

Managing Behaviour

The 3Rs (*relationships, routines, responses*)

1



Relationships – understand pupils and understand yourself. Build personalised and meaningful relationships with pupils. Understanding the impact of and being able to regulate your own emotional state.

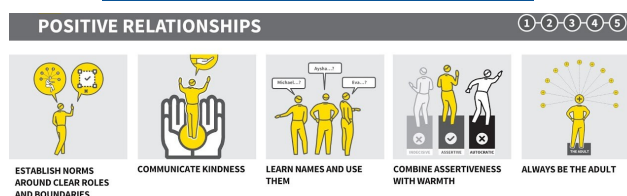
Routines – classroom routines enable teachers to communicate shared values and behaviours that drive positive culture and minimise disruption. They help create conditions for effective learning.

Responses – normalise good behaviour and reduce the attention misbehaviour receives

Pupil behaviour is key to the success of most classroom outcomes. Behaviour management should be seen as a process, not of merely reacting to misbehaviour when it occurs, but more importantly of actively supporting pupils by proactively teaching them clearly what behaviour is expected of them, and how it will help them to succeed.

Relationships

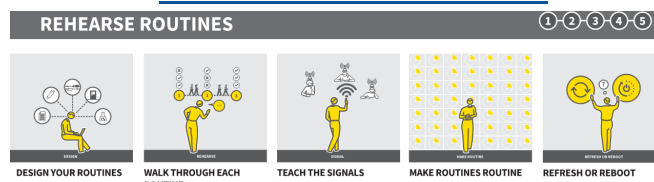
Walkthru: Positive Relationships



- **High challenge, low threat**— pupils thrive best in environments where they appreciate that high expectations are a teacher's way of communicating that they care and know their pupils can succeed. Doug Lemov describes good teaching as *"the most effective way to show a student that you care and to establish a relationship with them in the first place"*.
- **Assume the best**— we are motivated by the positive more than the negative. Use language that shows pupils you assume they want to do well and believe they can.
- **Respect-like-adore**— show them your personality but remember the importance of professional distance. Be friendly, but not their friend. Earn their respect before anything else through consistency and fairness.
- **Warm/Strict**— communicate that, because you care and believe in your pupils, you will not accept anything but their best. Combine rigour with love.
- **Wear out your shoe leather**— get around the school, talk to children in different contexts, including spending lunch time with them from time to time.

Routines

Walkthru: Rehearse Routines



- **Social norms**— rules and routines allow you establish a classroom where learning is the expectation ie. the norm. We like to 'fit in', so establishing the norms of your classroom creates a sense of belonging and collaboration.
- **You establish what you establish**— right from the start, anything you allow becomes established as allowed; and anything you challenge is established as unacceptable
- **Rules**— are the way we display how we live in this space, how we get along and essential as a point of reference
- **Routines**—establish the learning behaviour and expectations, ensuring there are 'no surprises'. They also help to build habits, so pupils come to do it automatically and without prompting.
- **Engineer efficiency**—well-oiled routines help conserve time for learning. Ensure they are simple, quick, actionable and observable. Practice until they are routine!

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2

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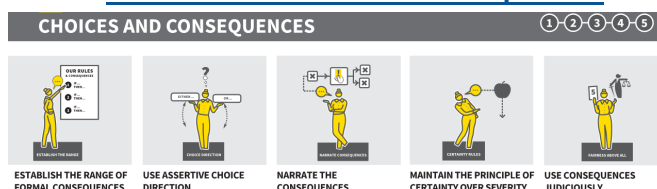
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Responses

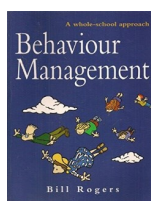
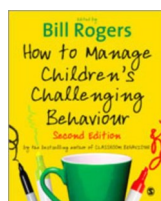
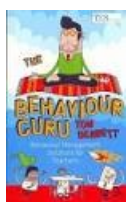
Walkthru: Choices and Consequences



- **Emotional constancy**—Manage your emotions to consistently to lessen the intensity of strong emotion frustration and disappointment. Don't take it personally or make it personal and criticise behaviours rather than pupils. Give yourself time to think through your responses.
- **Narrate the positive**—catch your pupils don't the right thing, drawing attention to the behaviours you want rather than those you don't
- **Least invasive intervention**—ensure the punishment fits the crime. Maximise teaching time and minimise drama by using the subtlest and least invasive strategies possible, such as non-verbal signals, to correct off-task pupils.
- **Remember**—avoid fixating on poor behaviour of the minority. 80% of children exhibit good behaviour for approximately 95% of the time

Behaviour Management—Reading and Resources

Books



Blogs and Articles

[Why Consistency is Key](#) (Chartered College)

[Improving Behaviour in Schools](#) (EEF)

[The Beginning Teacher's Behaviour Toolkit](#) (Tom Bennett)

[Warm/Strict: We Enforce Rules Because we Care](#) (Thahmina Begum)

Podcasts and Videos

[Podcast: Relentless Routines](#) (Paul Dix)

[Podcast: Running the Room](#) (Tom Bennett)

[Video: You Establish What You Establish](#) (Tom Sherrington)