

# RED ROSE SCHOOL PLANNING FOR POSITIVE BEHAVIOUR

Updated: October 2017

Section 6

2c

'LOVE AND CARE FOR EACH  
CHILD'  
RELATIONSHIPS  
RELATIONSHIPS  
RELATIONSHIPS

HE/SHE ALWAYS HAS TO  
BELIEVE  
THAT YOU VALUE THEM

## THINK AND PLAN FOR DISCIPLINE

Effective and positive classroom management is a matter of skill and design. Discipline planning will structure and guide your classroom management efforts.

The discipline plan should entail:

- ✓ The goals of discipline: what should they be?
- ✓ Preventative discipline: to prevent unnecessary disruptions
- ✓ Corrective action: to correct problems when they arise

Supportive action: employing support procedures for behaviour of serious, ongoing concern

## SET DISCIPLINE GOALS

Goals should include:

- ✓ Self control/self discipline
- ✓ Respect for the rights of others
- ✓ Co-operation
- ✓ Fairness and honesty
- ✓ A positive classroom mood
- ✓ Higher self esteem

**Remember our No Shouting Policy**

## DEVISE PREVENTATIVE STRATEGIES

The key to prevention of inappropriate behaviour is to build a positive classroom environment. The creation of this involves threading together many different strands in our relationships with students.

*Teach the 3Rs: rules, rights and responsibilities*

While the actual rules, rights and responsibilities are important, the process by which they are developed is just as important. Try not to impose the rules. Student involvement in the process gives them a sense of ownership and commitment to maintaining the rules. This is best achieved through a class meeting. A suggestion is to begin with rights, e.g. to learn; to be heard. Then proceed to rules and responsibilities. There should also be discussion of consequences.

It is important that the rules are known, by being learnt and/or displayed. Remember they should be clear, owned, positive and enforceable with logical consequences. For logical consequences to be effective, students must be able to see the connection between their behaviour and the consequences, either positive or negative. Unlike punishments they are applied without anger or malice. They are pre-planned and are arranged in logical sequence according to the gravity of behaviour.

A framework of consequences has these advantages:

- ✓ students know what will happen if they choose to misbehave;
- ✓ consistency and fairness is increased;

- ✓ easing of pressure to 'think on your feet'.

Like rules, a consequence system should be negotiated and displayed in the classroom.

## STEPS OF CORRECTIVE DISCIPLINE

Assertive, positive teachers are prepared for inevitable disruption and rule transgressions by planning a series of graded responses.

Certain 'protocols' should always be remembered when correcting behaviour:

- ✓ Never let the pupil believe that you don't value him/her, i.e. label the act, not the child
- ✓ Always be consistent
- ✓ Discipline from established rules
- ✓ Match the step to the disruption
- ✓ Don't rush—pace yourself from the least to most intrusive
- ✓ Minimise embarrassment and hostility
- ✓ Clear 'I' messages; never 'you' messages
- ✓ Be brief and implement consequences without malice
- ✓ Don't 'maintain your rage'; build relationships with students
- ✓ Remember the 'funny' side
- ✓ Be prepared to seek support from colleagues

keep a  
sense of humour

The behaviour of teachers when disciplining students usually takes one of three forms:

- ✓ The aggressive, authoritarian or hostile; which employs put downs, embarrassment, sarcasm and ridicule, and which creates win-lose situations where the teacher has to 'win' at the expense of the student.
- ✓ The passive or indecisive; which is marked by hesitancy and pleading for discipline; and which shows an unwillingness to confront problems, hoping they will go away, e.g. 'please stop doing that'.

- ✓ The assertive or decisive; which communicates expectations and intentions clearly; plans a repertoire of preventative and corrective discipline steps; and thinks rather than acts from feelings, e.g. 'stop doing that, thank you!', expect that they will obey
- ✓ avoid hesitancy or aggression in resolving conflicts;
- ✓ firmly influence student behaviour without shouting or threatening;
- ✓ say 'no' with confidence and authority;
- ✓ stand up for rights and feelings under fire;
- ✓ comfortably place demands on others.

## **CHANGE THE TUNE: DEFUSE THE ANGER AND CONFRONTATION**

Recognise that most pupils are not attacking you. Handling confrontation and anger can be approached in 3 ways:

- ✓ Be prepared
- ✓ Defuse the situation
- ✓ Redirect the situation

### **BE PREPARED**

- ✓ Plan strategies, and watch for signs of escalation.
- ✓ Discuss with colleagues strategies that have been successful with certain students.
- ✓ Work out what situations you cannot overlook and those you can let pass.
- ✓ Hold a class discussion on ways to diffuse difficult situations.
- ✓ Realise that little is achieved from a confrontation in the classroom; allow time to discuss a problem in private.

### **DEFUSE THE SITUATION**

- ✓ Take your time — wait a few seconds, remain calm but firmly in control, lower your voice, maintain eye contact,
- ✓ Maintain physical space between yourself and the student.
- ✓ Allow a 'cooling off' period.
- ✓ If you think there is a hidden agenda say 'I can see you're upset, we'll talk about it later', and go to something else.
- ✓ If you are really stressed, walk away and try to resolve it later.
- ✓ If possible use gentle humour, not sarcasm.

## REDIRECT THE SITUATION

If you have not been successful with diffusion try to redirect the emotions.

Redirect the class back to the lesson — ‘I’m not entering into this conversation, we’ll talk about it later’.

‘Sit down and we’ll talk later’. Move on to another student.

‘You don’t want to give me your work now. When do you think it will be ready?’

‘Jason has decided to stay where he is. We’ll just have to walk around him.’

‘What would you like to do?’ Move on to another student.

When you can’t back down, try to create a win-win situation by giving the student a choice. ‘Would you like to finish your work at your desk or move to another area?’

Go for the 'Win-Win' solution  
Go for the 'Win-Win' solution

## HOW TO RESPOND

All inappropriate behaviour in the classroom whether social, intellectual, or emotional is directed towards achieving one of four possible goals:

- ✓ attracting attention
- ✓ demonstrating power
- ✓ seeking revenge
- ✓ escaping by withdrawal

Teachers often fortify and strengthen inappropriate behaviour by reacting in a manner that allows the students to obtain their goals.

## **EXPOSING THE GOALS**

It is crucial that the teacher focuses on what the student is getting out of the behaviour, i.e. what goals they are attempting to meet. It is impossible to counter mistaken goals unless the teacher is aware of them in the first place.

The following 3 step procedure can be used when talking with the student:

1. 'Do you know why you ...?' Wait for an answer, but it usually won't be forthcoming.
2. 'I would like to tell you what I think.'
3. 'Could it be that ...' (Focus on the goal the student is attempting to obtain).

## **ATTENTION SEEKING**

- ✓ You want to keep me busy with you?
- ✓ You want me to notice you more?
- ✓ You want to keep the group busy with you?

## **POWER STRUGGLE**

- ✓ You want to be the boss? You want to be in charge?
- ✓ You want to show me that you can do what you want? You want to show me that I can't stop you?
- ✓ You want to do what you want when you want? You want to show me that no-one can stop you?

## **REVENGE SEEKER**

- ✓ You want to punish me?
- ✓ You want to show me how it feels?
- ✓ You want to make me suffer?
- ✓ You want to hurt me and the students in the class?

## **INADEQUACY**

- ✓ You feel you can't do anything?
- ✓ You are afraid to fail?
- ✓ You feel like you don't know the answer and don't want people to know?
- ✓ You want me to stop asking you to do it?

## **HOW DO I RESPOND?**

### **ATTENTION SEEKING**

Attention seekers dread being ignored. If the student responds to a reprimand and stops the behaviour then he or she wanted attention. The behaviour may start again however.

#### **RESPONSES**

- ✓ Discuss the goal.
- ✓ 'Catch them being good.' Ignore as much inappropriate behaviour as possible and praise task work completed. This provides attention and reinforces appropriate behaviour.
- ✓ Make a plan or contract that involves the student receiving recognition as the reward.
- ✓ Have a class discussion on why some people like to interrupt or disturb classes.

### **POWER STRUGGLES**

Students who struggle for power only feel worthwhile when being boss or controlling everybody. Such students feel that their importance is proved by refusing tasks and teacher baiting.

#### **RESPONSES**

- ✓ Disclose the goal.
- ✓ Do not buy into the power struggle. There is no point in challenging a teacher who won't bite. Remember this is not a win-lose situation.
- ✓ Do the unexpected, the exact opposite of what the student thinks you will do.
- ✓ Use humour not sarcasm.
- ✓ Look for opportunities to encourage co-operation
- ✓ Admit that you cannot 'make' the student do anything but point out that she or he does not have the right to interrupt others. Use resolution skills to come to a co-operative agreement.

## **REVENGE SEEKING**

In this case students display or provoke hostility in order to be recognised.

### **RESPONSES**

- ✓ Disclose the goal
- ✓ It is important not to retaliate with equivalent hostility
- ✓ Discuss the times when the student provokes others. Focus on the good qualities the student can use to make others like him
- ✓ Try a group discussion on the good things about students in the class
- ✓ If swearing at the teacher occurs, take the student aside and assertively restate the rules, while deflecting both the student's and your own emotions through a 'cooling off' period

## **INADEQUACY**

In this case students see themselves as incompetent. They are deeply discouraged and no longer hope for any success or recognition at school. Their sole purpose is to avoid further hurt or frustration. They hide behind 'lack of ability' in the hope that their real or imagined deficiency will not be obvious.

### **RESPONSES**

- ✓ Disclose the goal.
- ✓ Find activities in which students can succeed and gradually increase the difficulty of the task.
- ✓ Help students to realise that without trying, and maybe failing, they will never know their true potential.
- ✓ Use strategies for positive reinforcement; focus on what is good about students, recognise improvement, show confidence in them, show them you like them, use verbal and non-verbal positive communication.

## **MONITORING INAPPROPRIATE BEHAVIOUR**

What techniques does the teacher employ to monitor and cut short mis-behaviour?

1. In preventing problems:
  - ✓ Has the teacher asked for extra help with this group?
  - ✓ Does the teacher use grouping to avoid undesirable combinations?
  - ✓ Does the teacher put difficult children close to her/his desk?

- ✓ Has the teacher established clear expectations for behaviour by using
  - ✓ rules, routines and work targets?
- ✓ Does the teacher use frequent praise?

2. In monitoring behaviour in the classroom:

- ✓ Does the teacher use 'scanning' techniques?
- ✓ Does the teacher move around the class?
- ✓ Does the teacher seem aware of what's happening?
- ✓ Do they get the right child and quickly so the situation does not escalate?
- ✓ Are records of behaviour kept?
- ✓ Are children encouraged to monitor their own behaviour?

3. Cutting short inappropriate behaviour (non-verbally).

Does the teacher:

- ✓ use body language;
- ✓ move closer to the child;
- ✓ change facial expression, make eye contact, raise eyebrows, etc;
- ✓ use touch?

4. Cutting short inappropriate behaviour (verbally).

Does the teacher:

- ✓ stop speaking and wait for attention;
- ✓ use altered tone of voice;
- ✓ remind the child of the rule;
- ✓ remind the child of the consequences;
- ✓ ask a question about expected behaviour;
- ✓ praise other children who are behaving appropriately;
- ✓ use a reprimand effectively;
- ✓ use a motivational challenge, e.g. I bet you can't get this work finished before playtime;
- ✓ talk to the child about the problem?

5. Cutting short inappropriate behaviour (other possibilities).

Does the teacher:

- ✓ send the child on an errand;
- ✓ move the child to another part of the room;
- ✓ move the child nearer to them;
- ✓ change the activity?