will get a violent reaction to our assertive response. This is inaccurate. Second, our predictions shape our range of behaviour, this can be in either a limiting or expanding fashion.

Remember or anticipate a situation where you were on the receiving end of someone else's aggression. Try to notice your own 'inner dialogue'. This may be very brief, but can have strong effects, both on how you subsequently feel and on your range of possible behaviour.

You can practice spotting this and its effects. Here are some examples:

Inner dialogue	Possible feelings	Possible behaviour
1. ***'Who does he/she think he/she is?'***	**Anger**	**Aggression**
2. ***'How could he/she behave like that?'***	**Hurt**	**Non-assertion**
3. ***'This looks nasty, I'd better go along with it.'***	**Fear**	**Non-assertion**
4. ***'He's getting annoyed but I've seen this before.'***	**Calmness**	**Assertion**

Do any of the above 'ring bells' for you? Are you able to rehearse some new inner dialogue more along the lines of example 4?

Professionals who behave confidently and who give the impression that things are under control are less likely to be assaulted or to witness assaults.

How can I get myself to react less?

Here it is worth considering the fast sequence which occurs when we're faced with any incident. It starts with the lower part of the brain firing off some very quick feelings. Then follow the higher parts of the brain which bring in a range of considerations and previous experiences. Finally, we decide what to do and act. So, with emotionally intelligent behaviour, the sequence is:

The problem with some of our reactions is that the 'think' stage is bypassed, so that what we do is driven by what we feel.

Try 'I'll count to five now, and consider whether it would be best to ...or ...' This can be very effective for demonstrating that you retain control

To reduce the amount that we react we could try some of the following:

1. Deliberately make more of a gap between the 'feel' and the 'do' by counting to 10 (or less) and consider more than one option.

   Try and be open-handed about this, say what is going on as you're doing it, for example:

   'I'll count to five now, and consider whether it would be best to … or …' This can be very effective for demonstrating that you retain control.

2. Spot the inner dialogues that make you most reactive, ie the thoughts which reinforce feelings rather than help you move on from them. Some examples are:

   '*That Terry is a mean little blighter*'

   '*He's always trying to take advantage of me*'

   '*She shows no respect for me or for anyone*'.

3. Occasionally try something counter-intuitive to break the pattern:

   '*James, I want you to walk round the classroom shouting*'

   '*Sarah, what a nice pair of shoes, are they new?*'

Developing new flexible responses will also test out our beliefs. Test yourself by noticing how you feel about this comment from a headteacher, 'The individual with the greatest flexibility of thought and behaviour can and generally will control the outcome of any interaction.'

What the pupil says next

There are some classic responses that pupils give when a teacher has suggested they're doing something inappropriate:

- '*It wasn't me*', '*It was X's fault*' (denial of responsibility)
- '*We were only having a laugh*', '*It didn't hurt*' (denial of injury)
- '*It was only Y*', '*He deserved it*' (denial of the victim)
- '*I bet you've done it*', '*You let Z off*' (condemning the condemners)
- '*It was important to show him…*' (appeal to higher loyalties).

Notice how you perceive these responses:

- as excuses?
- as testing you out?
- as the sort of responses which self-respecting people give when accused?

What will our next response be?

- Escalate? 'Don't give me those excuses' or 'Don't speak to me like that'. Remember that hard commands can lead to hard responses.
- Hostile? 'You should be ashamed of yourself'. Many pupils love to play the wind-up game, and need to save face if they are to wind down, especially when in front of their peers.
- Passive? 'Why are you doing that?' We don't want an answer to that question! We want the difficulty to reduce and constructive working relations to resume. Asking this sort of question can give pupils a wonderful opportunity to side-track you with lots of creative answers to your question.

Preferable to these is something which is assertive and non-escalatory, and which brings attention back to the important matters of the classroom and productive relations for learning – perhaps: 'That's as may be – now let's get this activity done'.

Some of the skills in asserting yourself:

- give a clear statement of what you want: 'I want you to return to your table'
- stick to your statement, repeating it as necessary
- deflect the other person's responses, the ones which may undermine your statement, eg irrelevances or argumentation, perhaps by prefacing your restatement with a short recognition of their view – 'I've heard your reason for looking at the fish, but I want you to return to your table'.

Managing conflict

The background: what helps reduce conflict?

- **Cooperation.** Helping children learn to work together and trust, help and share with each other.
- **Communication.** Helping children learn to observe carefully, communicate well and listen to each other.
- **Respect.** Helping children learn to respect and enjoy people's differences and to understand prejudice and why it is wrong.
- **Expressing themselves positively.** Helping children learn to express feelings, particularly anger, in ways that are not destructive, and learn self-control.
- **Conflict resolution.** Helping children learn how to resolve a conflict by talking it through.

Managing conflicts – basic principles

- You don't solve conflicts by sweeping them under the carpet.
- You don't solve conflicts by force.

When you're managing conflicts between others

- Get the parties to talk in a structured way – one at a time – taking turns to speak and to listen.
- If appropriate, encourage both parties to get more distance on the situation by writing down how they see it.
- Get them to make suggestions for how to end the conflict.
- Treat it as a practical problem-solving exercise, rather than a moral lesson: 'What can we do to solve this?' rather than 'I want you to apologise right now'.
- Make sure that each person's proposal for resolving the conflict is put in clear practical terms, and that the other person has had a chance to indicate whether they agree to the proposal.

A conflict ends when each person has aired their views, and they have questioned each other enough to ensure that this airing has been properly achieved.

? Have you tried a structured and practical approach to managing conflicts between others? What else would you add to the points above? How would you vary the points above for the situation in your class?

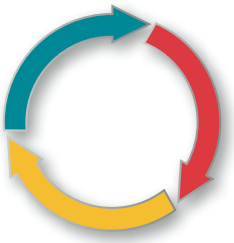
A conflict ends when each person has aired their views, and they have questioned each other enough to ensure that this airing has been properly achieved

The deviance-provocative teacher and the deviance-insulative teacher

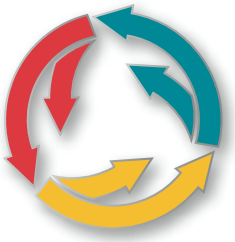
This section deals with an idea about how teachers and classroom staff may vary in their handling of difficult incidents. We all vary, so it's not an idea for putting us into fixed categories. When we're deviance-provocative, we believe that the pupils we define as deviant do not want to work, and will do anything to avoid work. It is impossible to provide conditions under which they will work, so the pupils must change. Disciplinary interactions are a contest or battle, which we must win.

When we're deviance-insulative, we believe that these pupils really want to work, but that the conditions are assumed to be at fault. These can be changed and it is our responsibility to initiate that change. Disciplinary interactions relate to a clear set of classroom rules which are made explicit to the pupils. A deviance-provocative person is unable to defuse situations, frequently issues ultimatums, and becomes involved in confrontations, whereas the deviance-insulative person allows students to 'save face', and avoids confrontations.

Thus the deviance-insulative person has some beliefs and responses which make up a 'virtuous cycle' in which behaviour goes well.



Whereas the deviance-provocative person has some beliefs and responses which make a 'vicious cycle' in which behaviour does not go well.



In lessons managed by the deviance-provocative person, deviant pupils are neglected other than for the many negative evaluative comments made about them. Pupils are referred to higher authority when they refuse to comply, which they do. The deviance-insulative person avoids favouritism, or other preferential treatment in lessons.

? Can you think of occasions when you were deviance-provocative? What led to this happening? Can you think of occasions when you were deviance-insulative? What led to this happening? Are there any ways through which you can ensure more of the latter and less of the former?

Classroom patterns

Identifying the patterns in classroom difficulty

Many 'solutions' which are proposed for difficult behaviour in classrooms are not based on a diagnosis of the situation. They are favourite solutions which may or may not work.

The following questions attempt a starting diagnosis based on the extent of difficulty, and therefore provide a more particular focus. Given the complexity and connectedness of classrooms, an accurate linear diagnosis will not be forthcoming.

Is there a particular disaffection in this classroom?

If yes, does the disaffection relate to:

- particular sorts of teacher-pupil interactions?

Examine skills in handling conflict and avoiding escalations (pages 10 to 14).

- a particular classroom context?

Analyse the physical, social and psychological features of this classroom (page 16).

- particular activities?

Analyse the design and message of these activities (page 18).

- a sub-group of pupils?

Analyse the role of this group within the class and the roles of key members within the group (page 4 onwards).

If no:

- is there a general disaffection in this class?

If yes:

- is the curriculum offered appropriate for this class? Do they feel they achieve something valuable? (page 19)
- are the activities and activity structures clear and engaging? Are pupils involved in the activities? (page 20)
- are the responsibilities in this class developed and shared? Are pupils involved in planning? (page 21)
- are classroom rules agreed, understood, accepted and used? Are pupils reviewing the success of this class? (page 21)
- does the climate need improvement? (page 22)
- is there a positive sense of community in this classroom? (page 23)

Skills in managing the classroom context

Creative classroom staff display many skills. The few selected here relate to the particular complexities of the classroom which were outlined on page 7. Classroom staff managing the classroom situation are:

- managing the physical setting (layout, seating, resources, etc)
- managing the social structure (groupings, working patterns, etc)
- managing the psychological setting of the classroom (handling the timing and pacing; developing effective routines; giving a personal yet public performance, with a focus on group participation; being aware of the multiple dimensions of classroom life and showing it; managing more than one event at the same time, ignoring as appropriate; recognising and tolerating the unpredictable nature of classroom life).

To identify some useful pointers for your own action:

(a) Identify an occasion when a classroom you were managing created a positive, purposeful atmosphere. Apply the headings on the previous page to that example. What aspects of your classroom management went well?

(b) Now think of a less positive example where the behaviour concerns you. Apply these headings to that example. What aspects of your classroom management are highlighted? Identify two areas which it could be useful to develop.

Re-teaching the skills of working together can be important. Reviewing the rationales for group work can be needed

Is there a particular classroom which is causing you concern?

Analyse the following features of this classroom.

- **Physical setting:** layout of furniture, positioning of seats, resources, lighting, display, etc. Do any of these seem linked to the difficulty? If so, can you experiment with some aspect? Remember that managing the physical setting is one of the teacher's key skills, but they often de-skill themselves by saying that someone else 'wouldn't like a change on this front'.
- **Social structure:** the groupings of pupils, the patterns of working together, rationales given, etc. Is there any link to the difficulty? If so, can you imagine some modification to try out? Re-grouping using some random process can be useful now and again, to break patterns which may have become unproductive. Re-teaching the skills of working together can be important. Reviewing the rationales for group work can be needed.
- **Psychological setting:** this is mainly managed through the type of activities in the classroom and the way they are conducted. The busyness is managed through timing and pacing of activities. Too few activities can lead pupils to seek diversion, too many can get them confused. The transitions between classroom activities can be unstable periods which need effective orchestration. They are well handled when preceded by some advance warnings: 'There are three minutes before we return to the whole group', 'We've been working on this experiment for 10 minutes now so you should be about half way through'.
- **The public aspect of classrooms** can create difficulties if it becomes exaggerated. It is constructive to have private interchanges in the classroom, including with those pupils whose behaviour concerns you. The sense of being on stage declines as the relationship with a group develops.
- **The multi-dimensional nature of classroom life** needs recognition. Classroom staff who try to keep the rest of life outside the door operate less effective classrooms. The rest of life can be acknowledged and sometimes linked to the learning.
- **The simultaneity of classroom events** demands skills of selective ignoring. Effective classroom staff are effective at deciding what to overlook. They give a 'smooth' performance, which maintains a sense of momentum, and conveys the sense that they are steering the events. By contrast, the individual who does not use such skills well gives a 'lumpy' performance, responding to something here then something there so that momentum is lost and the events seem to be in control. Sometimes our own approaches to managing the classroom constitute interruptions, and disturb the flow in a non-productive way!
- **The unpredictability of classroom life** has to be recognised and accepted as well as managed. Here routines and rituals are useful and need to be established and reviewed with each class.

? Are there any of these preventive skills you wish to enhance? Can you observe colleagues in their handling of these aspects?

Analysing particular classroom activities

When we've identified that a classroom difficulty relates to particular activities, we can identify whether there's something about the way we construct the activities which might be improved. The basic ingredients of a classroom activity are shown below.

The element 'Goals' is central; it hangs the whole activity together. Yet very often the goals of classroom activities are not made clear.

(a) Identify an occasion when a classroom activity seemed linked to difficulty. Apply these headings to that event and the management of it. Make some notes on which aspects of the activity are highlighted as important. Is it a particular task? Is it the social structure? Is it the timing or pacing of the activity? And so on.

(b) Now think of a more positive example – an activity with the same pupils which is not linked to difficulty. Apply these headings to that example. What aspects of the activity are highlighted as important?

What suggestions emerge about how to improve the activity where difficulty occurs? Identify a manageable experiment you will undertake. Anticipate some of the things which might work against the change you've planned. How will you cope with them?

Remember, if an activity system is not established and running in a classroom, no amount of discipline will create order.

Reviewing classroom curriculum

Some approaches to difficult classroom behaviour separate these concerns from any consideration of the curriculum. This is potentially counter-productive. Classroom management is not an end in itself; what is learned in the classroom is crucial, and informs the patterns of behaviour which develop.

The classroom curriculum is the important one which is lived day by day in your classroom. Clearly, a proportion of the classroom curriculum is your own interpretation of how to offer the national curriculum, but there's a lot more to it than that. We could think of three major strands, each with aspects that are planned and aspects that are responsive to the events which arise.

The classroom curriculum is the important one which is lived day by day in your classroom

Think through the headings and enquiries below. See whether any ideas for development emerge.

- **The assessed curriculum**
  Has the purpose of each element of the curriculum been conveyed, so that pupils feel they achieve something valuable? Has the level of difficulty been reviewed so that pupils feel the work is not too easy or too difficult? Has the work been related to the personal experience of pupils and people they know, and to examples in local life?
- **The interpersonal curriculum**
  Is the way that pupils cooperate and work together a topic for structured review and discussion? Are suggestions for improving classroom relations made, both by teacher and pupils? Are communication skills, including the constructive communication of emotions, supported and developed in this class?
- **The personal curriculum**
  Does the curriculum offer each pupil the chance to feel more competent at something? Has the purpose of the curriculum been linked to pupils' views of their futures?

Looking at the profile of activities and engagement

Talk about teaching methods is debased by polarised and over-simplified ideas like 'traditional' and 'progressive'. Instead we need to recognise the overall profile of activities in a classroom, and their success in creating pupil engagement. Here are some pointers under headings with the acronym TARGET.

Tasks:

- engage personal interest, variety and challenge
- help pupils establish short-term goals, so that they view their class work as manageable, and can see progress.

Authority:

- help pupils participate actively in the learning process via choices and decision-making – help them develop and use strategies to plan, organise and monitor their work.

Recognition:

- recognise individual pupil effort, accomplishments and improvement, and give all pupils opportunities to receive reward and recognition
- give recognition and rewards privately so that the value is not derived at the expense of others.

Grouping:

- promote and support cooperative group learning and the skills in peer interaction
- use mixed and varied grouping arrangements, helping pupils learn from the experience in different groupings.

Evaluation:

- evaluate pupils for individual progress and improvement: offer feedback and opportunities to improve their performance
- vary the method of evaluation and make evaluation private.

Time:

- adjust task or time requirements for pupils who have difficulty completing their work
- allow pupils opportunities to plan their timetable and progress at an optimal rate. Studies of teachers' and pupils' perceptions of effective classroom learning show that they prioritise active approaches such as group/pair work, drama/role-play, story-telling and drawing.

? Will you make any changes to the profile of activities to achieve greater engagement?

Reviewing classroom responsibilities

At worst, classrooms can become anonymous places. This is often associated with poor behaviour and a lack of development in the range of pupil roles.

When developing the range of roles for pupils, we may think about allocating responsibilities for duties. This is fine as far as it goes, but may be available to only a few, and may feel trivial to some. So we should consider responsibility and a range of roles in wider aspects of classroom life. Well-structured work in groups allows pupils to learn about roles in working together. The more direct work of this sort might allocate roles in the group – reporter, timekeeper, arbiter, etc. For learning to be ensured, all such work requires a structured review of how the role felt, what responsibilities emerged, and how others in the group viewed the role.

The most crucial responsibility a pupil takes is responsibility for their learning. This again will not necessarily develop without structured support at first. Giving pupils opportunity to plan their learning activities and to review their learning through a range of appropriate methods is the key to them seeing themselves as active agents in a cycle of learning. For this to happen, it will be necessary for us to:

- clarify the overall curriculum and its goals in pupil-friendly ways
- make plain the tasks and how the assessment will work
- arrange for resources to be accessible – support pupils' planning and organisation skills, together with monitoring and review.

Recognise individual pupil effort, accomplishments and improvement, and give all pupils opportunities to receive reward and recognition

Think about one of the classes you manage. How does the present profile of responsibilities look under these headings:

- classroom duties?
- roles in groups?
- responsibility for learning?

Can this profile be enhanced? What would pupils suggest?

Classroom rules and routines

Rules in classrooms aren't operative just because the teacher says so. They have to be set up, agreed, used, and periodically re-examined. This is not a once-and-for-all process.

Routines have an equally important contribution to make. They may not be framed as a 'rule', but they are the way of making things happen; how resources are accessed, how homework is handed in, how the classroom is entered, and so on.

Establishing – needs a lot of communication/ teaching at the early stage.

Agreeing – pupils are likely to agree if rules are few in number and their purpose is clear.

Using – all parties need to publicise and refer to the rules, and mediate them in so doing.

Reviewing – periodically the class examines whether the rules in use are fulfiling their purpose.

Classroom rules often refer to these five broad areas:

- talk
- movement
- time
- teacher-pupil relationships
- pupil-pupil relationships.

Negotiation of classroom rules is something you can't avoid. If you act as though you are imposing a rule system, pupils will spend some of their time testing it out. If you negotiate more of it from the start, pupils will be more involved in applying it and are likely to learn more about themselves and behaviour in the process.

The level of detail used in establishing rules can be a trap; if you become too detailed, you end up with too many and some of them will be easy targets. One good example connects rights with responsibilities:

- We have the right to learn in this classroom according to our ability.
- We have the responsibility not to ridicule others for the way in which they learn, or to disturb the learning of others.
- We have the right to be treated with respect by everyone in this classroom.
- We have the responsibility to respect all others within the classroom.
- We have the right to express our own opinions and to be heard.
- We have the responsibility to allow others to express their opinions and be heard.

Discussing the climate

'Climate' can seem like a broad, even nebulous word, but it's necessary and appropriate for this, the more general level of considerations associated with difficult behaviour in classrooms.

For 60 years studies have shown that the teacher's style of running a group has a major effect on young people's behaviour. Classrooms which are run on laissez-faire lines are linked to more aggression between pupils – as are those run on authoritarian lines, when the leader leaves the room!

Developing a democratic climate is the productive approach. Classroom climate can be led by the teacher, but you can't be a leader without followers, so pupils will need to be engaged and supported in a variety of ways as outlined in preceding pages.

Important aspects of the social climate include affiliation (pupils' sense of wanting to join in and be a part) and cohesiveness (pupils' sense of wanting to work with each other), but most crucial is the climate of learning.

If climate can be identified by comments of the '*It's the way we do things around here*' ilk, what would be said about the way we do things in this class?

Praise and reward. Schools and classrooms can become very unrewarding places, just because we forget to say 'I thought the way you did… was especially good because…'.

Pupils welcome direct personal praise from their teachers. It is most effective when it is:

- spontaneous and credible
- clearly linked to the pupil's accomplishment
- personalised to the particular pupil and what they might find difficult.

When you consider rewards, recognise that what is a privilege for some will not be perceived so by others. An over-emphasis on rewards can interfere with efforts to promote learning for its own sake. Routinised reward schemes can become paper-chases and lose pupil credibility fast. They throw up issues such as 'uniformity' in use of rewards: this cannot be achieved, nor would it be fair.

Does your classroom climate or profile of reward and praise need improvement?

Building classroom community

Building classroom community helps to achieve many of the wider and important goals of school; as a contribution to managing classroom behaviour it goes well beyond those methods which seem designed to produce compliance.

Community in a classroom is achieved through:

- Paying attention to how pupils feel affiliated to the class. Do newcomers get included effectively? Do class members feel comfortable to describe the class positively?
- Challenging pupils to become engaged in the class, and to support the activities related to it.
- Encouraging a wide variety of roles and contacts between all members of the class.

Some of the methods which may contribute to this development include:

- class meetings, perhaps using a circle time or other appropriate methodology, to achieve new tasks and arrange events for the class
- class reviews, which specifically address how the community feels and what would improve its working
- class problem-solving which addresses issues which arise, and through its workings creates more effective solutions at the same time as building self-discipline.

For the teacher responding to difficult behaviour, this means a shift from 'What will I do as a result of this incident?' to 'How are we all going to solve this problem?', and conveying that acts are unacceptable when they break a community agreement or damage the community and its goals.

Development of a classroom community also needs the pupils to learn skills of listening, anger control, seeing others' points of view, and solving problems collaboratively. Teachers need to display these skills.

Development of a classroom community also needs the pupils to learn skills of listening, anger control, seeing others' points of view, and solving problems collaboratively

An underlying theme to these methods is that of regularly asking 'What sort of classroom do we want?', and following through with the responsibilities which we take on in order to achieve the things we want. The teacher can feel challenged at times by really taking on class ideas which s/he may not have chosen. The teacher will also have to challenge any community outcomes which are not genuine solutions, for example, false compromises or subtle bargains.

? Classroom community is built in small steps. Which will you take first?

A final thought

The themes and issues raised at the end of this section have moved some way from those raised at the start. It will probably not have escaped your notice that this section has not promoted the 'add-on package' or the 'quick-fix' to behaviour problems – the research does not suggest they are an effective, long-lasting approach. Neither have the proposals tried to re-live a nostalgic and seductive picture of classrooms in which classroom staff had unquestioned authority and pupils were happily compliant. Rather, the overall position is one of trying to manage this complex situation in such a way that it promotes the qualities and skills which pupils need to develop for their unknown and changing futures – learning skills and social skills. Classroom staff who manage such a setting know that they are not 'in control' of this complexity, but they are, in a myriad of ways, exercising control.

3. Making sense of an individual's behaviour

The language we use to describe, to ourselves or to others, the behaviour of an individual can sometimes help us and sometimes hinder. The following have proved useful in illuminating an individual's behaviour.

Ten important questions

1. **What** behaviour is causing concern? Specify clearly, do not merely re-label.
2. **In what situations** does the behaviour occur? In what settings/contexts, with which others?
3. **In what situations** does the behaviour **not** occur? (This can often be the most illuminating question.)
4. What happens **before** the behaviour? A precipitating pattern? A build up? A trigger?
5. What **follows** the behaviour causing concern? Something which maintains the behaviour?
6. What **skills** does the person demonstrate? Social/communication skills? Learning/classroom skills?
7. What skills does the person apparently **not** demonstrate? How may these be developed?
8. What view does the person have of their behaviour? What does it mean to them?
9. What view does the person have of themselves? May their behaviour enhance that view?
10. What view do others have of the person? How has this developed? Is it self-fulfiling? Can it change?

Using these questions to inform your own thinking, consider a pupil whose behaviour puzzles you. Read down the 10 questions, thinking about each in turn. Note what happens, both in terms of answers you might arrive at, and in terms of how your thinking is led/influenced.

- Do some questions 'ring bells'?
- Do some lead to important enquiries?
- Are some difficult to answer?

Sometimes using these questions helps you to understand the elements (people and events) which make up a vicious cycle of behaviour and those which make up a virtuous cycle. They generally help you to identify a pattern and move beyond simple person explanations (page 8). If these 10 do not move you on, try the following question:

Who is most concerned by this behaviour?

This question can sometimes help re-direct our attention in a useful way, when the difficulty is not so much with the identified person's behaviour, but with the person who reports the concern.

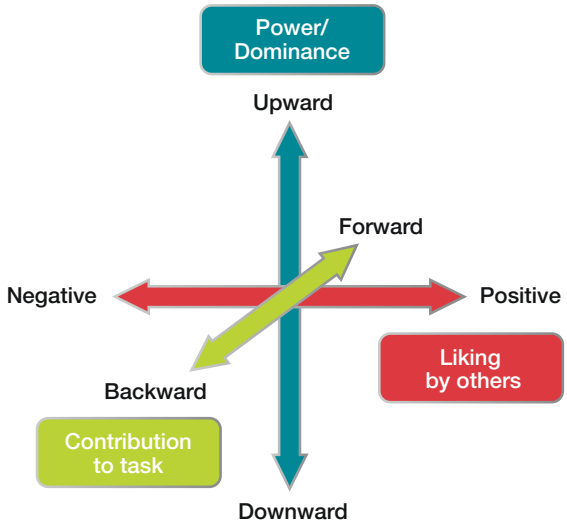
Now consider discussions with colleagues over an individual's behaviour. When you talk, do you have a framework, a useful set of questions? Could you use the 10 important questions to help?

Making sense of behaviour in groups

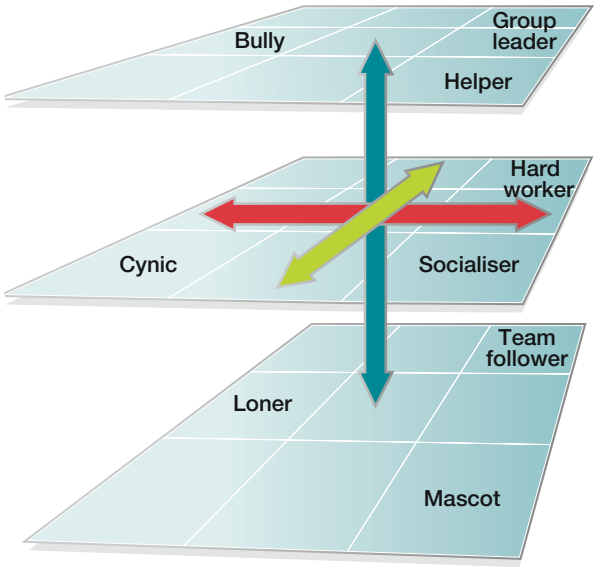
Sometimes it seems that a group of pupils is associated with difficult behaviour on a regular basis. If it is a class group, the first issue to consider is the stage this group has attained in its development. Is it:

- **inclusion and membership?**
  Pupils seeking to find a niche for themselves in the group, with much focus on comparisons.
- **influence and collaboration?**
  Testing the authority of the teacher and establishing the group dominance and work patterns.
- **working together and alone?**
  Pupils can set and accomplish goals and work productively together on tasks.
- **self-development?**
  Taking on continued growth and new challenges.

When we look more closely, there's often informative variety in the picture: groups do not act the same way in all situations. In a particular situation, group members may take up roles on a reasonably regular basis. These roles can be described along three dimensions: power/dominance, liking, and contribution to the task.



It can be useful to think of group members and the positions they take up on these dimensions. For example, using some general role terms:



Group interventions may aim to:

- reduce negative dominance of some members in the group
- increase participation of the isolated members in the group
- promote broader learning about social skills such as working in groups.

4. Getting help from other people

It would be tempting here to consider the formal referral models which schools create. Over-use of such mechanisms is counter-productive (see page 9). It could also disempower you. So we need to think about ways of getting help which do not always involve calling on colleagues 'up the hierarchy'.

Remembering that collaborative schools have better behaviour, it is useful to ask how teachers can collaborate to improve behaviour. Generally, teachers seek sources of help which:

- give rapid pay off
- are practical and extend repertoire
- have been devised by fellow practitioners or adapted locally
- are flexible and open to further adaptation
- are near at hand, easy to access, and above all continuous.

This means we need to think of arrangements where pairs of colleagues who choose each other can set up joint observation and feedback for their own problem solving. Such partnerships have to be set up with care. Partners need to establish guidelines and agree on their responsibilities to one another and to others who may have an interest or involvement in the work.

In a similar vein, colleagues in schools regularly say that there's no more potent a learning experience than to track a pupil around the lessons/activities that constitute his/her day. Such work starts to build up a constructive shared language for discussing classrooms, and acceptance of differences between teachers in a school. When this has happened, it is also likely that the staff will gain a great deal from 'cause for concern' meetings about individuals and groups. These may need some careful structuring at first, ensuring that all voices are heard in a constructive way.

Finally, other professionals may be of help and building up links with health and social care agencies, alongside educational psychologists, is always useful. It is worth remembering that responsibility for outcomes for children and young people with SEN is shared across agencies and collaborative working is the most effective way of ensuring the best outcomes. Local authority schools should have access to centrally organised services, and independent schools and academies may have access to freelance specialist organisations on an 'as and when' basis. However, as schools move away from local authority control the nature of additional support and its delivery is likely to alter. If you are unsure what is available locally you could approach your ATL branch secretary who may be able to put you in touch with local networks.

? Which of your colleagues would you choose to start developing collaborative work with?

5. The wider school context

Classrooms are influenced by the context they're in; they are also major elements in creating that context. So as we come to the end of our focus on the classroom, it is useful to remember a few key features of the school context.

Different schools make different differences to the patterns of behaviour which emerge within them. Research on these differences (page 6) suggests it is profitable for a school to:

- become more proactive about difficulty
- develop a stronger sense of community
- promote teacher collaboration
- promote pupil autonomy.

This implies working towards policies which help the school monitor and learn codes which promote an effective community, resources for teachers to work together and respect for a wide range of learners. If some of the above are being worked for, we may get nearer to a situation in which both teachers and pupils are learning the same things about behaviour in their school:

- it pays not to react
- it pays to care about the organisation
- it pays to work together
- it pays to be responsible.

This is in marked contrast to the worst of cases where there are double standards for pupils and classroom staff, and cases where the message seems to be that bullying works – between classroom staff as well as between pupils.

Perhaps that final point is best made by Lord Elton in a 1992 symposium: *"Members of staff who treat their pupils with discourtesy, impatience or contempt, or are late for those from whom they demand punctuality, who scribble illegibly on words which they insist must be impeccably clear and tidy, who will not listen to those from whom they demand absolute attention, who bawl their heads off at those from whom they demand soft and respectful speech, who hold up to ridicule those whom they instruct to treat all men with respect, or who treat any of their own colleagues with anything but courtesy and respect in the presence of any of the pupils, are suffering a painful and obvious discontinuity of logic."* ('Responsible parenting requires a responsible society', Cross-Sector Symposium on Parenting and Society, the Queen Elizabeth Conference Centre, London, 13 October 1992.)

Different schools make different differences to the patterns of behaviour which emerge within them

6. Other resources

Blatchford, P. and Sharp, S. (ed.) (1994).
Breaktime and the school: understanding and changing playground behaviour
London: Routledge.
041-510-099-2

Baginsky, W. (2004).
Peer mediation in the UK: a guide for schools
London, NSPCC Publications and Information Unit.

Kohn, A. (2006).
Beyond discipline: from compliance to community (10th anniversary edition)
Alexandria VA, USA; Association for Supervision and Curriculum Development.
978-141660-472-3

Rogers, B. (2007).
Behaviour management: a whole-school approach (2nd edition).
London: Sage Publications Ltd.
978-141293-452-7

Ayers, H. and Gray, F. (1998).
Classroom management: a practical approach for primary and secondary teachers.
London: David Fulton Publishers.
978-185346-510-9

Miller, A. (2003).
Teachers, parents and classroom behaviour.
London: McGraw Hill/Open University Press.
978-033521-156-2

Sharp, S. (1997).
Reducing school bullying: what works?
Coventry: National Association for Pastoral Care in Education (at Warwick University).

Watkins, C. and Wagner, P. (2001).
Improving school behaviour.
London: Sage Publications Ltd.
978-076196-337-0

Wubbels, T. and Levy, J. (ed.) (1993).
Do you know what you look like? - Interpersonal relations in education.
London: Routledge Falmer.
978-075070-217-1

Policy publications

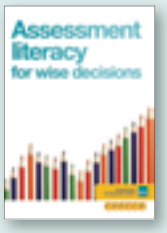
ATL (2010).
Behaviour and discipline in schools: ATL's Submission to The Commons Select Committee
www.atl.org.uk/behavioursubmission2010.

House of Commons Education Committee (2010).
Behaviour and discipline in schools
(HC 516-I, First Report of Session 2010-11, Volume I: Report, together with formal minutes).
London: The Stationery Office.
978-0-21555-621-9

Steer Inquiry (2009).
Learning behaviour: lessons learned – a review of behaviour standards and practices in our schools by Sir Alan Steer.
Nottingham: DCSF.
978-1-84775-426-4

Lamb Inquiry (2009).
Special educational needs and parental confidence.
Nottingham: DCSF.
978-1-84775-598-8

Found this helpful? ATL has lots of other resources – all free to members – that you might be interested in:



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