

THE TWO REASONS AND THE TWO SOLUTIONS

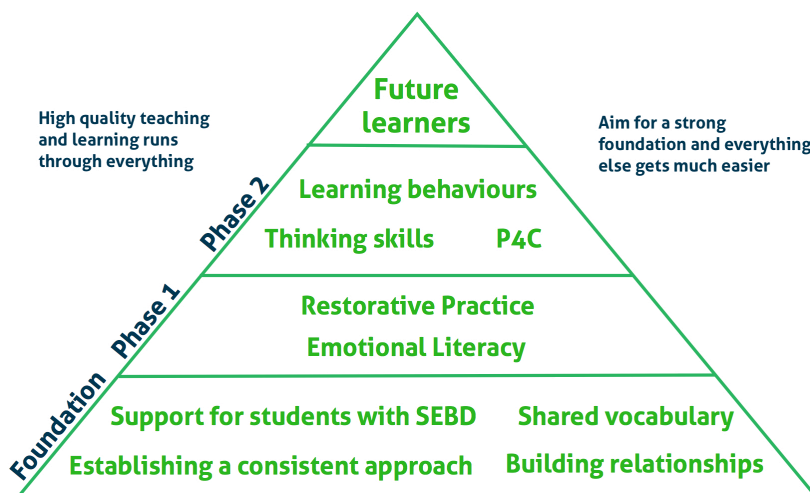
THE TWO REASONS CHILDREN DON'T FOLLOW INSTRUCTIONS:

- 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
- Ensure your instructions are observable – remember the metaphorical chalk line
- Use consistent language to get consistent behaviour – consistent in class and consistent across school
- 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

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 3, stop and put your eyes on me."
- "Put six feet on the floor."
- "Put your eyes on me or the board."
- "Sit on the floor, cross legged, hands on knees, eyes on me."
- "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."
- sitting on the floor, cross legged, hands on knees, eyes on me."
- keeping hands, feet and objects to yourself."

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

THE WARNING SYSTEM

KEEP TRACK

- Keep track with a robust, hierarchical system
- Have space for mistakes
- Make the first consequence a warning
- Tell the children about 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 morning and afternoon
- Don't give instructions that you're not prepared to follow through

Note: It's recommended that you have a separate system for lunchtimes.

BE CONSISTENT

Give consequences regardless of :

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

Download an editable warning sheet at futr.be/fb-extra.

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 not retribution
- Teach expectations for consequence scenarios
- Don't demand work during isolation and help children only as much as you'd help them normally
- Give children time to make choices – *take-up time*

TIP:

Start with your vision.

Everything flows from that.



DON'T DWELL ON WARNINGS

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

- The transaction is over- no more to be said
- You expect them to comply
- You care about their self-esteem and will turn the spotlight off quickly
- You can more easily ignore secondary behaviour

MAKE CONSEQUENCES EFFECTIVE

- Emphasise choice all the time
- Recognise positive behaviour at the earliest possible opportunity
- Remind children 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

- 1st warning: Recorded
- 2nd warning: 5 minutes away from group
- 3rd warning: Rest of session away from group
- 4th warning: Another class for 15 mins plus reflection time/detention
- 5th warning: parents/ SLT informed- another class for rest of session plus reflection time

SUPPORTIVE FEEDBACK

THE BEST WAY TO GET YOUR MESSAGE ACROSS:

- Verbal recognition
- Phone-calls and letters home
- Ring home to say you'll ring back

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 POLITE REMINDERS

For example:

- "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 behaviour"

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?"

BUILDING RELATIONSHIPS

- Give all children opportunities for success, make stuff, discuss and value all subjects and skills equally
- Ritualise the day
- Give responsibility
- Get personal; talk about home and hobbies
- Remember that inappropriate behaviour isn't personal
- Create a sense of belonging
- Smile and relax – let your plan take the strain
- Avoid anything that creates resentment between adults and pupils, and pupils and pupils
- Model the behaviour you expect
- Plan for great lesson starts – have something waiting, know what you want it to look like and remember that routine is your friend
- Recognise great work with others "Don't you think this is great?"
- Use Philosophy for Children/ Circle time (see below)

SUPER STRATEGIES

- Use casual questions: "How's it going there?"
- Move closer
- Insert name/ pause
- Pre-empt disruptive behaviour
- Scan more or less constantly
- Use proximity praise
- Emphasise children's choices – you're just delivering the system
- Act like you're in charge even when you feel that you're not
- Remember your body language
- Spend a few minutes of each lesson just watching the class

TIP:

Your more disruptive pupils are much easier to deal with when you've got the rest of the class doing the right thing.

TIP:

Being unemotional is key. Save your emotion for teaching.

TIP:

When calling parents:

1. Do it early.
2. Call with good news first if you can.

TELLING TALES:

- Only investigate when it's too serious to ignore
- Remind the whole group of the rule/s
- Focus your scanning accordingly
- Deliver consequences based on what you see
- Use the phrase: "Make sure **you're** following instructions."

TIP:

"If you don't ration your intervention, what you say evaporates."

Alex Ferguson

THE SUCCESSFUL CLASSROOM

INTELLIGENT CONVERSATION

- Give more questions than you give answers
- The Socratic Method is a great way to get better at asking questions futr.be/fb-extra
- If you model great questions, children start to ask them

STRUCTURED CONVERSATIONS

- Use "numbered seats" for feedback
- Choose a number to collect ideas, then choose another to feed them back

CIRCLE TIME

- Use **Circle Time** regularly (at least once a week; every day is better)
- Use for curriculum **and** for building esteem/ relationships
- More about circle time at futr.be/fb-extra

OUR CLASS

- Give responsibility
- Use class "monitors". Don't do any jobs that your class could do perfectly well

5, 3, 1

- 5 fingers = Understood, 3 fingers = not sure, 1 = not understood
- Get 3s and 1s to ask the 5s

RESTORATIVE PRACTICE

You can make cards for all staff or make posters for the walls.

To respond to those with challenging behaviour:

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have you been affected?
6. What do you need to do to make things right?

To help those harmed by others actions:

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected you and others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

Download the questions at futr.be/fb-extra

HOW TO CHANGE YOUR BEHAVIOUR

- Think about to bring about – visualisation works
- Celebrate small steps – anything worth doing takes times
- Activate your RAS
- Monitor your self talk
- Use constructive motivation – "This is going to benefit me."
- Try the **50 Minute Behaviour Course**: futr.be/fb-50 or sign up for regular advice on our website
- Talk to your colleagues – everyone likes to help others!

And ask me for help:

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[@futurebehaviour](https://www.instagram.com/futurebehaviour)

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TIP:

BE FAIR

1. Engage
2. Explain
3. Clarify your expectations

More info:

futr.be/fb-extra