



Danemill
Primary School

Only the best is good enough.



Behaviour Management Strategies



Behaviour Management strategies for the school

Below are some simple and effective behaviour management strategies that can be used in school today:

- **Be confident.** This will show pupils that you are in control and mean what you say.
- **Stay calm.** This is especially true if you have pupils who have developmental disabilities as they unintentionally imitate your levels of stress.
- **Simplify your language.** Use simple, clear directions in short sentences and emphasise key words.
- **Use visual cues.** Visual information is easier for some pupils to understand. Visual information can be attached to the pupil's desk, pinned around the room and most importantly can be referred to by the pupil at any time.
- **Plan for success.** Be organised, know what it is you want to achieve and organise the teaching environment to minimise potential distractions.
- **Ensure you have the pupil's full attention.** Firmly ask pupils to stop what they are doing and look at you.
- **Be consistent.** A consistent classroom environment and approach helps a pupil to understand you and your expectations.
- **Give choices.** Offering a pupil a choice (from a limited number of appropriate options) allows them to feel they are in control and then they will be more likely to comply with your directions.
- **Deliver positive reinforcement verbally when a pupil chooses appropriate behaviours.** Verbal rewards need to be specific. Continually giving attention to pupil's inappropriate behaviours will not help the pupil to understand what it is they are expected to be doing.
- **Where possible, tactically ignore a pupil's negative behaviour and inappropriate behaviours.** Continually giving attention to pupil's inappropriate behaviours will not help the pupil to understand what it is they are expected to be doing.

- **Use rewards.** Offering a reward for an appropriate behaviour or completing a less- preferred task helps pupils understand the give and take nature of social interactions.
- **Teach pupils alternatives.** A pupil may not know a more appropriate way of getting their message across, so teach them how to replace inappropriate behaviours with more acceptable ones.
- **Avoid discussions or arguments.** Clearly state your expectations for the pupil, don't be drawn into a verbal confrontation and if you reduce your demands then ensure that you have made the decision and not the pupil.
- **Be direct by using the pupil's name.**
- **Allow processing time before expecting a response when a child is heated.**
- **Use your team for support.**

Behaviours to avoid in school

Verbal

- Shouting/yelling
- Using sarcasm
- Insisting on having the last word
- Mimicking a pupil
- Insisting that the teacher is right
- Using insulting or embarrassing insults
- Nagging
- Bringing up unrelated events
- Making generalising remarks
- Making accusations that are unsubstantiated

Physical

- Using tense body language i.e. clenched hands, rigid posture
- Being commanding, demanding or dominating

Emotional

- Attacking a pupil's character
- Making comparisons with other pupils
- Rewarding pupils for unacceptable behaviour
- Drawing unrelated pupils/teachers into the conflict
- Have double standards
- Making assumptions
- Backing the pupil into a corner
- Holding a grudge
- Pleading or bribing

Instead ask yourself these questions and challenge your thinking!

- What is the purpose of the pupil's behaviour?
- Why are they behaving in this manner?
- What is happening from the pupil's point of view?

- How am I feeling about the pupil's behaviour?
- Did I contribute to the pupil's response?
- Can I deal with this situation right now?
- Do I need more support or information?
- What other factors contributed to pupil's behaviour?

Maintaining appropriate behaviour

Below is a quick guide to maintaining appropriate behaviour by pupils in the classroom and around the school. The flow chart starts off with the **least intrusive behaviour management techniques** building up to the most intrusive.

The key to remember is **establish order and then respond flexibly to behaviours**.

