Consistency is the glue that holds love together.

Always follow up and follow through.

Kindness is a passport.

Never walk past ignoring it.
Stop → Notice → Remind → Move on → …

Less is more.

It’s time to say goodbye to the punitive culture.
Positive recognition trumps heavy sanctions.

Behaviour policy:
Visible consistency
Visible kindness

The 30-day magic

Snapshot current problems. Use evidence.
Set simple, realistic and agreed actions.
Everyone agrees, even if you have to compromise.
Avoid too much too soon. Drip… drip… drip…
Persevere. You need at least 30 days.
It’s not easy. Some days might hit rock bottom.

5 pillars of practice:
- First Attend To Best Conduct
- Follow up Repair And Restore
- Consistent Calm Adult Routines
- Relentless Scripting
- Difficult Interventions

Your thoughts:

Rebecca/Jiayu Lin
Punishment addiction
Humiliation hangover

Damaged kids need people,
Not punishment. Punishment gives gratification to the adults but rarely meets the needs of a child.

Don’t chase the secondary behaviour
A child leaves the room slamming the door. The 2nd behaviour is slamming the door but the 1st is leaving. Address the source.

Limit separation
Sometimes kids need timeout. But is it really necessary to put them in a booth or an empty room for the remainder of the lesson? It shows that they don’t belong. And worse, they might gain fame for that.

Focus on the outcome,
Not the argument. Don’t dwell on what they did but what they can do better. Teach them new responses.

Try therapeutic interventions
To make them feel more relaxed, during the meeting, why not give them some LEGO blocks, some colouring, a spirograph, etc.? Play and chat.

Bye detention. Hello restorative meetings.
Have the kids stay after school for a short time; not as punishment but a chance to talk. Talk, repair and restore.

So...impositions?
Instead of detaining them so that they finish their work after school, try impositions. They are work that must be completed that evening, signed by the parent and returned first thing in the morning.

Remind
Caution
5-step
Last chance
Short timeout
Classroom plan
Repair later

Your thoughts.

Rebecca/Jiayu Lin
Certainty

A culture of certainty
You can have a fancy behaviour management toolkit but without a culture of certainty, neither the teachers or the students will feel safe.

Map out your expectations
Clearly state and explain your expectations. Encourage students to keep you on track.

Predictability
Students need to be able to predict the consequences of their actions, both positives and negatives.

Guaranteed execution
Talk the talk and walk the walk. “When you…, I’m certain this will happen…” For any sanctions, execute them on the same day.

Walk away and back again
When you’re uncertain, or in heated moments, walk away for a short time and come back to discuss the matter again.

Pick up your own tab
When you shove a pupil to another colleague, you lose some authority. You may ask a colleague to supervise them or stand on a united front with you, but YOU need to be the one who addresses it.

Rebecca/Jiayu Lin
Counter-intuitive

Behaviour management

1. "Baddies" on the board
2. Token economy
3. Shaming and faming
4. Heavy-weight punishment
5. Kick out the "total baddies"
6. Emotional-led response
7. Positives cancel out negatives
8. "They know how to behave."

1. Recognition board
2. A sense of belonging to a positive community
3. Correct all bad behaviour privately
4. Prompt follow-up trumps the heavy weight
5. Offer them a hand and never withdraw
6. Be/Act cool as a cucumber
7. Separate positives and negatives
8. No, they don’t! They need to be taught.

Rebecca/Jiayu Lin
"It is the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest that you show in their lives that matters most”

"Botheredness"

Ramp up non-materialistic recognition on effort: e.g., display celebrated work, tweet positive comments, give praise notes.

Ramp up recognition

Share the praise with peers, other teachers, parents and key adults the kids trust.

Triangulate the “botheredness”

Notice the unnoticed

Your eyes want to be on the loudest kids but direct them to the quiet ones who go over and above.

The drip effect

Too-much-too-soon and too-little-too-late are both counter-productive. Care and “botheredness” should trickle over a long course.

Emotional currency

Give a kind word to them, show compassion to them, notice something new about them, make time for them, etc. Invest and it will pay off.

Positive phrasing

Instead of “no homework, (punishment)”, we say “Do your homework; show your willingness to learn with us”.

Ramp up recognition

Rebecca/Jiayu Lin
### Classroom routines

Like your subject knowledge, classroom routines need to be:

<table>
<thead>
<tr>
<th>Agreed</th>
<th>They need to make sense! Discuss the routines with students and colleagues. No hidden routines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customised</td>
<td>Different cohorts might have different needs with regards to what classroom routines work best.</td>
</tr>
<tr>
<td>Engaging</td>
<td>Don’t be wordy! Use icons and pictures to present.</td>
</tr>
<tr>
<td>Modelled</td>
<td>Students need to be shown a realistic model with clear success criteria (how to do the routines properly).</td>
</tr>
<tr>
<td>Monitored</td>
<td>Ask students to help you and their peers to follow routines.</td>
</tr>
<tr>
<td>Natural</td>
<td><strong>Don’t</strong> roboticise them: e.g. hold up one finger if you need a tissue, three fingers if you have a question</td>
</tr>
<tr>
<td>Prioritised</td>
<td>Prioritise some routines in a certain period of time and focus on them.</td>
</tr>
</tbody>
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- **Refined**
  - Teachers need to ask themselves:
    - What will you always say?
    - What order will you say it in?
    - How will you make it encouraging and affirmative?
    - What will you use to punctuate the routine (e.g. gesture, positioning, vocal tone, music, props, technology)?
    - How will you teach/ reteach the routine to make sure it is productive?
    - What will it look like when it works perfectly?
    - What will the pupils be doing?
    - What will you be doing?

- **Reflected**
  - Reflect with students in class:
    - “How much effort have you put in?”
    - “Have you caused any troubles for others?”
    - “What have you done to help others?”
    - “Is there anything you can do to improve our system?”

- **Reminded**
  - People forget things. Routines need to be reminded and reinforced periodically.

- **Scaffolded**
  - Avoid routine overload. Introduce and practice bit by bit. It takes time to establish routines.

- **Updated**
  - A class might need a different routine at different times. Evaluate, agree and update.
Tips for meeting tricky parents:
✓ Plan ahead the time, place and setup of the meeting
✓ Have a diversionary small talk first. Don’t dive right into the matter.
✓ Refocus when digressing, e.g. “I need your help with…”
✓ Rehearse your exit line, e.g. “I don’t want to take up any more of your time…”

Behavioural disorders –
“Your knowledge of the person is more important than your knowledge of the label.”

Approaching difficult behaviours:
✓ Avoid power plays. Show you care and understand.
✓ Avoid feeding badly-behaved children the fame.
✓ Show them that they will not be abandoned.
✓ Be an imposter – be un-shockable, hide your anxiety, understand their fear.
✓ Understand amygdala responses, e.g. smiles present a lower level threat to people; cross-arms might cause them to be alert.

Help the kid depersonalise their anger. Tell them it is a human condition that they can control. Give them rituals to fall back on, e.g. find their happy place; take three very deep breaths.

“Some children follow rules. Some follow people first.”

Rebecca/Jiayu Lin
Advance your assertiveness

- Exaggerate the positive; attack the behaviour not the kid.
- Have a think about your non-verbal cues.
- Vary your teacher tones
- But restrict your vocal range: when you control your vocal range, small changes in tone seem dramatic
- Vary your verbal responses: you have a script to work with but you don’t want to be too predictable.

30-second intervention

“Children who behave badly in class will inevitably need more of your time outside of lessons. Don’t give it to them in class too. Limit your formal one-to-one interventions for poor behaviour in class to 30 seconds each time.”

Freestyling → Snowballing

“The greatest inconsistency of all: managing poor behaviour with improvised responses.”

An example

- I notice that (you are having trouble getting started).
- It was the rule of (staying on task) that you broke.
- You have chosen to (speak to others off topics).
- Do you remember (last week when you got that positive notes)?
- That is who I need to see today…
- Thank you for listening.

Script it!

You need to write up a universal micro-script for conversations with students and parents, especially difficult ones. You may also want to teach the pupils your scripts. They should not be a secret.

Research first

When a kid displays bad behaviour persistently, research before preparing your script. “Look into their lives and help them change direction”. Tackle the primary problem before addressing the secondary behaviour.

When the adults change, everything changes.

Rebecca/Jiayu Lin
Some questions you could ask:

- What happened?
- What was going through your head in the moment?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to make things right?
- How can we do things differently in the future?

Tips:

- Sit alongside or walk and talk.
- Allocate at least 15-min uninterrupted time for the meeting.
- Provide water and therapeutic toys.
- Stick to the matter; don’t open up other business.
- Ask questions; don’t give judgmental statements.
- Resist the urge to take copious notes.

Children should learn to understand the impact of their behaviour on others.

Pick up your own tab

- Follow-up is everything.
- Get support, not attack from all sides for the kid.

Sorry

When there’s a need for us teachers to say “sorry”, say it. It will have a transformative effect.

You shouldn’t expect an apology from the student in/after the meeting. A forced apology doesn’t work.

Your thoughts:

Rebecca/Jiayu Lin