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Practical Approaches to Behaviour Management in the Classroom

A handbook for classroom teachers in secondary schools

Information

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Practical Approaches to Behaviour Management in the Classroom

Audience

Headteachers and classroom teachers in secondary schools.

Overview

This handbook is a resource to enhance the practice of teachers at secondary level, whether they are highly skilled and experienced teachers with responsibility for supporting others, teachers who want to extend their classroom behaviour management skills, or newly qualified teachers (NQTs). This handbook focuses on general behaviour management methods and does not specifically cover issues relating to special educational needs.

Elements of this handbook build on previous work undertaken by an action research group involving Include, Training Advice and Consultancy (TAC) and Education and School Improvement Service (ESIS). This revised version was produced by the Centre for British Teachers (CfBT) Education Trust.

Action required

None – for information.

Further information

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Additional copies

Can be obtained from the contact details listed above.
This document can also be accessed from the Welsh Assembly Government website at www.wales.gov.uk/educationandskills

Related documents

National Behaviour and Attendance Review (NBAR) Report
Behaving and Attending: Action Plan Responding to the National Behaviour and Attendance Review
National Assembly for Wales Circular 47/2006: Inclusion and Pupil Support

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Contents

Introduction 1

Chapter 1: The Welsh context 5
1.1 The Learning Country and the United Nations Convention on the Rights of the Child 5
1.2 The National Behaviour and Attendance Review 6
1.3 Behaving and Attending: Action Plan Responding to NBAR 9
1.4 Circular 47/2006 - Inclusion and Pupil Support Guidance 11
1.5 The School Effectiveness Framework 13

Chapter 2: Effective classroom management 15
2.1 Characteristics of effective teaching 16
2.2 Working within an agreed framework 26
2.3 Managing the environment 36
2.4 Managing transitions 44
2.5 Anticipation and monitoring 49

Chapter 3: Effective communication 56
3.1 Managing the use of language 57
3.2 Effective use of questions 64
3.3 Non-verbal techniques 67
3.4 Self-presentation 73
3.5 Promoting pupils' self-esteem 76

Chapter 4: Approaches to changing behaviour 80
4.1 The ABC approach to behaviour change 81
4.2 Problem-solving approaches 84
4.3 Cost-benefit analysis approach 88
4.4 Re-enactment 91
4.5 Future goal (changed behaviour) visualisation 93
4.6 Self-monitoring 98
4.7 Social skills training 101
4.8 Behaviour agreements and behaviour plans 107

Practical Approaches to Behaviour Management in the Classroom

August 2010

Information document No: 086/2010

Chapter 5: Incident management 113
5.1 General principles for effective incident management 114
5.2 A 5-stage incident profile and strategies for response at each stage 116
5.3 Safe and effective intervention 128

Chapter 6: More specialist approaches to support behaviour change 132
6.1 An introduction to restorative justice 132
6.2 An introduction to solution-focused approaches 138
6.3 An introduction to the transtheoretical model of change 146
6.4 An introduction to cognitive behavioural approaches 150

References and further reading 163

Introduction

Promoting effective teaching and learning is paramount to the Welsh Assembly Government's agenda, as set out in *The Learning Country* and taken further through the *National Behaviour and Attendance Review (NBAR)* and its *Action Plan*. Key to achieving effective teaching and learning is ensuring class teachers have the necessary skills to approach their teaching in ways that reduce the likelihood of pupils misbehaving and equipping them with effective skills and responses for those instances where difficult behaviour does occur.

Where teachers have good preventative and responsive skills the likelihood of difficulties emerging or developing into incidents will be markedly reduced. To support the development and implementation of such skills in teachers at secondary level, the Welsh Assembly Government has commissioned this handbook.

This handbook is a resource to enhance the practice of teachers at secondary level, whether they are highly skilled and experienced teachers with responsibility for supporting others, teachers who want to extend their classroom behaviour management skills or newly qualified teachers (NQTs). The handbook focuses on general behaviour management methods and does not specifically cover issues relating to Special Educational Needs.

How to use this handbook

Teachers may use the materials in different ways, depending on their role and on need:

- As an interesting read to confirm their confidence in their own skills at managing behaviour in the classroom
- As a resource pack that provides ideas and approaches for addressing particular issues or difficulties
- As a resource for coaching or mentoring NQTs
- As a resource to help support other staff.

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The focus of this handbook

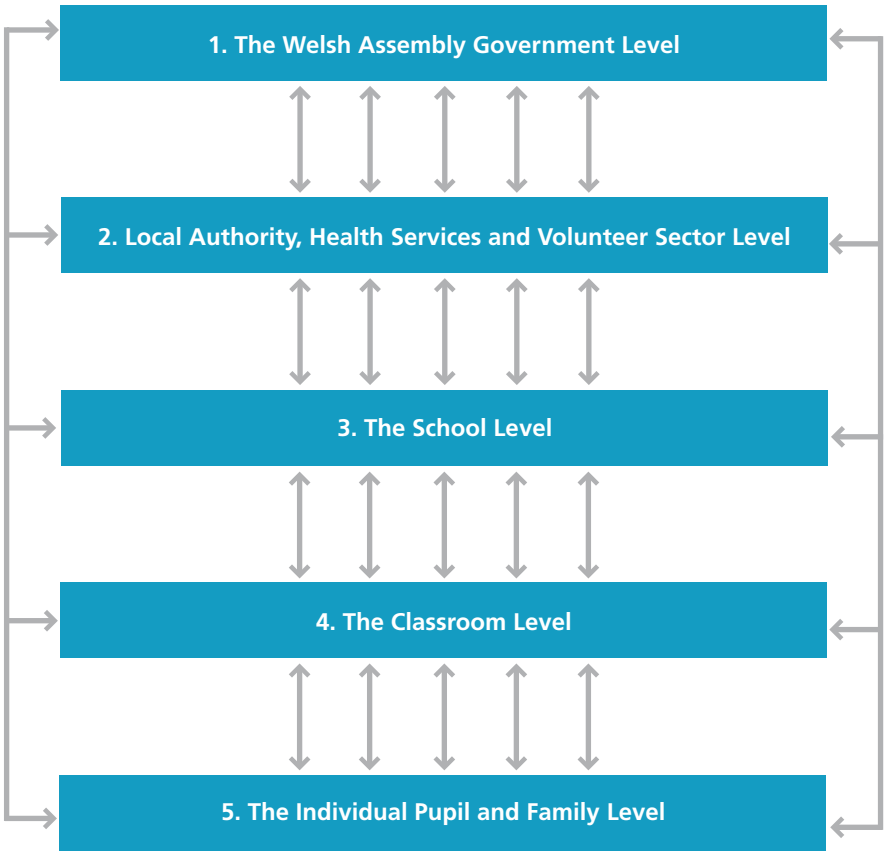
The rapid evidence assessment undertaken as part of the ***National Behaviour and Attendance Review*** (see section 1.2 for details) notes that "There is no single, successful, approach to behaviour issues in schools, and in schools that demonstrate good practice a range of approaches are adopted. Much of the literature stresses the importance of 'whole-school' and holistic strategies and indicates that the key elements associated with good behaviour, are those of an effective school."

The *Rapid Evidence Assessment of the interventions that attempt to improve behaviour and attendance in schools and other learning settings (2008)* is available from http://wales.gov.uk/topics/educationandskills/educationskillsnews/2233523/?lang=en

However, this handbook focuses on the classroom level only.

The diagram below is taken from the *National Behaviour and Attendance Review* report (see section 1.2). It aims to illustrate the ways in which each level interacts in a dynamic way with each of the others and how events at the frontline in schools and homes need to influence and shape national policy.

This handbook is focused at level 4 only, though it is acknowledged that level 4 will interact with all other levels, especially 3 and 5.



The *National Behaviour and Attendance Review* report notes that 'classroom teachers and teaching assistants manage the bulk of emotional, social and behavioural difficulties experienced by pupils in school. However, too many teachers say they were under prepared and ill equipped by their training to manage the pupils that they encountered in their first jobs. Furthermore, they had few opportunities post-qualification, to undertake training and development in effective classroom management and effective ways to respond to troubled behaviour'. **This handbook is just one part of the Welsh Assembly Government's response to the National Behaviour and Attendance Review report recommendations.**

An overview of the handbook chapters

The handbook is set out in six chapters:

Chapter 1: Provides an overview of the Welsh Context, including key policies and guidance. It sets the scene for the rest of the handbook and makes links to supporting documents.

Chapter 2: Sets out the issues around **effective classroom management**. It presents the characteristics of effective teaching and examines some key concepts of effective classroom management, namely, working within an agreed framework, managing the environment, managing transitions and anticipation and monitoring.

Chapter 3: Covers the skills of **effective communication**. It provides insight into using appropriate language and questions, along with and a range of techniques for managing the classroom and preventing unwanted behaviour.

Chapter 4: Provides a range of **approaches to changing behaviour**. These include the ABC approach to behaviour change; problem-solving approaches; cost-benefit analysis approach; re-enactment; future goal visualisation; self-monitoring; social skills training and behaviour agreements and behaviour plans.

Chapter 5: Sets out the elements of effective **incident management**. It presents general principles as well as a model for describing and understanding incidents. It also outlines strategies for preventing the escalation of an incident and for responding at various phases of an incident.

Chapter 6: Sets out an overview of a range of **more specialist approaches to support behaviour change** that class teachers may like to consider, but which are likely to require some additional training and/or support to use effectively. The chapter does not prepare teachers to use these approaches in practice.

Chapter 1
The Welsh context

1.1 The Learning Country and the United Nations Convention on the Rights of the Child

In 2001 the Welsh Assembly Government published *The Learning Country*. This was a ten-year strategy that embodied vision and action with a stated goal of creating for Wales one of the best education and lifelong learning systems in the world.

The Learning Country: Vision into Action was launched in late 2006. It represents the second stage in The Learning Country programme and highlights the increased education and training opportunities available in Wales from early years through to old age. It describes in concrete terms the key objectives and action the Welsh Assembly Government will be taking to make The Learning Country a reality.

The Learning Country: Vision into Action includes a section focused on schools and learning, where the vision is to 'ensure that the benefits of improvements are enjoyed by all, in a fully comprehensive system of learning that serves all our local communities well'.

The objectives are:

- tackle poverty of educational opportunity and raise standards in schools;
- make all school buildings fit for purpose;
- ensure that all children are safe at school;
- encourage good nutrition and healthier lifestyles;
- promote the Welsh Language.

The document notes that work is already ongoing to review approaches to promoting positive behaviour and high levels of attendance in schools in Wales.

The full documents are available from http://wales.gov.uk/topics/educationandskills/publications/guidance/learningcountry/?lang=en

The Welsh Assembly Government's vision for children and young people is based on the UN Convention on the Rights of the Child and this is represented in seven core aims. Children and Young People:

1. Have a flying start in life
2. Have a comprehensive range of education and learning opportunities
3. Enjoy the best possible health and are free from abuse, victimisation and exploitation
4. Have access to play, leisure, sporting and cultural activities
5. Are listened to, treated with respect, and have their race and cultural identity recognised
6. Have a safe home and a community which supports physical and emotional well-being
7. Are not disadvantaged by poverty.

1.2 The National Behaviour and Attendance Review

In March 2006, the Minister for Education, Lifelong Learning and Skills made a commitment to undertake a *National Behaviour and Attendance Review* (NBAR) to support existing activity and to shape and develop the future approach to these challenging issues. The Review was undertaken in accordance with the Welsh Assembly Government's vision for the future development of policy and provision for children and young people in Wales as set out in *The Learning Country: Vision into Action*.

A Steering Group was formed to take forward the Review, to establish a true picture of the situation in Wales, to consider good practice in tackling attendance and behaviour issues and to produce clear recommendations to the Welsh Assembly Government. The Steering Group was comprised of representatives of key stakeholder groups across Wales, supported by Estyn and the Office of the Children's Commissioner for Wales.

The Review Group acknowledged that 'the majority of schools in Wales are orderly and well-managed. There is widespread good practice in managing pupils' behaviour and attendance in most schools and local authorities with a large number of innovative initiatives in place. Despite this, managing behaviour and attendance, both in and out-of-school, are becoming increasingly complex issues'.

NBAR recommendations

The *NBAR report* lays out a range of 19 core recommendations, which are summarised below. The Welsh Assembly Government should:

1. Implement revised curriculum and assessment arrangements from September 2008 to ensure that no child (within the mainstream ability range) should leave primary school without the functional ability to read and write.
2. Prioritise early intervention strategies.
3. Promote an understanding that violence against staff will not be tolerated.
4. Ensure that all schools and local authorities rigorously adhere to Circular 1/2004 on 'Exclusion from Schools and Pupil Referral Units'
5. Introduce legislation on new exclusion regulations in Wales (see NBAR report for details).
6. Consider giving parents and pupils the opportunity to access an advocacy support service in the event of permanent exclusion and put into place an additional national point of appeal following the independent appeal panel.
7. Introduce guidance on the use of managed moves and transfers as an alternative to exclusion.
8. Actively follow-up schools who are excluding pupils at a rate which is significantly higher than average.
9. Establish a behavioural support team in all local authorities, who should collaborate with neighbouring local authorities'.

10. Ensure that school attendance and behavioural strategies are at the centre of school effectiveness framework especially at the school level.
11. Commission studies which examine issues related to exclusions, bullying, additional learning needs, transitions and PRUs (see NBAR report for details).
12. Ensure all local authorities in Wales designate an officer responsible for inclusion who should be appropriately experienced.
13. Clarify and strengthen its guidance for schools on physical intervention and the use of restraint.
14. Ensure all secondary schools have a named senior manager designated as lead professional to deal with behaviour, attendance and participation.
15. Prioritise and increase funding significantly for training programmes on behaviour and attendance, for all staff in schools and those in the local authority engaged in promoting positive behaviour and improving attendance, especially education welfare/education social work staff.
16. Develop an Action Plan and draft overarching policies on behaviour and attendance throughout Wales.
17. Ensure the action plan agenda should include further engagement with children and young people on behaviour and attendance to encourage and continue the dialogue started through the NBAR process.
18. Ensure the Local Children's Safeguarding Board in each local authority has a standing item on school behaviour and attendance.
19. Significantly increase the level of staffing in the Support for Learning field, for children and young people with emotional and behavioural difficulties, those at risk of exclusion and those permanently excluded from school.

The full NBAR report, can be accessed from http://wales.gov.uk/topics/educationandskills/educationskillsnews/2233523/?lang=en

1.3 Behaving and Attending: Action Plan Responding to NBAR

Published in March 2009, the *Behaviour and Attendance Action Plan* sets out the Welsh Assembly Government's response to the recommendations set out in the NBAR Report. It is a 'live' document that will be subject to regular amendment and ongoing consultation (see below for link).

The actions laid out in the *Behaviour and Attendance Action Plan* intend to strengthen the ongoing work of the Welsh Assembly Government, local authorities and schools in improving and promoting positive behaviour and attendance. This in turn is intended to enhance the nurturing and support of children and young people to guide them on their educational journey and to help them to reach their educational potential.

The Action Plan needs to be seen alongside the Welsh Assembly Government's approach to inclusion and pupil support as set out in Circular 47/2006 (see section 1.4 of this handbook).

Summary of key actions

The nature of the task of improving behaviour and attendance means that work goes far beyond the school gate and is wider than direct actions on behaviour and attendance. This is demonstrated by the fact that the NBAR review contains a large number of recommendations covering diverse aspects, such as the place of the school in the community, the role of parents, inter-agency working and teaching and learning. The *Behaviour and Attendance Action Plan*, necessarily therefore contains a large number of actions.

The key actions are as follows:

- Produce an All-Wales Attendance Framework
- Produce guidance on Behaviour in Schools: Safe and Effective Intervention (see section 5.3 of this handbook)
- Carry out a review on provision of Education Otherwise Than at School, including Pupil Referral Units

- Establish Behaviour and Attendance web pages linked to the School Effectiveness Framework (SEF) and Pedagogy web pages
- Establish a Behaviour Support Team Network
- Produce guidance on the effective use of managed moves
- Conduct evidence gathering of local authority practices and their effectiveness on key areas to inform the future approach and targeting of resources
- Work with Estyn to review inspection arrangements
- Ensure that the development of an overarching Professional Development Framework for teaching staff adequately covers the knowledge and skills on aspects of promoting positive behaviour and attendance
- Establish pilots and other research projects to inform taking forward a number of the recommendations
- Involve children and young people in all aspects of the work, including developing and implementing approaches, evaluating their effectiveness and reviewing them in the light of findings
- Focus on literacy as a key priority.

In addition, the Welsh Assembly Government acknowledges the importance of training and development and has proposed a way forward (detailed in Annex B of the *Behaviour and Attendance Action Plan*). The training agenda for Wales is currently under review and training recommendations will be a priority for the ongoing NBAR Steering Group.

The following can be accessed from http://wales.gov.uk/topics/educationandskills/learningproviders/schools/nbaractionplan/?lang=en

- A copy of the *Behaviour and Attendance Action Plan* published in March 2009
- A 'live' detailed Action Plan
- Details of the Welsh Assembly Government's responses to the *NBAR Report* recommendations.

1.4 Circular 47/2006 - Inclusion and Pupil Support Guidance

This guidance covers the inclusion and support of learners of compulsory school age (although some elements apply to all learners). It provides advice and sets out responsibilities for maintaining high levels of attendance and positive behaviour in schools and the need to support pupils with additional needs to ensure they receive suitable education and avoid becoming disengaged from education. It also covers education provided outside the school setting.

It is set within the context of The Learning Country and *The Learning Country: Vision into Action* which recognised that creating an inclusive environment for learning means supporting learners within their learning settings as well as providing support in the wider aspects of their learning experience. The health, emotional and social needs of children and young people are significant factors in supporting their access to learning.

It is also set within the context of *Children and Young People: Rights to Action (2005)*. This Welsh Assembly Government vision is based on the UN Convention on the Rights of the Child and has seven core aims which seek to ensure that all children and young people:

- Have a flying start in life
- Have a comprehensive range of education and learning opportunities
- Enjoy the best possible health and are free from abuse, victimisation and exploitation
- Have access to play, leisure, sporting and cultural activities
- Are listened to, treated with respect, and have their race and cultural identity recognised
- Have a safe home and a community which supports physical and emotional well-being
- Are not disadvantaged by poverty.

Whilst the guidance in Circular 47/2006 is not statutory it sets out the specific legislation which local authorities, schools and their partners are required to adhere to. Circular 47/2006 replaces Circular 3/99: Pupil Support and Social Inclusion. In summary, the main changes to previous guidance are as follows:

- Presentation of a framework for inclusion to promote access to education for all and remove any barriers to learning
- Adoption of the term 'Additional Learning Needs' to cover those learners whose needs are greater than the majority of their peers
- Reflection of recent policy developments, including new arrangements under the Children Act 2004, Learning Pathways 14-19, and the Early and Extending Entitlement agendas
- Bringing attendance, behaviour and anti-bullying policies together within a whole-school approach
- More extensive guidance on providing support to pupils with additional learning needs and specific annexes containing additional information such as checklists for inclusive practices
- New attendance registration codes - previously sent separately to all schools in May 2004
- The introduction of school-level attendance targets for primary schools and for these to be set on all absences as opposed to unauthorised absences
- Increased emphasis on improving the level and use of information available on pupils receiving education outside the school setting as well as those pupils moving or joining schools
- New section on Local Authorities and schools' responsibilities for those pupils who are educated at home by parents
- New guidance on provision of education for young parents
- Guidance on new provisions under the Anti Social Behaviour Act, 2003 for Parenting Orders for behaviour problems and Parenting Contracts for poor attendance and behaviour problems.

Schools and other education providers will need to consider a number of key general aspects of legislation in implementing inclusion, relating to - Human rights; Race equality;

Disability discrimination; Child welfare; Parental rights and responsibilities; The Welsh Language Act; The Children Act 2004.

Circular 47/2006 is available from http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/339214-wag/inclusionpupilsupportguidance/?lang=en

1.5 The School Effectiveness Framework

Published in 2008, *The School Effectiveness Framework: Building effective learning communities together* has been designed to improve children and young people's learning and wellbeing. It is based on the principles of tri-level reform - that is, Government, local authorities and schools working collaboratively to bring about system change. The Framework sets out the vision and an implementation schedule for putting school effectiveness and tri-level reform into action. It aims to ensure that all activities and programmes are aligned in a coherent manner with the central aim of securing improved learning and wellbeing for children and young people.

The document notes that "Many children and young people in Wales achieve well and, at the end of key stages 1 and 2, their attainments compare with their counterparts in other countries. In the case of schools that add the most value, these children and young people continue to achieve well. However, we need to do more to reduce the differences in outcomes, within schools (where the greatest variation lies), between schools, between local authorities and between the primary and secondary phases of education; and to raise overall levels of attainment … This knowledge underpins the moral purpose for our education system and requires that we create the conditions that provide all children and young people with the best possible opportunities to learn, maximise their potential, and to reap the benefits".

The document notes that evidence shows that:

- Educational reform is most effective when designed and implemented collaboratively and coherently through all levels of the system: nationally, locally and at the level of the individual learning setting - a process of tri-level reform
- Children and young people learn most effectively when they are involved in decisions about their learning.

The School Effectiveness Framework has collaboration and pupil involvement as key elements.

The full document is available from http://wales.gov.uk/topics/educationandskills/educationskillsnews/schooleffectivenessframework/?lang=en

Chapter 2
Effective classroom management

How to identify and promote the skills of effective teachers is the subject of much debate. In addition, a lot has been written about the skills of effective teaching. Much of this writing focuses on the aspects of teaching which are easier to specify, such as:

- Curriculum planning
- Lesson planning
- Assessment
- Record keeping.

Some teachers display skills that enable them to undertake effective lessons with classes others find hard to manage. It is these interpersonal skills, or 'soft' skills, of effective teaching that are much more difficult to specify. The task of analysing such skills is extremely complex and is made still harder by the range of different contexts in which such skills are practised. This makes it difficult to draw out the essential skills of the effective teacher.

Despite the difficulty in specifying the essential skills of the effective teacher, what is not in doubt is that to be a truly effective teacher requires a combination of:

- Effective teaching skills
- Effective behaviour management skills.

In reality, the two are so interlinked that they can never be truly separated. Poor behaviour management will inevitably undermine effective teaching and effective behaviour management is of little purpose unless accompanied by effective teaching. The classroom is a learning space that, managed well, can reduce the likelihood of difficult or challenging behaviour and increase the chances of effective teaching and learning occurring.

Though the skills of effective teaching may be hard to specify, it is important to dismiss the old adage that 'teachers are born not made'. In practice, with support and training all teachers can learn and improve their skills throughout their professional careers.

This chapter of the handbook looks at the following issues:

- Characteristics of effective teaching
- Working within an agreed framework
- Managing the environment
- Managing transitions
- Anticipation and monitoring.

2.1 Characteristics of effective teaching

Any meaningful sense of 'effective' in terms of 'teaching' must include an element of the values that underpin what teachers do. Values such as respect and equal treatment would be identified by almost all pupils as a mark of effective teachers.

Rogers (2006a, chapter 4) identifies characteristics associated with effective teaching. The teacher:

- Appears to be self-confident, patient and good humoured
- Displays a genuine interest in the topic and pupils' progress
- Gives clear explanations and instructions, pitched at a suitable level and also outlines the purpose and relevance of the work
- Makes an effort to engage pupils and sustain their attention
- Is aware that her/his voice and actions can significantly facilitate pupils' attention, interest, motivation and co-operation
- Monitors the progress of each lesson and monitors general and individual behaviour as it affects teaching and learning
- Makes a conscious and willing effort to encourage pupils in their effort and progress and gives thoughtful praise and encouragement. To ensure this, the teacher:
  - is aware of the small as well as the more involved expressions of encouragement;
  - ensures encouragement is focused on descriptive comment;
  - acknowledges the effort and struggle in pupils' progress;
  - avoids qualifying the encouragement or feedback.

- Minimises any management of distracting and disruptive behaviour by keeping attention focused on the central business of teaching and learning
- Addresses potential disruption to learning by thinking through classroom management issues preventatively. Things to consider include:
  - organisational issues;
  - lesson materials and their distribution;
  - engaging pupils' interest;
  - time management;
  - planning how to deal with typical disruptions.

Part of being an effective teacher is the ability to control a class with a sense of authority. However, Robertson (1996) notes that good classroom control does not rest solely on the ability to act as if one is in authority. Teachers must demonstrate at the outset that they are keen to communicate their subject in a committed and organised manner, or it will quickly become evident that their authority has no legitimate basis. It is in skills such as organising, presenting, communicating and monitoring that a teacher's actual authority rests.

The following information is adapted from Robertson (1996):

Communicating enthusiasm

Effective teaching requires the teacher to communicate in a lively and compelling way. Enthusiasm can be conveyed in many ways, some of which are outlined below.

Sustaining pupil attention through gestures and speech:

Gestures are an integral part of communication that serve to enhance and clarify the message and can convey involvement with the topic. Speech patterns and the way in which certain syllables and words are stressed can add meaning and interest to what is said. Vocal variations give the listener extra information beyond that conveyed by the words alone. A relaxed and confident speaker will

have synchronisation of bodily movements with speech rhythms. Their movement is less noticeable as it only enhances the message. However, if a person is anxious, they may be still or fidgety with a lack of synchronisation between speech and movement which is distracting for the listener. It conveys that the speaker is concerned with their own anxiety rather than what they are saying.

Facial expressions enhance meaning by showing how the speaker feels about the message - an enthusiastic speaker will produce a stream of facial expressions that convey excitement, surprise etc. "However, It would be fatal to concentrate on the movements we are making, as this would look like 'ham' acting. If we concentrate on communicating the ideas, the movements will take care of themselves, provided we are relaxed and free to move." (Robertson 1996, pp87)

Sustaining pupil attention through eye contact and speech:

When a teacher is addressing a group of pupils, it is important to behave as if speaking to each one and this is typically achieved by establishing appropriate eye contact. Eyes should not wander from person to person in a way unrelated to what is being said - equally, teachers should not look at the back wall or out of the window when they speak. They should deliver discreet sentences or phrases to individuals in the group. There is evidence to show that when anxious, blink rate increases and becomes unrelated to speech patterns.

Creating the right attitudes in pupils

Communicating knowledge and skills is important, but teaching is not simply a process of passing on information. An essential role for the teacher is to create the right attitudes in pupils to gain their interest and involvement. It is essential that the teacher conveys positive attitudes towards the subject and the pupils. Some key points from Robertson include the following:

Avoid revealing negative attitudes towards pupils:

- How teachers think and feel about pupils will vary - their thoughts and feelings will often be betrayed by their non-verbal and verbal actions and reactions
- Subtle non-verbal negative attitudes from teachers may contribute in no small way to the process of 'labelling' pupils
- A normally well-behaved pupil may be corrected in a positive way ('I'm surprised at you') whereas a less well-behaved pupil may be corrected in a more negative way ('Yet again'). These simple differences may unwittingly influence pupils' self-concept in unhelpful ways.

Avoid expressing a lack of involvement:

- The quickest way to loose pupil attention is to show boredom with the topic being taught (especially if teaching a topic to the 4th group for the 3rd year in a row)
- Lack of involvement with what is being said can be portrayed by fidgeting and a reduction in the variety of non-verbal behaviours so that speech becomes more monotone and the body and face less animated
- Present the materials to the best of one's ability and let the pupils decide its merit (even if you find it boring - don't say)
- Avoid/hide anxiety
- Teachers who display that they are anxious are more likely to inspire challenges to their authority from pupils
- Challenges increase anxiety
- Anxiety can be reduced by ensuring adequate preparation for all lessons
- Avoid portraying anxiety by standing where you can see and be seen by everyone, can move freely and establish eye contact. Avoiding eye contact, being tense and static, holding on to furniture and fidgeting, all these traits portray anxiety. This will make a bad situation worse by encouraging pupils to challenge authority

- A serious atmosphere can be created when necessary by speaking without bodily movement and making speech controlled and deliberate.

Lesson planning

The specifics of lesson planning are not within the remit of this handbook. However, well-planned and implemented lessons are essential to the process of effective behaviour management. In brief, teachers should ensure that for each lesson, they:

- Are confident in their subject knowledge
- Give pupils clear learning objectives, shared in a language that they understand and linked to past and future learning
- Prepare all necessary materials and resources in advance
- Plan content that holds pupils' attention and sufficient interest
- Plan content and activities that are matched to the range of abilities in the class
- Provide effective feedback to all pupils on how well they are doing
- Offer feedback to pupils who have made mistakes so that they understand how they came to the wrong answer and how they will be able to avoid repeating the mistake next time.

Building a good relationship with pupils

A good relationship is important to all work with pupils. Teachers need to establish and build on a base of trust. However, some pupils find it difficult to trust adults. Teachers must not assume that pupils automatically trust adults, even when the adults work hard to establish a relationship. In addition, pupils may not always accept that what the teacher is doing is in their best interests. Pupils' life experiences may lead them to very different conclusions, despite the best intentions of the teacher.

Teachers should remember that:

- Positive relationships are at the heart of all interactions with pupils. This will take an investment of time and effort
- Rapport involves entering (but not trying to become a part of) the pupils' world. This will involve actively enquiring about what the pupils like doing, taking time to respect and listen to what they say and recognising that they see the world very differently to an adult
- Fun and humour should be used in a positive way to promote positive emotions and aid the building of positive relationships
- Establishing rapport supports the notion of 'tough care'. This is the idea that 'I care about you being successful, so I can't allow you to keep making these choices'. This is made a little easier if trust has been built
- People achieve far more when they are confident and trusting. It is important that teachers work hard to create a climate of trust for pupils
- Having trust and confidence encourages pupils to take certain risks. Learning is about taking risks and doing something new - this can be scary
- Many of the pupils who most need a positive relationship are those that are more used to failing than succeeding. A key strategy that will help foster a positive relationship is to ensure that they experience success
- A positive way to develop a relationship with a pupil who is experiencing behaviour problems is to focus on the solution rather than the problem. This emphasises what is going well rather than what is not.

The case study below is the account of how a teacher was able to challenge a pupil's poor behaviour towards a colleague through developing a good relationship with the pupil.

Case study - Good relationship and respect

On the way to an after-school meeting I came across a reluctant Year 11 pupil on her way to an after-school revision club. I praised her for her commitment to her work and she responded politely. As she walked past another member of staff I heard her shout out her name in a disrespectful manner. The member of staff then told me that the pupil did this sort of thing quite frequently. The member of staff found the pupil's attitude intimidating and unacceptable.

The following day I spoke to the pupil about her behaviour, the lack of respect and the need for boundaries. The pupil had not seen it in this light at all but merely as light-hearted banter. She accepted what she was told and has since refrained from behaving in such a way.

The outcome was a success because the pupil was dealt with respectfully and was given a clear explanation of her actions from a different perspective.

There are a range of things that should be avoided or done in order to build a good relationship with pupils.

Avoid:	Do:
• Personalising a pupil's behaviour (ie it is the behaviour you don't like and not the pupil) • Making threats	• Act in a way that is both fair and seen to be fair by pupils • Use positive rules and rewards • Use sanctions positively
• Making promises that can not be kept • Using sarcastic, negative and judgemental language	• Try to 'catch them being good' • Reject the behaviour and respect the person • Work in partnership with parents and share positive achievements • Work in a way that promotes equality and respects diversity • Reflect on own practice and seek support when needed.

Some teachers may feel that they should be respected, listened to and obeyed, no matter what. If they are not, this causes stress and frustration. Knowing and believing that respect is earned can alleviate some of this stress and lead to more reflective practice.

However, even where the relationship is good, there will be times when it becomes strained, (eg following an incident where the teacher has had to reprimand/sanction a pupil). It is important that teachers work to repair and restore relationships as quickly as possible. Be prepared to allow time and repeat the attempts to be positive. It is important to remember that pupils may still be stressed or resentful and may need some time before the relationship can be rebuilt. Approaches such as 'catching them being good' after an incident, can allow pupils a way back.

The tables below show characteristics of effective and ineffective teachers, as well as effective and ineffective lessons, as identified in consultation with a group of teachers.

Characteristics of effective teachers:

Organised	Charismatic	Interested
Positive	Enthusiastic	Reliable
Knowledgeable	Creative	Hard working
Uses a variety of styles	Shows empathy	Caring
Confident	Understanding	Good listener
Consistent	Dynamic	Fair
Humorous	Gives time	Durable
Flexible	Patience	Welcoming
Discipline (appropriate)	Stimulating	Can deliver well
Has ability to anticipate	Responsive	Follow things through

Characteristics of ineffective teachers:

Lack presence	Inconsistent	Set unsuitable work
Lack charisma	Don't want to be there	Not a team player
Lack enthusiasm	Ignore much poor behaviour	Poor knowledge of subject
Lack organisation	Power seeking/bully	Lack of praise

Lack presence	Inconsistent	Set unsuitable work
Poorly prepared	Revenge seeking	Not clear
Confrontational	Low expectations	Poor timing and pace
Panic	Sarcasm/put downs	Running out of steam!
Expectations not clear	Moody/over emotional	Arrogance - 'I know best'

Characteristics of an effective lesson:

Effective transitions	Clear aims and objectives	Check learning at the end
Content of lesson is varied	Good pace	Engage pupils
Well prepared resources	Good subject knowledge	Evaluate and change

Characteristics of a poor lesson:

Not planned	Constrained by environment	Low or no expectations
Unstructured	Lack of routine	Poor relationships
Unrelated to previous work	Overly routine	No clear lesson objective
Inactive and all teacher led	No recap of prior learning	Poor pitch - too hard/easy
Un-resourced/poor resources	Poor transitions	Late staff/pupils

2.2 Working within an agreed framework

To maximise their potential, pupils need to feel secure, happy and valued. This will help to develop self-esteem, confidence and a positive self-image. This in turn will promote positive behaviour and increased opportunities for effective teaching and learning. Pupils need to know, and experience, that teachers may at times not like aspects of their behaviour, but do like them as people and can see their potential.

Choice

Teachers must acknowledge that pupils make choices about their own behaviour. Therefore it is not possible to directly control their behaviour. Rather, what effective teachers do is to influence behaviour by consciously affecting the consequences (in the form of rewards and sanctions), which arise from the pupils' actions and choices. By using the language of choice, the personal responsibility and sense of control, is located with the pupil. In other words, when they choose a particular behaviour they are also choosing a particular consequence, which may be a reward or a sanction. Both consequences result directly from the pupils' choice.

The 5 'R's framework

A successful framework (sometimes referred to as the 5 Rs), should consist of:

1. Rules
2. Rights
3. Responsibilities
4. Routines
5. Rewards (and sanctions).

For any framework to be successful, it needs to be both agreed and fully understood by all involved. If it is to affect pupils' choices, they need to know what the consequences of their choices will be. Hence, the rules, rights, responsibilities and routines should be underpinned and backed up by a system of rewards and, where absolutely necessary, sanctions.

In a secondary school, where pupils move from lesson to lesson and teacher to teacher, it is important to work towards consistency. To this end, it is vitally important that the 5 'R's used in individual classrooms reflect and link in to 5 'R's for the whole school.

1. Rules

Preventing poor behaviour from happening requires a framework of rules to be in place. Pupils need to be aware of and buy into these rules. Preferably they should have a part in establishing the rules. Rules need to be:

- Negotiated and agreed
- Seen to be fair
- Able to be taught to pupils
- Few, simple and clear
- Consistently applied
- Short and to the point
- Phrased positively
- Easy to enforce and reinforce
- Related clearly to rights, responsibilities and routines.

The case studies below are from teachers applying rules in practice.

Case study - The use of a basic classroom rule posters

I discussed rules with my classes and together we came up with the following, which are now posted on an A4 sheet on the wall. The rules are now used during lessons and are of particular value in individual behaviour reviews with pupils.

- We arrive with the correct equipment for the lesson
- We stay in our seats until given permission to move
- We keep unkind words to ourselves
- We take turns to contribute to teaching and learning
- We have a right to learn
- We have a responsibility to respect the rights of others
- We recognise our own responsibility for our education.

Case study - Year 9 Science

In September of this academic year I started to teach a group of year 9 pupils for Science. This was a group that had been created to include the pupils who were felt to have seriously disrupted lessons in Year 8. Looking at previous test scores and KS2 scores it seemed that lack of ability was not the problem.

After the first few lessons of the term it became apparent to me that the pupils were unacceptably noisy and lively and clearly testing the limits. I tried initially to establish clear routines for the start of lessons, to give lots of praise when appropriate and to build a positive, personal relationship with the pupils. This did have some success, but limited.

It became apparent that rules needed to be established, with clear incentives for those who were conforming and clear consequences for those who were not. In order to set the rules, I asked a colleague to come in to observe behaviours so that I could prioritise the factors causing disruption and address these in my classroom rules. The behaviours prioritised were shouting (often abusively) to other pupils during lessons, getting up from desks and wandering around the room (often interfering with others), and throwing things at other pupils. The rules I decided on were:

- Follow teacher's directions
- Stay silent when someone else is speaking to the whole class - if you wish to contribute put your hand up and wait until asked
- Keep hands, feet and objects to yourself
- Stay in your seat unless directed by teacher to move
- Do not swear, tease or yell!

We then discussed the rules and come up with an agreed set. We spent time exploring what each role meant and modelling them with the pupils. I prepared a card with the rules on for each pupil and initiated a system of reward stickers. Stickers could earn notes of praise in their planner and letters of praise home to parents. I followed normal whole-school policy of consequences for those who did not stick to the rules.

The results of this in the first fortnight were better than I had anticipated. The lessons were much more enjoyable, more work was being achieved and pupils were reporting that they much preferred the lessons now! I feel that the success was gained because:

- The rules were overt, few and agreed
- The rules were explained and modelled
- The rules were prominently displayed

- The emphasis was on rewards and praise
- The pupils (despite their seeming sophistication) wanted the praise and rewards
- The rules provided a framework that ensured that I was very consistent
- It is also worth stating that the rules did not replace routines, and I feel that this system would not have been successful had firm routines not been established. Routines enabled:
  - A clear calm start to the lesson
  - The work of the lesson not be disrupted because of lack of equipment
  - A clear calm end to the lesson.

Rules relating to mobile phones

Mobiles can be used very effectively to support learning, allowing learners to document project work, for example by using images, voice and text. However, most schools have also experienced problems with the disruptive use of mobiles and should have clear rules about acceptable use, developed in consultation with the whole-school community. Almost all schools have policies that prohibit the use of personal mobile phones during lessons. Guidelines should be enforced consistently by all school staff, and supported by the school leadership team. (Teachernet: 05 October 2009)

2. Rights

Pupils need to understand that they have rights, as do teachers. For example, pupils and teachers have a right to:

- Be/Feel safe
- Be valued
- Be respected
- Learn/Teach.

Teachers and pupils all have a role to play in making sure that rights are maintained. If the first 3 bullets are not in place - then it is unlikely that the bullet 4 will be achievable.

3. Responsibilities

Teachers need to ensure that pupils are aware of their rights and have their rights upheld. However, pupils also need to understand that other pupils and teachers also have rights and the rights of all have to be balanced against each other. They therefore have a responsibility to consider the rights of others and not only their own. For example, both pupils and teachers have a responsibility to allow others to feel safe and respected. Teachers also need to ensure that pupils are supported in meeting their responsibilities. In addition, teachers need to make sure that they meet the full range of their own responsibilities.

4. Routines

It is through routines that teachers teach the rules and consolidate rights and responsibilities. Routines help a class run smoothly and may relate to things such as:

- Entering and leaving the classroom (transitions are considered in section 2.4)
- Gaining, using and putting away equipment, books and other resources
- Movement around the classroom
- Changing between activities
- Asking questions and asking for help.

Routines should be established at the start of the year, rehearsed with pupils, reviewed at the start of each term and reinforced through ongoing interaction.

5. Rewards (and sanctions)

Rewards are likely to encourage pupils to repeat a behaviour. (People repeat behaviours that are rewarded.) For some pupils this reward may be as simple as adult attention. Positive consequences (rewards) are the key to the promotion of effective classroom behaviour. Systems that emphasise praise are consistently more successful in teaching pupils to make more positive choices.

Rewards are more effective if they are:

- Given straight away, so pupils can see the link between the behaviour and the reward
- Issued consistently by all staff, for the same behaviours, in the same way
- Distributed fairly and not used to 'bribe' particular pupils.

Teachers need to recognise the range of rewards that are available to them. They will include both informal (smiling, verbal praise, tone of voice, catching them being good, showing them trust) and formal rewards (certificates, points system). Informal rewards are likely to differ according to teacher style, but formal rewards should be consistent and school wide. In addition, rewards must be genuinely motivating to a pupil, be genuinely earned and sincerely given.

There are many good reasons for using rewards, such as, they:

- Help to build and maintain positive relationships
- Help make the school experience more enjoyable
- Encourage pupils to repeat desirable behaviours and make positive choices
- Contribute to developing pupils' self-esteem.

Praise is essential in promoting effort and desirable behaviour. However, if praise is not given sensitively it may, cause embarrassment (especially if given publicly), could sound patronising and can breed complacency in pupils if the praise is not really warranted.

It is important to **use rewards appropriately and not to over use them** as this could actually become a de-motivator. An article in the TES (Dunmore, E, 2009 TES, Nov 13th 2009) notes that "Rewards may strengthen behaviour in the short term, but ... they can undermine motivation in the long run because they reduce the individual's perception that they are doing that task of their own free will. Instead, the person gets a sense that they are engaging in the task simply to gain the reward."

The article suggests that praise for performance should:

- Reward pupils for performing a task to a specific standard rather than just completing it
- Use unexpected rewards as bonuses for particularly impressive performances
- Make sure any reward is clearly linked to improved work or behaviour
- Encourage reflection by asking pupils why they think they are being rewarded
- Verbally encourage more than reward
- Praise pupils in a way that encourages them to reflect on their own motivation.

Teachers should seek to constantly reinforce positive behaviour, as this will have a greater and longer lasting effect than constant punishment for negative behaviour. However, even when effective rules, rights, responsibilities, routines and rewards have been established and consistently applied, some pupils will not always work within the framework. In these cases **sanctions** may be necessary.

Sanctions should be used only:

- Where effective rules, rights, responsibilities, routines and rewards have already been established and consistently applied
- When all other options have been tried
- In conjunction with a wide range of classroom management strategies and rewards (It has been suggested that rewards should be applied in a ratio of at least 4 to1 to sanctions).

Where sanctions are used, it is important that they are:

- Fair and reasonable
- Known and understood by all pupils (as well as parents and carers)
- Consistently applied
- A logical and proportionate response to the behaviour
- Applied at the lowest level possible to achieve a result.

Teachers should note that:

- Those who over rely on sanctions as a form of control can find themselves feeling that they are fighting for control with pupils
- Any system that seeks to rely largely, or wholly, upon sanctions will simply teach pupils how to become effective at avoiding them
- Sanctions may discourage inappropriate behaviour but they do not teach or directly encourage the desirable behaviour. Some pupils may need to be taught what it is that they should do
- Pupils are likely to keep misbehaving if that is how they get the most attention. Teachers need to decide whether to reward positive behaviour, by giving attention to the pupil who is behaving and getting on with the task, or to reward poor behaviour by paying attention to the pupil who is misbehaving and being disruptive.

Teachers need to work towards a situation where pupils feel they control themselves, with the teacher there to lead, guide and support pupils in their self-management. Pupils should feel that they have given the teacher both the right and the responsibility of leading them. Getting to this situation is not easy and will require:

- Shared understanding of core rights and responsibilities
- Efforts from teachers to effectively manage the group and individuals within it
- Efforts to communicate with respect and care
- A willingness to reach individuals as well as groups.

Additional elements of an agreed framework

Behaviour agreements

A successful framework for behaviour management might include a behaviour agreement. To create behaviour agreements, pupils participate with teachers in an agreement addressing common rights, responsibilities and rules for behaviour and learning, core consequences and a framework of support. (These should all reflect the schools agreed behaviour policy).

Behaviour agreements should:

- Be created very early on in an interaction
- Be copied to parents/carers
- Recognise that the process is as important as the outcome
- Have agreed and understood rights, responsibilities, rules, consequences and support
- Be revisited whenever necessary.

Plan for good behaviour

Effective teachers work to a plan to maintain good behaviour and positive relationships. The quality of the work undertaken and the right to safety of the other pupils may be jeopardised if teachers do not have a plan. Teachers should consider, in advance, the sorts of negative things that pupils might do, as well as the kind of responses that are available.

Having a plan means teachers can operate from it, instead of just reacting to instances of inappropriate behaviour, making it easier to stay calm and in control of the situation.

2.3 Managing the environment

Managing the environment is an essential part of behaviour management. Research on the effectiveness of schools, suggests the quality of the learning environment is the factor affecting pupil learning and outcomes that is most readily modified by teachers. Structuring and pupil-oriented practices tend to be associated with a pleasant, orderly classroom climate (OECD, 2009, p121)

There are a range of environmental factors that can have an influence on behaviour. These include:

- Classroom layout - See below
- Size (room and class) - Overcrowded rooms can be harder to manage
- Temperature - Pupils tend to behave in more challenging ways when the temperature is either too hot or too cold
- Décor and displays - A calming and engaging room can encourage positive behaviour
- Windows - Pupils tend to behave best in rooms with natural light, but not when it is too bright and light prevents them from seeing properly
- Vents - Pupils need well ventilated rooms
- Equipment - Pupils need easy access to the necessary equipment.

Some aspects teacher will have little (if any) control over. However, where it is possible to influence the environment, teachers should seek to do so.

Classroom layout

Classroom layout is an area that most teacher have influence over. Teachers need to decide on the layout of their classroom (rows, group table blocks, pairs, horseshoe etc) as well as who will sit where and with whom (pupil choice, sit with friends, alphabetical, teacher directed, mixed ability, ability grouped, boy/girl, etc).

Rogers (2006a) notes that 'while socialisation is an important feature of classroom life, it is important that pupils understand from day one … that this place is set aside for teaching and learning'. Wannarka and Ruhl (2008) note that seating arrangement is an important aspect of classroom management because it has the potential to help prevent problem behaviours.

Their study indicates that teachers should let the nature of the task dictate seating arrangements, but that pupils display higher levels of appropriate behaviour during individual tasks when they are seated in rows, with disruptive pupils benefiting the most.

Deciding on classroom layout is likely to depend on:

- The task/activity planned (There is good evidence to suggest that some classroom layouts, such as rows, focus individuals on task behaviour whilst others, such as groups, are better for developing a co-operative group based approach to learning)
- The group (including age, level of engagement, behaviour etc)
- The stage in the year (may vary from term 1 to end of year).

However the space is laid out, it is vital that the teacher can see all areas and move easily to be near all pupils.

Teachers will often be teaching in what they regard to be someone else's room, and they may only use that room once or twice per week. This is often the case in a busy, active classroom environment. However, being aware that certain activities work better with certain layouts may lead teachers to prepare differently. Where a co-operative task has been structured in a lesson and it has not worked as well as anticipated, on reflection it may be that the layout of the classroom did not readily support the activity.

- If a layout has been successful for a particular activity, teachers may consider using it again. If a layout has not worked for a particular activity, teachers may consider changing the layout and trying again
- If the classroom limits the layout, teachers may try to negotiate to swap teaching spaces for certain future sessions

- If a classroom swap is not possible, an approach that suits the available layout will need to be used.

These may seem low-key, practical issues but they may contribute to a more positive learning climate and, therefore, a reduced likelihood of disruption in the classroom. It is much more difficult for one pupil to disrupt a lesson that has been well-prepared, matches the needs of the pupils, fits the learning space and is being enjoyed by the majority of the pupils.

An environmental checklist

In the environmental checklist model developed by Framework for Intervention in Birmingham (a slightly adapted copy of this is on the next pages), a baseline measure is made of the problem behaviour, then the Behavioural Environment Checklist is used to audit the classroom or school environment. When completed, findings from the audit inform a Behavioural Environment Plan. This plan is intended to lead to changes in any triggers for inappropriate behaviour within the classroom or wider environment. A more detailed explanation of this approach is available in "Behaviour in schools: Framework for Intervention Getting Started" or visit the web site www. F4i.org.

An environmental checklist

Notes for guidance:

- This checklist is designed to help you to look at the environment(s) in which a problem occurs. It is best to complete this checklist with a colleague. Do not feel obliged to consider every statement - some may not apply to your situation
- Once the checklist is completed it can provide the basis for a plan to improve behaviour through making changes to the environment
- Score each element from 0 (disagree) to 5 (agree) in the right hand column.

SECTION A: Classroom organisation	
Equipment is easily accessible	
Furniture arranged to best effect	
Appropriate ambient temperature	
Sufficient ventilation	
Lighting sufficient	
No glare	
Materials well labelled and located	
Ease of movement in room	
Appropriate storage of pupils' belongings	
Pupils are grouped appropriately	
Pupils place reflects social relationships	
Room organisation meets differing curriculum demands	
Chalk board/white board etc easily seen	
Furniture suitable	
Classroom looks like a good working environment	
Sufficient space	
Quiet external environment	

SECTION B: Classroom management	
Teacher arrives before pupils	
Teacher's voice is clear	
Instructions are clear	
Good behaviour is noticed and acknowledged	
Small achievements recognised	
A pupil's good behaviour is 'named' and reflected back	
The teacher acts as a role model for desired behaviour	
Materials and equipment are prepared	
Pupils bring correct equipment	
Lessons well prepared	
Curriculum delivery is varied	
Curriculum delivery is differentiated	
Timetable is arranged to best fit	
Peer support is used where appropriate	
Adult support is used where appropriate	

SECTION C: Out of classroom	
Routines for movement around school site clear	
Break time rules understood by pupils	
Break time systems adopted by all staff	
Break time rewards/sanctions system clear	
Behaviour policy adopted by ancillary staff	
Problem site areas identified and overcome	
Suitable activities/equipment available for break times	
There is an effective system for resolution of conflicts	

SECTION D: Classroom rules and routines	
Rules:	
Are few in number and clearly phrased	
Are negotiated with, and understood by pupils	
Are regularly referred to and reinforced	
Are positively framed	
Are clearly displayed in the classroom	
Behaviour to meet rules is taught	
Rewards:	
Are valued by pupils	
Are awarded fairly and consistently	
Are clearly related to positive behaviour	
Are small and readily achievable	
Link with school reward system	
Sanctions:	
Are related to behaviour	
Are administered fairly and consistently	
Are understood by pupils	
Are understood by parents and carers	
Are within a clear hierarchy of severity	
Routines are established for:	
Entering or leaving the room	
Distribution and collection of materials/equipment	
Gaining teacher's attention and help	
Changing activities	
Gaining quiet/silence/attention	
Clearing up	

SECTION E: Whole-school policies:	
Rules and implications:	
A behaviour policy exists and is effective (this includes reviewing the policy annually to ensure that it remains appropriate and encourages practices and systems that suit the needs of the school)	
Staff have clear understanding of the policy	
Rules are communicated frequently and effectively to pupils, all staff parents and governors	
Staff have a clear idea of the range of rewards available to pupils	
Staff have a clear idea of the range of sanctions that can and cannot be used	
Staff are aware of a good range of techniques that can be used to deal with behaviour problems	
Pupils, as far as they are able, know the reasons behind the rules in school	
Behaviour problems are dealt with effectively in the light of equal opportunity issues	
Support for staff:	
There is collective responsibility for behaviour management in the school	
Staff feel confident in acknowledging difficulties	
Staff have clear means of gaining help	
Staff have effective guidance on dealing with conflict	
Behaviour problems are recorded fairly and efficiently	
Staff roles are clearly defined	
Support services are used systematically, efficiently and effectively	
Parents and governors:	
Parents are involved to best effect in helping with problems	
Parents are routinely told of pupil's good behaviour	
Behaviour should be a standing agenda item on governor meetings	

The benefits of the environmental checklist:

- It flags up potential hazards and areas of weakness
- Because it starts with physical features - teachers would see it as less threatening
- It provides an acknowledgement that it is a whole-school checklist
- It supports staff in poor environmental conditions to feedback their concerns
- It is a means of communicating difficulties
- It is a constant reminder - makes you think about whole-school issues
- It can be used to track behaviour referrals - where are they from? - any particular room?
- It highlights possible causes of unwanted behaviour
- It contributes to a maintenance programme for buildings and physical infrastructure
- It helps identify strengths and weaknesses of schools and systems
- It sets out expectations
- Everybody is clear on standard definitions
- It helps to identify a pattern - problems arising from certain areas at certain times of day.

How the checklist might be adapted:

Teachers and/or schools can:

- Use as much of the form as they wish
- Break it down into more manageable subsections
- Use it to audit a new location before moving in
- Use appropriate sections at department level
- Use it in training, ie staff contribution, review process.

How the checklist might be implemented:

- Part of a whole-school review system
- To determine funding priorities
- For audit purposes - What is there? What is needed?
- As a monitoring resource used by the whole staff
- For feedback to business managers about concerns and areas of need
- Use the user-devised section to address school or class-specific issues
- As a basis for a development plan
- To provide all staff with a clear understanding of environmental issues.

2.4 Managing transitions

It is an established idea within education that to reduce the changes of incidents arising, classrooms should be well organised. Smith and Laslett (1993) outlined four key rules of classroom management, which are:

1. Get them in
2. Get on with it
3. Get on with them
4. Get them out.

1. Get them in

- Be aware of what transitions are taking place, eg from one lesson to another, from lunch to afternoon
- Smooth, prompt, focused start
- Recap previous session/activity
- Preview this session/activity.

Get them in is essentially about managing the key transition at the beginning of the lesson. It may be a transition from the previous lesson to the present one (perhaps involving differences in teaching style, content and approach) or from break/lunch back to lessons (perhaps involving too much/too little food, wild play, getting wet, etc). Lesson beginnings are a clear transitional moment, and need to be managed well.

Ideally, the teacher is in the classroom before the pupils arrive. Whilst this may not always be easy (due to school buildings or timetabling arrangements) teachers should always aim to be there first. Developing a routine where lessons start promptly and purposefully in a focused way is a key aspect of building an effective routine. A lesson might open with a recap on the last lesson, a revision of the key learning outcomes and then a preview of the present lesson and the key learning objectives.

Where pupils experience this as a standard part of their routine with a teacher, they are much more likely to settle down to learn. If the whole class is behaving in this way, the opportunities for an individual to disrupt the start of a lesson are remarkably reduced. It is also important to demonstrate an awareness of the pupil who missed the last lesson. And recognise that such a pupil will not readily understand the recap/review of the last lesson and may, therefore, lack some of the critical learning needed to engage in this lesson. Acknowledging this difficulty and offering to explain the learning that s/he missed once the group is underway may also head off unnecessary disruption.

The case study below, written by a teacher, highlights some of the challenges of 'getting them in' effectively.

Case study - 'Get them in'

Pupils in Year 8B were working better and listening skills had improved. However, pupils still took a long time to settle. Raising my voice was ineffective, so I needed to rethink my methods when the pupils entered the classroom.

The difficulty was that both my lessons with 8B were first period in the morning. The first day was assembly which pupils in 8B do not attend. The second day was also assembly but as Head of Year I am later than pupils because I had to end the assembly before proceeding to the lesson.

Upon reflection, I decided to change my entry into the classroom, my initial self-presentation and the beginning of the lessons. The changes made were:

- Pupils to wait until I arrive before entering the room
- Lesson are well prepared and laid out beforehand, so that I do not need to look for resources or appear flustered
- I welcome pupils into the classroom and walk around, rewarding those who settle down quickly.

This has had a positive effect on the speed that they settle and on the rest of the lesson.

2. Get on with it

- Maintain appropriate and varied pace
- Select stimulating, varied content and tasks
- Ensure appropriate differentiation of tasks and content
- Use pair and group work and encourage co-operative learning/activity
- Provide extension activities
- Ensure efficient, orderly, organised approaches to giving out any task material.

Get on with it is about accommodating the different aptitude and skill level in a class. Whilst actively delivering information to the class or is undertaking a question and answer session, teachers need to keep all of the pupils involved by scanning the room, focusing on groups/individuals and watching the class.

This vigilance needs to be maintained when the activity switches to pupil tasks, where retaining such levels of control may become more difficult to do. Giving out any task materials in an efficient, orderly and organised approach is a critical routine in a well-organised class. This becomes even more challenging when the group covers a wide range of activity and tasks need to be carefully differentiated.

Distributing differentiated material carries significant risks because:

- The material may patronise an individual who may feel s/he does not need to do such easy work
- It creates a split in the classroom, between those who do the 'easy' and those who do the 'hard' work
- Some pupils, who are capable of achieving more, opt for the easier material in order not to have to work hard
- Some individuals may be given work that they genuinely cannot do - if this is not spotted quite early on, there is a risk that they will become disaffected with the subject and disruptive in the lesson.

This distribution of task materials requires confidence, skill and sensitivity. Creating and sustaining a positive learning climate, where each pupil completes a task that enables him/her to fulfil his/her potential, is a demanding professional duty. It must be seen as unacceptable that a pupil is given material that is either far too hard or far too easy for him/her.

3. Get on with them

- Enable pupils to succeed by attending to the different needs of pupils in the class
- Have clear rules for how pupils seek help
- Always acknowledge requests for help
- Provide help discretely
- Get to know something about all pupils
- Be interested and available.

Get on with them is about enabling pupils to succeed. When a group is engaged in a task, the teacher needs to attend to the full range of needs. Some may require help to event begin the task, other may need help with early difficulties. It is important to look out for the signs that might indicate difficulty, such as asking their peers, looking over at what others are doing or by signalling 'giving up' behaviour. Making early responses to such signals will help sustain the momentum of the lesson and help avoid incidents arising.

Such help may be discreetly provided to individuals but on occasions, the teacher may realise that the task is not as good a fit with the pupils as s/he had planned and that further whole-class explanation is needed to sustain the pupils' involvement in the lesson.

4. Get them out

- Managing an effective closure to the lesson
- Refresh, restate and reinforce the session themes
- Have clear, tidy up and exit routines
- Give praise and recognition for efforts and indicate agenda for next lesson
- Create time for exit phase
- Ensure an absence of chaos or confusion
- Have an awareness of time and creating time for exit
- Get them out by enabling them to leave the room in an orderly manner.

Get them out may sound a harsh statement, but in practical terms refers to the process of managing the transition at the end of the lesson. When a group has to hurry to finish, and rush to pack up and leave the room, it experiences a degree of confusion and chaos. This may be unfair to the teacher who receives the group next, as s/he has to re-establish a climate for learning. Furthermore, it may even have an impact upon subsequent lessons with these pupils, as they retain a memory of the lesson style.

Smith and Lasletts ideas are, in many ways, based on common sense and are often embedded within the practices of effective teachers. However, at times some of the elements (especially get them in and get them out) can get forgotten or lost when time is pressed. Loosing just one element has a negative impact on the whole of the rest of the lesson and the overall learning environment.

2.5 Anticipation and monitoring

Events outside of school (at home, on the street, in the community) can have an impact on how pupils will interact within the learning environment. Some pupils manage not to be adversely affected by external influences and cope well with the varied challenges of the schools environment. However, others struggle to cope with the

pressures and anxieties that learning and/or social environments throw up.

To help pupils cope with the challenges, teachers should strive to:

- Anticipate the barriers that some may face from time to time
- Watch for the early signs of pupils beginning to struggle
- Know about and understand the persistent barriers to learning that some pupils face.

Looking for and recognising early indicators of difficulty can help to ensure that pupils feel supported and cared for. Teachers need to recognise moments of change and understand their significance. Once spotted, early intervention can prevent problems from escalating or becoming entrenched. In the long run, investing time in prevention, will mean that less time needs to be spent dealing with 'difficult' behaviour.

Observing and understanding change

'Change' involves a shift from one position or situation to another. In terms of pupil behaviour, this change may be subtle, especially with pupils who internalise their problems and difficulties. To help recognise 'moments of change', it can be useful for teachers to actively screen pupils. The earlier a change is identified and an issue addressed with a pupil, the better the chances of overcoming the difficulty.

To help identify 'moments of change', teachers should:

- Know what characterises 'typical adolescent' behaviour
- Know individuals in the group well enough to recognise what is 'normal' or 'characteristic' behaviour for them
- Recognise when that behaviour changes
- Identify early what might be causing that change in behaviour
- Recognise and understand what is a developing issue
- Recognise and understand what is a 'serious matter'.

Observing changes in a range of factors might indicate early signs of difficult. Some of the factors to consider are outlined below.

Attendance and punctuality

A decrease in attendance and punctuality (or a change in its pattern) can provide teachers with an early sign that difficulties may be developing. Most changes in patterns of attendance and punctuality can be picked up quickly and clearly and teachers should ensure they have access to all available information. The odd lateness may not be significant but a new pattern of habitual lateness which is out of character, especially if it is accompanied by other worrying signs, need careful attention.

Physical appearance and self presentation

Teachers who know their pupils well will have a reasonable idea of how a pupil usually looks. Changes in dress, presentation, hygiene and demeanour may indicate a cause for concern. In addition, the way a pupil holds him/herself - stands, sits, moves - is also an indicator of feelings and marked changes may signal the beginnings of difficulties. However, it is important to be able to distinguish between changes which may be significant and those that are due to factors such as making a personal statement, fashion preferences or the normal changes that occur during adolescence. It is the combination of changes in physical appearance with others changes that may be a good pointer to emerging difficulties.

Manner

How a pupil interacts with teachers and peers can be a strong indicator of how they feel. Pupils who externalise their difficulties may become increasingly antagonistic towards others and changes can be relatively easy to spot. However, it can be useful to screen systematically for signs of internalised difficulties, such as pupils who becomes increasingly withdrawn, moody or emotional. Again it is important to distinguish between changes that may be significant and those that are about 'normal adolescence'.

Social grouping

Changes in pupil social groupings may be the easiest signal to spot but are often hard to 'read'. The social interactions of a peer group are complex and managing these effectively can cause individual pupils within them considerable anxiety and unhappiness.

Identifying mental health issues

The charity 'Young Minds' outlines some possible indicators of the presence of mental health problems for pupils. These indicators include:

- Sudden changes in behaviour, mood or appearance. These may include a sudden drop in the standard of work; school refusal; excessive concern with neatness or a sudden disregard for appearance
- General behaviour. This may include quiet and withdrawn behaviour as well as 'acting out' - showing aggression and hostility; extreme perfectionism or obsessiveness to the extent that no work is done; anxiety and restlessness
- Pattern of work. Losing enthusiasm and motivation; having difficulty settling and concentrating; or else becoming overly absorbed in work
- Pattern of attendance. This may include truancy and school refusal, but equally, a reluctance to leave school or arriving very early in the morning
- Relationships. Having difficulty getting on with other children in the class; having few or no friends; being bullied or bullying others
- Other indications. Looking tired or unwell, unhappy and solitary; becoming careless or indifferent about work; problems with eating; being drawn into promiscuity or offending; alcohol or drug misuse; violent behaviour; self-destructive behaviour.

According to Young Minds, key questions to ask when determining whether these are indicators of a mental health problem are:

- How extreme is the behaviour or attitude?
- How prolonged or persistent is it?
- Are there sudden changes in behaviour?
- How 'driven' or out of control does the pupil seem to be?
- Is there a marked contrast between how s/he behaves at home and outside the home?
- How does the behaviour affect other members of the community?

It is highly unlikely that all or even the majority of pupils who exhibit these factors will need to be referred for specialist help. In the majority of cases, the problems are self-resolving, especially when teachers spot the signs early enough and provide pupils with effective support. Teachers can only spot the signs if they are actively screening the group as well as the individuals within it for difficulties.

The Welsh Assembly Government document *Thinking Positively: Emotional Health and Well-being in Schools and Early Years Settings* (2010) identifies the following issues (refer to the document for further details:

- Evidence identifies a range of factors that impact on pupils' mental health. Risk factors are those events, experiences or features of a person's constitution or make up that increase the probability of children developing mental health problems.
- A range of factors in children's and young people's lives can result in an increased risk of developing mental health problems, such as loss or separation, life changes, traumatic events and parental illness.
- Risk factors are cumulative - the greater the number of risks, and the more severe the risks, the greater is the likelihood of children developing mental health problems.

- Resilience relates to several connected elements, such as appropriate self-esteem and self-confidence. The pupils who can be described as resilient are those who are able to call on their own strengths and the help of others around them to deal with change and resolve their difficulties without serious and lasting effects.
- Although some pupils will suffer mental health problems as a result of exposure to risk, others - apparently against all the odds - will develop into competent, confident and caring adults through their well developed resilience.
- Family circumstances and the wider environment will impact both on risk factors and developing resilience. There is a complex interplay between the range of risk factors in children's lives and with the more positive resilience factors.
- An important factor in promoting children's mental health is work that develops those protective factors that enable them to be more resilient.
- School staff and their partners, take positive action in promoting resilience in their day to day work when they increase self-esteem in all pupils; encourage pupils to make their own sound decisions; encourage and model good social skills; help pupils to become effective learners; prevent bullying; listen to and act on the concerns of pupils; help pupils to communicate effectively; are supportive and fair.
- Information, advice and support may be needed form school and other universal services or may need to be provided by targeted or specialist services, preferably working in partnership with the school to support individual needs.

The full document can be accessed from http://wales.gov.uk/topics/educationandskills/publications/guidance/thinkingpositively/?lang=en

School-based counselling

School based counselling may support the anticipation and monitoring of issues, including mental health. The Welsh Assembly Government's strategy for developing school-based counselling services is set out in *School-based Counselling Services in Wales: A National Strategy* (2008). The document can be accessed from http://wales.gov.uk/topics/educationandskills/publications/guidance/counsellingservicesstrategy/?lang=en

The strategy is also supported by the School-based Counselling Operating Toolkit which supports all involved in developing counselling within the school community. Rather than being a definitive document it is one that will evolve as school-based counselling services develop. The toolkit can be accessed from http://wales.gov.uk/topics/educationandskills/learningproviders/schools/schoolcounselling/counsellingtoolkit/?lang=en

Chapter 3
Effective communication

Communication is vital in behaviour management. It is important that pupils know what teachers are asking of them and that teachers know what they are trying to achieve. In any relationship, language can support and encourage or it can inhibit and wound.

In the interactions teachers have with pupils the impact on managing behaviour lies not only in what is said but also in how it is said. The way teachers communicate should reflect a positive approach and belief so as to help pupils make better choices about their behaviour, become more motivated and sustain the effort to be successful.

Communication should also be inclusive and help to make it clear that what takes place in the classroom is the responsibility of everyone in the room. Teacher should try to use inclusive language, such as 'we do not accept behaviour like that in our classroom' and 'together we can get this finished' rather than 'I do not accept behaviour like that in my classroom' and 'you must work harder'.

As a guiding principle, teachers should look to extend and amplify things that pupils do well or remind them of their past successes rather than commenting on what they do badly. Teachers should plan their language to be positive and motivational.

The teacher also needs to consider the non-verbal elements of communication, such as:

- Tone
- Volume
- Timing
- Eye contact
- Body language
- Proximity to the pupil
- The context of the situation.

The teacher communicates through his/her self-presentation and whatever pupils perceive of such self-presentation could affect their behaviour in the classroom. The teacher is also ideally placed

to build pupils' self-esteem through his/her verbal and non-verbal interactions with them.

This chapter covers:

- Managing the use of language
- Effective use of questions
- Non-verbal techniques
- Self-presentation
- Promoting pupils' self-esteem.

3.1 Managing the use of language

Use appropriate language

Rogers (2006a, chapter 3) points out the importance of appropriate use of language. He emphasises that teachers should:

- Understand that assertion is not about winning - it is about establishing and affirming fair rights and needs
- Keep corrective interaction unobtrusive, wherever possible
- Avoid unnecessary confrontation
- Keep a respectful, positive tone wherever possible
- Be assertive, not aggressive, if they need to communicate appropriate frustration
- Re-establish working relationships with pupils as quickly as possible
- Follow up on issues that matter beyond the classroom.

Rogers also suggests the following language based techniques to help in managing a group and preventing issues from arising and/or escalating:

Tactical pausing: Pausing briefly in a spoken direction or reminder to emphasise attention and focus.

Incidental language: The teacher directs or reminds pupils without directly **telling** them. For example, 'There is a lot of mess in this room and it is nearly time for lunch' - this sends the message that the room needs to be cleaned before the group can go for lunch, without being overtly directive.

Behavioural direction: The teacher directs a group or individuals by referring, directly to the expected behaviour. Eg 'Dean … Listening to the instructions … Thank you'. This focuses on the required behaviour. It is important to use verbs/participles, rather than negative clauses, (ie 'listening' rather than 'don't talk'). The instructions should be kept brief.

Rule reminder: The teacher briefly reminds the group (or individuals) about a pre-arranged rule. However, it is not necessary to spell out the rule each time. Eg 'Remember our rule about everyone getting a chance to speak'.

Individual positive reminder with take up time: The teacher reminds a pupil of an agreed behaviour, then leaves some time for them to do it before following it up. Eg 'Remember we agreed that you would keep your phone in your bag [walk away for a moment and then return to check the phone has been removed] … Thank you'.

Distraction/diversion: This can be used to prevent a scenario from escalating. Eg where a pupil shows early signs of losing focus on a task, ask them to help give out some materials for the next task and then thank them for their help, before asking them to return to the task.

Directed choice: A teacher gives a directed choice, within the known rules or routine. Eg 'You can put your walkman in your bag or give it to me to keep until the end of the day, whichever you choose', rather than 'Give me that now'.

Direct questions: Teachers use questions such as 'what', 'when' and 'how', rather than 'why' or 'are you'. These sorts of questions direct responsibility towards the pupils, rather than asking for reasons. For example, where a pupil is messing around, rather than getting on with a task, asking 'What should you be doing now?' is a better question than 'Why aren't you working?'

Proximal praise: By giving praise to pupils near a pupil who is misbehaving can serve as a reminder of what is expected, without the need for direct challenge.

Assertive comment/direction/command: When we assert we are making our rights clear, in a decisive, firm, non-aggressive way. For example 'That language is unacceptable here. We have a rule for respect. I expect you to use it'. This needs to be delivered firmly, with confident calmness and eye contact (even when we do not feel calm!).

Use positive language

If you tell someone not to do something you are likely to put the idea in their heads.

'Don't think about what we are having for lunch' - what are you thinking about!

Better to use positive reminders, for example, rather than 'Don't shout out' use 'Remember to put up your hand to ask a question, thank you'.

Make instructions clear and concise. Rather than 'How many times have I asked you to listen', (to which the answer may be 3!). Try 'Listen carefully to the instruction, thank you'.

Instructions need to show the steps required. Rather than 'No you can't pack away yet', try 'Once you have finished question 5, then you can pack away'.

Use the language of choice

Recognising that pupils choose their behaviour allows teachers to respond calmly rather than taking things personally. Recognising that pupil's make a choice about their behaviour is not only healthy and realistic but it also enables them to take responsibility for their behaviour and move towards of self-directed behaviour management. No adult, without recourse to physical intervention, can make a pupil do something if the pupil is determined not to.

An overt emphasis on the fact that pupils are making a choice by regularly using the word 'choice' in praise and correction helps to embed the principle in everyday reality. For example, 'I am very pleased that you chose to take part in the whole session today - well done', or 'It's a real shame you have chosen not to work today - you did so well last time'.

As teachers cannot actually make pupils do things, emphasising that they are in charge of their own conduct is a powerful way to support self-directed behaviour. It also encourages pupils to understand that adults will recognise their decisions and give positive social approval when the choices are positive.

There are a range of positive results from using the language of choice, as outlined below:

The language of choice regards mistakes as a normal part of learning. If getting something wrong is just a mistake (a poor choice), again it overtly implies that the pupil has a solution available; in other words make a different (and better) choice next time. This is a much more hopeful and encouraging emotional state than believing that you 'can't help it', or do anything different.

The language of choice removes the struggle for power. Recognising and reinforcing that pupils are responsible for their own choices avoids teachers thinking that they must make pupils obey them all the time. Pupils who are defiant are often seeking power in order to feel in control or important. Giving them choices about their behaviour does the same thing in a more positive fashion. Of course, teachers have to use sanctions or disapproval if choices are unacceptable, but the consequence was the pupil's choice.

The language of choice has a positive emphasis. Reinforcing a pupil's ability to make choices builds confidence and self-esteem. Giving feedback on the range of appropriate choices s/he makes helps forge a positive relationship and builds up his/her self-esteem. Reframing poor choices as something to learn from and put right next time is an optimistic stance which clearly informs the pupil that he or she is all right as a person, but just made a mistake.

Separate the (inappropriate) behaviour from the pupil

- Make the behaviour unacceptable, not the pupil.

'Throwing books is not acceptable in this room' is a better response than '**You** were wrong to throw that book'.

- Making the behaviour wrong allows for changing to better behaviour.

'Next time please take the book over to the shelf'.

- Linking poor behaviour to a pupil's identity or personality inhibits positive change.

'**You** are worse than any other pupil I work with. **You** make it impossible for everyone else to succeed'. This may lead a pupil to feel that they are such a bad person that change is not possible, so why try. It may also lead them to think that they are in control of the group and the situation, not the teacher. It would have been better to say something like 'Your behaviour today has not been good. It has been difficult for others to work'.

- Linking good behaviour to a pupil's identity builds self-esteem.

'You have made real progress today and helped other get on. Well done'.

Model the behaviour that you want to see

To a pupil, the teacher should be a model of legitimate behaviour, within the work setting. The most damning riposte a pupil can utter when talking about inappropriate, rights-infringing behaviour is: 'Well, you do it!'

Resolving conflict calmly is one of the most important behaviours to model. Returning to a pupil to whom a consequence has been applied and commenting positively on the work they are now doing is a good example of conflict resolution and allows the pupil a way back.

Calmness, predictability and certainty are also key skills to model. Listening to different sides of the story, giving the right of reply and maybe apologising if a hasty judgement has been made, gives powerful and significant messages to pupils.

Keep the focus on 'primary behaviours'

Teachers should always keep their focus on the 'primary behaviour' (eg not working) rather than the 'secondary behaviour (eg a rude response when asked to get on with the work). The secondary behaviour may be the most frustrating but the primary issue is the most important.

The conventional response to secondary behaviours is to get drawn into arguments over who was or wasn't doing what and when. This often leads to the teacher becoming frustrated, especially when they have actually seen the primary behaviour. Experience indicates that the more teachers respond to secondary behaviours the more they are going to be faced with them. What happens is that the teacher's frustration, or even anger, proves to the pupil that the strategy is working.

A known pattern is that when pupils are caught doing something wrong they feel bad. In order not to feel bad they have to deflect responsibility for the behaviour by employing secondary behaviours. If the teacher is drawn into reacting to the secondary behaviours

then so much the better for the pupil because the feelings about the original behaviour become diluted.

Secondary behaviours are rarely an attempt to make the teacher look wrong or silly. Pupils use secondary behaviours in order to make themselves feel better. Teacher should keep the focus on the primary behaviour and redirect the pupil without confronting or challenging the secondary behaviour. This is limits the need for the pupil to go into defensive mode and 'get their retaliation in first'.

3.2 Effective use of questions

Teachers should make both a positive and varied use of questioning to motivate and monitor pupils understanding and raise the level and quality of pupils' thinking. The purpose of questioning is to engage, extend, share, clarify and/or confirm thinking. Questions also allow the teacher to check for understanding and they provide a form of feedback.

Good practice in questioning might include the following:

- The teacher should not do most of the talking in a class dialogue
- Some key questions are best written on the board/worksheet to keep focus
- Short extending questions can be used to keep pupils focused
- Questions should link back to what pupils already know
- Avoid discussing any one pupils' answers at length
- Avoid embarrassing a pupil by picking on them, as a discipline device
- Give some waiting time after asking a question to allow pupils to think and respond
- 'Open' questions can increase pupil involvement and can be a positive feature of good classroom management.

Mutual enquiry

Good practice may also include asking questions and responding to answers in a manner that suggests mutual enquiry. This is explained below:

- Asking questions and responding to answers in a way that suggests mutual enquiry, rather that testing and checking, can help to elevate the status of pupils, improve their self-esteem and make them feel they are making useful contributions
- A question such as 'How does rain form?' could have a number of intentions, as revealed in the intonation and facial expression of the questioner
- It could be a test (You should know), or a check (Do you know?), where the answer is already known. This would imply that the questioner is in a position of power
- It could also be that the questioner really is seeking information from someone who knows. This implies the questioner is in a subordinate position
- Alternatively, it could be a shared seeking of an answer, which implies a more equal relationship. This can be a powerful tool in a classroom
- Once the answer is given the questioner may respond. Responses also reveal differences in the relationship between the questioner and the questioned
  - A response of 'quite right' or 'well done', indicates the questioner has a higher status
  - A thoughtful 'ah, I see' would imply that the questioner is in a subordinate position
  - 'Yes, I see what you mean' implies agreement and a more equal relationship between the questioner and the questioned. This more likely to encourage future engagement.

Question types

It is important to make a conscious effort to use the right type of question so as to get the desired response from pupils, for example:

- Use open questions to get pupils to say more
- Use closed questions:
  - To get confirmation
  - To clarify uncertainty
  - To check an opinion.
- Avoid overuse of closed questions as they may:
  - Prompt single word responses
  - Make the pupil seem sullen or defensive
  - Force the teacher to invent more question
  - Leave the teacher feeling s/he has not got very far
  - Result in the teacher's voice dominating the interaction.
- Teachers should consider how and when they use questions starting with 'why'. The 'why' question can have the effect of making some interactions become quite short and repetitive. Often it feels like the teacher is demanding that the pupil explains the reason or motive for his/her action. By starting with 'why', it can sometimes prompt pupils to feel that something is their fault. It is not uncommon to hear interactions like the following.
  - **Question** - Why did you do it? I don't understand
  - **Reply** - Dunno
  - **Question** - Why did you go over there anyway?
  - **Reply** - Dunno
  - **Question** - And why did you start to bully Mike again?
  - **Reply** - I was only mucking around
  - **Question** - Why did you think it would be OK to do that? Tell me WHY!

- 'Why' questions are usually challenging questions. It is often very difficult for pupils to respond positively to such a direct challenge. They require the pupil to explain the reasons for his/her behaviour or actions. The reality is that the pupil may have long forgotten what triggered the behaviour or may never have given the issue a second thought! In frustration, the teacher may increase the volume and accelerate the questioning. The pupil doesn't have an answer; ceases to search for one and eventually stops listening.
- A simple alteration of 'why' to 'what' can seem less of a fault/blame question, giving the pupil a chance to give his/her reason.

'Why' question	**'What' question**
Why are you not working?	What help do you need to finish your work?
Why are you late?	What made you be late for the lesson?
Why did throw that book?	What happened just before you threw the book?

3.3 Non-verbal techniques

The following techniques can be used to promote positive interactions between teachers and pupils, thereby creating a positive atmosphere for effective teaching and learning.

A positive and encouraging manner: This is an essential element in promoting positive interactions. An approachable manner and a smile go a long way to encouraging pupils. Acknowledge pupils efforts with a smile or nod.

Consider how we enter pupil's space: Even basics like how teachers enter a pupil's space and ask to see their work can have an impact. Teachers should consider asking (this can be done with gestures) to see pupil's work and then give short-term feedback and encouragement.

Listen effectively: Listening effectively is a prerequisite for engaging with young people in the classroom. However, it is important to make explicit the skills required to listen effectively. Classrooms are busy places, with many interactions taking place over the course of the lesson, and with teachers having to hold a multitude of information in mind. Despite this, teachers need to try to:

- Listen with undivided attention, without interrupting
- Remember what has been said, including the details (the more you listen and the less you say, the better your memory for what has been said)
- Listen to the 'bass line' - what is not openly said, but what possibly is being felt
- Watch for non-verbal clues to help you understand feelings
- Listen to yourself, how you might feel in the situation being described, and use this as a way of further understanding the problem/difficulty
- Try to tolerate pauses and silences that are a little longer than is usual in conversations (and avoid asking lots of questions to break silences)
- Help yourself and the other person to feel comfortable and relaxed; keep calm even when you don't feel calm.

Modelling: Teachers who are courteous, prompt, enthusiastic, in control, patient and organised provide examples for their pupils through their own behaviour. The 'do as I say, not as I do' teachers send mixed messages that confuse pupils and may risk inviting misbehaviour.

The following 5 boxes are ideas adapted from Robertson (1996).

Withitness: John Robertson uses a term called 'withitness', which describes the ability of a teacher to communicate to pupils by his/her actual behaviour, rather than by simple verbal announcing, the fact that s/he knows what they are doing, or s/he has the proverbial 'eyes in the back of her head'. Teachers that show 'withitness' give the impression that they are alert and will notice when pupils misbehave. They are also able to name pupils in their class or sessions in the early meeting, especially where a reprimand is directed at that pupil. Carrying through any consequences also contributes to an impression of being in control or 'withit'. Other aspects of good organisation, such as being in the right place at the right time, with the required equipment, or anticipating changes in arrangements, such as sports practices, all help to convey the impression of efficiency and 'withitness'.

Intervening early to correct behaviour at the moment that a pupil was about to, or just beginning to misbehave, makes a repetition of the misbehaviour to be less likely than if s/he had been allowed to complete the act. Early intervention is more effective because:

- A pupil 'caught in the act' is less likely to deny his/her action
- The teacher clearly demonstrates that s/he is alert, so that the pupil may feel more liable to detection
- The act of interrupting the behaviour is itself a statement of the teacher's control and status in the situation
- The pupil may be denied any reinforcement which would have resulted from completing the act, such as making a friend laugh or engaging others in some disturbance
- It prevents the spread or escalation of unwanted behaviour, so that the teacher has only to deal with a relatively minor offence.

Using the space and monitoring: Teachers can manage the classroom and set the scene for positive interactions between pupils and between pupil and teacher by using the space effectively. The way in which the teacher uses the classroom space also communicates a powerful message about whether or not they are in control. Low-key control begins by using all of the classroom as a teaching space. This means moving around the room as you engage with the whole class and as you monitor progress when engaged in a task. Such movement needs to be a general circulation of the room, undertaken in a calm, relaxed way. It provides the opportunity to:

- Give recognition to those who are making good efforts
- Praise those who are getting the task right
- Provide early help and support to those who are making mistakes
- Prompt those who have yet to get underway.

Non-verbal cueing - Using gestures, facial expressions and signal: Non-verbal strategies can be facial expressions, body posture and hand signals. The types of cues given should be chosen with care and must be understood by all pupils to mean what the teacher intends them to mean. For example, 'the deadly stare' whereby teachers focus their eye contact on a particular individual who is not attending to them without resorting to nagging or shouting. Where the class is on task and yet one or two individuals are clearly not working, there is a temptation to direct them back on task. The temptation is to tell them to stop misbehaving and get on with the work. Unfortunately, this disrupts the work of the vast majority of the pupils. It is more effective if gestures and expressions are used to prompt pupils back on task. This reduces the disruption to others and signals that the teacher is in control. It also helps to maintain a positive atmosphere in the classroom. Many teachers will have their own non-verbal prompts for such things. Where these are

used from the moment a class is encountered, they become part of classroom culture. Pupils respond to such gestures out of custom, practice and habit. It is a much harder task to introduce such responses in the middle of the teaching year. Examples of non-verbal signals may include those outlined below. These may be backed up by miming or mouthing the instruction:

- 'Turn around' eg - a stirring gesture
- 'Settle down' eg - a flat hand palm down
- 'Stop talking' eg - a finger to the mouth
- 'Get on with your work' eg - a writing action.

Focusing: Teachers need to be sure to have the attention of everyone in the group before starting the session, lesson, activity or task and not attempt to teach over the chatter of pupils who are not paying attention. The focusing technique means that teachers will demand the pupils' attention before beginning. Teachers need to be ready to wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quiet.

Low-profile intervention

Most pupils are referred to a senior colleague as a result of confrontational escalation. An effective teacher will take care that the pupil is not rewarded for misbehaviour by becoming the focus of attention. An effective teacher monitors the activity in the group, moving around the room and anticipates problems before they occur. The approach to a misbehaving pupil is inconspicuous so that others in the group are not distracted.

The case study below, highlights the low profile approach to intervention.

Case study - lateness and refusal to settle down to work

The situation relates to a Friday last lesson with a group who are often challenging, with many of them disengaged. The lesson began at 2.35 pm with most of the pupils present. About ten minutes in to the lesson, after the rest of the class had begun a short task, 3 pupils walked in late, chatting loudly. Normally I would challenge them in front of the class and question their lateness. However, this time I just asked them to sit down and said I would talk to them about the lateness at the end. I simply distributed books and restated the page numbers we were working from and said we would discuss things later. They all sat chewing, keeping their coats on and the lesson continued.

After the next task was explained I quietly went to the 3 of them and reminded them that their coats were still on, which is not what we agreed in the classroom rules. Two of them immediately removed them. As the lesson continued I slowly approached all of them one by one and they followed my quiet instructions. It did, however, take three reminders with one pupil. At the end of the lesson we discussed why they were late.

The outcomes were:

- No confrontation as each pupil did not have the chance to play to the 'audience'
- The lesson went smoothly and to plan partly because I created no confrontation
- Each pupil was given 2 or 3 minutes take up time, which really worked
- The pupils were less disposed to argue at the end when questioned about their lateness as neither they nor I had 'our hackles up'!

3.4 Self-presentation

Rogers, (2006a) points out that the teacher's behaviour contributes as much too some incidents and their management as do the pupils. Teachers need to make a conscious and deliberate attempt to control the impressions that pupils make of them. Teachers can use impression management to attain important goals or change the way they are perceived in a more desired direction.

Impression management

Impression management behaviours are often aimed at achieving a certain identity that involves accomplishing a goal or standard. Individuals can judge whether they have reached that goal or standard based in part on feedback received from others. People can then regulate their impression management by monitoring their own behaviour based on this feedback.

Before a teacher opens his/her mouth to speak, they consciously or unconsciously use all kinds of behaviours to influence the class and give the impression of someone who is in control and ready for en effective interaction with the class. Some factors that the teacher can use to affect how s/he is perceived are outlined below.

Proxemics: This relates to the use of space or distance between people, (ie proximity). If a teacher remains behind a desk throughout a lesson without moving, they maintain a huge distance between themselves and the class. The teacher is also less aware of everything that is going on at the back of the class. It is also unwise to begin a class while seated. Don't limit movement during the class to practical periods. To establish authority in early lessons, use centre-stage, but later be mobile.

Kinesics: Kinesics relates to communication by body movement, eg:

- Nodding head - particularly in response to a pupil's answer (but don't overdo it!)
- Smiling - research has shown this has a positive effect on the teacher-pupil relationship (again don't overdo it)

- Relaxed body - a stiff military position at the top of the class is likely to be due to nerves and this will be translated to the class. However an over-relaxed demeanour can have dire consequences
- Gestures - particularly hand and arm movements communicate enthusiasm and interest.

The key is to remain alert and relaxed at the same time.

Oculesics: This relates to eye contact. It is important to take the time to pause and look around the class, making eye contact with different pupils. Some pupils will need particular eye contact to keep them focussed. Constant scanning of the whole class is important and a good habit to cultivate.

When undertaking an activity with pupils, the teacher can best sustain their attention by:

- Standing prominently in the room
- Engaging in eye contact with individual pupils
- Demonstrating involvement with the activity
- Looking for and responding to feedback from pupils
- Moving closer to those who do not appear to be engaging
- Scanning the group frequently
- When misbehaviour occurs, the first step for the teacher is to make contact with the pupil as quietly as possible.

Many of these activities will take strong self-management, as a teacher's first and automatic response to misbehaviour may be to shout. However, Rogers warns about being 'overly vigilant' and hence setting up a challenge that is unnecessary, and also 'non-vigilance', where so many small things are let slide that it becomes hard to address any behaviour issues. He calls for what he refers to as 'relaxed vigilance', where teachers don't let things slide but are task-oriented and not easily sidetracked by small issues. Issues that matter are always dealt with, but in a way that does not automatically set up confrontation.

Teacher style

This relates to the teacher's overall style or method of control in the classroom:

- Autocratic - Setting limits without freedom - rewards and punishment are used to control
- Permissive - Freedom without limits - pupils do what they please
- Democratic - Limits are negotiated and pupils make choices and experience consequences. Mutual respect and rights are established.

Obviously, a democratic style is most effective in terms of effective classroom management, for both behaviour and learning.

Using movement

If teachers behave under-confidently with a class, they can convey the message that the classroom is the pupils' space. Teachers can become tense and rigid and may become static and teach from a fixed position at the front of the class. This leaves the rest of the classroom to the pupils. If a difficulty starts to develop in one part of the room and the teacher, who usually just teaches from the same spot at the front of the class, has to move towards the source of the problem, then such unusual movement by the teacher, is likely to be seen by all of the pupils and is likely to escalate the incident.

Teaching from a single fixed position incurs other problems:

- It is visually less interesting for the pupils
- Some pupils can stay outside of the teachers normal sweep of vision
- It may slow a teachers ability to spot difficulties
- Pupils may feel that the teacher is 'fearful' of entering into their space in the classroom.

Teachers can express confidence in their own authority by:

- Using the territory of the room freely and when necessary entering a pupil's personal space in an unthreatening, indirect manner
- Using a steady unthreatening gaze when talking to pupils or a 'questioning' silent gaze when 'noticing' unwanted behaviour
- Initiating and ending interactions with pupils
- Implying an expectation that pupils will comply voluntarily with instructions
- Carefully choosing forms of address
- Trying to remain relaxed even when feeling threatened and angry - avoid behaviour which is self-comforting, self-protecting or self-grooming
- Taking the initiative in interactions and choosing when and if to give a response. The responses may include eye contact, replying to questions, resisting interruptions and returning smiles
- Avoid battles over rank, for example, 'Stand up straight when you are talking to me'.

Ideally, a classroom should be an environment in which teachers wish to create learning opportunities for pupils and the pupils wish to avail themselves of such opportunities. Whilst much of this is generated by the teacher's optimism or confidence and skill in dealing with pupils, some of it stems from the teacher's management of the physical environment.

3.5 Promoting pupils' self-esteem

How pupils see themselves and so build their identity depends very much on how other people see them. Pupils' self-esteem is determined by their self-concept, developed over time. This could come from within the family and their direct experience of how people such as teachers treat them, ie what they do and say.

A pupil who sees himself as 'stupid and good for nothing' may have come to that conclusion because s/he has been repeatedly told by adults in her/his life that:

- You're thick
- You're stupid
- How come you are so lazy?
- Only a lazy boy/girl like you would behave in this way
- Come over here you stupid/lazy/silly boy/girl etc …

Pupils spend a large amount of their time with other adults who may not realise the negative effects of such negative feedback, may be unaware of alternative ways to interact with other people, especially young people, or may not be interested in the personal development of the young person.

Adolescence is a turbulent time for many pupils. They are often uncertain and lack confidence and may misinterpret and misunderstand some of the responses of those around them. When a teacher says 'She could do well if she tried harder', a pupil could misinterpret the statement to mean 'I am stupid - everyone thinks I am stupid and can not do so well no matter how hard I try'.

Self-identity is very important to pupils and they need positive constructs of themselves so that they are confident, able to interact with teachers and peers constructively and willing to engage in learning.

When working to change a pupil's thinking and behaviour (see section 4.3 and chapter 6), the teacher needs to address any thoughts which lead to a negative perception of the pupil but which may not be a true reflection of how others see him/her. Examples of such pupil thoughts include:

- "I think Mrs Jones doesn't like me"
- "Mrs Thomas always picks on me"
- "Mr Davies doesn't ask me questions … he doesn't think I can do it"
- "Mrs Howard always accuses me if something goes wrong"

It may not be just what people say and do but what the pupil thinks they think that damages his or her self-esteem. In their interactions with pupils, teachers need to know not only about the pupil's behaviour BUT also their thinking. The pupil who thinks the thoughts above will not engage with the teachers or in learning. S/he is likely to behave in ways that are consistent with his/her thinking but damaging to effective teaching and learning, for example s/he may:

- Be rude to Mrs Jones because "she does not like me anyway"
- Provoke Mrs Jones to get angry to prove that "I do not like her either"
- Pick on Mrs Thomas before she picks on me
- Refuse to attend Mrs Thomas class because "She will pick on me"
- Shout out the answers even when someone else is answering because "Mr Davies doesn't ask me questions"
- Not bother to do any work because Mr Davies "does not think that I can do it"
- Do something wrong as "Mrs Howard will accuse me anyway".

As key figures in shaping how young people perceive themselves, teachers need to help them build their self-esteem by:

- Giving them positive feedback about their efforts in the classroom
- Being attentive to their progress in the class, setting them work that is appropriate and explained properly
- Supporting them to change behaviour
- Rewarding their efforts, good conduct and their achievements
- Helping them to develop skills for effective interaction and learning
- Modelling good behaviour
- Helping them to dispel negative self-image based on feedback from other adults
- Providing parents and other adults with positive feedback about pupils.

Even when their behaviour is less than desirable teachers must be careful to use constructive language, which will motivate pupils to want to change their behaviour. Teachers must also avoid labelling pupils.

Chapter 4
Approaches to changing behaviour

Even when teachers use effective classroom management and communication, with a focus on prevention and early intervention, incidents will still arise within the classroom. Where a pupil's unacceptable behaviour becomes persistent there may be the need to work with him/her in a focused way to change his/her behaviour.

It should be noted that there are no simple solutions or answer for dealing with difficult or challenging behaviour and working with pupils for change. "Whatever the cause of the individual behaviour problem, successful intervention requires intelligent, caring action on behalf of the school and the external support agencies and which relates to individual need." (Steer, 2009 para 49)

The effectiveness of any approach to change will depend on a number of key factors including:

- An effective, open and honest working relationship/engagement between the teachers and the pupil(s)
- Selecting the most appropriate approach. Not every approach will be suitable to use with every pupil in every situation
- The time available to work with a pupil
- The confidence, ability and training of the teacher to try various approaches.

This chapter explores some relatively simple strategies that teachers can use within their own classrooms in working for change with young people. The chapter covers:

- The ABC approach to behaviour change
- Problem-solving approaches
- Cost-benefit analysis approach
- Re-enactment
- Future goal (changed behaviour) visualisation
- Self-monitoring
- Social skills training
- Behaviour agreements and behaviour plans.

The concept and definition of change

Before we consider how to achieve change, for and with a pupil, we must first look at what we mean by change. Change, in its simplest form, can be described as 'to alter or make different'. The main aim for teachers is to secure improvement regarding pupils behaviour and learning. Some change may occur for a pupil without any teacher input and may be related to factors outside of a teachers influence. However, this is not the case for many pupils, where substantial and sustained support will be needed to achieve change.

This process of working for change should be:

- Pupil-centred
- Empowering
- Tailored to individual needs
- Based on principles of ethical and professional practice
- Purposeful
- Focused
- Planned
- Capable of being implemented
- Regularly reviewed.

4.1 The ABC approach to behaviour change

The ABC (Antecedent, Behaviour, Consequences) analysis of behaviour looks at the antecedence to behaviour, the behaviour itself and the consequences or reinforcement of the behaviour. This approach is based on the premise that making changes in the antecedence, and/or the consequences of behaviour, can effect a change in the behaviour itself.

The ABC approach is explained using the example of Josh:

Antecedent events
In science, Mr Jones is explaining the concept of gravitational pull. He is sitting on a chair (behind the table) in front of the class. Josh is at the back of the class and can hardly hear Mr Jones.

Behaviour
Josh shuffles his chair, gets out of it, and walks to the front of the class, pinching Vicky as he passes by her seat and sits nearer the front of the class. He crosses his legs, folds his arms across his chest and stares at Mr Jones.

Consequences
Vicky screams out loud in mock agony. The rest of the class burst out laughing. Mr Jones, clearly not amused, shouts at Josh and sends him out of the class to report himself to the Head of Year.

Any attempt to effect a change in Josh's behaviour; to prevent similar behaviour recurring must begin with the questions; "What triggered his behaviour?" and "How is Josh reinforced for behaving in this way?" These two questions examine the antecedence (A) and the consequences (C) of Josh's behaviour (B) because they contribute to the teacher's understanding of the likelihood of Josh behaving in this way again.

The focus for changing Josh's behaviour needs to be one of encouraging him to practise a new way of behaving and reinforcing this new behaviour. Equally relevant is that there is no reinforcement of his past behaviour.

The following might be done.

The ABC of Josh's behaviour

A B C	Josh's triggers and actions	The teacher should focus on
Antecedence/ triggers	• Boredom with the subject • An unstimulating environment for learning • Inaudible teacher	• Providing varied and stimulating curriculum delivery • Early monitoring of non-verbal messages from pupils • Careful seating of pupils • Teacher to speak in a loud clear voice
Behaviour	• He shuffles his chair • He gets out of his chair • He walks to the front of the class • He pinches Vicky • He crosses his legs, folds his arms across his chest and stares at (intimidates) Mr Jones	• Maintaining Josh's interest • Sustaining his on task behaviour
Consequences	• He provides entertainment for the class; gaining status with his peers • He upsets Mr Jones; gaining attention from teacher • He disrupts the flow of the lesson • He secures the attention of Teacher • He is sent out of the class thereby avoiding a difficult lesson	• Dealing with any issue away from the audience • Staying calm and calming the class • Good classroom control techniques • Maintaining lesson momentum • Managing any difficulty instead of straight referral to Head of Year • Ensuring that there is an effective response to Josh in terms of a sanction or reparation

Note that the key issue was Josh's behaviour, but securing change could be achieved through altered teacher behaviour and responses.

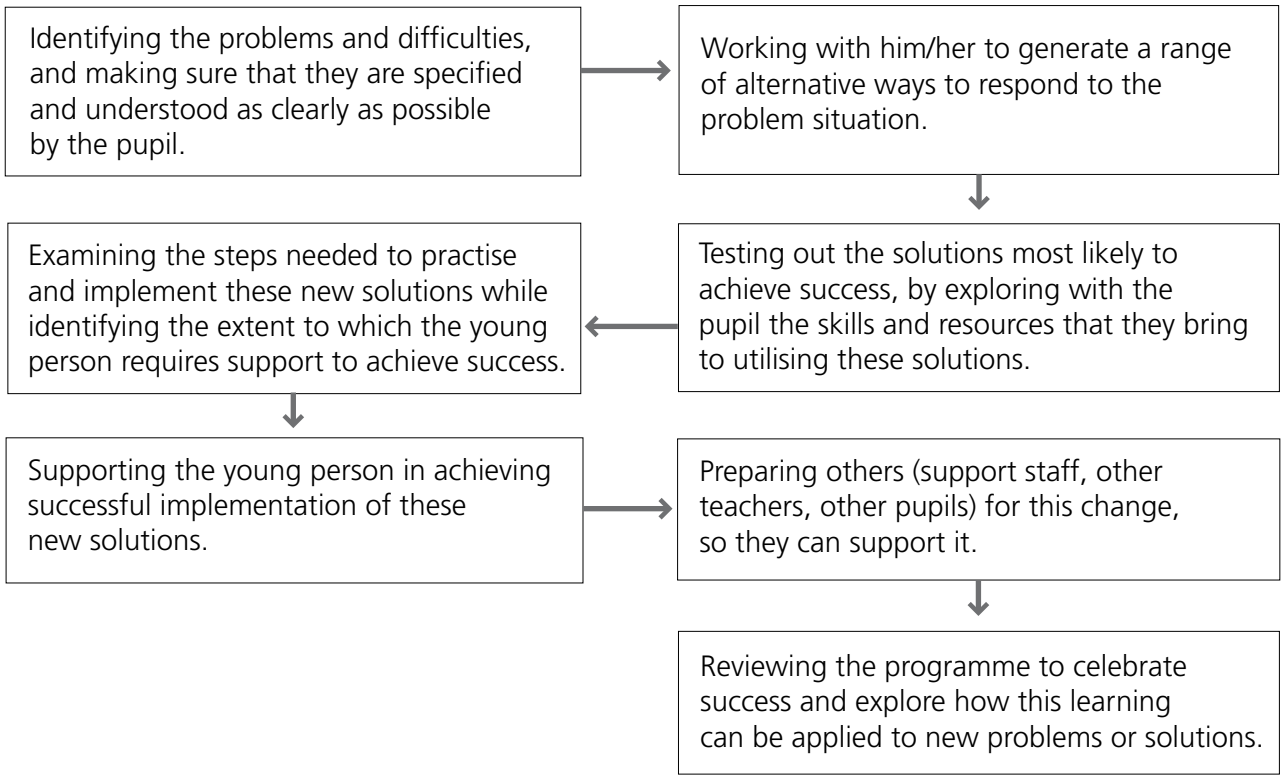
4.2 Problem-solving approaches

Many of the pupils who get into difficulty lack the necessary repertoire of responses to use in given situations. They have habitual and quite restricted responses to the challenges they are confronted with on a daily basis. For example, the pupil whose habitual response is to simply stop working when s/he is stuck, or the pupil who lashes out with her/his fists when challenged, may lack other effective ways to respond.

The aim of the problem-solving approach is to:

- Improve the awareness and understanding of pupils
- Enhance their perspective taking
- Raise their ability to anticipate the consequences of their actions
- Equip them to do things differently.

The problem-solving approach involves:



Each of the steps needs to be carefully managed. It is important that pupils appreciate the problem/problems that they face. They will need to be encouraged to think positively and creatively about the different ways they could respond in a situation. Sometimes individuals demonstrate their lack of alternative behaviours at this point by being unable to generate a single alternative. For example, they continue to believe that 'When someone provokes me, I should always hit them'. Whilst their aggressive behaviour is driven by such a belief it is unlikely to be readily changed.

Many of the solutions generated will be impractical or not achievable. Some pupils develop solutions that are based on their own fantasies of how important/significant they are. It is very important that the teacher works with the pupil to get him/her to sort through which is likely to be the most practical and successful solution. However, it is important that the teacher does not impose his/her own thinking on pupils.

Once the chosen solution has been determined the teacher asks the pupil to focus on just how s/he will do this in reality. Often it is only at the point where the teacher says, 'Tell me how you will go about this', or better still, 'Show me how you will do this', that s/he gains insight into the pupil's lack of understanding and his/her real level of difficulty. From this insight the teacher plans the level of rehearsal, coaching and support the individual will require. Equipped with this insight, teachers realise the futility of complaining about pupil behaviour or demanding change when the pupil simply lacks a range of valuable behaviours to choose from.

Once the pupil is ready to try out his/her solution the teacher needs to alert everyone around the pupil to support his/her change efforts. Once underway, the teacher and the pupil need to review progress. It is important that any success is attributed to the pupil not the teacher. The pupil needs to be empowered to believe that s/he is able to change and can sustain the change.

This approach cannot be done hurriedly. It requires time and opportunity to make it work. Crucial to the effectiveness of this approach is the ability and willingness of the pupil to generate

a good quantity of ideas and alternative solutions. The method is not a universal approach for everyone. This approach will not readily work in a situation where a pupil refuses or is unable to risk his thinking. The teacher cannot afford to think for the pupil. When the pupil takes ownership of this process, s/he is more likely to commit to the best of the alternative solutions.

The problem-solving approach provides a clear step-by-step methodology to deal with difficulties. It is time consuming but where it effects lasting change it provides an efficient tool for meeting the needs of pupils with problematic behaviour.

The problem-solving approach:

- Requires the full co-operation of the pupil
- Ensures that the pupil generates the solutions and has ownership of process
- Allows the pupil to think about his/her actions and consequences
- Makes the pupil feel valued
- Makes it more likely for the pupil to commit to change
- Skills the pupil to think before s/he acts
- Is very practical, relevant and realistic
- Needs to be reviewed to ensure that change is lasting
- Motivates a pupil to maintain change
- Has value for pupils and for colleagues.

The two examples that follow, illustrate the problem-solving approach.

A problem-solving approach - Example 1

Name: Jessica Codigan	**Age:** 15
The problem/difficulty/situation:	I refuse to perform some of the tasks set for me in class.
My usual response:	"I'm not doing that."

Five other ways to respond	The likely outcomes
• Giving it a try	Friends will think I am wet but maybe I can do it
• To ask teacher for help	She may explain it to me
• If I do this, maybe I'll be allowed to choose an activity	Could be good
• Text a friend on my mobile	I will get in trouble with mum and phone will be confiscated
• Walk out	I will get into lots of trouble
Which is the best response?	Ask the teacher for help
My reasons for deciding it is the best	I won't get into trouble, teacher won't get mad at me and I will be doing work

Agreeing the approach to the problem with Jessica may only be part of the solution. The teacher needs to get Jessica to show him/her how she will ask for help. If she shouts out and demands an immediate response the problem may simply have shifted rather than have been resolved.

A problem-solving approach - Example 2

Name: Asif Qureshi	**Age:** 11
The problem/difficulty/situation:	Making hurtful comments about other children, calling them names, making fun of them, when they talk to m
My usual response:	"I was only joking."

Five other ways to respond	The likely outcomes
• Say something nice to them	They will begin to like me
• Chat or work with them	They will chat/work with me
• Ignore them	It may still hurt them
• Just smile at them	They may smile back
• Put hand over mouth when I might say something hurtful	I will not say hurtful things.
Which is the best response?	Just smile at them
My reasons for deciding it is the best	It is very easy to smile. They will be happy and me too and they may even become my friends

This approach is unlikely to work unless Asif can make a sincere response. The teacher needs to see what Asif's smile looks like. Is it a genuine smile or does it look like a sneer? Equally, Asif needs to understand that the others will take time to come to accept this new behaviour.

Teachers may have concerns about the lack of time for using the problem-solving approach. However, this is an approach that could effect change with pupils and it is worth committing the necessary time to work for change with them now. Time invested now to change behaviour is likely to save time in the future as there will be fewer incidents of poor behaviour to deal with.

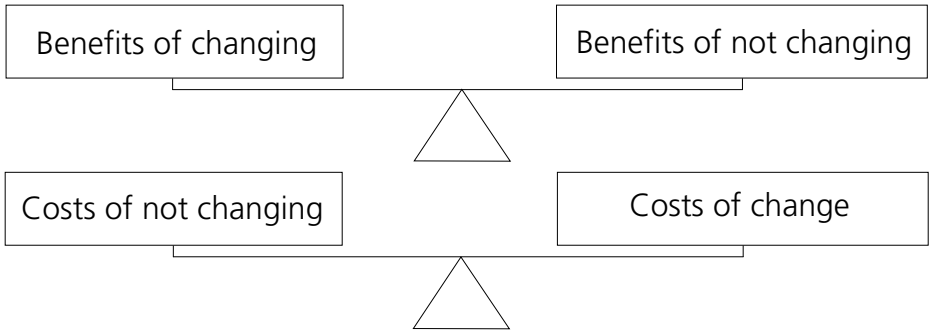
4.3 Cost-benefit analysis approach

This approach is based on an assumption of ambivalence. Ambivalence can be defined as the coexistence in one person of opposite feelings/emotions towards the same object or situation. In effect, this means that a pupil will have both positive and negative views about any behaviour they may display. Ambivalence is:

- An automatic response that both considers change and rejects it
- The major obstacle to following through with change.

Sometimes a pupil may have many inner conflicts about a particular behaviour. This kind of ambivalence should be explained to the pupil as being normal and that these kind of inner conflicts do coexist. The model of ambivalence is shown in the diagram that follows.

The model of ambivalence: Cost-benefit analysis



When working with pupils of change, it is necessary to look at the positive aspects (in their opinion) for their behaviour as well as the negative side. It should be acknowledged that if a pupil did not get any positive benefits from his/her behaviour than s/he would be unlikely to continue with it. The benefits may not be immediately apparent to the teacher, but if they are not recognised, then the chances of successfully working for change will be decreased.

It is necessary to explore the costs and benefits of changing behaviour as well as the costs and benefits of not changing behaviour. When discussing this approach with the pupil a 'decisional balance sheet' is being built up. This should bring up a number of issues ranging from how committed a pupil may be to change, to if the pupil really understands the consequences of his/her behaviour.

This approach is usually received in a positive manner by individuals because it involves discussion of the positive reasons for the pupils behaviour and not just the negative aspects of their behaviour. The teacher will attempt to swing the balance in the favour of change.

The following case study shows a example of a decisional balance sheet.

Drew is 14 and regularly shouts and walks around in class. He disturbs others and rarely gets on with his own work. Two of his friends have been excluded recently, one of them permanently.

Drew's mum works full time and there are three younger brothers. His dad left a few years ago and he does not have much contact anymore. Drew loves playing football and enjoys spending time with his younger brothers. Drew would like to be a plumber and earn good money.

The following are some of the issues raised from doing a cost benefit analysis with Drew.

Benefits of changing behaviour	**Benefits of continuing behaviour**
• Feeling more in control • Still get to play football for the school • Teacher will stop nagging me • Will get better at work • More chance of getting an apprenticeship as a plumber	• People think I am funny • I get to avoid work I don't like • I can hide it when the work is too hard • I get lots of attention, which I like

Costs of not changing behaviour	Costs of changing behaviour
• May get kicked out of school • Waste my opportunities • Won't get a decent job • Bad example to my little brothers • Stresses my mum out	• Could lose my friends • People will find out I find work hard • I will have to make a real effort

4.4 Re-enactment

It can be helpful for the pupil to physically re-enact an incident that has occurred. Pupils may be discomforted by such a request and it should only be made where a positive rapport has been developed. Their self-portrayal can be muted and there is a need to encourage them to show what really happened. When a pupil responds to such a request, it is helpful to check the details of his/her portrayal and to explore the specifics of his/her performance.

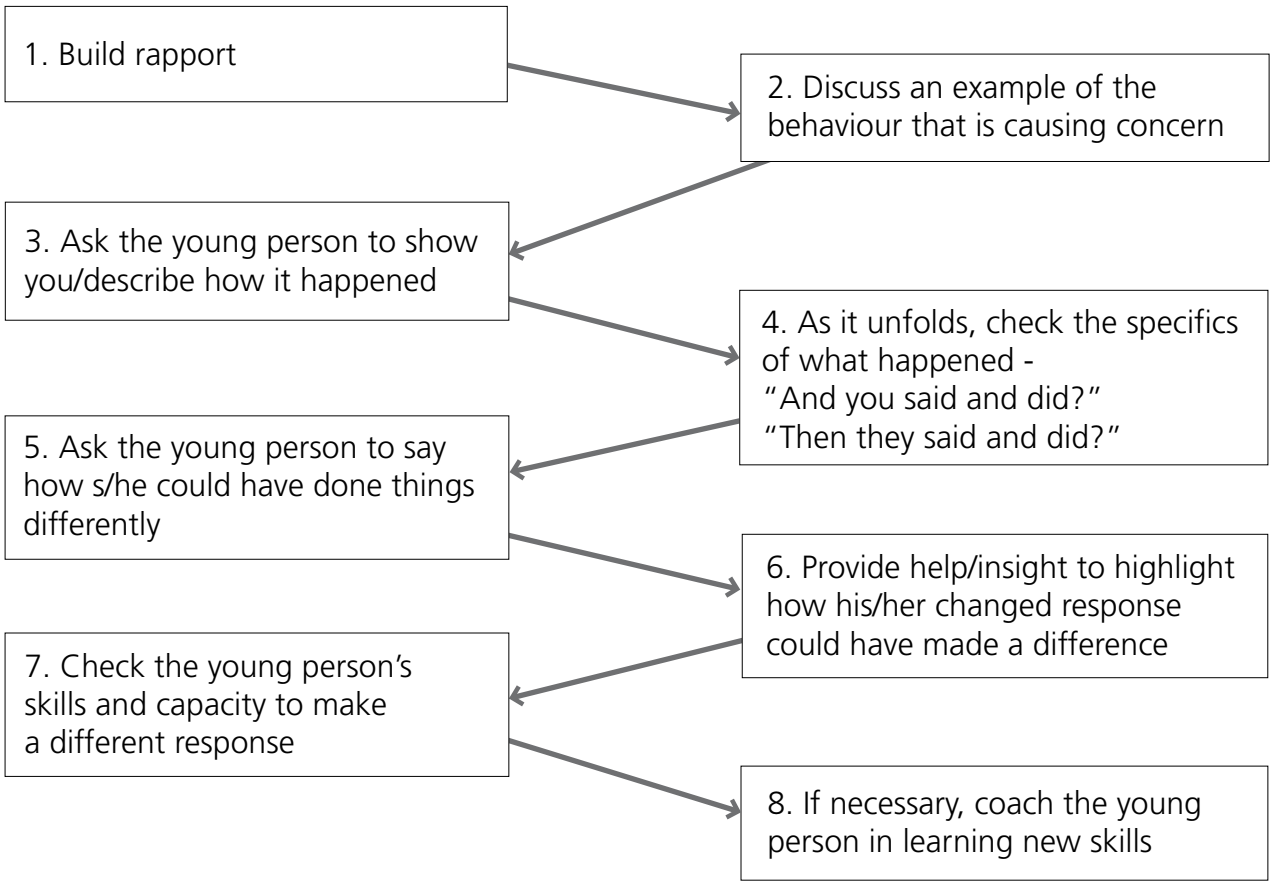
As the interaction unfolds in a stepwise sequence, pupils often see the moment where the situation went wrong. Others need to be prompted to consider at what point they might have behaved differently. Some may need to have the moment where they could have done things differently pointed out to them. A few may continue to insist that the problem was not theirs and they are not to blame, which, of course, may be correct.

Identifying the point at which an interaction has gone wrong is only the first step. There needs to be an exploration to ascertain:

- What could be done differently?
- How it might be done differently?
- Whether the pupil has the skills or competence to achieve this?
- If the pupil does not have the skills or competence, the teacher needs to provide the pupil with an opportunity to acquire, rehearse and practise these skills.

These four steps apply to problem solving at many levels, from a pupil failing to understand how to ask a question of a teacher in class, through to how an angry young adult acts out his anger at the non-delivery of his housing benefit. The flow chart below, summarises this approach.

Flowchart to show the process of encouraging a pupil to re-enact an incident



Sometimes pupils do not see the ways in which their behaviour contributed to a particular outcome. They may even struggle when this is pointed out to them. When this happens, it is very difficult to work for change as the pupil has yet to see that there is any need for it. If we return to the previous diagram, we can see that

the re-enactment may stall at point 5, where the pupil fails to see that they could or should have done things differently.

When the teacher is confident that s/he has established a good working relationship with the pupil, it may be possible to take the idea of re-enactment to the next level. The teacher can offer to take the role of the pupil whilst s/he plays the part of the individual with whom the incident occurred. This can enable the pupil to 'see' the incident from the other person's point of view. This capacity to see a situation from the other side is an important element in developing self-awareness. Once a pupil can own their part in an interaction, it becomes more likely that they can be engaged in a programme of change.

Storyboarding

Pupils who find it hard to talk about issues may find it easier to storyboard. The teacher should gather a few sheets of flipchart paper together with a variety of coloured marker pens. The flipchart needs to be divided into either six or eight equal boxes, using a marker pen. Then the pupil should be asked to describe an event, aspects of their life or a key issue to address by drawing a storyboard of various components of the issue being looked at. The pupil should then draw in each box a picture of what is actually happening to them at the various stages and describe what is going on in each picture. The teacher should record any thoughts, feelings, emotions etc. This is a way of bringing out issues in a less threatening manner. It is also useful for those pupils who find it difficult to recall an event/behaviour using just words. Enough issues should be brought up to be able to analyse the behaviour/situation.

4.5 Future goal (changed behaviour) visualisation

The following five-step approach can be used with pupils who are ready to consider a change in their behaviour or are willing to discuss potential change. The basis of the approach is to try and get the pupil to visualise potential future change. The visualisation is enhanced by using the senses. The theory behind this is that people use different senses to assist in learning, recall or thought.

Encouraging the use of all senses in the process of present and future visualisation of goals should help the pupil to a clearer image of a future goal.

The following exercise can be used with pupils in a variety of settings.

1. Initially place five cards at spaced out intervals on the floor, as shown below. These represent the five stages that a pupil will need to describe as they progress towards their goal.

2. Ask the pupil to stand on the goal card and ask him/her the following questions:

- Describe your goal
- Describe what it looks like, what you can hear and what can you feel.

3. Next ask the pupil to stand on the present state card and answer the following questions:

- So where are you at the moment?
- Describe how it sounds, feels and looks.

4. Then ask the pupil to stand on the midway point card and ask him/her the following questions:

- What does it look like halfway to your goal?
- What can you hear and see? What feelings/emotions are you going through?

5. Next, ask the pupil to stand on the arrow card between the midway and the goal cards and to answer the following questions:

- Describe your situation
- What will it sound like, feel like, what can you see?

6. For the final step, ask the pupil to stand on the arrow card between the present state and the midway cards and get them to answer the following questions:

- What does it feel like now that you are underway and moving to your next step?
- Describe the situation via sound, look and feelings (It is always important to finish on this step as it gives a pupil an immediate sense of a positive feeling of how it may be for him/her on his/her route to his/her goal).

At each stage, try to help the pupil to describe and answer the questions, through using the different senses. The descriptions at each stage are noted and can be discussed at a later stage to monitor progress.

The three chairs exercise

This is an adaptation of the future goal visualisation exercise. This exercise requires the teacher to analyse and discuss with the pupil their past, present and future. The teacher is to use three chairs set out at about one metre intervals. The chairs will indicate the past, present and future situation of the pupil. During the session, the teacher will ask the pupil to sit on the appropriate chair related to your questioning period. The teacher should ask questions like:

- What were things like …?
- How do you see things changing?
- What are the differences in the way you feel between then and now?

The physical moving between and sitting on different chairs of this approach can aid thinking around various perspectives.

The future goal visualisation approach can be combined with other approaches that help explore where a pupil is and where s/he may be in the future. The approaches outlined below can be combined with the future goal visualisation approach, although they could be use alone or in combination with other approaches.

Worst case scenario analysis

This can sometimes help pupils to see that things are not as bad as they may have initially thought. Questions that could be used to evoke a response include:

- What concerns you most?
- What are your worst fears about what might happen if you don't make a change?
- What do you suppose is the worst that might happen if you continue with the way you've been going?

Looking back

Sometimes it is useful to have the pupil remember times before problems emerged, and to compare these with the present situation. Here are some examples:

- Do you remember a time when things were going well for you? What has changed?
- How did you feel before all these problems happened?
- What was the last thing you felt proud of?

Looking forward

Helping pupils to imagine a changed future is an approach to get pupils to consider a different viewpoint. It can also give the teacher an insight into how a pupil views the future. Here the individual is asked questions such as:

- If you do decide to change, what are your hopes for the future? How would you like things to turn out for you?
- I can see that you're feeling really frustrated right now. How would you like things to be different?
- What do you think are the options for you?
- What would be the best results you could imagine if you make a change?

The miracle question

The use of a 'miracle question' in helping pupils to identify solutions and a way forward is a considered technique in a number of approaches. The 'miracle question' is a form of goal development that explores a pupil's preferred future and may take the following format:

> Suppose a miracle happens … and the miracle is that all your problems are solved … but the miracle happens at night while you are sleeping, so you don't know it has actually happened. When you wake up in the morning what will you notice that is different to tell you that the miracle has happened?

Other potential questions to ask pupils to facilitate the process could include:

- What will you see yourself doing differently?
- What will be different?
- What will you see others doing differently?
- What might happen?
- What will be the first sign?
- Who will notice first?
- Who else might notice?
- How will you know that they have noticed?
- What small signs have you already seen?
- What else …?
- Can you think of one small step towards your miracle?

During the engagement, teachers should slow down the conversation as much as possible, slow down the speed of the questions and always keep the pupil's preferred future in positive terms.

4.6 Self-monitoring

Self-monitoring can be a useful tool for establishing a clearer view:

- With a pupil who may not see any difficulty at all in his/her behaviour
- With a pupil who may see his/her behaviour as less problematic than other people perceive it to be
- Where there is disagreement on the nature, degree and frequency of the problem.

Setting up the self-monitoring profile

This process requires the pupil to monitor and quantify his/her own behaviour over a set period of time. This is a low-key intervention that places great responsibility on the pupil. It can be a very useful approach to working with a pupil demonstrating initial problematic behaviour. The teacher needs to:

- Discuss the behaviour that s/he wants the pupil to monitor
- Be as specific as possible about these behaviours
- Be prepared to define them by demonstration and modelling
- Ensure the pupil understands the behaviour
- Check s/he is able to use the monitoring form
- Provide the opportunity to review the first day's monitoring with the pupil to ensure s/he has grasped the task.

An example of a self-monitoring profile is given on the following page. Teachers might wish to use the profile, or an adaptation of the profile, to work with pupils. The example below covers a week, but it can be adapted to cover shorter periods and to focus on the work within individual classrooms.

A self-monitoring profile

Pupil: Date:

Behaviours to be monitored:

1.

2.

3.

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Total incidents of: 1 = 2 = 3 =

Pupil's comments:

Reviewing the self-monitoring profile

This approach can be used when working with pupils with entrenched difficulties but the teacher needs to be alert to potential problems. Relying on a pupil to monitor and record his/her own behaviour subjects this approach to the risk of under or over reporting by the pupil. The outcome from the self-monitoring profile still needs to be set against the views of others, as well as teacher observation, as to whether the behaviours have actually been displayed as recorded by the pupil.

Where there remains a wide margin of difference, the pupil first needs to be helped to understand the problems or difficulties that s/he is causing or experiencing. If the self-monitoring is a fair recording of the pupil's behaviour during the period, then there is a basis for deciding on an appropriate form of action. The teacher sets out to:

- Discuss his/her reporting
- Compare it with the views of others
- Explore similarities and differences
- Examine what needs to be done and by whom.

One distinguishing feature of self-monitoring is the possibility that through the very process of self-monitoring, the young person:

- Realises the extent of the problem
- Takes control of his/her behaviour
- Starts to change.

Reflecting on outcomes from self monitoring

The fact that the pupil presents an atypical period of time when monitoring is not unusual. S/he is more likely to self-regulate his/her behaviour because self-monitoring brings it into his/her day-to-day consciousness.

What may seem to be under reporting could be true reporting of a reduction in problem behaviour; suggesting that the pupil can actually take control and improve the situation under his/her own impetus. Any change suggests that:

- S/he can control his or her behaviour
- S/he has choice in the way s/he acts and reacts.

Any lapse into old ways of behaving can be challenged on the grounds that s/he is now choosing to behave in this way and need not do so.

4.7 Social skills training

The term 'social skills' usually refers to a set of complex interpersonal behaviours that are associated with social behaviour and social competence. Such interpersonal behaviour is a vital determinant of how a pupil will fare in education, amongst peers and in the wider community.

Social skills are learned skills that enable us to co-exist easily with other people. This means that in cases where deficiencies in such skills exist, there is at least the possibility that they can be remedied by systematic training. Social skills training is founded on this premise.

Some pupils lack the necessary social skills to form effective relationships with others and this forms a big part of the difficulties in relation to behaviour. Acquiring social skills is dependent on a combination of:

- Maturity
- Exposure to circumstances where the skills are gained
- The level of understanding and importance the pupil places on these experiences.

Where pupils show a history of behavioural difficulty or a level of impulsiveness in their response to situations, they might need help to develop a new repertoire of skills. Pupils may have a range of behavioural difficulties in:

- Listening
- Taking instructions
- Asking questions appropriately
- Taking turns and working with others
- Accepting feedback
- Understanding the other person's point of view
- Appreciating other people's motives
- Seeing the link between their behaviour and the response of those around them
- Evaluating their own behaviour
- Knowing how they will behave or respond in given situations
- Seeing beyond the immediate moment
- Developing alternative solutions and choosing to use them.

Teachers can engage with pupils in trying to change their behaviour through working to change the conditions that trigger and reinforce this behaviour. This may only provide a partial solution as it assumes that both the triggers and reinforcers may be easily altered.

A way of strengthening this approach is to engage with the pupil to explore their thoughts and feelings about the way they behave. This approach seeks to help them to:

- Understand the reasons for acting the way that they do
- Comprehend that they have the capacity to change their behaviour
- Appreciate that in changing their behaviour they may in turn change the behaviour of others towards them.

There are a variety of techniques that can be employed to teach social skills to pupils. A small selection of techniques are outline in the following sections.

Modelling

This can be carried out in a number of ways and can include desirable social behaviours being observed in a naturalistic setting. Another way is to view a video showing the desired behaviour being carried out and to then discuss what is happening. Resources like these are available to buy at reasonable costs. Another example would be to use a recorded TV programme like a soap or sitcom. If you are dealing with a pupil who is very aggressive verbally and you are trying to somehow challenge this behaviour, the video could be shown and a note made of how many put downs are seen. The effects of these on people could be noted and discussed with the pupil. In both cases, a monitoring form can be used to note down particular behaviour and the amount of times it happens.

Coaching

This approach relies on:

- The use of verbal instruction to teach social skills
- Practice as one of its critical components.

There is a traditional view of the coach as the expert. S/he is all knowing and provided the learner conforms to his/her expectations then the learner will be successful. From the expert position, the coach offers a perspective on the situation. S/he tells the pupil what to do and how to do it. The coach assumes a position of power.

An alternative view of coaching, is where the coach helps to raise the awareness of the pupil, to work with him or her to consider available options and any issues or obstacles to achieving these. The focus is then placed upon enabling the performance to ensure the pupil achieves successful change.

The role of the traditional coach might be set out as:

Specify the change needed

Propose how the change is to be made

Rehearse the young person in the changed behaviour

Secure this changed behaviour in practice

An alternative approach to coaching change involves working with pupils to:

Explore what they see as their needs

Enable them to consider how they may change through examining their options

Challenge any misconceptions, assumptions or ambiguities in the changes the young person proposes

Facilitate this change through practice and feedback

When working to engage with and change pupils' behaviour, teachers should use the alternative approach to coaching, where the coach seeks to:

- Enable the pupil to choose to refine his/her performance rather than direct precisely what it should be
- Build upon trust and support through his/her relationship with the pupil - Having developed a rapport with the pupil through forming an effective relationship with them, the teacher makes clear his/her role in providing support and working for change
- Highlight the pupil's strengths and capabilities - Valuing the pupil and enabling him/her to recognise his/her own strengths and capability
- Developing the pupil's self-awareness - Ensuring that they are able to take a clear view of their behaviour or performance in an interaction

- Focus upon specific goals for change - Discussing with the pupil what s/he thinks might be changed and how such changes might be achieved
- Facilitate skills development - Examining the skills and behaviour that make up the changed performance the pupil is seeking; Exploring these skills with the pupil by getting him/her to demonstrate his/her concept of these skills; Providing feedback on the pupil's performance to shape and enhance his/her skills.

The following is a checklist which can be operated to ensure a successful 'coach'/pupil relationship:

A coaching skills checklist	Tick
1. Do I have the necessary level of rapport to explore change with this pupil?	
2. Can I highlight to the pupil his/her strength and capability?	
3. Have I enabled this pupil to be aware of his/her difficulties?	
4. Have I asked the pupil what s/he thinks can be changed and how such change may be achieved?	
5. Have I discussed with the pupil the changed performance(s)/behaviour(s) that the pupil is seeking?	
6. Has the pupil demonstrated his/her concept of these behaviours/skills?	
7. Are the proposed changes achievable by the pupil?	
8. Is the number of proposed changes limited to two or three?	
9. Have I provided opportunity for the pupil to rehearse and practice these changes and given him/her effective feedback?	
10. Have I prepared the adults around the pupil for these changes?	

Rehearsal and practice

By asking the pupil to demonstrate the target skill or behaviour, the teacher can provide feedback to enhance it. Effective feedback focuses upon:

- what was good about the demonstration or performance; and
- one or two aspects of the performance that might be improved or enhanced.

Where teachers fail to notice what the pupil did well, or worse still is highly critical of the pupil's effort then s/he risks losing the pupil's willingness to engage in change. Sometimes it can be helpful for the teacher to demonstrate or model the way in which the pupil might improve his/her performance. This needs to be done with caution. If the teacher gives a portrayal that looks too polished or too remote from the pupil's own performance it may shut off his/her motivation to try again.

Supporting the pupil's application of his/her new skills or behaviours

As well as enabling the pupil to decide upon, practice and rehearse the changed behaviour, it may be important that the teacher prepares those around the pupil for such change.

All too often pupils in difficulty only come to the attention of adults when their behaviour proves to be problematic. Where pupils attempt to change, if there is no recognition given by the adults around them, they may quickly give up trying. The teacher may need to negotiate carefully with the adults around a pupil to ensure that they recognise the pupil's attempt to change and they do so in a way that is palatable or acceptable to that pupil.

Celebrating the pupil's success in achieving change

It is very important that the teacher ensures that the pupil realises that it is his/her success. Where pupils achieve change, it is critically important that the teacher celebrates the pupil's success and that s/he does so in a way that further empowers the pupil.

4.8 Behaviour agreements and behaviour plans

Behaviour agreements

A behaviour agreement represents a formal agreement with a pupil to achieve a new and changed way of behaving. Agreements can take many forms but they usually include:

- A clear statement of the changed behaviour that the pupil is striving for
- The way in which such new behaviour will be reinforced and rewarded
- The way in which support will be provided to the pupil through this change.

By setting out the agreement to change as a formal document, the teacher has the opportunity to clearly specify expectations on all sides and can convey to the pupil that he or she is a responsible and active partner in this change process.

An agreement can be a very positive and powerful tool for change. Unfortunately, they are sometimes poorly planned, prepared and monitored. Agreements are a potent tool for change and they take considerable time to develop and ensure they are right. A rushed behaviour agreement is likely to lack the necessary specificity and may even do harm. There are many ways in which a behaviour agreement can go wrong and they need to be carefully monitored to secure success.

Key steps in the effective behaviour agreement process might include:

- Developing a shared view of the problems or difficulties with the pupil
- Gathering all relevant information about the pupil from the pupil him/herself and, where relevant parents and other teachers
- Agreeing upon desirable behaviours and what these comprise
- Developing short-term targets for achieving these new behaviours
- Setting out how these new behaviours will be enacted by the pupil

- Establishing ways to monitor or measure this new behaviour
- Agreeing how this new behaviour can be reinforced and rewarded
- Securing any necessary support from others to ensure the agreement is a success
- Agreeing when the initial short-term targets will be reviewed
- Formally signing the agreement with the pupil (involving parents as appropriate).

A key element in designing a successful behaviour agreement is using effective rewards that match the needs, interests and enthusiasms of pupils.

In developing a behaviour agreement it is important to balance the need for detail (so the pupil is clear of the objectives), against the need for brevity. The teacher should also ensure that the pupil is fully involved with the design of the agreement itself.

Behaviour plans

A behaviour agreement is more powerful when combined with a behaviour plan which supports the pupil to achieve the change in their behaviour that has been agreed on. The behaviour plan should outline:

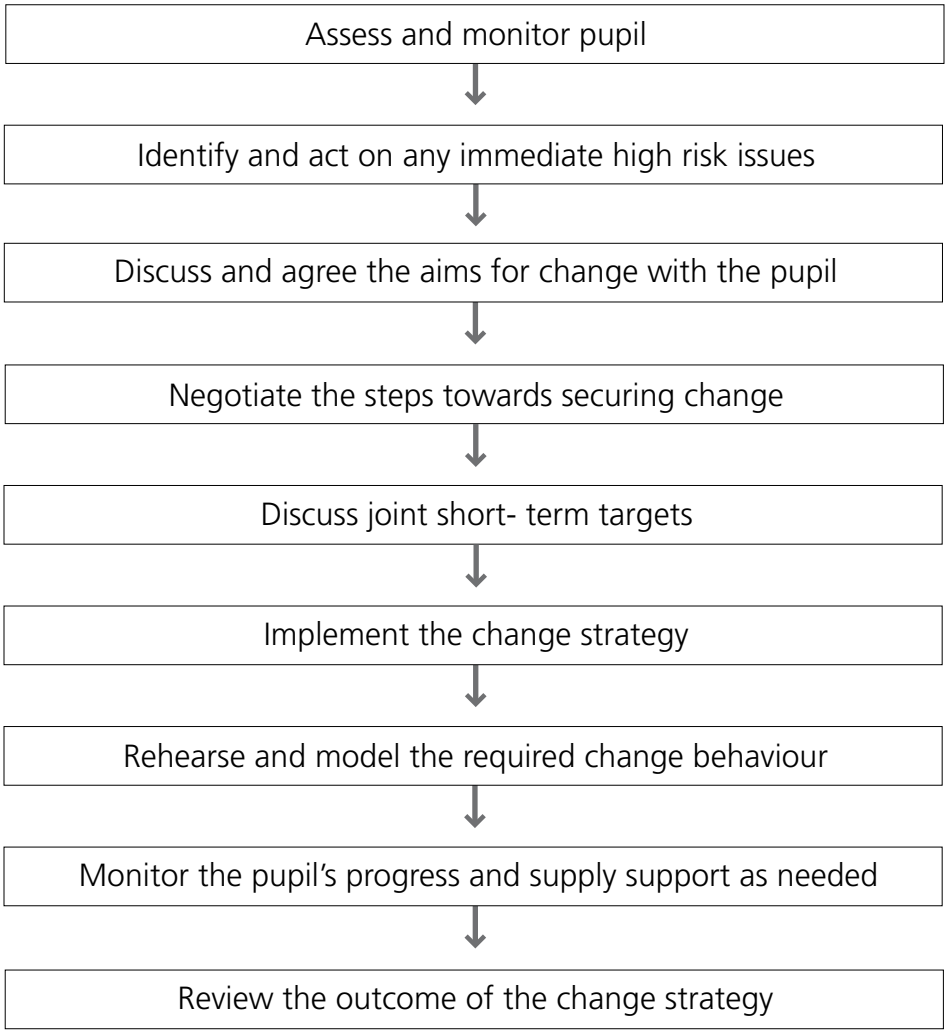
- What needs to be done
  - With whom?
  - How?
  - Where?
  - When?
- What support is needed
  - From whom?
  - How will it be secured?

An effective individual behaviour plan, should involve parents and link to any Pastoral Support Programme (refer to Circular 1/2004).

Action planning for change

To maximise the chances of a behaviour change plan being successful and sustained, it is important that pupils have investment in and ownership of the process and the resulting plan. Teachers need to work with pupils to agree aims, objectives and targets (for the short and medium term).

An action planning sequence



The aims

Change is most likely to happen when the pupil has been actively engaged in discussion about their own aims and aspirations. A range of questions such as what if …?' can help in the exploration of issues and allow the pupil to begin to look to the future and what they want from it - in the short, medium and longer term. However, many pupils will find this process difficult, especially where they have immediate problems to deal with, and will need substantial support.

The objectives

Pupils should be encouraged to explore and develop his/her own objectives. Teachers will need to help pupils to strike a balance between objectives that are either over or under ambitious and those that are realistic and achievable. For many pupils from troubled backgrounds it may be the first opportunity they have had to look ahead and plan for a positive future with an adult that they can trust.

Setting joint targets for change

Many pupils will set themselves overly demanding targets, for example:

- "I will **always** concentrate in science"
- "I will **never** shout out in class again"
- "I will be on time for *every* lesson for the rest of my time in school"
- "I will **never** lose my temper again"
- "I will **behave perfectly** all the time in school".

Whilst all of these are laudable and praiseworthy they may be unrealistic for pupils with:

- Poor awareness of time
- No anger management skills
- A long history of aggression.
- Attention problems
- Poor social skills.

Realistic and achievable targets might be very short-term, eg to get through tomorrow, or to the end of the week, demonstrating specified behaviours.

Using a target-setting approach enables teachers to:

- Set out the tasks clearly
- Deal with them in an orderly sequence
- Ensure each target is met and achieved
- Measure progress
- Ensure early success.

The misuse of target setting

If the target-setting approach is misused then the outcomes will be less than positive. When targets are imposed upon pupils without any attempts to coach them or develop the skills that they need to prosper in school then these targets can simply be failed milestones that can be misused to judge a pupil as a failure.

Teachers should avoid setting targets that are:

- Taken from a pre-published list
- Not specific to the individual and his/her circumstances
- Too easy or too hard to achieve
- Meaningless to the pupil.

SMART targets

SMART is an acronym to demonstrate effective targets:

S - Specific
M - Measurable
A - Agreed
R - Realistic
T - Time limited.

Where a target is not 'SMART' , teachers should try to re-phrase it so that it becomes SMART. Having set these targets, teachers need to consider the range of change techniques that may help a pupil achieve them.

Chapter 5
Incident management

Most pupils behave well in school - even if many will occasionally have an 'off day' - and a well managed classroom dramatically reduces the chances of behaviour problems arising.

Even when behaviour does become an issue, positive responses and effective intervention from teachers are likely to manage the situation quickly and minimise any impact on the rest of the class.

However, some pupils might display behaviour difficulties which are outside of the norm of the rest of the class. For many, their behaviour may be linked to external pressures such as poor or inconsistent parenting; bullying; loss or bereavement; substance misuse or emotional, physical and even sexual abuse. Some pupils show great resilience and never display behaviour problems at school. Others act out their difficulties through their behaviour.

A minority way withdraw and 'act in' their difficulties and they can get missed within a busy classroom.

Whatever the cause of problematic behaviour, when teachers understand a given situation, they are much more likely to feel confident about it and, therefore, more likely to manage it effectively. It is important to have a clear and shared understanding of how incidents are triggered; how they can escalate into a crisis and how to respond at every phase of the incident.

Mander (2008) emphasises that crises are 'created' by our values and responses to situations and "The specifics of the incident may not always be important; it is the reactions an incident provokes from those directly and indirectly involved that matter most."

The chapter covers:

- General principles for effective incident management
- A 5-stage incident profile and strategies for response at each stage
- Safe and effective intervention.

5.1 General principles for effective incident management

W Grundy & D Jones (2002) note that 'occasions will inevitably arise when teachers and pupils conflict. Low level, relatively minor misdemeanours can turn into serious confrontations. Frequently, sanctions are given, not for the original misdemeanour, but for the pupil's reactions to the member of staff'. Below are a range of things that can help to avoid unnecessary escalation.

- **Positive inaction**
  - Decide if immediate intervention is needed, has a rule been broken that justifies immediate intervention?
  - Would a quiet word later suffice?
- **Saving face**
  - Leave a gracious way out for all involved(the older the pupil the more important it is to make sure there is a way out. Anyone who feels cornered will become more aggressive)
  - Avoid cornering pupils into an 'I win, you lose situation'
  - Offer a compromise that will convey a sense of fairness and allow pupils to save face
  - Avoid audiences as this may put pressure on the pupil not to back down in public
  - Take time to check facts before issuing a sanction.
- **Focus on the issue**
  - Make clear the pupil's part in resolve the issue
  - Keep asking them to think about the issue and their behaviour
  - De-personalise the behaviour.
- **Avoid threats**
  - Threats from the teacher will increase the likelihood of the pupil reacting aggressively and escalating the conflict (Threats convey a message to the pupil that the teacher sees them as a threat to their authority)
  - Threats can provoke retaliation or even if the pupil conforms, can generate feelings of hostility and resentment.

- **Compromise**
  - Be prepared to seek a way forward that is acceptable to all concerned
  - Try and make all parties feel winners.
- **Return to normal**
  - A reasonable time after a confrontation find time to speak briefly to the pupil
  - Do not make this a post mortem but show that the dispute is over and done with and normal interactions are expected
  - Aim to re-establish a cooperative working relationship.

Try to:

- Remain calm and controlled
- Reiterate that it is not the pupil you disapprove of but their behaviour
- Assume that the pupil is going to calm quickly
- Talk firmly, with clear directions and keep talking
- Send for assistance if necessary - Tell the pupil you are sending for assistance in order to support them and help them gain control
- Remove any audience
- Keep a safe distance; angry, violent people tend to need more body space
- Describe the behaviour but be non-judgemental, 'I can see that you are angry' is much better than, 'What do you think you are doing?'
- Ask if the pupil needs 'time-out'
- Try to record the aggressive outburst as soon as possible after the incident (the more accurate the better; try to decide what happened before the incident as well, this may help to identify possible triggers to avoid in future)
- Give the pupil an opportunity to talk about what happened as soon as possible, exploring any other strategies they could have used in the situation

- Plan responses (Staff who are prepared and know what they will do in the event of an emergency feel more confident and able to deal with the situation calmly. Know the school policy).

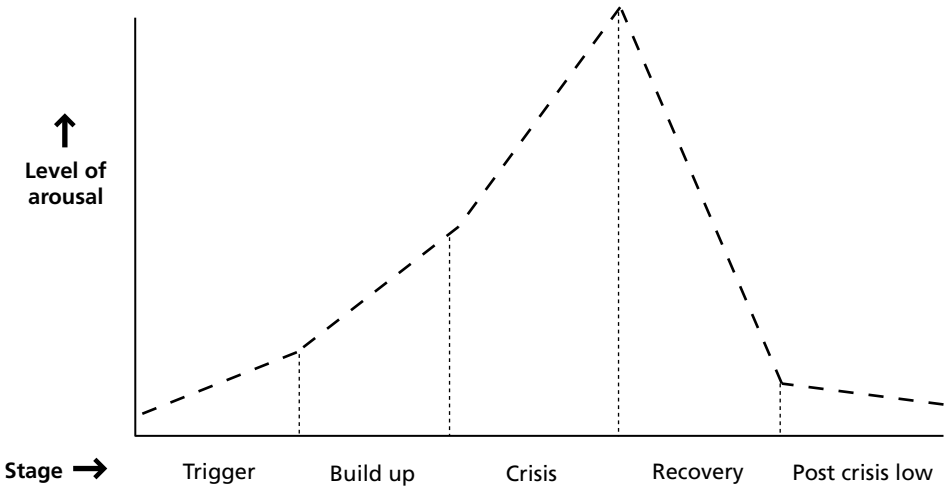
Try not to:

- Use confrontational body language e.g. stand in an aggressive manner with arms folded or hands on hips
- Engage in prolonged or exaggerated eye contact (this can be perceived as direct aggression)
- Use confrontational or provocative language, e.g. 'stop being so stupid'
- Use physical intervention unless other non-physical methods of calming have been tried and there are significant risks to personal safety
- Allow the pupil to see that you are angry and frustrated.

5.2 A 5-stage incident profile and strategies for response at each stage

Some teachers feel that their practice is made up of an endless series of fire fighting of incidents. In trying to develop a shared understanding of how incidents develop and unfold, the five-stage model of the 'typical' sequence of an incident can help teachers to understand and analyse the phases that make up an incident. Through such an analysis teachers can begin to develop a shared understanding of what makes up an incident and how they can respond effectively within its different stages. The following sections are adapted from Hewitt (1998), with additional illustration and examples.

The five-stage model is shown below:



The diagram on the previous page sets out 5 stages in an incident. Each of the stages is likely to last for a different length of time with each individual. Some may move from trigger to crisis very quickly. Others may take a great deal of time in the recovery phase before they reach the post crisis low.

The time spent on each phase varies from individual to individual and alters with the circumstances they find themselves in. Some pupils are more readily aroused than others and they are more easily triggered towards a crisis. The example set out below may help to illustrate the sequence.

5 stages of an incident - Dave

The trigger:
Dave, aged 14, is in Miss Coles' French class. Dave feels that Miss Coles always picks on him and shared this view with Steve. As they left the Maths lesson for French, Dave was not amused when Steve commented that Miss Coles might have a reason for picking on him. Although he did not say a word to Steve, he entered the French class with his mood written across his face.

The build up:
Miss Coles fails to notice Dave's mood. She then asks him three questions in quick succession to check that he understands the work that he is supposed to be doing. "She's truly got it in for you!" mutters Steve, "maybe she fancies you."

The crisis:
Dave is now angry with both Miss Coles and Steve. He says to Steve, "Push off and leave me alone." Miss Coles notices him speak out from across the room and says, "Dave just get on with your work." In outrage Dave responds with a torrent of verbal abuse, demands that Miss Coles stops picking on him and storms out of the class.

Recovery:
After seeing Dave erupt in this way, Miss Coles, though taken aback, concludes that there is little point in trying to discuss the issue with him now. She sends for the Head of Year who takes Dave to her room to ensure that he is safe and to provide him with the space to calm down.

Post crisis low:
The Head of Year insists Dave sits in her room. She realises that the best response is to wait until Dave is less tense and less aroused. Eventually, Dave seems to go limp and lets the tension go. Only then does she review the incident with him.

Details of stage 1: The trigger phase

An event or incident occurs that raises the pupil's level of arousal. This means that s/he begins to experience an escalation in his/her feelings and emotions. This may be an increase in anger, sadness, anxiety etc. Such triggers may be due to events at home, on the journey to school, or in the playground. Teachers may not always see the trigger.

In this trigger phase, the individual's arousal may continue to increase. This increase may not just be prompted by events but by the pupil thinking about events, calling up memories and responding emotionally to them. The table below suggests some signs and signals that arousal is increasing.

Hand movements - clenched hands; clenching and unclenching hands; drumming with fingers; tapping; tapping with a pen or other object	Change in volume of speech - upwards to shout or downwards to whisper
Tension in body posture	Inappropriate laughter
Rigid structure	Sudden stillness
Agitated behaviour	Talking under one's breath
More rapid movement	Raised voice
Clenching of teeth	Use of challenge phrases such as "You can try it …!" or "Go on then…!"
Locking of jaw	Taunting others
Increased gaze or stare	Teasing others
Lacking eye contact	Erratic speech
Rocking behaviour	Refusal to respond to requests
Swearing under breath	Swearing at others
Failure to use appropriate forms of address	Swearing at teachers

The key skill in this stage is observation. It is very important that teachers notice and appreciate that a pupil's level of arousal is rising. This list may be helpful when observing signs that arousal has been

triggered. However, it is likely that arousal will be highly individual in its expression. Teachers need to be:

- Aware of the pupil's usual mood
- Alert to any significant change in that mood
- Knowledgeable as to how to respond when they see the pupil's arousal heightened.

Strategies to respond in the trigger stage

Some triggers can be influenced and shaped by teachers who can reduce the pressure on pupils, lower their expectations of the pupil short-term, reduce the interaction around them, enable them to succeed at a given task by providing them with additional support. Teachers may act to:

- Remove the trigger - if the cause is within the classroom
- Acknowledge the problem and provide the pupil with time to improve his/her self-control
- Simply continue to monitor the behaviour
- Inform colleagues - particularly those who teach the class next - of the pupil's difficulty. Many incidents can be prevented by early information sharing.

During this phase the teacher should:

- Be alert to the mood state of all of the pupils in the class, particularly those who have experienced difficulties in the past. (Some may already be aroused and angry on entry to school due to events at home)
- Attempt to intervene at the lowest level possible to secure a change
- Make discreet, non-verbal signs or signals to reduce the tension in the situation
- Stay calm, and strive to ensure that you appear calm, relaxed and in control
- Determine whether the issues need to be dealt with now or later - will an intervention defuse the situation or escalate the tension?

- Acknowledge that there is a problem and suggest it will be dealt with at the end of the lesson
- Display strategies to de-trigger the situation, diffuse tension or to redirect the individual's attention
- Try to avoid escalating the problem unless you are sure that it will not diminish of its own accord
- Only confront if s/he is sure the problem will not go away by using other approaches
- Allow the pupil enough time and space to recover his or her self-control.

The challenge is to choose the strategy that best fits the pupil, the class/group and, of course, the teacher. However, the real skill is in remaining calm enough to think through the options and choose the best one.

Details of stage 2: The build up

The pupil's level of arousal has continued to rise to the point where his/her behaviour is being noticed by others, or is having an impact on, or influencing his/her performance.

The teacher's need to respond to the behaviour is as likely to be driven by the need to manage the learning of others as to meet the needs of the aroused individuals. The graph shows a steady build up in arousal. In reality, this may take the form of a series of spiky steps.

The decision as to how teachers intervene needs to be based upon their knowledge of the pupil, ie his or her:

- Speed of arousal
- Level of impulsiveness
- Capacity to cope with frustration
- History of risk taking behaviour
- Self image - as violent or non-violent
- Past history of aggression.

Teachers need to remain calm and, more importantly, appear to be calm. This is achieved by self-presentation, stance, posture, gesture, movement, expression, tone and pace of speech.

Strategies to respond in the build up stage

Strategies that teachers might adopt include:

- Distraction of the individual by engaging him/her in something that is of key interest to him/her or is known to be an area where s/he experiences success. By adopting this approach teachers may reduce the level of build up
- Distracting the group by inverting the group into a different topic for discussion or activity. Teachers may be able to draw the individual into more positive engagement
- Redirecting the individual. If teachers spot the build up soon enough they may be able to:
  - Call a person to order
  - Explain what is happening to him/her
  - Describe what you want him/her to do. This needs to be done in a confident, assertive, but not authoritarian manner
- The approach needs to signal warmth and regard for the individual, as this is much more likely to secure a positive response
- Defusing - using approaches that reduce rather than escalate the pressure in the interaction, for example:

In the build up stage, do not:	In the build up stage, do:
• Move towards the individual at speed • Close in on him/her • Stand above/over the individual • Make touch contact • Raise voice • Make threatening or controlling gestures - pointing, waving hands etc • Don't place hands on hips and lock stance.	• Move in a relaxed, calm manner • Stay at least 3-4 paces away from him/her • Avoid implying threat by standing over/above • Avoid touch contact as this may act as an additional trigger • Speak in a calm relaxed way • Ensure hands are open, relaxed and down • Adapt a relaxed and calm stance.

Once a pupil has been aroused, events beyond the teacher's direct control may continue to fuel the build up towards a crisis. Within a class, a key factor may be what other pupils do and say. Equally, what the teacher says and does may be misunderstood and misinterpreted due to the level of the pupil's arousal.
The teacher should:

- Continue to model calmness
- Engage him/her in an initial exchange
- Try to explain what was happening to him/her
- Reflect on his/her reaction to your concern
- Avoid saying too much and speaking too often, ie avoid pestering or provoking the pupil
- If s/her signals that contact is welcome, move alongside and discuss things with him/her
- Model control by self-presentation, movement, posture, gesture, expression and tone of voice
- Distract the individual by drawing his/her attention to a different issue

- Distract the group by introducing a new idea/issue/topic to the group. Draw the individual into the discussion
- Redirect the individual to another or different activity. Ask him/her to collect a book, resource and materials from the office/similar, ie a pre-arranged diversionary approach.

The key challenge for the class teacher during this phase is the ability to handle the situation very skilfully so that a crisis is avoided. The teacher should remain in control of him/herself, the class and the situation while engaging with the pupil.

Details of stage 3: The crisis

Not all incidents develop into crises. Some just ramble along below the crisis level but are nonetheless exhausting to manage. A crisis comes only when the pupil acts out in an extreme and unusual manner. When a crisis occurs it is likely to be relatively brief:

- An outburst of verbal abuse
- An attempt to run from the room and event
- An attempt to threaten verbally or even physically.

It is important that teachers do not respond by triggering the pupil back to crisis, eg when a pupil throws his/her book away insisting that s/he goes and picks it up immediately, or, when a pupil has just been verbally abusive - demanding a complete apology at once.

In both of these instances, the individual may have only just moved beyond the peak of the crisis. The insistence or immediate conformity to teacher authority may be too soon, with arousal levels still high and a second, and perhaps worse issue precipitated.

Sometimes teachers have very little opportunity to intervene at the 'Trigger' and 'Build up' stages because their involvement is often prompted by the crisis itself. It is important to remember that some incidents develop gradually whilst others seem to ignite, all of a sudden. Once the crisis has developed, the initial strategy would depend upon the situation that teachers encounter.

Strategies to respond in the crisis stage

The strategies to respond during this phase might include:

- Inviting the pupil to leave the room
- Inviting the pupil to sit elsewhere in a seat designated by the teacher or Head of Year
- Seeking support from elsewhere if at all possible
- Removing the audience from the pupil
- Removing the pupil from the audience
- Resettling or re-establishing the class.

These ideas can be helpful in managing difficult or violent incidents. There are also things that teachers can do and say that may help in dealing with the situation, including:

- It may be helpful to acknowledge the pupil's emotional state - "I can see you're very angry!" ie to empathise, without agreeing with him or her
- It may reduce the escalation of the incident if teachers avoid head-to-head, face-to-face confrontational positioning
- It may improve matters to let the individual vent his/her anger, providing no one is likely to be hurt and that the venting quickly leads to a reduction in activity
- The teacher should try to control his/her own emotions and not get angry in return. (Provoking the teacher to anger can be highly rewarding and can escalate an incident)
- The teacher should also provide reassurance that this can be managed and the problem(s) can be dealt with.

All of these are good ideas but they need to be discussed and explored ahead of time. It is too late if the first time that teachers try to think about them is in the middle of a developing incident. The management of this crisis phase remains a key concern for teachers. Teachers often want to be clear as to limits to their role and responsibility in managing such crises as they balance their concern for the individual with that of the safety of other pupils, colleagues or equipment.

Details of stage 4: The recovery stage

When the peak of the incident has just passed, there is an understandable wish to 'sort things out' as teachers may have been unsettled and even threatened by such an incident. There is an inner need to retain control and to be seen to be in charge. Sometimes this can stem from teachers' anxiety that if they are not seen to be in charge of this particular individual then they may lose control with others.

However, if the pupil is still experiencing high levels of exposure, then whilst so aroused, s/he is unlikely to find it easy to:

- Listen to what teachers have to say
- Acknowledge his/her role/responsibility in an incident
- Accept any punishment or sanction
- Make any reparation for what has happened.

Strategies to respond in the recovery stage

Whoever is dealing with the recovery phase (the Head of Year or teacher) the following guidelines may be helpful:

- Observe the pupil
- Try to read and understand how s/he is feeling
- Don't act unnecessarily
- Monitor his/her level of arousal
- Wait until the pupil provides indications that s/he is now more relaxed, eg loss of physical tension, slump in posture etc
- Provide some reassurance that s/he can calm down and regain their self-control
- Signal that the issue will be dealt with in full - but only when the pupil is ready and able to engage - it is important for the pupil to know that the issue is not forgotten but will be dealt with in a proper manner when the teacher deems it to be appropriate.

Key to all of this is a sense of pace and timing and ensuring that the person is recovering to the point where s/he can accept and 'hear' the teacher's response. Rushing the issue or rushing things at this stage, is likely to trigger resistance or even further difficulties, and the use of blame language at this point is unlikely to improve things, eg:

- "I don't know what came over you"
- "You really let yourself down"
- "We will not tolerate that sort of behaviour here".

All of these things may be said but it is much better that they are said when they will be heard and have impact, rather than when a pupil is unable to listen.

Details of stage 5: The post crisis low

Following a crisis or an incident of explosive behaviour, the pupil may come to feel very deflated. S/he may feel a range of emotions from embarrassment, discomfort or shock to guilt about the incident. Once the pupil begins to experience these emotions and has relaxed s/he is likely to be much more accessible to the teacher and any attempt to confront, challenge and change his/her behaviour will have a greater likelihood of success.

By waiting for the post crisis low, the teacher doing this work with the individual is much more likely to secure a positive dialogue with the individual and to engage him/her in actively thinking about change and behaving in a different way. Whilst this takes a little more time, it is likely that there will be a marked reduction in any recurrence of this behaviour.

Strategies to respond in the post crisis low

In this phase, the teacher takes the opportunity to:

- Get the pupil to review the incident
- Acknowledge his/her role in it
- Explore what could have been done to prevent it.

In this phase the teacher resumes control of the situation in a much more direct way. S/he needs to consider a number of key questions.

- What sanctions need to follow?
  - How will they be delivered?
  - Where?
  - When?
  - By whom?
- What reparation needs to be made - an apology, a letter or an act of reparation or restoration?
- What needs to be done to prevent such an incident happening again?
- Most importantly, any one incident needs to lead to an immediate consideration of:
  - What can be done to prevent it escalating a second time?
  - What needs to be done to ensure the pupil manages his/her anger in a more effective way?

Investing time in the positive management of such interactions would undoubtedly bring benefits to the class and the whole school.

5.3 Safe and effective intervention

Despite teachers' best attempts at preventing aggressive behaviour and managing incidents, there will be times when physical intervention becomes the most obvious way to manage the incident and prevent harm to pupils, teachers and property. Local authorities and schools have their own guidelines for using physical intervention which all teachers should be very familiar with.

In November 2009 the Welsh Assembly Government issued a consultation document called *Behaviour in Schools - Safe and Effective Intervention*. This document represents a consultation on 3 aspects intended to support schools, local authorities and their partners in providing a safe environment for children and young people. Responses closed in February 2010. It is proposed, subject to consultation that any new powers would be commenced

in September 2010 and revised guidance would be issued in Spring of 2010.

The consultation document covers the following:

- **Section 1** - New powers and duties for school discipline, parental responsibility and exclusion, contained in the Education and Inspections Act 2006. Much of the legislation consolidates provisions in previous Acts.
- **Section 2** - Revised guidance on the use of force to control or restrain pupils. This is more comprehensive guidance replacing that currently contained in Welsh Office Circular 37/98. The guidance is split into two main parts, one relevant for all schools and pupils and one relating to pupils with severe behavioural difficulties, which will be particularly relevant for special schools.
- **Section 3** - Guidance relating to the new power for schools to be able to search pupils for weapons without their consent, contained in the Violent Crime Reduction Act, 2006. This is a new power rather than a duty and therefore does not create any new requirement on schools that choose not to use the power.

The document and further summary information can be accessed from the Welsh Assembly Government website: www.wales.gov.uk/inclusionandpupilsupport or direct from http://wales.gov.uk/consultations/childrenandyoungpeople/behaviourinschools/?lang=en

Schools may wish to consult www.bild.org.uk for an accredited organisation for training on physical intervention.

The following suggestions must be put in the context of the local policies and Welsh guidance on using physical intervention, but provide some basic pointers for teachers.

Do

- Avoid using physical intervention except as a very last resort
- Know the procedure in the school's guidelines for the use of physical intervention

- Discuss the procedures with a senior member of staff if unsure of any point
- Send for adult help early if things begin to get out of hand and physical intervention seems likely
- Assess the situation calmly before acting
- Intervene in a way that makes the teacher, other pupils, and the troubled pupil safe
- Use the minimum intervention for the minimum time
- Report the incident to the head teacher or senior member of staff as soon as possible
- Complete a report immediately.

Do not

- Place self at risk by attempting to intervene physically, for example, with a pupil who is obviously carrying a weapon
- Attempt to restrain a pupil when temper is lost
- Use excessive force
- Place self at risk of false allegation, ie avoid being alone with a pupil, (if possible)
- 'Forget' to report the incident
- Ignore the need to record the incident in writing.

While professionals are often allowed to use what is termed 'reasonable force', there is no precise legal definition of 'reasonable force' making the term a little vague. It may be more easily explained in terms of a specific event or incident. Reasonable force could be defined as action needed to make the situation safe and to reduce any risk to others.

'Reasonable force' may be legitimate where:

- A pupil attacks a teacher
- A pupil attacks another pupil
- A pupil is causing/likely to cause injury to others
- A distressed pupil, who is already at risk, tries to leave the school.

To be able to manage crises effectively, a whole-school approach is needed. Teachers need to have discussed such situations ahead of time. They need to have explored their sense of how situations can be made safe and each individual's sense of how s/he might respond.

Teachers must constantly monitor their own internal 'early warning signs' of escalating anger and cannot afford to lose control. An effective outcome of any incident is one in which everyone calms down, nobody is hurt, nothing is broken, no one is too traumatised and order is restored. Hewitt (1998) calls this 'doing the least to achieve the most'.

Chapter 6
More specialist approaches to support behaviour change

So far this handbook has considered techniques and approaches to managing behaviour within the classroom that can be used by all teachers without the need for specialist training. This chapter sets out an overview of a selection of strategies and approaches that classroom teachers may like to consider to support behaviour change, but which are likely to require some additional training and/or support to use effectively.

This chapter **DOES NOT** prepare teachers to use these approaches in practice. It simply aims to provide an awareness of the approaches so that teachers can undertake further investigation and training if they think the approach would be beneficial for them and their pupils.

Introductions are provided for the following approaches:

- Restorative justice
- Solution-focused approaches
- The transtheoretical model of change
- Cognitive behavioural approaches.

6.1 An introduction to restorative justice

What is restorative justice (sometimes referred to as restorative practice) in a school context?

An evaluation by the Scottish executive (SE, 2007, from www.scotland.gsi.gov.uk) defined restorative justice practices in an educational context as 'restoring good relationships when there has been conflict or harm and developing school ethos, policies and procedures to reduce the possibility of such conflict and harm arising'. The evaluation indicated that restorative practices can offer a powerful and effective approach to promoting harmonious relationships in school and to the successful resolution of conflict and harm.

Restorative justice stresses the importance of relationships over and above rules. It seeks at all times to restore the relationships between people when these have been damaged by inappropriate or offending behaviour.

Restorative practices describe a range of approaches to prevent and repair conflict in schools. The practices range from:

- Developing a restorative climate in schools with activities such as circle time and peer support
- Through 'restorative conversations' when teachers or peer mediators intervene in a situation
- To the more formal restorative conferencing involving all those affected by an incident, including families where appropriate.

School ethos, policies and procedures need to be developed to support this work. The focus is on prevention as well as cure, and the involvement of the whole school community is paramount. The most well-documented applications of restorative justice in schools to date are the processes which seek to repair undisputed harm (eg through Restorative Conferencing, Family Group Conferencing and Victim/Offender Mediation). These are being used not only in cases of offending behaviour but also with young people who are at risk of exclusion (or who have been excluded) as a way of addressing the relationship issues and residual tensions.

In schools where restorative practices are being used practitioners are discovering that other issues can be dealt with restoratively, and these may involve conflict where there is no 'guilty party' or when both sides are blaming the other. Mediation is often an appropriate response to such situations, where neutral facilitators enable those in conflict to listen to each other and find a mutually acceptable way forward.

The key principles of restorative justice are:

- Fostering social relationships in a school community of mutual engagement
- Being responsible and accountable for one's own actions and their impact on others

- Respecting other people, their views and feelings
- Empathising with the feelings of others
- Being fair
- Being committed to equitable processes
- Everyone in school being actively involved in decisions about their own lives
- Returning issues of conflict to the participants rather than pathologising behaviour
- Being willingness to create opportunities for reflective change in pupils and staff.
  (From http://www.betterbehaviourscotland.gov.uk/initiatives/piloting/lowdown.aspx)

What many pupils say they want from adults when dealing with disciplinary issues is fairness. Whether they are a perpetrator or a victim, their focus is not on winning or losing, blame or revenge, but on trusting in a fair process. Restorative practices help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to learn from the harm that has been done, and to understand the impact of their behaviour on others.

Restorative practices can:

- Manage the varied expectations of behaviour standards which inevitably exist among all school staff
- Help develop a whole school positive ethos
- Encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships, or terminates them in a positive way
- Support any necessary sanctions by processes of learning and reconciliation.

Restorative Practices can be used at different levels in school:

- Preventative - to promote positive relationships within the whole school community
- Responsive - repairing relationships when difficulties arise

- As part of support and intervention for more long term and persistent difficulties.

The approach involves including the 'wrongdoer' in finding a solution to the problem. Instead of asking 'who's to blame and how are we going to punish them?', focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'who has been affected and how?' and 'how can we put it right and learn from this experience?'

Dr Belinda Hopkins, Director of Centre for Restorative Justice in Education, summarises how restorative justice can impact on relationships in schools, as opposed to traditional disciplinary approaches.

Old model retributive justice in schools	**New model restorative justice in schools**
Misbehaviour defined as breaking the school rules	Misbehaviour defined as adversely affecting others
Focus on establishing blame or guilt and on the past (did s/he do it?)	Focus on problem solving by expressing feelings and needs and how to meet them in the future
Adversarial relationships and process	Dialogue and negotiation - everyone involved in communicating and cooperating with each other
Imposition of pain or unpleasantness to punish and deter	Restitution as a means of restoring both/ all parties, the goal being reconciliation
Attention to rights, rules and adherence to due process	Attention to right relationships and achievement of the desired outcome
Conflict represented as impersonal and abstract: individual versus the school	Misdemeanours recognized as interpersonal conflicts with some value for learning

Old model retributive justice in schools	New model restorative justice in schools
One social injury replaced by another	Focus on repair of social injury/damage
School community as spectators, represented by member of staff dealing with the situation	School community involved in facilitation and restoration
People affected by misdemeanour not necessarily involved	Encouragement of all concerned to be involved - empowerment
Wrongdoer's accountability defined in terms of receiving punishment	Wrongdoer's accountability defined as understanding the impact of the action, seeing it as a consequence of choices and helping to decide how to put things right

(From http://www.transformingconflict.org/Restorative_Justice_in_School.htm)

Some basic restorative justice techniques

There is a wide spectrum of techniques and practices that can be used in a restorative justice school.

Restorative statements, questions and discussion

For example in the case of a fight/disagreement/name-calling incident among pupils the traditional approach would be to ask:

- Who is to blame?
- Why did you do that?
- What is the appropriate punishment?

But the restorative teacher will ask:

- What happened?
- Who has been affected and how?

- How can we put right the harm done?
- What have we learned from this so as to make different choices next time?

Circle Time

This listening exercise can be used in classrooms to address problems that arise e.g. where a pupil or group of pupils persistently disrupts the learning atmosphere. The teacher can very quickly get the pupils to arrange their chairs in a circle, agree that one person speaks at a time and get the class to focus on the problem that has arisen. The process is empowering of the pupils and the collective will of the group is often very effective in resolving the difficulties.

Peer Support and Mediation

An increasingly widespread application in schools is the development of a Peer Mediation Service, usually run by pupils themselves who have been trained to mediate amongst their peers and deal with conflicts that arise outside of the classroom. Successful schemes are running in Junior and Secondary schools around the UK and secondary aged pupils have their own Young Mediators Network and run their own conferences. Peer mediation is less successful if mediation is not an approach also used by the adults in the school community.

The importance of consistency across the school

It is important that restorative justice is seen not simply as a response to extreme behaviour from pupils but that the principles are in place in staff rooms, classrooms, playgrounds and corridors every day.

Restorative justice is predicated on the notion that damage has been done to relationships by inappropriate behaviour and that prior to an incident there were relationships that have subsequently been damaged. This may not have been the case. In a school community relationships and community need to be actively developed and not taken for granted.

Approaches that help develop and maintain relationships across the school include:

- Circle time for staff (for staff development, team building and mutual support) and for pupils (for developing self-esteem, communication skills and a spirit of co-operation)
- School council
- Peer counselling, peer mentoring and buddying schemes
- No-blame approach to bullying
- A self-esteem policy for staff and for pupils
- A whole school relationship management policy (as opposed to a 'behaviour management' policy that tends to focus on pupil's behaviour).

Further information on restorative justice

- The Restorative Justice Consortium (RJC) has published guidance on applying restorative justice principles in schools - http://www.restorativejustice.org.uk/Resources/pdf/Principles_Schools_2005_2nd_ed.pdf
- The National Centre for Restorative Approaches in Youth Settings (also known as Transforming Conflict) - http://www.transformingconflict.org
- Best Practice Guidelines from the International Institute for Restorative Practices - http://www.iirp.org/uk/
- Behaviour Scotland Restorative Justice Pilots in Schools - http://www.betterbehaviourscotland.gov.uk/initiatives/piloting/lowdown.aspx
- Incorporating restorative approaches (from the English national programme for specialist leaders of behaviour and attendance) - http://nationalstrategies.standards.dcsf.gov.uk/node/90583

6.2 An introduction to solution-focused approaches

What are solution-focused approaches to change?

Solution-focused approaches can be defined as:

- The establishment of what a 'preferred future' might be
- The identification of ways in which this is already happening.

The solution-focused approach to change is characterised by the following principles:

- Solutions NOT problems
- The future NOT the past
- What to do NOT who to blame.

The solution-focused approach gives teachers a proven, positive way of working that helps pupils deal with their problems, reach their own decisions and gain self-esteem in the process. Rather than dwelling on deficits or the history of the problem, the solution-focused teacher searches for times when the problem does not occur, and uses these 'exceptions' to begin to construct potential solutions. This model is a practical, effective approach to working with pupils for change. Underlying the solution-focused approach is a positive and respectful attitude to the pupils and their parents.

Using this approach, teachers collaborate with pupils and parents and:

- Assume that they want to do well
- Assume that they have or can develop a goal or goals
- Assume that they have the capacity and personal resources to move towards the goals - even if in very small steps
- Take it for granted that pupils and parents are the experts in their own lives and learning.

The teacher's expertise is in being curious, asking appropriate questions and assisting progress, while being clear about professional boundaries. Solution-focused planning and practice:

- Makes positive assumptions about pupils and their families
- Recognises strengths and resources
- Elicits preferred futures or desired outcomes by using respectful curiosity
- Uses practical methods to encourage step-by-step movement and action planning in the preferred direction
- Encourages helpful and positive feedback.

Some basic solution-focused techniques

Using scales in solution-focused practice

A scale is a valuable tool to use in solution-focused practice. A simple scale looks like this, where 0 is normally the lowest/worst/least effective and 10 is normally the ideal/best/the highest that the pupil can aspire to or hope for:

The teacher focuses on positives, strengths, resources and competencies and looks at how pupils may increase from low to high. Teachers can use other metaphors instead of the 0-10 scaling, for example a ladder, a tree, or a mountain.

Simple steps in using a scale:

1. **Where are you now?** - So, for example, if we are working with a pupil who lacks confidence in completing work at school, we might ask: "Suppose 0 stands for you having no confidence at all, and 10 means you are really confident in your work, where are you today?" Let's say the answer is "4". This gives both partners an idea of how confident the person feels now.

2. **How did you get up to there?** - The next step is to discover what the pupil is doing well already, so we can ask: "How did you get from 0 to 4? What gives you that much confidence?" We can ask for details of, for instance, what she has learned that gives her confidence, who is supportive to her, what she likes doing or knows she does well, perhaps compliments that others have given her, etc. etc.

3. **What will be happening at the next step up?** - Or, "What will you be doing differently at number 5?" There are numerous ways of asking this question. We are trying to get a behavioural picture of how she will be when she is more confident. We can ask

questions like: "what will be the smallest sign that will tell you that you're moving in the right direction (in terms of becoming more confident)?"

4. **What will 10 look like?** - We're looking for a descriptive picture of how the pupil sees herself when she's at her best, or in this case most confident. This may just be a hope or a vision as yet. What will she be doing when she is at this level? What will others notice? We may ask if she is at this level of confidence in any other area of her life. How does she look? Body language? Expression in the eyes? Speeding up/slowing down? Tone of voice?
(From www.northwestsolutions.co.uk/scales - 18th July 2006)

Asking solution-focused questions to support planning and practice

Using solution-focused conversations, the teacher can ask effective questions which help the pupil to reach their own decisions, rather than making statements or giving advice. The solution focused teachers uses appreciative, respectful curiosity to create opportunities for the pupil to think creatively about how to progress towards their goals. As the pupil is the expert on his/her own life, the teacher should avoid leading questions ('Why don't you ...?', or 'Have you thought of ...?'). Leading questions may embed the teacher's solutions and limit solution generation by the pupil.

Solution-focused questions include:

- What are your best hopes for this lesson?
- What would you like to achieve today?
- How will you know later that this lesson/day has been successful?
- Suppose in your next day at school you're doing things at your very best:
  - What will you be doing differently?
  - How will others know?
  - What will they see, hear, feel that will be different?

- In past situations that you have told me about:
  - What worked well?
  - What will other people say they like about you?
  - How did you cope?
  - What will you like to continue to do or continue to happen to you?
  - What would you not want to happen again?
  - How would you want to do it in a different way if this happened again?
  - What have you learned from what happened?
- Let's suppose you get up tomorrow and things are better. What's the smallest sign that will tell you that things are improving?
- If 10 equals the best lesson/day ever - where are you today? What have you done that's made it work this well? What needs to be different to make it even better next time?

The 'miracle' or 'magic' question

This particular question can help to clarify goals, identify existing progress, clarify options for action and act as a catalyst for change. Typically the question is worded as 'Imagine as you sleep tonight a 'miracle' or some 'magic' happens and the problems go away, but because you are asleep you don't know it's happened. When you wake in the morning, what would be a first sign to you that something has happened?' This can also remind pupils that some of the changes they need to see are already happening.

Problem-free talk

Once it is respectful and sensitive to do so, pupils can be invited to talk about aspects of their lives other than their problems. They might be asked about how they cope, or about their hobbies, or other aspects of their life where they enjoy more success. As well as providing important information about existing resources, this can also remind pupils of abilities they may have forgotten, raising morale in the process.

A case study on solution-focused approaches

The following case study was provided by and is used with the permission of Kate Evan-Hughes, Senior School Improvement Adviser, Newport.

Lliswerry High School, Newport - Working on What Works With a Class

With initial guidance and modelling from the local authority's teacher adviser, we decided to adapt an approach developed by Solution Focused Brief Therapy pioneers Insoo Kim Berg and Lee Shilts in 2002, in which solution based methods are applied to a group.

The intervention is primarily a coaching one: one member of staff acting in a 'consultative role' with a form teacher and her class. In our case, it was the school SENCo and a head of year that, to begin with, took on this coaching role. The role was then cascaded from class to class: the form tutors who had witnessed - and been part of - the process themselves carrying it out with a further class.

We began by using the model with 'rogue classes' but have subsequently employed it with other, 'less troubled' (!), forms. The beauty of the approach is that it uses the aspirations and determination of the classes themselves to make progress in the ways they want to make progress. Every class wants to change something for the better: from improving attendance of those in the class to making subject lessons as interesting and relevant as possible.

While we - as is outlined below - gained information from and fed back to subject teachers as part of the model, the 'class meeting' part of the process, solely, we have seen to have an effectiveness.

Phase 1: Memo to a class's subject teachers

We ask - What do you like/are the good things about this class? What works with this class? What would you avoid with this class? This information is collated. It is then shared, either via a memo/email or, with particularly 'difficult classes', in a short meeting between all subject teachers.

Phase 2: Creating classroom goals and targets with students and form tutor

This first class meeting will take the longest time - 45 to 60 minutes. The other meetings will be shorter - perhaps 20 minutes. The chairs are arranged in a circle in the classroom. Expectations for behaviour within the class meeting are described and agreed. We begin with an introductory, 'fun', exercise. We then ask the students what they like/what is good about the class. This is recorded on large sheets of paper - for example, flip chart paper. We add the comments of the form tutor, together with the comments that we have collected from form teachers during phase 1. We then ask each student where, on a 0 to10 scale (0 is worst possible; 10 best possible), they believe the class is at present: each person in the class is asked to describe his/her own score. The results are recoded (on the class whiteboard) and an average worked out.

Secondly, we ask the class what it will take to move up one point on the scale. The students will come up with general goals - improve our behaviour, come to school for example. The form tutor also joins in the process: they might share their perceptions and their goals for change. From the long list of goals, we ask the students: Which two or three are most important? Which shall we try first? We then break these goals down into small targets: perhaps detailing the behaviours the class will try to show in lessons or the steps that the class will take in order to improve attendance.

Finally, we ask about how we will know we have started to move towards these goals. Students may talk about receiving more praise, merits; their position in the attendance leagues will change etc. The outline of the whole meeting is recorded on large sheets of paper. Sometimes a summary of what was agreed is emailed to teaching staff so that they can be aware of what the class's expectations are in terms of teachers 'noticing' change.

Phase 3: Scaling classroom success and amplifying - rest of meetings

The goals and targets are described. We ask for 'evidence' of change. We are 'interested' in this and amplify successes: How was this done? How did you manage it? What does that tell us about this class? We then ask the class about continuing with present goals or looking to make progress on new ones. Either during each session or - certainly - at the last session (often of three), we repeat the scaling from the first session. During the last session, we summarise what we have achieved.

While the process does take up thought and time, we have seen its benefits. It is more economical than 'picking off' one individual at a time. It brings out the best in the students and encourages them to think and act for themselves - collaboratively.

Further information on solution-focused approaches

- United Kingdom Association for Solution Focused Practice - http://www.ukasfp.co.uk/
- Brief offer training and resources on solution focused approach - www.brief.org.uk
- Solution focused education from Behaviour Matters - http://www.teachingexpertise.com/articles/solution-focused-education-261

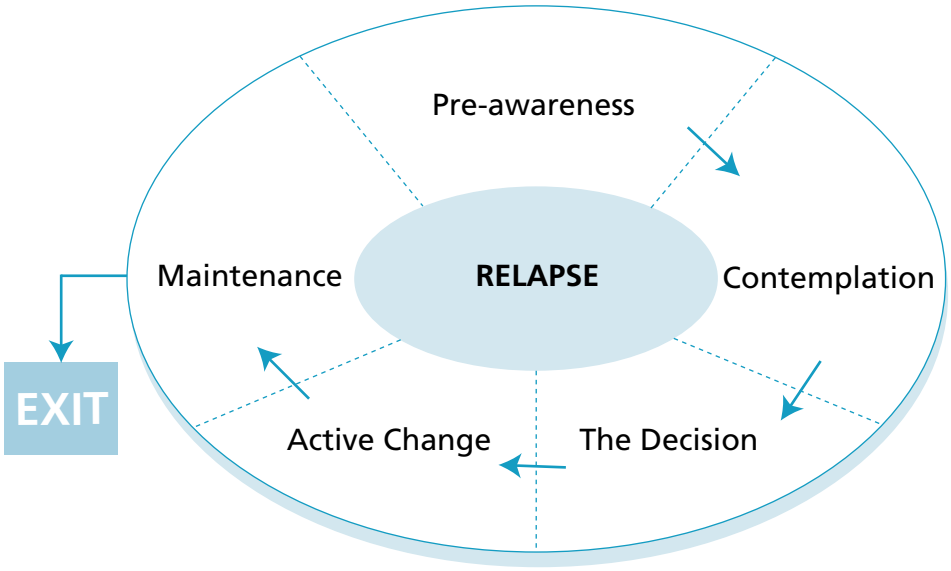
- Solution Focused Education: For a Happier School (2005) by Kerstin Måhlberg and Maud Sjöblom - ISBN 91-631-2943-4 - UK distributors - Solutions Books
- Teaching Toward Solutions: A Solution Focused Guide to Improving Student Behaviour, Grades, Parental Support and Staff Morale (2003) by Linda Metcalf, ISBN-13: 978-1904424079 - Publisher: Crown House Publishing.

6.3 An introduction to the transtheoretical model of change

What is the transtheoretical model of change?

Working with pupils to initiate a change in behaviour can at times be frustrating and complex. Teachers may sometimes feel that they are making progress with a pupil when suddenly they are back at square one. A pupil may agree to a plan of action yet not carry it out. Why do some approaches work with one individual and not another? Why do some pupils consistently go through a process of progress followed by failure?

A process known as the transtheoretical model of change (sometimes simply referred to as the stages of change) proposes a way of beginning to answer these questions around changing behaviour. This approach maintains that there are distinct stages that people go through when deciding to initiate a behaviour change. The stages are the same no matter what the behaviour. The diagram on the following page represents the key stages in a 'wheel' format.



The six stages of change have been suggested as a way of approaching change for a variety of problem behaviours. The crucial factor is to ascertain the stage at which a pupil currently operates and to use approaches and strategies appropriate to that stage.

Pre-contemplation is the stage where a person has no intention of changing his/her behaviour in the foreseeable future. Many individuals in this stage are unaware of their problems or are not ready to change.

Contemplation is the stage where an individual is aware that a problem exists but has not yet made a commitment to take action to change. The pupil is willing to consider the problem and that a change may be beneficial to his/her future.

There are various levels of ambivalence by a person in this stage. This basically means that a pupil can feel two ways about something or someone. S/he can go back and forth between reasons for concern and unconcern or motivations to change or stay the same.

Contemplation is not a commitment to change. In the education setting if a pupil agrees to behave in the classroom but days later has returned to his/her previous behaviour then it may be that the individual was not ready or committed enough to making that change. If the teacher attempts to use strategies that may only be appropriate for the action stage, then s/he is likely to encounter resistance.

Determination is the stage at which a person decides to take action to cease engaging in problem behaviour and/or to substitute a positive behaviour in its place. The pupil appears motivated to take action. If the teacher can find an acceptable, accessible, appropriate and effective plan then the pupil will enter the action stage. If not then the pupil will slip back into the contemplation stage.

Action is the stage in which individuals modify their behaviour, experiences or environment in order to overcome their problems. Action involves the most overt behavioural changes and requires considerable commitment of time and energy. Here the individual gets involved in the agreed strategies intended for change.

Maintenance is the stage where people work to prevent relapse and consolidate the changes made during the action phase. The length of time a person is involved in the action stage is variable depending upon the individual and the behaviour. In this stage, various strategies and active support from helpers is gradually withdrawn or decreased. Maintaining change may require a different approach and skills to those needed to accomplish the change in the first place. Maintenance is the test for whether the intervention has been successful.

The **relapse** stage, although situated after the maintenance phase in the 'wheel of change' model, can actually happen during any of the stages. The inclusion of a relapse stage gives recognition to the fact that changing 'problem' behaviour in many cases is difficult to do and may not always be overcome at the first attempt. Slips and relapses are expected to happen especially if long standing behaviour is being changed.
The pupil's motivation must be encouraged. There is a need to review the whole process usually starting from the contemplation stage and trying to avoid discouragement or the pupil becoming demoralised. It is key to go through any positives that occurred before relapse and focus on these.

Overall, this approach allows for individuals in any change process to go round the wheel a number of times if necessary before achieving a stable change. It is essential to identify the stage a pupil is in and adopt an approach appropriate to the stage. In many cases change will not occur if strategies are discussed with a pupil, which are inappropriate to the stage they are in.

What the change is establishes and being maintained, exit from the cycle can be facilitated.

As an easier way of helping to understand the process, the following may aid interpretation.

Precontemplation - 'I'm okay'	• The pupil does not intend to make any change as s/he does not see a problem. There is a denial that a problem exists. However, others do see that there is a problem.
Contemplation - 'I don't know'	• The pupil may think that s/he has a problem • There is an increase in the conflict of wanting to change and staying the same. Individuals are open to help • There are different levels of contemplation • Some pupils may get stuck in chronic contemplation (substitute thinking for action) • It is important to discuss the pros and cons of change.
Determination - 'I've decided'	• Here a person will decide to carry on as before or to change • Begin to make changes or set target dates • Have a potential strategy/way forward in mind.
Action - 'My first step'	• Decision is put into practice • A very active period in initiating a change in behaviour • The pupil can also be at great risk of relapse.
Maintenance - 'Getting there'	• Change has been achieved and it is important that it is maintained.

Further information on the transtheoretical model of change

- Pro-change behaviour systems - http://www.prochange.com/ttm
- In wikipedia - http://en.wikipedia.org/wiki/Transtheoretical_model

6.4 An introduction to cognitive behavioural approaches

What are cognitive behavioural approaches to behaviour change?

Cognitive behavioural approaches aim to solve problems relating to dysfunctional emotions, behaviours and thought processes (cognitions) through using techniques that are systematic, direct,

time limited and focused on specific goals. There is research evidence to support the use of cognitive behavioural approaches to achieving change for a variety of problems, including substance misuse, offending behaviour, anxiety, post traumatic stress, depression, eating disorders and phobias.

Cognitive behavioural approaches were developed through a merging of behavioural and cognitive approaches. While rooted in different theories, these two traditions found common ground in focusing on the 'here and now', and on alleviating symptoms.

Behavioural theory and approaches

Behavioural theory is based on the principle that behaviour is learnt, and can therefore be unlearnt, or reconditioned (the most famous examples of conditioning are those of Ivan Pavlov and B.F Skinner). Behavioural approaches are concerned with the present, without focusing on the past to find a reason for the behaviour. Behavioural approaches are often used with those who require some sort of behaviour change, such as addictions, phobias and anxiety disorders.

Cognitive theory and approaches

Cognitive theory is based on the principle that the way we perceive situations influences how we feel about them. Cognitive approaches usually focus on the present and are problem-solving orientated. Cognitive approaches involve learning how to identify and replace distorted thoughts and beliefs, ultimately changing the associated habitual behaviour towards them.

When individuals are distressed they often can't recognise that their thoughts are distorted, so cognitive approaches help them to identify these thoughts and reassess them. For example, if an individual makes a small mistake they may think "I'm useless, I can't do anything right". Strongly believing this may cause them to avoid the activity where they made a mistake and confirm this belief deeper. Addressing these thoughts, and reassessing them can lead to more flexible ways of thinking, allowing the individual to feel more positive, be less likely to avoid situations and be able to challenge their negative belief.

Cognitive behavioural theory and approaches

Cognitive behavioural theory combines cognitive and behavioural theory. It is based on the principle that individuals learn unhelpful ways of thinking and behaving over a long period of time. However, identifying these thoughts and how they can be problematic to feelings and behaviours can enable individuals to challenge negative ways of thinking, leading to positive feelings and behavioural changes.

Cognitive behavioural approaches involve changing the way individuals think (cognitive) and how they respond to these thoughts (behaviour). The focus is on the 'here and now' instead of focusing on the cause of the issue, and large problems are broken into smaller parts to make them easier to deal with. These smaller parts can be described as thoughts, emotions, physical feelings and actions. Each of these has the ability to affect the other, e.g. the way an individual thinks about things can affect how they feel emotionally and physically, and ultimately how they behave.

The emphasis on cognitive or behaviour aspects of the approach can vary depending on the issue. However, cognitive behavioural approaches are likely to work best when used to help change specific issues as focus can be placed on particular problems and how to overcome them.

Changing pupils thinking and behaviour

People respond to events on the basis of their thinking and beliefs. These beliefs determine how they feel and behave in any situation. This helps explain why, given the same situation and stimulus, different pupils will react in different ways because their thinking is different from each other.

For example, during an English lesson a group made up of three pupils, Julie, James and Debs, present their piece of work to the rest of the class. Mrs Adams their teacher responds with "That was excellent; well done".

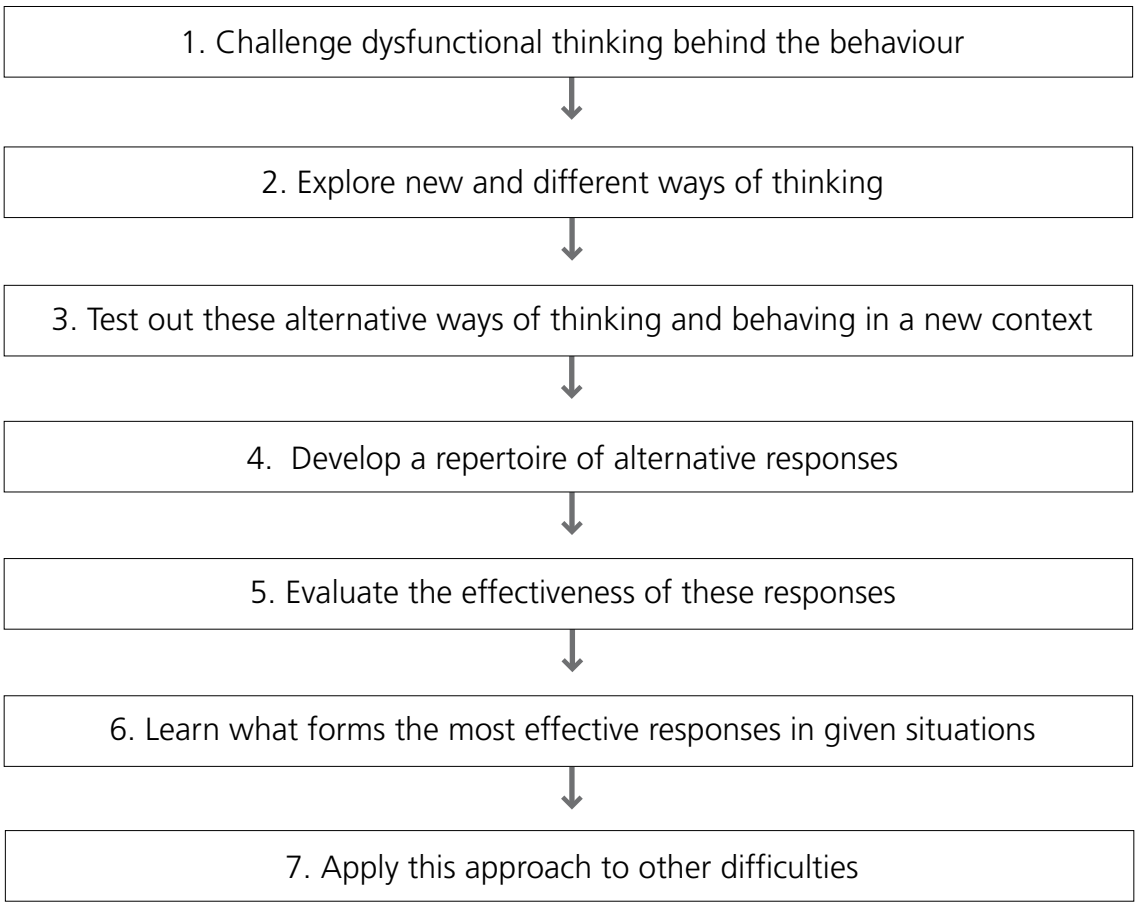
- Julie glows with pride, smiles and says 'Thank you Miss'.
- James looks away while sticking two fingers down his open mouth as if to be sick. He mutters to himself 'How embarrassing'.
- Debs sniggers and shouts back at Miss Jones, 'You always say that but never give us an 'A' so what's the point?'

The responses of each of the above pupils to the same event are governed by their thinking and belief about what is taking place. When Mrs Adams says, 'That was excellent; well done' these may be the beliefs behind each of the responses:

Julie	**James**	**Debs**
• She is impressed • She thinks we have done well • She believes I am smart • She appreciates my/our efforts and abilities • She is a good teacher	• Only girls like being praised in public • I don't' believe her anyway • My friends will now think that I am a swot and a teacher's pet	• Mrs Adams hates me anyway but pretends that she doesn't • She says nice things about your work to make you try harder • She wont give you an A if she knows you want it

In order to effect any change in James' and Debs' behaviour the teacher needs to help them change the thinking that governs their behaviour. Change in behaviour will only be sustained if the thinking behind that behaviour alters.

Mrs Adams could challenge James and say: 'That is not how to behave. I have just told you how good your project is. You should be pleased'. If James was to look her in the eyes, clasp his hands in front of him, smile and say 'Thank you Miss', a change in behaviour seems to have been achieved. However, it is extremely doubtful that James will sustain this change in behaviour because his beliefs about Mrs Jones have not altered. To effect change in pupils' thinking and behaviour often requires significant time and attention. The steps to changing thinking and behaviour are outlined below.



The case study below illustrates how the steps to changing thinking and behaviour might be used in a specific situation.

Case study - Declan

Declan transferred into West High School in the middle of Year 9. Now in Year 10, Declan always gets into fights with pupils in his class. He is no different on the playground when he is with pupils younger or older than him. He is small for his age but whatever he lacks in size, he makes up for with his fists. He hardly talks to anybody and has few friends.

At home, Declan is the middle of seven siblings. He had been bullied for as long as he can remember, by two of his older brothers. His father's response was to encourage Declan to fight back 'to win respect'. Once, Declan hit his brother so hard with a cricket bat that his brother ended up spending two weeks in hospital. The bullying at home stopped after that incident and Declan and his brothers learned to avoid each other.

Declan believes that the best way to win respect and not be considered a wimp by others is to be aggressive and violent towards people. This thinking and belief has governed his behaviour since entering secondary school. So far most of Declan's experiences have confirmed this view.

Steps for changing Declan's thinking and behaviour

1. Challenge dysfunctional thinking behind the behaviour	Declan thinks 'If anyone upsets me, I hit them because that is the way to prove that I am not a wimp'. Explain to Declan that hitting people has nothing to do with being a 'wimp' or not. Explore with Declan the consequences of hitting people.
2. Explore new and different ways of thinking	Help Declan to appreciate that 'A strong person says how they feel when they are upset so that others can understand how they feel and stop upsetting them'.
3. Test out these alternative ways of thinking and behaving in a new context	When a classmate jumps the queue at lunch time, instead of hitting them, what would happen if Declan politely asks him to go to the end of the queue?

4. Develop a repertoire of alternative responses	Help Declan to explore other ways of behaving, eg when some one upsets Declan he could: • Walk away till he calms down • Tell the teacher or an adult • Refuse to be upset. See the funny side of the situation.
5. Evaluate the effectiveness of these responses	Do any of these responses cause a change in Declan's behaviour, ie does he stop hitting others?
6. Learn what forms the most effective responses in given situations	Declan realises that the most effective response is telling people how he feels - this response improves his behaviour and stops him from getting into trouble. He becomes a happier person.
7. Apply this approach to other difficulties	Declan learns to express his feelings rather than getting into fights to resolve his difficulties.

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Teachers may wish to use this approach for other difficulties. Changing thinking is not an easy thing to do and will involve substantial investment of time and effort, but for some pupils this may be the only way to achieve sustained behaviour change.

Some basic cognitive behavioural techniques

Exploring thinking through 'Like me/Unlike' me or 'True/False' scales

Some pupils might find it relatively easy to discuss their beliefs and thoughts, but many are less 'open' and/or find it difficult to talk about themselves, their ideas and how they feel and think - possibly because of dysfunctional cognitive operations. There are published sources that can be used to elicit such beliefs, or teachers can develop their own ways of enabling pupils to respond and to express their own views and opinions.

One example is the Like me/Unlike me OR True/False scales. These scales can help teachers to explore thoughts and beliefs with pupils. The questions can relate only to one specific issue or cover a range of issues. Some questions should be positive and some negative. Like me scales may feel more personal that true false scales, but may illicit deeper insights. Teachers should carefully consider which to use and what questions to use.

Examples of Like me/Not like me:

1)	I only misbehave for a laugh	Like me/Unlike me
2)	I think people find me funny when I joke in class	Like me/Unlike me
3)	I do think my behaviour is a problem	Like me/Unlike me
4)	Other people get me to misbehave	Like me/Unlike me
5)	I choose and control my own behaviour	Like me/Unlike me
6)	My teacher can help me to behave better	Like me/Unlike me

Examples of True/False:

1)	Fighting is a bad way to solve problems with others	True/False
2)	Hitting people makes me feel bad	True/False
3)	Some people deserve to be hit	True/False
4)	People who don't fight are weak	True/False
5)	Nobody really gets hurt when I hit them	True/False
6)	People don't like kids who fight others	True/False

Cognitive restructuring

A cognitive restructuring approach involves drawing out the pupils view of events (through discussion and the use of elements such as 'Like me/Unlike me' or 'True/False' scales) and the understanding inferences and evaluations and working together to change them. An inference is an interpretation of an event that has happened or will happen. It can be seen as the pupil's hypothesis about events and, therefore, can be tested out with evidence. The evidence may or may not support the hypothesis. Where the pupil's inferences are habitually negative, it is quite likely that the evidence will not support them, and as a result, new and more realistic inferences can be developed. An inference is drawn from the information available to the pupil. However, it is the evaluation of the inference as negative or positive, in terms of its meaning for the pupil, which has an emotional consequence.

A negative evaluation will lead to a negative emotion. As the evaluations become more extreme and more unrealistic, they lead to more significant emotional and behavioural consequences. The first evaluation may be reasonably accurate. The second one is attaching extremely negative weight to this event. The third may lead to unwanted behaviour.

For example:

Event:

Steven has chosen to sit with Peter in the class, rather than Adrian.

Adrian's negative inferences, evaluations and actions:

"Steven has decided to take sides with Peter over me." (Inference)

"Steven doesn't like me" (first valuation)

"Nobody likes me so it does not matter what I do." (second evaluation)

"Everyone hates me so I may as well act like an idiot and make everyone else suffer" (third evaluation)

Inferences can be challenged by turning them into hypotheses and then asking the pupil to consider the evidence that supports or rejects those hypotheses. A challenge can be made by encouraging the pupil to consider what alternative conclusions he or she might draw from the evidence.

For example:

Event:

Steven has chosen to sit with Peter in the class, rather than Adrian.

Possible neutral or positive inferences, evaluations and actions:

Adrian develops hypotheses about why Steven might have sat with Peter. It could be Peter is good at Maths.

Steven finds it easier to behave when sat with Peter.

The teacher has asked him to move.

To check out these hypotheses Adrian talks to Steven after the lesson. Steven had been asked to move by the teacher. Adrian and Steven are still friends and Adrian managed his own behaviour throughout the lesson.

Teacher need to work with the pupil to:

- Clarify emotions and identify the underlying assumptions/beliefs that shape thinking
- Challenge the utility and helpfulness of these beliefs and weigh up the advantages and disadvantages of continuing to hold these beliefs and assumptions
- Generate alternative, more effective and adaptive beliefs.

Problem solving

Many pupils who experience difficulty with their beliefs, thinking, emotions and behaviour make a restricted or stereotyped response to social situations in particular. This response may become a habit, may or may not be reinforced by outcomes, and may be reinforced by the pupils unhelpful thinking. Pupils who make erroneous

and habitual responses to given situations may be said to have a restricted range of responses. Most teachers will have encountered pupils who:

- React and fight when confronted with something they cannot do, don't know, or even something about which they feel uncertain
- Take flight and try to escape or avoid situations that they experience as threatening, intimidating and in some cases, situations that are simply new and unknown to them
- Withdraw inwards in response to a situation that they do not like, do not enjoy, or in which they risk some exposure, loss of face or damage to their self-esteem
- Allow others to make decisions for them.

Such pupils function with a restricted set of possibilities. Their responses can become habitual and dysfunctional and may lead to their rejection or exclusion from a class setting.

The change task becomes one of enabling the pupil to use 'alternative-solution thinking', ie:

- To understand the problematic situations that he or she encounters
- To appreciate the fact that it is possible to make a number of different responses to any given situation
- To develop a range of alternative responses to a given situation
- To explore the likely outcomes of applying each response
- To evaluate which of these possible responses is the one most likely to achieve success.

Where pupils find it difficult or threatening to explore alternatives to their own habitual response, it can be helpful to begin by exploring conflicts/difficulties experienced by a third party. The teacher needs to have prepared scenarios and examples that the pupil is able to relate to, ie involving others of roughly the same age and status, and, most helpfully, the same gender. This enables the pupil to develop a problem-solving approach to meeting the needs of others. S/he can then be supported in transferring this approach to addressing his/her own response to problematic situations.

Having supported the pupil in generating a range of responses to a given situation, the teacher needs to help the pupil look objectively at each possible response, considering the pros and cons of each one carefully. The teacher then helps the pupil to test out' the preferred response before trying them in a real setting. The use of role-play can be helpful.

Having evaluated the likelihood of a particular response working in a given situation, the pupil is coached in his/her performance so that s/he is reasonably accomplished in responding in this new way. The pupil is then encouraged to apply this new approach in context and to evaluate its impact perhaps using the self-monitoring techniques already described.

The teacher may encourage others around the pupil to be alert to, and ready for, this new response. This is important, as there is a risk that they too may continue to respond to the pupil in an habitual way even when the pupil's response has changed!

The format provided below may offer a useful framework for engaging in this approach with a pupil.

A Problem-Solving Approach	
Name: The problem/difficulty/situation: My usual response:	
Five other ways to respond	**The likely outcome from each response**
1.	
2.	

Five other ways to respond	The likely outcome from each response
3.	
4.	
5.	
Which is the best response? Explain your choice	

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