



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.

Routines

Routines: The key to establishing routines in the classroom is to have a clear set of rules, high expectations, a structure for conduct that is easily understood by all and a clear well-understood idea of what is acceptable in that community.

RULES: Rules are the way that we display how we live in this space, how we get along and are essential as a point of reference

ROUTINES: Establish the learning behaviours and expectations. Makes everybody feel comfortable - 'no surprises'

Good rules are **objective and measurable** and should always be expressed positively - avoid using 'don't'!

- ✗ Don't call out
- ✓ Put up your hand and wait to speak.

Ideally, they should be kept to a minimum and we would advocate **5 or 6** as a **maximum**.

For rules to be effective and make sense to children **they need to be part of creating them** - makes sense really.

At some stage **they are going to be tested** - often hourly sometimes daily.

Not all classes come in the same shape or size, therefore **being fair and consistent** is a tiring job.



"If the rules make such a difference, then it becomes very important who gets to make them."

Abhijit V. Banerjee

Get off to a good start every day. 'Meet and greet' by the door. Make this positive and something they enjoy.

Never let children enter the classroom without being prepared for them. **This is a must** it will only lead to problems further down the line if you are not ready.

When a child enters the classroom have something meaningful for them to do.

Establish 'start of lesson' routines. It gives a great cue to learning and children are much less likely to be distracted.

Manage the children out of your classroom, especially if it is the end of the day.

Make sure all resources are well prepared in advance. Coach yourself through the day.

Display signs of appropriate learning behaviour throughout the classroom.

Tell → show → practice → review → reward/feedback - a good system for setting routines



Behaviour Management further reading:

