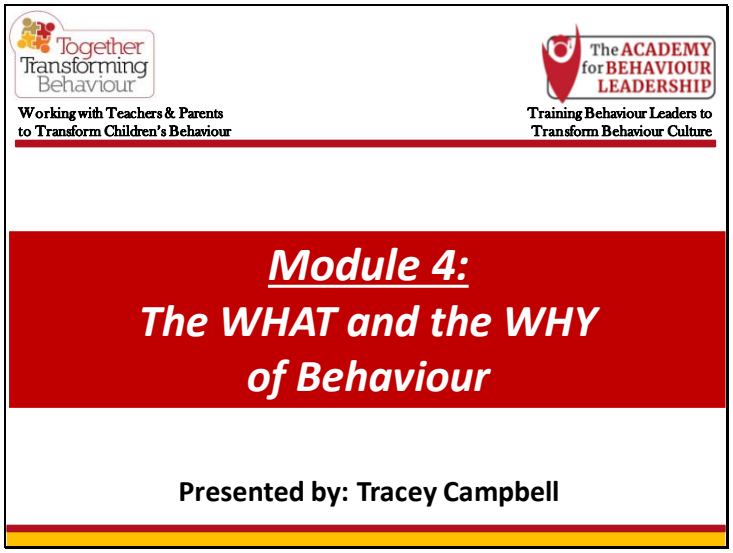
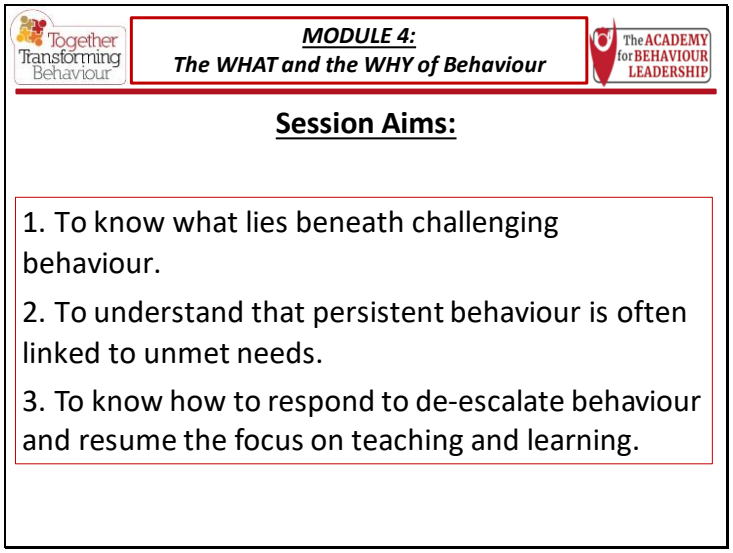
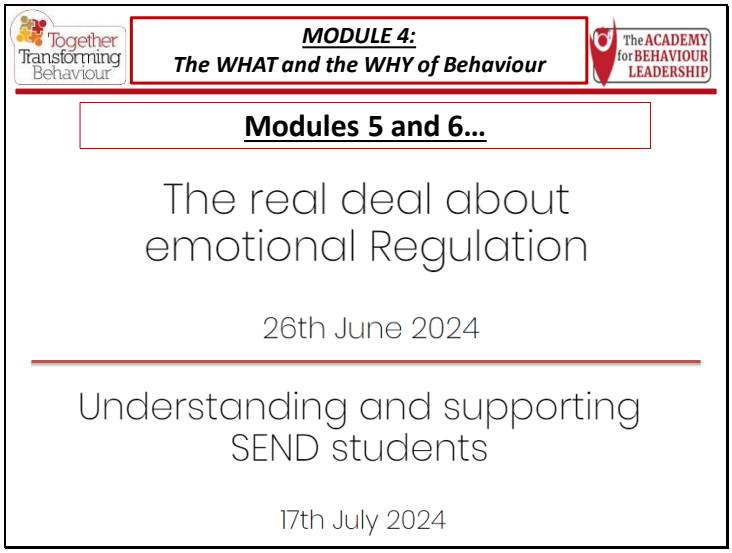
Slide 1


Together Transforming Behaviour
Working with Teachers & Parents to Transform Children's Behaviour
The ACADEMY for BEHAVIOUR LEADERSHIP
Training Behaviour Leaders to Transform Behaviour Culture
Module 4:
The WHAT and the WHY of Behaviour
Presented by: Tracey Campbell

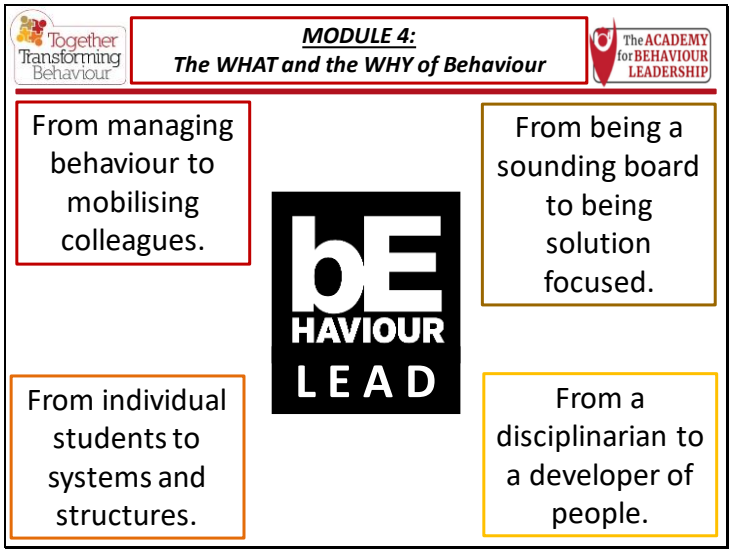
Slide 2


Together Transforming Behaviour
MODULE 4:
The WHAT and the WHY of Behaviour
The ACADEMY for BEHAVIOUR LEADERSHIP
Session Aims:
1. To know what lies beneath challenging behaviour.
2. To understand that persistent behaviour is often linked to unmet needs.
3. To know how to respond to de-escalate behaviour and resume the focus on teaching and learning.

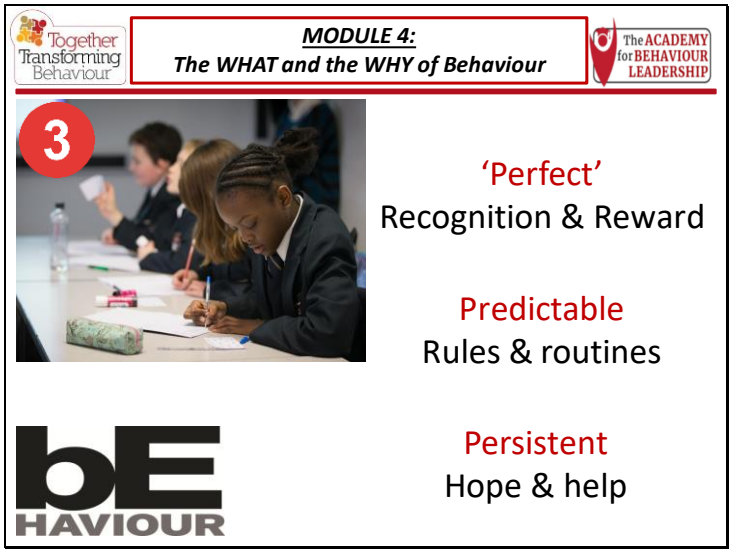
Slide 3


Together Transforming Behaviour
MODULE 4:
The WHAT and the WHY of Behaviour
The ACADEMY for BEHAVIOUR LEADERSHIP
Modules 5 and 6…
The real deal about emotional Regulation
26th June 2024
Understanding and supporting SEND students
17th July 2024

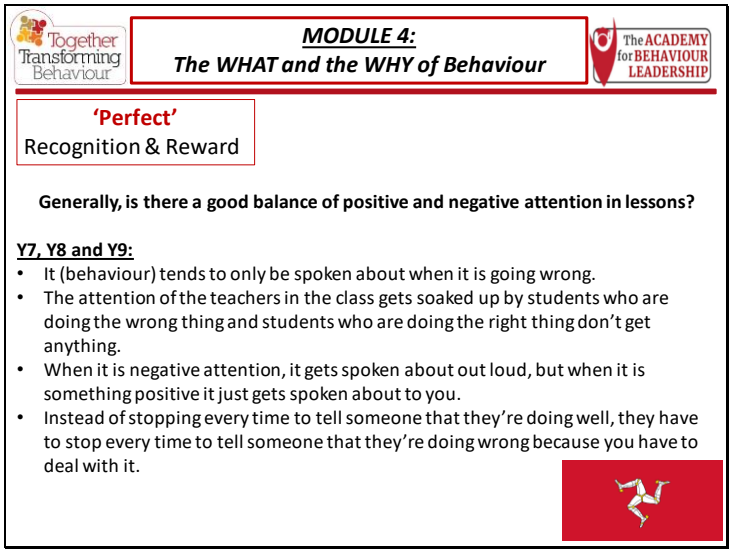
Slide 4


Together Transforming Behaviour
MODULE 4:
The WHAT and the WHY of Behaviour
The ACADEMY for BEHAVIOUR LEADERSHIP
From managing behaviour to mobilising colleagues.
From being a sounding board to being solution focused.
bE HAVIOUR LEAD
From individual students to systems and structures.
From a disciplinarian to a developer of people.

Slide 5


Together Transforming Behaviour
MODULE 4:
The WHAT and the WHY of Behaviour
The ACADEMY for BEHAVIOUR LEADERSHIP
3
'Perfect'
Recognition & Reward
Predictable
Rules & routines
bE HAVIOUR
Persistent
Hope & help

Slide 6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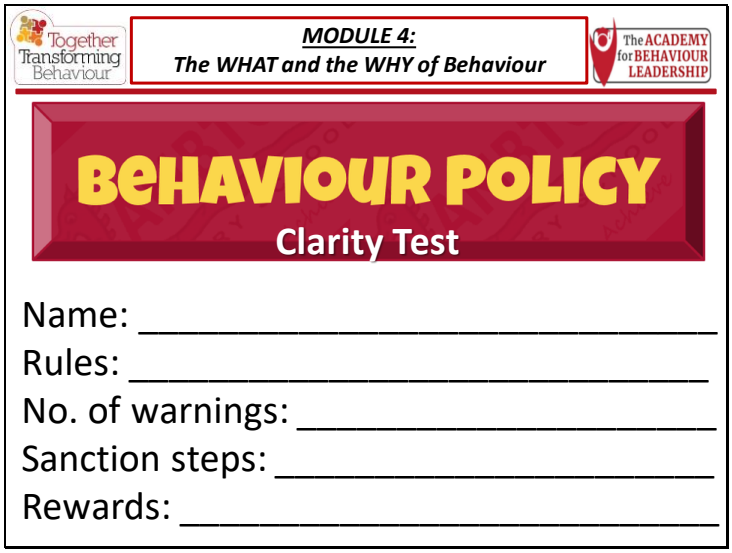
The ACADEMY for BEHAVIOUR LEADERSHIP
'Perfect'
Recognition & Reward
Generally, is there a good balance of positive and negative attention in lessons?
Y7, Y8 and Y9:
• It (behaviour) tends to only be spoken about when it is going wrong.
• The attention of the teachers in the class gets soaked up by students who are doing the wrong thing and students who are doing the right thing don't get anything.
• When it is negative attention, it gets spoken about out loud, but when it is something positive it just gets spoken about to you.
• Instead of stopping every time to tell someone that they're doing well, they have to stop every time to tell someone that they're doing wrong because you have to deal with it.

Slide 7

Together Transforming Behaviour
MODULE 4:
The WHAT and the WHY of Behaviour
The ACADEMY for BEHAVIOUR LEADERSHIP
Predictable
Rules & routines
Our 'Going for Gold' Rules
Follow instructions
Praise, no put downs
Work quietly, stay on task
Hands, feet, objects to yourself
Respect people, property and take responsibility
Would your rules pass the 'simplicity test?'
Consideration
1. We respect and care about others – we are kind
2. We respect our school
Courtesy
3. We are polite and respectful to all members of our family; we say please and thank you
4. We listen to others when they are speaking and listen before we give our own opinion
Cooperation
5. We follow instructions the first time
6. We arrive to school and to lessons on time
Contribution
7. We are equipped and prepared for learning
8. We work hard in lessons, participate positively and always do our best
9. We go above and beyond to contribute to our family

Slide 8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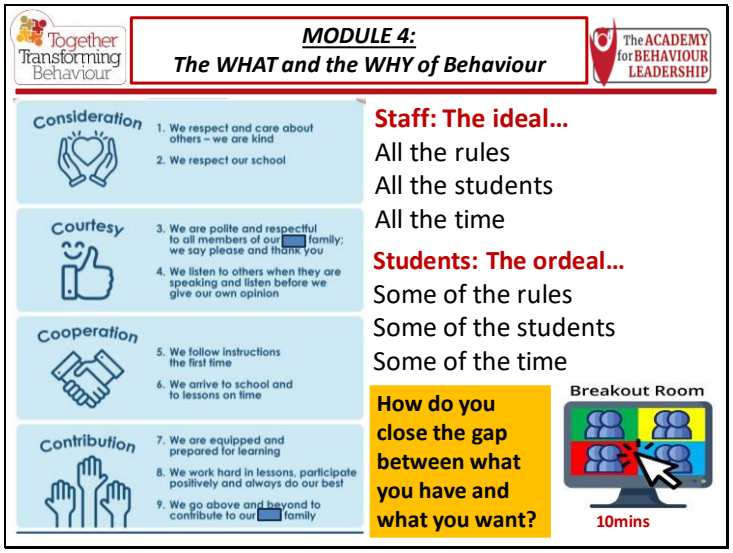
BEHAVIOUR POLICY
Clarity Test
Name: _____
Rules: _____
No. of warnings: _____
Sanction steps: _____
Rewards: _____

Slide 9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Consideration
1. We respect and care about others – we are kind
2. We respect our school
Courtesy
3. We are polite and respectful to all members of our [redacted] family; we say please and thank you
4. We listen to others when they are speaking and listen before we give our own opinion
Cooperation
5. We follow instructions the first time
6. We arrive to school and to lessons on time
Contribution
7. We are equipped and prepared for learning
8. We work hard in lessons, participate positively and always do our best
9. We go above and beyond to contribute to our [redacted] family
Staff: The ideal…
All the rules
All the students
All the time
Students: The ordeal…
Some of the rules
Some of the students
Some of the time
How do you close the gap between what you have and what you want?
Breakout Room
10mins

Slide 10

***MODULE 4:***
***The WHAT and the WHY of Behaviour***

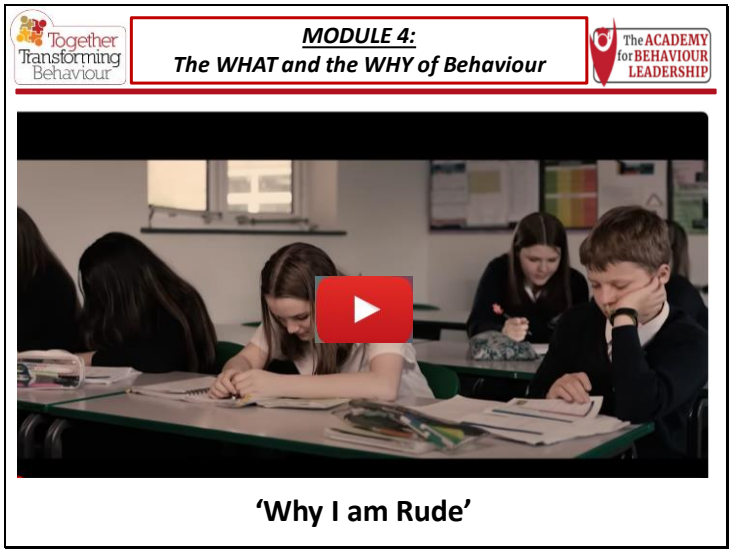
**Persistent**
Hope & help

**Secondary School Reports:**

**1986:** 'Tracey is cheeky and insolent.'
**1987:** 'Tracey's difficulties with self-discipline continue to prevent her from reaching her full potential.'
**1988:** 'Tracey displays aggressive behaviour to staff and does not accept correction.'
**1989:** 'This school has not helped Tracey change behaviours she displayed in Primary School.'

**6 FIXED TERM EXCLUSIONS IN TOTAL**

Slide 11


Together Transforming Behaviour
MODULE 4:
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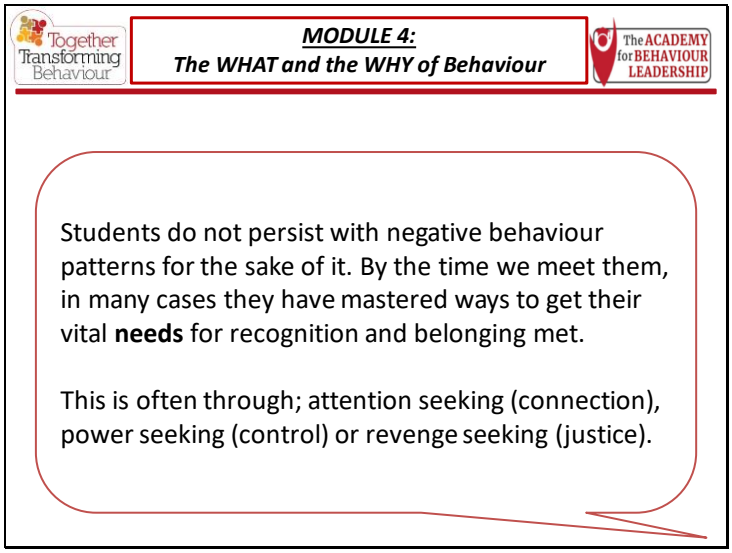
The ACADEMY for BEHAVIOUR LEADERSHIP
'Why I am Rude'

Slide 12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MODULE 4:
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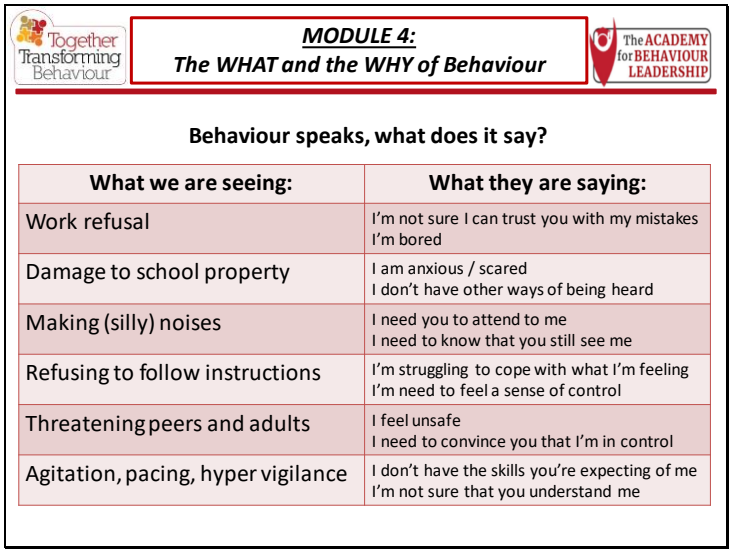
The ACADEMY for BEHAVIOUR LEADERSHIP
Students do not persist with negative behaviour patterns for the sake of it. By the time we meet them, in many cases they have mastered ways to get their vital needs for recognition and belonging met.
This is often through; attention seeking (connection), power seeking (control) or revenge seeking (justice).

Slide 13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MODULE 4:
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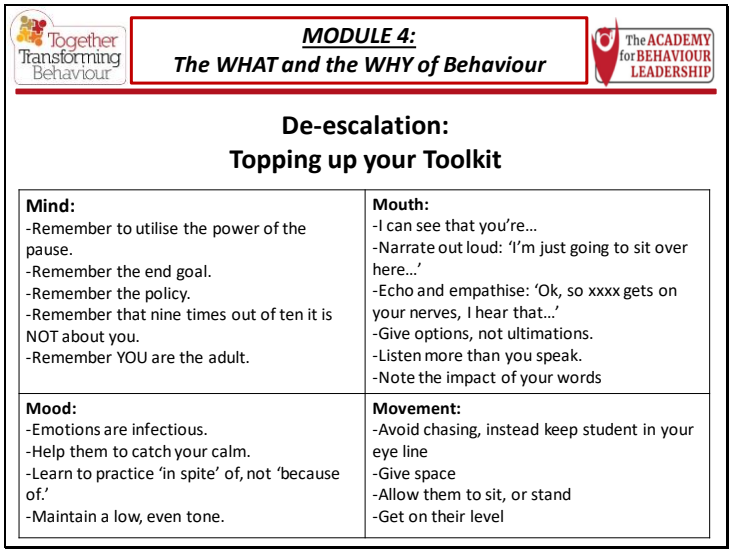
The ACADEMY for BEHAVIOUR LEADERSHIP
Behaviour speaks, what does it say?
What we are seeing:
What they are saying:
Work refusal
I'm not sure I can trust you with my mistakes
I'm bored
Damage to school property
I am anxious / scared
I don't have other ways of being heard
Making (silly) noises
I need you to attend to me
I need to know that you still see me
Refusing to follow instructions
I'm struggling to cope with what I'm feeling
I'm need to feel a sense of control
Threatening peers and adults
I feel unsafe
I need to convince you that I'm in control
Agitation, pacing, hyper vigilance
I don't have the skills you're expecting of me
I'm not sure that you understand me

Slide 14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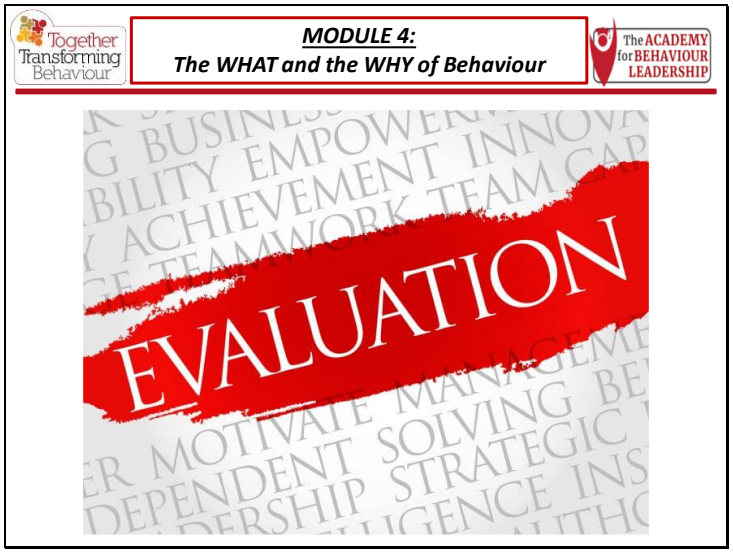
De-escalation:
Topping up your Toolkit
Mind:
-Remember to utilise the power of the pause.
-Remember the end goal.
-Remember the policy.
-Remember that nine times out of ten it is NOT about you.
-Remember YOU are the adult.
Mouth:
-I can see that you're…
-Narrate out loud: 'I'm just going to sit over here…'
-Echo and empathise: 'Ok, so xxxx gets on your nerves, I hear that…'
-Give options, not ultimations.
-Listen more than you speak.
-Note the impact of your words
Mood:
-Emotions are infectious.
-Help them to catch your calm.
-Learn to practice 'in spite' of, not 'because of.'
-Maintain a low, even tone.
Movement:
-Avoid chasing, instead keep student in your eye line
-Give space
-Allow them to sit, or stand
-Get on their level

Slide 15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EVALUATION

Slide 16

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Working with Teachers & Parents to Transform Children's Behaviour
The ACADEMY for BEHAVIOUR LEADERSHIP
Training Behaviour Leaders to Transform Behaviour Culture
Who's next?
Wednesday 26th June @ 4pm
Module 5:
The Real Deal about Emotional Regulation
Presented by: Rebecca Oyetey