



**Relationships** – Understanding and consciously creating positive relationships with trust and dignity.  
**Routines** – A fundamental source of high expectation and a scaffold for conduct.  
**Responses** – Getting your own emotional state/response in check – understanding your triggers and reactions. Learning how to diffuse and de-escalate conflict, redirecting unproductive or undesirable behaviour. Planned productive and proportional responses. Considering verbal and non-verbal cues, body language and formal/informal scenarios.

## Responses

No matter how effective you are as a teacher and hard you have worked on your relationships and routines, occasionally confrontation happens. **How you respond is key** to deescalating the situation and returning the atmosphere to 'normal'.

**Worth considering from the outset and holding in your head is that 80% of children exhibit good behaviour for approximately 95% of the time.**



Hold on to that and nurture your army; 17% of children exhibit a range of behaviours: fiddling, asking for a pencil etc...

**...and more Great News...**

Only 3% of children (usually one child maybe two) exhibit the previous as well as more serious behaviours.

The learning from this is: **avoid fixating on poor behaviour of the minority**; look for **solutions for the 17 %** (no pencils etc...) and **ensure the 80% know they are not invisible**.

### Managing response during confrontation:

**These core skills will help reduce aggressive / confrontational behaviour**

### Managing response to highly disruptive confrontations:

**Your responses in these situations are crucial and can seem counter intuitive at the time**

**Non-verbal behaviours:** check that your behaviour is saying what you want it to. Maintain eye contact and speak clearly without raising your voice.

When confrontation occurs If possible, **give yourself time to think** through your responses and rehearse possible outcomes.

Remain calm and polite; keep your own temper in check.

Defuse the situation by offering to talk privately during a break or in a quiet place, if you feel it is safe to do so.

**Acknowledge the child's anger** and frustration; allow him/her to vent and tell you what is upsetting him/her.

**Listen and try to understand** the real issues that the child is concerned about.

Summarize and **clarify your understanding** of the child's concerns.

### When a highly charged confrontation takes place

**AVOID at all costs:**



- Getting angry and squaring up to any child
- Check you're not invading their personal space
- Sarcasm
- Mood mirroring - adding fuel to the situation
- Any threatening movements or physical gestures

**Do:**

- Not take the situation as personal
- Look to match their mood
- use eye contact and talk quietly to them
- **Ask them if they need time to calm down** and would like some time out. Even if they would like a drink
- **Use humour if appropriate**

Avoid disagreeing; rather, build on or around what has been said. Ask for their help: "If I came to you with this problem what would you advise me to do?"

Look for ways that will give the child a way to gracefully retreat from the confrontation.



➤ **Use distractions - if possible** - 'would you like to help me get ready for the next lesson'



### Behaviour Management further reading:

