

# Contents

|  |           |
|--|-----------|
| <b>Introduction</b> .....  | <b>1</b>  |
| <b>1. Visible Consistency, Visible Kindness</b> .....                    | <b>3</b>  |
| This is how we do it here .....  | 4         |
| Meeting and greeting .....   | 6         |
| Fantastic walking .....  | 7         |
| Nobody gets to see the head without a tour! .....                        | 9         |
| Grinding out consistency .....   | 11        |
| How consistency crumbles .....   | 11        |
| Turning around behaviour in a large inner city secondary<br>school ..... | 13        |
| Testing .....  | 15        |
| Watch out for .....  | 16        |
| Nuggets .....  | 16        |
| <b>2. The Counter-Intuitive Classroom</b> .....                          | <b>19</b> |
| The corrosion at the heart of classroom practice .....                   | 20        |
| You should know how to behave .....                                      | 22        |
| A tonne of bricks .....  | 23        |
| Recognition boards .....   | 24        |
| Behaviour games .....  | 25        |
| Rewards that shouldn't work but do .....                                 | 28        |
| Token economies are corrupt .....  | 29        |
| One million merits .....   | 31        |
| Robert and the skip .....  | 31        |
| Testing .....  | 34        |
| Watch out for .....  | 35        |
| Nuggets .....  | 35        |

|   |           |
|---|-----------|
| <b>3. Deliberate Botheredness</b>               | <b>37</b> |
| Bribery   | 38        |
| The drip effect                                 | 39        |
| Extreme botheredness                            | 39        |
| Over and above                                  | 42        |
| Emotional currency                              | 42        |
| The incredible power of the positive note       | 43        |
| Fractions of positive notes                     | 44        |
| Worksheet weary                                 | 46        |
| Noticing the unnoticed: Hot Chocolate Friday    | 48        |
| Show you belong                                 | 49        |
| Testing   | 51        |
| Watch out for                                   | 51        |
| Nuggets   | 52        |
| <b>4. Certainty in Adult Behaviour</b>          | <b>55</b> |
| The cost of adult emotion                       | 57        |
| What expert teachers teach us about 'certainty' | 58        |
| A visit to the Department                       | 59        |
| Picking up your own tab                         | 60        |
| Certainty beats weight of sanction every time   | 61        |
| Being certain even when you are not!            | 63        |
| Over-promising punishment                       | 65        |
| Seismic shifts in primary behaviour             | 65        |
| Testing   | 69        |
| Watch out for                                   | 69        |
| Nuggets   | 70        |
| <b>5. Keystone Classroom Routines</b>           | <b>73</b> |
| Going too far                                   | 74        |
| Wall of death                                   | 75        |
| The keystone five                               | 76        |
| Juggling, routines and 'natural' talent         | 82        |

## Contents

|  |            |
|--|------------|
| Ending and sending .....                                     | 83         |
| Punctuality problems .....                                   | 84         |
| Testing .....  | 86         |
| Watch out for .....  | 87         |
| Nuggets .....  | 88         |
| <b>6. Universal Microscripts: Flipping the Script .....</b>  | <b>89</b>  |
| Freestyling .....  | 90         |
| The 30 second intervention .....                             | 92         |
| A 30 second script .....                                     | 94         |
| Flipping the script in Denmark .....                         | 95         |
| Advanced assertiveness .....                                 | 97         |
| Beginning brilliantly .....                                  | 100        |
| A difficult proposition .....                                | 101        |
| Testing .....  | 103        |
| Watch out for .....  | 104        |
| Nuggets .....  | 105        |
| <b>7. Punishment Addiction, Humiliation Hangover .....</b>   | <b>107</b> |
| The punishment road .....                                    | 107        |
| Excuses? .....   | 109        |
| The madness of chasing secondary behaviours .....            | 112        |
| Punishment contradiction .....                               | 113        |
| Booths .....   | 114        |
| Creative isolation .....                                     | 116        |
| Classroom plan .....   | 117        |
| Impositions .....  | 119        |
| Removing detention from a large urban secondary school ..... | 120        |
| Testing .....  | 121        |
| Watch out for .....  | 122        |
| Nuggets .....  | 122        |
| <b>8. Restore, Redraw, Repair .....</b>                      | <b>125</b> |
| The meeting .....  | 126        |

|   |            |
|---|------------|
| The restorative five .....  | 128        |
| Restorative questions with young children .....                               | 131        |
| Picking up your own tab .....   | 132        |
| Adults who say sorry .....  | 135        |
| Improving on exclusion .....  | 135        |
| Rebuilding a school with restorative practice .....                           | 137        |
| Testing .....   | 138        |
| Watch out for .....   | 138        |
| Nuggets .....   | 138        |
| <b>9. Some Children Follow Rules, Some Follow People .....</b>                | <b>141</b> |
| Angry learners .....  | 141        |
| Six changes to your approach to manage the most<br>difficult behaviours ..... | 143        |
| The tutting chair .....   | 146        |
| A word on trauma and attachment .....   | 151        |
| Goat mentoring .....  | 152        |
| Learning from the alternative .....   | 154        |
| Where's the bit on behavioural disorders? .....                               | 156        |
| Tricky calls with parents .....   | 157        |
| Testing .....   | 158        |
| Watch out for .....   | 158        |
| Nuggets .....   | 159        |
| <b>10. Your Behaviour Policy Sucks! .....</b>                                 | <b>161</b> |
| How much does your behaviour policy weigh? .....                              | 162        |
| Rules made of gold .....  | 162        |
| A chaos of rules .....  | 164        |
| Policy language: education or incarceration .....                             | 165        |
| The power of ready, respectful, safe .....                                    | 168        |
| The punishment buffet .....   | 170        |
| Whole class punishments .....   | 170        |
| What is the financial cost of a sanction heavy policy? .....                  | 171        |
| The behaviour blueprint on a single A4 sheet .....                            | 172        |

## Contents

|   |            |
|---|------------|
| The grey suits of doom .....                          | 173        |
| Redesigning cliff edges .....                         | 174        |
| Testing .....   | 174        |
| Watch out for .....                                   | 175        |
| Nuggets .....   | 175        |
| <b>11. The 30 Day Magic .....</b>                     | <b>177</b> |
| Ribbons and pebbles .....                             | 178        |
| The INSET hare .....                                  | 179        |
| Saying hello .....                                    | 180        |
| Help! The advisor is telling me to punish more! ..... | 183        |
| Watch out for .....                                   | 184        |
| Nuggets .....   | 184        |
| <b>Conclusion .....</b>                               | <b>185</b> |
| <b>Acknowledgements .....</b>                         | <b>187</b> |
| <b>About the Author .....</b>                         | <b>189</b> |

# Introduction

The support available for teachers who struggle with behaviour is woe-ful. They are constantly bombarded with training that is focused on 'progress', pleasing Ofsted and analysing data. They are trained in reinvented, rehashed pedagogy and hammered by performance and forever shifting standards. Ask any teacher what the gap in their training is and the answer is managing behaviour. Teachers don't need the scattergun approach of a thousand funky strategies or the frankly insulting sugges-tion of lines and running around the playground from politicians who want to look tough. Teachers need training in managing behaviours that cannot be solved with simplistic checklists or the odd half hour lecture. They need effective training that is frequently updated and that addresses the real problems in some of our schools, not to be patronised, ignored and told that their only purpose is results.

The unrelenting drive for exam results has blunted pastoral care in many schools. Mix this with the increasing emphasis of a 'them' and 'us' culture and high stakes everything, and you have a dangerous cocktail. As chil-dren are reduced to 'units of progress', many head teachers are forced to hide behaviour issues from inspectors and classroom teachers are left to drown. In some schools pastoral care is reduced to voluntary acts of love from individual teachers who care too much to teach by numbers. The funding and status of pastoral care was thrown out of the window when the bean counters arrived. Now, anything that is not measurable in results is worthless. Only recently I witnessed a PE teacher saving the life of a child in a swimming pool, a teaching assistant talking down a child with violent intent and a teacher counselling a child whose father had just been incarcerated. Performance manage that.

However, the tide is turning on the behaviour debate. The 'punishment brigade' are losing the argument, and as they do so they are finding them-selves isolated. And the world is turning: children are less tolerant of

nasty adults and parents demand more than just detention, meetings and exclusion.

Twenty years ago nobody thought twice about Mr Wright holding Robert against the wall by his tie with his feet dangling. Now he would be arrested. Even 10 years ago the idea that you could eliminate detention in schools with restorative practice was sneered at. Today, a story about a school in Baltimore that has replaced detention with meditation is looked at with genuine interest and intrigue.<sup>1</sup> The direction of travel is clear. In another 20 years will we look back at isolation booths, detentions and exclusions with the same horror that we look back at beating children with canes?

The appalling lack of respect for teachers is stirred by greedy politicians, arrogant inspectors and the ugly opinions of those who would sell out teachers before breakfast for a slither of dirty self-promotion. The esteem in which we hold our teachers is reflected in the eyes of every child and in the behaviour in every classroom. Our teachers deserve respect. They deserve our admiration. They deserve our investment. Our teachers have a right to be better prepared and better trained to deal with the increasingly severe problems that are parked at their door.

The idea that behaviour management is simply about learning a set of techniques that emerge from a teacher's 'toolkit' is a dangerous one. Outstanding management of behaviour and relationships is simply not skills led. Neither is it imported with 'magic' behaviour systems, bought with data tracking software or instantly achieved by calling a school an academy. In behaviour management, culture eats strategy for breakfast. Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave.

---

1 D. Bloom, Instead of Detention, These Students Get Meditation, *CNN* (8 November 2016). Available at: <http://edition.cnn.com/2016/11/04/health/meditation-in-schools-baltimore/>.