



## BEING SUPPORTIVE AND STRICT:

- Fairness is the key
- Reasonable, defined and explained expectations
- Reasonable, fully-explained consequences
- All done with a disassociation from power

## THE TWO REASONS AND THE TWO SOLUTIONS

### THE TWO REASONS STUDENTS DON'T FOLLOW INSTRUCTIONS

- They don't know what the instructions are
- They choose not to follow them

(Obviously *the reasons* they choose not to follow them are a bit more complicated.)

### THE 2 SOLUTIONS:

- Imagine how you want things to look, give specific instructions and use the same language
- Have a plan for when instructions are followed or not followed

## CREATING AND COMMUNICATING YOUR VISION

### HOW TO BE SPECIFIC

- Imagine how you want it to look
- Choose and use language that clearly defines your behavioural expectations- say what you want!
- Ensure your instructions are observable – remember the metaphorical chalk line
- Use consistent language to get consistent behaviour
- Ensure the rules are taught, check for understanding and revisit (using supportive feedback)
- Focus on what you want and not what you don't want
- Say "thanks" not please (when giving instructions)

## LIMIT SETTING (THINK 'SPEED LIMITS')

### EXAMPLE SET OF RULES:

- Follow instructions
- Keep hands, feet and objects to yourself – include "accidental" throwing
- Use positive language (the meaning of "positive language" needs to be taught)

### TEACH FREQUENTLY USED INSTRUCTIONS

- "Use a silent/partner/table voice. **That starts straight away.**"
- "Year 7, stop what you're doing and put your eyes on me or the board. Thanks."
- "Keep hands, feet and objects to yourself."

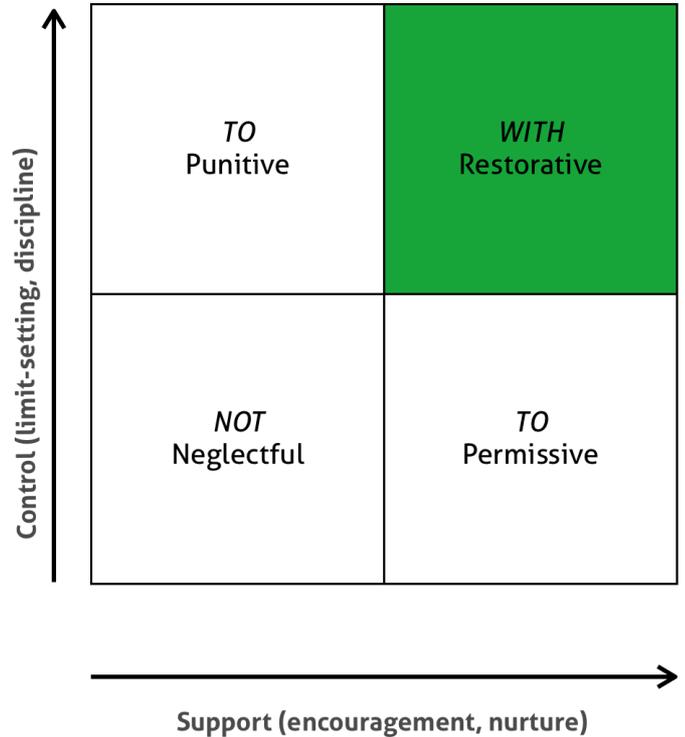
### USE BEHAVIOURAL NARRATION- "THANKS FOR..."

- using a silent/partner/table voice."
- putting six feet on the floor."
- putting your eyes on me."
- keeping hands, feet and objects to yourself."
- \*insert *your* instruction here\*

## GO TO:

[futr.be/fb-extra](http://futr.be/fb-extra)

Social discipline window- Watchel, T (2004)



### TIP:

When calling parents:

1. Do it early.
2. Call with good news first if you can.
3. Talk about *progress* not *behaviour*

## THE WARNING SYSTEM (THINK 'SPEEDING FINES')

### KEEP TRACK

- Make sure students know the 'speed limits'
- Keep track with a robust, hierarchical system
- Have space for mistakes
- Make the first consequence a warning
- Tell the students how the system works- if they know where they stand, they'll be more likely to make the right choice. Start with a clean slate every lesson (but have trigger points)
- Don't give instructions that you're not prepared to follow through with

### BE CONSISTENT

Give consequences regardless of :

- the time of day, the student involved, the possible reaction or the number of warnings a student already has

### HOW TO GIVE WARNINGS:

- **"Dave, that's a warning. The instruction is to ..."**
- Give warnings with a reminder of the rule/instruction
- Without emotion or counselling
- Be happy with small consequences – **it's certainty not severity** that's effective. The aim is good behaviour and fairness, not retribution
- Teach expectations for consequence scenarios e.g. isolation.
- Don't demand work during isolation and help students only as much as you'd help them normally
- Give students time to make choices – *take-up time*

### DON'T DWELL ON WARNINGS

**Break eye contact and move away quickly after giving a warning.** Doing this conveys that:

- The transaction is over- there's no more to be said
- You expect them to comply
- You care about their self-esteem and will turn the spotlight off quickly
- It also means you can more easily ignore secondary behaviour (the reactive behaviour you sometimes get after giving consequences)

### MAKE CONSEQUENCES EFFECTIVE

- Emphasise choice all the time
- Remind students where they are in the system
- Use 'severe' clause when appropriate – this means giving more than one warning when choices are more serious
- Specify in advance that some choices will mean more than one warning

### EXAMPLE CONSEQUENCE HIERARCHY IN PRIMARY

- 1st warning: Recorded
- 2nd warning: Recorded
- 3rd warning: Rest of session away from group
- 4th warning: Withdrawal plus after-school 30 minute detention
- Severe clause/ Failure in withdrawal: 60 minute after school detention and phone-call home made by teacher

### TIP:

**Make noise levels measurable;**

**Silent voice** = no talking

**Partner voice** = a voice only your partner can hear

**Table voice** = a voice only your table can hear

**Classroom voice** = a voice the whole class can hear

## SUPER STRATEGIES

### THE BEST WAY TO GET YOUR MESSAGE ACROSS:

- Verbal recognition "Thanks for..."
- Phone-calls, postcards and letters home
- Ring home to say you'll ring back the following day/week
- Rehearse your school and personal mini-scripts

### USE CLASS-WIDE REWARDS:

- Give rewards for the whole class and **for individuals**
- Give when individuals behave well but ensure the whole class benefits
- Make them easy to get, especially at first
- Make rewards small (just like the consequences)
- Arrange privately, announce publicly

### USE THE LEAST INTRUSIVE INTERVENTIONS FIRST

For example:

- Move closer
- Insert name/ pause
- "I've got to be fair on Bob who has already had a warning for..."
- "Dave, you've had a warning so I know you'll try hard not to get another one."
- "Lisa (or Lisa's table), I'm monitoring your progress."
- Use casual questions: "How's it going there?"
- Use 'focus students'

### AVOID "WASTED" WORDS:

- "How many times have I told you?"
- "Why did you do that?"
- "I'm not going to tell you again!"
- "It's too noisy!"
- "Why am I looking at you?"

### SOME OLDIES BUT GOODIES

- Pre-empt disruptive behaviour
- Scan more or less constantly and spend a few minutes of each lesson just watching the class
- Use proximity praise

## DEFINE

Define your school trigger points and actions:

- When should students receive extra support with learning and behaviour
- When should staff receive extra support with behaviour
- What should this support look like, who delivers it and when

Expectations for consequence scenarios:

- What are the specific expectations in isolation and detention/ what happens if students don't meet these expectations- go over these expectations in assemblies and then again on entry

Class-wide rewards:



### TIP:

Consistency is key, but you can put extra effort into helping more challenging students not to go through the system.

**MAKE YOUR LIFE EASIER BY TAKING THE TIME TO DEFINE YOUR EXPECTATIONS AND PREPARE YOUR RESPONSES**

# THE TOP 10 TIPS FOR NQTS AND NEW STAFF

## 1. EVALUATE YOUR PRACTICE IN TERMS OF SUPPORTIVENESS AND STRICTNESS...

...then aim to improve the weaker side of your teaching game.

## 2. OVER-ENGINEER YOUR PREPARATION

Plan to be confident. Don't use the excuse that you don't know the school's procedure for you not deciding on your own

## 3. ACT WITH CONFIDENCE EVEN IF YOU DON'T FEEL IT

Take on the demeanour of a teacher who's been doing the job for 20 years and has seen it all. And the tougher the going gets, the calmer and more confident you need to appear. The best practitioners' demeanour is always one of relaxed confidence. They never become emotional and they definitely never shout.

## 4. ALWAYS FOLLOW UP

Make *meaning-what-you-say*, just part of you. Keep your wig on.

## 5. ASK NICELY

When making behaviour-related requests or when giving consequences always be polite. If students say, "I don't have to do what you say.", politely agree with them but say that you will have to move to the next step in your consequence plan. It's not about them, it's about the system.

## 6. GET OFF TO A GOOD START

Always have an activity waiting for students at the beginning of a lesson. Make sure it's simple **and** interesting. e.g. *Write 10 things you can't destroy* or *Write 10 things you can't clean*.

As students arrive, direct them to the task. When everyone has arrived, and have started to engage, then start the actual lesson.

## 7. WHEN TACKLING BEHAVIOUR IN OR OUT OF CLASS, ASK EASY QUESTIONS

Rather than asking "Why did you do that?" or "What happened?". It's much easier to start the conversation with something simple, like "What's your name?" and then "What year/form are you in?" or "Can I see your planner?". Then you can remind the student about appropriate behaviour.

## 8. ENCOURAGE INDEPENDENCE

It's tempting to try to help students every time they ask for help – it's why some students seem to suffer from 'learned helplessness'. However, see yourself as someone who is there to **facilitate learning**. Sometimes the best way for students to learn is to make sure they understand the problem and let them work out the answers on their own.

## 9. MAX OUT THE ACCOUNTABILITY

Constantly ask questions like, "Who's done three or more answers?", "Who's on page 2?". Ask to see work from random individuals to see how they're getting on. For the biggest impact, take up a position at the front of the class and ask them to come to you. Ask nicely.

## 10. ASK FOR HELP – EARLY

Asking for help is a sign of strength, not weakness.

# EXPECT THE BEST CLASS, PREPARE FOR THE WORST