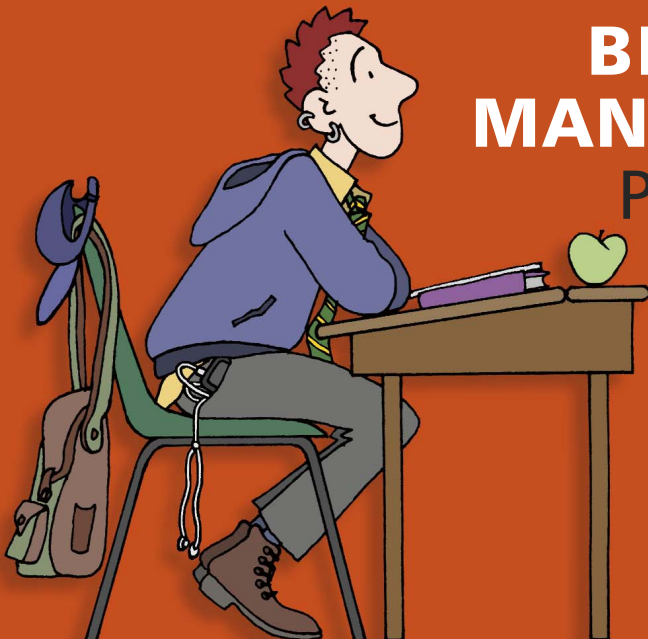


# BEHAVIOUR MANAGEMENT Pocketbook

*2nd edition*

A pocketful of tips, tools  
and techniques for  
creating calm classes  
and focused,  
co-operative students



**Peter Hook & Andy Vass**

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# BEHAVIOUR MANAGEMENT Pocketbook

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# Foreword

The ideas and skills described in this book have emerged from a combined total of over 50 years' teaching experience. Most of that experience has been gained from working directly with children who exhibit challenging behaviour and from supporting colleagues in managing that behaviour.

We feel confident in stating that all the ideas and skills contained in this book will always work, with every child, every time you use them – except when they don't!

There can be no absolute guarantee when you are working with people because we are all, to some extent, unpredictable. However, having worked with over 1,000 different schools from highly challenging inner cities to leafy suburbia, LAs and other organisations across the UK, we do know that these ideas have a strong possibility of working with most children on most occasions.

# Foreword

Of course, no one enjoys the luxury of getting it right every time. So what happens when things don't work?

There will always be a need for support within the processes of an effective and positive whole-school behaviour policy.

As an individual teacher, make sure you are fully aware of how the protocols in your school support you within your classroom. If you are unsure or feel they don't fit your needs then talk to colleagues and share concerns.

Remember also that talking openly about difficulties, seeking support and sharing ideas is not a sign of weakness but one of strength. Behaviour management is always more effective through collaboration.



# Foreword

Developing and implementing effective whole-school policies that offer clear support on difficult issues such as the use of detentions, following up after 'exits' and how to work with children who seem 'stuck' in patterns of inappropriate behaviour despite what the school does, leads us beyond the scope of this book

We are, however, confident that the attitudes, beliefs and skills contained here will support you in becoming even better in your classroom practice. We always welcome feedback on our work and have included our email addresses on pages 126 and 127 for this purpose.



**Introduction**



**Three Styles of Management**



**Getting the Basics Right**



**Eight Core Principles**



**Ten Step Discipline Plan**



**Developing the Toolkit**



**A Framework to Underpin Practice (4Rs)**



**Reflective Summary**



# Introduction

# Why manage behaviour?



Although the answer seems obvious at one level, there are a number of goals which effective teachers seek to achieve. These include:

1. To create a climate where learning can flourish
2. To protect basic rights of safety, learning and respect
3. To set the boundaries in which children can feel successful and achieve
4. To teach children about socially appropriate and acceptable choices

To achieve these goals effectively it is vital that you also consider the *style* in which you achieve them. Effective teachers approach their behaviour management goals with a very positive attitude.



# A positive approach



The 'positive' part of positive behaviour management means that you are working to create interactions which allow you to teach children about socially appropriate behaviour at the same time as protecting dignity and self-esteem.

Key features of a positive approach are:

- An emphasis on positive rather than negative statements
- Regular and sustained use of praise and rewards
- Teaching children the social skills they need to be successful
- Redirecting children towards success rather than highlighting their mistakes

# A positive approach



## POSITIVE STYLE

*'Wayne, I need you to choose to face this way and listen. Thanks'*

*'Leon, remember to walk in the corridor. Thanks'*

*'Hands up to answer, Kylie. Thanks'*

*'Mike, stand still and wait your turn. Thanks'*

## NEGATIVE STYLE

*'Wayne, stop talking and pay attention'*

*'Oi! Stop running'*

*'Kylie, I've told you before, stop calling out'*

*'Mike, stop pushing or you'll go to the back'*

# Relationships are the key



Building positive relationships with children is at the heart of effective behaviour management. A strong relationship connects you to your children and without that connection your ability to influence and lead them is diminished.

Relationships can be enhanced by:

- Meeting and greeting children at the door
- Showing an interest in them as individuals
- Listening to their point of view
- Giving responsibility to children
- Maintaining their dignity and self-esteem even when correcting them
- Treating them with the same level of respect that you believe you are due

