

CHAPTER 12 Behaviour Management

By the end of this chapter you should be able to:

- reflect upon your own views about children's behaviour and how these relate to research findings
- place discussions about behaviour in the appropriate historical and social context
- explain the relationship between learning, teaching, motivation and behaviour
- describe the main causes of indiscipline and identify the factors which help promote positive behaviour
- recognise the significance of bullying and how this should be addressed

It's the tap tap of the pen on the desk, the swinging on the back of chairs, the inability to comply with the simplest request, the mobile phones that wear us down. (Tim Cox, member of the national executive of the NASUWT, 2008)

Young people today think of nothing but themselves. They have no reverence for parents or old age. (Peter the Hermit, 1274)

Introduction

This chapter has the broad aim of considering how trainees organise their classrooms and use strategies to promote positive behaviour. Although there is no shortage of advice in relation to classroom organisation and behaviour management, most trainee teachers naturally worry about how children will behave when they teach (Tulley and Lian, 1995). Concerns have been raised about the extent to which trainees are well prepared to deal with behaviour problems when they begin teaching. The Behaviour Review (Steer, 2009) in England, for instance, reports widespread perceptions that newly-qualified teachers are not adequately trained in this area, despite the availability of good quality training materials.

At the outset it is important for those new to teaching to understand that there is no cure-all for pupils' misbehaviour. It is neither possible nor desirable to provide you with a golden checklist of 'what to do' to ensure that children behave themselves in school. Every child and class presents unique challenges and teachers develop their own approaches to suit these needs. Moreover, schools will have their own distinctive ethos and values. But it is possible to draw attention to research that highlights important principles of successful **behaviour management** accepting that there are different models of good practice. According to Ofsted (2005a: 60) outstanding trainees are able to:

employ effective classroom management strategies and techniques for the range of classes they teach, which ensure that there is always a highly purposeful working atmosphere in which pupils learn at a substantial pace and enjoy what they do.

Behaviour management

the aim of behaviour management, which comprises a clear set of rules fully understood, is to promote children's self-discipline and awareness of the consequences of their behaviour.

This suggests that the best trainees are able to adapt their approaches according to the contexts that they find themselves in. It also serves to highlight the link between behaviour management and learning, which this chapter will unravel. Behaviour should not be considered in isolation from teaching and learning. To this end the Behaviour Review has called for *all* schools to have written policies on teaching and learning that should contain 'baseline' behaviour expectations for all to follow. It reports that 'consistent high quality learning and teaching practice promotes pupil engagement and good standards of behaviour' (Steer, 2009).

KEY CONCEPTS

BEHAVIOUR, DISCIPLINE AND CONTROL

Behaviour – from Old English, *behabban*, meaning 'to contain'.

Discipline – from Latin, *disciplina*, meaning instruction given to a disciple.

Control – from Anglo-Norman, *contreroller*, meaning to 'exert authority'.

Behaviour management is an all-embracing term used to cover the ways in which teachers organise and control pupil behaviour, movement and interaction so that teaching and learning can occur most effectively. Originally, discipline described how the disciples of Jesus accepted his authority. Much has been written under the title of discipline ranging from organising seating to compiling rules. The concept is essentially about obedience to an established and legitimate authority (Wilson, 2000). Control is more concerned with how teachers keep order and the classroom trouble-free through a range of measures, such as rewards, sanctions and appeals to reason.

The historical and social context of behaviour

Good behaviour among children is not a static concept – what constitutes acceptable behaviour varies according to time and place. Views are shaped by religious, political, social and cultural influences. For instance, for centuries physical chastisement in schools was seen as an acceptable form of punishment ('spare the rod spoil the child'). By 2000 it was officially prohibited in state and private schools in England, Wales and Scotland (Northern Ireland followed in 2003). Culture has a strong bearing on behaviour. For example, in nineteenth-century Wales, schoolchildren who spoke Welsh were sometimes forced to wear a wooden plaque inscribed with the initials 'WN' (Welsh Not) to discourage them from speaking the language. But values change and today the Welsh language has to be taught in all schools in Wales, to the extent that English is not taught in many Welsh-medium schools until children are seven.

No.	Date	Name of Offender	Age	For what offence punished	PUNISHMENT		Notes or Remarks by Head Teacher
					Nature of	By whom given	
1	Apr 24	John Benson	12	Disobedience to teacher	2 strokes on hand	5/1/1901	These punishments are inflicted during the presence of Normal School.
2	Apr 25	Sam Williams	13	Deliberate intention to offend	2 strokes on hand 2 on back	5/1/1901	
3	Apr 26	Edmond Jones	12	Lying, & shaking building	3 strokes on hand	5/1/1901	
4	Apr 17	W. Davies (Class 2)	12	Lying, scribbling on wall, & swearing	4 strokes on hand	5/1/1901	
5	June 13	Elmer Hughes	12	Idleness & talking	2 clout on hand	5/1/1901	
6	June 13	W. Jenkins Pierce	11	Disturbing class by talking	2 cuff with fist	5/1/1901	
7	July 1	Tommy Williams	10	Noting drunk	3 strokes on hand	5/1/1901	
8	Apr 18	W. Lewis Jones	12	Disobedience to teacher	2 strokes on hand	5/1/1901	
9	Apr 18	Amelora Davies	13	" " "	2 " "	5/1/1901	
10	Apr 16	Stanley Thomas	13	Disobedience to work party etc	1 " "	5/1/1901	
11	Apr 14	Thomas Thomas	12	" " "	1 " "	5/1/1901	
12	Apr 20	By Percy Rees	9	Wife inatt.	1 stroke on hand	5/1/1901	
13	Apr 23	Tommy Williams	11	Treason	2 strokes on hand	5/1/1901	
14	Apr 23	T. Sam Jones	13	Disobedience to teacher	2 " "	5/1/1901	
15	Apr 23	W. Joseph	12	Carlessness & idleness	1 " "	5/1/1901	
16	Apr 24	W. Lewis Jones	12	Creating a disturbance	2 " "	5/1/1901	
17	Apr 24	Tommy Williams	11	" " "	2 " "	5/1/1901	
18	Apr 24	Benjamin Williams	13	" " "	2 " "	5/1/1901	
19	Apr 25	William Davies	10	Disobedience to teacher	2 " "	5/1/1901	
20	Apr 25	Tom Thomas	12	Playing during lesson	1 " "	5/1/1901	
21	Apr 27	David Roberts	13	Impudence to students on road	2 " "	5/1/1901	
22	Apr 27	Peter Edwards	12	" " "	2 " "	5/1/1901	

Photo 12.1 An extract from a punishment book, highlighting problems faced by student teachers during their teaching practice in the 1900s including inattentive, defiant, disorderly, impudent, lying and cheating children

Source: Ceredigion Record Office

There is a tendency for each generation to consider that discipline was better in their day although the historical evidence is not conclusive. Autobiographies and oral testimony often portray strict schooldays in which teachers kept order (usually with a stick) and there was no such talk of pupils' rights. It is, at best, an over-simplification to think of a 'golden age' when children sat in rows quietly and respectfully listening to the teacher. While the majority of Victorian and Edwardian children may have been compliant out of fear or genuine respect, there is enough evidence to suggest a more complicated picture. Punishment books (see Photo 12.1) show clearly that some children gave teachers a hard time and, famously, went on strike in more than 60 towns nationwide during 1911 to complain about excessive use of the cane (Grigg, 2003).

However, social historians point out that during the liberal 1960s there were major changes to the fabric of society. Brown (2001), for instance, dates the demise of Christian Britain to the Swinging Sixties and the gradual loss of Church discipline and authority in general. By the 1980s it was commonly believed among teachers that they were facing a steady decline in behaviour. A survey for the National Union of Teachers in 1988 revealed that 91 per cent of its members thought that discipline problems were worse than they were ten years earlier. It was in this context of growing concern about pupils' behaviour that the government launched an enquiry under the chairmanship of Lord Elton. The wide-ranging report appeared in 1989. The Committee acknowledged that there was no straightforward answer to the problem of poor behaviour. However, it did highlight the importance of establishing clear boundaries

of acceptable behaviour and the need for teachers to respond promptly to those pupils who tested these boundaries. The Report also noted the inadequacies in teacher training with few courses providing specific coverage of behaviour management. Teachers' group management skills were said to be 'probably the single most important factor in achieving good standards of classroom behaviour'. The Report called for close working relations between schools, parents, local education authority services and the police. It noted the importance of encouraging pupils to take greater responsibility for their own behaviour.

TASK

Talk to a range of people from different generations to gain their views about children's behaviour today. Do older people generally believe standards of behaviour were better when they were children and, if so, why?

Unfortunately the Elton Report amounted to an advisory document only. Its timing coincided with major education reforms, notably the introduction of the National Curriculum and changes to financial management of schools, which meant that it lacked sufficient status and there was little immediate impetus following its recommendations. By 1997, however, the Education Act for England and Wales required each school to set out its values in a whole-school policy to promote positive behaviour (Blandford, 1998).

Between 1999 and 2004 a number of key national initiatives were introduced that have raised the profile of behaviour management in English schools. The SEN Code of Practice and Toolkit (DfES, 2001) made it clear that all pupils, irrespective of their academic ability or behaviour, were the initial responsibility of the class teacher rather than a specialist colleague. This presents a considerable challenge for newly-qualified teachers charged with the first responsibility for teaching children with a range of difficulties including mental health problems and behaviour-related syndromes, such as Autistic Spectrum Disorder. In 2003 the Primary National Strategy (Behaviour and Attendance) was launched and now forms the basis of behaviour training for newly-qualified teachers. There is a range of support resources to help promote pupils' social, emotional and behaviour skills (SEBs). In the current national context pupils' behaviour is placed firmly within the social inclusion agenda. The values that underpin this are that every child matters and that every school should do all that is possible to meet the educational needs of its pupils.

What are behaviour standards in primary schools like today?

One of the difficulties in assessing the extent of disruptive behaviour in schools is that this is context-specific. As Munn *et al.* (2004) note in their survey of behaviour in schools on behalf of the Scottish government, for as long as there have been schools

there have been concerns about standards of pupil behaviour. Moreover, any rise in aggressive behaviour could be attributed to a 'difficult minority' of particularly troubled pupils, rather than denote any general deterioration in behaviour. Although it is difficult to accurately measure the overall behaviour of pupils in schools, the evidence suggests that over many years the vast majority of children who attend primary schools behave well and want to learn (Ofsted, 1993; Estyn, 2003). You are most likely to encounter what Hayes (2004) refers to as 'silly behaviour' rather than serious problems. This has been supported by other studies (Wragg, 1993; Munn *et al.*, 2004).

Nonetheless, concern over pupil indiscipline is frequently expressed by teachers' unions and the education media. Palmer (2006: 6), in her best-selling book *Toxic Childhood*, is in no doubt that 'in general children in the world's most successful nations are not as well behaved or as well equipped to learn as they were in the past'. The Westminster government acknowledges in its *Children's Plan* (DCSF, 2007) that behaviour is a cause for concern among parents, teachers, and children themselves. It has consequently committed public money to Acceptable Behaviour Contracts, Parent Support Advisers and other national initiatives designed to address early on signs of anti-social behaviour. The government also commissioned Sir Alan Steer, a serving high school head teacher, to lead a Behaviour Review. The third Steer Report (2008) highlights the need for school behaviour to be set in the context of policies on learning and teaching. It should be borne in mind that the problem of indiscipline features in schools across the developed world. Even among the Japanese, people renowned for their honour and self-discipline, there are reports of widespread impulsive and disruptive behaviour and an alarming lack of remorse among young children for their offensive actions.

In responding to concerns about standards of behaviour there has been a raft of government-supported initiatives including **nurture groups**, **learning mentors**, behaviour and attendance leaders and consultants, learning support units pupil support units and inclusion coordinators. In particular, the Behaviour Challenge (DCSF, 2009) sets out the government commitment to improving behaviour following the recommendations of Steer's Behaviour Review. The government refers to pupil and parent guarantees in its determination to raise standards, no longer accepting that 'satisfactory' behaviour is good enough. Its target is to see all schools have at least good behaviour by 2012. To this end, trying to heighten expectations across schools, local authorities and parents is seen as the key to success. The Behaviour Review (2005–08) acknowledges that in recent years significant progress has been made concluding that for the vast majority of pupils school is 'a calm place in a disorderly world' (DfES, 2005).

The Review suggests that standards of behaviour in English schools are actually rising on the basis that the number of pupils reported to have serious behaviour problems is at the lowest level ever recorded. However, a word of caution needs to be noted here. There is a tendency to over-rely on exclusion figures (as the ultimate sanction for poor behaviour) to assess changes in behaviour. Some teachers feel that the figures have been manipulated for political ends, and do not give a true indicator of the scale of the problems facing schools. As one delegate expressed it in a union conference held in March 2008:

Nurture groups

these operate in some mainstream schools and consist of small groups of vulnerable children who are taught for much of the time in informal surroundings by a teacher or assistant.

Learning mentors

these were introduced in 1999 as part of the Westminster government's Excellence in Cities (EiC) policy. They work with individual students to identify and address issues that underpin their underachievement in school.

Local authorities were nowhere to be seen when a child was disrupting a class, but stepped in fast if a school tried to exclude one. [They use] . . . 'managed moves' where a child is transferred to another school rather than being excluded. . . . Attention Deficit Hyperactive Disorder (ADHD) is being used as a reason not to give a student an exclusion. Excuses are being made all the time for the behaviour of some students. They are being given a free rein.
(<http://news.bbc.co.uk/1/hi/education/7316505.stm>)

In Northern Ireland a review of discipline in schools was launched in 1996 following perceived increases in the number and severity of incidents. About 20 per cent of pupils were said to demonstrate mild or low-level indiscipline, which was dealt with by a spoken comment from the teacher. Moderate indiscipline was reported among 10 per cent of pupils although less than 1 per cent of pupils exhibited serious difficulties. The outcome of the review was the recommendation of a national strategy to promote positive discipline in schools. In Scotland, the challenges faced by teachers were recognised in the report of the Discipline Task Group, *Better Behaviour – Better Learning* (Scottish Executive, 2001). It noted, for instance, the increasing levels of indiscipline and anti-social behaviour witnessed outside the classroom in corridors, playgrounds, dining areas, on school buses and also in areas immediately adjacent to schools. One in five primary teachers believed that violence was a problem in school, mainly relating to pupil-to-pupil violence. The Scottish Executive committed itself to support the report's recommendations including the introduction of a range of behaviour schemes such as the Staged Intervention/Framework for Intervention (FFI) scheme (Scottish Executive, 2004).

MOMENT TO REFLECT

Why may it be in the interest of the government to reduce exclusion figures and what might this mask?

CRITICAL REFLECTION

To what extent do you think that the Scottish Executive has placed a positive spin on the statistics presented in the 2004 Policy Update? This can be accessed at:
<http://www.scotland.gov.uk/Publications/2004/11/20233/46420>

Despite the upbeat tone of the Behaviour Review in England, the loss of some teachers from the profession due to pupils' behavioural problems is a concern. One report suggests that 16 per cent of primary teachers and 45 per cent of secondary teachers cite poor behaviour for the reason they leave the profession (Smithers and Robinson, 2003: 5). Acts of aggression towards teachers appear to be on the increase, as reported

in the press. The National Union of Teachers (NUT) states on its website that during 2006 one teacher or staff member was attacked every day, being bitten, scratched, punched or throttled. This was partly attributed to the greater awareness of policies in schools and promotion of reporting of such incidents.

However, you should not be too discouraged by these stories. In reality, the vast majority of pupils in the primary school are well behaved, polite and keep to the rules, as indicated by inspection reports. In a review of standards in Wales between 2000 and 2002, Estyn (2003: 2) reported that pupils' behaviour was satisfactory or better in all but a few primary schools and all schools inspected made good efforts to combat bullying. Similarly in England, Ofsted (2005c: 3) reported high levels of parental satisfaction with the behaviour of their children in school. In its annual report for 2006–07, Ofsted notes that pupils' behaviour is good or outstanding in 88 per cent of schools. Moreover, when problems do occur, you are most likely to encounter low-level misbehaviour such as talking out of turn.

Relationship between learning, teaching, motivation and behaviour

Children do not automatically know how to behave. They have to be taught what is right and wrong. Inevitably all children will at some point lapse in their behaviour and may act out of character in the classroom. But generally as children move through the primary school most are taught successfully to fit in with the accepted norms of the community and conform to the school rules. Infants need to learn to consider the views of others. Most six and seven-year-olds realise that if they are to be accepted in school and gain the approval of those in charge, they had better comply. They also need to learn to be attentive (or at least non-disruptive) even when the lesson is not particularly interesting. One of the most important principles of behaviour that older children learn is that of 'deferred gratification'. Experimental research has shown that individuals who learn not to be impulsive as children reap the rewards later in life (Shoda *et al.*, 1990). In the famous Stanford Marshmallow Study of the 1960s, four-year-olds were each offered a single marshmallow. They were told that they could either eat the marshmallow or, if they waited, they could have two in 20 minutes' time. When the researchers followed up the individuals when they reached the age of 18 they found that those with the ability to wait ('impulse controlled') were more successful in college entry examinations and led more contented lives as adults.

As children mature, many begin to see the importance of balancing their own needs and desires with those of others. This 'trade-off' is at the centre of good behaviour. Sadly, children who experience developmental disorders are not able to exercise such self-control and their behaviour suffers accordingly. The worry for teachers is that too many 'ordinary' children seem to struggle to concentrate, take other people into account or put into action what they are told to do. Many trainee teachers find that it is not the major disruptive incidents that prove particularly stressful. Rather, it is the general malaise associated with children who show reluctance to do what they are told to do; this can wear you down especially over the course of a six-week school placement. Photo 12.2 shows a display exploring children's feelings.



Photo 12.2
A display exploring
children's feelings
Source: DfES (2005)

There is general agreement that the quality of teaching has a direct bearing on pupil behaviour. Inspection evidence indicates that good behaviour is most often prevalent when teachers deliver interesting lessons that offer sufficient challenge. The most effective programmes to improve behaviour are linked to improvements in the quality of teaching and learning (Estyn, 2004). The inextricable link between good

Figure 12.1

The five social and emotional aspects of learning identified in the Primary Strategy



behaviour, teaching and learning is highlighted in England through the Behaviour for Learning programme (2005) together with the inclusion of the Social and Emotional Aspects of Learning (SEAL) within the Primary Strategy (2003) – see Figure 12.1. Online SEAL materials include assembly topics, lesson ideas, and explicit links to how social and emotional learning can be promoted across the curriculum.

Through its various programmes the government is sending a clear message, particularly to trainee and newly-qualified teachers, to recognise the importance of the social or interactional nature of learning. They can do this by considering carefully how their planning and delivery of lessons promotes positive behaviour. The gist of the guidance is to be ‘up front’ with pupils, being explicit about what behaviour is expected not only in terms of following classroom rules but in achieving the lesson objectives.

Exhibit 12.1 Key reminders when teaching

- Gain interest at the start (e.g. use a picture, object, IWB, poem, anecdote, question, puzzle).
- Make the purpose of the lesson explicit – share objectives.
- Make it clear what pupils need to do to achieve the objectives (expected behaviour/success criteria).
- Try to accommodate different learning styles.
- Offer encouragement whenever possible – find something positive to say about each child each day.
- Involve the pupils – asking questions, arranging resources, choosing tasks, evaluating their work.
- Break the lesson into smaller episodes (chunks) with quick-review points.
- Signpost changes of direction (e.g. ‘In 2 minutes we will have a chat about . . .’).
- Make connections between class work and the ‘real world’.
- Leave pupils with a sense of achievement – give direct feedback, use rewards for effort and success.

Research among trainees, teacher educators and teachers has shown that preparation *prior* to teaching was the key to successful behaviour management, rather than accessing tips and techniques *during* placements (Haydn, 2007). For teachers who plan

lessons well, who ensure that resources are stimulating and set activities with the needs of pupils in mind, the likelihood of disruptive behaviour diminishes. Putting children in a good mood, for instance by playing five-minute games at the start of lessons, can pay dividends in terms of behaviour management. Outstanding teachers have high expectations, listen to pupils and create a positive learning environment. Significantly, they know individuals very well and are adept at using the most appropriate strategy to engage their interest.

But teaching is not as straightforward as this; no matter how well prepared teachers are and no matter how jazzy they make lessons, some pupils persistently misbehave. This is no fault of the teachers. The misbehaviour may stem from some psychological disorder or be attributed to unsettling experiences at home. Hence early identification of pupils with problems is particularly important. On your placement experiences you should be advised of these individuals and should be aware of how the school is meeting their needs. When children, particularly those with additional learning needs, find aspects of lessons difficult they can become frustrated and give up. The feelings experienced by children are well summed up by one child: 'Work is stuff that comes along, hangs about for a while and then goes away as some more arrives – no matter what I do' (Croll and Hastings, 1996: 68). This disengagement can then lead to minor behavioural problems which can quickly escalate unless the teacher intervenes. You may notice pupils 'showing off' or acting in a 'don't care' manner to disguise their lack of academic progress.

Motivation

Central to understanding behaviour is asking what motivates the child, to which theorists offer different explanations. Behaviourists stress the importance of using extrinsic sources to motivate children and you will find many examples of rewards in classrooms throughout the country. The most popular are stars, smiley faces, stickers, free choice of activities and 'golden time'. Some schools encourage pupils to keep a success book or 'diary of good things' to recognise their strengths and share efforts (Docking, 1996). A humanist view of motivation highlights the importance of building self-esteem and personal determination to succeed. According to the psychologist Abraham Maslow (1908–70), humans have a hierarchy of needs ranging from survival and safety to the top level of self-actualisation, a term he used to describe self-fulfilment and the achievement of one's potential (Maslow, 1970) – see Figure 12.2. Although the theory has been criticised, for instance because people do not always work through the stages suggested, there are important implications for trainee teachers. For example, children who feel afraid or intimidated in the classroom are unlikely to want to learn.

Another theory of motivation focuses on the role of the wider social community. Lave and Wenger's (1991) concept of 'legitimate peripheral participation' describes those who are beginning to contribute to the work of a group. When applied to schools, this means that children can be well motivated if they feel that they belong in a classroom where there is a high value placed on learning. They develop a sense of identity within the group,



Extend your knowledge

Find out about the links between the social, psychological and emotional areas of development and their impact on educational achievement through self-actualisation by reading Boeree, C.G. (1998), 'Personality Theories. Abraham Maslow', available at www.ship.edu/~cgboeree/maslow.html



Figure 12.2

**Maslow's
hierarchy
of needs**

Source: Maslow
(1970)

class or school, as many children do outside school in organisations such as Brownies. In the classroom, some pupils are motivated to learn by a desire to 'keep up' with their friends or to please the teacher.

Cognitive theorists argue that children are motivated by a personal desire to find out and satisfy their curiosity. Motivation comes from within and is not due to some external factor such as rewards. For teachers, the important point is to connect with children's thinking by making learning relevant. If pupils see the value of their learning they are more likely to be engaged in the tasks before them. You need to consider your teaching methodologies to take into account the pupils' learning preferences, as well as considering the most appropriate means to achieve your objectives. Effective use of ICT, for instance, has proved to be a key source for motivating learners and impacts positively upon pupil behaviour both inside and outside the school environment (Passey *et al.*, 2004). The use of mobile technologies is seen in some cases to positively support emotional and social interactions, accepting the risks associated with unregulated internet access. Hence trainees should take every appropriate opportunity to include ICT within lessons, highlighting its usefulness and relevance as an enabling tool across the curriculum.

TASK

Undertake your own small-scale research with a class of children to find out which teaching approaches motivate them. Devise a simple questionnaire for them to complete, analyse the results and discuss your findings with a colleague.

MOMENT TO REFLECT

What motivates children to come back to your classroom for another lesson with you?

Motivation in other areas of life, such as sports and business, shows the importance of setting realistic goals. This has also moved into education with a culture of target-setting, particularly in numeracy and literacy sessions. It is also gaining ground in the area of behaviour management where teachers are encouraged to set social/behavioural and 'academic' learning goals at the beginning of the lesson. Children then review their progress towards achieving these at the end of the session.

TASK

When next drawing up lesson plans, make a conscious effort to include learning objectives that target social and behavioural skills.

A key factor in developing pupils' motivation is providing *choice* within a clear structure. It is customary practice in many Early Years settings for young children to choose what activity they would like to do from a given list or the order in which they may like to do things. Linked to choice is the idea of empowerment which gives children the power or ability to make their own decisions without fear of reprisal. Early Years practitioners recognise the importance of promoting among young children increased independence and responsibility, for instance in caring for classroom pets or in putting away resources after use. However, too much choice and freedom can lead to management problems and confusion among children, the vast majority of whom prefer some degree of direction and support.

Table 12.1 The four goals of misbehaviour

Child's faulty belief	Child's goal	Teacher's feelings	Teacher's usual reactions	Child's usual reactions	Alternative teacher response
I belong only when I'm noticed	Attention	Annoyed	Remind, coax, nag	Temporarily complies with the teacher's request but later resumes same behaviour or seeks attention in another way	Recognise that reminders and warnings only reinforce the goal. Pay attention to appropriate behaviour. Help the child find positive ways of asking for attention
I belong only when I'm in control	Power	Angry, provoked	Give in or fight power with power	Intensifies power struggle – 'You can't make me'	Avoid being drawn into the power struggle. Stay calm, defuse, place the responsibility and choices back to the child. Find ways in which the child can be legitimately powerful, for example, as a helper in school
I belong only when I hurt others and get even. I can't be liked	Revenge	Hurt	Retaliate, get even	Seeks further revenge	Avoid punishment, retaliation. Build a trusting relationship. Show that you like the child even if you do not always like the way they behave
I belong only when I convince others that I am unable and helpless	Display of inadequacy	Defeated, discouraged	Prescribe what the child should do. Seek further outside help. Give up	Continues to wait for help	Recognise the child's discouragement. Don't give up, pity or criticise. Try to change the child's perception from 'I can't' to 'I can'

Source: adapted from Dreikurs *et al.* (1982). Reproduced with permission

Pupils' perspectives

Wherever possible it is important for you to try and consider classroom life from the viewpoints of pupils. Dreikurs *et al.* (1998) pointed out that children often have mistaken goals when it comes to school work. The challenge is to try and identify the goal and turn this into a positive experience. So if a child is seeking attention in

irritating ways, such as shouting out or constantly being around the teacher, the aim is to help the child find alternative and acceptable ways of gaining the teacher's attention – raising a hand, completing a task.

MOMENT TO REFLECT

Think of children you have taught that fitted the model suggested in Table 12.1. How might you have deployed the alternative strategies mentioned?

Causes and types of misbehaviour

According to Johnston *et al.* (2007) children misbehave for many reasons ranging from too many food additives to boredom (Table 12.2). Palmer (2006: 11) points out that the 'world is full of experts on children's behaviour, and most of them seem completely oblivious of all the others'. It is possible to feel swamped (if not bewildered) by the volume of websites and literature on behaviour management. Unfortunately there are rarely short-cut answers as to why children in general misbehave. The circumstances for each child need to be explored, but in the case of serious indiscipline the triggers may emanate from outside the scope of the school.

Research suggests that there are links between social and economic status and children's behaviour in school; factors such as the material quality of the child's home, maternal mental health, parental conflict and a child's diet can all have a bearing on how children behave (Propper and Rigg, 2007). The researchers concluded:

A child of parents in the lowest occupational groups is around eight percentage points more likely to have behavioural problems than one with parents in the highest social class.

Table 12.2 Contextual factors that influence pupils' behaviour

Environment	Factors
Family	Divorce, separation, conflict, bereavement, physical illness, parenting style, family size, social isolation, sibling rivalry, poor housing, criminality in the family, substance abuse in family
School	Contrasting values, school phobia, lack of success, underachievement, disengagement, bullying, negative parental attitudes towards school, school climate, quality of teaching

Source: modified from Garner, P. (2008) 'Children who challenge: a "behaviour for learning" response', PowerPoint presentation, available at: <http://www.behaviour4learning.ac.uk/>

A survey in 2005 for Teachers TV found that 80 per cent of teachers attributed poor behaviour to a lack of parental support, 37 per cent blamed a lack of consistent school policy and 25 per cent cited an inadequate and unimaginative curriculum. However, another study by Nottingham University (Miller *et al.*, 2002) found that parents attributed pupil misbehaviour to 'unfairness of teachers' actions' – for instance, teachers having favourite pupils, 'picking' on pupils and being rude to children in their class. There was an acceptance among many parents that some children did not receive sufficient guidance at home and were given too much leeway. The researchers point out that an important key to understanding behaviour are the beliefs that teachers, pupils and parents have about who or what constitutes the cause of difficult behaviour in the first place.

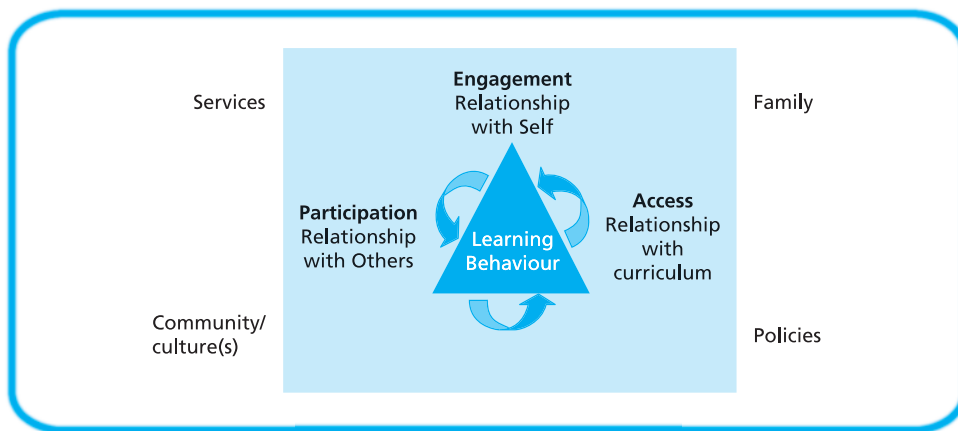
Theories of behaviour management

Recent developments in England and Wales, such as the Behaviour for Learning materials (EPPI Centre, 2004) have understandably encouraged teachers to consider a solutions-based approach to behavioural problems. The emphasis is placed upon moving away from a 'blame' culture to seeing behaviour in the context of social interactions – when pupils misbehave it is not in isolation but forms part of a chain of actions and reactions. This approach is attempting to shift teachers' thinking away from labelling children as 'troublesome' or 'naughty' towards understanding or visualising improved behaviour. The programme highlights how pupils demonstrate their developing social, emotional and behaviour skills in the three inter-related ways shown in Figure 12.3.

Figure 12.3 shows the influence of relationships upon children's learning behaviours. First, learners need to explore who they are as individuals – their feelings, anxieties, interests, aspirations, dislikes and so forth. Promoting this sense of identity involves exploring how children respond to circumstances, the choices they make and how they perceive themselves. For example children who believe that they are hopeless in a particular subject may employ avoidance strategies, such as frequently sharpening a pencil or asking to go to the toilet. But this behaviour may not apply in

Figure 12.3
The conceptual framework within the Behaviour for Learning programme

Source: EPPI Centre (2004). Reproduced with permission



another subject lesson in which they are confident, such as art. Second, children's relationships with others (peers, teachers, assistants, parents, the head teacher, cleaners and trainees) have different impacts on how they behave. Some children experience considerable peer pressure to conform to the acceptable norms of a group or 'gang' which may be quite different from those advocated in school or at home. Trainees who sometimes experience difficulties with the behaviour of particular children find that they behave much better for the class teacher or another trainee. This could be due to many factors such as differences in expectations, respect and degree of motivation. This leads to the third element, namely the kind of curriculum offered to learners. Recent changes in the curriculum have opened up possibilities for teachers to become more creative in their planning and delivery of lessons. There is some evidence to suggest that when a creative culture is established in schools behaviour improves as children become more interested in learning (Adams, 2009). However, this is difficult terrain to navigate – to teach in the primary school requires broad pedagogic content knowledge, as well as an understanding of children's individual learning preferences so that you can increase motivation. But there is also the matter of a teacher's personal enthusiasm for subjects. From personal memories of school, few would doubt that when a teacher is passionate about art, music or mathematics, this can have a positive influence on children's own interest and behaviour.

The theory underpinning Behaviour for Learning is based on the existence of three sets of relationships and how well they are managed. But the training materials for schools and colleges acknowledge that behaviour is complex and shaped by wider influences such as the family, government policies, and relationships with the community (Visser and Roffo, 2005).

Assertive discipline

Teachers have different ways of dealing with the same misbehaviour and it is important for you to recognise that these may all prove equally effective. Most books on behaviour management emphasise the value of an assertive approach to discipline, following on the work of Canter and Canter (2001), in which consistency and positive reinforcement are key principles. Teachers and pupils are expected to follow a shared discipline plan that features clear rules, rewards and consequences. The use of positive and constructive language is highlighted and negative comments are discouraged. It is recommended that something positive is said each day about every child and that a class-wide recognition system is used to motivate the class towards achieving a specific behavioural goal. Where redirecting attention to the preferred behaviour is not successful, teachers are expected to refer to consequences in a calm manner by offering the pupil a choice – to accept the consequence or follow the (non-negotiable) rule. Even when the child 'chooses' to ignore the rule, the teacher is encouraged to offer praise as soon as possible once the child returns to the accepted behaviour. A typical sequence of instructions might involve:

- Julie, I asked you to read quietly.
- I need you to turn around and get on with your reading.

- Julie turn around or you will choose to have a warning.
- I understand what you are saying but the direction is – to read quietly.
- The direction is – to read **quietly**.
- Julie, your decision – you have chosen to lose a minute of your break time.
- [A few minutes later]. Good to see you reading quietly, Julie. Thank you.

Supporters of assertive discipline claim that it has the rights of teachers and children at heart. It is designed to empower children with the responsibility and freedom to decide whether they want to behave in an acceptable manner and, if not, to experience the consequences. But it is also about respecting the rights of teachers to establish clear rules and directions on where children should not cross the line. Its popularity is undoubtedly due to the success that it has brought in many classrooms in the creation of a more peaceful and harmonious working environment.

But the approach is not without its critics. Charles (2002) argues that it is too rigid and retrospective, suggesting that children should be taught to be responsible and self-correct before they misbehave. Moreover, some maintain that the basic premise of the programme is suspect, namely that all problems in a classroom stem from children who do not know how to behave (Curwin and Mendler, 2001). The possibility that weak teaching is a contributory factor is not entertained in a top-down model which is essentially about asserting a teacher's power and, in reality, pays little regard to what children think. For serious misbehaviour, the model recommends pupil suspension; for some critics, this is seen as an admission of failure and it stimulates the anti-social behaviour it was designed to eliminate (Scarpaci, 2007).



Extend your knowledge

Visit the website accompanying this book and read about the importance of your own emotional make-up in deciding upon what is appropriate behaviour in the classroom.

Table 12.3 Popular approaches to behaviour management

Approaches	Theoretical base	Main contributors	Key points
Assertive Discipline	Behaviourist – children need to be taught how to behave	Canter and Canter (2001)	Clear discipline plan with rules, rewards and consequences.
Dare to Discipline		Dobson (1996)	Practitioners need to be assertive/teacher power.
Discipline without Tears	Psychodynamic – children's feelings will influence behaviour	Dreikurs <i>et al.</i> (1998)	Negotiation and counselling.
Reality Therapy		Glasser (1989)	No use of artificial consequences.
Circle Time			Children expected to create plan to solve the problem behaviour.
Discipline with Dignity	Combination of theories	Curwin and Mendler (2001)	Focuses on serious misbehaviour and how this can be prevented. Quality of teaching needs to be high. Emphasis on preserving children's dignity.

TASK

Choose an approach to behaviour management mentioned in Table 12.3 and find any evidence that exists to support its success.

Classroom presence

Kounin (1970) produced a classic text on classroom management which continues to exert influence in teacher education. He found that teacher intervention had an impact on those pupils not directly involved in misbehaviour. Based on an analysis of video-recorded lessons in American classrooms, Kounin raised a number of important concepts, particularly the idea of teacher 'withitness' to describe a teacher's ability to know what the children are doing and how this is communicated to pupils. The most effective teachers, he observed, used preventive rather than intervention strategies to control behaviour. Developing the proverbial 'eyes in the back of the head' is an important challenge for novice teachers. Setting the tone for learning is central to becoming an outstanding teacher. To this end you can establish routines that will make a difference. These include:

- being present in the classroom ahead of the children;
- ensuring that all resources are prepared in advance;
- standing at the door to greet each child;
- commanding attention before the lesson begins;
- learning and using the names of all children;
- having key information set out on the board, including learning objectives;
- when delivering key messages, sounding as if you mean it.

Many experienced teachers advise trainees to avoid becoming too friendly or humorous with their pupils. Sayings such as 'Don't smile before Christmas' can be too readily dismissed as cynicism without giving some thought to why such sayings originated in the first place. Bennett (2009: 9) provides no-nonsense advice:

Who are you? Gandhi? You're in charge. So be in charge. Let's look's at your appearance. It's cruel, but most children still associate authority with sober, slightly stern dress, so you're mad not to tune into this subconscious expectation. Close your eyes and imagine what a teacher with great control looks like. Then go to the wardrobe and dress like it.

MOMENT TO REFLECT

Consider the way you dress in school. Do you think this makes much of a difference to your success in behaviour management?

Classroom management techniques are only important if they enable teachers to move towards accomplishing their teaching aims and objectives. It is important for you to minimise conflict and power struggles in the classroom. This can be achieved by encouraging accountability, using 'cool off' times, and providing pupils with limited choices: 'You can either sit over there on your own or next to my desk. What would you like to do?' Successful teachers are able to multi-task, coping with the varied demands of classroom life.

However, even the best teachers occasionally experience difficulties managing behaviour – it is worth remembering that teachers work more than six hours a day over five days a week in an arena smaller than a badminton court, alongside 30 or so young minds who have their own temperaments, foibles and interests.

FOCUS ON PRACTICE

A group of trainees was asked to reflect upon their experiences of managing behaviour in the classroom:

I found that as long as I kept them interested I didn't have too many problems. They were a busy class of five-year-olds and so they needed lots of hands-on stuff. I set up areas where they could touch and look at things (objects, photographs), and used Sam the puppet policeman to have a word when someone stepped out of line.

Matthew

The best thing that worked for me was music. I used it for transitions in lessons and as background sounds to calm the class.

Rhian

Routine was the key . . . this sounds mundane but four-year-olds need a sense of order in the day; but I did find that the children responded well to using the choice board for role play, blocks, etc.

Sam

I tried to make references to real-life experiences in lessons – you know, newspaper stories, what was on the TV, cartoons, shopping receipts, places the children knew, last night's football scores – to trigger lessons. Whenever interest waned a bit, I would try and drop in a relevant anecdote

Mike

This lad was autistic and to be honest I knew hardly anything about autism before the practice. So during preparation week I spoke to his adult support, the class teacher and the special educational needs coordinator to improve my understanding of what to do. I also spoke to Stephen (the child) about his interests and watched his behaviour when the class teacher was teaching. I think all of this helped me not over-react when Stephen hid under the table or when

he kept talking about his pet gerbil. I also found the Asperger syndrome material on the National Autistic Society website really helpful.

Lauren

The class I had were tough, not like my first practice. At the outset of every lesson I quickly reminded the pupils of the class rules that they agreed upon. Things like 'Listen to the person speaking.' The school focus was very much on positive reinforcement, 'catching them being good', especially those who were usually in trouble.

Kate

I have to say I found this practice difficult because of the behaviour of a few. It was not that I didn't prepare well. I spent hours getting together some exciting stuff but these three children usually spoiled things – like when I brought in some frogspawn and they ended up throwing it around. I felt at the end of the day I'd have been better off giving them some exercise in a book on the cycle of a frog.

Tom

MOMENT TO REFLECT

Can you identify with any of the experiences in the Focus on Practice box? What was your experience and what was the outcome?

Classroom organisation

Many behavioural difficulties are due to poor organisation and uncertain routines (Scarpaci, 2007). When you visit schools for observational experiences, you should take time to consider the ways in which effective teachers set up the learning environment. The best teachers consider carefully the physical, social and psychological make-up of the class (see Exhibit 12.2).

Many teacher training courses require students to draw up annotated plans of the classroom as part of their preparation, noting for instance the location of resources and seating arrangements. This exercise can be supplemented with sociometric observations in which trainees note the interactions between pupils and adults over a period of time. The findings can inform their decisions about group arrangements.

There are a number of key factors that trainees need to consider when organising the classroom. These include:

- ease of access to resources and storage areas, encouraging independence;
- clear vision so that pupils can see what they need to see (e.g. the interactive whiteboard);

Exhibit 12.2 Environmental factors that could affect classroom behaviour

Physical	Classroom layout, seating, resources, entry/exit points, outdoor areas
Social	Managing the social network Arranging groupings Working out routines
Psychological	Handling the timing and pacing of sessions Showing personal interest in individuals Retaining a professional distance Resolving tensions Managing several events at the same time Knowing what to ignore Recognising and tolerating unforeseen events

- due regard to health and safety matters (e.g. no dangerous computer leads);
- comfortable heat, light and sound.

The Steer Report (2005) recommended that school architects pay close attention to acoustics and lighting in classrooms, so that pupils, wherever they sit, are able to participate fully in classroom activities.

You should not feel inhibited about taking the initiative in rearranging furniture according to the purpose of the lesson. The set-up for an art session would be different from role play or 'Circle Time' discussions.

Research has shown that classroom design and use of space does have an impact on attitudes to learning (Epsey, 2008). Traditionally children sat in rows but particularly since the 1960s children in primary schools have often sat around circular or rectangular tables to facilitate group discussion. Unfortunately, while the structure had been put in place in many instances teachers were not trained in how to develop collaborative learning. Moreover, between 60 and 70 per cent of work set in primary schools is of an individual nature which raises the question as to whether it would be more sensible to use alternative arrangements (L-shape or horseshoe, for instance) to children grouped around small tables. According to Hastings (2001):

We know from research already done that when the task is an individual one, if you switch the arrangement to something other than group seating the effect is to increase the amount of time the average child spends actively engaged in the task. For children who are most easily distracted, you could double the work rate.

The key point is that seating arrangements should be chosen to best facilitate the intended task. Roberts (2009) suggests that you give names to two or three seating arrangements to reflect your behaviour expectations, such as 'quiet work' and 'group work'. Rearranging the furniture takes only a few minutes and does not lead to major

noise levels when children understand the purpose and are involved in the process. As regards sitting in rows, there is evidence suggesting that on-task behaviour increases when this occurs (Hastings and Chantrey-Wood, 2002).

CRITICAL REFLECTION

Read the research review on seating arrangements by Roberts, C. (2009) 'Are you sitting comfortably?' in *Professional Teacher*, Summer, 12–13, available at: <http://www.behaviour4learning.ac.uk/attachments/4afb7f6f-22a4-4a0b-8bb9-2bf30c179d85.pdf>

TASKS

- 1 Using a blank template, draw up your ideal classroom. Annotate the plan and explain the rationale behind your organisation of furniture and resources.
- 2 Explore the school design for Abergwynfi (South Wales) and make a note of the distinctive features: http://news.bbc.co.uk/1/hi/wales/south_west/7830420.stm
- 3 Download the leaflet on classroom organisation from <http://www.behaviour4learning.ac.uk/attachments/805115ab-a05f-41d1-becf-dc219b265f95.doc>. Audit your own practice against the questions raised.



Extend your knowledge

Find out more about the Classrooms of the Future Initiative which aims to challenge current thinking on school design. This can be accessed through <http://www.teachernet.gov.uk/>. In terms of improving behaviour, how significant do you think these initiatives are?

Establishing rules

A central tenet of many of the behaviour management programmes is a belief that the rights and responsibilities of teacher and pupils should be respected. Tension can exist, however, in terms of who holds the *power* in the classroom. Teachers are subject to external and internal pressures to deliver the curriculum. So they may exert considerable influence over the nature of what is taught, but lack *control* over the classroom in the sense of ensuring that learners follow expectations.

Galvin (1999: 14–15) refers to research into the overlapping needs shared by teachers and pupils:

- firm, consistent discipline;
- variety;
- positive relationships and mutual respect;
- a lowering of classroom competition;

- involvement in classroom activities;
- a sense of belonging;
- identities to be accepted, valued and respected.

Using one popular search engine image facility returns nearly 500,000 options for 'classroom rules'. You will find during placement that schools have their own sets of rules and routines that they expect children to follow. Common features include:

- listen when others are talking;
- show respect for personal property and others;
- work and play in a safe manner.

There are variations, where teachers try to personalise the rules. For instance, one teacher has rules for a 'love and logic' classroom which include:

If you feel something is unfair, whisper to me 'I'm not sure that's fair' and we will talk, and If you cause a problem I will ask you to solve it.

Laslett and Smith (1984) provide the most succinct advice on possible rules of effective classroom management:

- rule 1 – get them in (greeting, setting, starting);
- rule 2 – get them out (concluding, dismissing);
- rule 3 – get on with it (content, organisation);
- rule 4 – get on with them (who's who, what's going on).

The authors describe how the rules should be interpreted beginning with being present before the class arrives to maintaining momentum during the lesson and holding a daily chat with each child. Most school rules are drawn up around the following areas: dangerous behaviour, damaging property, staying within boundaries, racism and bullying. Many authorities point to the importance of establishing a clear hierarchy of consequences (Olsen and Cooper, 2001).

Strategies

One of the major challenges regarding behaviour management is coming to understand that some strategies, such as tactical ignoring, can be very effective in one circumstance, but disastrous in another. You will encounter a wide range of potential solutions to poor behaviour ranging from the use of puppets to 'golden days'. For pupils with anything more than minor behavioural problems, there is rarely a quick-fix. Wragg's (1993: 65) study of misbehaviour found that the outcome of teachers' responses was pupils' silence in 90 per cent of cases and that only in 5 per cent of cases does the misbehaviour continue. The findings confirmed the general sense of orderliness that characterises most primary classrooms. Interestingly the teachers remained calm in nine out of every ten observations. Relatively few pupils openly challenged the teacher.

There are a plethora of strategies relating to dealing with poor behaviour. Among the most frequently used are the following:

- use of rewards;
- disapproving looks, pauses, eye contact;
- saying the pupil's name;
- writing the pupil's name on the board;
- making tally marks against the name.

You should find in schools that there is a hierarchy of sanctions or what is sometimes referred to as a 'Behaviour Management Ladder'. It is important to choose the appropriate response and not to over-react to or minimise misbehaviour. The classroom teacher and senior mentor should provide guidance on how to respond in given situations, taking into account the needs of particular children. The strategies that may work well in one class may not be so successful in another. Again, experienced colleagues will be able to advise you on what motivates individuals and provide important context to help you understand their behaviour.

Exhibit 12.3 Behaviour management ladder

- Child reminded of expectations for proper behaviour in school (school rules).
- Discussion between adult and child about his or her behaviour leading to a verbal apology.
- Loss of privilege for the child (for example, 5 minute blocks of Golden Time).
- Issues explored through a class discussion or Circle Time.
- Child receives a written warning and a loss of a playtime.
- Interview with the assistant head and a loss of free time or privilege.
- Interview with the head teacher with possible communication with child's parent/carer.
- Involvement of outside personnel.
- Suspension.

Source: <http://www.constantine.cornwall.sch.uk/home/home.htm>

The SEAL programme (DfES, 2005) places a strong emphasis upon encouraging positive attitudes and self-management of feelings with 'I can' statements acting as personal and social targets, such as 'I can calm down when I want to' and 'I understand that changing the way I think about people and events changes the way I feel about them.' The best teachers anticipate when misbehaviours are likely to occur and seek to prevent them through early intervention. The most effective interventions are subtle, brief and often semi-private – for instance, moving close to a child and having 'a quiet word.'

There is an accepted hierarchy of responses that trainees should understand. When faced with minor misbehaviour teachers often appear to ignore this or highlight the good behaviour of someone else. The power of silence should not be ignored. A look or sustained stare in the direction of a child can produce the desired effect, notably in larger gatherings such as assemblies. Teachers also use a range of non-verbal signs, such as raised eyebrows or a finger to the lips, to reinforce expectations. Able trainees do not stop their teaching, for example when reading a story, to reprimand minor misbehaviour. They might move towards a child or gesture to correct the behaviour. At times, however, verbal intervention is unavoidable. This is often the stage that trainees

struggle with by not thinking enough about the choice and delivery of language. Short and clear commands are often sufficient to redirect attention, with a focus on the positive behaviour desired, such as, 'Mia, remember how well you sat for the story last time'. You will experience children who shout out answers, especially young ones, and it can feel a long haul to encourage them to put their hands up before answering. But it is important to praise the content of the answers while highlighting what is expected.

Questioning is an important strategy in encouraging pupils to think about what is socially acceptable behaviour. Galvin (1999) suggests avoiding the 'why' question because this can prolong and complicate problems. Rather he lists the following:

- What should you be doing?
- What did we agree about that?
- What's the rule?
- What do you need to do?
- What do you think about what you are doing now?
- Is that reasonable or fair?
- Will that work be finished by break time?
- Do you think this is fair to . . . me, your parents, or the rest of the class?

MOMENT TO REFLECT

Consider how many different ways you might say 'Mia, sit down!' How would the impact vary according to your body language, positioning, tone and mood?

The Elton Report (1989) provided a summary of successful techniques which outstanding teachers continue to use (see Exhibit 12.4).

Exhibit 12.4 Common features of good classroom management

- Teachers know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are.
- They plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This requires attention to such basics as furniture layout, grouping of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- They are flexible in order to take advantage of unexpected events rather than being thrown off balance by them. Examples would include the appearance of the window cleaner or a wasp in the middle of a lesson.
- Teachers continually observe or 'scan' the behaviour of the class.
- Teachers are aware of and control their own behaviour, including stance and tone of voice.
- Teachers model the standards of courtesy that they expect from pupils.
- Teachers emphasise the positive, including praise for good behaviour as well as good work.

- Teachers make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- They make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent, and avoiding sarcasm and idle threats.
- They make sparing and consistent use of punishments. This includes avoiding whole group punishment which pupils see as unfair. It also means avoiding punishments which humiliate pupils by, for example, making them look ridiculous. This breeds resentment.
- Teachers analyse their own classroom management performance and learn from it. This is the most important message of all.

Source: The Elton Report (1989). © Crown Copyright 1989, reproduced under terms of the Click-Use Licence

More than 20 years on, such practices are endorsed by research underpinning the Behaviour for Learning materials although there is now a greater readiness in listening to learners and respecting their views (Visser and Raffo, 2005). The Behaviour4Learning website has a very comprehensive set of online training resources for trainees and teachers including videos and PowerPoint presentations. Exhibit 12.5 indicates some common classroom scenarios, for which you can find guidance on the Behaviour4Learning website.

Exhibit 12.5 Behaviour for Learning scenarios

- 1 Starting a lesson in an orderly way.
- 2 Gaining attention in a noisy class.
- 3 Including pupils with special needs.
- 4 Identifying behaviour hotspots.
- 5 Setting classroom standards.
- 6 Maintaining classroom standards.
- 7 Establishing your authority.
- 8 Setting learning intentions and success criteria for behaviour.
- 9 Responding to a pupil who refuses an instruction.
- 10 Defusing a conflict between pupils.
- 11 Dealing with a late arrival to class.
- 12 Dealing with unacceptable language.
- 13 Enforcing a school rule.
- 14 Giving praise and rewards.
- 15 Managing a pupil who is angry.
- 16 Effective sanctions.
- 17 Physical intervention.



Extend your knowledge

Reflect on how you would respond to the scenarios in Exhibit 12.5. Visit the Behaviour4Learning website and compare your thoughts with the guidance provided.

Source: From the Behaviour4Learning website (<http://www.behaviour4learning.ac.uk/ViewArticle2.aspx?ContentId=14956>). Reproduced with permission

Working with others to address serious misbehaviour

The fundamental importance of establishing good relationships with parents/carers to ensure children's good behaviour has been recognised for some time (Elton Report, 1989; Kendall-Seater, 2005). This is not always straightforward as recent government publications have acknowledged (DCSF, 2007). In some cases children may be discouraged from working and behaving in school because parents themselves may have had negative experiences. However, you can read about a number of innovative schemes designed to support parents in the upbringing of their children and to forge close working relationships with schools; for instance, Parent Support Advisers working with the most disengaged or troubled pupils and parents (Steer Report, 2008). The importance of building a strong sense of community has been shown where children are more likely to benefit from effective pastoral care arrangements (Ofsted, 2005b).

Bullying

It is now accepted that bullying can take many forms beyond physical aggression. Pupils can be victims of disability-related, race-related, faith-based and homophobic bullying. Cyber bullying has become a growing concern with children and young people suffering from abusive emails, instant messaging and phone bullying by text message. The extent of bullying in primary schools is difficult to gauge, but according to a national survey in 2006, carried out by the charity Bullying UK, 69 per cent of 4772 pupils complained that they had been bullied and, alarmingly, 34 per cent needed to see a doctor. Moreover, 85 per cent of pupils said that they had seen bullying in school (<http://www.bullying.co.uk/index.aspx>). The most frequent form of bullying is name-calling aimed at children's weight and appearance. Nearly one in three incidents of bullying occurs on the playground while corridors, dining halls and toilets also feature as potential danger zones.

The distress caused by bullying should never be underestimated with some victims suffering long-term effects into their adult years. Major heartache and tragedy can beset families of victims and no accusation of bullying should be ignored. Unfortunately, bullies do not wear labels for ease of detection. The 2006 survey revealed that 48 per cent of pupils had told their teacher more than five times that they were being bullied while 60 per cent did not feel that their complaints were taken seriously. During school placement, you need to exercise vigilance in looking out for subtle forms of bullying and observe carefully children's behaviour, particularly on the playground. In some cases, children may not understand that they are involved in bullying either as a perpetrator or victim. Hence it is important to make explicit and model desirable behaviours in contexts such as personal and social education lessons as well as through informal interactions in everyday contexts. As trainee teachers, you should report any concerns about bullying to the class teacher or senior member of staff.

All schools in the United Kingdom are required to have an anti-bullying policy and, although they vary in detail and effectiveness, it is worth your becoming familiar with this during school placement. Most schools deploy a range of preventive strategies including Circle Time, counselling, peer mediation and restorative justice. An important element in dealing with bullying is involving bystanders – these are the very ones who know what is happening. To this end, there are attempts by charities such as Bullying UK to develop a ‘telling school’ culture in which pupils feel comfortable talking about unacceptable behaviour without fear of reprisal from bullies. The key here is to discourage pupils from seeing themselves as ‘telling tales’ but rather acting as ‘good guys’ in the school community. The serious nature of bullying also needs to be placed in the context of strategies advocated in the Behaviour for Learning programme.

Ofsted (1999) noted the value of quiet spaces, such as a supervised library area, where pupils could be guaranteed time to themselves; or rooms acting as ‘social havens’ for deeply troubled children to go to at break times (Ofsted, 2001). Observational research has shown the need for schools to provide facilities for children who want to sit down and chat at playtime: where this happened bullying and aggressive confrontations could be lessened (Lloyd-Bennett and Gamman, 2000). Many schools provide ‘cooling off’ areas or appropriately staffed time-out rooms (Daniels *et al.*, 1998; Scottish Executive, 2001; Educational Institute of Scotland, 2003). The reality of many school environments with scattered buildings makes supervision challenging, and as a consequence this can exacerbate behaviour problems. One suggestion is for pupils to create a map of hot spots on the school grounds, featuring a traffic light system in which green marks an area that they feel is safe; red is unsafe; and amber is where they usually feel safe with rare incidents of trouble. The school then uses this information to discuss what can be done to make the environment safer.

In serious cases teachers will often work as part of a network of professionals including health and social workers. This is part of the learning community concept advocated in many official documents, particularly in delivering the *Every Child Matters* agenda (DfES, 2003). Inter-agency cooperation is high on government agendas throughout the United Kingdom. But as trainees, it is important for you to see that contact with others regarding children’s behaviour can be a very positive experience. Some trainees have sent notes home to parents praising the ‘special’ efforts of their children (focusing particularly on those who are not usually in the limelight), arranged for children’s projects to be displayed in libraries and other public venues, held special achievement assemblies to which they have invited parents and other relatives and working alongside the class teacher invited parents to accompany them on class visits. One trainee chose two pupils with behavioural difficulties to help organise a joint visit to a local castle with her Year 6 class and the special educational needs unit in the school within which they spent part of their week.

Several local authorities send out information to parents regarding their children’s behaviour at school and what is expected of pupils (see Photo 12.3). A successful behaviour management programme requires strong partnerships between schools and parents/carers.

Photo 12.3
Extract from a
local authority's
leaflet on
behaviour to
parents

Source: Hertfordshire
County Council (2009),
available at:
www.hertsdirect.org

Children's behaviour at school

This leaflet is about starting school. If you would like more information or require help translating the leaflet please contact Hertfordshire County Council customer service centre on 01438 737500.

Bengali
এই তথ্যপত্রটি স্কুলের প্রারম্ভ সম্বন্ধে। আপনি যদি এই সম্বন্ধে আরও তথ্য চান অথবা যদি তথ্যপত্রটি অনুবাদের জন্য কোন সাহায্যের প্রয়োজন হয় তাহলে অনুগ্রহ করে হার্টফোর্ডশায়ার কাউন্সিল কাউন্সিল মন্ডেল পরিষেবা কেন্দ্রের সঙ্গে এই নম্বরে 01438 737500 যোগাযোগ করুন।

Cantonese
本宣傳頁的內容有關上學問題。如果您想瞭解更多資訊或需要翻譯本宣傳頁，請撥打電話 01438 737500 與赫特福德郡委員會客戶服務中心聯繫。

Italian
Questo foglietto riguarda l'inizio della scuola. Per ottenere ulteriori informazioni o assistenza con la traduzione del foglietto, si prega di contattare il Centro Assistenza Clienti del Consiglio della Contea di Hertfordshire al numero 01438 737500.

Portuguese
Este panfleto é sobre o início do ano escolar. Se deseja receber mais informações ou precisa de ajuda para tradução do panfleto contacte o centro de serviço a cliente da Câmara de Hertfordshire pelo 01438 737500.

Punjabi
ਇਹ ਲੀਫਲੈਟ ਸਕੂਲ ਸ਼ੁਰੂ ਕਰਨ ਬਾਰੇ ਹੈ। ਜੇ ਤੁਸੀਂ ਹੋਰ ਜਾਣਕਾਰੀ ਚਾਹੁੰਦੇ ਹੋ ਜਾਂ ਇਸ ਲੀਫਲੈਟ ਦੇ ਅਨੁਵਾਦ ਵਿੱਚ ਮਦਦ ਚਾਹੁੰਦੇ ਹੋ, ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ 01438 737500 'ਤੇ ਹਰਟਫੋਰਡਸ਼ਾਇਰ ਕਾਉਂਟੀ ਕੌਂਸਲ ਗਾਹਕ ਸੇਵਾ ਕੇਂਦਰ ਨਾਲ ਸੰਪਰਕ ਕਰੋ।

Turkish
Bu broşür okula başlamakla ilgilidir. Daha fazla bilgiye ya da broşürün tercümesi için yardıma gereksiniminiz varsa, lütfen Hertfordshire Bölge Kurulu müşterileri hizmetleri ile 01438 737500 no.lu telefondan temasa geçin.

Urdu
یہ کتابچہ اسکول شروع کرنے کے بارے میں ہے۔ اگر آپ کو مزید معلومات چاہئے یا اس کتابچے کے ترجمہ میں مدد کی ضرورت ہو تو براہ کرم ہریانٹی ہرٹفورڈ شائر کاؤنٹی کونسل کے مرکز خدمت برائے گاہک سے 01438 737500 پر رابطہ کریں۔

Polish
Niniejsza ulotka dotyczy rozpoczęcia szkoły. Aby uzyskać dodatkowe informacje lub pomoc w tłumaczeniu niniejszej ulotki należy skontaktować się z obsługą klienta Rady Hrabstwa Hertfordshire, dzwoniąc pod numer 01438 737500.

SUMMARY

- Successful behaviour management begins by understanding your own code of conduct and what are considered to be good professional values. By setting a calm and measured example, you are likely to reduce classroom tensions and promote positive behaviour.
- Historically there have always been concerns about children's behaviour. There is a widespread and debatable view that children's behaviour has deteriorated in modern times. However, in today's primary schools the vast majority of pupils in school behave well.
- To begin to understand why children behave the way they do in general, you must see the links between motivation, behaviour, learning and teaching. Well-motivated and enthused children who are enjoying their lessons do not usually cause behavioural problems. Although it is tempting to focus simply on

quick-fix solutions to misbehaviour, you should reflect upon the theories relating to behaviour management and consider what these offer.

- When planning lessons, it is sensible to anticipate possible problems and how these can be overcome.
- Children misbehave for a number of reasons. Some pupils persistently misbehave and you need to know and follow the school's hierarchy of sanctions. There is a range of behaviour strategies that you can use to establish a good working ethos in school. The recent Westminster government's 'Behaviour for Learning' initiative stresses the importance of building up pupils' self-esteem, establishing positive relationships with others and pupils' engagement with the curriculum. Its website contains a very comprehensive set of training materials for trainees and qualified teachers.
- Establishing rights and responsibilities is a central tenet of behaviour management programmes.
- You should not be deceived into thinking that an orderly classroom comes naturally – it requires considerable planning and forethought. The best teachers continually reflect upon how they can develop among children self-discipline, independence and responsibility.
- Even the best trainees will experience difficulties associated with pupil behaviour and it is important for you not to see this as necessarily a reflection of your poor teaching or management. However, provided you plan well and deliver interesting lessons you are most likely to face minor misbehaviours rather than serious problems during school placements.
- The chapter concluded by briefly considering the nature of bullying and what can be done to address this. You should follow the school anti-bullying policy during school placement and report any concerns to the class teacher or senior member of staff. Any successful behaviour management programme must include a strong partnership with parents/carers. These have a key role to play in preventing the escalation of behaviour problems.

Glossary

Behaviour management: the aim of behaviour management, which comprises a clear set of rules fully understood, is to promote children's self-discipline and awareness of the consequences of their behaviour.

Learning mentors: these were introduced in 1999 as part of the Westminster government's Excellence in Cities (EiC) policy. They work with individual students to

identify and address issues that underpin their underachievement in school.

Nurture groups: these operate in some mainstream schools and consist of small groups of vulnerable children who are taught for much of the time in informal surroundings by a teacher or assistant.

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Websites

Behaviour4Learning aims to ensure that teacher educators and trainees are provided with high quality relevant resources. The E-librarian also provides useful answers to questions raised by trainees and teachers:
<http://www.behaviour4learning.ac.uk/>

Resources relating to anti-bullying:
<http://www.teachernet.gov.uk/teachers/issue41/primary/resources/Antibullyingspecial>

The Department for Children, Schools and Families has policies to promote inclusion and learning through positive behaviour. The site contains information on behaviour and bullying:
<http://www.dcsf.gov.uk/ibis/index.cfm>

Talking Teachers website provides down-to-earth advice from teachings on many issues including behaviour management:
<http://www.talkingteaching.co.uk/resources/articles.cfm>

The Teacher Net Website includes materials designed for supply teachers on classroom management:
<http://www.teachernet.gov.uk/supplyteachers/volume.cfm?&vid=4>

The behaviour management initial teacher training (ITT) professional resource:
<http://www.tda.gov.uk/teachers/hottopics/behaviourmanage.aspx>

Association of Teachers and Lecturers Union website has advice on behaviour management:
<http://www.new2teaching.org.uk/tzone/Behaviour/behaviour/rulesnroutines.asp>

Parents Centre provides advice to parents on discipline and behaviour:
<http://www.parentscentre.gov.uk/behaviouranddiscipline/>

SEAL resources available at the Standards website:
<http://www.standards.dfes.gov.uk/primary/publications/banda/seal/>

The full text of the Elton Report can be read online at Derek Gillard's website:
<http://www.dg.dial.pipex.com/documents/docs1/elton.shtml>

Sociograms are designed to discover group structure and the basic 'network' of friendship patterns. For an introduction to the subject, see:
http://www.users.muohio.edu/shermalw/sociometryfiles/socio_introduction.htmlx

Kidscape has a wide range of anti-bullying publications for young people, parents and teachers:
<http://www.kidscape.org.uk/>